UNIVERSITY OF KWAZULU-NATAL

MOTIVATION AND ITS IMPACT ON JOB SATISFACTION AT TOYOTA FINANCE DEPARTMENT

By

Sumaiya Seedat-Moola

983171818

A dissertation submitted in partial fulfilment of the requirements for the degree of

Masters of Business Administration

Graduate School of Business and Leadership

College of Law and Management Studies

Supervisor: Cecile Gerwel Proches

2014

DECLARATION

I, Sumaiya Seedat-Moola declare that

i)   The research reported in this discussion, except where otherwise indicated, is my original work.

ii)   This dissertation has not been submitted for any degree or examination at any other university.

iii)   This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

iv)   This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:

   a. Their words have been re-written but the general information attributed to them has been referenced;

   b. Where their exact words have been used, their writing has been placed inside quotation marks, and referenced.

v)   Where I have reproduced a publication of which I am an author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.

vi)   This dissertation does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References sections.

Signed:

ACKNOWLEDGEMENTS

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

- Allah (God) who has made it possible for me to complete this process and learn so much from it.
- My husband, Arshad Moola, with whom I started this MBA journey – it has opened up a world of alternate possibilities for me and for us.
- My mother and father for their encouragement and support – especially those Ramadaan suppers.
- My life coach, Nerisha Maharaj – for her persistent effort in getting me to complete this journey.
- My Body Talk practitioner, Farzana Moosa – for her help in directing my energy towards completion.
- My supervisor, Mrs Cecile Gerwel Proches, for her help, support and gentle encouragement – that chance meeting has made a huge difference to me completing this study.
- My respondents, for providing open and valuable insight.
- My MBA gang – Rajesh, Loueen, Yogan, Thandeka – you truly enhanced this entire experience.

ABSTRACT

Toyota operates in a dynamic and competitive environment. Local and economic factors have a direct impact on the business. There has been a slowdown in car sales, due to higher interest rates, higher car prices and slow growth in the economy, locally. Internationally, Toyota has to compete with other car manufacturers based on quality and cost effectiveness. Therefore, Toyota has renewed its focus on cost cutting measures, by trying to identify efficiencies within processes and savings via procurement. Toyota has recognised that its finance employees are the key to driving this process. It is therefore imperative that Toyota manages the focus and energy of its finance department, so as to achieve its goals. The purpose of this study was to investigate factors affecting motivation and its impact on job satisfaction, in the Toyota finance department. A qualitative research approach was used for the purpose of this study. In-depth interviews were held with fifteen employees, to gain an understanding of their perceptions of motivating factors and, their levels of motivation and job satisfaction. Data was analysed using thematic analysis. The findings of the research indicated that culture, leadership style and facets of work, were significant motivating factors. The study also identifies other factors that had an impact on motivation. The study found there to be a strong link between motivation and job satisfaction. The study concluded with recommendations on how to improve motivation levels at Toyota finance department i.e. changes in work design, leadership style and culture were required.

Table of Contents

LIST OF FIGURES

LIST OF TABLES

CHAPTER 1: INTRODUCTION

1.1 Introduction

The business environment is dynamic, challenging and very competitive. Organisations have to deal with political, legal, technical and social factors on a regular basis, in order to maintain their survival. Within the automotive industry, there has been a slowdown in car sales, due to higher interest rates, higher car prices and slow growth in the economy, locally (NAAMSA, 2013). Internationally, Toyota has to compete with other car manufacturers based on quality and cost effectiveness. Therefore there is an increased reliance on employees to ensure survival and drive growth (Crumpton, 2013).

A motivated workforce is the key to organisational success. Organisations need to find suitable ways to focus the attention of their staff productively (Crumpton, 2013). Another construct that positively affects organisational effectiveness is job satisfaction (Bontis & Serenko, 2011).

The topic chosen for this study is motivation and its impact on job satisfaction at Toyota. The researcher is an employee at Toyota, and the current situation is a drive towards cost effectiveness for improved competitiveness, therefore it is vital that employees are motivated and satisfied as they will drive the organisational goals.

This chapter provides an overview of the topic chosen and the motivation for the study. The focus area of the study is highlighted in order to provide an understanding of the direction of the study. The problem statement identifies the problem solved by this study and the research questions posed present the areas of research that were addressed. The research approach will then be discussed followed by the limitations of the study.

1.2 Motivation for the study

This section commences with a brief background on the South African motor industry and Toyota South Africa, in order to locate the motivation for the study.

1.2.1 The South African Motor Industry

The National Association of Automobile Manufacturers in South Africa (NAAMSA) is the authority responsible for providing information on the South African motor

industry. The industry experienced a significant decline in the period 2006 to 2009, with sales dropping by 25% from 2008 to 2009 or 138 000 units. This was the lowest industry sales level since 2003 (NAAMSA, 2009). At the time, vehicle manufacturers and importers had to restructure their operations to address the decline in the market, and this included closing car dealerships and laying off staff (NAAMSA, 2009).

The motor industry then moved into a recovery phase, with sales continuing to increase over the period 2010 to 2013. This was in part due to the reliability of motor manufacturers, the focus on quality and the stable economic policy which promotes local value addition (NAAMSA, 2013).

Although the 2014 calendar year is forecast to conclude with sales levels that are on par with the 2013 calendar year, NAAMSA encourages a cautious outlook citing factors like a slowdown in economic growth, increase in interest rates and car prices increasing higher than inflation (NAAMSA, 2013).

1.2.2 Toyota South Africa Motors

Toyota South Africa Motors "Toyota" is a wholly owned subsidiary of Toyota South Africa Pty (Ltd) "TSA", and Toyota Motor Corporation Japan "TMC" is the major shareholder of TSA (www.Toyota-global.com, 2014). The corporate philosophy is governed by the drive to sustain development of society by production and provision of good quality products that lead the times (www.toyota-global.com, 2014). One of Toyota's guiding principles is a corporate culture and promotes individual creativity and teamwork, while safeguarding mutual trust and respect between employees and management (www.toyota-global.com).

TMC has operations in North America, South America, Africa, Europe and Asia. Toyota began operations in South Africa in 1962, and, as at March 2013 employed over 6 900 people. The manufacturing plant is located in Durban. Finance, human resources, information technology and purchasing are also located in Durban. The sales and marketing function, as well as the parts warehouse, is situated in Johannesburg (www.i-toyota.co.za).

The slowdown in vehicle growth, as mentioned above, results in pressure to be creative and innovative whilst at the same time managing costs, so that Toyota

can effectively compete on a local and global scale. The change in economic outlook has resulted in management reviewing operations to improve efficiencies and cost effectiveness. Toyota has identified that their employees are key role players in this exercise. The researcher is aware of this due to her being an employee at Toyota.

There is a strong focus on cost cutting. The finance department in Durban has been responsible for identifying and highlighting possible savings in all areas of the business. The finance department has also been tasked with monitoring departmental milestones, across all areas of the business, in terms of meeting their cost cutting commitments. The researcher is aware of this due to her being an employee at Toyota.

This exercise requires energy and commitment, from the finance department, and is an additional aspect to their daily functions. Motivation is a key psychological construct for the arousal and direction of goal directed behaviour (Luthans, 1998). An understanding of what motivates Toyota's finance department employees and whether this has an impact on job satisfaction will provide valuable insight in achieving Toyota's goals. This study focused on factors that influence motivation and whether motivation had an impact on job satisfaction at Toyota Finance department.

The research will help management identify what drives their employees and what measures should be used to improve motivation. This will further the company's goals towards improving efficiencies and cost effectiveness.

1.3 Focus of the study

The focus of the study was centred around the concepts of motivation and its impact on job satisfaction, within the Finance department at Toyota. This was due to management identifying that finance department employees are the key to driving the cost effectiveness measures that are required to maintain efficiencies and competitiveness.

1.3.1 Motivation

Motivation is the energy that focuses and directs behaviour (Conti & Amabile, 2011). Toyota has displayed increasing interest in the wellbeing of their

employees, as an energised workforce has the potential to be effective and efficient (Buble, Juras & Matic, 2014). Motivation has also been defined as the "art that helps people to focus" (Crumpton, 2013, p.144). There is a need for management to creatively and consistently find ways to focus their employees' attentions in a productive way (Crumpton, 2013).

By determining what motivates its employees, Toyota will be able to stimulate change which will result in organisational effectiveness. Maintaining the values of an organisation is useful to maintain motivation as a value is a "motivational construct". Value attainment is abstract but meaningful to individuals as it is the product of one's efforts (Crumpton, 2013).

Motivation as a concept cannot be defined completely accurately because it is based on an individual and a situation, and how the individual perceives the situation (Seebaluck & Seegum, 2012). Therefore the study will provide better understanding of employee perceptions around motivation.

1.3.2 Job Satisfaction

Job satisfaction is the extent to which an employee likes his/her job (Kreitner & Kinicki, 2008) and is an appraisal of needs satisfaction for an employee within the work context (Dawis & Lofquist, 1984). There is a significant mutual influence between job satisfaction and job performance (Yang & Hwang, 2014) and, satisfied employees are most likely to stay with their employees (Hausknecht, Rodda & Howard, 2009).

An understanding of the relationship between motivation and job satisfaction at Toyota will enable management to influence satisfaction levels so that employee performance is optimised.

1.4 Problem Statement

The current business environment is harsh and competitive. Within the automotive industry, there has been a slowdown in car sales due to higher interest rates, higher car prices and slow growth in the economy (NAAMSA, 2013). Toyota has identified that in order to stay competitive within the local and the global context, operations need to be more efficient and, costs need to be reduced. Toyota has

committed to effect significant cost savings to TMC, within the next few years. The researcher is aware of this due to her being an employee at Toyota.

The finance department in Durban has been tasked with identifying and monitoring cost savings so that the goals set by the organisation are met within the appointed period of time. Toyota is governed by the principles of "The Toyota Way" which supports respect for people and teamwork to drive the goals of personal and organisational growth (www.toyota-global.com).

The employees in the finance department are required to display energy and commitment to drive this change. The finance department is responsible for target setting and monitoring. Toyota understands that motivating staff and ensuring job satisfaction will make this process mutually beneficial, and, result in achieving organisational goals. The researcher is aware of this due to her being an employee at Toyota.

1.5 Objectives of the Study

The objectives of the study are to determine:

1. The factors influencing motivation in the Toyota Finance department.
2. Whether motivation has an impact on job satisfaction in the Toyota Finance department.
3. To provide recommendations to Toyota Finance department management on how to motivate employees.

1.6 Research Questions

This study focused on answering the questions below:

- What are the factors influencing motivation in the Toyota Finance department?
- Does motivation have an impact on job satisfaction in the Toyota Finance department?
- What changes/actions can Toyota Finance department management implement in order to motivate employees?

1.7 Research Methodology

A qualitative research approach was used for the study. Qualitative research provides a description and an understanding of social perceptions from the people in a particular situation (Flick, von Kardorff & Steinke, 2004).

In-depth interviews were held with fifteen employees, chosen from the Toyota finance department. Respondents were interviewed, via discussion, about motivation and job satisfaction. The data was then collected and a thematic analysis conducted, to identify themes that centred on motivation and job satisfaction at Toyota. Thematic analysis is a useful technique to identify patterns and themes within data (Braun & Clarke, 2006).

The results were presented in a narrative text format, which is most suitable for displaying qualitative data. A thorough description of respondents' perceptions and experiences was presented. The results were discussed in relation to the literature presented, as well as previous studies, with the aim of concluding the study by presenting recommendations.

1.8 Limitations of the Study

The factors limiting the study were:

- Respondents had to take time away from their work to participate in the study. This could have had an impact on their responses if they had time constraints due to their work load. Every effort was made to have open, free flowing interviews where respondents were probed thoroughly, in order to minimise the impact of time constraints, on the study.
- Some respondents were cautious in their responses as they were uncomfortable about being included in the sample. This was addressed by stressing the confidentiality of their responses as well as completing interviews in a closed meeting room.
- The research was limited to Finance department employees and not all Toyota employees or several automotive manufacturers.

1.9 Structure of the dissertation
Chapter One – Introduction

Chapter one introduced this study by providing background information, the focus and the motivation of the study, followed by the problem statement, and research questions that are to be answered. A brief overview of the research methodology was provided. The chapter concluded with the limitations of this study.

Chapter Two – Literature Review

This chapter will undertake a review of the literature on motivation and job satisfaction. Various scholarly resources will be reviewed (peer reviewed journal articles, previous studies and books). Literature within the national and international context will also be reviewed. This review will support the need for this study.

Chapter Three – Research Methodology

Chapter Three discusses the research methodology that will be used to conduct this study. The aim and objectives of the study will provide the context for the type of methodology that is selected for this research. The research population and sample will be identified and the data collection method and instrument will be discussed.

Chapter Four – Results

This chapter will present the interview results of the study.

Chapter Five – Discussion

This chapter will discuss the results of the study in conjunction with the literature review and results of previous studies.

Chapter Six – Recommendations and Conclusion

This chapter will conclude this study by presenting the key findings and recommendations for management and future research studies.

1.10 Summary

The challenges faced by the South African motor industry have a direct impact on Toyota and its employees. Maintaining a competitive advantage through efficiencies is one factor that will be of advantage. The workforce has a crucial role to play therefore ensuring employees are motivated and satisfied with their jobs is important. This chapter discussed the motivation and focus for this study as well as the objectives and the limitations.

A literature review on motivation and job satisfaction follows in the next chapter. This will provide an understanding of implication for Toyota.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

A literature review is conducted in this chapter. The research material reviewed has been obtained from books and journal articles. The subject matter relates to motivation and job satisfaction.

Motivation will be defined, followed by an in-depth review of Motivation Theories. Job satisfaction will then be reviewed. This review formed the basis for the study to be conducted.

2.2 Motivation

2.2.1 The concept of motivation

Mitchell (1982) in his work on motivation theory, emphasised the similarities in the definition of motivation, as put forward by various social scientists and, defined motivation as a psychological process that is responsible for the arousal, direction and persistence of an act that is directed towards a goal.

The definition seeks to identify the important elements that are associated with motivation. The first is that motivation pertains to an individual – each person is regarded as unique with respect to their needs, desires and their goals. Grobler, Warnich, Carrell, Elbert and Hatfield (2006) agree with this observation.

The second point of the definition above, reflects that motivation is intentional and therefore within the control of the employee. Finally, motivation has many facets to it in that the focus is on processes that impact behaviour (Mitchell, 1982). This includes investigation of what will arouse an individual to act in a certain way because they want to do well, and, what behaviour will they choose to engage in, given that they desire a particular outcome (Mitchell, 1982).

Motivation is a process which can simultaneously arouse, energise, direct and sustain specific behaviour and/or performance (Luthans, 1998). Further, motivation works internally to encourage action towards fulfilment of a particular task; underscores effectiveness in performance of said task and, can pre-empt commitment to a task or a job (Luthans, 1998).

Conti and Amabile (2011, p.147) defined motivation simply by stating it is the "energy underlying behaviour". Further, the choice of action made by an individual is explained by their motivation to start and persist in said action.

Grobler, et al. (2006), agree with the views above that relate to motivation in the workplace. The authors explain that if an employee is indifferent about their job, they will not put energy into it, and this directly affects the success of the organisation.

Huang (2012, p.1755) described motivation as a "theoretical construct" which is used to explain behaviour that is directed towards a goal. Huang (2012) differentiates between motives and goals, stating that while motives are based on general needs and can initiate purpose driven actions, goals are specific and explain the direction and the quality of those same purpose driven actions. The quality of an action is based on how intense and persistent it is.

Efere (2005) suggests that due to stress, boredom and job dissatisfaction being so rife in the workplace, motivation could be the key in alleviating these problems.

2.3 Motivational Theories

Kreitner and Kinicki (2008) differentiate between two types of motivation theories i.e. content theories of motivation and process theories of motivation. Content theories explain what motivates people (Efere, 2005) i.e. content theory infers that motivation is a function of an employee's needs (Kreitner & Kinicki, 2008). A need is defined as something that is essential and/or very important as opposed to being something that is merely desirable (Grobler, et al., 2006). Need theories are relevant within the context of the workplace as motivation is seen as the driver to satisfy an individual's needs which results in better job performance (Arnolds & Boshoff, 2002).

Process theories delve deeper by explaining how motivation is influenced by internal factors of an individual (Kreitner & Kinicki, 2008). It is not only the content variables of a job that has an impact on motivation, but rather the individual's evaluation of the impact (positive and negative) of taking a particular job (Lee-Ross, 2004).

The process theories that will be discussed below are Maslow's hierarchy of needs, Alderfer's ERG Theory, McClelland's Achievement Theory and McGregor's Theory X and Y (Kreitner & Kinicki, 2008). This will be followed by a discussion on content theories i.e. Adam's equity theory, Vroom's Expectancy theory and Herzberg's Hygiene theory (Kreitner & Kinicki, 2008).

2.3.1 Maslow's hierarchy of needs theory

Maslow's hierarchy of needs is one of the most commonly referenced motivational theories and focuses on needs (Dye, Mills & Weatherbee, 2005).

In the introduction to his study on motivation theory, Maslow (1943, pp.370-371) stressed certain aspects which definitively needed to be included in such theory. The first was that the human being had to be viewed holistically. Another important basis for his theory was the fulfilment of basic needs, and not partial or superficial needs. Maslow postulated that an individual's basic needs were arranged in a type of hierarchy where the fulfilment of one level of needs then resulted in the desire to achieve or meet the next level of needs.

Maslow (1943, pp.373-383) differentiated between human needs thus: physiological, safety, love, esteem and self-actualisation.

