

**The Impact of Motivation on Employee Performance at Dilokong
Hospital in the Sekhukhune District of Limpopo Province**

By

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DECLARATION

I hereby declare that this submission: THE IMPACT OF MOTIVATION ON EMPLOYEE PERFORMANCE AT THE DILOKONG HOSPITAL IN THE SEKHUKHUNE DISTRICT OF THE LIMPOPO PROVINCE is my own work and the result of my investigation and research and that, it has not been submitted in any part or full for any degree at any other university. However, references from the work of others have been clearly stated.

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Date: 8 October 2021

DEDICATION

This work is dedicated to my parents, Papa Lehumo and Mama Napyadi. Their love for education inspired me. I would have not taken this giant step of advancing my career path if it were not of their support and guidance.

To my Father, God in heaven, the Master of the universe, who is able to do exceedingly, abundantly above all I could ever think or imagine.

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My fellow students and friends, without whom this research document would not have been written,

My Apostle and his wife, for your prayers and motivation.

Last, but not least, my gratitude goes to the Almighty God for granting me good health, guidance, and helping me this far in my studies.

ABSTRACT

Motivation is an internal drive to satisfy an unsatisfied need and the will to accomplish. Motivation has the role to develop and intensify the desire of every individual member of the organization to work effectively and efficiently in the area of operation. Dilokong hospital has recently experienced a high number of resignations by employees. The performance of services by the hospital staff members has declined. The government, which is responsible for implementing the national policies and programmes relating to motivation and performance, has failed many times in the recent years over performance and rewards as well as the working conditions. It is against this background that the researcher has persuaded a study on the impact of motivation on employee performance at the Dilokong hospital in the Sekhukhune District of the Limpopo Province.

The general objective of the study is to determine the impact of motivation on employee performance; to identify factors that motivate employees to perform better; to suggest strategies that can be used by managers to enhance the motivation and performance of the employees in their sphere of operation. A mixed methods research design was used, implying both quantitative and qualitative approaches. Descriptive statistics were used to analyze the quantitative data and content analysis for the qualitative part. The study revealed that promotion, incentives and good working conditions are the major factors that enhance employee motivation and performance.

The study has also revealed that (rewards) money is deemed to be the best motivator to any individual. The employees at the hospital were found to be earning low wages and salaries. The department appears to be paying the lowest wages and salaries to the staff members below what is stipulated by legislation not taking into cognizance the fact that employees are working for money. It is therefore recommended that the hospital management should consider as a matter of urgency, the need to make upward adjustment in wages and salaries which will go a long way in reducing the high incidence of staff turnover.

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LIST OF ABBREVIATIONS AND ACRONYMS

HRM: Human Resource Management
MBO: Management by Objectives
DOH: Department Of Health
DEM: District Executive Manager
ERG: Existence, Relatedness, and Growth
CEO: Chief Executive Officer
PDP: Personal Development Plan
PAF: Performance Appraisal Form
PMDS: Performance Management Development System
GRS: Graphic Rating Scales
MSS: Mixed Standard Scales
BARS: Behavioural Anchored Rating Scales
BOS: Behavioural Observation Scales
OBM: Organizational Behavioural Modification
PROMES: Productivity Measured and Evaluation Systems
HR: Human Resource
SHRM: Society for Human Resource Management
SDHRR: Sekhukhune District Human Resource Report
F: Frequency
%: Percentage
FX: Total Frequency
LRA: Labour Relations Act
SPO: Senior Personnel officer
CNP: Clinical Nurse Practitioner
MDEV: Masters of Development

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CHAPTER 1: INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The Dilokong hospital has recently experienced a high number of employee resignations and the performance of services by the hospital has declined. The administration has been characterized by low staff morale, absenteeism and other related issues. The overall challenge was a lack of motivation of staff members to perform their duties. Based on the above statements, the researcher saw a need to pursue the study with the view of finding workable solutions. The study in Mawila (2011:4) reveals that before 1994, different departments were run by the homelands' system which used to take care of employees in various regions. In every region, there were always new offices, new furniture and equipment which used to support employees. The above motivated employees to perform better (Nkuna, 2009:18).

1.2 BACKGROUND OF THE STUDY

After 1994, when the new democratic government came into being, employees were integrated from home lands' departments to the newly established provincial departments (Mawila, 2011:6). Some of the employees at the Dilokong employees were moved from comfortable, well-equipped offices to dilapidated buildings. This demotivated employees to perform in the new dispensation. The unpleasant experience became problematic as it seemed to have a negative impact on employees' performance and, as a result, some of them resigned from their posts. Co-workers who remained felt uneasy about the entire situation as a result of anxiety caused by work overload, as they had to take on the tasks that the departed employees had been handling (Sekhukhune District Human Resource Report, 2014:47).

1.3 PROBLEM STATEMENT

Recently, the Department of Health experienced a number of employees who resigned from their posts because of various challenges such as absenteeism, lack of morale, office accommodation, lack of resources, and other related problems that have demotivated employees and prevented them from performing to the best of their ability. The above challenges have been caused by bad conditions of service in the workplace. According to Jack and Edwards (2009: 197), failure by departments to retain specialized officials is due to lack of support in their units. As a result, the remaining workforce wastes a lot of time orientating and inducting newly appointed employees.

Maslow in Naidoo (2012: 103) clearly states that new employees are less likely to perform at high levels while they are learning the job. In addition, the existing workforce is also demotivated by the deterioration in the quality of work. Under these circumstances, existing employees no longer feel valued. It is also difficult to build healthy working relationships for fear of more employee departures. Furthermore, the analysis by Daniel and Metcalf (2010:74) reveals that “as a result of lost productivity, it costs an organization a lot of money, approximately 150% of a departed employee’s base salary to replace them; hiring and training of new employees are taken into account” (Branch, Hanushek & Rivkin, 2012: 238). Moreover, Manly (2007: 103) states that when employees resign, the department’s reputation also begins to suffer, due to the fact that employees take their skills to other institutions or organizations.

According to Khoza (2014: 17), another challenge is the high rate of employees who absent themselves from work. This demotivates their co-workers to perform as they become overworked with the extra duties that were supposed to have been handled by the absentees. This challenge seems to impact on staff morale, as they work irregular hours and are not able to adjust to the working conditions. It is also difficult for managers and supervisors to determine the skills of an absent employee, whilst on the other hand; the absent employee is unable to add value to the growth of the institution. According to Mawila (2011:18), absent employees are setting a bad example to their colleagues who may start to emulate this unacceptable behaviour

and exploit the system leading to more demotivation, poor performance and poor employee morale.

1.4 AIM OF THE STUDY

The aim of the study is to explore the impact of motivation on employee performance at the Dilokong hospital.

1.5 RESEARCH OBJECTIVES

In order to achieve the above aim, the following objectives were pursued:

- To determine the impact of motivation on employee performance in the Dilokong hospital.
- To identify factors that motivates employees to perform better in the area of study.
- To suggest strategies that can be used by the managers to enhance motivation and performance of employees in the workplace.

1.6 RESEARCH QUESTIONS

The following research questions were asked in order to arrive at the aim of the study:

- What is the impact of motivation on employee performance at the Dilokong hospital?
- What are the factors that motivate employees to perform better in the area of study?
- What are the strategies that can be used by the managers to enhance motivation and performance of employees in the workplace?

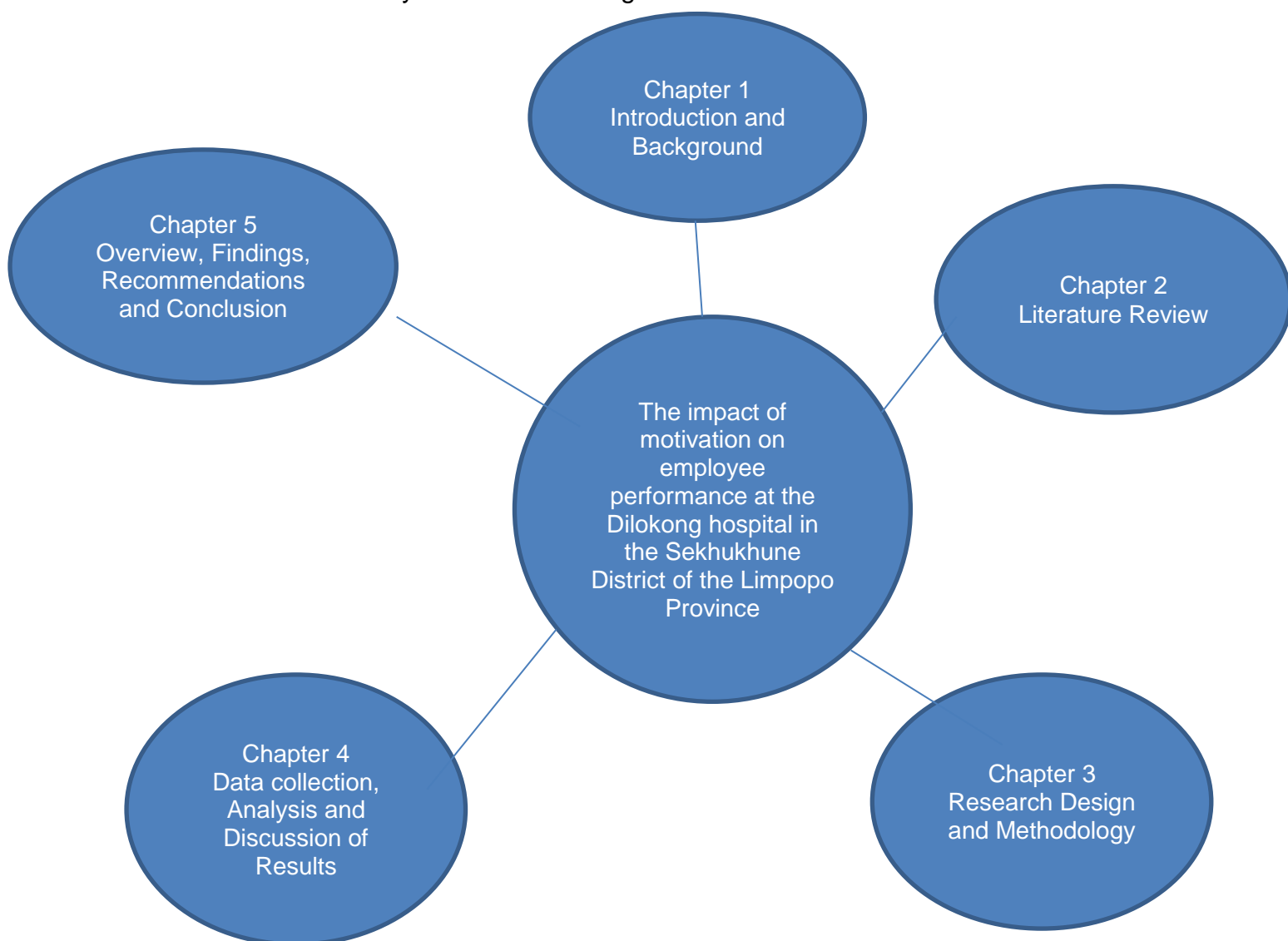
1.7 SIGNIFICANCE OF THE STUDY

The study on the impact of motivation on employees' performance at the Dilokong hospital in Sekhukhune district in Limpopo province will assist stakeholders to identify the challenges that demotivate the employees to perform in the workplace as well as to determine the programmes that are currently employed by the department to motivate employees to perform better. The study will further assist the

management to develop relevant strategies that will motivate the employees to perform better in the institution and therefore serve as a contribution to the body of knowledge to institutions such as hospitals and colleges that are offering management and human resource courses. This will serve as a guide to researchers and provide data upon which further studies could be concluded.

FIGURE 1.1 THE OUTLINE OF THE STUDY

The outline of the study is illustrated in Figure 1.1 below:



Source: Bratton (2011:103)

1.8 CHAPTER OUTLINE

Chapter 1

Introduction and Background

This chapter presents an orientation to the background of the study, starting with the presentation of the impact of motivation on employee performance at the Dilokong hospital in the Sekhukhune district of the Limpopo Province. It further presents the statement of the research problem, the research objectives and questions, significance of the study and definition of concepts.

Chapter 2

Literature Review

A review of the relevant literature is done in this chapter. Research journal articles, policy documents and other related literature from the previous studies have been reviewed to reinforce the impact of motivation on employee performance.

Chapter 3

Research Design and Methodology

The third chapter presents the discussion of different research paradigms, methods, designs, approaches and techniques that are used to collect and analyze data in this study. Other aspects covered in this chapter are the identification of the population of the study, sampling method used in selecting samples and ethical procedures that are followed before the interviews were conducted.

Chapter 4

Data collection, Analysis and Discussion of Results

In this chapter, the researcher analysed, discussed and interpreted the data collected.

Chapter 5

Overview, Findings, Recommendations and Conclusion

This chapter summarizes the findings of the study. The first part of the chapter presents a summary of the findings of the study, followed by recommendations to managers and policy makers to develop relevant strategies and policies that will

motivate employees to perform optimally in the area of the study. Limitations and general conclusion of the study is given

1.9 CONCLUSION

This chapter provided the background whereby employees' departure led to managers and supervisors becoming frustrated as they were directly accountable for employee performance. Co-workers who remained were demotivated about the entire situation as a result of anxiety caused by work overload, as they had to take on the tasks that the departed employees had been handling.

The main objectives of the study were to determine the impact of motivation on employee performance in the workplace. The study also aimed to assist the department to suggest strategies that can be used by the managers to enhance motivation of employees in the Dilokong hospital, because when employees resigned, the department's reputation also began to suffer, due to the fact that employees have taken their skills to other institutions or organizations. This chapter outlined the problem statement, aims and objectives, and research questions.

Since this chapter outlined the problem that led to the study, the next chapter will then review relevant literature on the impact of motivation on employee performance in the public service.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The new democratic South Africa provides opportunities for enhancement of employee motivation and performance in their sphere of operation. In this chapter a review of literature related to the on the impact of motivation on employee performance at the Dilokong hospital in the Sekhukhune District of the Limpopo Province is presented. The main purpose of reviewing literature is to locate the present study within the existing body of knowledge.

Hinriccs (2010: 174) attests that literature review is “an outline and analysis of related literature that is conducted to provide insights into a study”. To support this definition, Masemola (2013:17) describes literature review as “a narrative essay that integrates, synthesizes, and analyses the important thinking and research on a particular topic”.

After 1994, when the new democratic government came into being, employees were integrated from home lands’ departments to the newly established provincial departments (Mullins, 2011:194). Some of these employees were moved from comfortable, well-equipped offices to dilapidated buildings. This demotivated employees to perform in the new dispensation. The unpleasant experience became problematic as it seemed to have a negative impact on employees’ performance and, as a result, some of them resigned from their posts. Co-workers who remained felt uneasy about the entire situation as a result of anxiety caused by work overload, as they had to take on the tasks that the departed employees had been handling.

According to the Human Resource Report (2014:89), the level of morale was further threatened by the remaining employees’ questioning the department’s long-term future. They were also considering leaving for greener pastures. Furthermore, managers and supervisors were becoming frustrated as they were directly accountable for employees’ performance, and had to determine who would fill the void after the employees’ departure. The above challenges led to some employees not having the necessary resources to support their day-to-day operations; this

problem has stimulated the researcher to embark on studying the impact of motivation on employee performance in the area of the study. From the above introduction, one needs to understand the conceptual definitions of motivation.

2.2 CONCEPTUAL DEFINITION OF MOTIVATION

Motivation is defined by various scholars from different perspectives. Bratton (2011:248), states that motivation is a cognitive decision making process that influences the persistence and direction of goal directed behaviour. Mullins (2011:232) refers to motivation as the forces within a person that affect his or her direction, intensity and persistence of voluntary behaviour. He adds that motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time (persistence) toward a particular goal or direction.

According to Hinriccs (2010: 124), motivation is described as “the psychological forces within a person that determine the direction of that person’s behaviour in an organization”. Definition of motivation according to Society for Human Resource Management (2010:58), reveals that motivation is generally those psychological forces that determine the direction of a person’s level of effort, as well as a person’s persistence in the face of obstacles. To support these definitions, Denhart and Lambret (2010:209) attest that motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes.

Berg and Theron (2013:137) describe motivation as a power that strengthens behaviours, gives route to behaviour, and triggers the tendency to continue. This explanation identifies that in order to attain assured targets; individuals must be satisfactorily energetic and be clear about their determinations. From the above definitions, it is clear that motivation involves a cognitive decision making process based on psychological forces that determine the direction of a person’s level of effort, as well as a person’s persistence in the face of obstacles.

