



**FACTORS RESPONSIBLE FOR MOTIVATION OF ADMINISTRATIVE STAFF IN A
NATIONAL GOVERNMENT SERVICE DELIVERY DEPARTMENT**

by

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Master of Technology: Business Administration in Project Management
in the Faculty of Business and Management Sciences**

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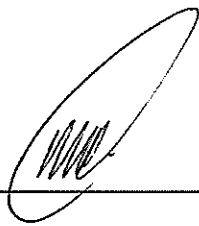
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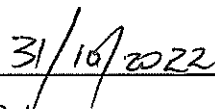
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Signed



Date

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ABSTRACT

The study of motivation has been a central theme in leadership and management in diverse organizational structures. Despite divergent theories developing and being modified over the years, there have always been variations in what possible motivators surfaced depending on the subjects being studied. The discrepancies are influenced by different factors, including the nature of the task, the individual concerned, organizational structure, environment, and cultural and religious views.

The central objective of this research was to identify factors critical to the motivation of administrative personnel, within a given microenvironment. Identifying the motivating factors also imply the presence of factors that would be demotivators within the administrative structure in a government department. A mixed research methodology was chosen because of the study's nature and the necessity for providing depth and breadth in comprehending the phenomenon being investigated by the study. The target population was administrative personnel who worked in the specific department where the study was conducted. Ethical clearance was granted for the research to proceed. Systematic random sampling was administered on the different floors of the building housing the selected government department. Five trained research assistants administered the questionnaires face-to-face.

A questionnaire was chosen as the data generation method, as it provides a standard response framework. The response rate was high because of the face-to-face administration of the survey. The cleaned, edited, and coded data was captured onto an excel spreadsheet, from which illustrations were constructed to compare the variables within the study. The findings seem to indicate good employee relationships and promotion prospects as critical motivation factors for performance.

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CHAPTER 1

INTRODUCTION

1.1 Background

South Africa is a constitutional democracy with three levels of government and an independent judiciary. The governmental, regional, municipal, and federal agencies have parliamentary, and executive jurisdiction in their service divisions, and the constitution recognises them as distinct, intertwined, and interconnected. The national administration is the management or political power that governs a country. At the absolute least, a national administration must have an army of the nation, the capacity to obtain taxes, and sufficient influence over its political units to establish and maintain international affairs. State management is responsible for making regulations, establishing strategies for the republic, and providing services within its purview. The Legislature, executive, and legal branches of government make up the national government. National governments oversee internal security (Chigwata and De Visser, 2018:165-185).

Resources must be allocated for the department to operate and fulfil its purpose. These resources are physical (building and infrastructure, inventory), human (employees), financial (money) and intellectual (partnerships, customer knowledge) (Dao V, Langella. and Carbo, 2011:63-79). This study focuses on human resources, which play a vital role in an organisation. Human resources must be managed and taken care of to ensure they effectively play their role in the organisation. Employee motivation refers to the requirement to develop ways to motivate workers/employees to accomplish their jobs well and achieve positive employee engagement (Abou Elnaga. and Imran, 2014:13-26). Motivated employees will go the extra mile in performing their duties, improving organisational performance.

Motivation is the driving force behind people's decisions to begin, continue, or quit doing anything at a specific moment (Reeve, 2018:31). Internal energies that motivate a desire to take goal-directed action are referred to as motivational emotions. Various psychological conditions are supposed to contest one another, with only the most potent mood dictating behaviour. This indicates that we can be motivated to accomplish something yet not follow through. People are motivated by urges, which is the most common psychological state. However, different situations, including views about what one must do or intentions, could also serve as motivators.

Employee motivation is defined by (Waqas Z. and Saleem S, 2014:73-82) as a factor in employee productivity and performance. This shows that employee engagement plays a part in expanding productivity and performance.

Employee motivation can be explained as the extent of drive that drives the behaviour of employees, the worker decisions made between distinct behaviours to attain individual goals (Direction), and the employees' commitment to achieving their goals and maintaining existing actions (Osabiya, 2015:62-75).

According to Bao and Nizam (2015:29-45), motivation is defined as the efforts taken to inspire or motivate employees to strive toward a common goal in order to accomplish the desired outcomes. There is no other definition of motivation than this one (Conrad, Ghosh, and Isaacson, 2015), which defines it as the methods used to meet the demands of employees. Moreover, Botha, Bussin, and De Swardt (2011:1-12) allude to efforts made to build diligent, passionate, innovative, and skilful employees who work in the workplace freely. Moreover, Botha, Bussin, and De Swardt (2011:1-12) allude to efforts made to build diligent, passionate, innovative, and skilful employees who work in the workplace freely. Motivation is the term used to describe all efforts to help people improve their drive to succeed individual and professional aims. Furthermore, it involves making sure that employees are content with their jobs, as a result production is projected to increase.

In today's business world, change and complexity have become the norm. These characteristics have been interwoven into our daily lives due to the nature of business. We work in a continuously evolving environment and becoming more complex, and we must be competent, efficient, client-focused, and financially successful (Huselid M. A. 2010:24).