Refer below to Figure 2.1 for an illustration of Maslow's hierarchy of needs.
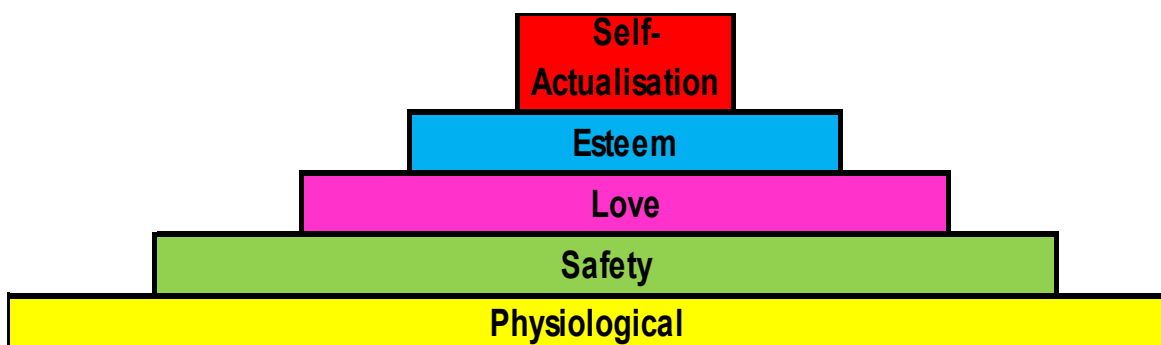
Figure 2. 1: Maslow's Need Hierarchy.

Adapted from Kreitner & Kinicki (2008: p. 211)

Figure 2.1 illustrates that at the bottom of the hierarchy are basic needs which include physiological and safety needs. Physiological needs include the satisfaction of hunger and the need for shelter. Safety needs address the desire to be free from pain and/or danger, physically or otherwise. An individual will be

11

motivated by safety needs once the physiological needs have been satisfied. With respect to employees, job security is the most important safety need (Grobler, et al., 2006).

The third level is love or social needs. This includes the desire for affection, interaction and a sense of belonging (Maslow, 1943). Within a workplace setting it includes acceptance by peers and it encourages team building (Grobler, et al., 2006).

The fourth level, or esteem needs, focuses on an individual's desire for self-confidence and recognition from others. The satisfaction of this level of needs leads to the highest level of the pyramid, self-actualisation. This is a desire for self-fulfilment i.e. to maximise one's full potential and creativity (Maslow, 1943).

O'Brian and Pick (1995) concur and have used this framework which explains the needs of human beings, as a tool to conceptualise motivation and job satisfaction in the workplace. The authors explained that first an individual aims to satisfy the lowest level of needs and if they are relatively well satisfied, the next level of needs becomes dominant. Therefore, employers or managers that are unaware of this will complain that their staff is not satisfied in spite of good pay, a nice working environment and good benefits. This is because their employees have well satisfied the first four levels of needs and are looking for self-fulfilment within their jobs. The manager must now implement ways for the employee to achieve their self-actualisation needs; otherwise the organisation will suffer (O'Brian & Pick, 1995).

2.3.2 Alderfer's ERG Theory

Maslow's theory did not have empirical support and was therefore viewed by critics as "pseudoscientific" (Corning, 2000, p.56). Also, it has been described as a broad theory of human development as opposed to actually describing motivation in the workplace (Landy, 1985).

Clayton Aldefer's ERG Theory is closely related to Maslow's theory of needs (Grobler, et al., 2006), however in order to address any weaknesses identified in Maslow's theory, as discussed above, he aligned the needs theory with empirical research (Arnold & Boshoff, 2002).

Alderfer postulated that an individual is motivated by three groups of basic needs and these are Existence, Relatedness and Growth, resulting in the name ERG Theory (Arnold & Boshoff, 2002). The existence needs reflect the basic physiological and safety needs. Relatedness needs refer to an individual's desire to have meaningful relationships. This includes social desires, the need to belong and the need for status. Growth needs, within Alderfer's theory, cover personal development, fulfilment and self-actualisation (Arnold & Boshoff, 2002).

Alderfer made specific reference to fringe benefits, the relatedness needs from peers and superiors at work and, the need for growth in the workplace, hence, its main strength is that it focused on motivation within the workplace (Arnold & Boshoff, 2002). Also, contrary to Maslow's step like approach to satisfaction, Alderfer concluded that it is possible to seek fulfilment of more than one need at a time (Grobler, et al., 2006), and, if one experiences frustration in trying to fulfil one need, the individual will concentrate on other needs (Kreitner & Kinicki, 2008). In a work context, an employee that is not satisfied with his/her relationship (relatedness need), he/she might demand higher pay or more benefits (existence need) (Kreitner & Kinicki, 2008). The authors suggest that managers can use this understanding of their employees to compensate one need with another i.e. provide higher pay to make up for a stifling work environment.

Another difference to Maslow's work is that with respect to growth needs, Alderfer proposed that an individual's potential is dependent on their environment (Schneider & Alderfer, 1973). Kreitner and Kinicki (2008) concur, stating that not only do individual and cultural differences have an impact on needs, but also that different needs provide motivation at varying points in an individual's life. The authors suggest that employers should customise incentive programmes after consideration of varying needs of their employees.

2.3.3 McClelland's Achievement Theory

McClelland focused on how specific and defined needs have the ability to motivate, ignoring the premise of a hierarchy (Steers, Mowday & Shapiro, 2004). The needs he identified are achievement, affiliation, power and avoidance (Efere, 2005). To an extent, every individual is motivated by all four needs; however,

most individuals are motivated most strongly by only one of these four needs (Fisher, 2009).

Within the workplace, managers can only effectively motivate their staff, if they are aware of which need strongly motivates each individual employee (Fisher, 2009). According to Efere (2005), McClelland provided a number of reasons managers should seek to hire people that were motivated by the need to achieve i.e.

- They are inventive
- They appreciate tasks with moderate difficulty
- They take ownership for the performance of their work
- They require unambiguous feedback on their performance
- They are not motivated by money as they view it merely as evidence of their performance

However, it has been observed that those motivated by the achievement need, do not display group orientation (Grobler, et al., 2006).

Employees that are motivated by power, are often out-spoken, and perform effectively when they have authority over others (Fisher, 2009) i.e. they have a desire to make an impact and this is demonstrated with coaching and/or teaching (Grobler, et al., 2006). This can work either in favour of the organisation or against it, depending on whether the employee has a positive or negative orientation to power. A negative orientation would result in the employee being concerned mainly with their own progress whilst a positive orientation will result in achieving group targets (Grobler, et al., 2006).

Employees that are motivated by affiliation needs require an environment of acceptance (Fisher, 2009). This could result in ineffective managers as one would vacillate over decisions in order to avoid being disliked (Grobler, et al., 2006).

In contrast to Efere (2005, pp.2-23) above, Grobler, et al. (2006, pp.215-220) stated that McClelland proposed hiring managers that had a high need for power and a low need for affiliation.

McClelland's work presented clearly defined needs, with respect to the work environment, as opposed to the abstract Maslow model, and has thus far proven

popular for research relating to specific factors of work motivation (Steers, et al., 2004).

2.3.4 McGregor's Theory X and Y

Theory X and Y developed by Douglas McGregor, postulates that people manage their staff based on what they believe will motivate them. The managers that exhibit Theory X assumptions believe that people are lazy and irresponsible and their motivation to work is coercion or the threat of punishment (Fisher, 2009). They also believe that people dislike responsibility, lack initiative and need to be controlled and directed constantly (Efere, 2005).

This manager will likely use rewards and punishments to motivate staff, and introduce rules so that there is compliance (Fisher, 2009). Efere (2005) states that this type of manager will be autocratic and rude and will very likely demotivate employees because their mistakes may lead to negative consequences. The author suggests this type of manager should revisit their behaviour to identify whether they are the cause of demotivated staff.

Theory Y has assumptions that are completely opposite to Theory X. Theory Y assumptions include the view that people are creative and possess initiative, are willing to work hard, will take responsibility once they have the proper guidance and don't need to be micro managed (Efere, 2005)

A manager that has Theory Y assumptions displays trust in his/her staff and is likely to create a work environment where growth and creativity is possible (Fisher, 2009).

Efere (2005) concluded that whilst Theory Y is preferable, staff cannot be given total responsibility without some supervision or control.

McGregor's theory is closely aligned with Maslow's hierarchy of needs (Sahin, 2012). Theory Y assumptions attempt to harmonise the relationship between management and employees, and relate to Maslow's self actualisation and esteem needs. A manager that promotes self actualisation and esteem needs will ensure the workplace is open to creativity, positivity and building confidence of employees (Sahin, 2012).

2.3.5 Adam's equity theory

Fairness, equity and justice are very important within the workplace and organisations that do not manage these concepts correctly, often bear negative consequences (Daft, 2008). With this in mind, John Adam sought to focus on the exchange relationship within the workplace, and theorise on fairness and equity in this relationship (Daft, 2008).

According to Shore (2004), Adam's equity theory bases an employee's level of motivation on their perception of fair treatment in comparison to other employees at their level. In their analyses of equity theory in the workplace, several theorists agree on three key points (Hitt, Miller & Colella, 2015):

- Employees have themselves determined a fair return in exchange for their contributions to their employer
- A social comparison is made between their inputs (including qualifications and effort) and their outcomes (including renumeration, benefits and promotion) with their colleagues
- Where there is a perception of inequity, the employee will seek to address it by changing their behaviour

Daft (2008) agreed that where employees perceive inequity, they will be highly motivated to reduce it.

Below is a list of behaviours employees would employ, in order to address the inequity (Efere, 2005):

- They may change their work input
- Their perception of their work contribution could become distorted i.e. they believe they work harder than they actually do
- Their perception of the work contribution of others could become distorted i.e. they believe their peers don't work as hard as they initially believed
- They may change their outcomes at work
- They may decide to leave their work
- They may change whom they compare themselves to conceding that whilst they don't work as hard as A, they work harder than B.

Kreitner and Kinicki (2008) discuss the several practical implications inherent in this theory. Understanding cognitive processes is important when trying to manage the workforce and attitudes and beliefs have a significant impact on motivation and the resultant work behaviour.

Managers need a good understanding of what fairness means to their employees; perception is key (Hitt, et al., 2015). Related to this, is the need to include employees' input, when deciding on work outcomes (Kreitner & Kinicki, 2008) and giving them the opportunity to appeal decisions, if need be, for matters that affect their welfare (Hitt, et al., 2015).

Organisational changes need to be implemented fairly as this is the most likely route to ensure the support of employees. An atmosphere of teamwork will only be possible if all employees are treated fairly (Daft, 2008).

2.3.6 Vroom's Expectancy Theory

Victor Vroom's expectancy theory postulates that when given a choice, an employee will select the option that produces the highest reward (Kermally, 2005). Intuition underpins this theory (Sloof & Van Praag, 2007). The assumption made is that in order to motivate one's self, an employee will consider whether he/she can perform the task at hand; whether he/she will be rewarded for it and finally whether he/she actually wants that particular reward (Kermally, 2005).

This is summarised in the three key concepts that this theory embodies i.e. expectancy, instrumentality and valence (Hitt, et al., 2015).

- Expectancy – this is based on the employee's perception of how likely a particular effort will be in producing a desired result (Hitt, et al., 2015)
- Instrumentality – this is based on the employee's perception of how likely the desired result will be in producing a desired reward (Efere, 2005)
- Valence – refers to the value that an individual places on the resultant reward (Kreitner & Kinicki, 2008)

This theory attempts to link effort to performance and performance to outcome (Daft, 2008). Summarised below are the implications of this theory, for managers and for organisations:

Implications for Managers	Implications for Organisations
Determine the outcomes employees value	Reward people for desired performance and do not keep pay decisions secret
Identify good performance so appropriate behaviours can be rewarded	Design challenging jobs
Make sure employees can achieve targeted performance levels	Tie some rewards to group accomplishments to build teamwork and encourage cooperation
Link desired outcomes to targeted levels of performance	Reward managers for creating, monitoring, and maintaining expectancies, instrumentalities, and outcomes that lead to high effort and goal attainment
Make sure changes in outcomes are large enough to motivate high effort	Monitor employee motivation through interviews or anonymous questionnaires
Monitor the reward system for inequities	Accommodate individual differences by building flexibility into the motivation program

Table 2. 1: Managerial and Organisational Implications of Expectancy Theory.

Adapted from Kreitner & Kinicki (2008: p. 226).

As tabulated above, managers need to ascertain their employees' needs so that the reward for good performance is in alignment with the employees' need. The tasks set for employee must be achievable by the employee i.e. skills and level of experience must be aligned with task allocation (Kreitner & Kinicki, 2008).

At an organisational level, challenge and teamwork is encouraged. The process must be managed by rewarding management, when organisational goals are met (Daft, 2008).

Vroom's Expectancy Theory is similar to Adam's Equity Theory as both theories recommend providing meaningful rewards which are linked to performance; providing feedback and, clarifying expectations and goals (Hitt, et al., 2015).

Criticisms of expectancy theory are that most employees do not actually have a choice in whether or not they are to perform a specific task; calculating the value placed on an outcome is difficult if not impossible and it assumes that motivation is merely a conscious and logical calculation of value and expectation (Kermally, 2005).

2.3.7 Skinner's Reinforcement Theory

Skinner's theory is based on behaviour, and presents a case for "conditioning" the performance of an individual by reinforcing the behaviour that one prefers (Pate, 1977, p.506). Malone (1975) stated that Skinner defined a reinforcer as a consequence that strengthens the behaviour, upon which the consequence itself is contingent. Grobler, et al. (2006, p.215) describe it as a "law of effect" – behaviour that leads to a positive or pleasant consequence will thus be repeated, whilst behaviour that results in a negative consequence will not tend to be repeated.

A manager that prefers to use reinforcement to motivate his/her employees needs to ensure that preferred behaviour is reinforced with rewards that are desirable to his/her employees, taking cognisance of the different preferences of employees. Positive reinforcers include pay increases, recognition and restructuring of benefits (Grobler, et al., 2006).

Criticisms of this theory include that it does not adequately take into account the effect on behaviour when reinforcement did not occur every time the specific behaviour was exhibited and, that this theory does not adequately address the issue of the choice an individual still had to make in repeating their behaviour even if it was positively reinforced (Scharff, 1999).

2.3.8 Frederick Herzberg's Hygiene Theory

According to Tietjen and Myers (1998) Herzberg postulated that the best way to determine what motivates an employee to work is to get an understanding of the attitude of that employee. In the research Herzberg carried out on a sample of accountants and engineers (Grobler, et al., 2006), he sought to answer three questions (Tietjen & Myers, 1998):

1) How does one determine the attitude of any employee towards his/her job?
2) What is the cause of this attitude?
3) What are the effects of this attitude

Herzberg then developed two lists of factors i.e. hygiene factors and motivator factors. Hygiene factors are related to the work environment (Fisher, 2009). Grobler, et al. (2006) state hygiene factors depict the context of a job. Hygiene

factors include salary; relationships with superiors, peers and subordinates; policies and working conditions (Tietjen & Myers, 1998). These factors would most likely be the cause of dissatisfaction for employees (Fisher, 2009).

Motivators or job factors have the potential to promote happiness and good attitude towards one's job and include the job itself; recognition; growth potential; recognition and responsibility (Tietjen & Myers, 1998). They reflect the content of a job (Grobler, et al., 2006).

Motivators have a positive effect on job attitude because they resulted in an employee meeting his self-actualisation needs (Tietjen & Myers, 1998). Compared to Maslow, Herzberg placed more emphasis on the ability of self-actualisation to motivate an employee (Fisher, 2009).

Whilst only motivators will cause job satisfaction, hygiene factors, when addressed, can prevent job dissatisfaction. Therefore both work in conjunction to ensure a motivated and satisfied workforce (Hitt, et al., 2015).

2.3.9 Intrinsic Motivation, Extrinsic Motivation and Self Determination Theory

Intrinsic and extrinsic factors are an explanation of the orientation of an individual's motivation i.e. they describe the type of motivation. Attitudes and goals underlying any action become evident (Ryan & Deci, 2000).

Intrinsic motivation is when one performs an activity for the personal satisfaction, challenge and enjoyment that arises from the activity (Conti & Amabile, 2011). An individual is motivated by the innate qualities of the activity (Ryan & Deci, 2000). Features of intrinsic motivation include keen involvement in tasks; longing for adventurous and novel experiences; pursuit of excellence in one's work; openness to challenge (which includes dissemination of information for better understanding and attempting to make improvements) and goal direction (Lee, McInerney, Liem & Ortiga, 2010). Lee, et al. (2010) state further that an intrinsically motivated individual will display persistence and employ various strategies until they achieve goal fulfilment, because they find the task at hand essential, beneficial and stimulating. The presence of pressure and reward has no bearing on an intrinsically motivated individual (Ryan & Deci, 2000).

An interesting difference identified between intrinsic motivational factors and Skinner's reinforcement theory is that the former posits that the activity is the reward, whilst the latter stated that behaviour is only motivated by rewards (Ryan & Deci, 2000).

Studies on intrinsic motivation has mainly centred on factors that stimulate, maintain and increase this behaviour rather than focusing on factors that decrease it. Intrinsically motivated behaviour satisfies basic psychological needs i.e. need to display skill and ability effectively, ability to work autonomously and, relatedness. More simply, challenging tasks that an individual performs effectively, applying their own discretion and which connects them with others will enhance intrinsic motivation (Ryan & Deci, 2000).

Extrinsic motivation becomes relevant when delving into activities that by themselves do not support motivation. Conti and Amabile (2011) describe extrinsic motivation as the motivation to perform a task to obtain a reward that is independent of the task itself. It is a motive (Ryan & Deci, 2000). Incentives, compensation and feedback feature here (Lee, et al., 2010).

