

Motivation and perceived productivity at a merged
Higher Education Institution

By

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This work has not been previously accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

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This research is dedicated to my parents, the late Mr M. Perumal, Mrs S. Perumal, my husband, Anesh Ramdhani and to my supervisor.

Your motivation, inspiration and involvement in my life in general and with regards to this study made me realize the following:

“Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that a son of a mineworker can become head of the mine, that a child of farm workers can become the president of a nation. It is what we make out of what we have, not what we are given that separates one person from another.”

(Nelson Mandela, 1993)

ABSTRACT

Higher Education institutions have undergone and are still undergoing transformation in South Africa and this research focused on the merger of a higher education institution as a background to conduct empirical evidence to investigate the relationship between motivation and perceived productivity at the organization under study.

In determining the relationship between motivation and perceived productivity, three hypotheses were tested. The first hypothesis indicated that there exists a relationship between motivation and perceived productivity. Hypothesis two was that motivation remains constant through a merger and the last hypothesis was listed as perceived productivity remains constant through a merger. The concept of motivation was very broad, so the study narrowed the focus so that the factors that were examined were collectively labelled motivation resulting from contentment in the workplace and from rewards for good performance. The third aspect of motivation that forms part of the study is that of motivators.

The primary data employed included a self administered survey and the secondary data include a literature framework that underpins the discussion of the variables motivation and productivity.

The results reflect that there is a positive relationship between motivation and perceived productivity at the specific organization under investigation indicating an increase or decrease in motivation is accompanied by a corresponding increase or decrease in perceived productivity.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

The founding policy document that addresses the issue of Higher Education after Apartheid was the report of the National Commission on Higher Education (NCHE) whose terms of reference were to advise the Minister of Education on “the shape of the higher education system ... in terms of the types of institutions” and “what the size of the higher education should be” (Jansen, 2002:3).

To contextualize the effect of mergers on higher education institutions, a background of the transformation in higher education is necessary. The question now arises as to what is the debate surrounding the issue of mergers in higher education institutions? Sedgwick (2004:3) reports that, since 1994, South Africa’s education system has undergone a change to address the issues of the past. During the apartheid era, higher education was organized using a disparate system, whereby blacks were catered for by inferior institutions. Due to this inequality, many young people, who are talented, are not ready to enter a system catering for post-secondary education. The result of this disparity is evident in high drop - out rates and the number of students who are forced to repeat courses. South Africa is in need of more university graduates and highly skilled individuals, particularly in the fields of engineering, science and technology. Therefore, when the new government took office after the 1994 elections, it adopted the Higher Education Act (1997), which instituted reforms required in education.

The transformation that is occurring in South Africa has the following intention: to reduce the number of universities and technikons from thirty six to twenty two institutions. As a result of this transformation the following three types of public higher education institutions in South Africa have emerged, namely:

- Traditional universities;
- Universities of technology; and
- Comprehensive Universities.

According to Sedgwick (2004: 1), by the year 2000, there were four main types of institutions providing private higher education in South Africa:

- Foreign institutions;
- Colleges offering tuition-based distance learning courses;
- Private technical and vocational institutions;
- Lifelong learning centres set up by private companies to train their staff.

One of the results of the transformation in education is the recommendations by the National Commission on Higher Education (NCHE) regarding the role of colleges. First, decide which colleges are needed, second, merge several colleges to form a new University or Technikon and finally, create more Universities and keep merger activities restricted to the college sector.

The Ministry of Education of South Africa (2003:2) suggested a proposal that will change and restructure the higher education system. What the proposition entailed was a merger and incorporation of the educational institutions. A merger unit was therefore set up to facilitate the restructuring processes.

Mergers are very complex tasks and have an effect on every level of operation and function of the institution. It was further reported by the Ministry of Education of South Africa (2003: 2) that with regard to the restructuring and transformation guidelines for mergers and incorporations of Higher Education “some aspects of the process will touch on attitudes, values, patterns of behaviour, identities and perspectives of both individuals and groups that are contentious and will require careful and sensitive handling”. The details of merger cannot be implemented at the expense of the purpose and objectives that should be primary to the merger process. It was pointed out by Jansen (2002: 156-157) that the “origins, forms and mergers are conditioned by, and

contingent on, the specific forms of interaction between institutional micro-politics, on the one hand, and governmental macro-politics, on the other, especially in turbulent or transitional contexts”.

The Ministry of Education of South Africa (2003:2) stressed that during the course of the merger, the larger purpose needs to be constantly reflected on as a reminder that the objective is to ultimately “create institutions that are stronger, more resilient and better able to offer their students high quality academic programmes and enhanced opportunities for success”. Higher education has a vital role to play in South Africa in terms of making individuals self-sufficient, providing the labour market with individuals with a high level of expertise and competencies, creating citizens that are critical, and provides a platform for “intellectual inquiry in all fields of human understanding, through research and teaching” (Bengu,1996: 5). In light of the role that higher education plays, transformation was imperative to meet the criterion of “equity of access”, across all “race, colour, gender, creed, age or class”, for those individuals whose aim it is to realize their potential through higher level education and learning (Bengu, 1996: 3).

In keeping with the transformation requirements of the Higher Education Act 101 of 1997, University of KWAZULU – NATAL (UKZN), a higher education institution sought to address past discrimination and ensure that there is equal representation and equal access, with regard to higher education (UKZN, 2004: 6).

According to the Ministry of Education of South Africa (2003: 52) what is important in the merger process is to take into account all employees affected. What this means is that employees need to be informed because first hand information obtained will obviate the need for rumours and hence will not significantly reduce employees morale. The following questions become imperative in the merger process:

- With the merger institutions, how are employees currently affected with regard to conditions of service?

- If there are disparities regarding the conditions of service, how will these disparities be addressed?
- Are there processes in place to determine what the staffing requirements of the new institution will be?
- What considerations are in place to align the human resource policies, procedures and systems?
- Have issues relating to industrial relations in the new institution been considered, particularly regarding the present agreements between trade unions and staff associations?
- Are there procedures in place to induct new employees to the transition with regard to issues such as conditions of service, disciplinary rules?

This study concerns the link between motivation and perceived productivity. The stage selected for the research to be carried out was the Edgewood campus of the University of KWAZULU-NATAL (UKZN) because this site has a long history of being previously labelled as a college and then it was part of a merger process where it became incorporated as part of the University of KWAZULU-NATAL (UKZN). The next section will focus on the merged higher education institution that formed the backdrop for this research, namely, UKZN, Edgewood campus.

1.2 BACKGROUND OF UNIVERSITY OF KWAZULU-NATAL (UKZN)

The University of KWAZULU-NATAL (UKZN) is a public university and it has five campuses in KwaZulu–Natal, South Africa. The University was created as a result of the merger of the University of Natal and the University of Durban-Westville, which came into effect on the 1 January 2004 (University of KWAZULU- NATAL: Undergraduate Prospectus: 2008, 2007: 12).

The University has five campuses, each with its own distinctive character. They are:

- The Edgewood Campus, formerly The Edgewood College of Education before it was incorporated in 2001 as part of the University of Natal;
- Howard College;
- Nelson R Mandela School of Medicine;
- The Pietermaritzburg campus;
- The Westville Campus.

The vision of the University of KWAZULU-NATAL is:

“To be the premier university of African Scholarship” (The Premier University of African Scholarship, 2006: 1).

The mission that accompanies the vision is as follows:

“A truly South African university that is academically excellent, innovative in research, critically engaged with society and demographically representative, redressing the disadvantages, inequities and imbalances of the past” (The Premier University of African Scholarship, 2006: 1).

UKZN, a higher education institution, has a vital role to play in South Africa in terms of making individuals self-sufficient, providing the labour market with individuals of a high level of expertise and competencies, creating citizens who are critical and providing a “platform for intellectual inquiry in all fields of human understanding, through research and teaching (Bengu, 1996:5-6). In light of the role that higher education plays in society, transformation was imperative to ensure equal access regardless of race, colour, gender, creed, age or class, relative to those individuals whose aim it is to realize their potential through higher level education and learning.

The University of KWAZULU-NATAL Undergraduate Prospectus (2008:1) indicates that the university comprised four colleges, with each college being divided into faculties, namely:

- College of Agricultural, Engineering and Science [Faculty of Engineering, Faculty of Science and Agriculture];

- College of Health Science [Faculty of Health Sciences];
- College of Humanities [Faculty of Education, Faculty of Humanities, Development and Social Sciences];
- College of Law and Management Studies [Faculty of Law, Faculty of Management Studies].

Colleges have unfortunately been stigmatized as being inefficient and of having low levels of quality (Jansen, 2002:3). What is interesting to note is that even after removing the shackles of being labelled a 'college' to becoming a national institution of higher education, Edgewood a site at UKZN still had a strike in January 2006. UKZN is still dogged by issues such as "corporatisation" and of being "exclusive" rather than being "inclusive" in its management approach (UKZNdaba, 2006:3). Therefore, it could be reasonable to assume that the issues stated above could influence motivation. If so, how would they affect the perceived productivity at the higher education institution of UKZN, Edgewood campus?

Taking the above points into consideration, the researcher considered it to be important to determine the relationship between employee motivation from the perspective of being content at the workplace and rewards and perceived productivity within the context of the merger of the organisation.

1.3 STATEMENT OF THE RESEARCH PROBLEM

According to UKZNdaba (2006:3), the "corporatisation of UKZN" and the fact that concerns were raised regarding the "issue of transforming the ethos of UKZN" were some of the issues that resulted in the nine day strike held during January 2006. The article further highlights that "we are governed in a corporate style that continues to be exclusive rather than inclusive." It is against this background that the study attempts to establish if there is a link between motivation (contentment in the workplace and rewards) and perceived productivity. Therefore, the issues outlined above have prompted the investigation of the effect of motivation on perceived productivity within the

context of the pre- and post- merger of UKZN, Edgewood campus. It should be noted that the research was conducted retrospectively, with respondents being questioned about the pre and post merger contents, after the merger. This study will create a platform for academic debate at UKZN, Edgewood campus and the recommendations will hopefully form part of the tools to be incorporated when formulating the university's future human resource strategy.

1.4 THE AIM OF THE STUDY

The overall aim of the study was to investigate the effect motivation has on the perceived productivity of UKZN, Edgewood campus, using the merger as a background. In order to achieve the aim of the study, it became necessary to provide three hypotheses and each hypothesis has its own sub objectives

1.5 HYPOTHESES

The purpose of this study was to determine the relationship between employee motivation (contentment in the workplace and rewards) and perceived productivity within the context of the merger of the organization. The hypothesis is the statement indicating the relation between two or more variables, which outlines the implications for the testing of these variables. Once the results of the test confirm the proposition, the proposition is then considered to be valid or true (Vos, Strydom, Fouche and Delport, 2002). Considering the purpose of the study, there are three hypotheses that need to be tested:

1.5.1 Hypothesis 1 (H1)

There exists a relationship between motivation and perceived productivity.

1.5.1.1 Objective 1

To investigate whether motivation, resulting from contentment, in the workplace, and perceived productivity are correlated pre- and post- merger, as measured post-merger.

1.5.1.2 Objective 2

To investigate whether motivation, resulting from rewards for good performance, and perceived productivity are correlated pre- and post- merger, as measured post-merger.

1.5.2 Hypothesis 2 (H2)

Motivation remains constant through a merger.

1.5.2.1 Objective 1

To investigate the changes (if any) in motivation, resulting from contentment in the workplace, pre- to post- merger, as measured post-merger.

1.5.2.2 Objective 2

To investigate the changes (if any) in motivation, resulting from rewards for good performance, pre- to post- merger, as measured post-merger.

1.5.2.3 Objective 3

To investigate the changes (if any) in motivators pre- to post- merger, as measured post-merger.

1.5.2.4 Objective 4

To examine the effect of employee characteristics (in terms of gender, race amongst others) on motivation resulting from contentment in the workplace, pre- and post- merger, as measured post-merger.

1.5.2.5 Objective 5

To examine the effect of employee characteristics (in terms of gender, race amongst other) on motivation resulting from rewards for good performance, pre- and post- merger, as measured post-merger.

1.5.2.6 Objective 6

To examine the effect of employee characteristics (in terms of gender, race amongst others) on motivators pre- and post- merger, as measured post-merger.

1.5.3 Hypothesis 3 (H3)

Perceived productivity remains constant through a merger.

1.5.3.1 Objective 1

To investigate the changes (if any) in perceived productivity pre- to post-merger, as measured post-merger.

1.5.3.2 Objective 2

To examine the effect of employee characteristics (in terms of gender, race amongst others) on perceived productivity pre- and post- merger, as measured post-merger.

1.6 DEFINITIONS AND CLARIFICATION OF CONCEPTS

Definitions form part of the facilitation and are used to avoid vagueness and ambiguity (Vos et al., 2002: 34). To facilitate the use of terms in this research, the following concepts are defined:

1.6.1 Management

Swanepoel (2003: 4) defines management as “the attainment of organizational goals in an effective and efficient manner thorough planning, organizing, leading, and controlling organizational resources”. The management referred to in this study is the management of the organisation UKZN, Edgewood campus.

1.6.2 Employee

This research relies on the definition supplied by the Basic Conditions of Employment Act (No 75 of 1997). An employee is defined as:

(a) “Any person, excluding an independent contractor, who works for another person or for the State, and who receives, or is to receive, any remuneration; and any other person who in any manner assists in carrying on or conducting the business of an employer”.

1.6.3 Organisation

This research draws on the work of Nel, Van Dyk, Haasbroek, Schultz, Sono and Warner (2005: 8) to define what constitutes an organization: “An organization is the planned coordination of the activities of a number of people for the achievement of some common explicit purpose or goal, through division of labor and function, and through a hierarchy of authority and responsibility”. The University of KWAZULU-NATAL, Edgewood campus is the organisation being referred to in this study.

1.6.4 Merger

Mergers are very complex tasks and have an effect on every level of operation and function of the institution. The writings on mergers in higher education tend to under-describe and under-theorise the merging of different kinds of higher education institutions. Recent mergers in higher education tend to be “mergers of institutions with complementary missions and strengths” (Jansen, 2002:2). From a corporate perspective Kotler (2000: 680) describes the process of merging as “acquiring or merging with firms in the same industry to gain economies of scale and scope”.

1.6.5 Perceived Productivity

For the purpose of this research the conceptual definition to provide clarity for the term perceived productivity is the transfer of inputs into outputs at the lowest cost, and includes technical issues such as raw materials, layout and how employees perform in their jobs. Perceived productivity is directly affected by the economic climate, the situation in the markets, changes that occur from mergers, the rewards system given to people, technology and information. To quantify productivity is a complex issue as it is difficult to get consensus on defining the correct inputs and outputs – therefore, the study investigated perceived productivity and did not try to measure actual productivity. The following issues have been identified as factors that would improve productivity: environment, knowledge, skills and motivation (Lynch, 1974: 4). For the purposes of this study the perceived productivity refers to the productivity of the organisation UKZN, Edgewood campus.

1.6.6 Higher Education

For the purposes of this study, the following definition is used. Higher Education, according to the Britannica Concise Encyclopedia (2006: 2), is the “study beyond the level of secondary education”. The institutions of higher education include the following: colleges, universities, professional schools in fields such as law, theology, medicine, business, music and arts, teacher-

training schools, community colleges and institutes of technology. A degree or certificate generally is awarded on completion of the prescribed course of study.

1.7 DELIMITATIONS / LIMITATIONS

The study was confined to UKZN, Edgewood campus. This campus was part of the former University of Natal, which was one of the institutions that was incorporated as part of the merger that resulted in the University of Kwa-Zulu Natal. The Edgewood Campus served as an ideal setting to conduct the research as the researcher is based on this particular site and so research costs and time were minimised. The sample was limited to the UKZN Edgewood campus as it was anticipated that more cooperation would be received as a result of the researcher's being employed at the campus. If the questionnaire had been administered on all campuses at UKZN, it would have had to be done electronically and of concern would have been the lack of involvement and the response levels. The study was further limited to staff who were employed before the merger and, therefore, staff employed after 2003 were not eligible to answer the questionnaire.

Although Sekaran (2003) suggests a sample size of 118 would have been adequate, this could not be achieved, despite follow up distribution of additional questionnaires and attempts to obtain acknowledgements from non-respondents. One reason for the low response could be the timing of questionnaire distribution, as it was done during the University vacation. Thus, a response rate of 33.9% of questionnaires distributed, or 23.7% of the population, was achieved, which, according to Bryman and Bell (2007) can be acceptable. In addition, Allen (1982) illustrates how increasing a sample from 40 to 100 has relatively little effect on variance. Although a much larger sample would have been ideal, this was not possible due to timing constraints, namely the need to complete the dissertation within a specified deadline. Due to these limitations, care has been taken with drawing conclusions from the research – in fact the study should be viewed as an

exploratory or preliminary study, and for this reason further research is suggested in the recommendations section.

1.8 MOTIVATION FOR THE STUDY

University Notice email from Singh (2007) revealed that Human Resources at UKZN are implementing changes to the appointments of eligible staff members currently employed on two-year rolling contracts/fixed appointments to permanent positions. In the University Notice, an appeal was placed to urge eligible contract staff in sections, where matching and placing is in process, to be patient. There was a perception that the institution has a low consideration for employees, while having a high consideration for more tangible and immediate cost savings. This perception may have a negative impact with regard to the motivation of employees and job satisfaction, and, hence, have a possible negative impact on the University's productivity. It is, therefore, important to assess the impact of motivation on productivity, with the merger as the background. Motivation is a broad concept that includes both extrinsic and intrinsic forces. The extrinsic factors that can influence motivation can include circumstances, situations, rewards or punishment, both tangible and intangible. Tangible benefits could include monetary rewards or prizes. Intangible could include adoration, recognition and praise. Intrinsic motivation could include involvement in behavioural patterns, thought processes, action and activity or reaction for its own sake (Steele, 2008: 1). The perspective from which this research will look at motivation is job satisfaction.

It is hoped that determining whether there is a positive relationship between motivation (contentment with the workplace and rewards) and perceived productivity will create awareness amongst management to increase consideration of the human element when implementing and managing any future strategies within UKZN, Edgewood campus. This perception-based study may also highlight shortfalls within the merged institution, with regard to motivation (contentment with the workplace and rewards), which could be

addressed to improve current employee's perceived productivity. No research has been conducted on this particular topic since the institution has merged.

1.9 METHODOLOGY SUMMARY

The research was quantitative and in the form of a self-administered survey. The type of study used was the cross-sectional analytical survey method. The research draws on the Job Performance Model of Motivation developed by Terence Mitchell, an observation researcher (Kreitner, Kinicki and Buelens, 2002: 177). The model was related to the organization, namely, the University of Kwa-Zulu Natal, Edgewood campus and makes reference to motivation (contentment with the workplace and rewards).

1.10 CONCLUSION

This chapter set the scene for the rest of the dissertation. It showed how higher education is becoming more transformed, through mergers, and reviewed the drivers for the transformation. It discussed some of the concerns plaguing the organisation, arguing for the importance of this particular research, in determining the relationship between the motivation (contentment with the workplace and rewards) of the employees and motivation's impact on the perceived productivity.

The study aims to create awareness, amongst the management of UKZN, Edgewood campus, that future organisational and human resource management decisions should be more sensitive to human factors, as opposed to their current emphasis on cost reduction. Conversely, the research may confirm that the human resource management strategy currently implemented is the correct one.

Four major points were made in the chapter.

- First, the higher education institution, through a merger, sought to address the imbalances of the past and create an environment of equal access for students regardless of race, colour or creed.

- Second, the three hypotheses related to the relationship between motivation and perceived productivity; whether motivation remained constant through a merger, and whether perceived productivity remained constant through a merger.
- Third, the study needed to be seen as an exploratory study as a result of the limitations of the study.
- Fourth, management, employee, perceived productivity and mergers were defined within the confines of the study.

The following chapters provide the details of the study. Chapter two reviews the definitions of motivation and perceived productivity and provides a setting for motivation and perceived productivity within the higher education institution. Chapter three explains the methodology employed to carry out the research. Chapter four focuses on the results obtained from the empirical research. Chapter five draws conclusions from the empirical study and makes recommendations for future research.

CHAPTER TWO

REVIEW OF MOTIVATION AND PERCEIVED PRODUCTIVITY

2.1 INTRODUCTION

The research problem addresses two main variables, motivation and productivity. It is important to point out that to quantify productivity is a complex issue as it is difficult to get consensus on defining the correct inputs and outputs, especially at the higher education institution under study. The study therefore investigated perceived productivity and did not try to measure actual productivity. In testing the correlation between the two variables, it became necessary to investigate motivation resulting from contentment in the workplace and motivation resulting from rewards for good performance. This investigation took place within an organisation (UKZN, Edgewood campus) that was formed as a result of a merger of the University of Durban Westville and the University of Natal, as has been discussed in chapter one. The literature review provides a detailed explanation of the above variables, namely, motivation and perceived productivity. Relevant literature on productivity is reviewed, although the empirical study focuses only on perceived productivity. This is due to the fact that the underlying theory and principles are the same. The study draws on the broad conceptual model (Figure 2.1) provided by Terence Mitchell (Kreitner, Kinicki and Buelens, 2002:177), that will support the literature review in terms of how motivation influences the perceived productivity at the higher education institution being researched.

2.2 THE CONCEPT OF MERGERS IN HIGHER EDUCATION INSTITUTIONS

The concept of mergers will be examined as an introduction to the literature review that will follow. This study applied the definition provided by Kotler (2000) and Kreitner, Kinicki and Beulens (2002) for the corporate environment to the role of mergers in higher education institutions.

Kotler (2000: 680) indicates that a merger or merging of institutions in the same industry is intended to gain economies of scale. Economies of scale refer to the fact that the combined institution can often reduce duplicate departments or operations, lowering the costs of the institution relative to, theoretically, the same revenue stream, thus increasing profit. According to Kreitner, Kinicki and Beulens (2002: 527), the issue of size is an important structural variable which can be analyzed using two schools of thought. The first approach, often referred to as “bigger is better”, assumes the per-unit cost of production decrease as the organization grows. Therefore, the bigger the institution, the more efficient it is. The second school of thought expands the view that “small is beautiful”, whereby the larger the organization the greater the possibility of costly behavioural problems such as apathy, alienation and absenteeism.

2.3 EMPLOYEE MOTIVATION

2.3.1 Introduction

“What is motivation? Why do people act in the way that they do? Why do others refrain from doing certain things? And, can we, in a predictable and systematic way, influence people to act in the way we want them to?” (Swanepoel, 2003: 324).

This section provides a detailed explanation of the variable motivation, relative to the study. Definitions, theories and models of motivation follow from here. Greenberg & Baron (1997:143) point out that “motivation is multifaceted.” What this implies is that there may be more than one motive that is driving an individual and sometimes these may conflict with one another. Motivation is therefore complex and important to understand in order to interpret the behaviour of workers in an organization.

The model (represented in Figure 2.1) shows that individual inputs and job context are the two important categories of factors that influence motivation. 'Individual inputs' implies that the employee may be motivated by his or her ability, knowledge to perform one's job, the general disposition and traits that one has, one's emotions, moods and affect and the beliefs and values that the employee brings with him or her to the workplace. One objective of the study is to focus on motivation resulting from rewards for good performance, which falls under job context. Job context refers to the employee being motivated by the physical environment of the workplace, task design, rewards and reinforcements, obtaining mentoring or support from the supervisor, the social norms and the culture that exists in the organisation.