The concept ‘motivation’ has attracted many definitions from different writers as much depends on the writer’s concept of the term. According to Milondzo (2008:23) motivation is “the process whereby a person is inspired to perform certain actions or do certain actions or do certain things. In the employer-employee environment it is

the ability of the employer to create the inspiration in the employee to perform the job function substantially better than it is currently being performed". To support the above definition, Bartol and Martin (2012:129) define motivation as the "process or factors causing people to act in certain ways. It consists of the identification of a need, establishment of a goal which will satisfy that need, and determination of the required action".

Furthermore, Alder (2008:33) describes it in terms of the direction and persistence of action. He sees it as being about why individuals adopt particular courses of action in preference to others and why, over a long period of time and in the face of difficulties, they continue with this action. Vroom in Mawila (2011:7) describes it as "the process governing choices made by persons or lower organisms among alternative forms of voluntary activities". Mitchell again, describes it as "the degree to which an individual wants to engage in certain specified behaviours" (Mitchell, 2000:42).

The concept 'motivation' is often used in normal conversation in a manner that does not reflect its true meaning. In the context of staff development, motivation refers to the "factors that energize behaviour" (Allport, 2010:15). A motivated employee will put much more effort, time, energy and thought into an activity than an unmotivated employee would normally do. Clearly, from an organizational point of view, a workforce that is inclined towards behaviour that assists the organization reaching its goals is preferable to a workforce that constantly needs external 'providing' to make them work. From the above definitions, one should understand the different types of motivation.

2.3 TYPES OF MOTIVATION

Motivation, the drive to satisfy a need and to stimulate people and bring out that natural drive to do a good job ultimately comes from within an individual. People are motivated by a variety of things and the two types of motivation are intrinsic or extrinsic.

2.3.1 Intrinsic motivation

This refers to what is done to and for people to motivate them. It arises when management provides such rewards as increased pay, praise or promotions (Armstrong, 2010:159).

According to Hoy and Miskel (2011: 291), intrinsic motivation is derived from the content of the job. It can be described as the process of motivation by the work itself in so far as it satisfies people's needs or at least leads people to expect that their goals will be achieved. Intrinsic motivation is self-generated in that people seek the type of work that satisfies them. Locke (2009: 127) maintains that, one of the factors affecting intrinsic motivation include responsibility. In other words, the feeling of the work is important and having control over one's own resources, freedom to act, scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. Therefore, needs are motivators and are satisfied in a stepped hierarchical fashion, with lower level needs being satisfied first. Needs are only motivators when they are unsatisfied.

Malone and Lepper (2010:163) clearly states that, intrinsic motivation is what people will do without external inducement such as hunger, a sense of duty, altruism, or a desire to feel appreciated. Deci and Ryan (2013: 133) believe intrinsically motivated behaviours are seen when there is no other apparent reward except the activity itself. In Naidoo (2012: 156) view, very high levels of intrinsic motivation are marked by such strong interest and involvement in the work, and by such a perfect match of task complexity with skill level that people experience some kind of psychological "flow", a sense of merging with the activity they are doing. From the above definitions, it is clear that Intrinsic motivated work behaviour stems from a person's 'internal' desire to do something, and is therefore usually self-applied e.g. pure interest in a project or a positive recognition from colleagues are examples of intrinsic motivation.

2.3.2 Extrinsic motivation

According to Deci and Ryan (2013:98), this is normally a behaviour that is influenced by external rewards. Praise or positive feedback, money and absence of punishment are examples of extrinsic motivation. These theorists believe that, extrinsically motivated behaviour on the other hand is behaviour that is performed to acquire material or social rewards or to avoid punishment. To support the above theorists,

Bratton (2011:38) believes that, the source of motivation is the consequence of the behaviour not the behaviour itself and as a result, extrinsic motivated work behaviour stems from such tangible rewards such as pay, bonuses, and promotion, among others.

From the above types of motivation, it is clear that regardless of whether people are intrinsically or extrinsically motivated, they join and are motivated to work in organizations to obtain certain outcomes. Adams (2009:48) describes an outcome as anything a person gets from a job or organization. Some outcomes such as autonomy, responsibility, feeling of accomplishment and the pleasure of doing interesting or enjoyable work, result in intrinsically motivated behaviour. Other outcomes such as pay, job security, benefits and vacation time result in extrinsically motivated behaviour.

2.4 THE NEED FOR MOTIVATION

According to Malone and Lepper (2010:163) motivation is the very core of employees' performance, which demands that such employees be motivated. If employees are to be the focus for productivity and human development, it follows that human behaviour and motivation need to be understood. Such knowledge is especially necessary in the case of employee's performance, which relies on the participation of willing and motivated employees (Adams 2009:123).

There are a number of reasons why human beings may sometimes be averse to taking action. Quite often they may derive a feeling of security from leaving things as they are, or they might very well be afraid of embarking upon actions which results are uncertain (Nkuna, 2009:6). To support this statement, Mavuso (2015:9) cogently argues that, "the desire to change, or not to change, is often a matter of feelings rather than a matter of knowing".

2.5 FACTORS THAT MOTIVATE EMPLOYEES IN THE ORGANIZATION

Maslow in Milondzo (2008:20) states that, motivation is concerned basically with why people behave in certain ways and the underlying concept seems to be some inner driving force - the force that energizes, activates and directs the behaviour of the individual as he or she strives to attain a goal. There can be no one answer to

what motivates individual employees as motivation is internal to the individual and thus specific to that person. Also, there may be more than one motivating factor.

However, one or more of the following may be some of the factors which motivate employees:

- Money and perks - Milondzo (2008:24) argues that money and perks, for example, become less important once gained. He goes on to discuss the notions of adaptation, comparison, alternatives and worry as having an impact on motivation.
- Adaptation - Increases in money and perks may give a boost to motivation but the individual soon adapts to this and the level of motivation thereafter declines (Nkuna, 2009:11).
- Comparison - People typically define themselves as wealthy through comparison with others. Once people move up a level of wealth they compare themselves with another group and may feel motivated to gain more money or perks to match this group (Pell, 2010:204).
- Alternatives – According to Milondzo (2008: 26) when people have more money they become reasonably content with that level and will therefore be less motivated by money and perks. They may be motivated by other recognized motivators. Thus, money may be a short-term motivator to the point where individuals may feel they have sufficient money or perceive that they will have sufficient of it to live their lives as they idealize them.
- Authority - Pell (2010:209) outlines that some people are motivated by having complete control without anyone telling them what to do. They are able to see what their decisions yield. If they do not receive authority through the normal channels they attempt to find it through the non-standard channels that exist in any organization and may, as a result turn against the organization. Sometimes these people may assume authority beyond their assigned level which may cause difficulty in the organization.
- Responsibility- According to Nkuna (2009:31), some people are motivated by 'being in charge' of either products or more usually, people. Such persons

may become 'empire builders' and turn to internal to internal politics to achieve their aims.

- Professionalism - Some people are motivated by doing the best job they can to a set of professional standards. This is usually beneficial for the organization, but if the person is asked to operate with a different set of standards to benefit the organization it may lead to stress and tension between the loyalty of the individual to his or her professional standards and those of the organization. (Mavuso, 2015:15).

Apart from the above mentioned factors, Milondzo (2008:28) believes that, people's behaviour also seems to be determined by what motivates them. It is however, important to recognize that all behaviours are motivated. Nearly all conscious behaviour is motivated. It is the 'intentional' or voluntary aspect that is the focus of motivation at work. However, one problem concerning motivation seems to be that it cannot be seen. It can only be inferred from various actions in order to explain behaviour. He further maintains that on the basis of the foregoing, motivation appears to be a complex subject which is influenced by many variables, but understanding the process may help to make better decisions affecting people in organizations, in the sense that they are taken with more knowledge of the implications and likely outcomes (Webber, 2010:25).

Meyer and Kristen (2009:103) argue that motivation of employees is critical and can be achieved by creating an environment that is a happy place in which to work. From the above factors, it is clear that motivation is expected to create a willingness in employees to work towards the attainment of organizational objectives while they attain their own satisfaction. According to these theorists, public organizations that are not creating a working environment conducive to motivation de-motivate employees and decrease their performance. From the above statement, one need to understand the strategies that managers can employ towards employee motivation

2.6 THEORIES OF MOTIVATION

Various theories of motivation have been developed, based on assumptions of human motivation, as illustrated in the foregoing. However, in view of the complexities of the subject, there seems to be no universally applicable theory of

motivation. Webber (2010:216) observes that each of the theories seems to have a 'grain' of truth but none of them seems sufficient to explain the behaviour of certain individuals at certain times and not of all individuals. Roodt, Odendaal and Robbins (2008:155) classify motivation theories under three categories:

2.6.1 Herzberg two-factor theory

Frederick Herzberg in Mullins (2011: 102) introduced his two-factor theory, first as the hygiene factors and the second as the motivators' factors. He argues that lower-order needs, or hygiene factors, are different from higher-order needs, or motivators.

2.6.1.1 Hygiene Factors

According to Bratton (2011:45), a series of hygiene factors create dissatisfaction if individuals perceive them as inadequate or inequitable. Individuals will be significantly motivated if these factors are viewed as adequate or good. Hygiene factors are extrinsic and include factors such as salary or remuneration, job security, interpersonal relations, working conditions, technical supervision and company policies and administration. Herzberg maintains that adding more hygiene factors to the job is a very bad way to motivate because lower order needs are quickly satisfied.

2.6.1.2 Motivators Factors

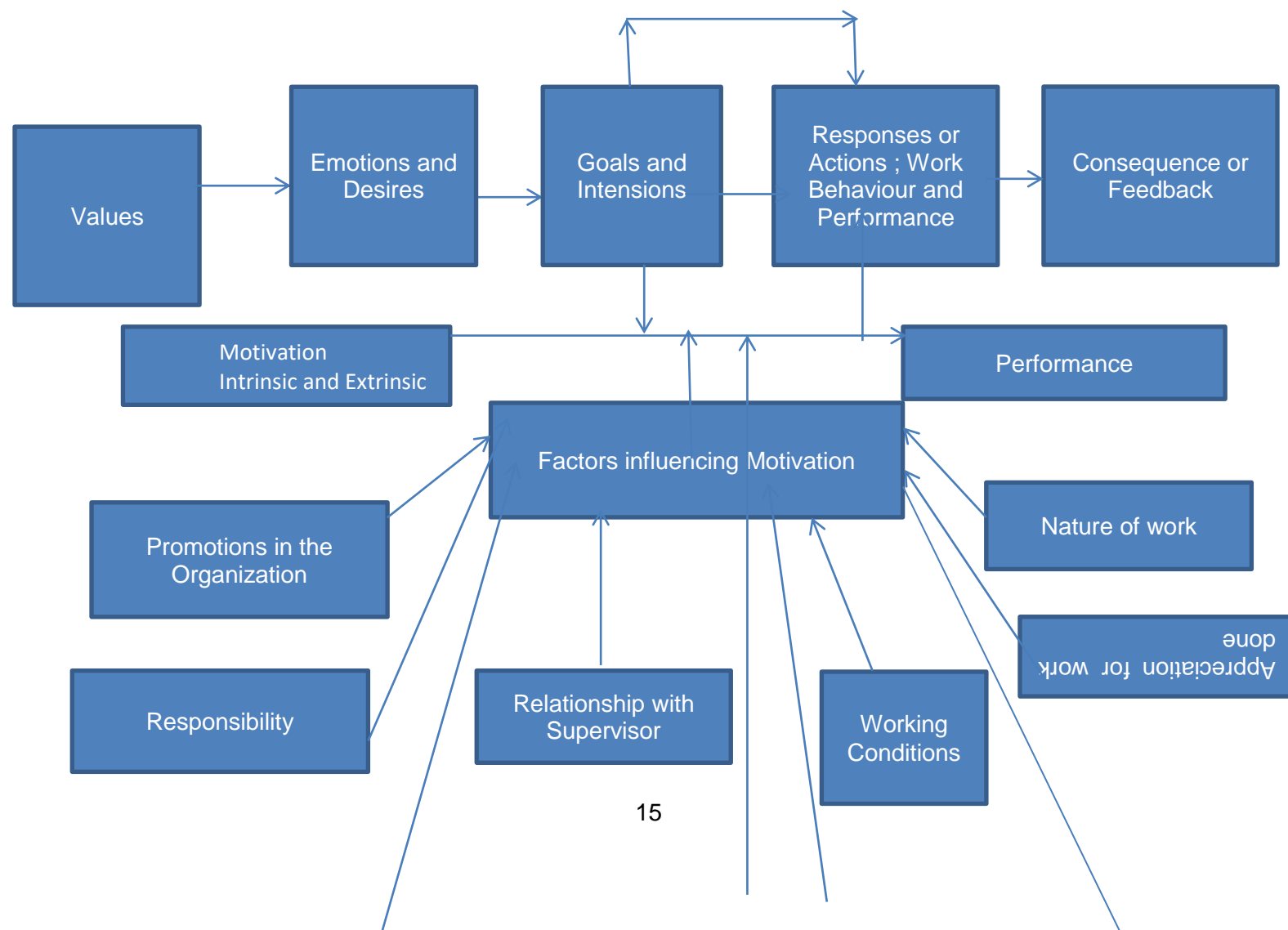
Herzberg in Mullins (2011: 102) discovered that there were certain factors associated with job satisfaction (motivation factors) which are those factors that are related to the content of one's job and are necessary to maintain a reasonable level of motivation among employees, such as the nature of the work itself, the possibility for growth, responsibility, advancement, delegation and recognition.

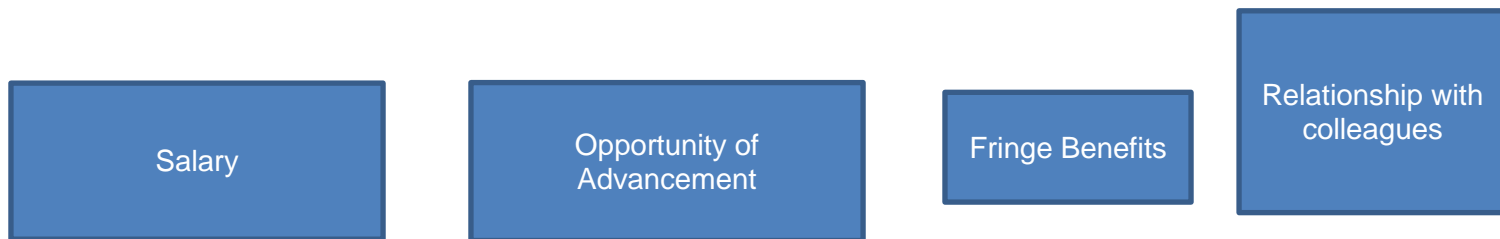
To support the above, Bennett (2010:134) maintains that, there is a completely different set of factors are associated with dissatisfaction which are referred to as

hygiene factors. For instance, inadequate monthly salary to employees could cause dissatisfaction at work when motivation factors are absent, for example, when good relations with supervisors and peers, good pay and working conditions, job security and among others are absent (Otto, 2013:135). However, a high salary would not necessarily cause job satisfaction.

Warner and Bradley (2011: 54) argue that Herzberg's theory has been labelled as the two-factor theory due to the fact that these hygiene factors, if correct, did not cause any dissatisfaction, neither did they motivate workers. However, when they were not right, they led to dissatisfaction and exerted a negative impact. Thus, supervisors ought to look for the motivators. When management provides employees with the motivators such as recognition, acceptance and responsibility, job satisfaction is obtained and motivation is high. If such factors are not right, job satisfaction and therefore motivation will be lacking.