Ryan and Deci (2000, pp.54-67) posit that extrinsic behaviour can vary with respect to its degree of autonomy. The authors identified four separate processes to explain extrinsic motivation. The first relates to individuals who respond to external regulation, where there is a threat of punishment if a task or activity is not performed. The second relates to introjection where the individual has identified the reward of a particular activity as being valuable to themselves, therefore the activity will be completed, irrespective of their lack of interest in the activity itself. The third is identification. This reflects a higher sense of autonomy than the first two processes and reflects that the individual identifies with the importance of a particular behaviour and accepts it as their own. The final process identified is integrated regulation and this is where there is integration with individual's core values. This has been identified as the most autonomous reflection of extrinsic motivation.

Drawing on the studies on intrinsic and extrinsic motivation, Ryan and Deci (2000) developed Self Determination Theory (SDT). The focus of SDT is how to support an individual's innate desire to behave in an effective and healthy manner (Ryan

& Deci, 2000). The research covers integral growth tendencies and basic needs that underlie self-motivation.

First, a distinction is made between amotivation and motivation. Amotivation is the absence of motivation (Eyal & Roth, 2010). It is as a result of not placing value on a task; expecting that a desired outcome will not materialise or feelings of incompetence relating to a task (Eyal & Roth, 2010). Motivation is separated into intrinsic and extrinsic motivation.

The figure below depicts Ryan and Deci's SDT Theory, including the four types of extrinsic motivators identified and explained above.
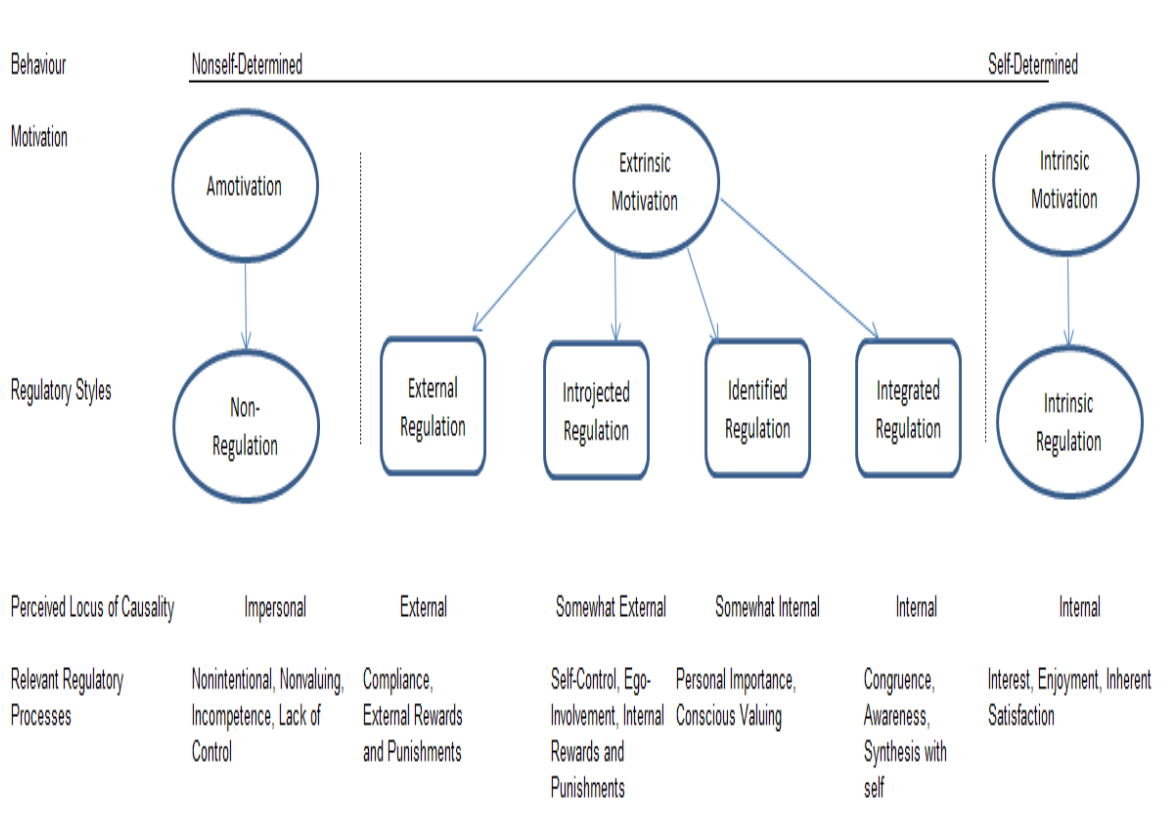
Figure 2.2: The Self Determination Continuum Showing types of motivation with their regulatory styles, loci of causality and corresponding processes.

Adapted from Ryan & Deci (2000: p. 72)

2.4 Job Satisfaction

2.4.1 The concept of Job Satisfaction

The level of motivation experienced by individuals in the workplace is closely related to whether they are satisfied with their work situation (De Jong, 1989). Job satisfaction is simply, the degree to which an employee likes his/her job (Kreitner

& Kinicki, 2008). Job satisfaction is the employee's appraisal of the degree to which his/her workplace satisfies their individual needs (Dawis & Lofquist, 1984). It is the emotive response towards different aspects of one's job (Kreitner & Kinicki, 2008).

Studies on job satisfaction strive to determine the factors that keep employees happy and in their job (Saleem, Mahmood & Mahmood, 2010). Individuals direct their behaviour in the workplace towards fulfilment of the requirements of their job and this behaviour results in rewards. If the individual experiences a correspondent relationship with his workplace, he is satisfied (De Jong, 1989).

Employees' feelings on a variety of intrinsic and extrinsic factors have a direct impact on job satisfaction (Ali, Said, Yunus, Kader, Latip & Munap, 2013). Efere (2005) identified some of these factors to be isolation and frustration, technology, relevance of tasks performed, type of supervision, well-being in the workplace and whether or not the individual felt congruent with their roles.

Previous studies attempt to measure job satisfaction either holistically (to determine employees' overall attitude to their job) or by assessing different aspects of the job. These can include rate of pay, working conditions, peers, superiors and culture. The advantage of the latter is it provides information on how much value an employee places on a particular aspect of the job (Coomber & Barriball, 2006). This is relevant because although an employee can experience relative satisfaction with a particular facet of their job, he/she could be dissatisfied with other facets (Krietner & Kinicki, 2008).

2.4.2 The Causes of Job Satisfaction

Based on past studies, Kreitner and Kinicki (2008, pp.170) state that there are five leading models that explain causes of job satisfaction. They are 'need fulfilment, discrepancy, value attainment, equity and dispositional/genetic components.' The focus of this study is motivation and its impact on job satisfaction, and, as the motivational theories discussed above have holistically touched on all five causes, they are all deemed relevant in ascertaining the link between motivation and job satisfaction.

Employee satisfaction is directly related to the extent that their job characteristics fulfil their needs. With respect to discrepancy, it is an assessment made by the individual between their expectation of outcomes of their work, and the actual outcome. Attaining values relates to how well one's job allows satisfaction of an individuals' own work values. Equity covers an employee's of perception of fairness within the workplace and dispositional components explain the relevance of one's personality in determining one's level of job satisfaction (Kreitner & Kinicki, 2008).

Maharaj (2011) in his study on the impact of motivation and job satisfaction on productivity within the insurance industry, found there to be a strong positive link between motivation and job satisfaction. Saleem, et al., 2010 found similar results in their study on the impact of motivation on job satisfaction in the telecommunications industry in Pakistan.

2.4.3 Theories of Job Satisfaction

Theories on job satisfaction have attempted to identify the relationship between cause, behaviour and outcome (Falkenberg & Schyns, 2007). Maslow's hierarchy of needs and Frederick Herzberg's Hygiene Theory will be briefly discussed in so far as they relate to job satisfaction.

As discussed above, Maslow's theory describes how an individuals' desire to satisfy needs affects motivation. Similarly, the need hierarchies identified by Maslow aligns with the need fulfilment identified above, as a cause of satisfaction. This covers the broad spectrum from basic physiological needs to self-fulfilment needs. Managers need to be aware of these because they can predict behaviour, and should ensure that the need for self-fulfilment of his/her employees is adequately addressed. This should result in job satisfaction (O'Bryan & Pick, 1995; Daft, 2008).

Herzberg's Hygiene theory identified factors that cause satisfaction (satisfiers/motivators) and factors that are related to dissatisfaction (hygiene factors) (Hitt, et al., 2015). Satisfiers help an employee to achieve their need for challenge and growth (Tietjen & Myers, 1998). The absence of a hygiene factor can cause dissatisfaction, however, if it is present it will cause less dissatisfaction. It does not lead to satisfaction (Hitt, et al., 2015).

Summarising the theories on job satisfaction, Falkenberg and Schyns (2007, p. 709) state that job satisfaction is either the outcome of a "behavioural cycle", or, it is the reason for an action, or, it is the result of a "regulation system" which is monitored to determine whether or not changes need to be made.

2.4.4 Outcomes of Job Dissatisfaction

Satisfied employees display commitment to organisational goals, therefore it is in the interests of both the employer and the employee to have a satisfied workforce (Velnampy, 2008). The main outcomes of job dissatisfaction have been identified as absenteeism, turnover and job performance (De Jong, 1989). Whilst difficult to calculate the cost of these outcomes, it does have an adverse effect on the running of an organisation (Grobler, et al., 2006).

2.4.4.1 Absenteeism

Absenteeism can be costly for an organisation, therefore Kreitner and Kinicki (2008) encourage improving job satisfaction in the workplace so that it does not occur often. This suggests that there is a strong inverse relationship between satisfaction and absenteeism i.e. as job satisfaction improves, absenteeism will decline (Falkenberg & Schyns, 2007).

In their study on the link between job satisfaction, commitment to an organisation and withdrawal behaviours, Falkenberg and Schyns (2007) discuss that several studies have shown none to moderate effects of job satisfaction on the level of absenteeism. However, their study concluded that there was a positive relationship between job satisfaction and absenteeism. To elaborate further, employees that were committed to the organisation's goals and were intent to stay on, believed that their absenteeism was acceptable to management because they contributed significantly to the organisation, therefore, higher satisfaction led to higher absenteeism. This correlation was also moderated by how the employee viewed their "investment" in the organisation i.e. what they could lose if they left.

A more recent study by Diestel, Wegge and Schmidt (2014) aimed to investigate the relationship between job satisfaction and turnover by including the moderating effects of the source of job satisfaction and, the level of absenteeism within a work unit. Job satisfaction was differentiated between internal satisfaction (where

satisfaction is by virtue of working within one's work group) and, external satisfaction (where satisfaction is a reflection of one's attitude to their job in general). Diestel, et al. (2014) found that if an employee was not clear on the importance of absenteeism within their own work group, and if, simultaneously they were dissatisfied with the organisation in general, it would lead to individual absenteeism. This is in agreement with Adam's Equity Theory i.e. an individual will decrease their effort if they perceive a bias. The study also found that, irrespective of other job factors, the level of absenteeism within a working group had a direct impact on individual absenteeism. To elaborate further, if the working group had high levels of absenteeism, so would the individual, and, if the working group had low levels of absenteeism, so would the individual.

2.4.4.2 Turnover

Turnover refers to employees leaving an organisation (Grobler, et al., 2006). Similar to absenteeism, there are high costs associated with employee turnover (Kreitner & Kinicki, 2008). These include costs associated with the employee leaving like severance and, costs associated with hiring a replacement. As there is a moderate inverse relationship between job satisfaction and employee turnover, organisations are encouraged to improve job satisfaction (Kreitner & Kinicki, 2008).

Liu, Mitchell, Holtom and Hinkin (2012) state that despite numerous previous studies to establish the link between job satisfaction and employee turnover, only a moderate correlation has been found and this was because these studies only reflected job satisfaction at a point in time. Therefore, they attempted to investigate the effects of job satisfaction on turnover, over time, and, in relation to turnover within one's working group. This study evaluated the job satisfaction and turnover of 5,270 employees, in 175 different working groups, of a hospitality company, over two years. This study concluded that over time, with changes in individual levels of job satisfaction, there is a definite negative correlation between job satisfaction and turnover i.e. an increase in job satisfaction led to a decrease in turnover.

2.4.4.3 Performance

A number of studies have found a weak link between job satisfaction and performance in the workplace, with some stating that job satisfaction leads to better performance and others stating better performance leads to job satisfaction (Velnampy, 2008). Yang and Hwang (2014) agree, stating that knowledge of this causal relationship has significant practical implications for organisations as it helps them to optimally direct their limited resources.

Therefore Yang and Hwang (2014) attempted to clarify the inconsistent findings of previous research by incorporating one more variable i.e. personality traits. Their findings were that there is a considerable mutual influence between job satisfaction and job performance – highly satisfied employees displayed greater job performance and vice versa. They postulate that higher performers received recognition from their organisation, thereby realising their self-actualisation needs and that satisfied employees displayed enthusiasm which resulted in greater work performance.

2.5 Job Characteristics

Employees require challenging, meaningful work which gives them an opportunity to grow and contribute to their organisation (Nohria, Groysberg & Lee, 2008). Hackman and Oldham identified five crucial aspects of a job which were found to directly impact on job satisfaction. These are autonomy, feedback, skills variety, task identity and task significance (Ali, et al., 2013).

Sultan (2012), in his study on the impact of job characteristics on motivation and job satisfaction in the banking industry in Pakistan, found there to be a strong positive correlation between all five job characteristics i.e. autonomy, feedback, skills variety, task identity and task significance, on motivation and job satisfaction.

2.5.1 Autonomy

Autonomy is the level of freedom and independence an employee has with respect to when and how they complete their job. Autonomy has the potential to motivate employees to try new methods, learn from their mistakes and improve the skills relevant to their tasks or job (Morris & Venkatesh, 2010). It is linked to an

individual's perception of the choices they control within their work situation (Gagne & Deci, 2005). Higher autonomy leads to greater job satisfaction because an individual perceives that their control over a task resulted in desired outcomes i.e. external factors did not have an impact on the outcome (Bontis & Serenko, 2011).

2.5.2 Feedback

Feedback is the extent to which an employee is aware of the effectiveness of their performance by receiving open and precise communication (Kreitner & Kinicki, 2008). High levels of feedback ensure that an employee is aware of the outcome of their work activities and is useful for an employee to understand how to achieve their goals (Katsikea, Theodosiou, Perdikis & Kehagias, 2010).

2.5.3 Skills variety

Skills variety is described as the extent to which a job requires different skills of an employee (Morris & Venkatesh, 2010). Methods to improve job variety include job rotation, job enlargement and job enrichment (Grobler, et al., 2006). Skills variety impacts job satisfaction positively by engaging the employee through their work (Daft, 2008).

With job rotation, individuals are moved or rotated from one specialised task to another. Advantages include stimulation for the individual, flexibility between employees on specific tasks and easier work scheduling for managers (Kreitner & Kinicki, 2008). Grobler, et al. (2006) argue that job rotation does not actually improve individual's interest in their jobs, but is still used so that managers can ensure work continues when they experience high levels of absenteeism and/or staff turnover.

Job enlargement improves the scope of an employee's job by including tasks that are related and have different levels of difficulty (Kreitner & Kinicki, 2008). It is used to alleviate worker boredom (Grobler, et al., 2006).

Job enrichment entails redesigning a job to include more responsibility and challenge for the employee (Grobler, et al., 2006). It provides an opportunity for an individual to achieve recognition and advancement and focuses on motivators as identified in Herzberg's theory (Kreitner & Kinicki, 2008).

2.5.4 Task identity

Task identity is the ability of an employee to complete all tasks related to completion of a particular job (Morris & Venkatesh, 2010). Task identity has the potential to improve efficiency as it satisfies the employee's need for meaningful work (Ali, et al., 2013).

2.5.5 Task significance

Task significance relates to the importance of a task or job to others, whether within or outside the organisation (Kreitner & Kinicki, 2008). Task significance (and skills variety) enhances perceptions of challenge within the confines of one's job or tasks, thereby having a positive impact on self-actualisation whilst simultaneously providing opportunity for recognition. This results in an overall improvement in job satisfaction (Bontis & Serenko, 2011).

2.6 Findings of previous studies

Dawal and Taha (2006) conducted a study to analyse the impact of job factors on job satisfaction in the Malaysian automotive industry. The job factors investigated were skills variety, task significance, autonomy, task identity and feedback, as highlighted by Hackman and Oldham, and discussed above.

The study reported a strong positive correlation between job factors and job satisfaction as well as the finding that older, married and more experienced respondents were more satisfied with their jobs than the younger, inexperienced respondents. The study identified skills variety to be the factor that had the most impact on job satisfaction.

Sparrow's (2010) core finding was that new age benefits would result in job satisfaction and staff retention at Toyota South Africa. Similar to the current study, this sample of this study was also the finance department. Flexible working hours was found to be the preferred new age benefit.

Sarwar, Mirza, Ehsan, Khan and Hanif (2013) conducted a study of engineers within the Pakistani motor industry to determine the factors that affect job satisfaction and whether age and length of service impacted on job satisfaction. The study found that pay and promotion were the two factors most strongly related to job satisfaction. The study also found that satisfaction decreased with

age and time, until respondents reached the middle of their service i.e. between 11 to 16 years of service (age between 30 to 40 years), at which point they either terminated their services or their satisfaction levels starting increasing. It was concluded that the employment condition to remain in service for thirteen years, did have an impact on satisfaction levels, and the pattern that emerged for satisfaction and staff retention.

Swarnalatha and Sureshkrishna (2013) studied how managerial incentives affected job satisfaction in the automotive industry in India. The study concluded that there was indeed a strong positive association between managerial incentives and job satisfaction. The managerial initiatives included reward programme, job security, motivation, empowerment and co-worker relationships.