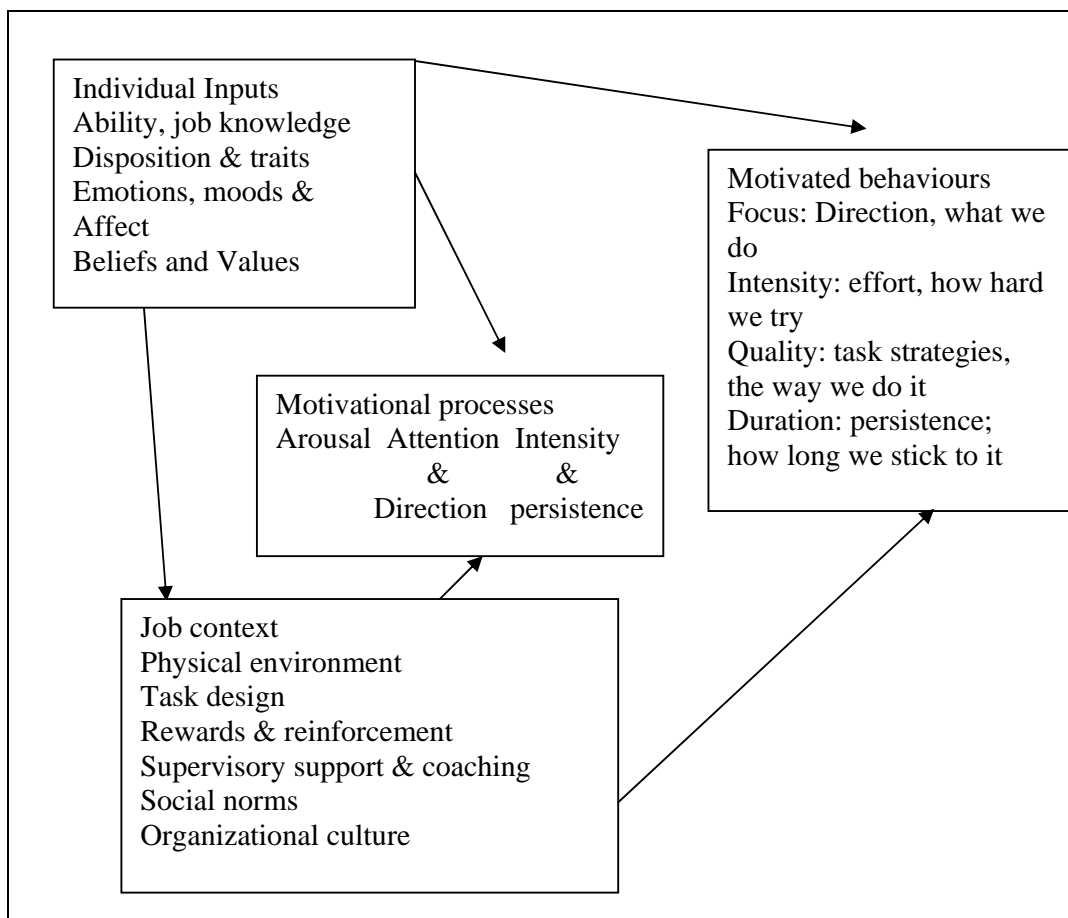


Figure 2.1 A Job Performance Model of Motivation (Kreitner, Kinicki and Buelens. 2002:177)

Lindner (1998:3) argues that employees were once seen as mere inputs into production for outputs of goods and services. If one were to look at the various factors that determine how productive a worker is in his work place, the following would emerge: how does the individual value his work; what skills does the individual possess to allow him to do his work; and what are the motives that drive the individual to put in extra effort? (Greenberg & Baron, 1997: 143)

Herbert (1976:455) agrees, the shape and size of the organisation, “degree of job specialization, monotony and repetitiveness are each important”. When one focuses on motivation resulting from contentment in the workplace the question that arises is: for employee’s to be content in the workplace or to have workers experiencing discontentment in the workplace which aspect of the job highlighted by Herbert would be important? An individual’s actions and attitudes are affected by issues such as frustration, discontent, conflict and alienation and this leads to workers being discontent with their jobs. There are two main factors that contribute to an employee being motivated. These are personal factors and organisational factors. Personal factors include “personality, status and seniority, general life contentment and the extent to which the job characteristics are congruent with personal characteristics”. Organisational factors include: pay and benefits, the work itself, the supervisor, relationship with co-workers and working conditions (Nel, Van Dyk, Haasbroek, Schultz, Sono, Werner, 2004: 552).

2.3.2 Definition of employee motivation

Biehler and Snowman (1997: 399) define motivation as “the forces that account for the arousal, selection, direction and continuation of behaviour”. They point out that it is a misconception to think that one person can directly motivate another person because motivation is something that comes from within. Greenberg & Baron (1997:142) define motivation as “the set of processes that arouse, direct, and maintain human behaviour toward attaining some goal”. The term “arousal” refers to what drives an employee or the energy that spurs workers to work. Motivation here is concerned with the

direction or choices, workers make. With regard to maintaining the behaviour, this looks at the time frame workers will allocate in meeting their goals. If a worker gives up before reaching his or her goal, then it means that the worker has not satisfied the need that initially stimulated behaviour in the first place.

The word motivation comes from the Latin word “movere” meaning to move (Kreitner, Kinicki and Beulens, 2002: 176). Nadler and Lawlor (1989: 7) provided the basic motivation behaviour sequence to include the following functions:

- Effort in relation to performance expectations,
- Performance in relation to outcome expectations, and
- Perceived valence of outcomes.

Motivation can be described as “intentional and directional” (Nel et al., 2004: 310). By intentional, reference is being made to the worker’s personal choice and persistence of action. Directional on the other hand refers to the driving force aimed at attaining a specific goal.

The following ten motivating factors have been identified by Lindner (1998: 3), job security, loyalty between employees, work being interesting, conducive working environment, help relative to sympathy with personal problems, being disciplined very tactfully, good wages, promotions and scope for growth in the organisation, being included in decisions and being appreciated for their work.

When defining motivation resulting from contentment in the workplace the following definitions were applied. Kreitner, Kinicki and Beulens (2002: 193) define motivation resulting from contentment in the workplace as “an affective or emotional response toward various facets of one’s job”. Nel et al. (in Greenberg and Baron, 1997: 169) explain motivation resulting from contentment in the workplace as “an individual’s cognitive, affective and evaluative reaction to their jobs. Robbins (1998: 25) suggests that motivation resulting from contentment in the workplace is “a general attitude towards

one's job; the difference between the amount of rewards workers receive and the amount they believe they should receive.”

2.3.3 Employee motivation in the workplace

It is important to note that managers must motivate a diverse and complex group of people in organisations. Cronje et al. (2003: 223) suggest that the way that employees perform in an organisation is mainly determined by three things: the desire to do the job (motivation), how capable is the employee to do the job (ability), and what resources are available to do the job (work environment).

If an employee has difficulty with the job, such an employee can be trained or replaced and if the resources are not sufficient, the manager can rectify the problem. A problem comes in if the employee is not motivated to do the job. Employees are complex beings and managers may not fully understand the problems experienced by employees and their effect on how the individual performs. The level of motivation directly influences the performance of employees and thus it is important to understand how motivation takes place.

2.3.4 THEORIES OF MOTIVATION

To motivate workers, managers need to be able to answer two important questions: what the worker's needs are, and how can they as managers satisfy the worker's needs within the context of the business (Cronje et al., 2003: 185)?

Different motivation theories are used by managers to solve a variety of motivational problems. Kreitner, Kinicki and Beulens (2002: 180) allude to six major motivational theories, namely, Reinforcement, Expectancy, Goal Setting, Need, Equity and Job Characteristics however, the latter three addresses the issue of employee's motivation resulting from contentment in the workplace.

According to Greenberg & Baron (1997: 143) motivation is not visible but only inferred on the basis of work performance. What is important to note is that motivation and how a worker performs are not one and the same thing. Good performance does not automatically translate to mean that the worker is highly motivated. It may happen that the worker has a particular skill but is not exercising much effort at all.

Managers are aware of the difficulty in motivating individuals. Although money is a motivation, workers are motivated by a lot more. The policy that organizations adopt has to reflect how complex workers are if the policy is to be successful in its objectives. According to Cowling and Mailer (1992: 132) so-called “expectancy theory” points out that each individual’s need to work is different from the next individual and the individual will be motivated to work if the employer is offering the reward sought by the individual. Therefore what is important is determining what the worker’s expectations are?

From the decades of research on motivation, Maslow’s hierarchy of needs is the most familiar and widely accepted. Other theories that will inform this research include: McClelland’s theory of needs, Herzberg’s two-factor motivation theory, Skinner’s reinforcement theory, Adam’s equity theory, Vroom’s expectancy theory, Theory X and Theory Y, The Job Characteristics model, and Cognitive Dissonance theory,

2.3.4.1 Maslow’s Hierarchy of Needs

Maslow proposes that people continuously want things and that if one need is satisfied, another takes its place (Nel et al., 2004: 312). Needs according to Maslow’s theory may be placed in a hierarchy, relative to their importance for human survival. This theory has implications for the way in which employees perform. The most common strategy that management adopt to motivate employees (aside from money, service benefits and job security) is aimed at satisfying employees’ needs, with respect to the physiological and safety level needs. However, it must be pointed out that these needs are satisfied by

individuals and by the country's social systems. Therefore, once satisfied, this need can no longer be seen as a motivator.

Social needs may be satisfied to a large extent in the work situation, but the difficulty arises in developing a strategy that will translate these needs into an incentive for improved performance by the individual. Increased interaction can be obtained through the work people do and the work environment but excessive socialisation may have a detrimental effect on employees' work output.

The fourth and fifth level provides the best leverage for managers to motivate employees. The fourth and fifth levels refer to the ego and self-actualisation needs respectively. Nel et al. (2004: 313) suggest that the type of work, having free interaction and good remuneration are contributing factors to employees' self-esteem and self-respect and provide a solid foundation to improve performance.

When applying the Maslow's Hierarchy of needs one can lean on The Need Fulfilment model that suggests that motivation resulting from work contentment is determined by the level to which the characteristics of a job allow an individual to satisfy his or her needs (Kreitner, Kinicki and Buelens, 2002: 194). Six variables have been identified as being important to employees, pertaining to job characteristics: "pay, hours of work, future prospects, difficulty of the job, job content, interpersonal relationships" (Clark, 1998:3). According to Lynch (1974: 231) "organization and methods (O&M) is widely regarded as a branch of work study". Organisation and method looks at the administrative and clerical functions undertaken by workers in an organization. A worker's attitude to work can be examined using Maslow's theories of motivation whereby "an individual's needs are arranged in a "hierarchy of prepotency" (Lynch, 1974: 243-244). Once an individual has satisfied his or her basic or lower needs, he or she would go on to his or her other needs.

Discrepancies models argue that work contentment results from met expectations, which are the differences between the actual and received expectations of the job (Kreitner, Kinicki and Buelens, 2002: 195). If one had to question people about their jobs, their strong opinions regarding their feelings, beliefs and intentions will likely emerge. Further if one looks at the amount of time an individual spends at work and the fact that individuals to a large extent are defined by the job they do, it is not surprising that individuals will express strong feelings towards their jobs. Therefore the various attitudes that people hold with regard to their jobs are referred to as motivation resulting from work contentment (Greenberg and Baron, 1997: 178).

Discussion of further theories of employee-motivation follows.

2.3.4.2 McClelland's theory of needs

McClelland's theory suggests that the factors of achievement, power and affiliation are the three needs that help explain motivation of people (Kreitner, Kinicki and Beulens, 2002: 182). He points out that people with a strong need for affiliation direct their behaviour at fostering interpersonal relations, while to those people to whom power is very important try to influence the behaviour of others. McClelland refers to the two types of power as: social power which is aimed at inspiring and influencing employees to achieve their goals and personalised power is used to control and exploit people. McClelland's achievement theory focuses on people who have a high need to achieve and display the following characteristics: set challenging goals that are attainable, require feedback to be continuous and immediate, take calculated risks, are problem solvers, like autonomy and freedom, regard money as a sign of success rather than for its material value only (Nel et al., 2004: 313).

Value Attainment model proposes that motivation resulting from work contentment results from the employee's perception that a job allows for the attainment of an individual's important work values. Managers can thus facilitate employee motivation resulting from work contentment by structuring the work environment, the rewards and recognition to enhance employee's

values (Kreitner, Kinicki and Buelens, 2002: 195). According to Lynch (1974: 4) management is faced with the task of ensuring that the working environment is one that workers are content with and will enable a worker to grow. If the environment provides for worker motivation resulting from work contentment and worker growth then there will be a “chance of optimising the available people power” (Lynch, 1974: 4).

2.3.4.3 Herzberg’s two-factor motivation theory

Herzberg in the two-factor theory of motivation identified two sets of factors, namely “hygiene factors” and “motivators” (Nel et al., 2004: 314). The hygiene factors are linked to the working environment and include the policy and administration of the organisation, equipment, supervision, and relationship’s with fellow colleagues, superiors and subordinates, salary, status, working conditions and job security. Hygiene factors do not serve as motivators and discontentment may arise if these factors are not met.

Motivators include factors such as achievement, recognition, the job itself, progression, responsibility and feedback. Herzberg’s theory can be associated to the needs hierarchy of Maslow. Nel et al. (2004: 315) argue that if the work itself is not seen as something to be proud about, the worker will not be motivated. Frederick Herzberg’s “Dual-Factor” theory looked at the issue of motivation resulting from contentment in the workplace. Kurt Lewin in the late 1930s studied supervisors, and he established that the manner in which supervisors related to their workers had a direct correlation to the workers’ attitudes and therefore on productivity (Herbert, 1976:16).

2.3.4.4 Skinner’s reinforcement theory

Skinner argued that reinforcement conditions the behaviour of individuals and that behaviour is related to its consequences. Positive reinforcement such as being rewarded by leaders, avoidance learning and punishment conditions employees to behave in a particular way (Kreitner, Kinicki and Beulens, 2002: 261). Locke’s value theory focuses on the fact that motivation resulting from

work contentment will result if there is a direct correlation between the rewards received and the outcome desired by the individual. This view is supported by research conducted by a team of investigators who measured “how much of various job facets - such as freedom to work ones own way, learning opportunities, promotion opportunities, and pay level - a diverse group of workers wanted, and how much they feel they already had” (Greenberg and Baron,1997: 184). Further the research delved into the contentment that respondents received from each of these facets.

What is important about value theory is that it points out aspects of the job that require change for job contentment to take place. Therefore, managers, it is pointed out, needed to identify what employees wanted and provide for those wants to the extent possible by the business. However what needs to be recognized is that it is not always possible to identify the wants of employees.

2.3.4.5 Adam’s equity theory

Adam’s equity theory suggests that employees together with their colleagues make comparisons between job inputs and job outcomes. The attempt would be to ensure that there is parity between the job input and job output and between employees (Robbins, 1998: 174). Equity theory claims that motivation resulting from work contentment is dependant on equity in relation to inputs versus outputs. The term inputs refers to the employee’s ability and education, and outputs refers to the remuneration received (Robbins, 1998: 182). This model concentrates on how “fairly” employees are treated at work (Kreitner, Kinicki and Beulens, 2002: 195). Workers are naturally stimulated by salaries, conditions of service but the extra effort that management puts in will bring out the best in workers. Further as society develops, there is an increasing demand by individuals to have more than their basic needs satisfied. Lynch (1974:4) suggested the People Power Programme whose main aim “was to find better ways of satisfying at least some of these needs”. The programme provided a range of techniques that would ensure that the companies achieve the following objectives when managing their workers.

First, the job designed for a worker should make reasonable demands and provide variety. Second, human resources selected should take into account the individual's abilities and also the individual's long term career prospects. Third, training should be provided and the intention should be to develop the worker individually and for promoting the business. Fourth, to allow workers work as individuals as well as within a group. Fifth, to allow individuals to take decisions that will benefit their job and the organisation as a whole. Finally, control measures should be put in place to monitor if the measures adopted is having the desired effect.

2.3.4.6 Vroom's expectancy theory

This theory assumes that there is a tendency for a person to act in a certain way, depending on the attractiveness of the outcome and the strength of the expectation (Kreitner, Kinicki and Beulens, 2002: 212). At one level, expectancy theory can be viewed as being tautological. The suggestion that people perform with the view to attaining outcomes which they value, without specifying what it is that people value, presents a shortcoming for the theory (Mabey, Salaman and Storey, 2003: 138)

2.3.4.7 Theory X and Theory Y

McGregor examined the behaviour of employees at work using two models, Theory X and Theory Y. Theory X indicates that managers have a more pessimistic and traditional view of employees, whilst Theory Y is a more modern and positive view about employees (Robbins, 1998, 170).

Sutherland and Canwell (2004:179) argued the following:

1. Theory X assumes that the average employee has an inherent dislike of work and therefore needs to be controlled by management. Theory X has led to tough or hard management, encompassing tight control and punishment. Soft management, on the other hand, will try to create harmony in the workplace.

2. Theory Y assumes that most employees expend the same amount of energy or effort at work as in other areas of their lives. Theory Y is often considered to be soft management systems and recognise that the intellectual potential of their employees is vital to the success of the business (Sutherland and Canwell, 2004: 180).

2.3.4.8 The job characteristics model

The job characteristics model developed by Hackman and Oldham is founded on the idea that the task that employees are engaged in is the key to employee motivation. It suggests a framework for the redesigning of jobs so that employees have a sense that they are doing meaningful and valuable work. Enriching certain elements of the job to include the five critical job dimensions will be useful to influence both their work performance and contentment positively. The five critical job dimensions include: “skill variety”, “task identity”, “task significance”, “autonomy”, and “feedback” and the critical psychological factors that are influenced by the core job dimension include: “experienced meaningfulness”, “experienced responsibility” and “knowledge of results” (Nel et al., 2004: 316).

2.3.4.9 Cognitive dissonance theory

The theory presumes that, if a person did not fare very well a number of times in a task, that person will fare poorly again, even if the person can do better, in order to reinforce the person's self perception of incompetence developed in the preceding tasks. Therefore the theory argues that employees with low self-esteem will negate the opportunity to achieve in order to be consistent with their self-perceptions (Swanepoel, 2003: 331-332).

2.3.4.10 Dispositional/ Genetic Components

This model is based on the view that both personal and genetic traits are responsible for motivation resulting from work contentment. Therefore the

suggestion is that stable individual differences are just as important in explaining motivation resulting from work contentment as are characteristics of the work environment (Kreitner, Kinicki and Buelens, 2002: 195).

2.3.4.11 Conclusions on the theories of motivation

Swanepoel (2003: 340) argues that it is essential to have knowledge of various theoretical perspectives regarding the motivation of employees, relative to the work environment. It is suggested that no one theory should be seen as most or least correct but rather that an exploration of all theories and a practical application by trial-and error will be beneficial. Stacey (2003: 66) concluded that “an organisation succeeds when its people, as individuals, are emotionally engaged in some way, when they believe in what their group and their organisation are doing, and when the contribution they make to this organisational activity brings psychological satisfaction of some kind, something more than simple basic rewards”.

Kreitner, Kinicki and Beulens (2002: 180) indicate that motivation theory is like a psychological puzzle with all its explanations and recommendations that managers have to unravel. What is important to note is that there is no single theory of motivation that can be applied to all situations.

2.3.5 SHORTCOMINGS OF EMPLOYEE MOTIVATION

Nel et al. (2004:313) argue that one of the implications of Maslow’s theory is the control function. Employees need to have some control of their environment if they are to manipulate it relative to their needs. However, if the environment controls employees and if their needs are not being met, they become frustrated and stressed. If the current needs cannot be satisfied, the result may be undesirable behaviour by the employee, such as aggression, frustrated and resignation from the place of employment, which if interpreted can hardly be seen to be healthy or productive.

A shortcoming of motivation resulting from work contentment is that the picture is not so simple that everyone doing every type of job is equally content. Greenberg & Baron (1997:180) argue that there exist certain groups for whom specific patterns emerge regarding their contentment or discontentment with the job they are doing. The following individuals were identified to be motivated as a result of work contentment. First, white collar personnel such as individuals in managerial positions or professional people are more content than blue-collar personnel. Second, older people were seen to be generally more motivated as a result of work contentment than younger people. Third, the more experienced workers in a job were seen to be more content than less experienced workers. Finally, men as opposed to women and majority groups as opposed to minority groups were more content with their jobs. Certain groups of people being more content with their jobs than others, some individuals will consistently be contented or discontented with their jobs. What is important to recognize is that motivation resulting from work contentment “is a relatively stable disposition, a characteristic of individuals that stays with them across situations” (Greenberg & Baron, 1997: 180). Biesheuvel (1984: 35) argues that motivation resulting from work contentment is related to productivity in certain instances and not in others.

Assessing the attitudes of individuals to their jobs is very difficult because firstly, attitudes cannot directly be observed and secondly, one cannot automatically “infer its existence on the basis of people’s behaviour” (Greenberg & Baron, 1997:180). For the most part, the studies have to rely on what people express to determine their attitudes. What is problematic about this is that people are generally not entirely open about their attitudes and if they are, they experience difficulty in expressing what they actually feel. As a result of these challenges, techniques such as “rating scales or questionnaires, critical incidents and interviews” (Greenberg & Baron, 1997:180) have been developed by social scientists. Rating scales and questionnaires such as the Job Descriptive Index (JDI), Minnesota Satisfaction Questionnaire (MSQ) and Pay Satisfaction Questionnaire (PSQ) have been developed to determine workers’ reactions to their jobs.

2.3.6 MOTIVATION IN SOUTH AFRICA

According to Nel et al. (2004: 552) in South African organisations managers to a large extent are successful in motivating their employees. They do this by focusing on the task or job it self. Management and trade unions are mistaken into believing that fair treatment of employees, pleasant working environments, remuneration that is above-average and spectacular fringe benefits will motivate employees. Although these factors are important, they do not necessarily lead to increased productivity by the employee, for the simple reason that these factors do not contribute towards an employee's enjoyment of the job.

Sixty six percent of South African employees are not happy at work or in their particular careers (A brave new world at work, 2002: 12). The following results were recorded:

- There was a lack of delivery on the part of creative employees because of the lack of trust in the workplace;
- The percentage that indicated that they could not express their creativity at work was 60%;
- Those workers that were depressed amounted to 40%;
- Those workers that were living their passion and thereby fulfilling their life's mission amounted to 69%.
- The following information, Table 2.1 below, indicates the percentage of workers and the criteria important for work to be meaningful (A brave new world at work, 2002: 12).

Percentage of Workers	Criteria
54%	Realizing their full potential
43%	Interesting work
38%	Being innovative
36%	Making money

Table 2.1 Meaningful work (A brave new world at work, 2002: 12)

2.4 PRODUCTIVITY

The concept of productivity will be reviewed by analyzing various definitions, theories and models of productivity.