Figure 2.1: Herzberg two- factor theory is illustrated as follows:

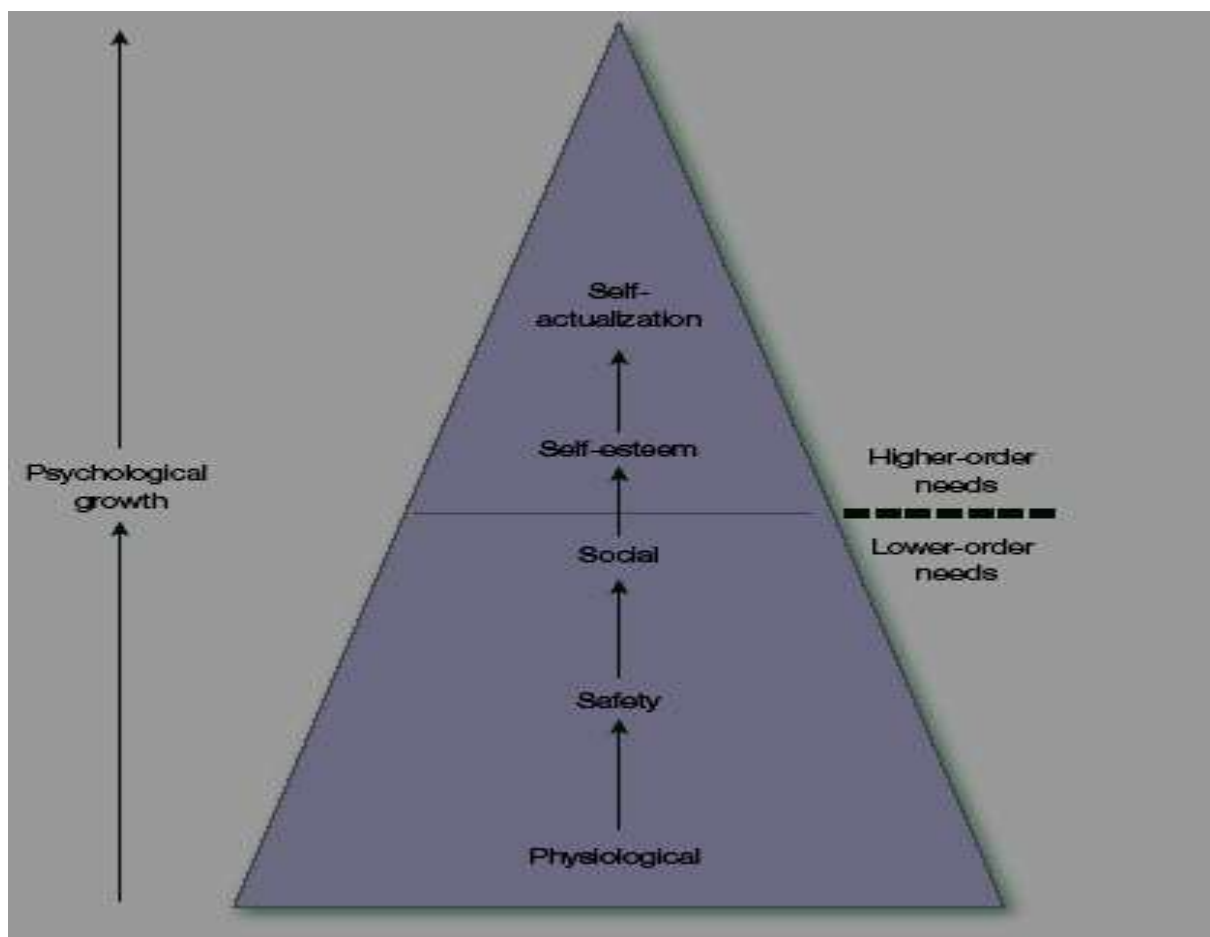




Source: Mullins (2011:126)

2.6.2 Maslow's Hierarchy of Needs Theory

Figure 2.2: Maslow's hierarchy of needs diagram



Source: Maslow (1946)

Maslow in Deci and Ryan (2013: 103) suggests that human needs are arranged in a series of levels, a hierarchy of importance, usually displayed in the form of a pyramid

as shown above. McClelland (2012: 78) describes this hierarchy of needs as a theory in psychology proposed by Maslow, in his book of motivation and personality. The hierarchy is often portrayed in a shape of a pyramid as illustrated above with the largest and most fundamental level of needs at the bottom, and the needs of self-actualization at the top. In ascending order, beginning with the most basic needs, the needs are physiological, safety, social, esteem and self-actualization needs.

According to Noe, Hollenbeck, Gerhardt and Wright (2012:158), the view of basic needs by Maslow flows from the idea of homeostasis. This suggests that the body constantly seeks to achieve a balance of its constituent elements. When the balance of the body is disturbed, for example through hunger, the person is motivated to eat; through thirst to drink; and, through tiredness to sleep. Maslow's hierarchy of needs is outlined below as follows:

2.6.2.1 Physiological Needs

Maslow in Korman (2011:87) maintains that physiological needs are literal requirements for human survival. Air, food and water are metabolic requirements for survival for all humans. To an individual, the drive to satisfy these physiological needs is greater than the drive to satisfy any other type of needs. To support the above statement, Kolhi (2008: 94), states that, these needs are satisfied through the wages and salaries paid by the organization. He further states that managers should ensure, among other things that the organization is not too noisy, tea and lunch breaks are provided into the work-day and time is available for visits to the rest rooms. In this way, employees should be able to concentrate and not be distracted by bodily needs.

2.6.2.2 Safety Needs

The individual's safety needs take precedence and are of dominant behaviour, with their physical needs relatively satisfied (Roodt, Odendaal & Robbins, 2008:69). In the absence of physical safety due to war, natural disaster, family violence, childhood abuse, etc. people may experience post-traumatic stress disorder or trans-generational trauma. To support the above statement, Bratton (2011: 103) states that, in the absence of economic safety due to economic crises and lack of work opportunities; people may experience challenges such as job security, finances, reasonable disability accommodations, etc. Safety and Security needs include:

personal security, financial health and well-being, safety nets against accidents, etc. Basic goods also needed like a house, a home or a car, but also to future earnings like pension, sick pay and any guaranteed pay increases or promotions (Roodt et al., 2008:71).

2.6.2.3 Love Needs and a Sense of Belonging

According to Rollison (2012:111), human beings need to feel a sense of belonging and acceptance, whether it comes from a large social group, such as clubs, office culture, professional organizations, sports teams or small connections (family members, intimate partners, mentors, confidants). They need to love and to be loved by others Allport (2010:78). In his view, Rollison (2012:113) believes that managers should dedicate their initiatives towards ascertaining that employees feel that they are recognized as members of a group or team. This may be addressed by having groups or teams working in close physical proximity and having regular group 'get-togethers' for business purposes and possibly for leisure.

2.6.2.4 Esteem Needs

Maslow in Korman (2011:117), all humans has a need to be respected and to have self-esteem and self-respect. Esteem presents the normal human's desire to be accepted and valued by others. According to Armstrong (2010:94), people need to engage themselves to gain recognition and have activities that give the person a sense of contribution, to feel self-valued, be it in a profession or hobby. He further maintains that, managers should assist employees feel self-worth and that their circle of acquaintances recognizes them as having 'importance' of some kind. To support the above views, Deci and Ryan (2013:170) states that, for employees to have a sense of self-worth may come from job titles, access to special perks and the best employee of the year awards or just from being known as a hard worker and so on.

2.6.2.5 Self-Actualization Needs

Maslow in Noe et al. (2012:167) describes that, what a man can be, he must be and this forms the basis of the perceived need for self-actualization. He further describes this desire to become more and more of what one is, to become everything that one

is capable of becoming. One can achieve this not through promotions but by mastering his/her environment and setting and achieving goals (Rollison, 2012:123).

According Denhart and Lambret (2010:42) Maslow's theory makes three important contributions. Firstly, he identifies important need categories which can help managers to create effective positive reinforcement. The second contribution is that, the theory is helpful to think of two general levels of needs, in which the lower level needs must be satisfied before higher level needs become important. Thirdly, Maslow sensitizes managers to the importance of personal growth and self-actualization. However, Maslow's theory has some problems. There is lack of hierarchical structure of needs as suggested by Maslow.

From the above contributions, Mitchell (2000:99) believes that, naturally, every person has to satisfy his needs in some order. The order may not follow Maslow's hierarchy of needs. Some people may be deprived of their lower needs but may try for self-actualizing needs. However, some people regard self-esteem as more important than social needs. They had seen self-assertion as a means to an end-love need. There is considerable disordering among physiological needs, safety needs, social needs and esteem needs particularly in an organizational context Denhart and Lambret (2010:54).

According to Rollison (2012:137), self-actualization as one's natural desire to pursue personal excellence, does possibly not fit in with the needs of the organization. However, it may be possible for managers to delegate duties to the employees that relate to their interests. For example, an employee who is interested in sports may be given a position as health promotion coordinator and liaise with visitors from other hospitals.

To support the above statement, Masemola (2013: 22) maintains that, what is required from managers is to find out what motivates the employees. They ought to consider how this motivation may be used to benefit the organization as well as the individual. From the above explanations, it is clear that motivation theories are concerned with what determines goal directed behaviour, how the achievement of goals on their achievement reinforces successful behaviour, and how belief in one's

ability to carry out a specific task will actuate behaviour which is expected to achieve the successful performance of that task (Armstrong, 2010:177).

2.6.3 Alderfer's Theory

According to McClelland (2012: 91), many attempts have been made to classify needs because of the long standing debate as to how many categories of needs exist. Some claim there are only two needs while others say there are seven. Existence, Relatedness, and Growth theory is a well-known simplification. It is on that basis that Alderfer in Hackman and Oldham (2012: 114) reorganizes Maslow's needs hierarchy into three levels, namely; Existence (physiological and safety), Relatedness (social) and Growth (esteem and self-actualization). In his view, Existence, Relatedness, and Growth theory states that an individual is motivated to satisfy one or more basic sets of needs.

To support the above theorists, Mawila (2011:19) states that, managers or leaders are expected to meet the lower-level needs of their employees so that they will not dominate the employee's motivational process. Unlike Maslow theory that states that the higher and lower order needs have to be satisfied so as to motivate individuals; the results of Alderfer's work suggest that lower-level needs do not have to be satisfied before a higher-level need emerges as a motivating influence (Mavuso, 2015:24).

According to Mullins (2011:196), if a person's needs at a particular level are blocked then attention should be focused on the satisfaction of needs at the other levels. From the above statement, it is clear that management should get to know the employees' needs and meet them as a means of increasing performance. Managers need to understand the links between the need theories so as increase employee motivation and performance in the workplace.

2.6.4. Linking Maslow's, Alderfer's and Herzberg's Two-Factor Theories

Table 2.1 Maslow's, Alderfer's and Herzberg's Two-Factor Theories

Maslow's Hierarchy of Needs	Alderfer's ERG Theory	Herzberg's Two Factor Theory
PHYSIOLOGICAL	EXISTENCE	HYGIENE FACTORS
SAFETY		
LOVE	RELATEDNESS	
ESTEEM		
SELF ACTUALISATION	GROWTH	MOTIVATORS

Source: Mullins (2011:131)

From the table 2.1 above ,linking Maslow's, Alderfer's and Herzberg's two-factor theories, one can understand that with Maslow's theory, the lower-level needs

(psychological, safety and social) are at first predominant. In other words, people's behaviour is directed towards satisfying these needs. According to Maslow in Meyer (2012:101) once the lower-level needs are met, people direct their behaviour toward satisfying their need for self-esteem and self-actualization (the ultimate motivator). Physiological needs are a person's needs for food drink, shelter, sex and other physical requirements. Safety needs are a person's needs for security and protection from physical and emotional harm, as well as assurance that physical needs will continue to be met. Social needs are a person's needs for affection, belongingness, acceptance, and friendship Denhart and Lambret (2010: 129).

Maslow in Meyer (2012:103) states that, esteem needs are a person's needs for internal esteem factors, such as self-respect, autonomy, and external esteem factors, such as status, recognition and attention. On the other hand, self-actualization needs are a person's needs for growth, achieving one's potential, and self-fulfilment; the drive to become what one is capable of becoming. Wahba and Bridwell (2011:188) find little evidence for the ranking of needs that Maslow described or for the existence of a definite hierarchy at all. These theorists describe the order in which the hierarchy is arranged (with self-actualization as the highest need) as being ethnocentric.

Cianci and Gambrel (2013:122) reinforce these criticisms in their argument that, Maslow's hierarchy of needs fails to illustrate and expand upon the difference between the social and intellectual needs of those raised in individualistic societies and those raised in collectivist societies. The needs and drives of those in individualistic societies tend to be more self-centred than those in collectivist societies, focusing on improvement of the self, with self-actualization being the apex of self-improvement. In collectivist societies, the needs of acceptance and community will outweigh the needs for freedom and individuality.

To support the above view, Webber (2010:134) states that while Maslow's theory has its uses, most modern management experts and psychologists regard it with some suspicion. One obvious criticism is that the hierarchy doesn't take into account acts of selflessness, bravery, charity and heroism.

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Theories of motivation stress different factors that contribute to job satisfaction. Both intrinsic and extrinsic motivated behaviour reflect the various theories that can be adopted in an attempt to understand motivation behaviour. Hoy and Miskel (2011: 291) state that Maslow and Herzberg are content theorists who stress the satisfaction of needs. Their theories focus on the question of what arouses, sustains and regulates goal directed behaviour that is what particular things motivate people. There is the assumption that everyone responds in much the same way to motivating pressures and that there is, therefore, one best way to motivate everybody and it focuses on the needs of an individual (Hoy& Miskel 2011: 292).

From the above theories, it is clear that motivation always enhances the performance of individuals in the workplace. In this regard it may be concluded that employees can also perform better if they are allocated duties, authority and responsibility. For the purpose of this study, the researcher will only focus on Herzberg two-factor theory in Figure 2.1 above due to the following:

Herzberg's theory in Mullins (2011:49) suggests that if management is to provide positive motivation then attention must be given not only to hygiene factors, but also to the motivating factors. Hackman and Oldham (2012: 298) states that the need to satisfy basic human needs include: achievement, power and affiliation. Employees are motivated to accomplish more when there is a need for high achievement. Employees with a strong need for achievement tend to set goals that are moderately difficult, to set out feedback on their performance, and to be generally preoccupied with accomplishment. From the above views, it is clear that employees differ in the extent to which they experience the need for achievement, affiliation and power.

According to Mawila (2011:16), Herzberg's work challenged the central thesis of Taylorism that job satisfaction was one-dimensional, ranging along a continuum from satisfaction to dissatisfaction. Instead, Herzberg in Masemola (2013:26) found motivation to be two-dimensional. He further states that this two-factor theory implies that there are two different sets of factors, hygiene and motivators, which affect individual motivation and job satisfaction. Factors such as the working conditions, incentives, relevant development programmes, regular training, and delegation and employee recognition motivate employees to perform optimally in their sphere of operation. From the above explanations, it is clear that the hygiene and motivators

factors are interrelated to each other and as a result, one cannot be satisfied if the other is absent.

McClelland (2012:186) claims to have noted that this theory does not allow for individual differences, such as particular personality traits, which would affect individuals' unique responses to motivating or hygiene factors. Mullins (2011: 197) agrees that the motivation-hygiene theory by Herzberg has extended Maslow's hierarchy of need theory and is more directly applicable to the work situation.

2.7 MANAGERIAL APPROACHES TO EMPLOYEE MOTIVATION AT WORK

2.7.1 Motivation through Reward/ Incentives

A number of attempts to explain the individual's behaviour appear to have manifested themselves in different motivation theories. There exist various theories of management on assumptions of human motivation (Robbins, 2011:24). Assumptions about and attitudes towards people at work have changed over time. At first it was assumed that a worker was primarily motivated by economic rewards and that higher order needs were irrelevant to him. This was called 'the carrot and stick' approach. Herzberg in Locke (2009:33) indicates that a worker would be motivated if rewards and penalties were tied to his performance. In his view, Herzberg himself Locke (2009:35), believed that it was impossible to get workmen to work much harder than the average men around them, unless they were assured above average pay. This view of man is that which McGregor in Webber (2009:57) labeled as 'Theory x' and is based on the assumptions that:

The average human being has an inherent dislike of work and will avoid it if he can. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort towards achievement of organizational objectives. The average human being prefers to be directed, wishes to avoid responsibility, and has relatively little ambition, and wants security above all (Qhosola, 2011:13).

According to these assumptions, Khoza (2014: 27) states that, man could work effectively if motivated by external incentives, and he is also assumed to be basically a passive agent to be manipulated and controlled by an organization which controls economic incentives. To support the above assumptions, Robbins (2011:28)

believes that, the implication of such assumptions resulted in managerial practices such as; close supervision of subordinates, breaking tasks down to the simplest, most easily learned, repetitive operation, and the establishment and enforcement of detailed work routines and procedures in order to ensure worker efficiency.

However, with changing circumstances, this view of man's behaviour is being rendered false, but the general view still persists that money is the most powerful incentive to work and good working conditions will incite greater work effort. Mohamedi (2013: 30) argues that, the changing character of workers has also necessitated new motivational approaches. Social and cultural changes have led to a general rise of expectations and demands about life and work. The important point to note here, as observed by McGregor's Theory Y, is that people appear willing to accept and seek responsibility and work for the achievement of organizational objectives if they are given the opportunities to do so (Webber, 2009:191).