2.7 Summary

This chapter explained the concept of motivation and job satisfaction and identified the various theories that relate to them. Whilst there are differences between some theories, there are also quite a few common precepts. The aim of this study is to enhance understanding of motivation and its impact, or lack thereof, on job satisfaction, at Toyota South Africa. Based on the literature review, it is evident that enhancing motivation and job satisfaction will have a positive impact on the organisations' drive to increase and maintain efficiency and competitiveness.

The next chapter evaluates the research methodology that was used for this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

Qualitative research aims to contribute to understanding social realities better by describing life from the perspective of the people who participate in a particular setting (Flick, von Kardorff & Steinke, 2004).

This chapter will provide an understanding of the research methodology to be used to investigate levels of motivation and whether or not it impacts on job satisfaction. The chapter will include the following: aim and objective of the study, the location of the study, the participants of the study, the research approach utilised, the sampling method, how data was collected, how the research instrument was designed and a summary of how the data analysis was conducted.

3.2 Research Approach: Quantitative and Qualitative Research Methods

There are two methods when performing research i.e. quantitative and qualitative – and the method chosen must be appropriate for the objective of the research (Mouton, 2009). Therefore, it is imperative to understand the differences between the methods prior to selecting the preferred method (Mouton, 2009). The most important differences between the two research methods have been listed in Table 3.1 below.

Criteria	Qualitative Research	Quantitative Research
Purpose	Understanding and interpretation of social interactions	Testing hypotheses, analysis of cause and effect to make predictions.
Group Studied	Small sample which is not randomly selected.	A large randomly selected sample.
Variables	Study of the whole, not variables.	Specific variables studies.
Type of Data Collected	Words, images or objects.	Numbers and statistics.
Form of Data Collected	Qualitative data such as open-ended responses, interviews, participant observations, field notes and reflections.	Quantitative data based on precise measurements using structured and validated data-collection instruments.
Type of Data Analysis	Identify patterns, features, themes.	Identify statistical relationships.
Objectivity and Subjectivity	Subjectivity is expected.	Objectivity is critical.
Role of Researcher	Researcher and their biases may be known to participants in the study, and participant characteristics may be known to the researcher.	Researcher and their biases are not known to participants in the study, and participant characteristics are deliberately hidden from the researcher (double blind studies).
Results	Particular or specialised findings that is less generalisable.	Generalisable findings that can be applied to other populations.
Scientific Method	Exploratory or bottom-up: the researcher generates a new hypothesis and theory from the data collected.	Confirmatory or top-down: the researcher tests the hypothesis and theory with the data.
View of Human Behaviour	Dynamic, situational, social and personal.	Regular and predictable.
Most Common Research Objectives	Explore, discover, and construct	Describe, explain and predict.
Focus	Wide-angle lens; examines the breadth and depth of phenomena.	Narrow- angle lens; tests a specific hypotheses.
Nature of Observation	Study behaviour in a natural environment.	Study behaviour under controlled conditions; isolate causal effects.
Nature of Reality	Multiple realities; subjective.	Single reality; objective.
Final Report	Narrative report with contextual description and direct quotations from research participants.	Statistical report with correlations, comparisons of means, and statistical significance of findings.

Table 3.1: Differences between Qualitative Research and Quantitative Research

The content in the table above was cited by Anon and adapted from: Johnson and Christensen (2008: p. 34). Lichtman (2006: p. 7)

As presented in Table 3.1 above, quantitative research uses a randomly selected sample, to test specific variable, using numbers and statistics. The data collection is done with structured instruments. It tests a specific hypothesis and aims to be objective. There is no room for researcher bias. Results are presented using statistical analysis to present correlations, mean data and other statistically important findings (Sekaran & Bougie, 2009).

For the purpose of this study, qualitative research was used to determine the factors that impact on motivation in the Toyota finance department, and, whether motivation has an impact on job satisfaction. This was done because qualitative research can provide information from the "inside out" by detailing perspectives of the sample participants, and, in doing so contributes to a deeper understanding of

social realities. It is a good source of insight (Flick, et al., 2004, p. 35). This is in keeping with the purpose of this study.

Qualitative research aims to capture important details within a social setting, by providing detailed descriptions. Qualitative research can convey understanding through the respondent's eyes (du Plooy-Cilliers, Davis & Bezuidenhout, 2014).

Although a small sample is used, qualitative research provides a dynamic and interactive method for investigation (Davies, 2007). The interviews were in-depth, as respondents directed which particular aspects they wanted to further explore, thereby providing rich information for the study. Respondents were encouraged to detail those aspects of motivating factors that were particularly important to them within the context of their jobs.

Qualitative research is open and involved in its approach. The results of qualitative research are succinct and highly descriptive. The nature of qualitative research provides the leeway to address and explore unknown subtexts of the matter being studied, unlike quantitative research. It is not limited by preconceived notions about the subject being studied (Flick, et al., 2004).

3.3 Sampling

A sample is a subgroup of a population that is considered to be representative of that population (du-Plooy-Cilliers, et al., 2014). In quantitative research, sampling is used to generalise specific characteristics of an entire population by investigating those specific characteristics in a representative group of that population (Sekaran & Bougie, 2009).

Research investigations make use of sampling as it is impractical to investigate an entire population i.e. besides being costly and time consuming, testing an entire population could result in exhaustion and human error when collecting and analysing data (Sekaran & Bougie, 2009).

Probability sampling and non-probability sampling are the two most commonly used types of sampling (Davies, 2007). With probability sampling, each unit in the population has an equal chance of being selected for the sample (Sekaran & Bougie, 2009). Probability sampling is best used where the research requires a sample that is randomly chosen, is not influenced by the researcher, fits within the

shared characteristics of the research and leads to findings that can be generalised over the entire population (du-Plooy-Cilliers, et al., 2014). Probability sampling is relevant for quantitative research and not qualitative research (Sekaran & Bougie, 2009).

Probability sampling is distinguished between simple random sampling and complex probability sampling (Sekaran & Bougie, 2009). With simple random sampling, each unit in the population has an equal chance of selection for the sample and every combination of units within the population is equally likely (Davies, 2007). This sampling method has the least bias and the best generalisability but it can be cumbersome and costly (Sekaran & Bougie, 2009).

Complex probability sampling, as the name suggests, offers more involved sampling design. Sekaran and Bougie (2009) state that it includes:

- Systematic sampling - where every n^{th} unit in a population is chosen;
- Stratified random sampling - which entails separating the population into sub groups based on a particular characteristic, and then selecting randomly from each sub group;
- Cluster sampling - which entails separating the population into clusters based on geographical location, branches within a company etc., and then either selecting an entire cluster for the sample, or a sample from each cluster for the total sample and
- Double sampling – this entails selecting a sub group from the original sample tested, as their contributions are pertinent to investigating the original information of interest in more detail.

Non-probability sampling, was used in this study as it is not concerned with the generalisability of findings. Rather, the focus is obtaining an in-depth understanding of the characteristics being investigated (du Plooy-Cilliers, et al., 2014). Therefore, all units in the population do not have an equal chance of sample selection (Sekaran & Bougie, 2009). Also, all units within the population may not be easily accessible (du Plooy-Cilliers, et al., 2014).

Non-probability sampling is distinguished between convenience sampling and purposive sampling (Sekaran & Bougie, 2009). With convenience sampling, the

researcher simply uses those units, within a population, that are quickly and easily available (Davies, 2007). It is used mainly during the initial or exploratory research phase because the basic information is readily available (Sekaran & Bougie, 2009). However, there is no control exercised by the researcher, in terms of who is selected for the sample, and no certainty as to whether or not the sample selected has any reflection on the total population (Davies, 2007).

Purposive sampling, which was used in this study, targets a specific group of people, either because they can easily provide required information, or because they all meet a particular characteristic that the researcher is investigating (Sekaran & Bougie, 2009). It includes:

- Judgement sampling – which is used when the number or category of people that have the information the researcher requires, is limited (Sekaran & Bougie, 2009).
- Quota sampling – where the researcher identifies key variables, and, using his/her knowledge of how these variables are distributed across the populated, selects a sample that reflects the equivalent breakdown (Davies, 2007).

3.4 The Research Population and Sample

The total population for this study was defined as the finance department at Toyota. The research was based in Durban and the sample selected solely from Durban, as respondents were easily accessible for this research and, the majority of finance functions (fixed assets, group reporting, cost management, treasury, debtors, creditors, forecasting and budgeting) are based in Durban.

Purposive judgemental sampling was used by selecting fifteen employees. The selected sample was targeted because their jobs entail specific tasks and/or duties, and, their roles do not have any decision making capacity.

Qualitative research can encapsulate qualities that underlie subjective experiences, and, the implication of these qualities. Therefore the researcher's aim, is to choose a method suitable to capturing deep and rich data (du Plooy-Cilliers, et al., 2014). The selected sample has the ability to provide research data that strongly impacts the daily functioning of the finance department as they are

responsible for the daily functioning of the finance department. Their contribution would provide meaningful insight into motivation and job satisfaction levels.

3.5 Data Collection

3.5.1 Types of Data

Data can be obtained from primary and secondary sources (Mcneill & Chapman, 2005).

Primary data is the information collected by the researcher himself/herself, on the variables being investigated in the study (Sekaran & Bougie,2009). Primary data can be obtained from individuals, focus groups and samples of respondents specifically chosen by the researcher, in the form of interviews, questionnaires or observation (Mcneill & Chapman, 2005). In the current study primary data was collected by the researcher by conducting in-depth interviews with a sample of respondents.

Secondary data is obtained from publications, websites and company records (Sekaran & Bougie, 2009). It is data that has been produced by organisations mainly for non-sociological reasons (Mcneill & Chapman, 2005). Sekaran and Bougie (2009) encourage the use of current secondary information, when conducting a study. In the current study, secondary data was obtained from the Toyota internal website, relating to performance of the automotive industry and, from a previous study carried out by Sparrow (2010) on job satisfaction at Toyota.

3.5.2 The Selected Data Instrument

For the purpose of this study, primary data was collected through the use of a face-to face semi-structured interview.

Interviews are a form of conversation, where information can be obtained through the use of open-ended questions (du Plooy-Cilliers, et al., 2014). A semi-structured interview provides room for the researcher to further explore related interesting data that a particular respondent discloses (Mcneill & Chapman, 2005). Open or semi-structured interviews provide the opportunity for discussion of meaning and motives, therefore they can be used for empirical application within a sociological and psychological setting (Flick, et al., 2004). Therefore, a semi-

structured face-to-face interview was deemed appropriate for the purposes of this study.

3.6 Instrument Development and Administration

Primary information was obtained for this study through the use of a semi-structured interview schedule (Refer to Appendix 2). This was administered face-to-face. This proved to be the most cost effective, relevant method to obtain information for the study. Ethical clearance was obtained prior to commencement of interviews (Refer to Appendix 3).

The interview schedule which was constructed by the researcher was designed as follows:

- Section 1 (Biographical data and work history)
- Section 2 (Motivation and nature of respondents work)
- Section 3 (Factors affecting job satisfaction)
- Section 4 (Respondents evaluation of their job satisfaction)
- Section 5 (Productivity levels)
- Section 6 (Recommendations on improving motivation at work)

All interviews were recorded, with the permission of the respondent, in order to be transcribed later. This resulted in a flowing discussion, without the disruption of note taking by the researcher.

Respondents were provided with a confidentiality undertaking by the researcher and asked to complete formal consent forms prior to the interview (Refer to Appendix 1). The consent form is an undertaking by the respondent to take part in the survey and gave the respondent the opportunity to withdraw at any time, should they choose to do so. It also provided permission for interviews to be recorded.

The interview questions were in a semi-structured format, however, where respondents introduced concepts that were relevant to the study, the researcher focused on them, in order to explore these concepts further. Sekaran and Bougie (2009) refer to this as the funnelling technique.

The following considerations, as recommended by du-Plooy, et al. (2014) were taken into account in the development and administration of the semi-structured interview guide:

- General broad questions were asked and, based on the respondents answer, more focus was placed where new or relevant concepts were identified
- Prior to the questions being introduced in the interview, the researcher established a rapport with all respondents. This entailed discussion around the need for the survey at Toyota and confirmation of confidentiality on the part of the researcher. This resulted in a discussion rather than a formal question and answer session
- The focus of the study was clearly communicated to respondents, at the outset, so that they were able to identify the context in which the questions were being asked
- Clear and simple language was used
- The researcher endeavoured to ask questions in an open-ended way, to eliminate researcher bias, and obtain answers that were a true reflection of the respondents reality

Du-Plooy, et al. (2014) state that, the key to good interviewing, is effective listening. The researcher ensured that respondents answered questions using their own perspective, without interrupting or redirecting them. Attention was paid to identify underlying subtext (du-Plooy, et al., 2014), and where relevant this was explored further. Where a response was not immediately clear, the researcher obtained further clarity from respondents (Sekaran & Bougie, 2009).

The advantage of the interview is that the researcher has the opportunity to direct the discussion, based on verbal and non-verbal cues. Another advantage is that respondents have an opportunity to elaborate on their responses and this provided more information for the study. This will further enhance the quality of the study.

The disadvantage of an interview is that some respondents were guarded in their responses. Although an effort was made by the researcher to assure them of

confidentiality, some respondents were still cautious. This will also have an impact on the quality of the data.

The sample of respondents was selected from the Toyota finance department. It included assistant managers, managers and secretaries. Whilst respondents do have the title manager, they are not involved in decision making (employees that have decision making capacity fall outside the scope of this study). Their task allocations involve ensuring completion of allocated work for themselves and for some, a small team of people, not exceeding three people.

Interviews were conducted during working hours, in an interview room, in the Toyota finance department in Durban. Interviews were between thirty to forty five minutes long. This did prove to be a challenge as respondents were required to take time away from their work, as did the researcher. The mitigating factor was that this study was authorised by senior management, and this alleviated respondents concerns about being away from their work.

3.7 Reliability, Validity and Trustworthiness

The quality of qualitative research is an important aspect for consideration (Flick, et al., 2004). Reliability and validity concepts are most often used to judge the quality of research (Sekaran & Bougie, 2009).

Reliability indicates to what extent an instrument is accurate, free from bias, and will consistently give the same results if used by another researcher. Validity determines whether the instrument is actually measuring what it intended to measure (Sekaran & Bougie, 2009).

Du-Plooy, et al., (2014) argue that the concepts of reliability and validity are better suited to quantitative research where the objective is to find causal relationships and generalise to a larger population. Qualitative research aims to gain a deeper understanding of a phenomenon therefore the concept of trustworthiness is a better measure of the instrument used for this type of study (du-Plooy, et al., 2014).

Trustworthiness is further divided into the following concepts (du-Plooy, et al., 2014):

a) Credibility

This refers to how accurately the researcher interpreted the data collected. It is enhanced if the researcher spends significant time with respondents to gain deep understanding of their lives. It can be further enhanced by the use of triangulation, which is the use of more than one research method to collect data. A good test of credibility is if the respondents find the researcher's analysis of the data provided to be believable (du-Plooy, et al., 2014).

b) Transferability

This is the extent to which the findings of a particular qualitative study can be applied to other studies and introduces a measure of generalisation to a research approach that does not focus on generalisability (du-Plooy, et al., 2014).

c) Dependability

This refers to how well the data collection method, the analysis of the data and the findings are integrated (du-Plooy, et al., 2014).

d) Confirmability

This is a reflection of how well the findings of the study are supported by the data that was collected (du-Plooy, et al., 2014).

Trustworthy findings are important to ensure a worthwhile contribution to the body of knowledge (du-Plooy, et al., 2014).

In this study, trustworthiness considerations have been addressed by use of open ended questions. The concepts explained in points a) to d) above have been integrated in the study by performing a structured data analysis. The analysis was based on proper familiarisation of data and thematic analysis. Refer to the section below for further explanation.

3.8 Data Analysis

Analysis is defined as the outcome of disseminating a complex whole into parts (Mouton, 2009). Underlying the analysis of data within a qualitative study is the

question of effective communication between respondent and researcher, perceptions of the researcher and interpretation of responses (Flick, et al., 2004).

Therefore qualitative data analysis focuses on (Mouton, 2009):

- Understanding actions in their particular setting rather than explaining them
- Reconstruction of "theories" that maintain the coherence of the social phenomenon being explained rather than breaking it up into various parts
- Providing findings that are contextually valid rather than a generalisable explanation

Flick, et al., (2004) suggest that the analytical review process used for semi-structured interviews, which were used in this study, is dependent on the objectives of the study, the questions asked and the methodological approach that was selected for the study.

After consideration of the limitations and focus points above, a thematic analysis was used to analyse the data for this study. The objective of thematic analysis is to provide a technique to identify, analyse and report patterns or themes within data (Braun & Clarke, 2006).

The analysis of data for identification of themes without the use of a preconceived conceptual framework is considered inductive. It is an inductive approach because after thorough analysis, examination and comparison by the researcher, themes emerge from the data. Inductive reasoning is different to deductive reasoning because in the latter the researcher bases their argument from the general to the specific and makes use of a theoretical framework (du Plooy-Cilliers, et al., 2014).

A theme captures important aspects of the data on hand, in relation to the research question. It is a representation of either a pattern or meaning, within a data set (Braun & Clarke, 2006).

The thematic analysis conducted for this study, followed the steps outlined below, as suggested by Braun and Clarke, (2006):

1. The researcher familiarised herself with the data by first listening to the interviews and then transcribing the data. Where the need arose, the data was read repeatedly and notes were made to track ideas that appeared.