2.4.1 Introduction

The second variable under investigation is productivity but determining the actual productivity at the organisation proved difficult. Productivity at UKZN, Edgewood campus was therefore determined by the measure of perception of the employees on the productivity of the institution, UKZN, Edgewood campus. The study, therefore, had to refer to this variable as perceived productivity. However the literature review will focus on the concept of productivity.

The ability to produce more and better products forces organizations towards stronger competition, compelling them to re-examine factors such as the organization's mission, its strategy, the structures that govern the organization, the markets and other functional strategies (Cronje et al., 2003: 96).

Halse and Humphrey (1986) indicate that there are two factors that impact on productivity, namely, physical factors and psychological factors. The physical factors include the inputs of machinery, money, materials and labour and end with the output of the product or service being rendered. Psychological factors that affect the productivity include employee motivation and employee demotivators.

2.4.2 Definition of productivity

Cronje et al. (2003: 578) reveals that productivity "is a state of mind". Productivity is the spirit of progress, of the need for continuous improvement of what currently exists. It is the employees' need to perform better today

than they did yesterday. It refers to the employees' desire to improve the current situation, irrespective of how good it may already be, by continuously implementing new methods and techniques of production.

Suttermeister (1976: 6) indicates that productivity "depends on technical issues of technical development, raw materials, job layout and methods as well as the human factors such as employee job performance." Job performance refers to the ability of workers multiplied by motivation.

Productivity can be derived as "the ratio between goods and services produced (output) and the resources (input) used to produce them, to indicate the productive efficiency with which labour, capital, material, and other inputs are combined and used to produce goods and services of a specific quality for the satisfaction of customer needs" (Cronje et al., 2003: 574).

Harrison (2000:15) concurs with the view expressed by Terence Mitchell (Job Performance model of Motivation) above that the main factors that affect individual performance include knowledge, skill, motivation and environment.

Organizations should have a more humane approach which will lead to motivated workers as a result of work contentment. Why is motivation, resulting from work contentment so important? Herbert (1976:111) looked at "the fallacy of Pet Milk theory that happy workers are productive workers". Here the concept of motivation, resulting from work contentment, refers specifically to what the employee's perception of his job is: be it positive or negative. Therefore one can not add on variables that are outside of the concept of motivation, resulting from work contentment. If one assumes that motivation and performance are interrelated, then a worker who enjoys his or her job will work harder in comparison to an individual who is not content at work.

According to Albano (2004: 1), there is a positive relationship between motivation and productivity in the sense that as motivation increases there is

an expected corresponding increase in the productivity too. Albano further indicates that the motivation employees receive from being productive will increase their effort and ultimately increase productivity.

An email from Adonis (2007) indicates that “40 percent of companies find it difficult to retain top employees whilst only 20 percent of employees think they'd find it hard to get a new job with a different company”.

Swanepoel (2003: 241) argues that one should consider analysing the productivity and how it will change in the future. Projected employee turnover, absenteeism and retrenchment have an impact on employee productivity and the organisation's future workforce needs. An analysis of these issues will be helpful in addressing future needs. According to Sibson (in Swanepoel, 2003: 241) a one-off productivity improvement approach is not the solution but rather long-term productivity plans for the organisation should be made. One statistical method that can be helpful would be “productivity ratios” whereby “historical data are used to examine past levels of productivity index (P)” (Swanepoel, 2003: 241).

2.4.3 Theories and models of productivity

The concepts of productivity and productivity improvements are often misinterpreted in business management. According to Cronje et al. (2003: 574), improvements in productivity can be achieved in the following basic ways.

- Firstly, increased production of goods and services is achieved using fewer resources;
- Secondly, increased production of goods and services is achieved using the same resources;
- Thirdly, the same production of goods and services is produced with fewer resources;
- Fourthly, a smaller quantity of goods and services is produced by using even fewer resources;

- Finally, a larger production of goods and services is produced with more resources, but “the marginal increase in output is larger than the marginal increase in inputs.

Stevenson (1999: 41) notes the following factors that affect the productivity: methods used, capital employed, quality produced and technology used in the organisation. Cronje et al. (2003: 575) deduce from the concept of productivity that, if an organization wants to improve quality, then an improvement in productivity is required, even if a particular out/input ratio does not change. For individual businesses, the objective of productivity improvement is the maximization of workers' efforts.

According to Herbert (1976: 454), supervisors can apply the concepts of learning theory to assist workers to become more productive. This can be achieved in the following way:

- “The manager must know specifically what the end objective of each subordinates task is and exactly what constitutes average, unacceptable, and superior performance in quantitative, verifiable terms”.
- Interaction with workers, and behaviour that can be construed as positive in terms of productivity should be “rewarded in a positive fashion”.
- By contrast, behaviour that does not contribute to the worker being productive should be treated by “withholding of reinforcement or by immediate feedback that the behaviour is counter productive” and this should be accompanied by alternative suggestions that will replace the ineffective behaviour.
- When acceptable behaviour is positively reinforced, this will assist subordinates into effectively learning and eventually mastering the different phases of his job.
- Herbert (1976: 455) suggests the following control devices that managers can use to ascertain how well subordinates and productive operations are performing:

- statistical quality control;
- performance evaluation checklists;
- production quotes; and
- Customer surveys.

Lawlor (1987: 24) identified eight factors that have the most significant impact on the productivity. These include:

- The economic environment which includes factors such as interest rate fluctuations and inflation.
- The markets focusing on growth and stagnation.
- The changes in social, economic and technology that needs to be recognised and managed.
- The organisation's climate and structure needs to allow employees to adjust to the external rates of change and meet the new standards of the productivity.
- The people/ employee's attitudes, values and beliefs need to be respected if there is to be a commitment to change combined with the achievement of new standards of performance.
- The rewards, financial and psychological, that need to accompany improvements in performance.
- The information system, which needs to be good, available, relevant, simple and credible and have an impact on employees' productivity within the organisation.
- The technology must consider design, methods, systems and techniques together with the previous seven factors listed above to be worthy.

It must be noted that factors such as the economic environment, markets and change are regarded as uncontrollable variables. Factors such as organisation, people, rewards, information and technology are within the control of the organisation (Lawlor, 1987: 21).

Kreitner, Kinicki and Buelens (2002: 234) argue that “productivity and total quality experts tell us we need to work smarter, not harder”. Although one cannot discount that a sound education and appropriate training skills are necessary, the need for instructive and supportive feedback as well as the accompanying results, if the knowledge is translated into improved productivity, is equally important. The following model illustrates the cycle of learning and development in which feedback promotes ability, increases effort and achieves results.

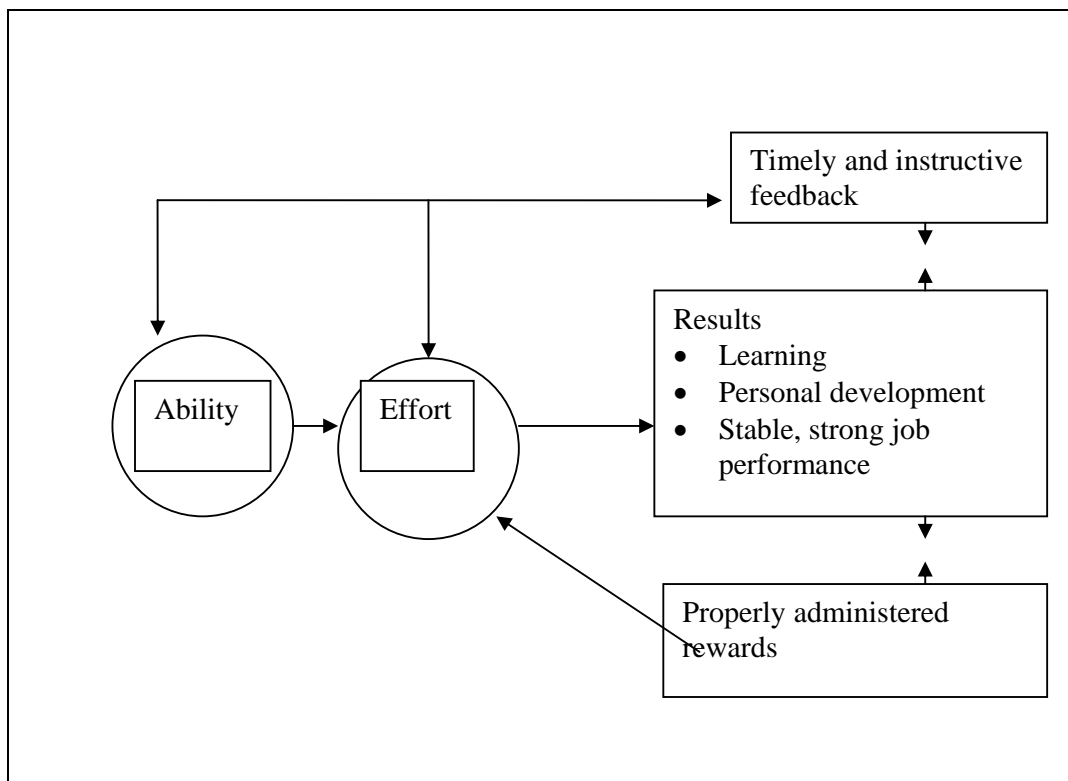


Figure 2.2 Feedback and Rewards are important links in the Job Performance Cycle. (Kreitner and Kinicki and Beulens, 2002: 234)

The diagram above illustrates a cycle of learning and development in which feedback encourages ability and effort, and acknowledges the results that follow. Rewards motivate and compensate those employees for producing the desired results. If feedback is properly administered and coupled with rewards, it can teach and motivate people to move in the direction of positive change.

Hersey and Blanchard (1982: 168) identified the following factors that affect job performance and the employee's productivity:

- Individual factors such as age, sex, physical characteristics, education, experience, intelligence and aptitude, motivation and interest personality characteristics.
- Organisational and social factors such as the character of the organisation, the type of training and supervision and the different types of incentives, social and environment.
- Situational, physical and job factors include the method of work, design and conditions of work, the arrangement of the working space and the physical environment.

According to Lynch (1974: 231) the concept of productive services encompasses the two main specialist functions. The first specialist function refers to work study and the second to organization and methods. Work study is a general term describing method study and work measurement, which are techniques used in the examination of factors affecting efficiency of work in order to effect improvement (Lynch, 1974 :231). The method study basically is interested in the recording and description of the type of work a worker is involved in, or should be involved in. In addition, method study looks at ways in which there can be improvements in methods adopted while working. Work measurement, as the term implies, looks at the time involved in completing an allocated job by a qualified worker, given a defined level of performance. Therefore once a method is adopted, this then gets translated by the worker using actions and motions, which are timed, thereby allowing estimates of the work load or performance to be made.

When focusing on the concept of productivity, of inputs in relation to outputs within this study one of the components that forms part of the productivity is the employee's research output at the organisation. The next section provides a table and explanation of the productivity of the organisation for the year 2004/2005/2006.

2.4.4 Shortcomings of productivity

Herbert (1976: 455) suggests the following control devices that managers can use to ascertain how well their subordinates and productive operations are performing: statistical quality control, performance evaluation checklists, production quotes, customer surveys, and so on. However all such control devices achieved are minimum results showing that the formal goods expectations have not been met. The manager is left to determine what happened and who is responsible. Herbert (1976:455) suggests that, in using extrinsic rewards and control procedures, the rational manager places his faith in the assumption that the rational employee will conduct himself in an acceptable fashion when his performance is monitored by his supervisor and that highlighting and punishing unsatisfactory performance will yield acceptable levels of performance. This fails in two regards.

- Firstly, the above assumption implies that subordinates will be able to determine what is considered to be acceptable behaviour and therefore aspire towards this acceptable behaviour.
- Secondly, it fails by not acknowledging that subordinates need to understand which skills are appropriate to their work and, as such, learn these skills.

For any organization to function, it is important to have a predictable and stable workforce working towards achieving the formal goals set by the organization. Herbert (1976: 455) therefore questioned "whether fringe benefits such as sick pay and extensive holidays do not reward the worker for staying away from work".

Suttermeister (1976: 12) argues that the relationship between need satisfaction, morale, employees' job performance, and productivity is "much too complex "for us to assume that satisfaction of individual needs will automatically lead to better job performance and increased productivity.

According to Thomas and Baron (1994: 8), factorial productivity measures linked to input variables such as labour and capital are misleading and are not adequate. This view is particularly relevant when referring to white collar or knowledge workers, who are increasing in numbers and whose work is not simple and repetitive and easy to analyse using the traditional work study techniques.

Lawlor (1987: 5) indicates that calculating the right output and input information required is problematic to obtain a reliable productivity measurement. Further it is suggested that measuring output on its own can be misleading as output may be increased without the productivity affecting this particular outcome.

According to Herbert (1976: 307), one confusing aspect of the relationship between the informal organization and productivity occurs in the “process of creating social and emotional satisfactions. When a highly cohesive informal group coincides with the work unit, task performance may be either increased or decreased”.

Cronje et al. (2003:574) reflect on the fact that productivity and productivity improvements are often misinterpreted. Productivity can be defined as “the ratio between goods and services produced (output) and the resources (input) used to produce them, to indicate the productive efficiency with which labour, capital, material and other inputs are combined and used to produce goods and services of a specific quality for the satisfaction of customer needs”. On the other hand, productivity improvement from “one period to the next is represented by an increase in the output/input ratio in the second period compared to the first” (Cronje et al., 2003: 574).

2.4.6 Conclusion on productivity

Cronje et al. (2003: 575) ask the question as to why so much emphasis is currently placed on higher productivity and therefore productivity improvement in South Africa. This now leads to one asking whether higher productivity will

mean higher profits for large organisations only, without any benefits for the rest of the community. Further, Cronje et al. (2003: 575) wonder if South Africa's productivity does fare as poorly as claimed in comparison to other countries. If the answer is yes, then one needs to ascertain what can be done, with particular reference to management, to increase the productivity.

Dladla (2007: 1) indicates that globally, productivity has a strong link to economic performance. "South Africa faces major challenges, and whilst we celebrate our achievements as a nation, we are fully aware of the challenges in turning around our second economy, to create employment opportunities, stimulate economic growth and alleviate poverty".

The Productivity Movement's intention is to achieve higher productivity and is reliant on several factors such as:

- A competitive workplace environment that has space for mobility and thereby expansion of employment;
- Developing skills to ensure quality output;
- Optimising on the abundant resources available in South Africa;
- Fair distribution of the benefits of productivity (Dladla, 2007: 1).

The National Productivity Institute's (NPI) annual report (Annual Report 2006/2007, 2007: 9-10) indicates that the ten finalist companies for the 2006 National Productivity Awards were as follows:

- De Beers Venetia Mine (Pty) Ltd) was the gold winner;
- Levi Strauss;
- Arvin Meritor (Pty) Ltd;
- Cadbury South Africa;
- Richards Bay Coal Terminal;
- National Razor Blades;
- Autocast Port Elizabeth.

According to Greenburg & Baron (1997: 187), "many people believe that "happy workers are productive workers". The question that needs to be

addressed is whether this is really true and if there is a direct correlation between motivation and task performance or productivity? On the whole, research has indicated that the correlation is positive, but not particularly strong. After reviewing hundreds of studies on this topic, researchers found that the mean correlation between motivation and performance is “considerably smaller, only 0.17” (Greenberg & Baron, 1997: 187).

Biesheuvel (1984: 235) indicates that motivation resulting from work contentment and productivity are related when individual productivity is seen as a way of meeting certain goals that are valued as priority and therefore satisfying. In other circumstance, a negative relationship exists between productivity and motivation resulting from work contentment (job satisfaction), which supports the view of the expectancy, or valency, theory. Employees can find and create motivation resulting from work contentment by: knowing why they were employed, knowing how they fit in the work environment, learning to communicate in their work place, making a list of their achievements, reviewing their work and changing their jobs or professions.

Some of the reasons put forward for this limited relationship between motivation resulting from work contentment and performance are as follows. Firstly, many work situations do not allow for major movements for the following reasons: in some instances employees must maintain at least some minimum level of performance to hold on to their jobs; a worker’s performance is linked to the speed of other employees; a worker’s performance is linked to the speed of the machinery that they operate.

Secondly, rewards are the third factor linked to the correlation between motivation resulting from work contentment and performance.

The question of whether attitudes and overt behaviour are linked was studied, and ultimately, evidence has shown that there is a direct correlation between attitudes and overt behaviour. This does not imply that attitudes always translate into overt behaviour directly or immediately. As a result of this

assumption, it is reasonable to expect motivation resulting from work contentment to feature prominently in several job-related activities.

Many investigations have revealed that motivation resulting from work contentment has an effect on whether a worker would report to work or not. According to Baron (1983: 217), there was a “moderate inverse relationship” between motivation resulting from work contentment and absences. With regard to employee turnover, the less motivation resulting from work contentment an employee receives from his or her job, the greater is the possibility of the worker either resigning or finding another job elsewhere. It has often been assumed that when workers are happy, such workers will be productive.

2.5 CONCLUSION

At face value, this assertion appears to be conclusive if one considers the following question by Baron (1983: 218): won't persons, who are pleased with their jobs, put in more effort than those who are not motivated by work contentment?

What is important is the employee's perception of the link between his or her performance and those outcomes. This, in turn, may have the following results. Firstly, it may lead to the worker's putting in extra effort, and thus, good performance. Secondly, it may lead to the worker's experiencing high levels of work contentment. Thus, high productivity and high motivation, resulting from work contentment may result from the same condition. “These two factors, themselves, however, may not be directly linked. For these and other reasons, motivation resulting from work contentment may not be directly related to performance in many contexts (Greenberg & Baron, 1997:180).

Baron (1983: 218) indicates, however, that the link between motivation and productivity has yielded negative results. In other words, productivity does not increase with increased motivation and does not decrease when the worker is less motivated. This finding may appear to be strange but the following

reasons put forward by Baron (1983: 218) will support this finding. Firstly, in many work situations, change in performance or productivity is difficult as the job structure ensures work at a minimum level only. In other words, even if the worker had to work at a faster rate, the production will continue to move at the same pace. In addition the sharing of work resources hinders the progress of the workers because he or she has to wait for the specified materials. Therefore, even if there are extremely high levels of motivation, this will do little to raise productivity and the correlation between motivation and productivity is weakened.

Secondly, it may actually be the case that there is no direct link between motivation and productivity. Rather the relationship between the two is linked to a third variable, namely the receipt of rewards in various forms. According to Baron (1983: 218), the situation may be as follows: previous performance could have lead to the receipt of extrinsic rewards such as pay or promotions or to intrinsic rewards, like, feelings of accomplishment. What is important is the employee's perception of the reward. If the employee regards the reward to be just or fair, then he or she will perceive a correlation between performance and rewards. This in turn, may result in the worker working harder. At the same time, if the worker believes that the rewards are being provided in a way that is in keeping with the performance, this may result in high levels of job contentment. Baron (1983:218) points out that as a result of these two reasons, there is no direct link between motivation, and, productivity.

The review began by providing a definition of the concept 'merger' in addition to the detailed discussion provided in chapter one on the role of mergers in higher education. When reviewing the literature that existed on the variable motivation, the chapter focused on the definitions of motivation, the complexities of the concept of motivation and then provided specific details around motivation resulting from contentment in the workplace and motivation resulting from rewards for good performance. Therefore the study drew on several major issues, namely: how motivation was measured; the theories of motivation and specifically how motivation resulting from contentment in the

workplace works; major factors that are responsible for people experiencing contentment or not experiencing contentment with their jobs and the principle effect of motivation on productivity.

To conclude the literature, the variable productivity was reviewed by focusing the definitions, theories, and shortcomings. As a point in case, Herbert (1976:455) examines some criteria that can affect productivity. He argues that issues such as motivation, span of control, cohesiveness of the organisation and positive reinforcements that apply to behaviour are instruments that managers need to consider to improve productivity in the work place.

Kreitner, Kinicki and Buelens (2002: 197) indicate that one of the biggest controversies within organizational research regards the relationship between motivation and productivity. Some researchers such as Herzberg (Kreitner, Kinicki and Buelens, 2002:197) argue that motivation creates higher productivity while others contend rather that if the productivity of the employee is high then this would lead to job contentment. The discovery from 74 studies revealed that there was a small relationship between motivation and performance or productivity of employees in an organization. However, researchers refer to two reasons as to why this result is misleading and understates the true correlation between motivation and productivity. Firstly, motivation is not expected, in theory, to have a very strong influence on the way employees behave. The second reason focuses on the accuracy of measuring the productivity of employees.

Having reviewed the literature on motivation and productivity and thereby highlighting the need for this study, the next chapter focuses on the methodology adopted to conduct the empirical component of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

“Your research philosophy depends on the way that you think about the development of knowledge” (Saunders, Lewis & Thornhill, 2003: 83).

3.1 INTRODUCTION

Walliman (in Saunders, Lewis and Thornhill, 2003: 2) emphasised that the term “research” is used very loosely and that the research is used wrongly in the following ways:

- When facts and information are collected without having a clear purpose;
- When facts and information are reassembled or reordered without attaching any interpretation to them;
- When the term research is used to obtain respect for your product or idea.

Chapter two provided a conceptual context for the research particularly with regard to the concepts, assumptions, expectations, beliefs and theories that support and inform this particular research. This was a key part of the design of the research. This chapter will focus on the methodology of this particular research. When undertaking research either a qualitative or a quantitative research methodology can be adopted. The quantitative research methodology was chosen for this particular research, with the survey method being the central tool used. The following distinction was put forward by Cooper and Schindler (2006: 216):

- “Quantitative research attempts precise measurement of something”.
- Qualitative research is based on “researcher immersion in the phenomenon to be studied, gathering data which provide a detailed description of events, situations and interaction between people and things, [thus] providing depth and detail”.

3.2 RESEARCH HYPOTHESES AND OBJECTIVES

Overall the aim of the study was to investigate whether motivation affects the perceived productivity of UKZN, Edgewood campus, using the merger as a background. In trying to achieve this aim, three hypotheses were identified each with their own objectives.

3.2.1 First Hypothesis

There exists a relationship between motivation and perceived productivity.

The data to test hypothesis one is contained in the responses to the instrument used, namely, the questionnaire (See Appendix 1). The intention of the testing was to obtain results that would reveal the following:

- To investigate whether motivation, resulting from contentment in the workplace, and perceived productivity are correlated pre- and post – merger, as measured post-merger;
- To investigate whether motivation, resulting from rewards for good performance, and perceived productivity are correlated pre- and post – merger, as measured post-merger.

3.2.2 Second Hypothesis

Motivation remains constant through a merger.

The data to test hypothesis two is contained in the responses to the instrument used, namely, the questionnaire (see Appendix 1). The intention of the testing was to obtain results that would reveal the following:

- To investigate the changes (if any) in motivation, resulting from contentment in the workplace, pre- to post – merger, as measured post-merger;
- To investigate the changes (if any) in motivation, resulting from rewards for good performance, pre- to post- merger, as measured

post-merger;

- To investigate the changes (if any) in motivators, pre– to post– merger, as measured post-merger;
- To examine the effect of employee characteristics (in terms of gender, race, amongst others) on motivation resulting from contentment in the workplace, pre– and post– merger, as measured post-merger;
- To examine the effect of employee characteristics (in terms of gender, race, amongst others) on motivation resulting from rewards for good performance, pre– and post- merger, as measured post-merger;
- To examine the effect of employee characteristics (in terms of gender, race, amongst others) on motivators, pre – and post – merger, as measured post-merger.