To support McGregor's theory, Bennett (2010:134) states that, the worker must be viewed as a complex being who seems to be a sum total of variable material and psychological needs, values and perceptions and whose behaviour is also influenced by environmental factors. He further maintains that, this totality in turn seems to be crucial to organizational performance and effectiveness.

From the above views, Milondzo (2008:22) conclude that, motivation therefore seems to be critical for employees to use if they are to fulfill what they must do. What an employer can do, however, is to create a climate in which his staff will find it personally rewarding to motivate themselves by developing their own drives towards tasks and in the process, contributes to the organization's attainment of its objectives. Finally he emphasizes that, it is only when they have their 'own generators' that meaningful motivation can take place. Motivation through job enrichment can also serve as a managerial approach towards enhancing motivation in the workplace.

2.7.2 Motivation through Job Enrichment

Masemola (2013:19) states that, job enrichment is a non-financial technique of motivation. It is an outgrowth of Herzberg's two factor theory of motivation. It is based on the assumption that factors surrounding the work are not effective motivators of behaviour. In order to motivate employees the job itself must provide opportunities for achievement, recognition, responsibility, advancement and growth.

It provides a worker greater autonomy and responsibility in carrying out a complete task and with timely feedback on his performance (Gupta, 2010:305).

According to Mawila (2011: 13), job enrichment involves designing jobs with a variety of work content that requires a high level of knowledge and skill. It provides a meaningful work experience and greater responsibility for planning and controlling his/her own performance. To support the above statement, Nkuna (2009:16) states that job enrichment requires decentralization of decision making authority to the worker. The task is redefined, restructured and broadened in scope and responsibility. The worker gets the freedom and discretion in scheduling his work (Gupta, 2010:309). Job enrichment is said to be key to higher motivation and productivity. It removes the labour management distinction. It creates a self-managed job where the worker himself plans and controls his tasks. It offers job satisfaction to the whole man (Gupta, 2010:311).

2.8 STRATEGIES FOR EMPLOYEE MOTIVATION

According to Gupta (2010:305), there are two main strategies that can be used to motivate employees in the workplace and these can be as explained below:

2.8.1 Carrot and Stick strategy for employee motivation

This is based upon the old belief that the best way to get work from a person is to put a reward (carrot) before him or to hold out the threat of punishment (stick). Carrot is the reward for working; employees who perform the task well are given rewards in the form of bonuses, pay raises and promotion. While employees avoiding work (showing undesired behaviour) are given punishment (the stick) in the form of demotion, termination from service, transfer and to an unpleasant job (Hoy& Miskel, 2011:55).

To support the above statement, Hinricchs (2010: 95) clearly states that, employees who adopt this strategy believe that a person seeks employment, because he expects to earn money with the help of which he can satisfy the needs of himself and

of his family. He knows that if he does not perform his job satisfactorily he will lose his job. Stick pushes people to engage in positive behaviour to avoid negative behaviour. Carrot and stick strategy is, therefore a reward and punishment system for motivating employees (Hoy & Miskel 2011:58).

According to Armstrong (2010:87) there are steps which may be taken to make the carrot and stick strategy more effective. These can be explained as follows:

- Reward (carrot) is a more effective motivator when it is directly linked with performance. Accurate and unbiased appraisal of performance consistent (equitable) with the reward structure and prompt payment of the reward are also helpful in improving the effect of reward.
- Punishment (stick) is more effective if applied at the time when the undesirable behaviour actually occurs.
- Punishment should be administered with extreme care so that it does not become a reward for undesirable behaviour.
- Punishment should be used to modify the behaviour and to force the person to adopt desirable behaviour, which is rewarded.
- From the above strategies for employee motivation, it is clear that when the mixture of reward and punishment is judiciously applied in the workplace, it reinforce desirable behaviour patterns (Khoza, 2014:29).

2.9 EFFECTIVE MOTIVATION AND PERFORMANCE

Amos, Ristow and Ristow (2014:63) view effective employee motivation and performance as critical to the execution of strategy and to the organization's achieving its strategic objectives. It is important for managers to understand the role they play in motivation and performance of the employees, and the fact that their own performance is dependent on the motivation and performance of their subordinates. In order to give insight into what performance approach is, performance will be defined, its purpose highlighted and its process outlined. Various approaches to performance will be discussed and analyzed as well.

2.9.1 THE CONCEPT DEFINITION OF PERFORMANCE

The concept 'performance' means different things to different people. An understanding of any concept or situation has an influence on people's behaviour.

Various authors express their understanding of the concept of performance in various ways that will be of assistance to most managers and employees. Noe *et al.* (2000:113) define performance as “the process through which managers ensure those employees’ activities and outputs are congruent with the organization’s goals”. The concept, performance, is central to gaining a competitive advantage. Maxwell (2009:143) refers to performance as “a process of harnessing all available resources (human and material) within an organization and ensuring that employees are motivated to perform optimally, in order to achieve the desired results”.

According to Naidoo (2012: 124), performance can be defined in terms of whether employees’ behaviours contribute to organizational goals. Performance can be seen as an individual, group, or organizational task performance. Organizations have a vital need to understand how to improve employee motivation and performance, and therefore they try to find an explanation as to why employees fail to perform (Muchinsky, 2015:157). Performance can be defined as an employee’s ability to accomplish tasks assigned to him or her in an organizational context (Mondy & Noe, 2015:172).

McClelland (2012:109) states that performance is a critical antecedent of performance management, which consists of a number of interrelated tasks, duties, and responsibilities that needs to be carried out by a motivated job holder. He further maintains that, it is behaviour or action that is relevant to the organization’s goals and that can be measured in terms of the level of proficiency or contribution to goals that is represented by a particular or set of actions. This implies that employee motivation and performance involves certain functional as well as behavioural competencies.

To support the above theorists, Mitchell (2000:136) attests that performance is behaviour with an evaluative aspect. This definition is consistent with the dominant methods used to measure employee performance; namely, performance ratings from supervisors and peers are critical to employee motivation. (Smit, Cronje, Brevis & Viba, 2013:214). One further element of performance is that the behaviours must be relevant to the goals of the organization to enhance their motivation in the area of operation. (Arverty & Murphy, 2011: 228).

2.10 FACTORS THAT AFFECT MOTIVATION AND PERFORMANCE

There are numerous factors that affect the level of motivation and performance in the workplace. Mullins (2011:36) considers internal determinants as very important factors that affect employee motivation and performance. Internal determinants are divided into two main aspects. The first aspect is the skills and abilities for a given job that the employee has. The second aspect is the role perceptions or the requirements for a job as an influence of work performance. This means that if one perceives his/her job role accurately, he/she would be considered as an adequate performer. Conversely, the one who does not perceive the requirements of the job would be considered as ineffective (Mullins, 2011:42).

In addition to the internal factors that affect employee motivation and performance, other factors that relate more to the external environment determine the adequate performance of the employees. Working conditions are an example of the external environment factor that demotivates the employees to perform optimally in the world of work (Naidoo, 2012:143).

Another reason that influences performance can be communication. Sometimes managers fail to communicate specifically why employees need to improve and how, which can hinder their motivation and performance at work. Motivation is necessary for performance. It makes workers to perform well and to put more effort into the work. Motivation reduces the rate of absenteeism and encourages stability/loyalty within an organization. It makes people to adapt to organizational changes (Muchinsky, 2015:157). The factors that tend to impact on employee motivation and performance are as follows:

2.10.1 Knowledge

Knowledge is the acquaintance with facts, truth or principles, as from study or investigation. Knowledge provides a tool to motivate employees to carry out tasks and activities in the organizational context. However, knowledge can be categorized as either declarative knowledge which is concerned with what an employee knows, or procedural knowledge that refers to what an employee can do (Korman, 2011:154).

2.10.2 Recognition

A mere possession of knowledge or the ability to perform a given job cannot guarantee job performance if the employees lacks recognition by their managers. Only employees who are recognized will make a concerted effort to perform to the best of their ability. Individual employees may be motivated either based on individual factors like recognition and driving needs, or organizational factors for example enabling culture, feedback, environment, existence of effective performance, management style, leadership's support and encouragement (Korman,2011:155).

2.10.3 Feedback

Employees are motivated to perform well at their jobs if they are provided with feedback that is meaningful and constructive. Such feedback helps employees identify areas of improvement and they tend to work harder to overcome the performance gaps. Existence of a feedback oriented workplace environment is crucial to improve motivation and performance of employees on an on-going basis (Mawila, 2011: 13).

2.10.4 Leadership

Leadership has a profound influence on the employee's morale, motivation and organizational culture. Many times, top leaders had to leave their organizations, not because they did not have the job knowledge or skills, but their failure to set right the organizational culture. Effective leaders tend to solicit employees' involvement in steering their organization forward. They encourage suggestion, trust them, encourage taking risk and elicit full mental participation of their employees in improving their motivation and performance (Webber, 2010: 79).

2.10.5 Personality

Locke (2009:117) attests that personality is the key dimension of behaviour; and behaviour is a foundation of motivation and performance of employees in the

workplace. However, personality is shaped by various endogenous and exogenous factors. Indeed, personality influences the behaviour and impacts on employee motivation and performance.

2.11 MOTIVATION AND PERFORMANCE AS A PROCESS

According to Matoka (2011:29) motivation and performance process is essentially initiated with the formulation of the organization's mission and strategy to accelerate employee motivation in the workplace. The mission usually provides the organization with its future direction. The strategy specifies the manner in which the organization is to behave in order to motivate the employees to achieve the objectives. Objectives are formulated from the strategies and specify the performance goals of the organization.

The performance frameworks are diverse, even though there may be many common elements towards employee motivation. In addition, what works best in any particular organization will depend on a range of internal and external environment factors that may affect employee motivation and performance; including, for example, leadership/management style, working conditions ,incentives, remuneration, employee recognition, relevant development programmes and the delegation of duties (Mohamedi, 2013:24).

To support the above theorists, Kolhi (2008:114) attests that many governmental bodies use different performance approaches to motivate their employees without losing sight of the basics. He further states that for any successful performance management framework, there are four fundamental basic features: planning, coaching, reviewing and rewarding. The weakening of the basic features of the employee performance framework compromises the integrity of the entire structure. Moreover, an organization cannot build a more effective performance without taking on the challenge on all four fronts (Kolhi, 2008:115).

From the above processes, it is clear that, employee motivation and performance is a continuous and circular process with no beginning and no end. According to Mohamedi (2013:24), once the organization has a statement of purpose, it is easier to establish job responsibilities for each employee or each team by setting up an operational structure, process and a system of authority that matches organizational objectives to increase their motivation and performance. In many organizations, the

success of any performance management system is based on the effective implementation of the performance management plan; all good processes start with a plan.

2.11.1 Performance Planning

Effective performance requires an extensive performance-planning framework that motivates employees to perform better in the organization. The first step in the performance and development planning stage is to establish individual performance goals and objectives that correlate directly with the overall goal of the organization (Mavundza, 2013:16). According to Nkuna (2014:33), rational performance begins with a clear statement of the organizational objectives that can motivate every employee. Objectives are specific statements that describe results to be achieved, when, and by whom, in order for the goal to be accomplished. They are quantifiable and/or observable achievements that can be measured. Furthermore, they should be clearly differentiated from the activities or strategies employed to attain them. To support the above views, Muchinsky (2015:94) states that, every objective must relate to the goal as well as to the overall mission of the organization.

2.11.2 Coaching

Coaching is a continuous process in which a manager and an employee engage in a constructive dialogue about past and future performance. This kind of an engagement is often motivational to employees (Masemola, 2013:9). As a key practice, it helps to shape behaviour throughout the year and narrow the gap between actual and expected performance. It is an ongoing learning process, not a lecture that takes place at designated times throughout the year. The manager and the team members explore effective and ineffective aspects of performance as they occur, which is the best time to modify behaviour. The year-end performance review becomes a summary with little or no new information and the discussion focuses on planning for the future performance cycle. This makes coaching a pivotal element of employee motivation and performance in the workplace (Mavundza, 2013:16).

2.11.3 Performance and Measurement

The fundamental component of any performance framework is the ability to review and measure employee performance. Performance involves the collection of all the information about quality, efficiency, cost and timelines of an activity (Naidoo, 2012:149). It also communicates how well the activity meets the objectives of the organization's internal and external customers, and may be financial or non-financial. Performance is an indicator of the quality of work performed and the result achieved in an activity as a result of employee motivation in the workplace. Performance is also an integrated and continuous monitoring and controlling process that can be used to motivate employees in accomplishing mission, goals, and objectives of the organization (Leedy & Ormond, 2011: 96). According to Korman (2011:101); monitoring is necessary to keep performance on track, to facilitate progress reviews and other communication during the performance period, and to accumulate information for the appraisal. If both planning and follow-up monitoring are done well, then appraisal can be relatively straightforward.

2.11.4 Reward and Remuneration

Public sectors use a range of different approaches to performance-based remuneration. The purpose of incentive or performance-based systems is to relate employees' pay directly to their performance. Employees in this system are likely to become more motivated and thus increase their productivity ,if they perceive that there is a direct relationship between their level of performance and the rewards received (Denhart & Lambret, 2010:208).

Performance of employees requires reward and remuneration to be flexible so that performance can be recognized. Both financial (bonuses, performance-related pay, etc.) and non-financial rewards or recognition have motivational impact. The latter is more common in bureaucracies, but ideally, the system is flexible enough to match organizational demands and needs (Mawila, 2011:22).

In summary, performance generally involves the manager/supervisor and his/her employees in three stages of a complete review cycle (Khoza, 2014:108).

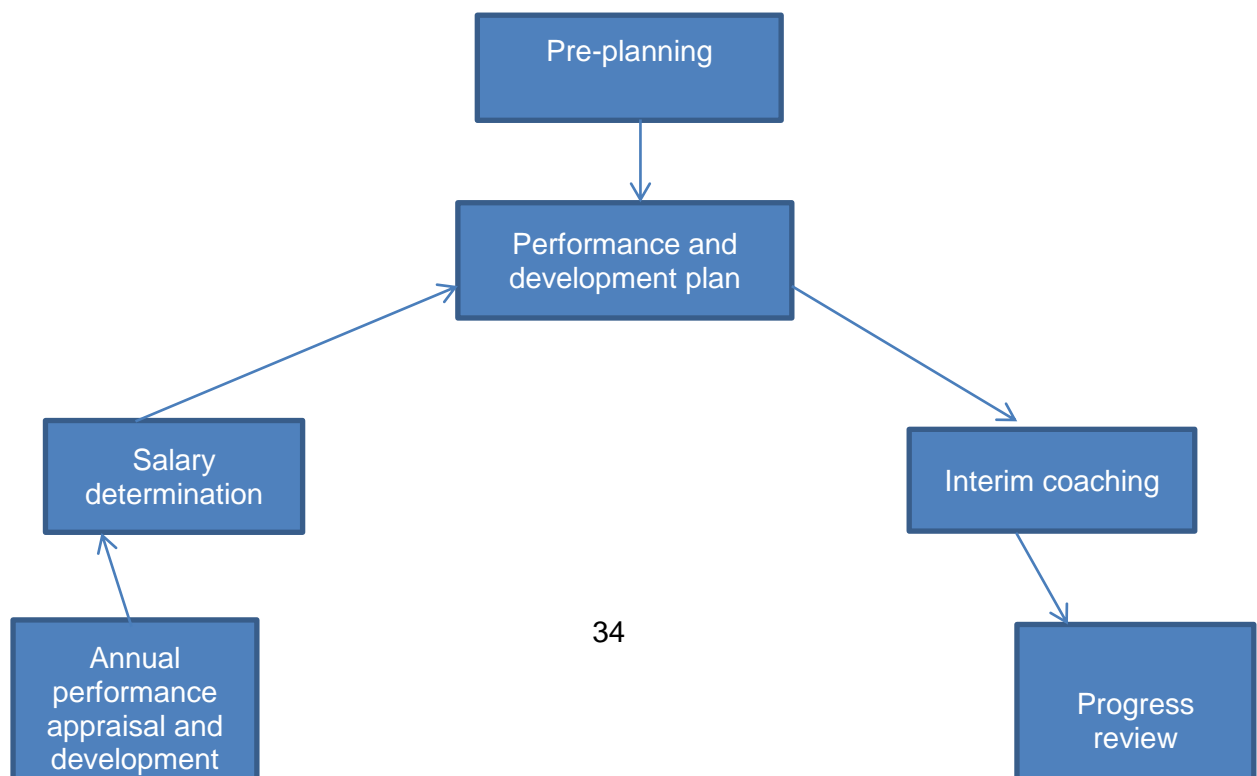
These stages include:

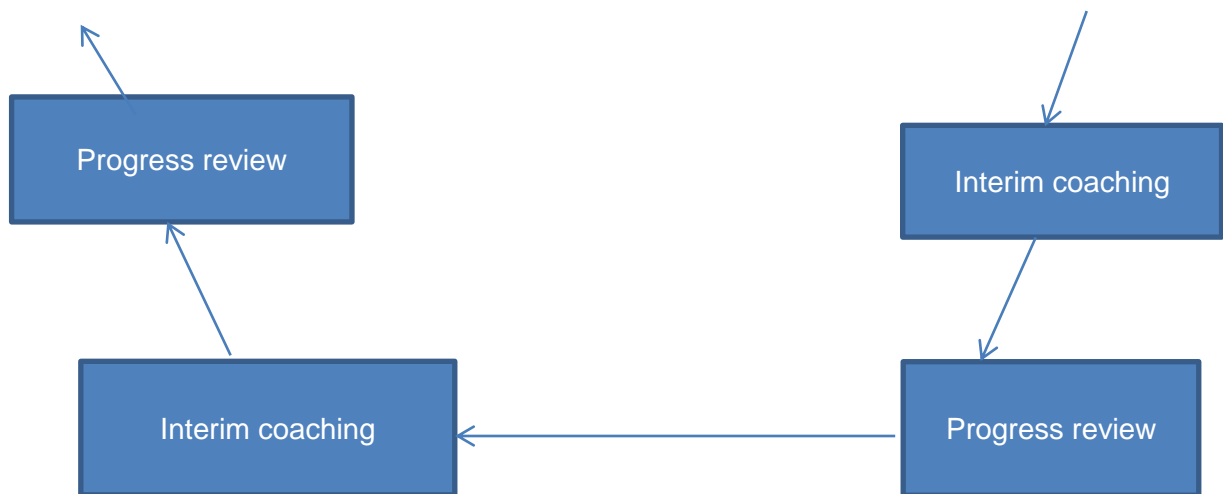
- Performance and development planning
- Interim coaching and progress review

- Performance appraisal and development review.