2. Generating initial codes – code features of interest from the data systematically across the data set, and collate data applicable to each code

3. Search for themes – collate each code into a possible theme, and gather all data relevant to each possible theme

4. Review the themes – ensure the themes work in relation to the coded extracts (level 1) and, the entire data set (level 2) and generate a thematic map of the analysis

5. Define and name the themes – continuous analysis to fine tune the specifics of each theme, and the findings that the analysis reveals, by generating clear definitions and names for each theme

6. Produce the report – this is the final analysis to produce a report that can contribute to the body of knowledge

These steps will be discussed in further detail below.

The first step dealt with proper familiarisation with the data. Sekaran and Bougie, (2009) state that proper familiarisation with the data, will enable the researcher to recognise patterns and connections, and help with the organisation of the data. Braun and Clarke, (2006) agree and describe this as "immersion" in the data, so as to actively listen and identify patterns and meaning. The re-reading of data is time consuming, but it is the foundation of good data analysis for a qualitative study (Braun & Clarke, 2006).

Flick, et al., (2004, p. 79) explain the importance of accurate transcription as well as repeated readings of the data. The authors suggest, firstly, that the transcription is verified for accuracy through the use of "corrective listening". Individual transcripts are likened to academic texts, and, the researcher's own

prior theoretical knowledge and the research question will have an impact on the researcher's attention.

For the purpose of this study, the recorded interviews were transcribed, and then verified for accuracy, by comparing the transcription to the recording. The researcher repeatedly listened to the recordings, in order to make notes on ideas and concepts that were identified, in relation to the research question.

The second step dealt with coding. A code is a label used to identify units of text, which will later be grouped into themes (Sekaran & Bougie, 2009). A coding unit has also been described as a concept (du Plooy-Cilliers, et al., 2014). Coding enables the researcher to initially organise the data into meaningful groups (Braun & Clarke, 2006). The authors urge the researcher to pay close attention to the entire data set to identify items of interest that may later result in themes. Braun and Clarke, (2006) further advise, that for the second step, it is important to code as much as possible; coding should be done in context, by including data extracts and, a particular extract of data can be coded many times as it could fit into differing themes. These considerations were taken into account for the purposes of coding data for this study. Numerous codes were initially identified, in order to identify possible meaningful themes for the next step.

The third step refocused the analysis more broadly, by identifying themes. The purpose of analysing codes is to determine if they can be combined to form a theme. Visual representations are useful at this stage (Braun & Clarke, 2006). Visual representations were used to map out themes for this study.

The fourth step involved refining themes. At this stage, some themes were found to be irrelevant, some were part of another, and some were broken down further into separate themes.

Braun and Clarke, (2006) describe the two level process of refining themes. At the first level, the researcher needs to review and consider whether all collated data extracts for a particular theme flow and provide a coherent pattern. At this stage there might be possible rework of themes. At the second level, consideration needs to be given as to whether individual themes are valid in relation to the entire data set.

The fifth step involved defining the essence of each theme and writing a detailed analysis of each one. As recommended by Braun and Clarke, (2006), at this stage, consideration was given as to how each theme fit in relation to the research question, as well as how each theme fit with other themes in the analysis. Where a theme was found to have complexity, sub-themes were identified and discussed. Direct quotations from respondents are presented in Chapter 4, in order to lend support to the themes and sub-themes identified in this study.

This was followed by the final step which is the write up of the findings. This is the basis for Chapter 6 of this study.

3.9 Summary

This chapter focused on the research methodology used for this study. This was followed by a discussion of sampling, and the sampling method relevant for this study. Thereafter the research population and sample was identified. Discussion ensued on the different research methods i.e. quantitative and qualitative with reference to the method applicable for this study. Data collection methods were discussed, the instrument used for this study was identified and the design and administration of the instrument was discussed. A discussion was provided on how quality of the instrument was maintained. The chapter was concluded with the method of data analysis used for the study.

The next chapter discusses the findings of this study.

CHAPTER 4: RESULTS

4.1 Introduction

The purpose of this study is to investigate motivation and its impact on job satisfaction in the Toyota Finance Department.

The previous chapter outlined the research methodology used for the purpose of this study. This chapter focuses on the key findings of the study. Aspects relating to motivation and job satisfaction were identified and the link between the two was also explored.

The discussion below focuses on the themes and sub themes identified from the interviews.

4.2 Demographic details

Fifteen people were selected to be interviewed, based on purposive judgemental sampling.

Table 4.1 below depicts respondent characteristics:

Respondents	Age	Race	Sex	Length of service (Years)	Grade
R1	30	Indian	Female	5	10/11
R2	34	Black	Male	3	10/11
R3	27	Black	Female	4.5	8/9
R4	33	White	Male	2.5	10/11
R5	54	Indian	Male	25	8/9
R6	41	Indian	Female	9	10/11
R7	32	White	Female	7	8/9
R8	47	Indian	Male	25	10/11
R9	27	Indian	Male	0.83	8/9
R10	29	Indian	Male	6	5/6/7
R11	44	Indian	Male	12	10/11
R12	28	Indian	Female	3	10/11
R13	28	Indian	Female	8	8/9
R14	24	Black	Female	2	8/9
R15	32	White	Female	5	5/6/7

Table 4.1: Respondent Characteristics

Thirteen managers and two secretaries were interviewed using a semi-structured interview schedule. Whilst most of the interviewees position states "manager" they

are actually involved in specific tasks and are not involved in decision making. The interviews lasted between twenty five and forty minutes. All interviewees are based at Toyota in Durban.

Table 4.2 below is an analysis of the respondents' characteristics based on demographics.

Demographic Information	Percentage (%)
Age	
18-25	6.7%
26-35	66.7%
36-45	13.3%
45-55	6.7%
55+	6.7%
Race	
Black	20%
White	20%
Indian	60%
Sex	
Male	47%
Female	53%
Length of service	
<1 year	6.7%
1-5 years	46.7%
6-10 years	26.7%
11-15 years	6.7%
>15 years	13.3%
Grade	
5/6/7	13.3%
8/9	40.0%
10/11	46.7%

Table 4.2: Analysis of demographic information

Race and sex of the respondents have been provided for informational purposes. The other three demographic details are insignificant when viewed in isolation, however when assessed together, they had an impact on the responses received as respondents perceptions and expectations are a function of their level in the organisation, their length of service and their age.

4.3 Analysis of the research data

The section that follows is a discussion of the themes and sub themes that emerged after analysing the responses received during the interviews. The themes and sub themes have been summarised in Table 4.3 below.

	Theme		Sub-theme
4.3.1	Facets of work	4.3.1.1	Level of Work
		4.3.1.2	Ad Hoc Work
		4.3.1.3	Ability to learn and grow
		4.3.1.4	Allocation of tasks
		4.3.1.5	Challenging work
4.3.2	Overtime		
4.3.3	Level of renumeration		
4.3.4	Making an impact	4.3.4.1	Decision making ability
		4.3.4.2	Contribution to the company
4.3.5	Leadership Style	4.3.5.1	Ability to learn from superior
		4.3.5.2	Ability to uplift staff
		4.3.5.3	Frequent exposure to senior management
		4.3.5.4	Willingness to change
		4.3.5.5	Affirmation from superiors
		4.3.5.6	Effective communication
		4.3.5.7	Skill level
4.3.6	Culture of the organisation	4.3.6.1	Too many levels of review
		4.3.6.2	Originality and creativity is not encouraged
		4.3.6.3	Formality
		4.3.6.4	Growth path
		4.3.6.5	Environment
4.3.7	Self efficacy	4.3.7.1	Personal attitude
		4.3.7.2	Sense of accomplishment
4.3.8	Relationships in the workplace	4.3.8.1	Relationship with immediate superior
		4.3.8.2	Relationship with peers

Table 4.3: Themes and Sub themes identified

4.3.1 Facets of Work

The various facets of an individual's responsibility within their role at work had an impact on their levels of motivation as well as their job satisfaction.

One respondent was grateful for having his job, as ten years ago, due to elevated stress levels, he could not perform his function, and the organisation found a suitable lower level position for him. This was the overriding factor on his levels of motivation and job satisfaction i.e. gratefulness for a job.

Facets of work have been discussed within the framework of sub-themes identified below.

4.3.1.1 Level of Work

Some respondents identified their level of work as the source of their low motivation.

A respondent, that had low motivation levels, identified the cause to be a lack of work that stimulated her.

My motivation is low because I am not doing work that I really enjoy. I am not doing enough work that I enjoy so that's my biggest problem, is that sometimes it's like really good work and I enjoy it and I feel my skill or my knowledge, is being used and there are times when I do like really petty trivial things. (R1)

Another respondent felt that there was no connection between what she had studied at varsity and what she actually did and this was frustrating and demotivating.

What you are actually doing sometimes is a complete waste of time. (R3)

Another respondent, who is currently a cost controller stated:

I feel like anyone can do my job. I feel like a high schooler can manage what it is that I do. (R14)

4.3.1.2 Ad Hoc Work

Ad hoc work had both a negative and a positive impact. Those respondents, who were already under strain with the volume of their work, viewed it negatively, whilst those that had some capacity embraced it positively.

One respondent (R1) found this type of work to be "annoying" as it did not allow her to properly plan herself. However, the type of ad hoc work also had an impact on this individual.

I want the task given to me to matter, even if it is something I think that is below me, it must make a difference. It must not be a time filling activity. (R1)

Another respondent found that ad hoc requests were not always clear, with the result that it required unnecessary rework. One respondent felt that the finance department accepts too much of requests from other areas of the business, because senior management believe the finance team can do it better, but it puts undue pressure on staff, as the workload has been increased.

So we trying to take on every other department's stuff because we feel that we do it better – we possibly can but the realities are that we don't have the energy and the resources to do that. (R3)

Another respondent said:

The demotivation comes in when you are given ad hoc work suddenly and the deadlines are tight. There is very little direction....you are almost meant to read people's minds. And then you get told it is incorrect. It is demotivating because you don't see the benefits of your efforts and neither is your effort being recognised. (R8)

The same respondent believed that ad hoc work resulted in his team lacking the time to improve the inefficiencies within their department, exacerbating the situation of too much work for too few staff.

Yet another respondent appreciated ad hoc tasks because applying herself in a different way gave her a sense of satisfaction as well as resulted in recognition from management.

It makes you think out of the box to improve one's self. Ad hoc tasks must be embraced because it's my platform to shine. I have a sense of accomplishment because senior management recognised my potential due to the ad hoc tasks. (R6)

Another demotivated respondent, agreed.

When something non-routine comes up, I jump at it, I love putting myself in spaces where I am not going to be very comfortable and I don't like being comfortable. I see myself doing more high level stuff. (R14)

4.3.1.3 Ability to learn and grow

Overall, those respondents that identified growth as a motivating factor were willing to sacrifice something else for the opportunity to learn and grow.

One respondent was motivated by his job, because he found it interesting. Another respondent was highly motivated by the fact that he is able to learn and grow at Toyota.

Toyota is a very big organisation and there is so much more to learn here in the organisation. In my previous company I had my own office, the door had my name, I had my own parking, my office had a couch and a coffee machine, so coming here was a bit of a downgrade in terms of those aspects. But I came here because of the growth. (R2)

One respondent, who is in the treasury area within finance, was highly motivated by the exposure he obtained within his role.

When these banks come out and do presentations, you learn so much about the corporate world, not only Toyota. You can never stop learning. (R10)

Another respondent also found this to be a motivating factor to the extent that she agreed to a new position that entails being stationed in the plant.

I wanted to go and learn what it is they were doing there but I can't say that I enjoy being in a place with stuff banging (there are high noise levels within the area of the plant that this respondent was stationed in). (R3)

A respondent, who was highly motivated in his previous position within the department, chose to rotate to another area, to learn another part of the business. This respondent currently feels out of his depth, so although he welcomed the opportunity for growth, he is slightly unmotivated.

4.3.1.4 Allocation of tasks

Work allocation did have some impact on motivation levels.

One respondent was significantly unmotivated as she believed she had too many tasks and this resulted in her working long hours on a regular basis.

Two respondents that worked within the same area in finance were specifically unmotivated by the misallocation of tasks as well as the conflicting tasks their department was given:

Have a clearly defined function, stop paralysis by analysis, we have a lot of duplication and that causes confusion. (R8)

4.3.1.5 Challenging work

Overall, most respondents were motivated by challenging work.

One respondent was motivated because she has challenging work. It provides an opportunity for her to improve efficiencies and she has obtained recognition and respect because of it.

Challenge is motivating because you are changing the mind-set of people that have been here for a long time. (R6)

Another respondent is also motivated by the challenge that his tasks provide.

It motivates me because you have to have a sense of perfection and an eye for detail. You pick up errors others might overlook and it shows you have a skill to identify this and this gives me both personal satisfaction and motivation. (R10)

A respondent, whose work entailed the use of a specialised system to provide results, was highly motivated by the challenge it provided.

I understood and interrogated the system, as well as how the information benefits the various stakeholders so that gave me a lot of confidence and motivation. (R11)

One respondent was promoted and faced huge challenges in her new role (lack of staffing, poorly skilled staff), but this motivated her:

I embraced it and kept the boat afloat. I am a team player, challenge drives me, and I won't let my team and my superior down. (R12)

Another respondent loves management accounting, however he believes that there is lack of time to "explore" or utilise the discipline, in order to improve his area. This causes dissatisfaction for him:

There is so little time that your work becomes mundane, it gets routine, and you don't have time to think out of the box. (R9)

One respondent, who is unmotivated, attributes it in part to the lack of challenge.

I don't really feel challenged by my work; I have the feeling like we not supposed to think much here, I feel very little engagement with my work. (R14)

4.3.2 Overtime

Some respondents had no issue with working overtime. This was in spite of the fact that most overtime required pre-authorisation in order to be paid and most respondents did not acquire the pre-authorisation as the perception from management is that unexpected overtime requests are a result of the individuals' own inefficiency. Therefore most of the respondents were not paid for a significant portion of the overtime they had worked.

One respondent, who is not normally fully engaged with her work, had this to say about working overtime, when given the level of work that they enjoyed:

At year end you don't mind staying over and doing the work, actually the day goes much quicker when you doing something you enjoy.(R1)

Another respondent was of the view that trainees and employees straight out of varsity were expected to work overtime i.e. it was the norm:

Usually the hours would be like beyond crazy but you see it as being normal because in that position that's what you do so you know it's a standard so I didn't see anything wrong with that. I have been here for beyond 24 hours on several occasions. (R3)

Another respondent suggested that management should make an effort to analyse the cause of the overtime, in order to improve efficiencies:

I am not concerned with overtime, whether it's paid or not, there is a job to get done, you get it done. Getting paid for it will be great, but it doesn't bother me. When you ask me to fill in a form, to me you are trying to control me. If you want to pay me, go by my clock in and pay me. Rather, look deeper at what I am doing; ask me why I am doing overtime. (R9)

Two respondents did not like working overtime, and found it demotivating, because it took away family time.

4.3.3 Level of renumeration

Most respondents were happy with their salary and were not willing to leave the company for a higher salary, all else being the same. Only one respondent would leave solely for a higher salary.

One respondent felt that although her renumeration (based on skills, education and experience) was not close to what her peers may be getting externally, she was happy with it, due to the fact that she had so much spare capacity.

My cost per productive hour is probably twice what other people are getting. (R1)

Another respondent felt that the salaries were not market related, as they were adjusted upwards at the end of 2013. However, it would only contribute to him leaving if he believed the differential to the market was significant.

Another respondent mentioned that, although they are currently being paid a fair rate, it was not the case prior to 2014. However, this did not demotivate her.

When it comes to pay it didn't demotivate me, because at the end of the day I am getting paid. I will do my job to the best of my ability. (R6)

One respondent believed her remuneration was fair for her position, but with the additional work that she has, which requires overtime, it is not, because she is not allowed to charge her overtime. Another respondent had the same view but mentioned that previously salaried increases were in the region of 15% to 20%, but this decreased significantly since he became a salaried staff member.

One respondent, who expected a higher increase in the current year, stated that in comparison to BMW, where employees get company shares, the level of renumeration was not correct. However, in comparison to companies that received increases lower than inflation, Toyota employees were better off.

Another respondent, whilst interviewing staff for her team, compared her salary to the market related salary of people performing a lower function. Her salary was lower than the market expectation. This was a source of dissatisfaction for her.

4.3.4 Making an impact

4.3.4.1 Decision making ability

Reporting structures refers to the level of person that is allowed to make a decision.

One respondent felt that reporting structures were "strange" because:

People above you don't necessarily have a lot of authority or decision making power. (R1)

This had a negative impact as the respondent felt it made her even further away from the ability to make a difference.

Another respondent agreed with this assessment.

Even managers and senior managers have no decision making ability. A senior manager should be highly powerful. But not here. (R9)

4.3.4.2 Contribution to the company

Some respondents did not believe that their contribution was worthwhile.

One respondent felt this way because she believed that if she left, their role could easily be integrated into the role of existing members in their team i.e. there would be no need to be replaced by an additional person.

Another respondent believed that his contribution could make a difference to the company and to him, if he was actually given a forum to have a say.

If I had a say, I would get more motivated because I will see my contribution materialising into something tangible. That will give job satisfaction. (R2)

A relatively young respondent had a refreshing take on his contribution to the company:

I bring efficiency to my current role, and constant reliable results, but to have a proper meaningful contribution, one needs to make a change or enhance a process – right now I am not doing that. I am replaceable, but I want them to struggle to replace me. (R9)

Although this same respondent was currently unmotivated and dissatisfied, he believed the negative aspects of his job provided an opportunity for him, and he is waiting for an opportunity to make the change here.

4.3.5 Leadership Style

Within leadership style, respondents identified various sub-themes that had an impact on their motivation.