Waiyaki (2017:15), who views motivation as a key opponent in boosting product morale among administrative employees, is the working definition of motivation used in this study. The role of employee motivation in organisational performance is emphasised in the definition. The study seeks to identify factors that will boost production morale amongst admin staff in a selected government department. It will also identify the type of tasks performed by administrative staff at the government department and demoralising issues. It will also establish acceptance of specific management skills by the head administrators in the government department. The study is influenced by the researcher's interest in learning about the importance of motivation and its effects on boosting performance in government departments to reduce or eliminate service complaints and poor service

delivery. It was also impacted by (Hussein, Ibrahim, and Mohamud's 2017) recommendations for more research into employee motivation.

Background information for the study and a review of related evidence led to identifying a research gap.

1.2 Motivational Theories

A theory is defined as a system of linked ideas that are developed to explain something (Google Dictionary). Motivation theories are, therefore, systems that explain the needs of the people and how they can be fulfilled. Motivational theories are categorised into content and process theories (Kian, Yusoff, and Rajah, 2014:94-102).

Bagraim et al. (2016:100) state that content theories focus on what motivates a person. These theories are based on the needs that must be satisfied to motivate people. According to Bagraim et al. (2016:100), process theories are concerned with describing and assessing how people are driven. These ideas suggest that humans are motivated by external influences. The basic theories in content and process theories are depicted in Figure 1.0. For the purposes of this study, content theories will be examined because the goal is to see what can be done to motivate the department's administrative employees by recognising their requirements and identifying the motivation factors that can assist them in improving their behaviour and enhancing production morale.

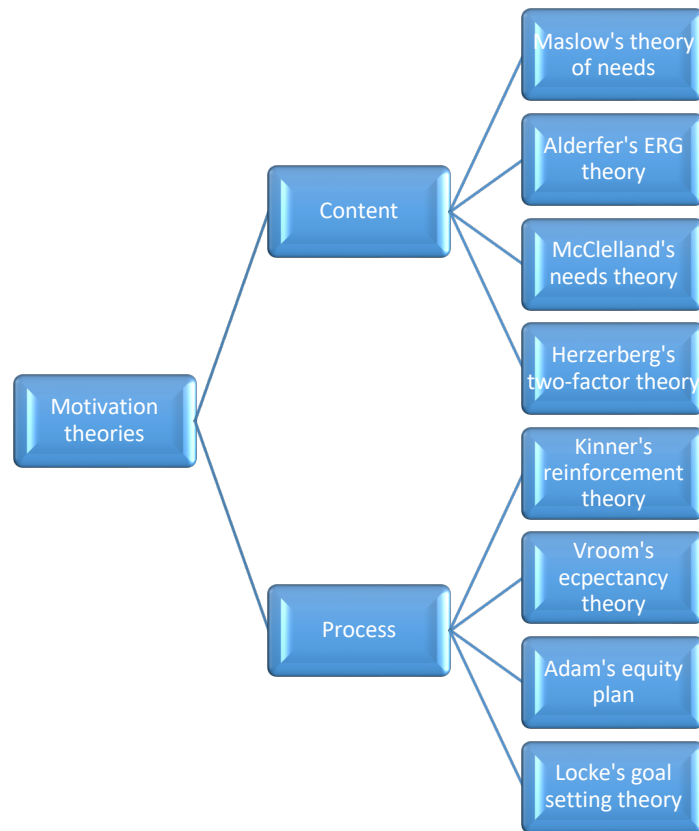


Figure 1.1: Classification of motivational theories

Source: Business Jargon, n.d.

1.2.1 Maslow's Needs Theory

Maslow's motivational theory is one of the most widely studied theories on human behaviour. The hierarchy of needs system is a popular paradigm for classifying human motives (Acquah, Nsiah, Anti and Otoo, 2021:1-6). Maslow's hierarchy of requirements highlights specific traits, such as family and community, and needs that must be addressed. E.O. Aruma and M.E. Hanachor, 2017:15-27). To realise self-realisation, the character's basic needs must first be met, such as security, love and belonging, and consciousness. The needs can overlap inside the pyramid, but in order to progress upwards, the lower requirements must be met first. Food and shelter are examples of basic needs. The term "safety" refers to the need to be protected (Aruma E.O. and Hanachor M.E, 2017:15-27).

To sense love/belonging, individuals must have some type of connection in order to give and obtain love. Having capabilities and influence over one's own life satisfies the desire

for self-esteem. Failure to address both lesser and greater expectations can be harmful to one's mental health (Aruma E.O. and Hanachor M.E., 2017:15-27). During adolescence, this could lead to depression symptoms and low self-esteem (Steiger, Allemand, Robins, and Fend, 2014:325). If an adolescent's safety needs are not met, his or her confidence will decrease. According to a study, having community and friend support can help to alleviate emotional problems. In order to reduce waste, it is necessary to achieve these conditions.