How the supervisor carries out the stages makes a difference to employee motivation and performance in terms of the accomplishment of the business objectives. The supervisor has an impact in each of the stages. Khoza (2014:112) developed the performance cycle shown in Figure 2.3 on the next page:

FIGURE 2.3 The Performance Cycle





Source: Khoza (2014:112)

In the next section, the researcher will discuss five main parts of the performance cycle according to Khoza (2014:117) , namely, performance and development plan; performance plan; personal development plan; interim coaching and progress review; performance appraisal and development review.

- **Performance and Development Plan**

In a study conducted by Naidoo (2012:150), the Performance and Development plan consists of two parts, namely a Performance Plan and a Personal Development Plan.

- **Performance Plan**

In this phase of the process the expected results/outputs that the jobholders have to deliver with regard to the specific six months is defined (Naidoo, 2012:151). Specific objectives and standards of motivation and performance must be defined. Performance measures and indicators that enable supervisors to assess the extent of motivation to which objectives and standards of performance have been achieved, must also be identified.

- **Personal Development Plan**

Training, development and support that the jobholders will need to increase their motivation and performance in order to reach the agreed objectives, must be identified and captured in a Personal Development Plan that is attached to the performance and development in Naidoo's view in (Korman, 2011:104).

- **Interim Coaching and Progress Review**

According to Naidoo in Mawila (2011:22), this is the process of monitoring to ensure that employee motivation and performance is up to standard or expectation. Managers should provide support on a continuous basis. An informal progress review is normally done on a quarterly basis.

- **Performance Appraisal and Development Review**

This is using a suitably designed Performance Appraisal form that facilitates the smooth running of appraisal assessment (Naidoo, 2012:114). These are formal assessments that determine if the annual objectives are achieved as planned and are linked to salary increases and cash bonuses to motivate employees to perform optimally. Korman (2011:101) maintains that in order to implement the steps of performance management cycle stated above, employees at the Dilokong hospital need to understand the different approaches that can enhance their motivation and performance in their sphere of operation.

2.12 MOTIVATION, PERFORMANCE AND DELEGATION

Delegation has been defined as "the allocation of duties, authority and responsibility to motivate employees for more efficient work performance" (Naidoo, 2012:116). Delegation is the management function carried out by managers when they entrust duties or tasks, with their attendant responsibilities, to subordinates in order to enhance their motivation and performance (McClelland, 2012:106).

Due to the complexity of the tasks of managers, they do not have time to carry out all their requisite tasks effectively. Therefore it is necessary for them to delegate some of their tasks in order to motivate the employees to feel valued in the working

environment. In the view of Naidoo (2012:118), some of the important reasons why delegation is important to increase employee motivation and performance include:

- Delegation may also lead to higher levels of motivation.
- Improved motivation also leads to better attitudes and morale amongst employees.
- Delegation of tasks often enhances employee effectiveness and efficiency in service delivery.
- Delegation of tasks is an important factor in the training and development of employees.
- Delegation may result in better decisions, because often the employee is an expert who is closest to the task which is being done.

In delegating tasks to employees, their motivation highly increase as they realize their contribution in the organization. In other words, the employees' and workplace effectiveness is enhanced as managers can handle matters which deserve priority and while other matters have been be delegated (Khoza, 2014:102).

2.12.1 Types of Delegation

According to Naidoo (2012:118), there are normally two ways of delegating tasks with the accompanying responsibility and authority which can be employed by managers to accelerate employee motivation and performance, namely:

- Linearly, in which delegating takes place according to seniority and hierarchical structure; and
- Linearly concentric, which means that the manager delegates tasks directly to motivate staff members.

Hoy and Miskel (2011: 209) reinforce this view that every person who delegates tasks must bear the following in mind in order to be able to delegate effectively:

- Authority and responsibility should be delegated with specific tasks.

- The employee should be motivated and the delegator must have confidence in the other person's ability to execute the tasks.
- The tasks must be clearly outlined, sufficient information be given, guidance and assistance to be provided if necessary.

In summary, the most important value of delegating lies in the fact that employees feel valued in the organization whilst, managers are freed from most routine tasks. Employees are then able to spend time learning how to manage other important tasks in the organization, in order to develop them towards improving service delivery. Employees can only be motivated to perform better, if they are given an opportunity to form part of that task management process (Malone & Lepper, 2010:94).

2.13 MOTIVATION, PERFORMANCE AND LEADERSHIP/ MANAGEMENT STYLE

Behavioural models suggest that leadership is a complex phenomenon. Rather than depending primarily on individual characteristics, leadership is regarded as a set of appropriate responses to enhancing employee motivation and performance. Situational or environmental theorists, by contrast, emphasize that workplaces create leaders, who respond effectively to a variety of situations (Nkuna, 2009:36). Trait theories tend to stress a set of personal characteristics possessed by the individual. These characteristics are thought to be transitional. Therefore, a manager or supervisor with good leadership characteristics motivates employees to perform optimally in the workplace. The different leadership styles are discussed in detail below (Mawila, 2011:26).

2.13.1 Leadership Styles

According to Mavundza (2013:24) early attempts to describe leadership styles produced a continuum between two extreme behaviour styles. Terms such as autocratic, democratic and laissez-faire have been used to describe the general approach used by managers in various institutions or human situations.

The basic leadership styles, as classified by Mavundza (2013:26) will be discussed below. When leader-action is analyzed according to these leadership styles the following can be described as:

- Autocratic leadership
- Democratic leadership
- Free-rein or *Laissez-faire* leadership

2.13.1.1 *The autocratic leadership*

The autocratic leadership is leader-centered; that is to say, the leaders dominate the scene. They decide for the employees, the group or the team. They formulate policy for their associations or enterprises. Autocratic leadership demotivates employees in the workplace, due to the fact that leaders lead by giving orders, by commanding and by demanding (Mohamedi, 2013:16).

2.13.1.2 *The democratic leadership*

The democratic leadership style is group-centered; that is to say, it lays the emphasis on what happens in the group, on the group's solidarity and on the way the members of the group co-operate (Moodley, 2009:86). The group decides and formulates policy and the leader's task is but to motivate the group to function as effectively as possible as a team. Such a leader does not see his or her fellow-workers as subordinates but as team-mates.

To support the above statement, Milondzo (2008:16) attests that, democratic leaders are not rulers but the chief fellow-workers bent on sharing leadership with the team mates, so as to motivate them to perform better in their duties. Such leaders lead by discussing and consulting and procuring group decisions. They are bent on executing the will of people with whom they work. Decisions are taken in terms of a vote or by gaining consensus.

2.13.1.3 *The Laissez-Faire leadership*

The *laissez-faire* leadership is individual-centred, that is, it emphasizes the action and reaction of the individual members of the group. In a certain sense it is a super-democratic leadership style. This kind of leadership has been found to demotivate employees in their sphere of operation, due to the fact that ,the manager or leader virtually disappears from the scene and leads by acting on good faith, by trusting and relying on the individual follower's loyalty and devotion to the cause (Masemola, 2013:18).

From the above explanation, it is clear that when a leader-manager delegates responsibility completely or ask a member of his or her group to perform a task which he or she cannot or does not wish to supervise or check, he or she employs a free-rein leadership style (Muchinsky, 2015:132).

In summary, none of these leadership styles is good or bad in its own right. They can however, be misused and the manager (leader) can be unbalanced in regard to his or her preference for any of them. This is the point the 'situation theory' makes when it insists that the use of leadership styles can either motivate or demotivate employees to perform better in the workplace (Muchinsky, 2015:136). The particular circumstances under which a person acts as a leader will determine whether his or her style will be autocratic, democratic or *laissez-faire*.

The 'situation theory' furthermore emphasizes the fact that true leaders reveal themselves in the way in which they judiciously adapt their leadership styles to the demands of the particular circumstances. To support the above views, Naidoo (2012:103) attests that it is quite conceivable that a leader on an occasion can use all three of the above-mentioned leadership styles. For instance, starting off with a meeting in which he or she listens intently to the opinions and proposals of his team mates, then at one stage firmly calls for order and finally asking a team mates to take over his or her duties and to act on his or her behalf (Naidoo, 2012:103).

To exercise leadership, that is, to influence and direct the behaviour and actions of staff members in some particular direction, managers have to understand the most important tasks or elements of their leadership roles, both main and subtasks (Matoka, 2011:98). The leadership qualities possessed by the manager should enable them to do their jobs properly, to motivate their staff to perform optimally and acquire knowledge of their behaviour. They should also be able to manage and gear the motivation and performance of employees towards organizational objectives.

2.14 MOTIVATION, PERFORMANCE AND MANAGEMENT BY OBJECTIVES

Objectives are needed in every organization where employee motivation and performance vitally affect the survival of an organization. They are the implicit formulations or explicit statements which establish the fundamental direction or the purpose of an organization (McClelland, 2012:188).

According to Masemola (2013:20), instructional leadership implies that the manager should provide a clear vision and direction and be able to delegate certain responsibilities to competent staff members, so as to accelerate their motivation and performance. Moreover, effective managers as instructional leaders are capable of translating visions into attainable goals and establishing a climate that is not only conducive to working, but is supportive to staff members to enhance their motivation and performance.

Mullins (2011:106) argues that the single most important characteristic of successful managers is the ability to support the staff members in the planning and implementation of the employees' instructional goals, to increase their motivation and performance in the workplace. He places further emphasis on the fact that the manager must advocate and implement decisions which will culminate in effective working, focus a majority of time and energy on supervision and understand and apply conferencing and coaching techniques.

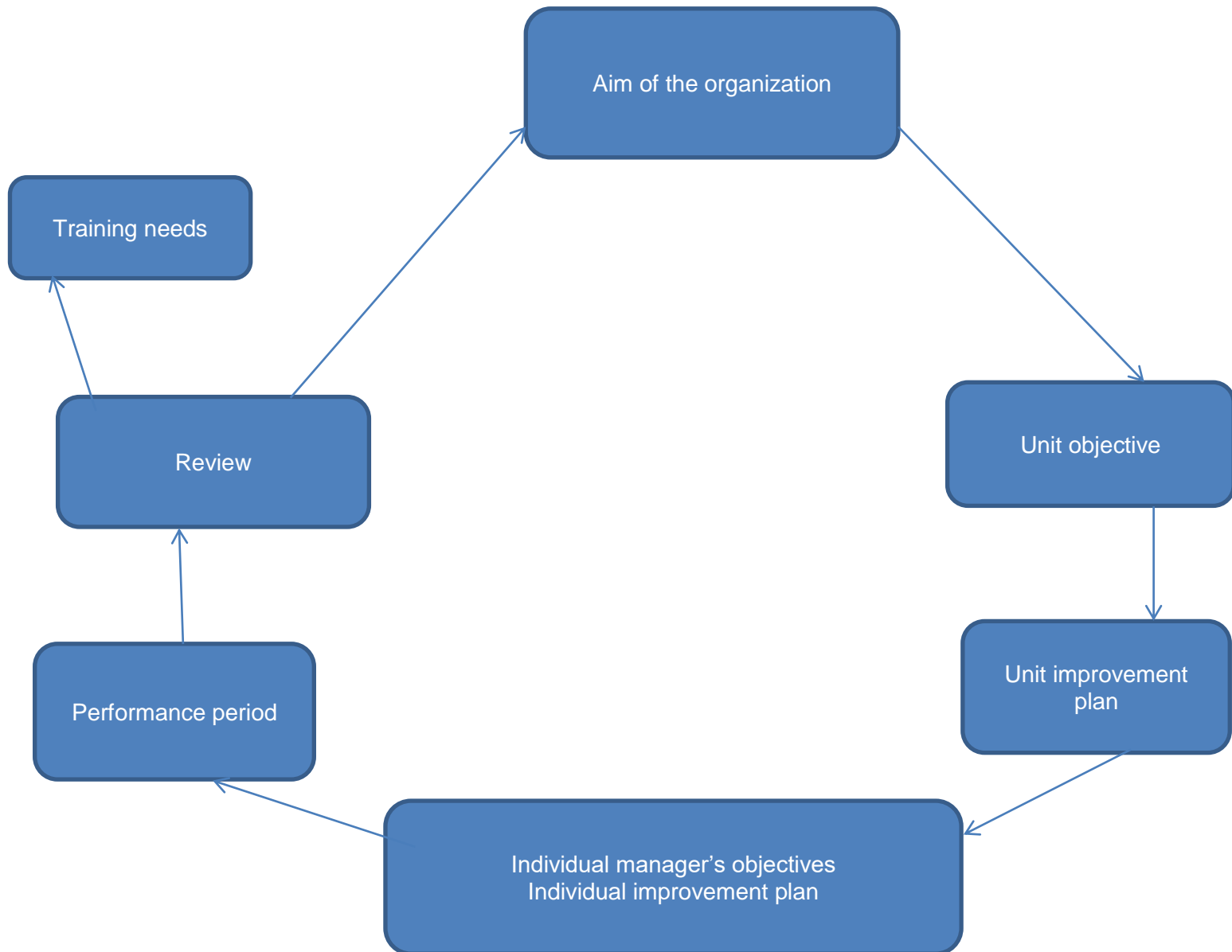
The responsibility of continual monitoring of goal achievement and intervention is a supportive way to improve employee motivation and performance, which is often regarded as crucial to effective management. Successful institutions have managers who are effective goal achievers. Muchinsky (2015:205) maintains that goals and objectives are concerned with how much, where, when and by what means objectives are achieved by people. Without setting objectives and striving to achieve these objectives, a tendency to decrease employee motivation and performance could develop, which could eventually result in ineffectiveness or even chaos in the workplace (Muchinsky, 2015:206).

2.14.1 What is MBO?

In essence, management by objectives is a dynamic system which seeks to integrate a company or an organization's need to clarify and attain its profits or results and growth goals with the need of managers to contribute and develop them. Thus, it is a highly participative style of managing, placing the emphasis on results and leaving the individual manager's wide discretion as to the manner in which to achieve them (Mawila, 2011:23). MBO is a technique whereby the fixing of targets is a basis for

achieving greater effectiveness throughout the whole of or part of an organization. MBO is illustrated in Figure 2.4 below.