One respondent distinguished two types of managers, one that manage effectively and the other that pass things down to their team to do without having the actual ability to do it themselves.

To manage someone and to lead someone are two different things. Managing people effectively is difficult. (R10)

The same respondent provided this advice to managers:

Managers need to motivate their staff if you want good people working for you, you need to guide those people and know what is happening, then only will these people grow and be motivated, if you do the bare minimum so will your staff. (R10)

4.3.5.1 Ability to learn from superior

One respondent felt it demotivating that she was unable to learn from her immediate superior. This was due to the superior not having adequate knowledge about the running of the business. Another respondent agreed.

I would like it if he pushed me more, because I think there is a lot I can still learn from someone like him.(R4)

Another respondent would appreciate learning from his superior, as it would improve his motivation:

Give me things that are different so I can learn, teach me something, don't just throw me in the deep end and hope I will learn myself, because sometimes you can learn the wrong things. As a manager, your job is to mentor and train. (R9)

4.3.5.2 Ability to uplift staff

Whilst most respondents were nonchalant when asked about the ability of their immediate superior to motivate them, a few respondents had more to say on this theme.

One respondent felt that her immediate superior was not interested in the growth path of their team. The superior was complacent and did not look for avenues to enrich their working lives, within the constraints that she operates in.

My superior does not give us enough work and I feel that holds me back. (R1)

This respondent has considered rotating into another senior manager's area as the respondent believes that he is interested in upliftment of his staff.

Sometimes I think I must just go do whatever in his team – it will be better for me to get exposure to somebody like that, because he is furthering their studies and is trying to better his own self, because he sees merit in that so he obviously wants that for his own people as well. (R1)

However, another respondent felt differently about her immediate superior because he was interested in her development.

He is a big promoter of people development, he is often pushing me he wants me to explore other avenues, sending me on courses, helping me with personal growth. (R7)

Yet another had this to say:

He gives good guidelines on how to perform, how to manage, advising subordinates on how to manage change, he tries to pass on his knowledge and empower us, work as a team. (R11)

4.3.5.3 Frequent exposure to senior management

One respondent felt that being exposed to senior management more often would provide better learning and understanding of the business, which is a motivating factor. However, her interactions with senior management were limited.

Another respondent had this to say:

I think over the years it has become less interpersonal. It is a source of dissatisfaction because you get feedback second hand or via the grapevine, and it creates false perceptions which is a bad thing. (R8)

4.3.5.4 Willingness to change

One respondent believed that management needs to embrace change, as opposed to doing things the way they have always been done. This would give individuals room to grow.

Another respondent, found it easier to influence his senior manager, but his immediate manager proved to be a stumbling block:

My senior manager trusts me so much, but to get him to influence my manager, that is difficult, because he is so resistant to change. (R10)

4.3.5.5 Affirmation from superiors

One respondent believed he would like to feel more valued by senior management. His observation is that within finance, the one area appeared to have more fun and job satisfaction as opposed to his area, which lacked a personal touch. Another respondent said that he received moderate affirmation, however, in isolation; it had no impact on his motivation of job satisfaction.

I would say if I was given a platform to do more, then, a little affirmation would be good provided I felt I was adding more value. If I wasn't then what's the point? (R9)

One respondent was significantly unmotivated because she believed that there was "no appreciation" for the long hard hours she worked. Yet another respondent (R6) does obtain recognition from the senior management, whom she supports from a finance perspective, at the plant, and this motivates her.

Recognition motivates me, rewards will come eventually but recognition is important. (R6)

One individual believed that acknowledgement did not happen as often as it should and that people were too often taken to task for what they did not achieve whilst what was achieved is often ignored.

I do find sometimes that management, when you have 50 things to do, you do 49, the one thing you haven't done, they pin point. (R7)

Another respondent had a similar view. Having been promoted and tasked with fewer staff than she required, as well as an important member of the team leaving, she had to simultaneously do work and manage people. She expected to be rewarded via the performance management process, however, her contribution was viewed as inefficient, and she did not get the increase she expected. Senior management, instead of acknowledging the extra effort put in, criticised her for being too operational. This has had a seriously demotivating impact on the respondent.

Another respondent agreed and stated:

Give recognition and credit where it is due, don't demotivate staff. (R13)

4.3.5.6 Effective communication

One respondent, who was significantly unmotivated, identified ineffective communication as a factor. She has regularly been given unattainable deadlines, and when she discusses her concerns with her superior, it is ignored.

A lot of times the feedback will be you need to plan your time and just get it done, and I am like it's not about saying plan your time, what I am trying to do here is plan my time. It's almost like, just do it. (R3)

Another respondent was motivated because she had good communication with her immediate superior.

He is very approachable. (R7)

However, the same respondent did caution that at stressful times, her immediate superior was not very clear with his direction, and this led to unnecessary revision of work.

One respondent was unhappy about the negative change in attitude towards her, from her superiors, if something was not done to their satisfaction. She would prefer open communication.

No matter how much time you put in, if something is not right, you feel a change in attitude or approach. This is not proper management. (R12)

4.3.5.7. Skill level

One respondent believed that her manager was not adequately trained to be a manager. This resulted in inefficiencies in the output of her team, as responsibilities were misaligned.

I think of the two immediate managers on our team, I feel like they haven't had too much exposure to managing people, so they are very technically capable but they don't really have as much managerial ability. (R3)

Another respondent was slightly unmotivated when working for a manager that was younger than him. He was micro managed, whilst the manager was in the process of learning the job.

I know my work and I felt my decisions were good for higher level decision making. (R11)

4.3.6 Culture of the organisation

Respondents identified various facets about the culture of the organisation, which impacted their motivation. One respondent was unmotivated by the overall change in culture from doing things the South African way to the Japanese way, once Toyota South Africa became wholly owned by parent Toyota Motor Corporation (Japan). This occurred around the year 2000.

Another respondent identified the culture in general, to be demotivating for him:

I honestly struggle to get up and come to work. Culture is the driving point of dynamic businesses today; it's what makes Apple who they are. Its innovation, its being dynamic, its having a shorter hierarchy, its being flexible, it's where the people you work with become your family.(R9)

Another respondent summed it up by saying:

Some people have been here 30 to 40 years, they are set in their ways, and resistant to change. (R10)

The sub-themes centred on culture have been identified and discussed below.

4.3.6.1 Too many levels of review

One respondent identified that the various levels of review was demotivating. Every piece of work had to go through at least three levels prior to being finalised.

I find it demotivating because in your role as a manager you should be able to use your professional judgement and be in a position to decide if a piece of information is sufficient and in the correct format for the forum it will be presented in. (R2)

The respondent believed it displayed a lack of trust at all levels. This related specifically to information that was produced and presented on a monthly basis. The respondent agreed that ad hoc work or special requests would need various levels of review as this type of information would be new.

Some respondents mentioned that this hampered efficiency and created waste (or *Muda* as it is termed at Toyota):

You don't get quick responses. Certain things, if you want to give information out and if you may feel it's ok to send out, but now you have to send it via a senior manager. (R8)

Yet another respondent (who is an assistant manager) had this to say:

Everything here is two reviews. Even managers and senior managers have no decision making ability. (R9)

4.3.6.2 Originality and creativity is not encouraged

One respondent felt that the organisation does not embrace people's creativity. This was demotivating because:

You are not given a platform to add your own input. (R2)

The job is then viewed negatively because of the way it is managed, and not because of the actual work.

Another respondent correlated the culture with the type of product Toyota manufactures thus:

I think that Toyota's culture is stifling them a lot, you can see it by the type of vehicles that are produced compared to VW and the market share we are losing. (R9)

4.3.6.3 Formality

One respondent believed that the Toyota way of obtaining consensus and input was formal. His method was to engage with people informally and this worked well for him. He met people at their desks or spoke over the phone, as opposed to a formal meeting, because he believed his method was less intimidating and more people oriented. This enabled him to develop more productive working relationships.

Another respondent believes the department is too formal and rigid.

People stop at 9:30 am exactly for tea, and no one answers the phone at that time. (R10)

4.3.6.4 Growth path

One respondent, who started out as a graduate trainee at Toyota, and progressed to an Assistant Manager position, believed that there was no defined path for individuals. She worked hard and long hours, but was unmotivated because she believed this had no impact on her ability to progress in the organisation. She believed this was entirely dependent on which individual stayed the longest and not necessarily on the work and effort that was delivered.

Another respondent believed that there was no adequate growth path for her chosen field within finance, at the organisation. This was demotivating as she found it limiting for her career prospects.

Yet another respondent differed in her views. Her belief is that although a career path has not yet been mapped out for her, within the company, her growth depended entirely on her performance.

Personally, if I feel that I am producing the desired results and if I am going over and above the call of duty to produce good quality results, then I will get rewarded and promoted. (R6)

Another respondent also believed that he would get promoted in the next few years, based on his assessment of his performance.

A respondent, who is part of the treasury function, believes that the department itself has growth potential, and will obtain satisfaction being a part of that process, in spite of this not being a formally documented situation.

One respondent, who has worked at Toyota for over 20 years and is currently at a manager level, did not want to become a senior manager:

I see what the senior managers go through here; it's not something to look forward to. (R8)

4.3.6.5 Environment

One respondent believed the mood and feel of the finance space was not happy. This had a negative impact on her motivation levels. Another found the "*fishbowl*" set up of the finance department demotivating.

There is no pause area to take a breath or break and limited lunch hours and times. I feel like I am constantly being watched and need to show that I am always working. (R3)

Another respondent said:

I am not a big fan of this completely open plan. I don't mind if departments have their own open plan, but here you can't even make a personal phone call, you have to go outside. (R8)

Another respondent negatively described the open plan set up as "*dead*" (R13). Yet another respondent suggested being allowed a radio, as opposed to working

in dead silence, would improve the environment for her. This respondent also complained that people were unreasonably expected to be quiet within an open plan arrangement, which is difficult.

4.3.7. Self-efficacy

Self-efficacy describes self-esteem, self-confidence and the likelihood of an individual having the ability to complete a task (Van der Merwe, 2008).

4.3.7.1. Personal attitude

One respondent rose to the challenges that were given to her, attributing her happiness and motivation to her positive attitude.

I just am always positive, I brush off the negative. Any challenges that are given to me I always say knowledge is power; I embrace it and what I can take out of it. (R6)

Another respondent agreed, attributing her motivation to herself.

My motivation at work is up to me. (R7)

One respondent has been awaiting promotion for a few years, and whilst her work has been recognised by senior management, stumbling blocks that are out of her control, have hindered that promotion. She still remains positive about her job and prospects within the company.

4.3.7.2 Sense of accomplishment

One respondent was motivated by her work because it gave her a sense of accomplishment.

Another respondent (whose work entails checking minute details prior to making payment), obtains personal satisfaction and a sense of accomplishment, when a payment is made successfully and without queries.

4.3.8. Relationships in the workplace
4.3.8.1. Relationship with immediate superior

One respondent was highly motivated purely because of the relationship she had with her immediate superior.

The biggest part of my job is my relationship with my boss – he is an awesome person to work for. (R7)

Another respondent felt the same way:

My superior tries to be motivational and fun. We remind each other often that we can't fight the system, so we complement each other very well. (R15)

Two respondents (who had fairly busy and difficult jobs), stated that one of the more important factors that made them stay was their immediate superior.

One said:

It's one of the things that keeps me here. (R8)

The other said:

Your line manager is the number one reason why people stay or leave the company. (R4)

4.3.8.2. Relationship with peers

A respondent (who is over 45 years old), is unmotivated mainly due to what he perceives to be a lack of team work.

We are used to working hard here but there was team work, people are more like individuals now, within my own team and other teams. More highly skilled people, but very individualistic, very assertive, almost arrogant, it's a big change in a lot of the younger people I see. (R8)

Another, much younger respondent had this to say:

As a young person, we are more shorter tempered, the older people have much more experience, but we learn to understand each other and some people want different things but at the end of the day we are here for work and compromising to an extent is key. (R10)

One respondent perceives jealousy and envy towards her from her colleagues at the same level:

I am at an 8/9 level, and there are other 8/9's in our department but they don't get the same exposure as me, therefore I am viewed negatively by them. (R13)

4.4 Summary

This chapter focused on the results of the research and has been presented as a thematic analysis. The next chapter discusses the themes identified in conjunction with motivation theory, as well as previous research findings.

CHAPTER 5: DISCUSSION

5.1 Introduction

This chapter presents a discussion of the research findings, in relation to theories on motivation and job satisfaction. The findings will also be compared to previous studies, to see where similarities and differences can be identified.

5.2 Facets of Work

The study identified sub-themes related to facets of work which included level of work; ad hoc work; productivity; ability to learn and grow; allocation of tasks and challenging work. The discussion below analyses the impact of each of these sub themes on motivation and job satisfaction.

This is similar to "motivators" identified in Herzberg's Hygiene Theory, which was discussed previously. Motivators include the content of a job as well as growth potential i.e. they are factors that are intrinsic to the work itself (Tietjen & Myers, 1998). It is also similar to the job characteristics required to enhance job satisfaction, which has been discussed previously. They include skills variety, task identity and task significance (Ali, et al., 2013).

Facets of work itself had a significant impact on motivation levels. The study findings correlate to Maslow's highest level need i.e. self-actualisation (O'Brian & Pick, 1995); as well as the dimension that Alderfer identified as the growth need (Arnold & Boshoff, 2002). The findings of this study indicate that individuals do have the need to maximise their full potential and creativity within their respective work responsibilities.

Whilst some respondents felt that they were allocated too many tasks, it is of interest to note that their behaviour did not change due to this perceived inequity. This differs from the work of John Adam, as discussed previously, who developed the equity theory based on the notion that fairness and equity was important in the workplace (Cosier & Dalton, 1983).

The study identified respondents who were demotivated due to either a lack of challenging work or low productivity due to inadequate work or few opportunities to learn and grow, or all of these facets of work. These respondents are

intrinsically motivated which is in line with Self Determination Theory discussed previously (Ryan & Deci, 2000). These respondents gain their motivation from the job itself and are open to challenge.

In the current study, those respondents that were demotivated by the facets of their work, were also dissatisfied. This is similar to the work of Game (2006), who found that people that did not cope well with boredom, experienced dissatisfaction with their jobs. This is also in keeping with the job characteristics discussed previously, where Hackman and Oldham found that employees require challenging and meaningful work (Ali, et al., 2013).

Respondents of the current study were affected by the level of work, the type of work compared to skill level, allocation of tasks and challenge within tasks. Lee-Ross (2004) in his study on job characteristics found that there was indeed a correlation between job characteristics, specifically skills variety, task identity and task significance, and the level of employee motivation.

Some respondents were open to performing ad hoc tasks for the variety it offered and most respondents welcomed challenging work as it presented an opportunity to learn and grow. Emmerik, Schreurs, de Cuyper, Jawahar and Peeters (2011) in their study on job resources and motivation, found that variety is an important determinant of intrinsic motivation i.e. it improves motivation. Also in agreement with the current study, Castro and Martens (2010) found that personal growth and development and, challenging and interesting work had a personal influence on individuals, and directly impacted their job satisfaction. Dhladhla (2011) found a strong positive relationship between perceived psychological empowerment of employees and job satisfaction.

Overall, the study found that the correct level of work, ability to learn and grow within the job, proper allocation of tasks and challenging work, influenced motivation positively. Respondents that were not adequately challenged were receptive to ad hoc work, provided it was challenging or provided an opportunity to learn, whilst those respondents who were struggling with the volume of their current work, viewed it negatively.

67

5.3 Overtime

In the current study most respondents did not have an issue with overtime per se'. The issue was mainly the reason behind the need for overtime work. A few respondents did have an issue with overtime mainly because it affected their family time.

In general most respondents were not paid for a significant portion of the overtime worked, however this did not have an impact on their motivation. This would indicate that some respondents in the study are intrinsically motivated, as they displayed perseverance towards goal fulfilment, in spite of not being paid (which would be an extrinsic motivator). This is in agreement with Self Determination Theory discussed previously (Ali, et al., 2013).

The current study findings does to an extent, agree with the findings of Beckers, van der Linden, Smulders, Kompier, Taris and Geurts (2008), who found that involuntary overtime work led to low levels of satisfaction, especially when the employee was not rewarded with extra pay. When people worked voluntary overtime, they were relatively satisfied with their jobs, even if they were not paid for it.

5.4 Level of renumeration

Most respondents in the study were happy with their salary and would not leave the company solely for another job with a higher salary. Drawing on Maslow's hierarchy of needs, as discussed previously, this would indicate that these respondents were therefore satisfied at the basic or physiological need level, and were moving toward the self-actualisation level of needs (O'Brian & Pick, 1995).

Herzberg classified salary as a hygiene factor i.e. whilst it is unable to motivate an employee, it can prevent job dissatisfaction (Tietjen & Myers, 1998). The findings of this study indicate that whilst renumeration is not a motivating factor, it is a hygiene factor that has been satisfied by Toyota.

This is similar to the work of Seebaluck and Seegum (2012) who found that an adequate salary did not motivate public school teachers. This differs to the work of Maharaj (2011) who identified renumeration as a motivating factor in his study on motivation and job satisfaction in the insurance industry as well as the work of

Castro and Martens (2010) who found that pay had an impact on job satisfaction, although it was treated as an extrinsic factor in their study.

5.5 Making an impact

The sub-themes identified around making an impact were decision making and contribution to the company. Some respondents expressed frustration about their lack of decision making power and believed it hampered the quality of the contribution they would like to make to the company.

As discussed previously, McClelland identified power as a motivator, where individuals wanted to make an impact (Efere, 2005). The findings in this study also point towards senior management displaying Theory X behaviour, as identified by McGregor, specifically in relation to controlling staff and constantly providing direction, without providing room for employees to make decisions or be creative and contribute positively (Fisher, 2009).