3.2.3 Third Hypothesis

Perceived productivity remains constant through a merger.

The data to test hypothesis three is contained in the responses to the instrument used, namely, the questionnaire (see Appendix 1). The intention of the testing was to obtain results that would reveal the following:

- To investigate the changes (if any) in perceived productivity pre– to post– merger, as measured post-merger;
- To examine the effect of employee characteristics (in terms of gender, race, amongst others) on perceived productivity pre– and post– merger, as measured post-merger.

The data that was used to test hypothesis 1, 2 and 3 was located and treated in the following manner. Only those respondents that formed part of the selected sample and who had completed the questionnaire were included in the study. All completed questionnaires were checked to ensure that all the questions were answered by the respondents.

3.3 SELECTION CRITERIA

The site selected for conducting the study was the Edgewood campus. This site is one of the five campuses of UKZN. Edgewood campus had a long history of being a college and then it was part of a merger process where it became incorporated as part of the University of Natal in 2001. The University of Natal was thereafter incorporated as part of the University of KwaZulu-Natal. Colleges have unfortunately been stigmatized as being inefficient and of having low levels of quality, according to Hofmeyr and Hall (in Jansen, 2002:3). What is interesting to note is that, even after removing the shackles of being labelled a “college” and having an elevated status of “campus”, it still had a strike in January 2006 and it is still dogged by issues such as corporatisation and of being “exclusive rather than being inclusive in its management approach” (UKZNdaba, 2006:3). This research was interested to discover if the issues stated above were part of motivation and if so, how do they affect the perceived productivity at the higher education institution of UKZN.

In addition to the above, the Edgewood Campus served as an ideal setting to conduct the research as the researcher was based on this particular site, thereby saving costs for the researcher. The target population comprised 169 academics and support staff currently employed that were and are part of the merged institution. According to Cavana, Delahave & Sekaran (2001:278) this number would require a minimum of 118 questionnaires to be administered. To reiterate the limitations of the sample size, it must be indicated that although Sekaran (2003) argues for a sample size of 118 to fit the target population, this could not be achieved, despite follow up distribution of additional questionnaires and attempts to receive acknowledgements from the non-respondents.

3.4 RESEARCH DESIGN

Research design “constitutes the blueprint for the collection, measurement, and analysis of data” (Cooper & Schindler, 2006: 192). There were no known

standard measures immediately available to address the problem and hypotheses and therefore the researcher had to draw on the questionnaire that was adapted from the research done by Laudenberg (2005).

3.5 POPULATION AND SAMPLE

The sample was limited to UKZN Edgewood campus since the researcher received more cooperation as a result of being currently employed on the campus. If the questionnaire was to be administered on all campuses at UKZN, it would have been done electronically and the concern would have been the lack of involvement and the response levels. This study was interested in determining a holistic picture of the effect of motivation on productivity before and after the merger and, as such, Edgewood, as a site, was and is part of the merger. The study was further limited to staff that were employed before and after the merger and therefore only staff employed from before 2003 were eligible to answer the questionnaire.

Saunders et al. (2003: 150) point out that cost of the survey may make it practically impossible to survey the whole population. Diamantopoulos and Schlegelmilch (1997:17) argue for “a minimum sample size to produce meaningful results”. The current study did limit the sample size to include only academics and academic support staff based at UKZN Edgewood campus that were employed prior to the merger and are currently employed. As indicated, in the selection criteria, a sample size of 118 (Sekaran, 2003) would have been adequate, but was not achieved – only 40 questionnaires were received back., One reason for the low response could be the timing of questionnaire distribution, as it was during the university vacation. A response rate of 33.9% of distributed questionnaires (118), or 23.7% of the population (169), was achieved and according to Bryman and Bell (2007) can be acceptable. Allen (1982) illustrates how increasing the sample from 40 to 100 has relatively little effect on variance. At this junction it is important to point out that although a much larger sample would have been ideal, this was not possible as a result of the constraints due to time, namely the need to complete the dissertation within a specified deadline. Due to these limitations,

care has been taken with drawing conclusions from the research and the study should be viewed as an exploratory or preliminary study, and for this reason further research is suggested in the recommendations in chapter five.

3.6 THE DATA COLLECTION METHODS

Marshall and Rossman (in Best and Kahn, 2006: 269) list questionnaires and surveys among the nine categories of secondary data collection techniques. This study used the questionnaires and survey technique to gather quantitative data together with the literature review to address the problem statement, objectives and hypotheses. The procedure for the data collection method was as follows:

- The questionnaire was initially piloted at Edgewood Campus UKZN using 10 staff members. A number of changes were made as a result of the pilot study.
- Questionnaires were either placed in the respondent's internal mail box/pigeon hole, if the respondent could not be reached personally, or else questionnaires were hand delivered to individuals.
- Once completed, questionnaires were placed in the researcher's internal box, which is located in the corridor of the researcher's office.
- Emails were sent to remind respondents to complete and return the completed questionnaires.

3.6.1 The questionnaire design

Saunders, Lewis and Thornhill (2003: 282) argue that questionnaires can be used for descriptive or explanatory research, such as the attitude and opinion questionnaire used for the research. An existing instrument (Laudenberg, 2005) was adapted together with the literature review to address the hypotheses set out for this study (see Appendix 1 for a copy of questionnaire).

The answers on the questionnaire were based on staff perceptions. The questionnaire consists of two parts. Questions in Section A refer to the demographics and consist mostly of categorical variables measured using both the nominal and ordinal measurement scales. Questions in Section B refer to views relating to pre and post the merger of the institution. Each item uses a five point Likert measurement scale.

3.6.1.1 Reliability and validity

According to Creswell (1994: 121) if the existing instrument is used then the established validity and reliability of items and scales on the instrument has to be described. According to the Academic Technology Services at the University of California, Los Angeles (UCLA Academic Technology Services, 2002), the Cronbach's alpha measures how well a set of items (or variables) measures a single one-dimensional latent construct. When data have a multidimensional structure, Cronbach's alpha will usually be low. Technically speaking, Cronbach's alpha is not a statistical test - it is a coefficient of reliability (or consistency).

Reliability refers to the reproducibility of a measurement. Reliability is quantified simply by taking several measurements on the same subjects. Poor reliability degrades the precision of a single measurement and reduces the ability to track changes in measurements in experimental studies. Validity refers to the agreement between the value of a measurement and its true value. Validity is quantified by comparing one's measurements with values that are as close to the true values as possible. Poor validity also degrades the precision of a single measurement, and it reduces the ability to characterize relationships between variables in descriptive studies (Melville and Goddard, 1996: 39).

3.6.1.2 The structure of the questionnaire

The instrument adopted for this study was the questionnaire, comprising two sections and 47 questions. A detailed discussion of the instrument and in particular the “classification questions” and the target questions follow. Classification questions “usually cover the sociological – demographic variables that allow participants’ answers to be grouped so that patterns are revealed and can be studied”. Target questions “address the investigative questions of a specific study” (Cooper and Schindler, 2006: 398). The intention of the demographic questions was to obtain data in the initial stages of the survey and to focus the respondent’s attention (McMillan & Schumacher, 2001: 449). The demographic variables were measured using both a nominal (one variable, closed ended question) and ordinal scale (respondent places items in a scale of rank order according to some criterion) (Vos et al., 2002: 186).

(a) Covering Letter/ Introduction

The questionnaire was accompanied by a covering letter/ introduction (see Appendix 1) which explained “the purpose of the survey” (Saunders, Lewis & Thornhill, 2003: 305), which in this case was to establish the relationship between motivation and perceived productivity by testing respondents’ attitudes and perceptions both pre and post the merger of UKZN, Edgewood campus. Further, the covering letter recognized and indicated the following:

- the heavy workload of the respondents;
- what the researcher wanted the respondents to do with their completed questionnaires;
- issues regarding confidentiality;
- the nature of the participation: namely, being voluntary and the having option of withdrawal;
- provided a contact name, telephone number and email details for any queries;

- explanation as to why the researcher wanted the respondents to complete the survey; and
- expressed gratitude to the respondents for their participation.

(b) Instructions

The questionnaire contained instructions regarding the rating of responses to questions. Particular emphasis was placed on noting that the questionnaire required a response by participants of their perception/ opinion relating to both pre merger and post merger stages of UKZN, Edgewood campus.

(c) Section A: Classification questions

Section A, namely the biographical questions, related specifically to:

- designation: academic or support staff;
- income;
- age;
- race;
- gender;
- length of service at UKZN;
- approximate number of managers while employed at UKZN.

d) Section B: Target questions

Section B contains the main focus of the measuring instrument and attempts to quantify respondents' attitudes/perceptions and opinions to issues before the merger of UKZN and after the merger of UKZN. The questions were grouped according to the four variables identified for the study and represented in Table 3.1 below.

Questions	Variables
Q1 – 9,14,15	Motivation relating to contentment in the workplace
Q19, 24, 26 -28	Motivation relating to the rewards received for good performance: Psychological rewards
Q18, 20 – 23, 25	Motivation as a result of rewards received for good performance: Job related rewards
Q29 – 39	Motivators
Q10 – 13, 16, 17	Perceived productivity

Table 3.1 Question groupings in relation to the variables motivation and perceived productivity

3.7 PROBLEM STATEMENT

UKZN had undergone a merger process and was plagued with issues, such as being seen as a corporate, and concerns, in terms of changing the overall ethos of the organisation. A further challenge relates to the governance which has been quoted as being “exclusive rather than inclusive” (UKZNdaba, 2006:3). Using the challenges facing the higher education institution as a base, this study attempts to establish if there is a link between motivation and reduced levels of perceived productivity, taking into account inefficiency and low quality previously experienced at colleges. Therefore, the issues outlined above prompted the investigation of the effect of motivation on perceived productivity within the context of the pre and post merger of UKZN, Edgewood campus. This study will create a foundation for academic debate at UKZN, Edgewood campus and the recommendations will hopefully form part of the tools to be incorporated when formulating the university’s (Edgewood campus) future human resource strategy and policies.

3.8 DATA ANALYSIS

Various graphical methods were used to present the data. These included bar charts, pie graphs and cylinder graphs. These were done in two-and three-dimensions. The analysis was performed using the following statistical

software package: SPSS (version 15). Both descriptive and inferential statistical analyses are covered in this research, in order to test the hypotheses outlined above. Saunders et al. (2003:361) maintain that descriptive statistics describe the organising and summarising of quantitative data. Univariate and bivariate analysis is most appropriate for descriptive statistics. Univariate analysis is concerned with measures of central tendency and measures of dispersion. The most appropriate measure of central tendency for interval data is the mean and the most appropriate measure of dispersion for interval data is the standard deviation. Bivariate analysis concerns the measurement of two variables at a time. Hence, linear correlations are therefore used to determine the relationship between the role player perceptions. Linear correlation is an associated degree of measure between two interval variables. The level and the direction of any relationship between the perception and expectation variables are therefore described by the correlation coefficient calculated by correlating the two means of the variables.

Primary data was collated and analysed and comments and concluding discussions are, thereafter, based on the results obtained.

The traditional approach to reporting a result requires a statement of statistical significance. A p-value is generated from a test statistic. For this study, a significant result is indicated if " $p < 0.05$ ".

3.9 METHODOLOGIES INCORPORATED IN THE STUDY

Inferential statistical analysis is concerned with the testing of hypotheses. A number of different statistical tests were employed in this study.

3.9.1 The t-test

The t-test is an appropriate parametric test for interval measurement. In this study it is used to test for significant differences between the means of each of the two variables, motivation and perceived productivity, to ascertain

whether average employee motivation and perceived productivity levels before the merger are the same as those after the merger.

3.9.2 Analysis of Variance (ANOVA)

This test makes the assumption that at least one of the variables being studied has an interval or ratio level of measurement. Another assumption is that the sampling distribution of the relevant parameters of those variables is normal. ANOVA is used to test for differences among two or more variables by comparing means. In this study it was used, for example, to test for different motivation levels across the various income brackets.

3.9.3 Cronbach's alpha

According to the Academic Technology Services at the University of California, Los Angeles (UCLA Academic Technology Services: 2002), the Cronbach's alpha measures how well a set of items (or variables) measures a single one-dimensional latent construct. When data have a multidimensional structure, Cronbach's alpha will usually be low. Technically speaking, Cronbach's alpha is not a statistical test - it is a coefficient of reliability (or consistency).

Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Below, for conceptual purposes, we show the formula for the standardized Cronbach's alpha:

$$\alpha = \frac{N \cdot \bar{r}}{1 + (N - 1) \cdot \bar{r}}$$

Here N is equal to the number of items and r-bar is the average inter-item correlation among the items.

One can see from this formula that if you increase the number of items, you increase Cronbach's alpha. Additionally, if the average inter-item correlation

is low, alpha will be low. As the average inter-item correlation increases, Cronbach's alpha increases as well.

This makes sense intuitively - if the inter-item correlations are high, there is evidence that the items are measuring the same underlying construct. This is really what is meant when someone says they have "high" or "good" reliability. They are referring to how well their items measure a single one-dimensional latent construct.

Cronbach's alpha was used in this study to test whether the different groupings of variables resulted in reliable construct scores. Results for each of these will be discussed in Chapter 4.

3.9.4 Correlation and regression testing

Correlation is a measure of association between two variables. The variables are not designated as dependent or independent. The two most popular correlation coefficients are: Spearman's correlation coefficient, rho and Pearson's product-moment correlation coefficient. For interval or ratio-type data, Pearson's correlation is used.

The value of a correlation coefficient can vary from minus one to plus one. A value of minus one indicates a perfect negative correlation, while a value of plus one indicates a perfect positive correlation. A correlation of zero means there is no relationship between the two variables. When there is a negative correlation between two variables, it can be interpreted as follows: as the value of one variable increases, the value of the other variable decreases, and vice versa. In other words, for a negative correlation, the variables work opposite each other. When there is a positive correlation between two variables, the interpretation is: as the value of one variable increases, the value of the other variable also increases. The variables move together.

The standard error of a correlation coefficient is used to determine the confidence intervals around a true correlation of zero. If the correlation coefficient falls outside of this range, then it is significantly different than zero.

The standard error can be calculated for interval or ratio-type data (i.e. only for Pearson's product-moment correlation).

The significance (probability) of the correlation coefficient is determined from the t-statistic. The probability of the t-statistic indicates whether the observed correlation coefficient occurred by chance if the true correlation is zero. In other words, it asks whether the correlation is significantly different than zero (Levine, Ramsay & Smidt, 2001)

In this study, Pearson's correlation coefficient was calculated to measure the degree of correlation between the various aspects of motivation and perceived productivity.

3.10 CONCLUSION

Chapter 3 has provided a discussion of the primary and secondary data used in the research. The chapter presented the design and sample used in the research and provided a detailed explanation of the instrument used. The chapter provided an explanation of the analysis methodologies adopted in the study, such as Pearson's product-moment correlation coefficient and the Cronbach's Alpha. Chapter 4 will discuss the results of the empirical research, together with graphical illustrations.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

In chapters one and two, the importance of, and the literature surrounding, the issues of motivation and perceived productivity were discussed. Chapter three focused on the methodology, with specific reference to the quantitative research methodology adopted for this particular research. The results from the survey are discussed in this chapter and graphical techniques are used to promote rapid understanding of the information.

The following results emanated from the questionnaires (See appendix 1) that were completed by the respondents and analyzed using the SPSS (version 15) statistical software package. Kreitner, Kiniki and Buelens (2002:177) made reference to individual inputs, motivated behaviours, motivational processes and job context which all form part of the job performance model of motivation (Figure 1 in chapter 2), This aforementioned model relates to the relationship between motivation and perceived productivity and the suggestion that motivation and perceived productivity remain constant through a merger. This chapter will therefore look at each of the three hypotheses, as indicated in chapter 3.

In chapter 2, motivation was introduced as a multifaceted concept (Greenberg et al., 1997:143). This study will look at just a few of the areas of this concept that is termed motivation. Among the motivating factors identified by Lindner (1998: 3) are good wages, being appreciated for their work and a conducive working environment. In this study, these factors are examined under the collective term 'Motivation resulting from contentment in the workplace'.

Rewards for improvements in performance are, according to Lawlor (1987:24), likely to impact positively on the productivity of an employee. This type of motivation will, in turn, impact positively on the productivity of the

organization for which he/she works. These rewards can either be psychological rewards or rewards that relate to one's employment. These two aspects of rewards will be dealt with under the collective term 'Motivation resulting from rewards'.

A third aspect of motivation that forms part of this study is that of motivators. The degree of importance of different motivators may differ from person to person. A number of motivators are examined in this study to ascertain whether or not factors that motivate employees are altered by a merger process.

All aspects of motivation affect the productivity of the individual and, collectively, the productivity of an organization will be affected. This study examines the perceived productivity of the organization and an attempt is made to establish whether there is a relationship between employees' motivation and the perceived productivity of the organization, UKZN, Edgewood campus.

For each aspect of motivation and for productivity, analysis will be performed in order to ascertain whether motivation differs across characteristics of employees, including age and race group, to name a few. T-tests and Analysis of variance (ANOVA), where appropriate, are used to test the hypothesis

H₀: the average motivation score is the same for all categories of a characteristic.

Further analysis will be carried out to explore changes, if any, in motivation and productivity as a result of the merger. A paired t-test is used and the hypothesis tested is:

H₀: the average score before the merger equals the average score after the merger.

Analysis is also performed on each question individually to ascertain whether the change, if any, as a result of the merger, is significant. Again a paired t-test is applied to test the hypothesis:

H₀: the average score before the merger equals the average score after the merger.

Finally, Pearson's correlation coefficient is used to see whether the different aspects of motivation, examined in this study, are significantly correlated with perceived productivity. The hypothesis tested is:

H₀: The variables under study are not correlated.

4.2 DESCRIPTIVE STATISTICS: CLASSIFICATION QUESTIONS

This section deals with the classification questions that cover the "sociological-demographical variables" (Cooper and Schindler, 2006: 398) such as designation and monthly income of the survey respondent, which will provide insight into the individual input and the job context of the job performance model of motivation as projected in chapter 2 (Kreitner, Kinicki and Buelens, 2002;177). The results reported in this study are based only on those questionnaires that were fully completed by the sample respondents.

4.2.1 Designation

Task design forms part of the job context and Figure 4.1 indicates the composition of staff at the higher education institution, i.e. academic or support staff.

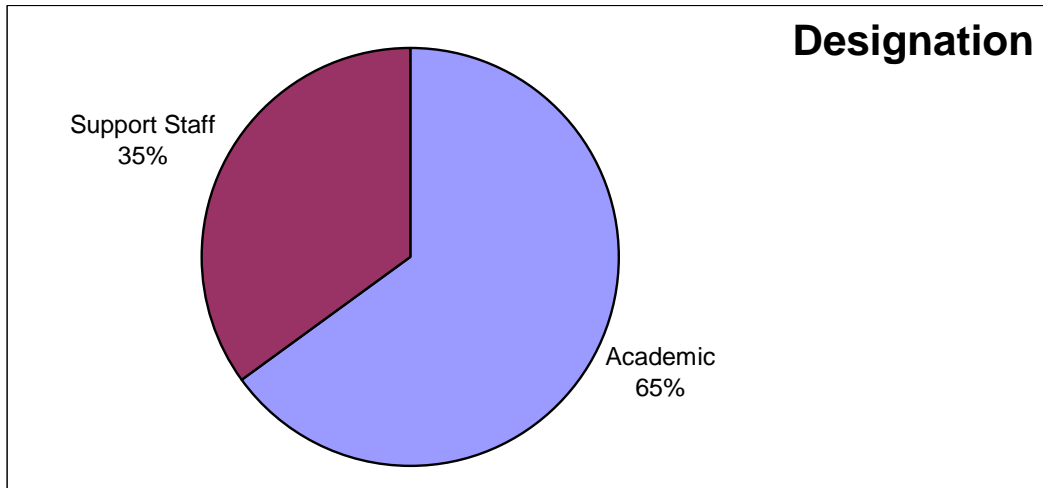


Figure: 4. 1 Designation of staff

Figure 4.1 reveals that academic staff form nearly two thirds of the sample and support staff constitute the remaining one third. This sample of both academic and support staff have provided their perceptions of the factors that determine how productive the worker is in his or her work place (Greenberg and Baron, 1997:143). The employees come with their own abilities, job knowledge, dispositions and traits, emotions, moods and affect and beliefs and values (Greenberg and Baron, 1997:143) and desires and capabilities (Linder, 1983: 3). The results from the employees who formed part of the sample as indicated in figure 4.1 are based solely on their perception of motivation related to being content in their workplace and on their perception of rewards received from the organisation for good performance.

4.2.2 Monthly Income

Robbins (1998:174) stressed that workers focus on parity between the job input and job output. Figure 4.2 shows the monthly income of the sample.

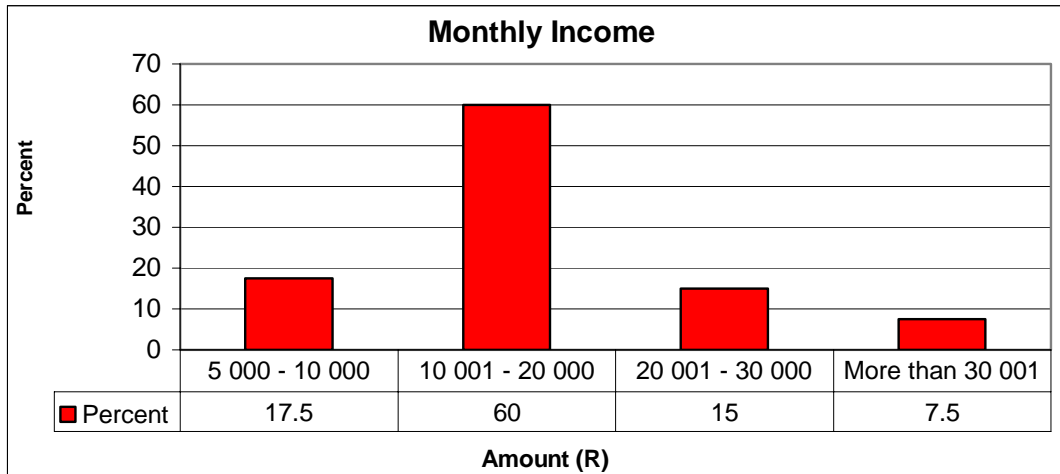


Figure 4.2 Income of sample on a monthly basis

Figure 4.2 shows that sixty percent of the respondents earned a salary of between R10 001 and R20 000. Approximately the same number of respondents earn between R5 000 and R10 000, and between R 20 001 and R30 000. This reflects a reasonable spread of questionnaires across the different income categories. The distribution pattern is skewed to the right, which indicates that the mean value is affected by the small number of people earning a large salary. Cowling and Mailer (1992: 132) indicated that the uniqueness of employees is evident in the rewards sought by them for the work they do. This statement is highlighted by Maslow's fourth and fifth levels of ego and self-actualisation needs, respectively.

4.2.3 Age

Figure 4.3 illustrates the age of the employees that formed part of the sample.