FIGURE 2.4 THE BASIC ELEMENTS OF THE MBO APPROACH



Source: Rollison (2012:92)

According to Rollison (2012:89), the purpose of MBO is to maximize productivity and to create a situation in which subordinates can be motivated to achieve their own goals to the best of their ability by directing their efforts towards the objectives of the organization. To support the above purpose, Nyathi (2014:41) attests that MBO attempts to satisfy the esteem and self-actualization needs. It seems to be generally acknowledged that MBO cannot be successfully foisted on the wrong management

style. It also appears that the entire organization's management style and approach must be supportive of MBO. MBO seems to thrive better in the participative style of management which motivates staff for optimal performance. While it can have some measure of success in a bureaucratic atmosphere, its effectiveness is likely to be greatly decreased by the excess of red tape, control and procedures (Nyathi, 2014:42).

2.14.2 MBO implication for staff development

According to Rollison (2012:93) every manager in the organization should have objectives, as should every unit, every department, and every division. Furthermore, objectives should be clearly stated so that they will be of some practical value. One of the key responsibilities of managers is to motivate the employees to perform better in their sphere of operation by clarifying their objectives in terms of making them meaningful.

Table 2.2 on the next page outlines the MBO components and associated organizational responses in detail.

Table 2.2: ORGANIZATIONAL RESPONSES

STAFF NEEDS	ORGANIZATIONAL RESPONSES

1. 'Tell me (or agree with me) what you expect of me'.	<ul style="list-style-type: none"> • Establishing priority areas and tasks. • Developing improvement plans. • Job descriptions.
2. 'Give me an opportunity to perform'.	<ul style="list-style-type: none"> • Organizational planning. • Resource allocation. • Delegation of duties.
3. 'Let me know how I am getting on'.	<ul style="list-style-type: none"> • Control information. • Performance review. • Staff inspection. • Management services.
4. 'Give me help and guidance where and when I need it'.	<ul style="list-style-type: none"> • Career development. • Performance review. • Training.
5. Reward me according to my contribution'.	<ul style="list-style-type: none"> • Salary. • Potential review. • Succession planning. • Training.

2.14.2.1 Implications

- *'Tell me (or agree with me) what you expect from me'*

This is the stage of establishing specific, time-limited, measurable and clearly assigned objectives. Managers are responsible for delivering results that can be achieved only with the assistance of their employees. It seems they cannot obtain these results without making known what it is that the employees are expected to achieve. Mullins (2011:108) reveals that the starting point is that both the manager and the managed should have a clear understanding of the work they are supposed to be doing and their personal responsibilities in relation to it. This should be recorded, regularly reviewed and updated if necessary. The clarification of individual responsibilities and objectives seems to provide the foundation on which a constructive system of employee appraisal can rest. It does not seem to be possible to say with any objectivity how well a person is performing without what the performance is intended to achieve (Mullins, 2011:109).

- *'Give me an opportunity to perform'*

Employees seem to be motivated if they are provided with adequate resources. These include equipment, and time and space, to carry out the job. The potential of achieving the objectives is increased.

According to Rollison (2012:95), self-supervision or self-direction means that once objectives have been agreed upon subordinates should be left fairly free to supervise themselves with only a minimum of control from above. Furthermore, delegation of duties seems to be an important tool for the management of work and development of staff. If properly used, it can increase motivation, commitment and job satisfaction and probably enhance performance.

- *'Let me know how I am getting on'*

This is the feedback method which is established to measure a subordinate's performance against objectives. Achievement-orientated employees seem to be more motivated when they know how well they are doing. According to Rollison (2012:97), effective monitoring of results, with regular discussion on progress made seems to be essential for good staff appraisal. Discussion of the job tends to form part of the normal exchange between the manager and the managed and creates the basic working relationship. It also gives an opportunity to focus jointly

on the extent to which objectives and target dates are being met, or any corrective action needed (Kolhi, 2008:128). People tend to learn and change as a result of objective feedback and they normally feel happy to talk about their work, their ideas and their hopes. They seem to gain motivation through achievements and job satisfaction.

- *'Give me help and guidance where and when I need it'*

McClelland (2012:109), states that his stage seems to involve managerial direction and control when carrying out objectives. The manager should be accessible and available for guidance and counselling. Regular review will help the manager to decide how best to assist the development of the abilities of staff and to ensure that they are effectively deployed. If specific skills are needed, training may be arranged for personal development. The development of potential and self-actualization are highly motivating devices. Although it is the responsibility of the manager to identify job related training needs, staff members should also take some initiative for their development and growth.

- *'Reward me according to my contribution'*

Reward can either be positive or negative. If staff members are doing their job well, the organization should recognize their contributions by rewarding them and awarding them salary increments or promotion. These seem to be a highly motivating device as they seem to appeal to higher-order needs. In his findings, Kolhi, (2008:128) states that negative rewards can be in the form of disciplining staff in the event that they are not doing their job well. If the case of unproductive behaviour is genuine, subordinates can be motivated to better performance. From the above information, it is clear that the performance of every community depends on the degree to which each member is allowed to participate in the achievement of organizational objectives.

2.15 MOTIVATION, PERFORMANCE AND PARTICIPATION

Participation as one of the key elements in staff development is an important motivational factor (Yin, 2013:148). Traditionally the manager was expected to make decisions in isolation. This practice has been condemned as being demotivating to employee performance. Smit, et al., (2013:171) reveal that, those managers want to have their way and they alone determine the policy. All decisions are taken by them and only certain tasks are allocated to employees. They take full responsibility for the decisions made and in ensuring that set goals are attained.

According to Muchinsky (2015:113), a manager who discourages participation is the ruler, and as it were, the commander. Such a manager demotivates employees to perform better by giving instructions to individual staff members, instead of delegating through a pyramid structure. Employees normally find the working environment not conducive as these types of managers are inclined to dominate and have difficulty in working with others.

From the above theories, it is clear that participation allows the employees to decide what kind of action to take to achieve a goal. It implies active involvement of employees in decision-making, which means they become the subjects and not the objects of a staff development programme (Mawila, 2011:23). The purpose of staff involvement in decision-making is to motivate staff members and to make them conscious of their own needs, so that they can identify their own priorities in the light of available resources and improve their performance at work.

Milondzo (2008:16) concludes that, upward planning programmes with downward support are often acceptable and solid because the staff is committed to them. For the employees to succeed organizations should be able to realize employee motivation and performance processes and take into consideration the managerial functions such as principles, delegation, motivation, participation and management by objectives that have been discussed in this chapter.

2.16 CONCLUSION

Employee motivation and performance is a decision making process, through which the individual chooses the desired outcomes and sets in motion the behaviour appropriate to them. This process can therefore be thought of as a degree to which an individual wants and chooses to engage in certain desirable behaviour.

The South African government of which our provinces and districts form a part is undergoing rapid social and economic changes, despite the resistance of some of the government officials in their sphere of operation. Districts and Hospitals are becoming more and more complex. Managers within the above institutions must be aware of the processes such as motivation and performance systems in the working environment.

Managers in the public organizations are expected to change from being administrators to good leaders, if they want to enhance motivation and performance of their employees. Good leaders are those who delegate and motivate their subordinates democratically in their organizations. For them to have a positive impact of motivation on employee performance they should have good leadership style to enable them to manage their units focusing on organizational objectives in their sphere of operation.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the research design, methods and approaches that were employed to collect, assess, analyze and interpret data. The research methods engaged in this study is to identify and explore the impact of motivation on employee performance at the Dilokong hospital. Moodley (2009:30) defines research as “a systematic process of collecting and logically analysing information for some purpose”. From the above definition, it is clear that the collection and analysis of data are determined by the research design that the researcher has employed.

3.2. RATIONALE FOR THE METHODOLOGY

Berg and Theron (2013:99) define research methodology as the general approach the researcher takes in carrying out the research project, to some extent, this approach dictates the particular tools the researcher selects.

To support this definition, Nyathi (2014:11) attests that research methodology is “an overall approach evident in the research process from theoretical foundation to the strategies that are used in the collection and analysis of data”. Mawila (2011:13) argues that there is no single, perfect method of obtaining data. From the above information, it is clear that all the research methods are good as long as they are based on the appropriate research.

3.3 RESEARCH DESIGN

Qhosola (2011:36) refers to a research design as “those groups of small worked out formulas from which prospective researchers select or develop one suitable to their specific research goals and objectives”. Muchinsky (2015:127) defines research design as the framework that has been created to find answers to research questions. He further indicates that a research design describes the way the study was conducted, the procedures for conducting the study, including when and under what conditions the data will be obtained. Munro and Groenewald (2011: 153) attest that there are two approaches used in research design; namely, quantitative and qualitative. Quantitative research design measures what it assumes to be static reality, in the hopes of developing universal laws. Qualitative research design, in contrast, attempt to discover what is assumed to be a dynamic reality while focusing

primarily on understanding specifics as opposed to generalising universal laws of behaviour.

In support of these definitions, Mavundza (2013:29) defines research design as “the plan of procedures for data collection and analysis that is undertaken to evaluate a particular theoretical perspective”. Milondzo (2008:18) adds that the research design is a “blueprint” for fulfilling research objectives and answering questions pertaining to the problems and phenomena being investigated.

Due to the nature of the study both quantitative and qualitative research designs have been employed by the researcher. This is referred to as a mixed research design. This process has helped the researcher to achieve the intended objectives of the study. The two research design approaches mentioned by the two authors above have been described in full in the next section:

3.3.1 Quantitative Research Design

The quantitative method gives the researcher an opportunity to conduct a value-free investigation. Rollison (2012:206) defines the quantitative method as “inquiries that use operational definitions to generate numerical data to answer a set of questions of the study”. Quantitative methods may rely on descriptive and inferential statistics for analysis of data. Denhart and Lambret (2010:117) define descriptive and inferential statistics as “entailing the ordering and summarizing of the data by means of tabulations and graphical representations and the calculation of descriptive measures”.

Descriptive statistics refer to the ways in which calculations are done using graphs and tabulations to measure them. Bryman and Bell (2010:111) point out that inferential statistics is “a category of statistical technique that uses sample data to make conclusions about the broader range of individuals than just those who are observed”. This category of statistics indicates that natural and social sciences strive to have confirmable theories that explain the phenomenon by showing how they were derived from theoretical assumptions. From this perspective science is seen as being based on the two notions of logic and empirical evidence.

3.3.2 Qualitative Research Design

According to Robbins (2009: 109), the qualitative method refers to the “design where data are collected in the form of words and observations as opposed to numbers, and analysis is based on interpretation of data collected as opposed to statistical analysis”. It is a method of data collection in which the procedures are not strictly formalized. The scope is likely to be undefined and a more philosophical mode of operation is adopted (Mohamedi, 2013:31).

Khoza (2014:9) states that the qualitative approach can be applied to the study of current and past events. When applied to the past it is called historical research and when applied to current events it is qualitative research. This method gives the researcher an in-depth understanding of first-hand information and phenomena.

Research may be looked at as a systematic process of collecting and analysing information to improve understanding of the issues being investigated. Research is said to be significant when a solution for the investigated problem is obtained (Creswell, 2012:127).

To support this definition Nyathi (2014:21) described a research design as a strategy to conduct the research and incorporates a specific methodology, to address the question of how the research was performed in relation to the primary problem statement by specifying amongst other things the selection of perfect approach and technique for collecting data.

3.3.3 Mixed-method Research Design

Concurrent mixed-method research was used in the study. Mixed-method research was preferred in research due to the fact that both qualitative and quantitative research methods can be used in the study; it quantifies data, strengthens the arguments of the study and validates the credibility of the findings. Furthermore, to conduct interviews, and administer questionnaires, the researcher sought to understand the phenomenon from the point of view of the respondents, communication between the researcher and the respondents feature predominantly.

Cooper and Schindler (2012:202), states that communication and expression of views and feelings is embedded within this doctrine in that the researcher sought for all forms of human expression in this design, researchers then become humble

listeners to the human spirit reaching out across the barriers of time and cultural differences. According to Mawila (2011:36), both aspect of the qualitative and quantitative are taken into consideration hence, the researcher found it appropriate to be used in this mixed research design. From the above process, it is clear that the quality of data can only be collected if the target population is clearly defined.

3.4 TARGET POPULATION

Locke (2009:131) states that the term population refers to “a group of elements or cases that conform to specific criteria and are intended to generalize the results of the research”. According to Maxwell (2009:104), a population comprises the total collection of all the elements or units of analysis (members of a population) about which a researcher requires to reach distinct conclusions. Rollison (2012:39) states that “a population is thus the full group of potential participants to whom a researcher wants to generate the findings of the study”.

There are five (5) hospitals in the Sekhukhune district, namely: Jane Furse, St. Rita's, Groblersdal, Mecklenburg and Dilokong. In a situation where it is not possible to survey the entire population within a reasonable amount of time and within the resources at the disposal of the researcher, the researcher must identify the part of the target population that is accessible and the sample of the study should be taken from that target group (Dwivedi, 2011:28). The target population under consideration is the employees at the hospitals in the Sekhukhune district. Due to the large number of participants, the researcher focused attention only on employees at the Dilokong hospital.

3.5 SAMPLING

Dwivedi (2011:29) defines sample as “any subset of a population”. It is a reasonable proportion of the population that will justify generalization of the findings of the study to the entire population. To support this statement, Webber (2010:195) attests sampling is the process of selecting the aggregate or totality of the objects or individuals regarding which inference is to be made based on the study.

3.5.1 Types of Sampling

The researcher considered two types of sampling, those are, the probability and non-probability sampling.

3.5.1.1 Probability sampling

In probability sampling, all elements of the population are known, though they do not necessarily have an equal chance of being selected for inclusion in the sample. It is further stated that with probability sampling every element has at least some chance of being part of the sample; in addition to this, neither of these conditions generally holds for non-probability sampling. Probability sampling is based on the concept of random selection in which each sampling unit of the defined target population has a known, non-zero probability of being selected for the sample (Naidoo, 2012:139).

3.5.1.2 Non-probability sampling

Non-probability sampling indicates that selections for the sample are not made at random. Mohamedi (2013:21) states that in non-probability sampling, the elements of analysis in the population each has an equal chance of being included in the sample. Type of non-probability sampling used for the study is outlined below:

- Purposive sampling

This sampling is used when the researcher relies on his/her experiences or previous research findings to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population (Mavundza, 2013:37). In the above sections, the researcher described this type of sampling and its functions; as this method was more appropriate to the study.

The random sampling (probability sampling) method has been used to identify fifty (50) employees out of 176 of the target population. The sample was drawn from the twenty-five (25) males and twenty five (25) females who have more than five (5) years working experience were randomly selected. The researcher used semi-structured questionnaire, structured in a manner that is easy to complete, and were administered to collect quantitative data. The researcher has also concurrently used purposive sampling to achieve the intended objectives of the study. This sampling method has been realized through face-to-face interviews. To supplement the random sampling method, the researcher employed purposive sampling (non-probability sampling) to collect qualitative data from ten (10) managers; comprising

of five (5) males and five (5) females who were assigned to appraise the performance of the employees in the area of the study.

3.6 RESEARCH INSTRUMENTS

Masemola (2013:11) defines a questionnaire as “a device containing questions dealing with psychological, social and educational topics sent or given to individuals with an intention of soliciting data regarding some problems under investigation”. The questionnaire ensures that the same questions are given to respondents. In support of the definitions above, Dwivedi (2011:36) argues that “data may be gathered by a variety of data collection methods which corresponds with data sources”. The researcher used the questionnaire to collect data in this study due to the large number of participants in the area of the study. Following hereunder is a discussion of some of the research instruments relevant to the study.

3.7 ADMINISTRATION OF RESEARCH INSTRUMENTS

The researcher met with the participants, explained the purpose of the research and also assured that anonymity will be maintained. They were then asked to sign a consent form if they were willing to participate. Then the tool was physically distributed to the respondents to complete it. The respondents were given ample time to fill the questionnaire though many preferred to fill on the same day as they envisioned that they will forget about it (see, Appendix A and G). In the case of the qualitative, participants were invited to a hall. The intention of the research was explained and participants were asked to sign a consent form if they were willing to participate in the study. The researcher then interviewed them one by one privately. Questions were based on the interview guide (see, Appendix B and G).

3.8 DATA COLLECTION

Data for the quantitative study was collected using a semi-structured questionnaire. According to Gummesson (2012:57), a semi-structured questionnaire is a research tool prepared and distributed to secure responses to certain questions. It is a device for securing answers to questions by using a form which the respondent usually fills in by him/herself. It is the systematic completion of questions that are submitted to

the population sample from which information is derived. The rationale for using it is to allow for both closed and open-ended questions in the study.