As discussed previously, Hackman and Oldham identified autonomy as one of five important aspects that impact job satisfaction (Ali, et al., 2013). This correlates with the current study as some respondents desire the ability to make choices about their work. This is also in agreement with the study by Buciuniene and Skudiene (2009) on factors affecting motivation, where it was found that decision making autonomy was strongly linked to motivating employees and resulted in a strong commitment to the organisation; as well as Emmerik, et al. (2011) who found that giving employees responsibility for their work boosted motivation.

Respondents in the current study asserted that they wanted to be able to make decisions relating to their job and, it was important for them to perceive that their contributions to the company were worthwhile. This is similar to the work of Maharaj (2011) who found that empowering employees to make decisions relating to their job was the most significant factor affecting motivation of employees in his study on the insurance industry.

5.6 Leadership style

The current study identified a lack of leadership ability by immediate line management, specifically, ability to learn teach or mentor, ability to uplift staff, frequent exposure to senior management, willingness to change, and effective communication and skill levels. Eyal and Roth (2010) describe leadership as the ability to motivate others to use their skills and resources for a given cause.

In the literature discussed earlier, reference was made to McGregor's Theory X and Theory Y managers i.e. autocratic managers and trusting managers respectively (Efere). Whilst respondents in this study did identify issues with how they were managed, the findings did not indicate that managers at Toyota tended to solely exhibit either Theory X or Theory Y behaviour.

Within the context of leadership style, the sub-themes identified do fall within the ambit of some job characteristics necessary for job satisfaction, as discussed previously, and are autonomy, feedback, skills variety and task significance.

The current study findings indicated that respondents were motivated by line management that helped them to improve their skills and grow within their roles and that open communication significantly improved motivation. This is similar to Maharaj (2011) who identified that empowering employees to make decisions that affect their job and open communication channels between management were significantly important motivators and Seebaluck and Seegum (2012) who found that the potential to improve one's professional skills was a motivating factor.

Eyal and Roth (2010) found that leadership style had a significant impact on employees motivation and well-being. The findings of their study indicate that when leadership style is transformational characterised by communication of a clear vision for the organisation and empowerment of staff there is an association with intrinsic motivation. The employee will be able to self-actualise. When leadership style is transactional where leaders are controlling and demand compliance with policies the employee will operate out of extrinsic motivation. The study differentiated extrinsic motivation as a predictor of "shallow and rigid behaviours" and intrinsic motivation as a predictor of "flexible and profound behaviours" (Eyal and Roth, 2010, p. 267).

The current study indicated that line managers that managed staff effectively, by having the necessary skill to manage and the drive to provide their staff with opportunities to learn, was a motivating factor. This is similar to Dhladhla (2011) who found a significant positive relationship between transformational leadership behaviour and psychological empowerment of employees. In his study, Dhladhla defined transformational leadership as leadership that has the correct balance of stimulation, consideration, motivation and influence whilst psychological empowerment is linked to feelings of self-worth.

5.7 Culture

The sub-themes identified within the context of culture were too many levels of review, stifled creativity, formality, growth path and environment. Some are motivators whilst others are hygiene factors, as distinguished by Herzberg, and discussed previously (Tietjen & Myers, 1998). However, all stem from the need for intrinsic motivation.

Similar to the current study, Mahal (2009) found that organisational culture had a strong impact on motivation. Where employees found congruence with the organisational culture, they were motivated and performed well.

Sokro (2012) also found a strong positive impact of organisational culture on motivation levels, in his study of a car company in Ghana. Castro and Martens (2010) found a strong positive relationship existed between organisational climate and job satisfaction. Per the study, organisational climate is similar to organisational culture. Cucu-Ciuhan and Giuta-Alexandru (2014) also found a strong positive correlation between motivation and desired organisational culture.

5.8 Self efficacy

A few respondents of the current study identified how the job itself provides them with motivation and job satisfaction, based on their personal values, which included a positive attitude and the ability to generate a sense of accomplishment. This is linked to various studies discussed previously i.e. self-actualisation as identified by Maslow (O'Brian & Pick, 1995); achievement as identified by McClelland (Efere, 2005); motivating one's self by performing a task within one's ability to generate satisfaction, as described by Vroom (Kermally, 2005); and

finally, being intrinsically motivated by a task for the personal satisfaction, as underpinned by the Self Determination Theory (Ryan & Deci, 2000).

The findings of the current study are similar to that of Seebaluck and Seegum (2012) who found the most significant motivating factor in their study to be a sense of accomplishment and pride for good performance. Furnham, Eracleous and Chamorro-Premuzic (2009) found a strong positive relationship exists between personality and motivation and job satisfaction and based on these findings, the authors comment that attitudes to work are not only a result of situational factors.

5.9 Relationships in the Workplace

In the current study, some respondents noted that their immediate line manager were highly motivational, while those respondents faced with challenging roles agreed that their motivation for staying was strongly due to their relationship with their immediate manager. Castro and Martens (2010) found that leadership of the immediate manager had an impact on job satisfaction.

Those respondents that elaborated on relationships with peers were not satisfied with the nature of their interactions.

As discussed previously in the literature, Maslow stated that relationships within the workplace represent social needs (O'Brian & Pick, 1995), Alderfer referred to it as relatedness (Arnold & Boshoff, 2002), McClelland as affiliation (Efere, 2005) and Herzberg as hygiene factors (Tietjen & Myers, 1998). The common thread is the need an individual has for meaningful relationships within the workplace.

Similar to the current study, Dhladhla (2011) found a strong positive relationship with transformational leadership behaviour and how committed an employee was to the organisation and; a strong positive relationship with psychological empowerment and turnover intention. The leaders displayed "appreciative, supportive and visionary" behaviour, similar to the descriptions used by the respondents of the current study (Dhladhla, 2011, p. 126). Fernet, Cagne and Austin (2010) found that strong social bonds between peers can promote more autonomous or self-determined motivation.

5.10 Summary

This chapter provided a discussion of the study findings in relation to research literature, drawing similarities and/or differences, where applicable.

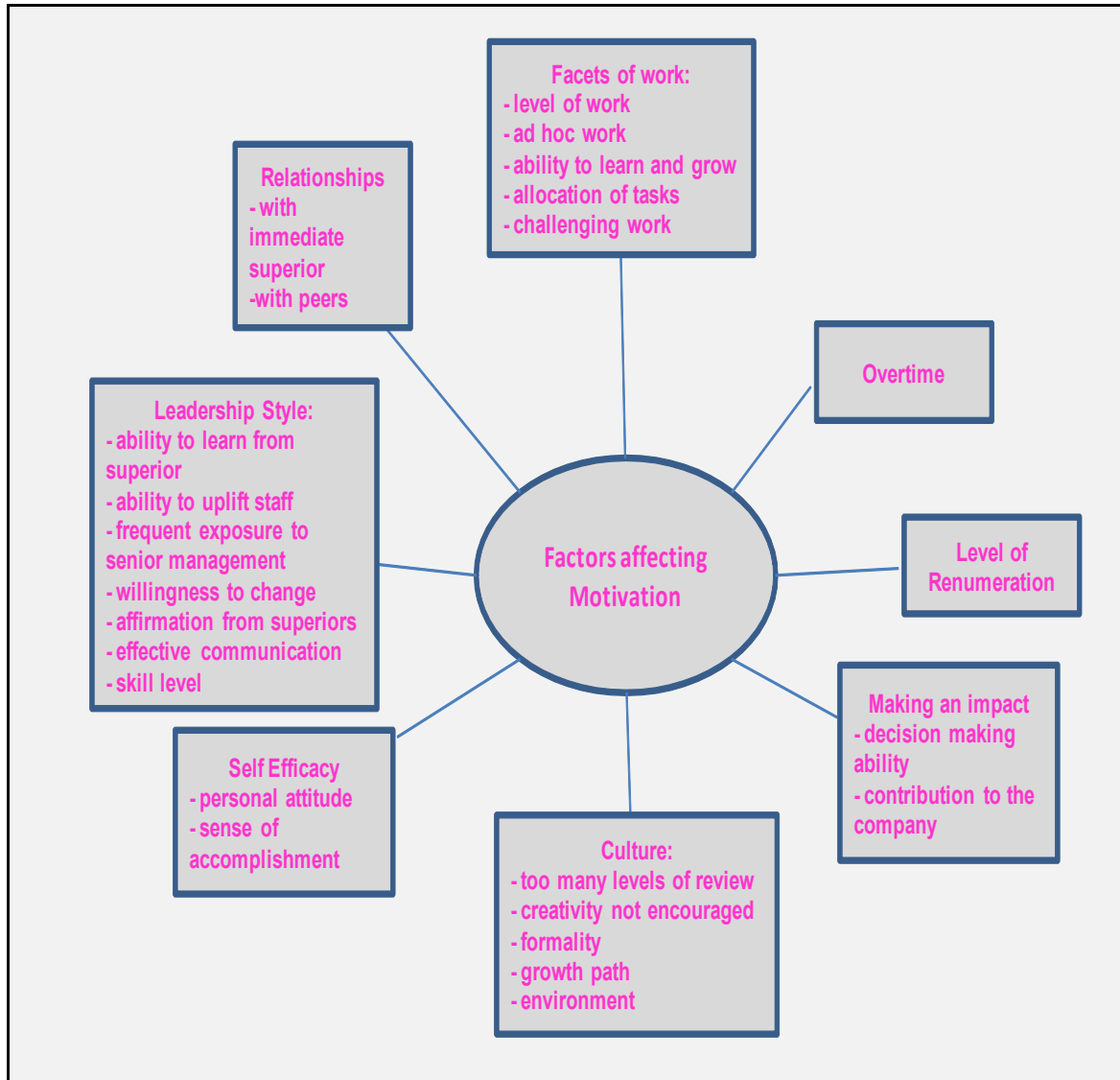The figure below summarises the factors affecting motivation, in the current study.

Figure 5.1: Factors affecting Motivation at the Toyota finance department

The next chapter will provide recommendations and conclude the study.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The subdued growth in the motor industry, coupled with increasing car prices and interest rates (NAAMSA, 2013) has led to Toyota reviewing its cost structure and some of its processes. Improving efficiencies has become highly important in the drive to remain competitive in the local and international environment. Toyota has renewed focus on organisational behaviour, as part of its review, mainly because employees are the key to improving efficiencies. The purpose of this study was to ascertain the factors that impacted motivation in the Toyota finance department and if motivation had an impact on job satisfaction, as this has a direct impact on employees and organisational behaviour.

The objectives of the study were to determine:

- The factors influencing motivation in the Toyota Finance department.

- Whether motivation has an impact on job satisfaction in the Toyota Finance department.
- To provide recommendations to Toyota Finance department management on motivating employees.

The literature review focused on theories of motivation and job satisfaction. The qualitative research approach was used and in-depth interviews were conducted to ascertain what factors had an impact on motivation at Toyota, and, whether there was a link between motivation and job satisfaction. The research problem leant itself to a qualitative approach, as descriptive data and a thorough understanding of perceptions is required, in order to effect relevant and lasting change within the department.

The interview process was interactive and discussions were held with respondents. This highlighted aspects around motivation that were important to the respondents and were further explored. Fifteen interviews were conducted and thematic analysis was used to analyse the data. The analysis involved

74

identifying recurring themes and these were used as a basis for discussion on the study and, proposing relevant recommendations.

This chapter presented the key findings of this study, and conclude with recommendations based on the key findings.

6.2 Key findings

This study attempted to determine the factors that influence motivation and whether motivation had an impact on job satisfaction.

- **Objective 1:** To identify the factors influencing motivation in the Toyota Finance department.

The research conducted for the study highlighted that there were a number of factors that influenced motivation in the Toyota finance department.

The first theme identified centred around facets of work and played a significant role in motivation. Respondents wanted their tasks to aligned with their levels of experience and education. Stimulating work resulted in high motivation levels, however, some respondents were not given stimulating work as often as they would like. These respondents were all in positions that entailed monthly reporting, which is to say, there is repetition in their tasks.

Ad hoc work was welcomed by those respondents who had spare capacity and wanted to be stimulated, whilst those respondents that had too much work found it to be demotivating. Respondents were particularly motivated by opportunities to learn and grow, and the prospect of challenging work. However, allocation of tasks within each job function and area had to be correct as well.

Overtime was also identified as a factor that had an impact on motivation. It took away family time and this negatively impacted motivation. Also, respondents perceived the need for the reason for overtime to be investigated, so that more efficient ways of operating could be identified.

Level of renumeration, on its own, did not have an impact on motivation. However, the ability to make decisions and a worthwhile contribution to the company did impact motivation.

Leadership style did have an impact on motivation. Respondents wanted leadership that enhanced their skills and knowledge and provided coaching, mentorship and affirmation for work done. Other qualities that are required from leadership were effective, open communication, willingness to change and, leaders that had the ability to lead.

Culture had a significant impact on motivation. Respondents felt that work had to be reviewed at too many levels prior to sign off, thus not providing them with the empowerment and autonomy that they required in their roles. Originality and creativity were not encouraged and this impacted negatively on motivation. The physical environment was not conducive to high motivation levels as it was open plan and people were mindful of being watched.

Self-efficacy and relationships within the workplace were also found to be factors that affected motivation. A positive personal attitude, finding a sense of accomplishment in one's tasks and open and encouraging relationships with superiors and peers were all positively related to motivation.

- **Objective 2:** To determine whether motivation has an impact on job satisfaction in the Toyota Finance department.

The study identified that for most of the respondents in the selected sample, there was a positive link between motivation and job satisfaction.

The respondents that were motivated were also satisfied with their jobs. The respondents that were not motivated were also not satisfied with their jobs.

The study found that facets of work, leadership style and culture significantly impacted levels of motivation and job satisfaction. Respondents that perceived these aspects to be properly present within the context of their job functions were both motivated and satisfied. These respondents also had positive attitudes and were driven by the need for personal accomplishment. Respondents that perceived these aspects to be lacking were demotivated and not satisfied.

- **Objective 3:** To provide recommendations to Toyota Finance department management on motivating employees

The recommendations have been presented below:

Recommendation 1: Work redesign

Daft (2008) defined work redesign as alteration of a job so that it will improve productivity and enhance employee engagement. It is evident from the current study that employees require challenge and growth opportunities in order to keep them motivated.

Below is a list of proposed work design changes that are cost effective and relevant to Toyota:

- Employees can be given more higher level responsibility for planning and execution of their work
- Employees can be given more autonomy in deciding on methods and processes to perform their tasks
- When natural attrition occurs, via resignation or retirement of an employee, instead of filling the vacancy, management should consider if it is possible to allocate the tasks within the position to one or more employees, thereby enhancing skills variety and responsibility
- Job rotation, which currently occurs once every two years, should happen more frequently i.e. annually, as this will provide staff with the learning and growth that they require, at a faster pace.

The recommendations provided above, are based on the literature discussed previously with respect to Herzberg's theory (Tietjen & Myers, 1998) and job characteristics (Nohria, et al., 2008). They focus on motivators and propose that the job redesign features more skills variety, task identity, task significance and autonomy (Hackman, 1980).

An interesting finding of this study was that most employees value intrinsic motivators more than the extrinsic therefore senior management can use this to their advantage because making these changes would have less of a financial

impact to the company than extrinsic motivators, like renumeration and other monetary rewards.

Recommendation 2: Culture

According to Castro and Martins (2010) organisational culture is something that evolves slowly and is difficult to change. An organisation will display characteristics of its culture as a collective, and it is preconscious in individuals.

Having acknowledged that culture change is slow to occur, there are some recommendations that the organisation can implement and action within the next year and are:

- Senior management needs to show commitment towards culture change by effectively and regularly communicating with their staff and involving them in finding solutions and actioning them
- Line managers need to proactively understand the intrinsic needs of their staff and seek to find opportunities to motivate them e.g.:
  o Providing mentoring sessions
  o Approving training which can empower the employee
  o Using their own experience to coach their staff on soft skills like negotiation, managing people, public speaking or any other soft skill
- Line managers need to show an interest in the development of their staff by seeking opportunities for them to broaden their skills base either within the department or within the company in other departments
- Senior management also need to be available to provide mentorship and coaching to lower level staff as their level of knowledge is valued by staff
- Two-way communication is encouraged between staff and line management, and this will only be effective if line management is then proactive in helping staff deal with resource constraints or other work related issues.
- Work related outcomes need to be assessed to ascertain if there are any that can be reviewed and approved at manager level, thereby alleviating the need for multiple reviews of all work output. This will empower staff to feel more responsible for their areas.

Recommendation 3: Leadership Style

Senior management require careful assessment of their leadership style. The study revealed that employees require autonomy and empowerment within their jobs; therefore leadership needs to be transformational, not transactional. As discussed previously, transformational leadership entails communication of a clear vision for the organisation and empowerment of staff (Eyal & Roth, 2010).

The leadership style at Toyota, is to some extent, influenced by the culture, therefore the recommendations discussed previously for culture, also apply here.

6.3 Recommendations for future studies

A quantitative study with a larger sample from the entire organisation can be used to determine if the findings are more representative of Toyota.

This study assessed the impact of motivation on job satisfaction, however other influences on job satisfaction should be considered for research such as leadership, culture, staff retention and teamwork.

This study can be further enhanced by investigating the impact of job satisfaction and productivity in the Toyota finance department

This study can be carried out at other Toyota plants to compare results

6.6 Summary

The aim of this study was to determine the factors affecting motivation in the Toyota finance department and, whether motivation had an impact on job satisfaction. The findings of this study indicated which factors affect motivation, as discussed above. The study also found that there was a link between motivation and job satisfaction.