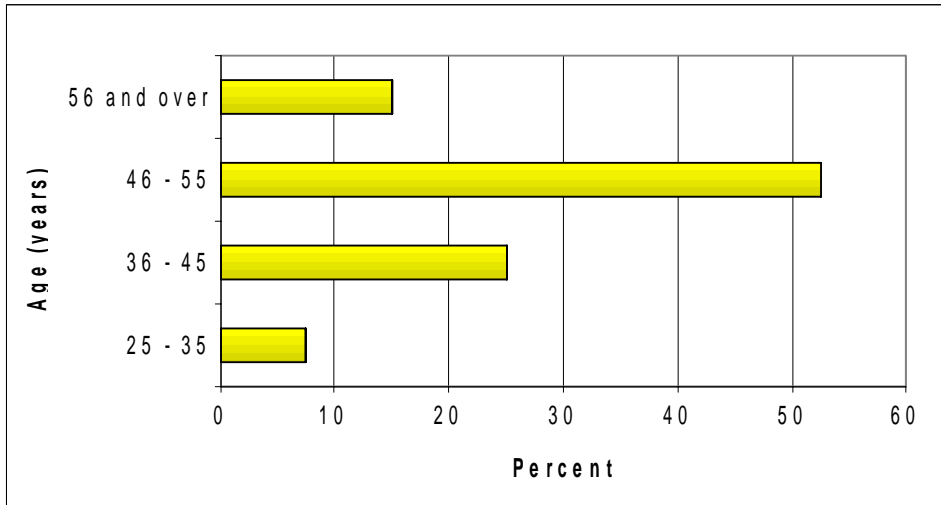


Figure 4.3 Age of sample

Figure 4.3 reveals that slightly more than half of the respondents fall into the 46 -55 years age group. Approximately one third of the staff was younger than 45 years of age. Specifically, it is noted that 7.5 percent are between the ages of 26 –and 35, 25 percent in the 36 – 45 age bracket, 52.5 percent between the ages of 46 and 55 and 15 percent are over the age of 56. Again the sample provides a reasonable spread across age categories.

4.2.4 Race

Figure 4.4 highlights the composition of the sample in terms of race.

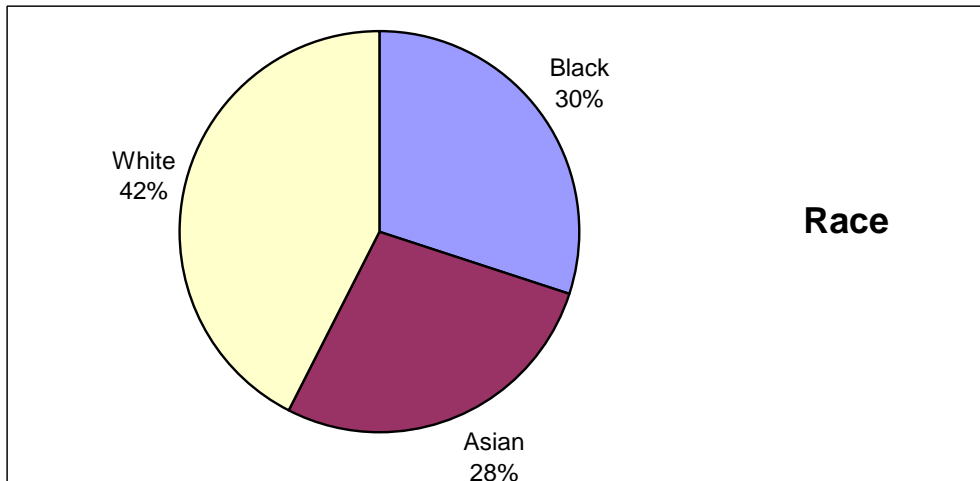


Figure 4.4 Race of respondents

Figure 4.4 indicates the racial breakdown of the respondents. Of the major race groups in the region, it is noted that there are no respondents from the Coloured community. The racial breakdown is as follows: 42 percent are white, 30 percent black, and 28 percent are Asian, giving an acceptable spread across the ethnicity categories.

4.2.5 Length of Service

Figure 4.5 illustrates the number of years of service of the respondents.

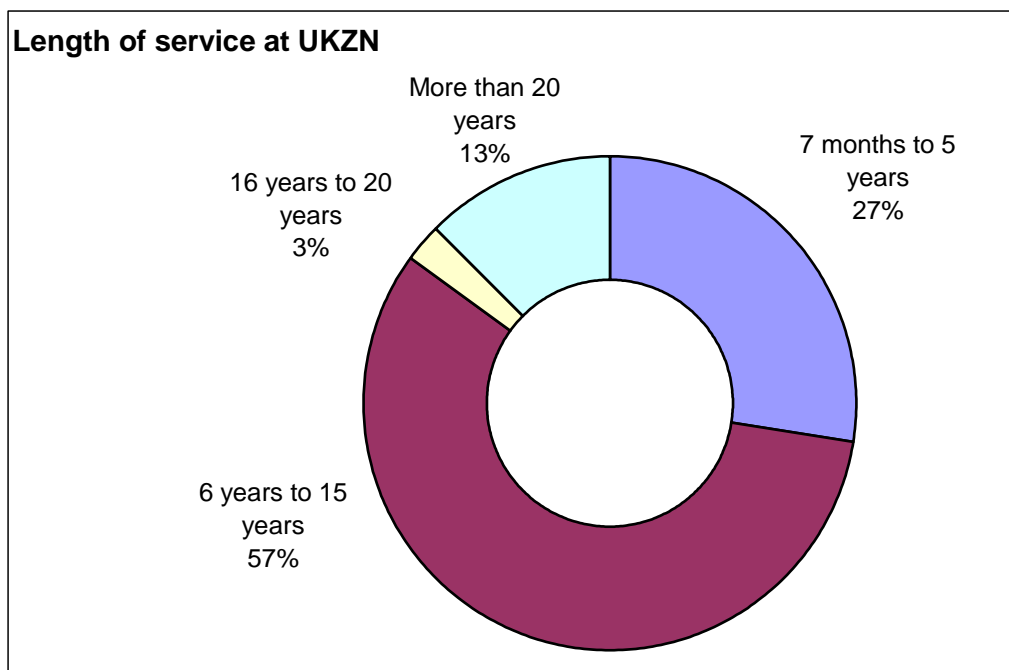


Figure 4.5 Length of service at UKZN

Figure 4.5 reveals that approximately seventy three percent of the respondents have worked at UKZN for more than five years. Hence, the responses of the respondents are useful as they have been through the transition period. Fifteen percent have worked at the institution for more than 15 years. The results indicate that 27.5 percent have worked at the university under 5 years, 57.5 percent between 6 years and 15 years, 2.5 percent between 16 and 20 years and 12.5 percent for more than 20 years). Overall it

could be assumed that the sample is knowledgeable of the situation at UKZN, Edgewood campus.

4.2.6 Number of Managers

Figure 4.6 illustrates the number of managers that respondents had worked for.

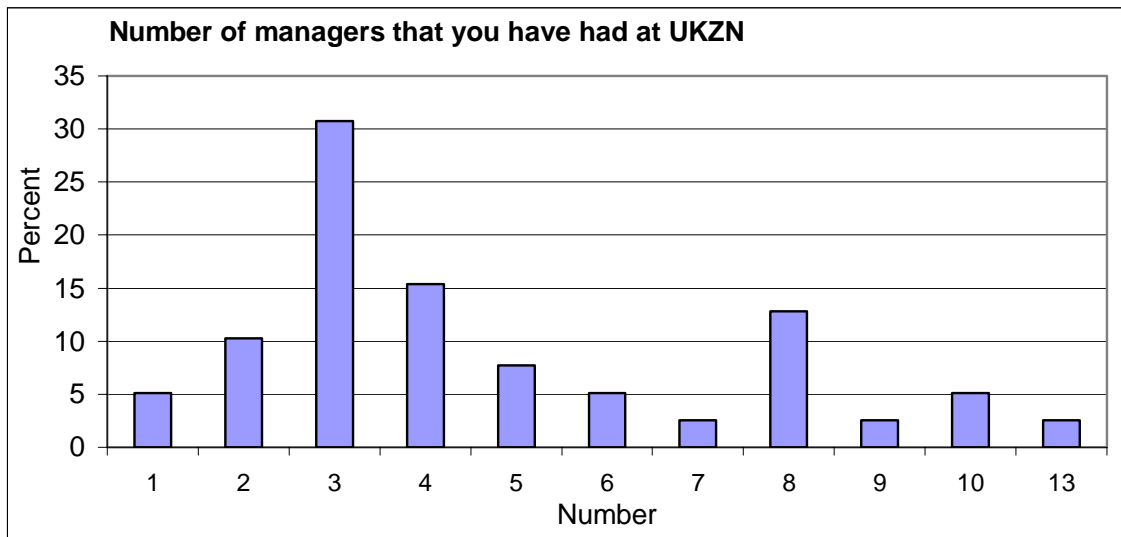


Figure 4.6 Number of managers that respondents had at UKZN

Figure 4.6 reveals that sixty percent of the respondents have worked for four or fewer managers over a 20 year period (in total). Five percent of the respondents have had one manager, 10.0 percent have had two managers, 30.0 percent have had three managers, 12.5 have had eight managers and 2.5 percent have had 13 managers to which they had to report. This possibly implies a lack of consistency in management and leadership, which could influence motivation and productivity.

4.3 MOTIVATION, CONTENTMENT IN THE WORKPLACE

The work environment (Cronje et al. 2003:223), other factors not related to money (Greenberg and Baron, 1997:143) and general working conditions (Nel et al., 2004:313) determines the employees' performance in the organisation. The questions used for this analysis include: Q1 - 9, 14 and 15. These questions all measure the degree of motivation of the employee, as a result of both tangible and intangible conditions in the workplace. The average across these questions was, therefore, calculated for each respondent to obtain a single motivation score resulting from contentment in the workplace. In order to ascertain whether these questions do indeed adequately measure one construct, the reliability coefficient, Cronbach's alpha, was calculated for both the pre-merger and post-merger data.

Reliability Statistics	
Cronbach's Alpha	N of Items
.78504	11

Pre-merger

Reliability Statistics	
Cronbach's Alpha	N of Items
.7856	11

Post-merger

Table 4.1 Reliability Scores

A widely-accepted minimum value for alpha in the social sciences is 0.7 (Pallant, 2007), and since these alpha values of .7850 and .7856 (Table 4.1) for pre- and post-merger respectively, are greater than 0.7, this grouping of questions is acceptable as a measure of motivation resulting from the workplace.

4.3.1 Percentage changes in agreement relative to the merger

The data from this set of questions was analysed by combining the categories of Disagree and Strongly Disagree into a single category of Disagree. (Whether a respondent disagreed or strongly disagreed yielded the same

category of response). A similar combination was done for Agree. Table 4.2 indicates that a large percentage (40%) of the respondents experienced a positive motivation before the merger. This figure reduced to a little more than a quarter (27%) after the merger.

	Pre-merger	Post-merger
Disagree	33	45
Neither agree nor disagree	27	28
Agree	40	27

Table 4.2 Percentage responses for motivation resulting from contentment in the workplace

4.3.2 Effect of employee characteristics on motivation

It is thought that motivation differs for employees of different ages, or income bracket or other such characteristics. Analyses, including t-tests and ANOVA, where appropriate, were carried out to test the hypothesis (H2) that the average score for motivation is the same for all categories within a specific characteristic. The characteristics examined in this study are: designation (job category); income; age; race; gender and length of service. This analysis was completed for both pre-merger and post-merger.

4.3.2.1 Designation

Table 4.3 shows the average motivation score for the designation categories both pre and post merger.

	Designation	N	Mean
Motivation - workplace: pre	Academic	26	2.8812
	Support staff	14	3.2729
Motivation - workplace: post	Academic	26	2.6765
	Support staff	14	2.6014

Table 4.3 Average motivation scores by designation

Analysis showed that there was a significant ($p=.039$) difference in motivation for academic and support staff pre-merger with support staff experiencing a higher degree of motivation than academic staff. It was further found, from the analysis, that different categories of income, age, race, gender and length of service did not exhibit significant differences in motivation levels. Nevertheless, for completeness, the mean scores for each of the classifications are set out below.

4.3.2.2 Income

	Income	N	Mean
Motivation - workplace pre	R5000 - R10000	7	3.1286
	R10001 - R20000	24	3.0454
	R20001 - R30000	6	2.7300
	Over R30000	3	3.1200
Motivation - workplace post	R5000 - R10000	7	2.477
	R10001 - R20000	24	2.760
	R20001 - R30000	6	2.450
	Over R30000	3	2.573

Table 4.4 Average motivation scores by income

No significant differences were found, either pre-merger or post-merger, in the motivation of employees from different income brackets.

4.3.2.3 Age

Table 4.5 shows the average motivation score for the age categories both pre and post merger.

	Age	Mean	N
Motivation - workplace pre	25 - 34 Years	3.5133	3
	35 - 44 years	2.8610	10
	45 - 54 years	3.0352	21
	Over 54 years	2.9733	6
Motivation - workplace post	25 - 34 Years	2.3033	3
	35 - 44 years	2.7590	10
	45 - 54 years	2.6862	21
	Over 54 years	2.5167	6

Table 4.5 Average motivation scores by age

No significant differences were found, either pre-merger or post-merger, in the motivation of employees from different age groups.

4.3.2.4 Race

Table 4.6 shows the average motivation score for the race categories both pre and post merger.

	Race	Mean	N
Motivation - workplace pre	Black	2.8600	12
	Asian	2.5291	11
	White	2.5806	17
Motivation – workplace post	Black	2.9392	12
	Asian	2.9009	11
	White	3.1500	17

Table 4.6 Average motivation scores by race

Analysis showed that no significant differences are evident in motivation scores for the different race groups.

4.3.2.5 Gender

Table 4.7 shows the average motivation score for the gender categories both pre and post merger.

	Gender	N	Mean
Motivation – workplace pre	Male	17	2.9776
	Female	22	3.0755
Motivation – workplace post	Male	17	2.8041
	Female	22	2.4791

Table 4.7 Average motivation scores by gender

No significant differences were found, either pre-merger or post-merger, in the motivation of employees from different genders.

4.3.2.6 Length of service

Table 4.8 shows the average motivation score for the length of service categories both pre and post merger.

	Length of service at UKZN	Mean	N
Motivation – workplace pre	6 months < 5 years	2.9764	11
	5 years < 15 years	3.0274	23
	15 years < 20 years	2.4500	1
	20 years and above	3.1820	5
	Length of service at UKZN	Mean	N
Motivation – workplace post	6 months < 5 years	2.7645	11
	5 years < 15 years	2.5017	23
	15 years < 20 years	3.8000	1
	20 years and above	2.8520	5

Table 4.8 Average motivation scores by length of service

No significant differences were found, either pre-merger or post-merger, in the motivation of employees with different service records.

4.3.3 The effect of the merger on motivation levels

In order to test whether workplace motivation levels of employees changed as a result of the merger, a paired t-test was applied. The hypothesis being tested with this analysis is: motivation levels before the merger are equal to motivation levels after the merger.

Average motivation levels for respondents pre-merger and post-merger are 3.02 and 2.65 respectively. It was found that a significant ($p=.008$) difference in motivation levels is present as a result of the merger. It is apparent that motivation, in the workplace, has dropped considerably as a result of the merger.

4.3.4 Separate analysis of the questions in this construct: motivation resulting from contentment in the workplace

Figure 4.7 shows the average scores for each of the questions used in this analysis both pre and post the merger.

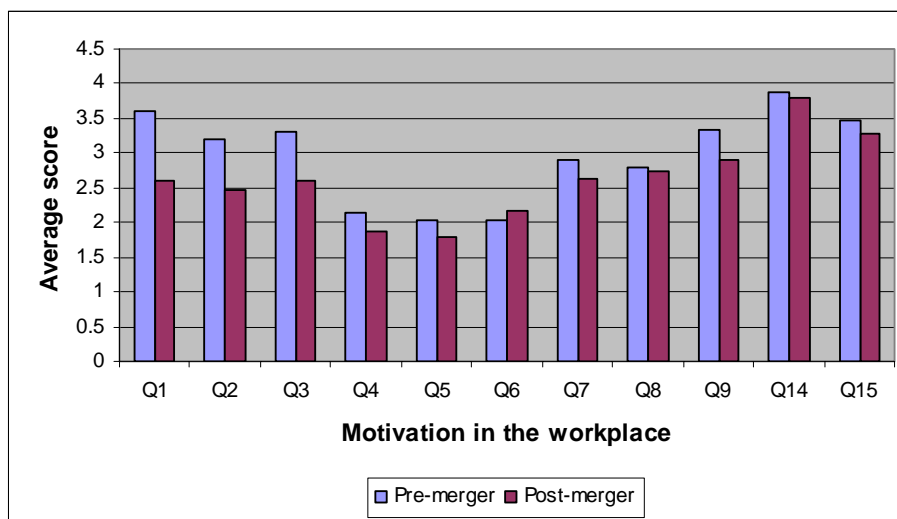


Figure 4.7 Average scores pre- and post-merger

Mitchell (in Kreitner, Kinicki and Buelens, 2002:177) included factors such as the physical environment, task design, rewards and reinforcement, supervisory support and coaching, social norms and organisational culture as part of job context. This view is also expressed by Lindner (1998:3) which is evident in his list of ten motivating factors as indicated in chapter two. Question 1, 2 and 3 refer to respondents being noticed, recognized and praised for work done. From Figure 4.7 it is evident that the pre-merger scores are higher than the post-merger scores.

Question 4, 5 and 6 refer to the respondents' satisfaction with pay related issues. In this regard for question 4 and 5 the scores were higher pre-merger as opposed to post merger. However for question 6, which focuses on the respondents' satisfaction with pay compared to their co-workers, the post-merger scores were higher than the pre-merger scores.

Questions 7, 8 and 9 refer to the respondents' perception of the relationship between management and the employees. Here again, the scores pre-merger are higher than those post-merger. For question 14 and 15 the respondents' perceptions, regarding building and the equipment, were higher pre-merger as opposed to post-merger thereby indicating that the average motivation scores (with reference to the workplace) have decreased since the merger.

The gap scores for these questions are displayed in Figure 4.8.

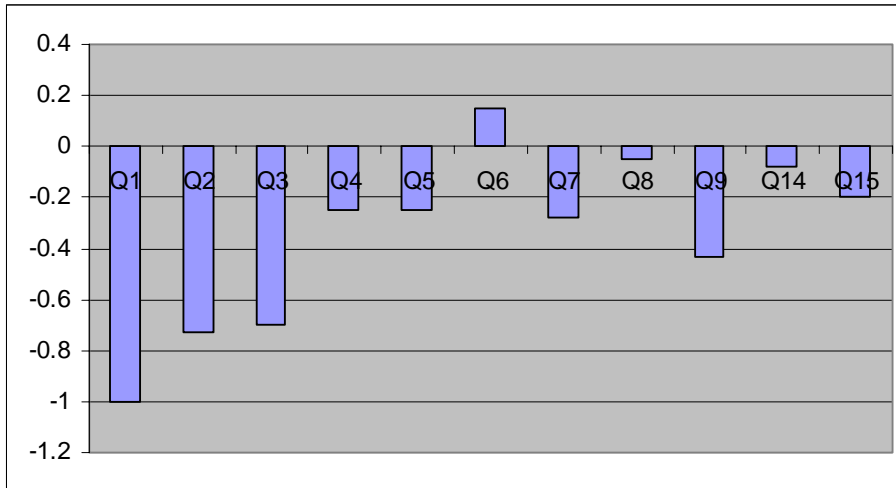


Figure 4.8 Gap scores for motivation resulting from the workplace

This graph (Figure 4.8) yielded negative gaps for this dimension, except for question 6 (which was salary related relative to their co-workers). The positive gap means that more respondents were satisfied with their salaries (relative to their co-workers) post-merger than pre-merger.

Analysis was carried out on each question separately to ascertain whether any specific area of motivation, resulting from the workplace, changed significantly as a result of the merger. A t-test was applied to each question and tested the hypothesis that average motivation before the merger equals average motivation after the merger.

Average scores for each of the questions are displayed in Table 4.9.

		Mean	N
Pair 1	Q1 – before	3.60	40
	Q1 – after	2.60	40
Pair 2	Q2 – before	3.20	40
	Q2 – after	2.48	40
Pair 3	Q3 – before	3.30	40
	Q3 – after	2.60	40
Pair 4	Q4 – before	2.13	40
	Q4 – after	1.88	40
Pair 5	Q5 – before	1.97	39
	Q5 – after	1.82	39
Pair 6	Q6 – before	2.08	39
	Q6 – after	2.21	39
Pair 7	Q7 – before	2.97	39
	Q7 – after	2.64	39
Pair 8	Q8 – before	3.08	36
	Q8 – after	2.97	36
Pair 9	Q9 – before	3.33	40
	Q9 – after	2.90	40
Pair 10	Q14 – before	3.88	40
	Q14 – after	3.80	40
Pair 11	Q15 – before	3.56	39
	Q15 – after	3.36	39

Table 4.9 Average Scores for motivation in the workplace using t-test

Significant decreases in average motivation were found for questions 1 (I am noticed when I do my job), 2 (I get recognition for the work I do), 3 (I get praise for doing a good job) and 9 (I am satisfied with the personal relationship between line management and their employees). The respective p-values are .0001, .010, .006 and .020. The results indicate that the psychological rewards such as being noticed and recognition by the management decreased after the merger.

4.3.5 Conclusion to Motivation resulting from contentment in the workplace

- The following conclusions were drawn from the results relating to motivation resulting from contentment in the workplace.
- With regard to the percentage change in agreement relative to the merger the results show a 13% reduction with 40% of the respondents experiencing a positive motivation before the merger and 27% experiencing a positive motivation after the merger.
- In terms of the effect of employee characteristics on motivation, the results show a significant ($p=.039$) difference in motivation with the support staff having higher scores than that of the academic staff pre - merger. The characteristics of income, age, race, gender and length of service provided no significant difference in motivation resulting from the workplace pre and post merger.
- When looking at the effect of the merger on motivation levels, the results from the paired t-test reported a drop in motivation as a result of the merger.
- With regard to being praised or noticed, the pre-merger scores were higher than the post-merger scores indicating a reduction in motivation resulting from praise.

The next section will look at the results from motivation through rewards received for good performance.

4.4 MOTIVATION RESULTING FROM REWARDS RECEIVED FOR GOOD PERFORMANCE

Rewards are categorized either as psychological or job-related. The questions used for this analysis include: Q19, 24, 26 - 28 (psychological rewards) and Q18, 20 - 23, 25 (job-related rewards). These questions all measure the degree of motivation of the employee, as a result of rewards received for good performance. For each reward classification the average across the questions

was calculated to obtain a single motivation score resulting from rewards received.

In order to ascertain whether these questions do indeed adequately measure one construct, the reliability coefficient, Cronbach's alpha, was calculated for both the pre-merger and post-merger data for each type of reward.