The questionnaire procedure normally comes into use where one cannot conduct meetings with all people in the population (Naidoo, 2012, 44). The desirability for use of a meaningful questionnaire for this study is supported by evidence from different sources in the literature. Nkuna (2009:24) argues that “if we want to know how people feel, what they experience and what they do, why we can’t ask them”.

In the case of the qualitative part, the researcher used face-to-face interview to collect data, since qualitative research design deals with the lives, attitude and values of the respondents. According to Mullins (2011:109), the reliability of an interview is influenced by four variables namely, the researcher (interviewer), the respondents (interviewee), the measuring instruments and the research context.

3.9 DATA ANALYSIS

Mondy and Noe (2015:116) put it that, a research study is assumed complete when the set research questions are answered and that this can only be achieved if results are thoroughly analysed. They recommended that, a general analytic strategy is needed in order to identify what to analyse, how to analyse and why it should be analysed. Hence, this calls for systematic techniques that need to be applied so as to examine, group, tabulate and where possible recombine the facts in order to arrive at meaningful conclusions.

For the quantitative data analysis in this study, calculation of frequency was done manually since the sample size was small. This meant calculating the ratio of the numbers of participants who responded on an issue to the total number of the participants and expressing it as a percentage. According to Gummesson (2012:73), a thematic analysis should be applied in order to analyse qualitative data. In this case, the researcher recorded, transcribed, typed out information into a document. Furthermore, the researcher identified key issues that emerged from the responses, analysed the patterns and made some conclusions based on the research objectives and the research questions.

3.10 VALIDITY AND RELIABILITY

3.10.1 Validity

According to Mawila (2011:21), validity is established when the actual measure measures the intended construct. Therefore, validity is the accuracy of measurement. Khoza (2014:38) define validity as “the extent to which a test measures what it claims to measure”. To achieve content validity, all components of the intended construct to be measured must be included.

Validity is a judgment of the appropriateness of a measure for specific inferences, decisions, and consequences or uses that result from scores that are generated (Mohamedi, 2013:28). The validity of the measuring instrument is the extent to which the research findings accurately represent what is really happening in the situation.

In this study, the questionnaires employed were valid since all participants were exposed to written questionnaires with the same content and structure. There was no name required in the questionnaires in which case fear of being identified could not influence the respondents, hence the validity of instruments.

3.10.2 Reliability

Reliability has to do with the accuracy and precision of measurement procedure the researcher is applying. The reliability of an instrument that yields quantitative data is a measure criterion for assessing its quality and adequacy (Berg & Theron, 2013:201).

According to Qhosola (2011:23), reliability is established when test and retest get the same results when the same respondents are given the same scores under similar conditions. The outcome of the research should be able to hold if another researcher conducts similar research. The researcher eliminated bias in the interviewing process by concentrating on the research questions and eliminating opposing personal views by avoiding leading the respondents to the answers. The respondents were prepared for the interviews in order to establish credibility of the information collected. The respondents that were targeted were closely managed to

ensure that the data were not contaminated. The researcher did not divulge any information to any of the respondents so as to avoid identifying other respondents.

3.11 LIMITATIONS OF THE STUDY

The study focused on the impact of motivation on employee performance management at the Dilokong hospital in the Sekhukhune District of the Limpopo Province. Therefore the analysis of the study does not include employees in other hospitals or districts of the Limpopo Province or other provinces of the country. It is hoped, however, that the lessons from the study will be applicable to other hospitals and districts of the Limpopo Province, and other provinces in the country.

Furthermore, the research cannot claim to have revealed all the challenges that undermine the performance of employees. This would be virtually impossible as challenges are not static, but dynamic and contextual. The researcher only managed to collect data from fifty (50) respondents who were purposefully selected for the purpose of finding out why the Dilokong hospital was performing well. Finally, the researcher had limited resources, which included financial constraints and limited time, available to achieve the intended goals and objectives of the study.

3.12 TRUSTWORTHINESS

According to Khoza (2014:22), the evaluators of research projects or findings usually adopt some trustworthiness criteria that have been agreed on through the literature in relation to a research approach, such as qualitative, quantitative and mixed methods research. Each research approach employs different evaluation criteria to ensure the rigour of the inquiry because different philosophical and methodology assumptions guide each approach. For example, quantitative researchers take into consideration the reliability, objectivity and validity (i.e. internal and external) to ensure the trustworthiness of the inquiry findings. In contrast, qualitative researchers consider that dependability, credibility, transferability and conformability as trustworthiness criteria, ensure the rigour of qualitative findings (Bartol & Martin, 2012: 143).

3.13 ELIMINATION OF BIASNESS

In order to eliminate biasness, the study insured that, data is collected from an every balanced gender population size. To achieve this, the researcher collected empirical data from 25 female and 25 male officials. Aspects such as cultural identity, race, religious, political affiliation and other related issues did not influence the researcher in the study.

3.14 ETHICAL CONSIDERATIONS

According to Dwivedi (2011:134), the information obtained from the respondents needs to be used for the purpose of the study and the names of the individuals and organizations should not be stated so as to protect them from public scrutiny. All sensitive information that was made available to the researcher by the respondents remains confidential. Permission was obtained from each of the individual participants. Participants were made aware of the fact that participation in the study was not compulsory, though the researcher indicated appreciation to those who chose to participate in the study. The goal of ethics in research is to ensure that no one suffers adverse consequences from the research activities (Hackman & Oldham, 2012:125).

3.15 CONCLUSION

In this chapter, various research approaches, methods and techniques were described and analyzed to show the relevance to the study. The choice of research designs and their applicability to the area of the study were discussed in full. Reliability and validity aspects were also discussed. The ethical considerations of the study and the limitations of the study were also outlined.

From the above information, it is clear that there is no single research method that can be regarded as a panacea for investigating a research problem. All research approaches, methods and techniques are relevant and important as long as they are used appropriately.

The approaches, methodology and techniques discussed in this chapter were used to collect, analyse and interpret the findings of the study. The applicability and the

relevance of data to the factors that impact on motivation and performance of employees at the Dilokong were discussed in detail.

CHAPTER 4: DATA COLLECTION, ANALYSIS AND DISCUSSION OF RESULTS

4.1. INTRODUCTION

This chapter deals with the empirical investigation and method employed in collecting and analysing data related to the impact of motivation on employee performance at the Dilokong hospital. Due to the number of employees at the hospital, the decision was made to use purposive random sampling to select participants to be investigated in the study.

4.2 DATA COLLECTION AND SAMPLING PROCEDURES

In this study data were collected through semi-structured questionnaire and face-to face interviews. The researcher employed a five-level Linkert scale to rate the responses of the respondents in the study. The rating scales will be read from 1 to 5, namely, agree, strongly agree, disagree, strongly disagree and uncertain. Fifty (50) copies of structured questionnaires were distributed to selected employees who have more than 5 years working experience, and have been evaluated through the performance management system. The respondents were requested to complete the questionnaire within a time-frame. This was done to monitor the validity of the questionnaires. Malone and Lepper (2010:106) maintain that the greatest use of questionnaire is made by the survey strategy.

The above data was augmented by information and data derived from ten (10) managers who were assigned to appraise the performance of the employees in the area of the study. The researcher interviewed the above participants to clarify questions that might be misinterpreted by the participants. Mohamedi (2013:18) attests that "if you want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do...Why not ask them?" A total number of sixty officials were identified to

participate in the study. There was 100% response rate from the target population. During the above process, it became clear that the collection of data from the participants needs the researcher to manage and supervise properly. This enabled the researcher to collect and analyse valid and reliable data from the participants.

4.3 DATA ANALYSIS AND DISCUSSION OF RESULTS

Data collected through face-to-face interviews was classified, transcribed and coded according to the themes. Where the researcher needed more clarity, she used the information derived from audio tapes. The data was analysed and interpreted by the researcher. It was very easy to calculate frequency on a question-by-question using manual method due to the small sample size. For example, if 10 out of 20 participants agreed, then it is also easy to find the percentage of the responses. The number of respondents used in the primary research is discussed in the table showing items frequency (F) and percentage (%). The total number of responses is represented by (FX) for analysis, see the table in the next section.

4.3.1 Data obtained through Semi-structured Questionnaire

In this section the number of respondents used in the empirical research is discussed in the table showing item frequency (F) and the percentage (%). The total number of responses is represented by (FX). Data is analysed by means of tables, numbers and graphs. See the table below:

Table 4.1 Motivation and Gender

ITEM	F Frequency	% Percentage
Q1. What is your gender?		
Female	25	50
Male	25	50
TOTAL FREQUENCY	FX=50	100

Question 1 illustrates that there were 25 male and 25 female respondents who participated in the study. The equal distribution of the participants was done to avoid

gender bias in the study. This was done in line with the gender equity and equality policy in South Africa. According to Nyathi (2014:19), a good research study is the one which avoids prejudice and gender bias.

Table 4.2 Motivation, Working conditions and Performance

ITEM	F	%
Q2. Do the working conditions enhance your motivation to perform to your maximum standard in your organization?		
Agree	8	16
Uncertain	2	4
Disagree	40	80
TOTAL	FX=50	100

Question 2 indicates that forty (80%) of the respondents disagreed with the statement. Only eight (16%) of the respondents agreed with the statement, while two (4%) of the respondents were recorded uncertain.

From the above data, it is evident that the majority of the respondents claim that the working conditions do not have an impact on the motivation of employees and performance at Dilokong hospital. Mavundza (2016:115) attests that the unfavourable working conditions always demotivate employees to perform in the workplace.

Table 4.3 Motivation, Career growth and Performance

ITEM	F	%
Q3. Does the opportunity for career growth motivate you to perform well in your sphere of operation?		
Agree	42	84
Uncertain	1	2
Disagree	7	14

TOTAL	FX=50	100
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Question 3 reveals that forty-two (84%) of the respondents agreed with the statement. Seven (14%) of the respondents disagreed with the statement. Only one (2%) of the respondents was recorded uncertain.

From the above analysis, the majority of the respondents confirm that the opportunities for career growth always demotivate employees to perform well in their sphere of operation. In other words, lack of opportunities for career growth can always demotivate employees to perform as expected.

Table 4.4 Motivation, Development programmes and Performance

ITEM	F	%
Q4. Development programmes always enhance employee motivation and performance.		
Agree	39	78
Uncertain	3	6
Disagree	8	16
TOTAL	FX=50	100

Question 4 shows that thirty-nine (78%) concurred with the statement. Only eight (16%) of the respondents disagreed with the statement, while three (6%) of them were recorded uncertain.

From the above information, it is evident that the majority of the respondents believe that development programmes can always enhance the impact of motivation and employee performance in the workplace. Lack of appropriate development programmes always demotivate employees to perform better in their units.

Table 4.5 Motivation, Delegation and Performance

ITEM	F	%
Q5. Does delegation of duties motivate employees to perform optimally in your organization?		
Agree	40	80
Uncertain	3	6
Disagree	7	14
TOTAL	FX=50	100

Question 5 indicates that forty (80%) of the respondents disagreed with the statement. Only seven (14%) of the respondents disagreed with the statement, while only three (6%) were recorded uncertain.

From the above information, the majority of the respondents believe that delegation of duties can enhance the impact of motivation on employee performance in the area of the study. Lack of delegation can always demotivate employees to perform well in the workplace.

Table 4.6 Motivation, Training and Performance

ITEM	F	%
Q6. Does your department allow you to attend regular training to enhance your motivation and performance?		
Agree	44	88
Uncertain	1	2
Disagree	5	10
TOTAL	FX=50	100

Question 6 reveals that forty-four (88%) of the respondents agreed with the statement. Five (10%) of them disagreed with the statement. Only one (2%) of the respondents was recorded uncertain.

From the above analysis, it is evident that the department should allow each employee to attend regular training, in order to enhance their motivation and performance. Lack of regular training can always demotivate employees to perform well in their sphere of operation.

FIGURE 4.1 Motivation, Incentives and Performance

Q1: Does your department provide the employees with incentives to enhance their motivation and performance?

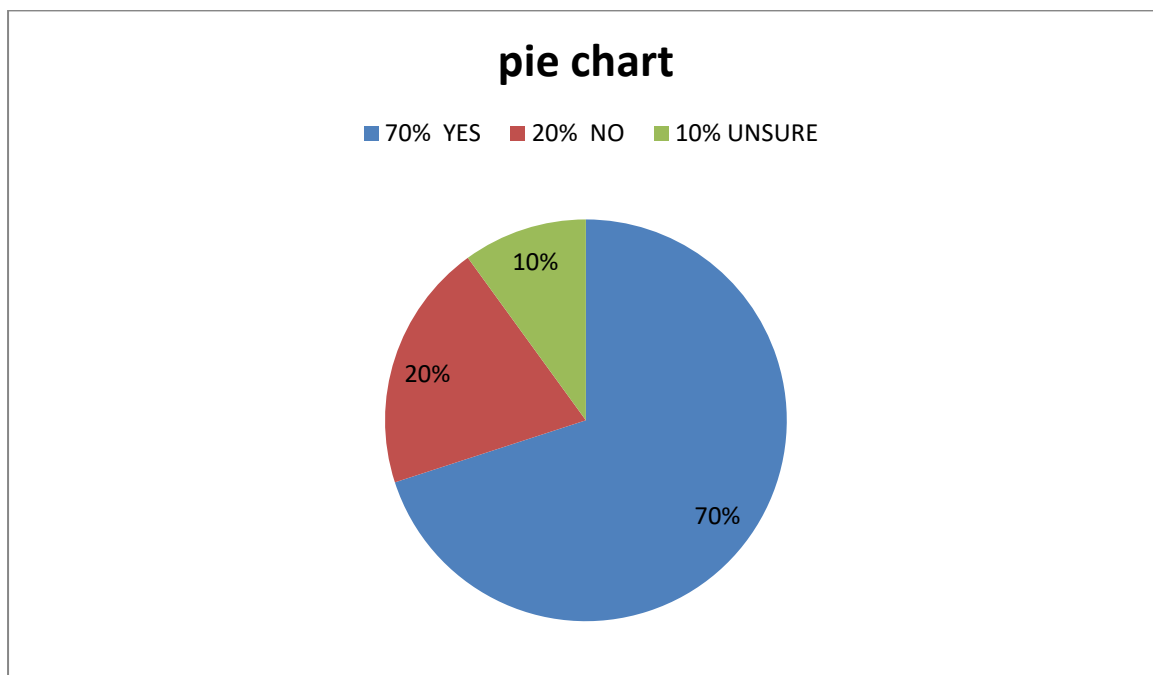


Figure 4.1 shows that thirty-five (70%) of the respondents agreed with the statement. Only ten (20%) of the respondents disagreed with the statement, while five (10%) of them were recorded unsure.

From the above analysis, it is clear that the majority of the respondents confirm that their department provides them with incentives to accelerate their motivation and performance in the workplace. From this statement, it is evident that incentives can always enhance motivation and employee performance in the area of the study.

Table 4.7 Motivation, Promotions and Performance

ITEM	F	%
Q7. The promotions that are received by the employees motivate them to perform well in their respective units.		
Agree	40	80
Uncertain	2	4
Disagree	8	16
TOTAL	FX=50	100

Question 7 indicates that forty (80%) of the respondents agreed with the statement. Eight (16%) of the respondents disagreed with the statement. Only two (4%) of the respondents were recorded uncertain.

From the above information, it is clear that the majority of the respondents confirm that the promotions that are received by the employees motivate them to perform better. Motaung (2013:107) indicates that promotions play a very important role in employee motivation and performance in their sphere of operation. The above statement shows that promotions can always enhance the impact of motivation and employee performance at Dilokong hospital.

Figure 4.2 Motivation, Recognition and Performance

Q.2 Does your organization give recognition to employee performance?