Recommendations have been made to improve motivation and job satisfaction levels. This will enhance the work life of employees in the Toyota finance department and be beneficial to the organisation.

REFERENCES

Ali, S.A.M. Said, N.A. Yunus, N.M. Kader, S.F.A. Latif, D.S.A. & Munap, R., 2013. Hackman and Oldham's Job Characteristics Model to Job Satisfaction. *Procedia – Social and Behavioral Sciences,* 129, pp. 46-52.

Arnolds, C.A. & Boshoff, C., 2002. Compensation, esteem valence and job performance: an empirical assessment of Alderfer's ERG theory. *The International Journal of Human Resource Management,* 13(4), pp.697-719.

Beckers, D.B.J. van der Linden, D. Smulders, P.G.W. Kompier, M.A.J. Taris, T.W. & Geurts, S.A.E., 2008. Voluntary or involuntary? Control over overtime and rewards for overtime in relation to fatigue and work satisfaction. *Work & Stress,* 22(1), pp. 33-50.

Bontis, N. Richards, D. & Serenko, A., 2011. Improving service delivery. Investigating the role of information sharing, job characteristics, and employee satisfaction. *The Learning Organization,* 18(3), pp. 239-250.

Braun, V. & Clarke, V., 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology.* 3(2), pp. 77-101.

Buble, M., Juras, A. & Matic, I., 2014. The Relationship between Managers' Leadership Styles and Motivation. *Management,* 19(1), pp. 161-193.

Buciuniene, I. & Skudiene, V., 2009. Factors influencing salespeople motivation and relationship with the organization in B2B Sector. *Engineering Economics,* 4, pp. 78-85.

Carrell, M.R. & Dittrich, J.E., 1978. Equity Theory: The recent literature, methodological considerations and new directions. *Academy of Management Review,* pp. 202-210.

Castro, M.L. & Martens, N., 2010. The Relationship between organisational climate and employee satisfaction in a South African information and technology organisation. *SA Journal of Industrial Psychology,* 36(1), pp. 1-9.

Conti, R. & Amabile, T.M., 2011. Motivation. *Encyclopedia of Creativity,* 2nd ed., pp. 147-152.

Coomber, B. & Barriball, K.L., 2006. Impact of job satisfaction components on intent to leave and turnover for hospital-based nurses: A review of the research literature. *International Journal of Nursing Studies,* 44, pp. 297-214.

Corning, P.A., 2000. Biological Adaptation in Human Societies: A "basic needs" approach. *Journal of Bioeconomics, 2, pp.41-86.*

Cosier, R & Dalton, D.R., 1983. Equity Theory and Time: A Reformulation. *Academy of Management Review,* 8(2), pp. 311-319.

Crumpton, M.A., 2013. Leading Results: Keeping the motivation going. *The Bottom Line: Managing Library Finances, 26(4), pp.144-146.*

Cucu-Ciuhan, G. & Giuta-Alexandru, I., 2014. Organizational culture versus work motivation for the academic staff in a public university. *Procedia – Social and Behavioral Sciences,* 127, pp. 448-453.

Daft, R.L., 2008. *Leadership.* 5th ed. China: Cengage Learning.

Davies, M.B., 2007. *Doing a Successful Research Project: Using Qualitative or Quantitative Methods.* New York: Palgrave Macmillan.

Dawal, S.Z.M. & Taha, Z., 2006. The Effect of Job and Environmental Factors on Job Satisfaction in Automotive Industries. *International Journal of Occupational Safety and Ergonomics,* 12(3), pp. 267-280.

Dawis, R.V. & Lofquist, L.H., 1984. *A Psychological Theory of Work Adjustment: An Individual-Differences Model and its applications.* [e-book] Minnesota: University of Minnesota Press.

Available:
http://books.google.co.za/books/about/A_Psychological_Theory_of_Work_Adjustmen.html?id=XFkIAAAACAAJ&redir_esc=y

[Accessed 8 August 2014]

De Jong, J.R., 1989. The Management of Work and Effort. *International Handbook of Production & Operations Management,* pp. 584-599.

Dhladhla, T.J., 2011. *The influence of leader behaviour, psychological empowerment, job satisfaction, and organizational commitment on turnover intention.* MC. Cape Town: University of Stellenbosch.

Diestel, S. Wegge, J. & Schmidt, K.H., 2014. The impact of social context on the relationship between individual job satisfaction and absenteeism: The roles of different foci of job satisfaction and work-unit absenteeism. *Academy of Management Journal,* 57(2), pp. 353-382.

Du-Plooy-Cilliers, F. Davis, C. & Bezuidenhout, R.M. eds., 2014. *Research Matters.* Cape Town: Juta & Company Ltd.

Dye, K., Mills, A.J. & Weatherbee, T., 2005. Maslow: man interrupted: reading management theory in context. *Management Decision,* 43(10), pp.1375-1395.

Efere, P., 2005. *Motivation and Job Satisfaction*. London: Transatlantic College.

Emmerik, I.J.H. Schreurs, B. De Cuyper, N. Jawahar, I.M. & Peeters, M.C.W., 2011. The route to employability. Examining resources and the mediating role of motivation. *Career Development International,* 17(2), pp. 104-119.

Eyal, O. & Roth, G., 2010. Principals' leadership and teachers' motivation: Self-determination theory analysis. *Journal of Educational Administration.* 49(3), pp.256-275.

Falkenberg, K. & Schyns, B., 2007. Work satisfaction, organizational commitment and withdrawal behaviours. *Management Research News,* 30(10), pp. 708-723.

Fernet, C.,Gagne, M. & Austin, S., 2010. When does quality of relationships with co-workers predict burnout over time? The moderating role of work motivation. *Journal of Organizational Behavior,* 31, pp. 1163-1180.

Fisher, E.A., 2009. Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies. *Administration in Social Work,* 33(4), pp. 347-367.

Flick, U. von Kardoff, E. & Steinke, I. eds., 2004. *A Companion to Qualitative Research.* London: Sage Publications Ltd.

Furnham, A. Eracleous, A. & Chamorro-Premuzic, T., 2009. Personality, motivation and job satisfaction: Hertzberg meets the Big Five. *Journal of Managerial Psychology,* 24(8), pp.765-779.

Gagne, M. & Deci, E.L., 2005. Self-determination theory and work motivation. *Journal of Organizational Behavior,* 26, pp.331-362.

Game, A.M., 2006. Workplace boredom coping: health, safety, and HR implications. *Personnel Review,* 36(5), pp. 701-721.

Grobler, P. et al., 2006. *Human Resource Management in South Africa.* 3rd ed. London: Cencage Learning EMEA.

Hackman, J.R., 1980. Work Redesign and Motivation. *Professional Psychology,* 11(3), pp. 445-453.

Hausknecht, J.P. Rodda, J. & Howard, M.J., 2009. Targeted employee retention, performance-based and job-related differences in reported reasons for staying. *Human Resource Management,* 48(2), pp. 269-288.

Hitt, M.A. et al., 2015. *Organizational Behavior.* 4th ed. Danvers, MA: Wiley.

Huang, Q., 2012. Action Research on Motivation in English Reading. *Theory and Practice in Language Studies.* 2(8), pp.1755-1761.

Johnson, B. & Christensen, L. 2008. *Educational research: Quantitative, qualitative, and mixed approaches.* Thousand Oaks, CA: Sage Publications.

Katsikea, E. Theodosiou, M. Perdikis, N & Kehagias, J., 2010. The effects of organizational structure and job characteristics on export sales managers' job satisfaction and organizational commitment. *Journal of World Business,* 46, pp. 221-233.

Kermally, S., 2005. *Gurus on People Management.* [e-book] Ipswich, MA: Thorogood Publishing Ltd. Available at: Business Source Complete. [Accessed at 29 July 2014]

Kreitner, R. & Kinicki, A., 2008. *Organizational Behavior.* 8th ed. New York, NY: Irwin McGraw-Hill.

Landy, F.J., 1985. *Psychology of Work Behaviour.* 4th ed. CA, US: Cole Publishing Co.

Lawler, E.E., 1968. Effects of Hourly overpayment on productivity and work quality. *Journal of Personality and Social Psychology,* 10(3), pp. 306-313.

Lee, J., McInerney, D.M., Liem, G.A.D & Ortiga, Y.P., 2010. The relationship between future goals an achievement goal orientations: An intrinsic-extrinsic motivation perspective. *Contemporary Educational Psychology,* 35, pp. 24-279.

Lee-Ross, D., 2004. Perceived job characteristics and internal work motivation. *Journal of Management Development,* 24(3), pp. 253-266.

Lichtman, M., 2006. *Qualitative research in education: A user's guide.* Thousand Oaks, CA: Sage Publications.

Liu, D. Mitchell, T.R. Lee, T.W. Holtom, B.C. & Hinkin, T.R., 2012. When employees are out of step with co-workers: How job satisfaction trajectory and dispersion influence individual and unit-level voluntary turnover. *Academy of Management Journal,* 55(6), pp. 1360-1380.

Luthans, F., 1998. *Organizational Behavior.* 8th ed. Boston: Irwin McGraw-Hill.

Mahal, P.K., 2009. Organizational Culture and Organizational Climate as a Determinant of Motivation. *The IUP Journal of Management Research,* 8(10), pp.38-51.

Maharaj, N., 2011. *The impact of motivation and job satisfaction on productivity within the Insurance Industry.* MBA. Durban: University of Kwazulu-Natal.

Malone, J.C., 1975. William James and B.F. Skinner: Behaviorism, Reinforcement, and Interest. *Behaviorism,* 3(2), pp. 140-151.

Maslow, A.H., 1943. A Theory of Human Motivation. *Psychological Review,* 50, pp.370-396.

McNeill, P. & Chapman, S., 2005. *Research methods.* 3rd ed. Oxon: Routledge.

Mitchell, T.R.,1982. Motivation: New Directions for Theory, Research and Practice. *Academy of Management Review,* 7(1), pp.80-88.

Morris, M.B. & Venkatesh, V., 2010. Job Characteristics and Job Satisfaction: Understanding the role of enterprise resource planning system implementation. *MIS Quarterly,* 34(1), pp. 143-161.

Mouton, J., 2009. *Understanding Social Research.* 6th ed. Pretoria: Van Schaik Publishers.

National Association of Automobile Manufacturers of South Africa (NAAMSA), 2009. Year 2009 new vehicle sales statistics [online]. Available at: http://www.naamsa.co.za [Accessed 10 November 2014]

National Association of Automobile Manufacturers of South Africa (NAAMSA), 2013. Year 2013 new vehicle sales statistics [online]. Available at: http://www.naamsa.co.za [Accessed 10 November 2014]

Nohria, N. Groysberg, B. & Lee, L.E., 2008. Employee Motivation: A Powerful New Model. *Harvard Business Review,* July-August, pp. 78-84.

O'Bryan, B.B. & Pick, R.A., 1995. Keeping information systems staff (happy). *The International Journal of Career Management,* 7(2), pp.17-20.

Pate, L.E., 1977. Cognitive Versus Reinforcement Views of Intrinsic Motivation. *Academy of Management Review,* July, pp. 505-514.

Ryan, R.M. & Deci, E.L., 2000. Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist,* 55(1), pp.68-78.

Sahin, F., 2012. The mediating effect of leader-member exchange on the relationship between Theory X and Y management styles and effective commitment: A multilevel analysis. *Journal of Management and Organization,* 18(2), pp.159-174.

Saleem, R., Mahmood, A. & Mahmood, A. 2010. Effect of Work Motivation on Job Satisfaction in Mobile Telecommunication Service Organizations in Pakistan. *International Journal of Business and Management,* 5(11), pp.213-222.

Sarwar, S.Z. Mirza, E. Ehsan, N. Khan, K. & Hanif, H., 2013. Determining the impact of age and LOS on job satisfaction: a case study of Pakistan automotive

industry. *The International Journal of Human Resource Management,* 24(2), pp. 415-435.

Scharff, J.L., 1999. Skinner's Reinforcement Theory: A Heideggerian Assessment of Its Empirical success and Philosophical Failure. *Behavior and Philosophy,* 27(10), pp. 1-17.

Schneider, B. & Alderfer, C.P., 1973. Three Studies of Measures of Need Satisfaction in Organizations. *Administrative Science Quarterly.* pp. 489-504.

Seebaluck, A.K. & Seegum, T.D., 2012. Motivation among public primary school teachers in Mauritius. *International Journal of Educational Management,* 27(4), pp. 446-464.

Sekaran, U. & Bougie, R., 2009. *Research methods for Business: A Skill building approach.* 5th ed. West Sussex: John Wiley & Sons Ltd.

Shore, T.H., 2004. Equity sensitivity theory: do we all want more than we deserve? *Journal of Managerial Psychology,* 19(7), pp. 722-728.

Sloof, R. & Van Praag, C.M., 2007. Performance measurement, expectancy and agency theory: An experimental study. *Journal of Economic Behavior & Organization,* 67, pp. 794-809.

Sparrow, J. H., 2010. *Factors influencing Job Satisfaction at Toyota SA Motors.* MBA. Durban: University of Kwazulu-Natal.

Steers, R.M. Mowday, R.T. & Shapiro, D.L., 2004. Introduction to Special Topic Forum: The future of work motivation theory. *Academy of Management,* 29(3), pp. 379-387.

Sultan, S., 2012. Examining the Job Characteristics: A Matter of Employees' Work Motivation and Job Satisfaction. *Journal of Behavioural Sciences,* 22(2), pp.13-25.

Swarnalatha, C. & Sureshkrishna, G., 2013. A Study on the Effects of Managerial Initiatives on Job Satisfaction among Employees of Automotive Industries in India. *Pakistan Journal of Statistics,* 29(5), pp. 659-672.

Tietjen, M.A. & Myers, R.M., 1998. Motivation and job satisfaction. *Management Decision,* 36(4), pp. 226-231.

Van der Merwe, I.W., 2008. *A critical analysis of factors that influence employee work performance.* MBA. Cape Town: University of Stellenbosch.

Velnampy, T., 2008. Job Attitude and Employees performance of Public Sector Organizations in Jaffna District, Sri Lanka. *Global Journal of Management and Business Research,* 12(22), pp. 1-11.

Yang, C.L. & Hwang, M., 2014. Personality traits and simultaneous reciprocal influences between job performance and job satisfaction. *Chinese Management Studies,* 8(1), pp. 6-26.

APPENDIX 1: INFORMED CONSENT

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MBA Research Project
Researcher: Sumaiya Muhammed Moola (0846678644)
Supervisor: Cecile Gerwel Proches (0312608318)
Research Office: Ms P Ximba (0312603587)

Dear Respondent,

I, Sumaiya Muhammed Moola am an MBA Student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled *Motivation and its impact on job satisfaction in the Toyota Finance Department*. The aim of this study is to identify the factors that influence motivation at Toyota Finance Department, and whether motivation has an impact on job satisfaction.

Through your participation I hope to understand more about the factors affecting motivation at Toyota Finance Department. The results of the interview are intended to contribute to academic knowledge viz. a. viz. factors influencing motivation at a motor manufacturer.

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

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

The interview should take about 45 minutes to complete. I hope you will take the time to participate in the interview.

Sincerely

Investigator's signature_____ Date_____

This page is to be retained by the participant.

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MBA Research Project
Researcher: Sumaiya Muhammed Moola (0846678644)
Supervisor: Cecile Gerwel Proches (0312608318)
Research Office: Ms P Ximba (0312603587)

CONSENT

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.

I hereby consent/do not consent to record the interview.

SIGNATURE OF PARTICIPANT   DATE

………………………………………………………………………………………………

APPENDIX 2: INTERVIEW SCHEDULE

Motivation and its impact on job satisfaction in the Toyota Finance Department

The purpose of this interview is to solicit information from Toyota Finance Department employees regarding factors influencing motivation and whether motivation has an effect on job satisfaction. The information you provide will go a long way in helping me identify factors influencing motivation. The interview should only take about 45 minutes to complete. In this interview, you are asked to indicate what is true for you, so there are no "right" or "wrong" answers to any question. Thank you for participating.

1. Please indicate your age.
2. Please indicate your level in the organization.
3. How long have you worked at Toyota South Africa Motors (Pty) Ltd?
4. Describe your level of motivation at work? Do you feel energised by your work? Are you excited about spending time at Toyota South Africa Motors (Pty) Ltd?
5. Is the nature of your work repetitive or do you work on projects/tasks that come up on an ad hoc basis?
6. What are the challenges that you face in your work?
7. What are your thoughts on:
   a. Your skills and experience and the level of your remuneration
   b. Your work environment
   c. Your relationship with management and your co-workers
   d. Communication between yourself and management
   e. Growth opportunities within the company for yourself
   f. Your decision making capacity
   g. The motivational capacity of your immediate superior
   h. Your future in the company
   i. Your value to the company
8. After consideration of the discussion around point 5, how would you describe your overall satisfaction in your job?
9. How would you rate your average productivity? Are you busy throughout the day or do you have additional capacity to lessen the workload of someone else? Do you have suggestions on improving efficiency within your job profile? What impediments are there to achieving this?
10. Do you have any preferences or recommendations on what would improve your motivation levels at work?

APPENDIX 3: ETHICAL CLEARANCE

UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

30 May 2014

Mrs Sumaiya Muhammed Moola (983171818)
Graduate School of Business & Leadership
Westville Campus

Protocol reference number: HSS/0500/014M
Project title: Motivation and its impact on job satisfaction in the Toyota Finance Department

Dear Mrs Moola,

Full Approval – Expedited Application

In response to your application dated 21 May 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

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

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

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

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

Yours faithfully

Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Ms Cecile Gerwel Proches
Cc Academic Leader Research: Dr E Munapo
Cc School Administrator: Ms Zarina Bullyraj