Reliability Statistics	
Cronbach's Alpha	N of Items
.7467	5

Reliability Statistics	
Cronbach's Alpha	N of Items
.6284	5

Reliability Statistics	
Cronbach's Alpha	N of Items
.7241	6

Reliability Statistics	
Cronbach's Alpha	N of Items
.7751	6

Table 4.10 Reliability Statistics – Psychological and job-related rewards

Apart from the alpha value for psychological rewards post-merger (.6284 in Table 4.10) which is slightly low, these values for alpha are acceptable thus indicating reliable internal consistency (Creswell,1994: 121). The grouping of these questions in this way, therefore results in a reasonable measure of motivation resulting from rewards.

4.4.1 Percentage Changes in agreement as a result of the merger

As in the previous section, the data from this set of questions was analysed by combining the categories of Disagree and Strongly Disagree into a single category of Disagree, and similarly for Agree.

	Pre-merger	Post-merger
Disagree	22.5	31
Neither agree nor disagree	19	20
Agree	58.5	49

Table 4.11 % responses for motivation resulting from psychological rewards

Table 4.11 indicates that nearly 60% of the respondents experienced a positive motivation before the merger, but this figure dropped to just below half (49%) after the merger.

	Pre-merger	Post-merger
Disagree	32	48
Neither agree nor disagree	34	30
Agree	35	23

Table 4.12 % responses for motivation resulting from job-related rewards

The increase in disagreement (Table 4.12) has risen by a significant 50% post-merger, which indicates that employees are much less motivated by job-related rewards since the merger has taken place.

4.4.1 Effect of employee characteristics on motivation

Analyses, including t-tests and ANOVA, where appropriate, were once again carried out to test the hypothesis (H2) that the average score for motivation is the same for all categories within a specific characteristic. The characteristics examined in this study are: designation (job category); income; age; race;

gender; and length of service. This analysis was completed for both pre-merger and post-merger.

4.4.1.1 Psychological rewards

No significant differences were found between the different categories for any of the classifications for either pre- or post-merger.

4.4.1.2 Job-related rewards

The only classification in which a significant difference in average motivation is evident is for Income pre-merger. In this case, those in the R10000 to R20000 income bracket show a significantly higher motivation than those in the R20000 to R30000 bracket.

It was further found, from the analysis, that different categories of designation, age, race, gender and length of service did not exhibit significant differences in motivation levels resulting from rewards obtained for good performance. The tables indicated the average mean score for each of the characteristics, namely designation, age, race, gender and length of service is contained in appendix 2.

4.4.2 The effect of the merger on motivation levels.

In order to test whether motivation levels of employees, as a result of rewards, changed as a result of the merger, a paired t-test was applied. The hypothesis (H2) being tested with this analysis is: motivation levels before the merger are equal to motivation levels after the merger.

4.4.2.1 Psychological rewards

Average motivation levels for respondents pre-merger and post-merger are 3.49 and 3.26 respectively which are not significantly different.

4.4.2.2 Job-related rewards

Average motivation levels for respondents pre-merger and post-merger are 2.89 and 2.55 respectively. It was found that a significant ($p=.022$) difference in motivation levels is present as a result of the merger. It is apparent that motivation, from job-related rewards, has dropped considerably. This could be attributed to the increased size of the organisation due to the merger, and having budget constraints, or the fact the employees are not reliant on job-related rewards to be motivated.

4.4.4 Separate analysis of the questions in this construct: motivation from rewards for good performance

4.4.4.1 Psychological rewards

Figure 4.9 shows the average scores for each of the questions used in this analysis both pre- and post-merger.

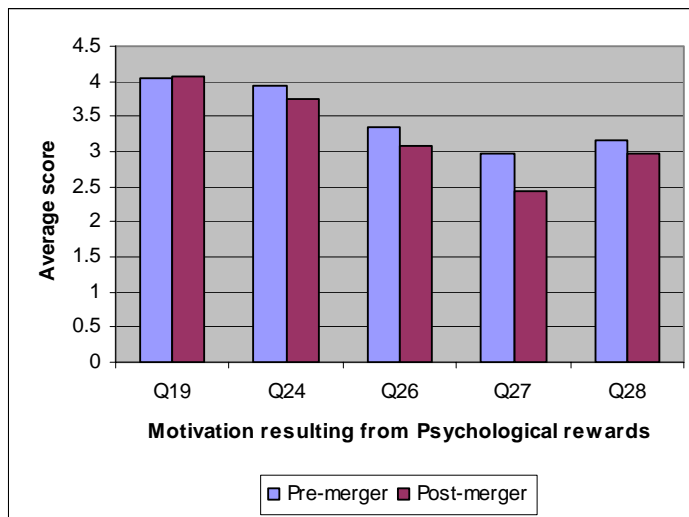


Figure 4.9 Average scores pre- and post-merger

From Figure 4.9 it is evident that only question 19 and to some extent question 24, show any degree of agreement. These questions relate to an individual's opinion of their self worth. It is interesting to note that both

statements (Q19: 'feeling better about oneself' and Q24: 'achievement of something worthwhile') averaged approximately the same score. This means that the opinions regarding these issues did not change much since the merger. Most of the other comparisons between the pre- and post-statements average closer to neutral.

The gap scores for these questions are displayed in Figure 4.10.

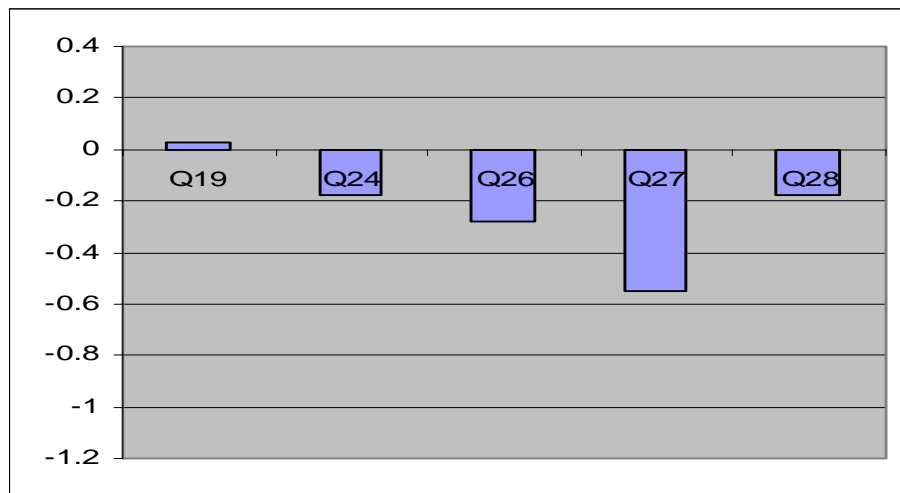


Figure 4.10 Gap scores for motivation resulting from the workplace

These gap scores (Figure 4.10), which should be viewed in conjunction with Figure 4.9, are seen to be very small. The positive gap score which deals with feeling better about one-self yields a value of only 0.03, which is close to zero. This implies that the respondents felt the same about themselves pre-merger as they did post-merger. Questions 24, 26, 27 and 28 yield negative scores which corresponded to the disagreement perceptions expressed by the respondents.

Analysis was carried out on each question separately to ascertain whether any specific area of motivation, resulting from psychological rewards, changed significantly as a result of the merger. A paired t-test was applied to each question and tested the hypothesis (H2) that average motivation before the merger equals average motivation after the merger.

Average scores for each of the questions are displayed in Table 4.13 below.

	Mean
Pair 1 Q19 – before	4.05
Q19 – after	4.08
Pair 2 Q24 – before	3.93
Q24 – after	3.75
Pair 3 Q26 – before	3.35
Q26 – after	3.08
Pair 4 Q27 – before	2.98
Q27 – after	2.42
Pair 5 Q28 – before	3.15
Q28 – after	2.98

Table 4.13 Average motivation (psychological rewards) scores

A significant ($p=0.043$) decrease in average motivation was found for question 27 (I will be praised by management). The average scores show a decrease in scores for questions 24 (feeling that accomplished something worthwhile), 26 (respected by the people work with) and 28 (people I work with will be friendly to me). This could be attributed to the structure that existed in the work environment resulting from the merger, meaning the increase in staff due to the increased size of the infrastructure and the workforce. Further, with the merger, the culture/ ethos of the organisation changed and hence there is a need for a period of adjustment, thereby indicating a significant difference evident before and after the merger.

4.4.4.2 Job-related rewards

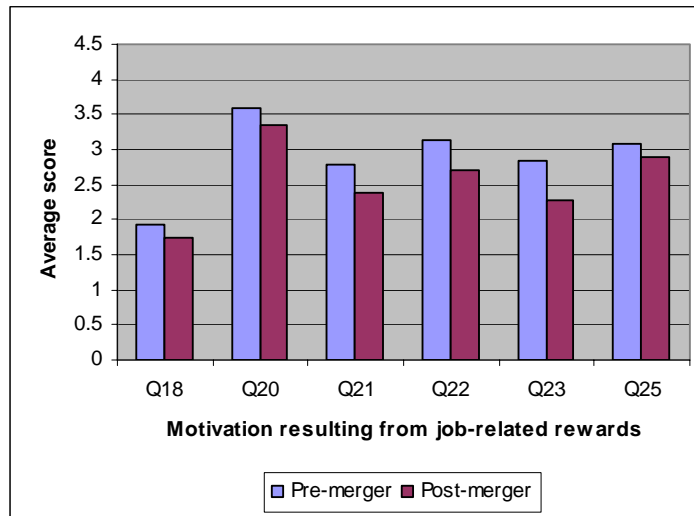


Figure 4.11 Motivation resulting from job-related rewards

Questions 18, 20, 21, 23 and 25 address the respondent's perceptions of motivation resulting from job-related rewards such as bonus, opportunity to develop skills and abilities, job security, promotion and freedom in the job. The scores indicated that the motivation resulting from job-related rewards was lower post-merger in comparison to pre-merger.

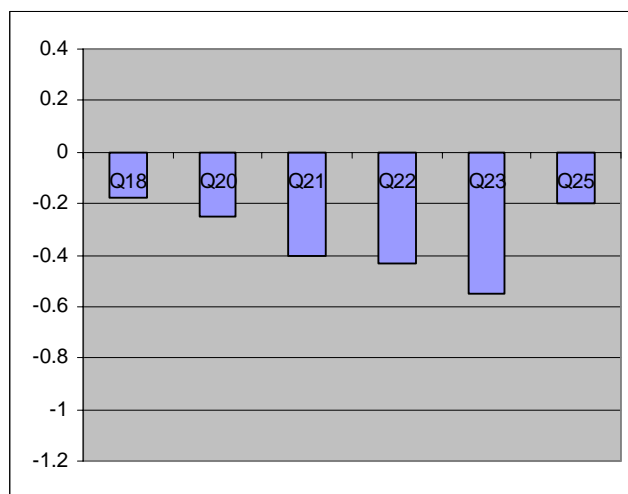


Figure 4.12 Gap scores for motivation resulting from job related- rewards

This graph (Figure 4.12) yielded negative gaps for this dimension and when used in conjunction with figure 4.11 it is noted that the overall perception was that the staff was unhappy with the job-related rewards that are provided to motivate employees.

Once again analysis was carried out on each question separately to ascertain whether any specific area of motivation, resulting from job-related rewards, changed significantly as a result of the merger. A t-test was applied to each question and tested the hypothesis that average motivation before the merger equals average motivation after the merger.

Average scores for each of the questions are displayed in Table 4.14 below.

		Mean	N
Pair 1	Q18 - before	1.93	40
	Q18 - after	1.75	40
Pair 2	Q20 - before	3.60	40
	Q20 - after	3.35	40
Pair 3	Q21 - before	2.78	40
	Q21 - after	2.38	40
Pair 4	Q22 - before	3.13	40
	Q22 - after	2.70	40
Pair 5	Q23 - before	2.83	40
	Q23 - after	2.28	40
Pair 6	Q25 - before	3.08	40
	Q25 - after	2.88	40

Table 4.15 Average motivation scores before and after merger

A significant ($p=0.043$) decrease in average motivation was found for questions 22 (I will be given chances to learn new things) and 23 (I will get

promoted or get a better job). The corresponding p- values are 0.025 and 0.007.

4.4.5 Discussion and Conclusions

- In summarizing and concluding the findings relating to motivation resulting from rewards for good performance, the following were noted.
- With regard to the percentage change in agreement resulting from the merger, there was an 11% reduction post merger, with 60% of the respondents experiencing a positive motivation before the merger and 49% after the merger for psychological rewards. The perception of job-related rewards showed a 50% increase in disagreement post- merger.
- No significant difference pre- and post-merger relating to the effect of employee characteristics (designation, race, age, gender, length of service) for perceptions on motivation resulting from psychological rewards was found. It is interesting to note that those in income bracket ,R10 001 – 20 000, showed a higher motivation than those in income bracket R20 001 – 30 000, resulting from job related rewards.

The following section relates to what it is that arouses a worker, drives and spurs that worker to work (Greenberg and Baron, 1997:142). Herzberg's "motivators" referred to how workers perceive their work. If the worker is proud of the work he or she does then he or she will be motivated (Nel et al., 2004:315). The level of attention that a worker gives to his or her job is dependent on the "worker's cognition, affect" and how the worker evaluates the job itself (Greenberg and Baron, 1997: 169).

4.5 THE IMPORTANCE OF MOTIVATORS

Motivators can be thought of as either circumstances or 'things' that one would ideally like to have in relation to one's job. The questions used for this analysis include: Q29 - 39. These questions all measure the degree of importance of particular motivators. The average was calculated across the

questions to obtain a single importance score for motivators. In order to ascertain whether these questions do indeed adequately measure one construct, the reliability coefficient, Cronbach's alpha, was calculated for both the pre-merger and post-merger data for each type of reward.

Reliability Statistics	
Cronbach's Alpha	N of Items
.9745	11

Reliability Statistics	
Cronbach's Alpha	N of Items
.9717	11

Table 4.16 Reliability Statistics – Motivators

These values for alpha are high thus indicating reliable internal consistency. The grouping of these questions in this way, therefore results in a reasonable measure of the importance of motivators.

4.5.1 Percentage changes in importance of motivators as a result of the merger

The data from this set of questions was analysed by combining the categories of Unimportant and Highly Unimportant into a single category of Unimportant. A similar adjustment was made for Important.

	Pre-merger	Post-merger
Unimportant	19	17
Neither Important nor Unimportant	11	12
Important	70	71

Table 4.17 Percentage responses for importance of motivators

It is clear from Table 4.17 that the importance of motivators has not changed as a result of the merger. This is in keeping with Biehler and Snowman's (1997: 399) definition of motivation as "the forces that account for the arousal, selection, direction and continuation of behaviour" and their argument that it is a misconception to think that one person can directly motivate another person because motivation is something that comes from within a person.

4.5.2 Effect of employee characteristics on motivators

Analyses, including t-tests and ANOVA, where appropriate, were once again carried out to test the hypothesis (H2) that the average score for importance of motivators is the same for all categories within a specific characteristic. The characteristics examined in this study are: designation (job category); income; age; race; gender and length of service. This analysis was completed for both pre-merger and post-merger.

4.5.2.1 Income

Table 4.18 shows the average importance scores for each income bracket both pre- and post-merger.

Income Pre-merger	Mean	N
R5000 - R10000	3.8471	7
R10000 - R20000	4.2429	24
R20000 - R30000	1.2700	6
Over R30000	3.9067	3
Total	3.7025	40
Income Post-merger	Mean	N
R5000 - R10000	3.8971	7
R10000 - R20000	4.3904	24
R20000 - R30000	1.2700	6
Over R30000	3.8767	3
Total	3.7975	40

Table 4.18 Average importance scores for each income bracket

It was found from the analysis, that in both the pre- and post-merger cases, importance scores for motivators for employees in the R20001 - R30000 income bracket are significantly lower than for those employees in the other income brackets.

4.5.2.2 Race

Race	Mean	Std. Deviation	N
Black pre	2.6442	1.72899	12
Black post	2.8475	1.70663	12
Asian pre	4.3400	.73097	11
Asian post	4.4300	.44547	11
White pre	4.0371	.32565	17
White post	4.0588	.40569	17
Total pre	3.7025	1.23763	40
Total post	3.7975	1.16628	40

Table 4.19 Importance scores by race pre - and post- merger

Table 4.19 shows importance scores for motivators, both pre- and post-merger. Analysis showed that significant differences are present in the attitudes of the different race groups. For both pre-merger and post-merger, importance scores for Blacks were significantly lower than the scores for Indians and Whites.

4.5.2.3 Gender

Analysis confirmed that, post-merger, scores for males were significantly higher than scores for females (Table 4.20). The scores indicate that men as opposed to women, and majority groups as opposed to minority groups, were more content with their jobs. Certain groups of people are often more satisfied with their jobs than others and some individuals will consistently be more

contented or show more discontent with their jobs (Greenberg & Baron, 1997: 180).

	Gender	N	Mean
Motivators pre	Male	17	3.9271
	Female	22	3.4700
Motivators post	Male	17	4.1676
	Female	22	3.4659

Table 4.20 Motivator importance scores by gender

4.5.3 The effect of the merger on motivators.

In order to test whether the importance of motivators has changed as a result of the merger, a paired t-test was applied. The hypothesis being tested with this analysis is: H2 – the level importance of motivators before the merger is equal to level of importance placed on motivators after the merger. Average scores for importance of motivators for respondents pre-merger and post-merger are 3.70 and 3.80 respectively. The analysis showed that there was no significant difference in these scores as a result of the merger which is in keeping with the definition provided by Greenberg & Baron (1997:142) as “the set of processes that arouse, direct, and maintain human behaviour toward attaining some goal”. The term “arousal” refers to what drives an employee or the energy that spurs workers to work.

4.5.4 Separate analysis of the questions in this ‘Motivator’ construct

Figure 4.13 shows the average scores for each of the questions used in this analysis both pre and post the merger.

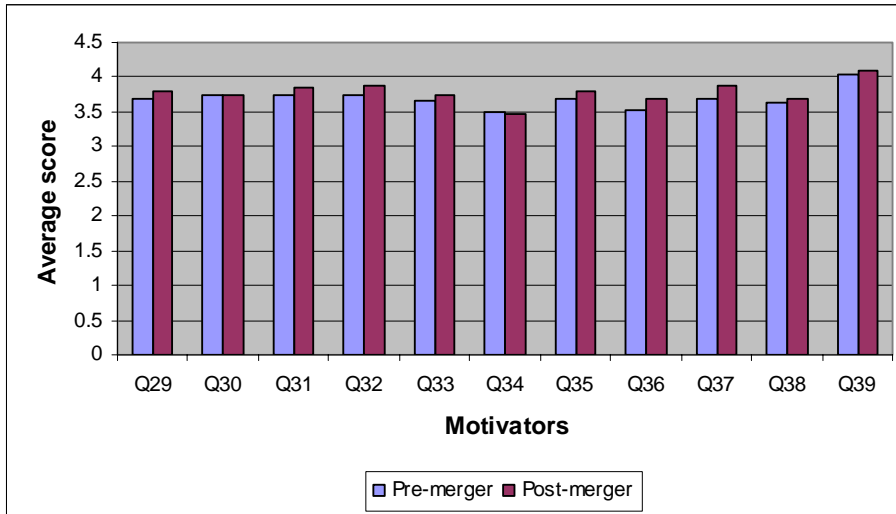


Figure 4.13 Average importance scores pre- and post-merger

Figure 4.13, when used in conjunction with the gap scores in figure 4.14, shows that there is no change pre - to post - merger. The gap scores for these questions are displayed in figure 4.14.

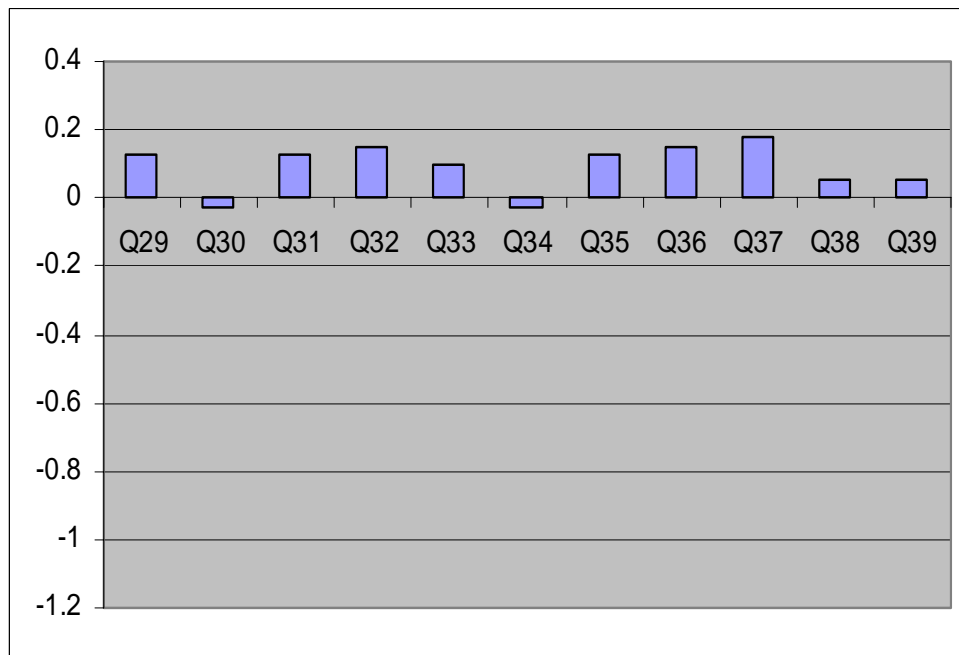


Figure 4.14 Gap scores for motivators

Analysis was carried out on each question separately to ascertain whether the importance of any specific motivator changed significantly as a result of the merger. A t-test was applied to each question and tested the hypothesis (H2) that average importance before the merger equals average importance after the merger.

Average scores for each of the questions are displayed in Table 4.21. There were no significant changes to the importance of any of the motivators as a result of the merger.

		Mean	N
Pair 1	Q29 – before	3.68	40
	Q29 – after	3.80	40
Pair 2	Q30 – before	3.75	40
	Q30 – after	3.73	40
Pair 3	Q31 – before	3.73	40
	Q31 – after	3.85	40
Pair 4	Q32 – before	3.73	40
	Q32 – after	3.88	40
Pair 5	Q33 – before	3.74	39
	Q33 – after	3.85	39
Pair 6	Q34 – before	3.50	40
	Q34 – after	3.48	40
Pair 7	Q35 – before	3.68	40
	Q35 – after	3.80	40
Pair 8	Q36 – before	3.53	40
	Q36 – after	3.68	40
Pair 9	Q37 – before	3.79	39
	Q37 – after	3.97	39
Pair 10	Q38 – before	3.63	40
	Q38 – after	3.68	40
Pair 11	Q39 – before	4.03	40
	Q39 – after	4.08	40

Table 4.21 Paired sample statistics: importance of motivators

4.5.5 Discussion and Conclusions

Motivators refer to the forces that drive an employee to work and motivation is something that comes from within a person. In summarizing and concluding the results of the importance of ‘motivators’ the following were noted.

- There were no significant differences in scores coming from motivators as a result of the merger.
- T-test and Anova were used to determine employee characteristics on motivation. With regard to income, employees in the income bracket R20001 to R30000 had a significantly lower score in comparison to employees in the other income brackets. With regards to race, Blacks had a significantly lower score than that of Indians and Whites. With regard to gender, males had a significantly higher score than females.