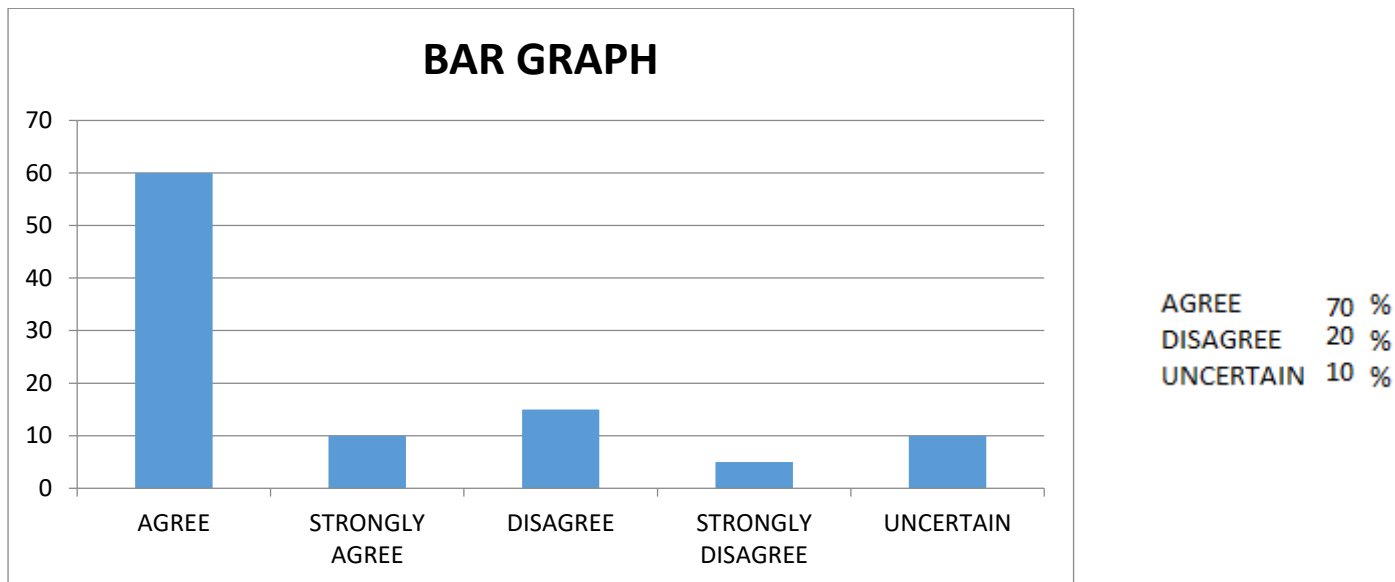


Figure 4.2 illustrates that thirty-five (70%) of the respondents agreed with the statement. Only ten (20%) of the respondents disagreed with the statement, while five (10%) of the respondents were recorded uncertain.

From the above information, it is evident that the majority of the respondents confirm that the organization always recognized employee performance as a means to enhance their motivation. Mavuso (2014:128) attests that the recognition of employees always motivates them to perform better in their sphere of operation. From the above responses it is clear that recognition can always enhance motivation and performance of employees in the organization.

Table 4.8 Motivation, Current Strategies and Performance

ITEM	F	%
Q8. Do you think the current strategies are meant to motivate employee performance at Dilokong hospital?		
Agree	6	12
Uncertain	2	4
Disagree	42	84
TOTAL	FX=50	100

In question 8, forty-two (84%) of the respondents disagreed with the statement, six (12%) agreed, while two (4%) of them were recorded uncertain.

From the above data, it is clear that majority of the respondents believe that the current strategies were not meant to motivate employee performance in the workplace. Lack of alternative strategies can always demotivate employee to perform well in their respective units.

4.3.2 Data obtained through Face-to-face Interviews

Data have been collected from ten (10) managers, that is, five (5) male and five (5) female respondents. The responses from the interviews were derived from the factors that hinder the impact of motivation or employee performance at the Dilokong hospital. The following responses were obtained from the interviewees:

4.3.2.1 Motivation, Measurement and Performance

Out of ten managers interviewed, nine of them confirmed that motivation can serve as a factor to measure employee performance.

Some of the respondents commented that:

- *'How can you expect me to know the measurement of performance when our employees are not motivated?'*
- *'Lack of motivation hinders the management to get an accurate measure about employee performance.'*

From the above responses it is clear that managers had difficulties towards using motivation as a measurement of employee performance in their sphere of operation.

4.3.2.2 Motivation, In-service Training and Performance

Out of ten managers interviewed, seven of them indicated that the organization does not provide adequate in-service training to enhance employee performance.

Some of the respondents remarked that:

- *'How can you expect me to enhance employee motivation and performance when our organization does not provide adequate in-service training?'*
- *'You cannot expect me to use motivation to improve employee performance if our organization does not allow us to organize adequate in-service training.'*

From the above analysis, it is evident that the organization did not provide adequate in-service training for their employees, hence lack of motivation and performance.

4.3.2.3 Motivation, Salary Increment and Performance

Out of ten managers, nine of them confirmed that salary increment can always enhance employee motivation and performance. Some of the comments included:

- *'Lack of salary increment can always demotivate employees to perform well in the organization.'*
- *'There is no way in which you can expect employees to be motivated and perform better if they are not given enough salary.'*

From the above responses, it is clear that the majority of the respondents believe that salary increment can always accelerate motivation and performance of the employees.

4.3.2.4 Motivation, Management Style and Performance

Out of ten interviewees, seven of them, remarked that bad management style of their superiors can always demotivate employees to perform to the best of their abilities. Some of the responses from the interviewees were:

- *'How can you expect the employees to perform optimally, if the management style of their superiors is not geared towards their motivation and performance?'*
- *'Bad management style can always demotivate employees to perform better in the organization.'*

From the above analysis, it is evident that bad management style can always demotivate employees to perform well in the workplace.

4.3.2.5 Motivation, Conditions of Service and Performance

Out of ten managers interviewed, nine of them agreed that unfavourable conditions of service can always demotivate the employees to perform as expected in their sphere of operations. Some of the comments made:

- *'You cannot expect employees to be motivated and perform well, if the conditions of service are not favourable.'*
- *'The majority of the employees are not motivated to perform to the best of their abilities, due to the unfavourable conditions in the public service.'*

From the above responses, it is clear that the unfavourable conditions of service can always demotivate employees to perform optimally in the area of the study.

4.4 CONCLUSION

The purpose of the analysis of the responses for the structured questionnaires and the semi-structured interviews was to explore the impact of motivation on employee performance at the Dilokong hospital in the Sekhukhune district of the Limpopo Province. The responses from the structured questionnaires and the semi-structured interviews have been analysed and interpreted in this chapter. Fifty employees and ten managers were used to collect data from the target population. The study reveals that unfavourable factors demotivate employees to perform optimally at the Dilokong hospital.

The above analysis has assisted the researcher to suggest appropriate strategies which can be used by the policymakers and managers to enhance the impact of motivation on employee performance in the area of the study. In the next chapter, the researcher presents an overview, findings, recommendations and a general conclusion of the study.

In the next chapter, an overview of the study findings, recommendations and conclusions is given.

CHAPTER 5: OVERVIEW, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter includes an overview of the study, findings, recommendations, limitations and conclusion. The findings and recommendations are discussed against the objectives and research questions stated in chapter one. The general conclusion and recommendations for further research are also presented in this chapter.

5.2 OVERVIEW OF THE STUDY

The main purpose of this study was to explore the impact of motivation on employee performance at Dilokong hospital. This is discussed against the objectives and research questions stated in chapter one. Factors such as conditions of service, lack of development programmes, current strategies, lack of incentives, and other related factors are discussed in chapter four. The researcher used an empirical research and semi-structured interviews as outlined in chapter three. This was done to obtain information regarding the impact of motivation on employee performance in general. In this chapter, the researcher suggests some recommendations against the findings obtained through empirical research and semi-structured interviews.

It has been emphasized throughout this research that employee motivation and performance depends on, remuneration, good working conditions, regular training

programmes, delegation of duties and the development of relevant alternative strategies. The challenges that minimize motivation and performance of employees in the area of study were discussed in full in chapter four. The findings of the study as well as recommendations emanating from the study will be outlined and discussed in this chapter. The findings and suggestions for the solutions to the challenges stated in chapter one has also been outlined in this chapter.

5.3 FINDINGS OF THE STUDY

5.3.1 Findings from the Literature Review

- The concept 'motivation' is not static, but dynamic. It has been used by various scholars for various purposes. This concept needs to be defined, analyzed and interpreted so as to assist the researcher to understand the challenges that are faced by the employees in their sphere of operation.
- Motivation involves both the intrinsic and extrinsic influence to achieve what individuals intended to achieve in the area of the study. The study finds that a motivated employee is the one who performs well in the organization.
- The concept 'performance' needs clarification and analysis so as to help the managers to influence their employees to perform better.
- Employee performance involves processes such as training, motivation, delegation, good working conditions and relevant policies and objectives to assist the employees to perform according to the requirements and policies of the department.

5.3.2 Findings from the Empirical Research

A semi-structured questionnaire was used to explore the impact of motivation on employee performance in the area of the study. From the empirical research, the following findings emerged:

5.3.2.1 Motivation, Working Conditions and Performance

- The study found that 80% of the respondents claimed that the working conditions did not have an impact on the motivation and performance of the employees at the Dilokong hospital. This statement shows that there is a need for the provision of good working conditions that will enhance motivation on the performance of the employees in the area of the study.

5.3.2.2 Motivation, Career Growth and Performance

- The study established that career growth can accelerate motivation and performance of employees. This statement is supported by 84% of the respondents who confirmed that career growth does accelerate motivation and performance of employees in the organization.

5.3.2.3 Motivation, Development Programmes and Performance

- This study found that 78% of the respondents agreed that development programmes improve motivation and performance of employees in their respective units. The provision of adequate development programmes by the department can always increase motivation on employee performance in the workplace.

5.3.2.4 Motivation, Delegation and Performance

- The study found that the majority of the respondents believed that delegation of duties can highly motivate the employees to perform well in the organization. This statement has been supported by 80% of the respondents who indicated that delegation of duties contribute towards motivation and employee performance in their sphere of operation.

5.3.2.4 Motivation, Training and Performance

- The study established that 88% of the respondents confirmed that training programmes increase motivation and performance of the employees in the area of the study. From these findings, it is evident that there is a need for the department to allow the employees to attend relevant training programmes to motivate employees to perform to the best of their ability in the workplace.

5.3.2.5 Motivation, Promotions and Performance

- This study established that lack of promotions demotivates employees to perform better in the organization. This statement was supported by 80% of the respondents who claimed that there was a lack of promotions to enhance employee motivation and performance in the area of the study.

5.3.2.6 Motivation, Incentives and Performance

- The study found that incentives have a pivotal role to play in accelerating motivation on the performance of the employees in their respective units. This statement was supported by 70% of the respondents who revealed that incentives can play an important role in increasing motivation and employee performance in their sphere of operation.

5.3.2.7 Motivation, Recognition and Performance

- The study established that 60% of the respondents confirmed that recognition of the employees can increase their motivation for optimal performance in the area of the. From these findings, it is clear that there is a call for the department to recognize their employees so as to perform well at the Dilokong hospital.

5.3.2.8 Motivation, Current Strategies and Performance

- The study found that 84% of the respondents claimed that the current strategies were not meant to motivate employees to perform better in the workplace. The above statement shows clearly that there is a need for alternative strategies to enhance motivation and employee performance in the area of the study.

5.3.3 Findings from the face-to-face Interviews

Interviews were also conducted with the target group to get the general feelings of the employees at the Dilokong hospital. This was done in order to check their perception about the history, conditions of services and the performance of the employees in the area of study. The following findings emerged from the ten (10) respondents interviewed:

5.3.3.1 Motivation, Measurement and Performance

- Out of ten (10) respondents who were interviewed, nine (9) of them confirmed that motivation can serve as a factor to measure employee performance in the area of study.

5.3.3.2 Motivation, In-service training and Performance

- Out of ten (10) managers interviewed, seven (7) of them claimed that the organization did not provide adequate in-service training to accelerate employee performance.

5.3.3.3 Motivation, Salary increment and Performance

- Out of ten (10) managers interviewed, nine (9) of them revealed that lack of salary increment can reduce motivation to perform well performance in the organization.

5.3.3.4 Motivation, Management style and Performance

- Out of ten (10) respondents interviewed, seven (7) believed that bad management style of their superiors can always demotivate employees to perform better to the best of their abilities.

5.3.3.5 Motivation, Conditions of service and Performance

- Out of ten (10) interviewees, nine (9) of them agreed that unfavourable conditions of service can always demotivate the employees to perform as expected in their sphere of operation.

5.4 RECOMMENDATIONS (QUESTIONNAIRE AND INTERVIEWS)

On the basis of the findings from the empirical investigation through the administration of a semi-structured questionnaire and face-to-face interviews, the following recommendations were made:

- The department should be encouraged to provide good working conditions that will in turn motivate the employees to perform well at the Dilokong hospital.
- The department should encourage the employees to improve their career growth so as to perform optimally in the area of the study.
- The department should be encouraged to develop relevant programmes that will motivate employees to perform to the best of their ability in their sphere of operation.
- Managers should be encouraged to give delegation to their subordinates so as to motivate them to perform better in the organization.
- Policymakers should be encouraged to develop promotion policies that will accelerate motivation and performance of the employees in the workplace.
- The department should encourage the employees to attend regular training to increase their motivation and performance in the area of the study.
- Managers should be encouraged to recommend better incentives that will motivate the employees to perform optimally in their sphere of operation.
- The department should be encouraged to recognize employees who are performing well in their various units.
- The senior managers should be encouraged to develop alternative strategies that can enhance employees' motivation and performance at the Dilokong hospital.

5.5 LIMITATIONS

The attitude of some of the participants limited the researcher to collect important data. Time and financial constraints limited the researcher to reach some of the employees in other hospitals. Despite the above limitations, the researcher managed to achieve the intended objectives of the study.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Every research is intended to propose other research, because no research is complete on its own. The following topics are proposed for further research:

- The impact of motivation on managers' performance.
- Exploring the factors that demotivate the employees to perform optimally in the public service.
- The role of policymakers on strategic planning for employee motivation and performance.
- The effects of motivation on organizational performance.
- The perception of managers on employee motivation and performance.

5.7 CONCLUSION

The purpose of the study was to explore the impact of motivation on performance at the Dilokong hospital in the Sekhukhune District of the Limpopo Province. The factors that hinder performance of the employees were discussed in chapter four. Suggestions for the solutions of the problems stated in chapter one has been briefly outlined in this chapter.

This study was meant to be an eye-opener for policy-makers, managers and employees. It is now their responsibility to consider the recommendations of the study for possible ways to improve the performance of employees at the Dilokong hospital.

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APPENDIX A: STRUCTURED QUESTIONNAIRE FOR THE EMPLOYEES

This questionnaire is developed in order to explore the impact of motivation on employee performance at the Dilokong hospital in the Sekhukhune District of the Limpopo Province.

Please note the following points when completing the questionnaire:

- Tick (✓) the most appropriate response
- Tick (✓) only one (1) block per question or statement

Q1. What is your gender?

1.	Male	
2.	Female	

Q2. Do the working conditions enhance your motivation to perform to your maximum standard in your organisation?

1.	Agree	
2.	Uncertain	
3.	Disagree	

Q3. Does the opportunity for career growth motivate you to perform well in your sphere of operation?

1.	Agree	
2.	Uncertain	
3.	Disagree	

Q4. Development programmes always enhance employee motivation and performance.

1.	Agree	
2.	Uncertain	
3.	Disagree	

Q5. Does delegation of duties motivate employees to perform optimally in your organisation?

1.	Agree	
2.	Uncertain	
3.	Disagree	

Q6. Does regular training motivate you to perform better in your unit?

1.	Agree	
2.	Uncertain	
3.	Disagree	

Q7. The remuneration that is received by the employees motivates them to perform well in their respective units.

1.	Agree	
2.	Uncertain	
3.	Disagree	

Q8: Does your department provide the employees with incentives to enhance their motivation and performance?

1.	Agree	
2.	Uncertain	
3.	Disagree	

Q.9 Does your organisation give recognition to employee performance?

1.	Agree	
2.	Uncertain	
3.	Disagree	

Q10. Do you think the current strategies are meant to motivate employee performance at Dilokong hospital?

1.	Agree	
2.	Uncertain	
3.	Disagree	

END OF THE QUESTIONNAIRE!

APPENDIX B: SEMI-STRUCTURED INTERVIEW FOR MANAGERS

This interview schedule is compiled to explore the impact of motivation on employee performance at the Dilokong hospital in the Sekhukhune District of the Limpopo Province.

1. Do you agree that motivation serves as a factor to measure employee performance?
If yes / no, how?
2. Does your organization provide you with the relevant in-service training and workshops to enhance your motivation and performance? *If yes / no, how?*
3. Does the salary increment enhance your motivation to perform well in your sphere of operation? *If yes / no, how?*
4. Does the management style of your supervisor enhance your motivation to perform optimally in the area of operation? *If yes / no, how?*
5. Do you think the conditions of service in your organization enhance your motivation to perform in your unit? *If yes / no, how?*

THIS IS THE END OF THE INTERVIEW. THANK YOU FOR YOUR TIME!