The next section will report on the scores for the perceived productivity of UKZN, Edgewood campus.

4.6 PERCEIVED PRODUCTIVITY OF UKZN, EDGEWOOD CAMPUS

The questions used for this analysis include: Q10 - 13, 16 and 17. These questions all measure the respondents' perceived productivity of UKZN, Edgewood campus. The average across these questions was calculated to obtain a single perception score. In order to ascertain whether these questions do indeed adequately measure one construct, the reliability coefficient, Cronbach's alpha, was calculated for both the pre-merger and post-merger data.

Pre-merger

Reliability Statistics

Cronbach's Alpha	N of Items
.7195	6

Post-merger

Reliability Statistics

Cronbach's Alpha	N of Items
.8374	6

Table 4.22 Reliability statistics

Since these alpha values of .7195 and .8374 for pre- and post-merger respectively, are greater than 0.7, this grouping of questions is acceptable as a measure of perceived productivity.

4.6.1 Percentage changes in perception as a result of the merger

The data from this set of questions was analysed by combining the categories of Disagree and Strongly Disagree into a single category of Disagree. A similar combination was done for Agree. Table 4.23 indicates that nearly a half (48%) of the respondents experienced a positive perception before the merger. This figure reduced to a little more than a third (36%) after the merger.

	Pre-merger	Post-merger
Disagree	23	41
Neither agree nor disagree	29	23
Agree	48	36

4.23 Percentage responses for perceptions of productivity

4.6.2 Effect of employee characteristics on perceptions

It is thought that perceptions differ for employees of different ages, or income brackets, or other such characteristics. Analyses, including t-tests and ANOVA, where appropriate, were carried out to test the hypothesis (H3) that the average score for perception is the same for all categories within a specific characteristic. The characteristics examined in this study are: designation (job category); income; age; race; gender and length of service. This analysis was completed for both pre-merger and post-merger.

4.6.2.1 Income

Table 4.24 shows the average perception scores for the designation categories, both pre and post merger.

Income	Mean	N
R5000 - R10001	2.6914	7
R10000 - R20000	2.7787	24
R20000 - R30000	3.8300	6
Over R30000	2.5567	3
Total	2.9045	40

Table 4.24 Average perception by income - post-merger

It was found that respondents in the R10000 to R20000 income bracket had significantly ($p=.045$) lower perception scores post-merger than those in the R20000 to R30000 bracket.

4.6.2.2 Race

Average perception scores post-merger are found for the race categories in Table 4.25.

Race	Mean	N
Black	3.6933	12
Asian	2.9855	11
White	2.2953	17
Total	2.9045	40

Table 4.25 Perception scores post-merger by race

Analysis showed that there was a significant ($p=.00002$) difference in productivity perceptions for different racial groupings post-merger. Perception

scores for Blacks are significantly higher than those for Indians which, in turn, are significantly higher than scores for Whites. It was further found, from the analysis, that significant differences in perceptions were not evident for any of the other characteristics (see appendix 2).

4.6.3 The effect of the merger on productivity perception

In order to test whether perceptions of productivity of employees changed as a result of the merger, a paired t-test was applied. The hypothesis being tested with this analysis is: H3 - perception scores before the merger are equal to perception scores after the merger.

Average perception scores for respondents pre-merger and post-merger are 3.29 and 2.90 respectively. It was found that a significant ($p=.010$) difference in perceptions of productivity is present as a result of the merger. It is apparent that perceptions have dropped considerably. This is not in keeping with Kreitner, Kinicki and Buelens' (2002:578) argument that productivity is the spirit of progress, of the need for continuous improvement of what currently exists. It is the employees' need to perform better today than they did yesterday. It refers to employees' desire to improve the current situation, irrespective of how good it may already be, by continuously implementing new methods and techniques of production.

4.6.4 Separate analysis of the questions in the 'perceived productivity' construct

Figure 4.15 shows the average perception scores for each of the questions used in this analysis, both pre and post the merger.

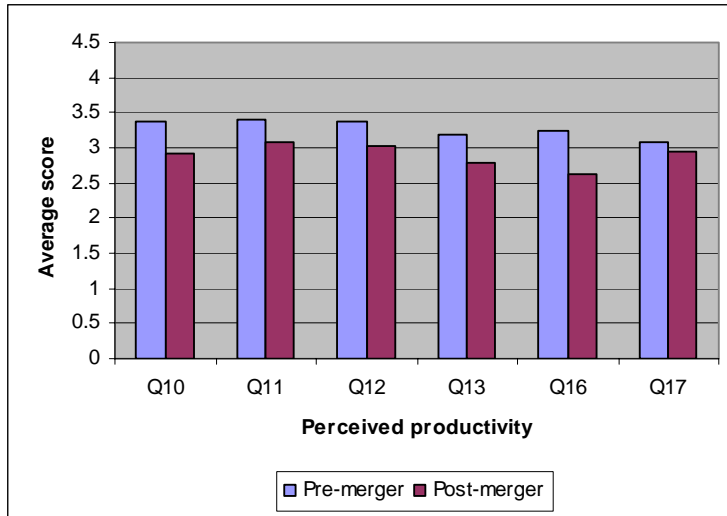


Figure 4.15 Average perception scores pre- and post-merger

Figure 4.15 indicates that there was a general decrease in perceived productivity post-merger in comparison to pre-merger. Questions 11 to 13 and 16 referred to the equipment, training and encouragement and attitude of workers required for an employee to be productive. Question 10 and 17 refer to the institution's efficiency in preparing students academically and at the lowest cost respectively.

The gap scores for these questions are displayed in Figure 4.16.

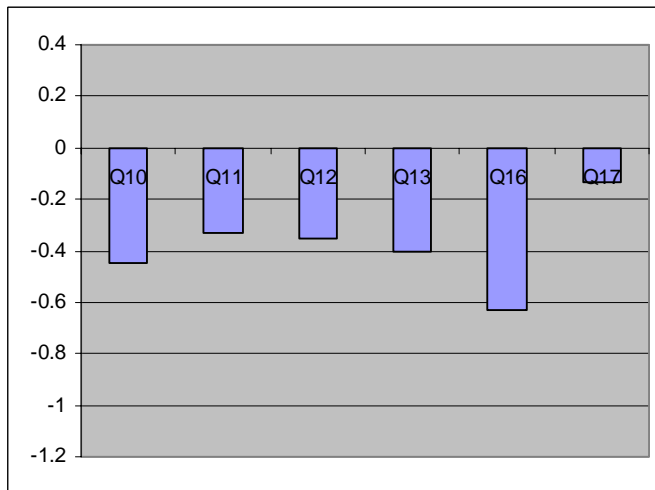


Figure 4.16 Gap scores for perception of productivity

Figure 4.16 yielded negative gaps for this dimension and it is noted that the overall perception was that the employees were unhappy with the productivity post-merger. In terms of the merger Swanepoel's (2003: 241) argument that one should consider analysing the productivity and how it will change in the future becomes important.

Analysis was carried out on each question separately to ascertain whether any specific area of perceived productivity had changed significantly as a result of the merger. A t-test was applied to each question and tested the hypothesis (H3) that average perception before the merger equals average perception after the merger.

Average perception scores for each of the questions are displayed in Table 4.26. Significant decreases in average perception were found for questions 10 (I feel that the University is efficient in preparing students to become academics) and 16 (The employees have a positive attitude to their work). The respective p-values are 0.016 and 0 .015.

		Mean
Pair 1	Q10 - before	3.38
	Q10 – after	2.93
Pair 2	Q11 - before	3.40
	Q11 – after	3.08
Pair 3	Q12 – before	3.38
	Q12 – after	3.03
Pair 4	Q13 – before	3.18
	Q13 – after	2.78
Pair 5	Q16 – before	3.25
	Q16 – after	2.63
Pair 6	Q17 – before	3.15
	Q17 – after	3.03

Table 4.26 Perceived productivity pre- and post merger using t-test

4.6.5 Discussion and conclusions

Productivity implies that employees need to work smarter, not harder and that although one cannot discount that sound education and appropriate training skills are necessary, the need for instructive and supportive feedback as well as the translation of this knowledge can lead to improved productivity (Kreitner, Kinicki and Buelens, 2002:234).

In summarizing the perceived productivity at UKZN, Edgewood campus, the following were noted.

- There was a 12% reduction, with 48% having a positive perception before the merger and 36% after, relative to the percentage change in perception of productivity as a result of the merger.
- T-test and Anova were carried out to test the hypothesis (H?) that the average score for perception is the same for all categories, with specific characteristics. With regard to the characteristic, income, those respondents that were in the income bracket R10000 – R20000 had a lower perception score than those in R20000-30000 income bracket. Blacks scored significantly higher than Indians who scored significantly higher than Whites. There were no significant differences in scores for the other characteristics, age, length of service and designation.
- The scores dropped considerably, using the paired t-test, regarding the hypothesis that perception scores before the merger are equal to the perception scores after the merger.

4.7 CORRELATIONS BETWEEN MOTIVATION AND PERCEIVED PRODUCTIVITY

It was hypothesised that there exists a relationship between motivation and perceived productivity at UKZN, Edgewood campus. To test this hypothesis (H1), Pearson's correlation coefficients were calculated for pre- and post-merger data to ascertain whether or not motivation and perceived productivity are related.

The objectives tested were:

- Objective 1 - Motivation, resulting from contentment in the workplace, and perceived productivity are correlated, as measured post-merger; and
- Objective 2- Motivation, resulting from rewards received for good performance, and perceived productivity are correlated, as measured post-merger.

This was done for both pre- and post-merger. The results from this analysis are displayed in Tables 4.27 and 4.28.

		Motivation - workplace pre	Motivation - reward psych pre	Motivation - reward job pre	Perceived productivity pre
Perceived productivity pre	Pearson Correlation	.507(**)	.494(**)	.442(**)	1
	Sig. (2-tailed)	.001	.001	.004	.
	N	40	40	40	40

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.27 Correlation between motivation and perceived productivity pre-merger

Results (Table 4.27 and 4.28) show that there is a strong positive correlation between all types of motivation dealt with in this study and perceived productivity, both pre- and post-merger.

		Motivation - workplace post	Motivation - reward psych post	Motivation - reward job post	Perceived productivity post
Perceived productivity post	Pearson Correlation	.576(**)	.419(**)	.460(**)	1
	Sig. (2- tailed)	.000	.007	.003	.
	N	40	40	40	40

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.28 Correlations between motivation and perceived productivity post-merger

Thus, as motivation increases, so does perceived productivity. The results concur with the argument that productivity “depends on technical issues of technical development, raw materials, job layout and methods as well as the human factors such as employee job performance.” Job performance refers to the ability of workers multiplied by motivation (Suttermeister, 1976:6)

4.8 CONCLUSION

The chapter focused on presenting the results of the empirical study and inferential tests that addressed the three hypotheses developed for investigating motivation and perceived productivity at UKZN, Edgewood campus.

For there to be contentment in the workplace, the worker needs to not be frustrated, discontented or feel alienated (Herbert, 1976: 455). The results at UKZN, Edgewood campus, indicated a reduction in motivation resulting from contentment in the workplace after the merger. In addition, there were no significant differences in motivation, specific to employee characteristics (income, age, race, gender, length of service). In other words, all respondent’s reflected a drop in motivation as a result of the merger.

In a merger, the attitudes, values, patterns of behaviour require careful handling (Ministry of Education of South Africa, 2003:2). However the study indicated that, regarding motivation from rewards for good performance, post merger there was a reduction from psychological rewards (withholding of reinforcement) (Herbert, 1976: 454) and a 50% increase in disagreement in motivation resulting from job-related rewards. This is in keeping with the lowering of cost in a merger (Kotler, 2000:680). Relative to the merger there were no significant differences, pre to post, in psychological rewards, whereas job-related rewards (financial rewards) (Lawlor, 1987: 24) dropped post merger, relative to employee characteristics (age, gender amongst others).

When testing motivators (personal pride) (Nel et al., 2004: 315), the scores at the higher education institution (Edgewood campus) indicated that motivation had not changed as a result of the merger. The characteristic 'income' revealed that the scores for respondents within income bracket 'R20001 – 30000' were significantly lower than respondents from other income brackets. With regard to race, Blacks were significantly less than Indians who were significantly less than Whites. Males were significantly higher than females with the characteristic 'gender'.

The results with regard to the perceived productivity at UKZN, Edgewood campus, indicate a significant reduction in terms of the perception of productivity as a result of the merger. This calls into question management's ability to take cognizance of the "work smarter, not harder" principle, and the need for instructive supportive feedback (Kreitner, Kinicki and Buelens, 2002:234). Although there were no significant differences with regard to the characteristics, age, length of service, and gender, there were some differences with regard to income and race.

Finally, the results indicate a positive relationship between motivation and perceived productivity at UKZN, Edgewood campus, meaning that as motivation increases so will the perceived productivity at the higher education institution.

This chapter presented the significant findings of the investigation. Those results that were not significant can be found in the appendix 2. The following chapter draws conclusions from these findings relative to the relevant literature, and presents recommendations for improved human resource management at UKZN, Edgewood campus, as well as recommendations for further research.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter one discussed the importance of this particular research, in determining the relationship between the motivation and perceived productivity of the organisation. Chapter two reviewed the literature relevant to the study and provided a detailed explanation of the variables, namely, motivation and productivity within the context of the merger. Chapter three focused on the methodology of this particular research. Arising from the results of the empirical data presented in Chapter four, this chapter discusses the findings of the literature and the empirical study, the limitations of this research and key recommendations for improving motivation and productivity at UKZN, Edgewood campus.

5.2 SUMMARY OF FINDINGS

This research was interested in establishing the relationship between motivation and perceived productivity at UKZN, Edgewood campus. As indicated in Chapter two (Section 2.3.3). The performance of employees in an organisation is dependent on three things the motivation to do the job, the ability of the employee to perform the task and the resources available to do the job. Various theories have delved into the problems related to motivation. Kreitner, Kinicki and Buelens (2002) focused on six major motivational theories Reinforcement, Expectancy, Goal Setting, Need, Equity and Job Characteristics (Section 2.3.4, chapter 2). This research may provide an understanding for the positive relationship between motivation and perceived productivity at UKZN, Edgewood campus. One of the key reasons for understanding such a relationship is to allow a plan of action to develop to close the significant gaps in the relationships between motivation and perceived productivity. Detailed research over time will allow UKZN, Edgewood campus, to reflect whether actions taken caused the gaps to seal and whether new significant gaps are emerging.

Section 4.3.4 gives results from the Gap analysis that revealed that employees' perceptions were lower after the merger for ten out of eleven of the statements. Negative gaps in Figure 4.8 indicate that the employees were less satisfied with the tangible and intangible conditions in the workplace, after the merger. This is in keeping with the fact that mergers are complex tasks and have an effect on every level of operation and function of the higher education institution. The exploratory research indicated that perceived productivity at UKZN, Edgewood campus, is affected by all types of motivation dealt with in this study.

5.2.1 Motivation resulting from contentment in the workplace

When reference is made to motivation relating to contentment in the workplace, the issues being referred to include the degree of job specialization, monotony, repetitiveness, pay and benefits, how supervisors relate to co-workers and general working conditions. Personal factors such as personality, status and seniority and the alignment of job characteristics with the personal characteristics also convey the employees' perception of motivation from being content in their job. Various scholars indicate that productivity is dependent on workers being content in their job, as stated in Chapter 2 (Section 2.4.2). In particular Lewin (in Herbert, 1976:16), in his investigation, established that a supervisor's relationship with the employees have a direct correlation to the productivity of an organisation, as indicated in Chapter 2 (Section 2.3.4.3)

Significant gaps are present, especially with regard to post-merger motivation resulting from being content in the workplace (Table 4.2), and academic staff receiving less motivation post-merger than that of support staff. A further gap is evident in terms of the psychological rewards received pre – and post-merger (Table 4.9). It is suggested that when employees are more emotionally engaged, when they take ownership of what the organisation is involved in and when psychologically, they feel rewarded, then the organisation also succeeds. It is proposed that the employees have some control of their environment and in this way they would be able to manipulate the environment to be more healthy and productive. Managers need to be

synergistic, whereby the things done to improve in this dimension will have a positive impact in other dimensions (perceived productivity) because they are so highly interrelated.

The overall analysis of motivation resulting from contentment in the workplace suggests that managers need to reinforce the win/ win solutions emanating from employee characteristics (age, income, race, gender and length of service). To close the gaps evident in this dimension, it has been suggested that rating scales and questionnaires such as the Job Description Index, Minnesota Satisfaction Questionnaire be applied to continuously determine employees' reactions to their being content in the workplace.

5.2.2 Motivation resulting from rewards for good performance

This dimension (motivation resulting from rewards for good performance) applies to the remuneration received. It has been suggested by Adams' equity theory that employees are naturally stimulated by salaries (Section 2.3.4.5). Managers are also aware that money is a stimulant that motivates workers to work, but workers are motivated by a lot more (Section 2.3.4). The motivation using psychological rewards has dipped after the merger, as indicated in Table 4.11. The gap score for the statement feeling better about myself was 0.03 which indicates that the employees' perception of self-worth at UKZN is the same pre- and post- merger (Table 4.10). A significant gap of 0.043 was obtained for psychological rewards relating to the statement, praise by management. In order to improve on the motivation from psychological rewards, a paradigm shift is required at UKZN, Edgewood campus, that focuses on producing personal and organizational excellence by developing information and reward systems which reinforce the value of cooperation.

Motivation from job-related rewards focuses on the employee "receiving a bonus", "having opportunities that allow the employee to further his or her skills", "being secure in the organisation", "having mobility within the hierarchical structures" and "having freedom in the job". The employees' perceptions with regard to being given a "chance to learn new things" and

“opportunities for promotions” revealed a significant gap score of 0.043. The organisation has to take cognisance that by inspiring workers to acquire new knowledge and skills, new levels of personal and interpersonal effectiveness can be attained, as the employee breaks with old paradigms.

The scores indicated that motivation resulting from job-related rewards was lower post-merger in comparison to pre-merger.

5.2.3 The importance of motivators

Motivators refer to circumstances, things or internal frame of reference that drives a person to work. The employees’ perceptions with regard to this dimension from the gap scores revealed that there were no significant differences in the importance of motivators pre – and post – merger (Figure 4.13 and Figure 4.14). It is suggested that the employees’ attitudes, values and beliefs need to be respected, combined with the achievement of new standards in performance so that the organization can succeed to close the gap with the employee characteristics (income, race and gender).

5.2.4 Perceived productivity

Productivity is a state of mind, the spirit of progress to continuously improve what currently exists, as indicated in Chapter 2 (Section 2.4.2). Productivity is based on the employee’s perception, hence perceived productivity. Productivity at UKZN, Edgewood campus, refers to the employees’ ability in terms of teaching, research and community involvement. Table 4.2.4 indicates that the perceived productivity at UKZN, Edgewood campus, reduced significantly after the merger (Figure 4.15). UKZN, being a leading university in KwaZulu-Natal faces strong competition from other higher education institutions not only provincially but nationally and internationally. The organisations focus is to continue to attract students from the public and private support, by being the premier university of African Scholarship through such ways as research efforts. The results of the gap scores (Figure 4.16) indicate that the overall perception of the employees was one of unhappiness

relating to the productivity post-merger. These gap scores from this exploratory research could form a foundation for determining and tracing patterns of productivity over a period of time and could assist managers to develop and formulate strategies that can be quantified and verified to close the gap.

The other factor of note, is that of the perceived productivity and employee characteristics, with particular reference to income and race. There is a gap in the perceived productivity for employees from income bracket R10000 – R20000 compared to that income bracket R20001 –R30000 (Table 4.25). Blacks scored significantly higher than Indians who scored significantly higher than Whites, relative to race (Table 4.26), the analysis of which could be helpful in addressing the future needs of the organisation. It is suggested that a one-off productivity approach is not the solution, but rather productivity plans need to be developed over a long period of time to be meaningful.

5.2.5 Correlation between motivation and perceived productivity

As discussed in Chapter 2 (Section 2.4.2) there is a positive relationship between motivation and productivity: as motivation increases, so does perceived productivity. From the results it is clear that there is a strong positive correlation between all types of motivation and perceived productivity. As motivation resulting from work contentment, and rewards for good performance increases so does the perceived productivity at UKZN, Edgewood campus, (Table 4.2.8 and Table 4.2.9).

To conclude the findings, the study accepted hypothesis one and accepted hypothesis two, relative to motivators only.

5.3 RECOMMENDATIONS TO ADDRESS MOTIVATION AND PERCEIVED PRODUCTIVITY AT UKZN, EDGEWOOD CAMPUS

Emerging from the research findings, the following recommendations are suggested.

Employees should be kept motivated and the work contentment levels increased or kept on a constant high to ensure that the organization's perceived productivity is high because the organization is undergoing immense changes and the changes that are taking place are of a permanent nature.

There needs to be constant monitoring by management on a regular basis and particular emphasis should be placed on capitalizing on the self motivation of employees, as well as focusing on perceived productivity while the organisation is being "re-engineered" for greater speed, efficiency; the organization should also be made more flexible.

Consistent monitoring of the constructs, motivation and the organisation's perceived productivity, is important particularly as the organisation experiences the after effects of the merger process. This monitoring can be achieved by making the organisation more competitive, leading to the expansion of employment possibilities and developing skills of new employees. A culture of continuous innovation needs to be engendered where employees are encouraged to regularly share their ideas on how to improve their efficiency and work contentment. These can be achieved by capitalizing on the organisation's abundant resources, and creating an environment for the fair distribution of the fruits of productivity.

Management should be mindful at all levels, particularly with regard to income and race (employee characteristics) when dealing with issues that arise as a result of the merger process. They need to create a fertile ground for a productive mindset and behaviour so as to reduce the negative impact on employees involved in the merger process. The right competencies with access to knowledge, skills, resources and technology will actualize the potential implicit in the employees at the organization, thereby creating an environment that is inclusive.

A possibility is to reassess the management styles currently being adopted.

Management needs to consider issues of job security, engendering loyalty between employees, creating an environment that is conducive to promoting growth for the employee, and creating a space whereby employees can receive help with personal problems.

If management implements a programme to increase employee motivation, the programme should lead to the added value of raising the productivity levels of the organisation.

5.4 SUGGESTED FURTHER RESEARCH

The following recommendations are proposed as a follow-up to the current study.

- Motivation was identified as being a very important variable relating to the productivity of employees. Further research should be carried out to identify which method of motivation worked and to determine new methods of improving motivation levels during the post stages of the merger of the institution so that productivity does not decrease but rather remains the same or accelerates.
- The research instrument should be administered to all sites in the organization, given the fact that it is an exploratory study and could possibly be adopted for further research on the same topic.
- Further, this study could be viewed as a framework for a longitudinal study on the effects of motivation on the perceived productivity at the organisation.
- The findings from this study could be investigated in more depth by using a qualitative methodology to obtain a deeper understanding of the research problem.
- Another interesting area to be researched could be where the same sample in the study is followed-up and interviewed again focusing on different variables such as what the factors are that lead to staff being so self-motivated.

5.5 CONCLUDING REMARKS

The research results in summary indicate that the employees are self motivated but that there has been a decrease in motivation and in the perceived productivity at UKZN, Edgewood campus. Perceptions of lower perceived productivity levels after the merger were experienced at the organisation. In addition, people were less content with their jobs and the rewards for good performance, motivationally speaking, after the merger of the organisation. To improve the employees' performance using a "holistic approach to motivation" was suggested (Nel et al., 2004: 326).

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APPENDIX: 1

QUESTIONNAIRE

Dear Colleagues

I am currently conducting research which forms part of my MBA studies. Please be kind enough to complete the questionnaire that is attached. My intention is to establish the relationships between job satisfaction, productivity and motivation by testing respondents' attitudes and perceptions both pre and post merger within the University of Kwa-Zulu Natal (UKZN).

Your input would be most valuable to the study and will make a constructive contribution toward understanding the impact of the merger with regards staff's attitude.

I do recognize the heavy workload of each and everyone of you but could I ask you to please place all completed questionnaires in the mail box [labelled: J. Ramdhani : level 1: School of Social Science] . Please be assured that all information being disclosed will be treated with the utmost confidentiality and that no individual information obtained from the survey will be disclosed. Please note that your participation is voluntary and you are free to withdraw from the study at any time.

Please contact me directly (or my supervisor Dr Roger Mason, 031- 308 5385) should you need clarification of any of the issues raised in the questionnaire.

Thank you for participating in this study. I believe that the findings will be beneficial to you as professionals of this university.

Kind Regards

Contact details: J. Ramdhani
Telephone: (w) 031 -260 3538
Cell: 083 564 9691
Email address: ramdhani@ukzn.ac.za

QUESTIONNAIRE

SECTION: A [Please place a tick in the appropriate block when answering the questions in this section]

1. DESIGNATION

Academic	Support Staff
----------	---------------

2. INCOME (Gross monthly income in Rands)

Less than 5000	5000 - 10 000	10 001 - 20 000	20 001 - 30 000	Over 30 001
----------------	---------------	-----------------	-----------------	-------------

3. AGE (years)

Less than 25	25 - 35	36 - 45	46 - 55	56 and over
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4. RACE

Black	Asian	White	Coloured
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5. GENDER

Male	Female
------	--------

6. LENGTH OF SERVICE AT UKZN

3 to 6 months	7 months to 5 yrs	6 yrs to 15 yrs	16 yrs to 20 yrs	21 yrs and above
---------------	-------------------	-----------------	------------------	------------------

7. Indicate the APPROXIMATE NUMBER OF MANAGERS that you have worked for while in the employ of UKZN. (Please fill in the number in the box provided below)

--

SECTION B

Please complete Part B by responding to the statements below. Please circle the appropriate number which indicates your level of agreement or disagreement to the item under consideration. Please note that there are two parts to each question: namely your perception/ opinion relating to both the pre merger and post merger stages of UKZN.

If you strongly agree to the item under consideration circle the number 5 and if you strongly disagree to the item under consideration please circle number 1.

1 =strongly disagree, 2 =disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree.

SECTION B

No	question	pre merger	post
1.	I am noticed when I do my job.	1..2..3..4..5	1..2..3..4..5
2.	I get recognition for the work I do.	1..2..3..4..5	1..2..3..4..5
3.	I get praise for doing a good job	1..2..3..4..5	1..2..3..4..5
4.	My pay at the UKZN compares well with similar jobs in other universities.	1..2..3..4..5	1..2..3..4..5
5.	I am satisfied with the pay I get for the work I do.	1..2..3..4..5	1..2..3..4..5
6.	I am satisfied with my pay compared to my co-workers.	1..2..3..4..5	1..2..3..4..5
7.	I am satisfied with the way line managers handle employees.	1..2..3..4..5	1..2..3..4..5
8.	I am satisfied with the way line managers handle complaints brought to him/her by employees.	1..2..3..4..5	1..2..3..4..5
9.	I am satisfied with the personal relationship between line management and their employees.	1..2..3..4..5	1..2..3..4..5
10.	I feel that the University is efficient in preparing students to become academics.	1..2..3..4..5	1..2..3..4..5
11.	I feel that the university has provided me with the right equipment to operate efficiently.	1..2..3..4..5	1..2..3..4..5

- | | | | |
|-----|--|---------------|---------------|
| 12. | I feel that the university has staff who are sufficiently trained in their job to operate productively. | 1..2..3..4..5 | 1..2..3..4..5 |
| 13. | I feel that the overall leadership at the University encourages people to be productive. | 1..2..3..4..5 | 1..2..3..4..5 |
| 14. | I have a pleasant building in which I work | 1..2..3..4..5 | 1..2..3..4..5 |
| 15. | My equipment at the university is well laid out. | 1..2..3..4..5 | 1..2..3..4..5 |
| 16. | The employees have a positive attitude to their work. | 1..2..3..4..5 | 1..2..3..4..5 |
| 17. | I feel that the university is efficient in preparing students to becoming academics at the lowest possible cost. | 1..2..3..4..5 | 1..2..3..4..5 |

Please indicate your level of agreement or disagreement, if you performed your job especially well.

- | | | | |
|-----|---|---------------|---------------|
| 18. | I will get a bonus or pay increase | 1..2..3..4..5 | 1..2..3..4..5 |
| 19. | I will feel better about myself as a person | 1..2..3..4..5 | 1..2..3..4..5 |
| 20. | I will have an opportunity to develop my skills and abilities. | 1..2..3..4..5 | 1..2..3..4..5 |
| 21. | I will have better job security. | 1..2..3..4..5 | 1..2..3..4..5 |
| 22. | I will be given chances to learn new things. | 1..2..3..4..5 | 1..2..3..4..5 |
| 23. | I will get promoted or get a better job. | 1..2..3..4..5 | 1..2..3..4..5 |
| 24. | I will get a feeling that I have accomplished something worthwhile. | 1..2..3..4..5 | 1..2..3..4..5 |
| 25. | I will have more freedom on the job. | 1..2..3..4..5 | 1..2..3..4..5 |
| 26. | I will be respected by the people I work with. | 1..2..3..4..5 | 1..2..3..4..5 |
| 27. | I will be praised by management | 1..2..3..4..5 | 1..2..3..4..5 |
| 28. | The people I work with will be friendly to me. | 1..2..3..4..5 | 1..2..3..4..5 |

Please indicate your level of importance both before and after the merger of these things that you could have on your job. i.e.: How important is it for you to have the things listed below in your present job?

Please remember when answering:

1 = highly unimportant, 2 = unimportant, 3 = neither important nor unimportant, 4 = important, 5 = highly important.

HOW IMPORTANT IS?

- | | | | | | |
|-----|--|---------------|---|-----|----|
| 29 | The amount of pay you get. | 1..2..3..4..5 | 1..2..3..4..5 | | |
| 30. | The chances you have to do something that makes you feel good about yourself as a person. | 1..2..3..4..5 | 1..2..3..4..5 | | |
| 31. | The ability to develop your skills and abilities. | 1..2..3..4..5 | 1..2..3..4..5 | | |
| 32. | The amount of job security you have | 1..2..3..4..5 | 1..2..3..4..5 | | |
| 33. | The chances you have to learn new things. | 1..2..3..4..5 | 1..2..3..4..5 | | |
| 34. | Your opportunity for getting a promotion or getting a better job. | 1..2..3..4..5 | 1..2..3..4..5 | | |
| 35. | Your chances you have to accomplish something worthwhile. | 1..2..3..4..5 | 1..2..3..4..5 | | |
| 36. | The amount of freedom you have on your job. | 1..2..3..4..5 | 1..2..3..4..5 | | |
| 37. | The respect you receive from the people you work with. | 1..2..3..4..5 | 1..2..3..4..5 | | |
| 38. | The praise you get from management. | 1..2..3..4..5 | 1..2..3..4..5 | | |
| 39. | The friendliness of the people you work with. | 1..2..3..4..5 | 1..2..3..4..5 | | |
| 40. | The current executive leadership at University provides sufficient structures to support the merger, (Please tick the appropriate block) | | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table> | Yes | No |
| Yes | No | | | | |

APPENDIX 2: NOT SO SIGNIFICANT RESULTS

Group Statistics

	Designation	N	Mean	Std. Deviation	Std. Error Mean
Motivation - workplace pre	Academic	26	2.8812	.61821	.12124
	Support staff	14	3.2729	.39505	.10558
Motivation - workplace post	Academic	26	2.6765	.65720	.12889
	Support staff	14	2.6014	.62525	.16710
Motivation - reward psych pre	Academic	26	3.4692	.64484	.12646
	Support staff	14	3.5286	.96908	.25900
Motivation - reward psych post	Academic	26	3.2308	.77085	.15118
	Support staff	14	3.3143	.66893	.17878
Motivation - reward job pre	Academic	26	2.8965	.63343	.12423
	Support staff	14	2.8686	.71584	.19132
Motivation - reward job post	Academic	26	2.4923	.64704	.12689
	Support staff	14	2.6671	.81346	.21741
Motivators pre	Academic	26	3.4819	1.33277	.26138
	Support staff	14	4.1121	.94934	.25372
Motivators post	Academic	26	3.6177	1.36259	.26723
	Support staff	14	4.1314	.57042	.15245
Perceived productivity pre	Academic	26	3.3196	.73683	.14450
	Support staff	14	3.2393	.51054	.13645
Perceived productivity post	Academic	26	2.9869	.93007	.18240
	Support staff	14	2.7514	.83694	.22368

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Motivation - workplace pre	Male	17	2.9776	.75261	.18253
	Female	22	3.0755	.40790	.08696
Motivation - workplace post	Male	17	2.8041	.74847	.18153
	Female	22	2.4791	.46797	.09977
Motivation - reward psych pre	Male	17	3.3294	.94853	.23005
	Female	22	3.5909	.59033	.12586
Motivation - reward psych post	Male	17	3.3882	.75984	.18429
	Female	22	3.2273	.65696	.14007
Motivation - reward job pre	Male	17	2.8824	.74941	.18176
	Female	22	2.8395	.55313	.11793
Motivation - reward job post	Male	17	2.8041	.75696	.18359
	Female	22	2.3773	.62796	.13388
Motivators pre	Male	17	3.9271	.92010	.22316
	Female	22	3.4700	1.42197	.30317
Motivators post	Male	17	4.1676	.52344	.12695
	Female	22	3.4659	1.42947	.30476
Perceived productivity pre	Male	17	3.1765	.69044	.16746
	Female	22	3.3482	.63977	.13640
Perceived productivity post	Male	17	3.0494	.88175	.21386
	Female	22	2.7577	.90974	.19396

Descriptive Statistics

Dependent Variable: Motivation - workplace post

Income	Mean	Std. Deviation	N
R5000 - R10000	2.4771	.75148	7
R10000 - R20000	2.7604	.69830	24
R20000 - R30000	2.4500	.00000	6
Over R30000	2.5733	.53304	3
Total	2.6502	.63914	40

Descriptive Statistics

Dependent Variable: Motivation - reward psych pre

Age	Mean	Std. Deviation	N
25 - 34 Years	4.0000	.52915	3
35 - 44 years	3.2600	1.12763	10
45 - 54 years	3.6000	.37417	21
Over 54 years	3.2333	1.08382	6
Total	3.4900	.76185	40

Descriptive Statistics

Dependent Variable: Motivation - workplace post

Race	Mean	Std. Deviation	N
Black	2.8600	.67963	12
Asian	2.5291	.63324	11
White	2.5806	.61587	17
Total	2.6502	.63914	40

Descriptive Statistics

Dependent Variable: Motivation - workplace post

Length of service at UKZN	Mean	Std. Deviation	N
6 months < 5 years	2.7645	.76409	11
5 years < 15 years	2.5017	.54714	23
15 years < 20 years	3.8000	.	1
20 years and above	2.8520	.57678	5
Total	2.6502	.63914	40

Descriptive Statistics

Dependent Variable: Motivation - workplace pre

Income	Mean	Std. Deviation	N
R5000 - R10000	3.1286	.33618	7
R10000 - R20000	3.0454	.66288	24
R20000 - R30000	2.7300	.00000	6
Over R30000	3.1200	.88391	3
Total	3.0182	.57690	40

Descriptive Statistics

Dependent Variable: Motivation - workplace pre

Age	Mean	Std. Deviation	N
25 - 34 Years	3.5133	.37873	3
35 - 44 years	2.8610	.73915	10
45 - 54 years	3.0352	.51034	21
Over 54 years	2.9733	.55963	6
Total	3.0182	.57690	40

Descriptive Statistics

Dependent Variable: Motivation - workplace pre

Race	Mean	Std. Deviation	N
Black	2.9392	.45739	12
Asian	2.9009	.79603	11
White	3.1500	.48862	17
Total	3.0182	.57690	40

Descriptive Statistics

Dependent Variable: Motivation - workplace pre

Length of service at UKZN	Mean	Std. Deviation	N
6 months < 5 years	2.9764	.90397	11
5 years < 15 years	3.0274	.34292	23
15 years < 20 years	2.4500	.	1
20 years and above	3.1820	.66005	5
Total	3.0182	.57690	40

Descriptive Statistics

Dependent Variable: Motivation - reward psych pre

Income	Mean	Std. Deviation	N
R5000 - R10000	3.0286	1.16864	7
R10000 - R20000	3.6833	.70505	24
R20000 - R30000	3.2000	.00000	6
Over R30000	3.6000	.20000	3
Total	3.4900	.76185	40

Descriptive Statistics

Dependent Variable: Motivation - reward psych pre

Age	Mean	Std. Deviation	N
25 - 34 Years	4.0000	.52915	3
35 - 44 years	3.2600	1.12763	10
45 - 54 years	3.6000	.37417	21
Over 54 years	3.2333	1.08382	6
Total	3.4900	.76185	40

Descriptive Statistics

Dependent Variable: Motivation - reward psych pre

Race	Mean	Std. Deviation	N
Black	3.4333	.67600	12
Asian	3.5818	1.06754	11
White	3.4706	.61620	17
Total	3.4900	.76185	40

Descriptive Statistics

Dependent Variable: Motivation - reward psych pre

Length of service at UKZN	Mean	Std. Deviation	N
6 months < 5 years	3.3636	.88008	11
5 years < 15 years	3.4609	.78494	23
15 years < 20 years	4.0000	.	1
20 years and above	3.8000	.31623	5
Total	3.4900	.76185	40

Descriptive Statistics

Dependent Variable: Motivation - reward psych post

Income	Mean	Std. Deviation	N
R5000 - R10000	3.2000	.80000	7
R10000 - R20000	3.3083	.79778	24
R20000 - R30000	3.2000	.00000	6
Over R30000	3.1333	1.02632	3
Total	3.2600	.72917	40

Descriptive Statistics

Dependent Variable: Motivation - reward psych post

Age	Mean	Std. Deviation	N
25 - 34 Years	3.0000	1.03923	3
35 - 44 years	3.6600	.47188	10
45 - 54 years	3.1238	.66476	21
Over 54 years	3.2000	1.05071	6
Total	3.2600	.72917	40

Descriptive Statistics

Dependent Variable: Motivation - reward psych post

Race	Mean	Std. Deviation	N
Black	3.3167	.61175	12
Asian	3.5273	.78114	11
White	3.0471	.74676	17
Total	3.2600	.72917	40

Descriptive Statistics

Dependent Variable: Motivation - reward psych post

Length of service at UKZN	Mean	Std. Deviation	N
6 months < 5 years	3.2909	.95651	11
5 years < 15 years	3.3130	.52855	23
15 years < 20 years	1.8000	.	1
20 years and above	3.2400	.89889	5
Total	3.2600	.72917	40

Descriptive Statistics

Dependent Variable: Motivation - reward job pre

Income	Mean	Std. Deviation	N
R5000 - R10000	2.5000	.83843	7
R10000 - R20000	3.0829	.56670	24
R20000 - R30000	2.3300	.00000	6
Over R30000	3.3333	.57735	3
Total	2.8868	.65436	40

Descriptive Statistics

Dependent Variable: Motivation - reward job pre

Age	Mean	Std. Deviation	N
25 - 34 Years	3.2767	.25423	3
35 - 44 years	2.8000	.88778	10
45 - 54 years	2.8719	.56085	21
Over 54 years	2.8883	.72797	6
Total	2.8868	.65436	40

Descriptive Statistics

Dependent Variable: Motivation - reward job pre

Race	Mean	Std. Deviation	N
Black	2.6925	.81939	12
Asian	3.0900	.64600	11
White	2.8924	.51436	17
Total	2.8868	.65436	40

Descriptive Statistics

Dependent Variable: Motivation - reward job pre

Length of service at UKZN	Mean	Std. Deviation	N
6 months < 5 years	2.7718	.60641	11
5 years < 15 years	2.7961	.66494	23
15 years < 20 years	4.0000	.	1
20 years and above	3.3340	.42459	5
Total	2.8868	.65436	40

Descriptive Statistics

Dependent Variable: Motivation - reward job post

Income	Mean	Std. Deviation	N
R5000 - R10000	2.6429	.85780	7
R10000 - R20000	2.6317	.75459	24
R20000 - R30000	2.3300	.00000	6
Over R30000	2.1667	.66501	3
Total	2.5535	.70433	40

Descriptive Statistics

Dependent Variable: Motivation - reward job post

Age	Mean	Std. Deviation	N
25 - 34 Years	2.6667	1.04083	3
35 - 44 years	3.0330	.72216	10
45 - 54 years	2.4281	.62510	21
Over 54 years	2.1367	.43848	6
Total	2.5535	.70433	40

Descriptive Statistics

Dependent Variable: Motivation - reward job post

Race	Mean	Std. Deviation	N
Black	2.5542	.38552	12
Asian	2.8936	.95813	11
White	2.3329	.63405	17
Total	2.5535	.70433	40

Descriptive Statistics

Dependent Variable: Motivation - reward job post

Length of service at UKZN	Mean	Std. Deviation	N
6 months < 5 years	2.4836	.72460	11
5 years < 15 years	2.5787	.70457	23
15 years < 20 years	2.1700	.	1
20 years and above	2.6680	.85066	5
Total	2.5535	.70433	40

Descriptive Statistics

Dependent Variable: Motivators pre

Income	Mean	Std. Deviation	N
R5000 - R10000	3.8471	1.24422	7
R10000 - R20000	4.2429	.55252	24
R20000 - R30000	1.2700	.00000	6
Over R30000	3.9067	.56766	3
Total	3.7025	1.23763	40

Descriptive Statistics

Dependent Variable: Motivators pre

Age	Mean	Std. Deviation	N
25 - 34 Years	4.3633	.41789	3
35 - 44 years	3.9480	1.20061	10
45 - 54 years	3.3500	1.38829	21
Over 54 years	4.1967	.61328	6
Total	3.7025	1.23763	40

Descriptive Statistics

Dependent Variable: Motivators pre

Race	Mean	Std. Deviation	N
Black	2.6442	1.72899	12
Asian	4.3400	.73097	11
White	4.0371	.32565	17
Total	3.7025	1.23763	40

Descriptive Statistics

Dependent Variable: Motivators pre

Length of service at UKZN	Mean	Std. Deviation	N
6 months < 5 years	4.0836	.63858	11
5 years < 15 years	3.3952	1.48289	23
15 years < 20 years	5.0000	.	1
20 years and above	4.0180	.57695	5
Total	3.7025	1.23763	40

Descriptive Statistics

Dependent Variable: Motivators post

Income	Mean	Std. Deviation	N
R5000 - R10000	3.8971	.53469	7
R10000 - R20000	4.3904	.38923	24
R20000 - R30000	1.2700	.00000	6
Over R30000	3.8767	.70465	3
Total	3.7975	1.16628	40

Descriptive Statistics

Dependent Variable: Motivators post

Age	Mean	Std. Deviation	N
25 - 34 Years	3.9367	.45829	3
35 - 44 years	4.3480	.58113	10
45 - 54 years	3.4100	1.41929	21
Over 54 years	4.1667	.66950	6
Total	3.7975	1.16628	40

Descriptive Statistics

Dependent Variable: Motivators post

Race	Mean	Std. Deviation	N
Black	2.8475	1.70663	12
Asian	4.4300	.44547	11
White	4.0588	.40569	17
Total	3.7975	1.16628	40

Descriptive Statistics

Dependent Variable: Motivators post

Length of service at UKZN	Mean	Std. Deviation	N
6 months < 5 years	4.3982	.35583	11
5 years < 15 years	3.4383	1.38678	23
15 years < 20 years	4.8000	.	1
20 years and above	3.9280	.60102	5
Total	3.7975	1.16628	40

Descriptive Statistics

Dependent Variable: Perceived productivity pre

Income	Mean	Std. Deviation	N
R5000 - R10000	3.0243	.54046	7
R10000 - R20000	3.2296	.72850	24
R20000 - R30000	3.8300	.00000	6
Over R30000	3.3333	.60186	3
Total	3.2915	.66062	40

Descriptive Statistics

Dependent Variable: Perceived productivity pre

Age	Mean	Std. Deviation	N
25 - 34 Years	3.5000	.17000	3
35 - 44 years	2.9670	.67506	10
45 - 54 years	3.4833	.51564	21
Over 54 years	3.0567	1.02531	6
Total	3.2915	.66062	40

Descriptive Statistics

Dependent Variable: Perceived productivity pre

Race	Mean	Std. Deviation	N
Black	3.6650	.40253	12
Asian	3.1527	.83454	11
White	3.1176	.60589	17
Total	3.2915	.66062	40

Descriptive Statistics

Dependent Variable: Perceived productivity pre

Length of service at UKZN	Mean	Std. Deviation	N
6 months < 5 years	3.0155	1.00337	11
5 years < 15 years	3.3543	.46931	23
15 years < 20 years	4.0000	.	1
20 years and above	3.4680	.36072	5
Total	3.2915	.66062	40

Descriptive Statistics

Dependent Variable: Perceived productivity post

Income	Mean	Std. Deviation	N
R5000 - R10000	2.6914	.98819	7
R10000 - R20000	2.7787	.86775	24
R20000 - R30000	3.8300	.00000	6
Over R30000	2.5567	.96417	3
Total	2.9045	.89495	40

Descriptive Statistics

Dependent Variable: Perceived productivity post

Age	Mean	Std. Deviation	N
25 - 34 Years	2.6133	.91632	3
35 - 44 years	2.9340	.79021	10
45 - 54 years	3.0076	.93871	21
Over 54 years	2.6400	1.04000	6
Total	2.9045	.89495	40

Descriptive Statistics

Dependent Variable: Perceived productivity post

Race	Mean	Std. Deviation	N
Black	3.6933	.44215	12
Asian	2.9855	.82516	11
White	2.2953	.72581	17
Total	2.9045	.89495	40

Descriptive Statistics

Dependent Variable: Perceived productivity post

Length of service at UKZN	Mean	Std. Deviation	N
6 months < 5 years	2.8782	1.08813	11
5 years < 15 years	2.8917	.85232	23
15 years < 20 years	3.6700	.	1
20 years and above	2.8680	.83825	5
Total	2.9045	.89495	40

Descriptive Statistics

Dependent Variable: Motivation - workplace post

Age	Mean	Std. Deviation	N
25 - 34 Years	2.3033	.51588	3
35 - 44 years	2.7590	.81107	10
45 - 54 years	2.6862	.59212	21
Over 54 years	2.5167	.60876	6
Total	2.6502	.63914	40