1.2.2 Alderfer's ERG Theory

Alderfer claimed that the three fundamental needs are existence, relatedness, and growth, based on Maslow's hierarchy of needs. The existence group oversees providing for our most important basic material requirements. They include Maslow's physiological and security demands. The affiliation set of criteria refers to our desire to preserve significant personal relations. Satisfying these common and rank demands, like Maslow's interpersonal need and the external component of Maslow's self-worth hierarchy, necessitate interpersonal connection. Lastly, Alderfer defines growth needs as a natural desire to improve oneself. To acquire greater human wholeness, all these conditions must be accomplished (Farimani Z.B. and Shahri N.N. 2020:623-634).

This concept is comparable to Maslow's in that both focus on meeting individual needs in order to motivate people, but Alderfer's theory proposes that the needs can be met in any sequence.

1.2.3 McClelland's Needs Theory

The third theory is McClelland's needs theory. The idea focuses on the need to meet three primary human wants: the need for success, power, and affiliation, which are influenced by Maslow's thesis of self-actualisation, esteem, and social needs. The theory proposes that the need for achievement makes an individual strive to be the top performer in an organisation by setting challenging goals and seeking regular feedback. On the other hand, the need for power is about the individual's ability to influence others. Lastly, McClelland identified the need for affiliation, which involves fostering interpersonal relationships (Royle M.T. and Hall A.T, 2012:21-42).

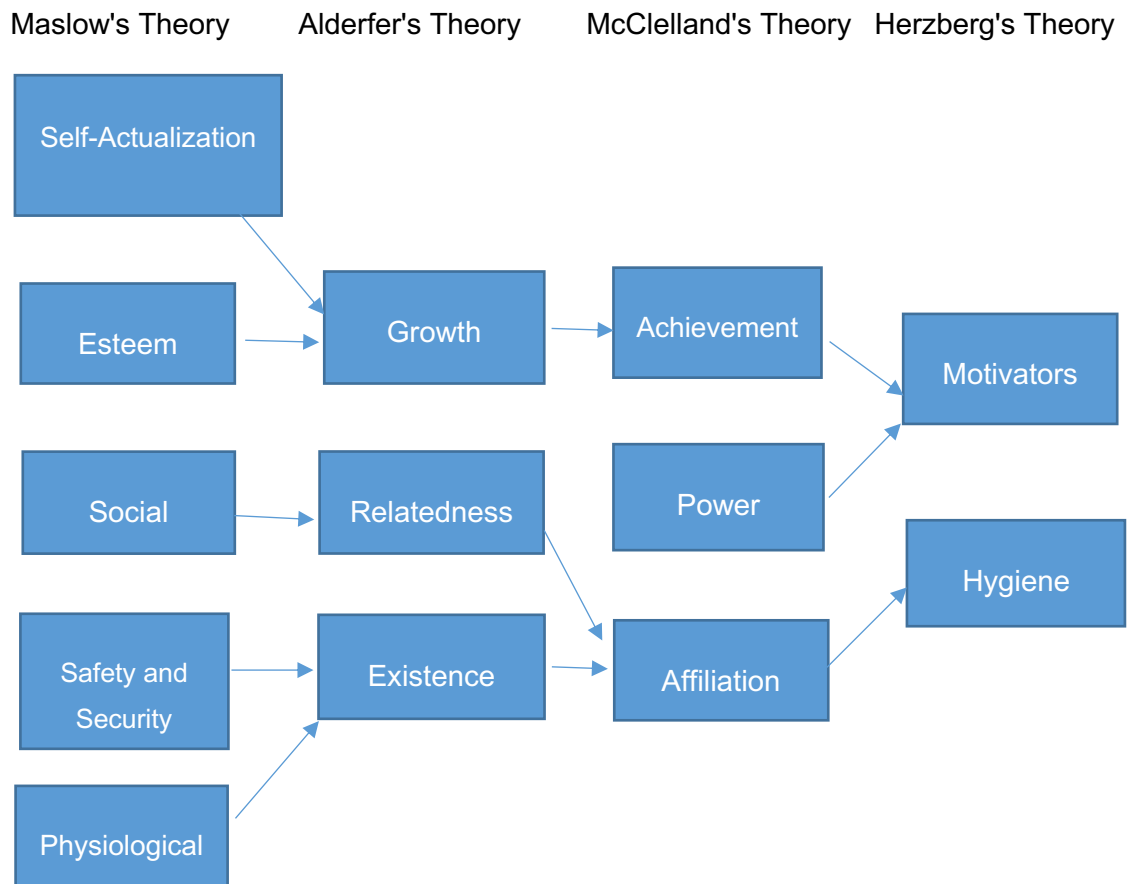


Figure 1.2: Summary of Content Theories

1.3 Process Theories

This theory assumes that employees will put extra effort into contributing to the organisation if they believe they will be rewarded. For example, a call centre agent may be discouraged by the salary offered by the company. However, they will learn how others receive more commission as they continue to work. Therefore, the more they learn, the more they will increase their effort with the expectation that they will get more commission than others (Botha, Du Plessis, Nel, Ngalo, Poisat, Sono, and Werner, 2011:206) & (Boamah, Brong Ahafo, 2014:20).

The theory is guided by three concepts: valence, instrumentality, and expectancy. According to Bagraim J, Cunningham, Portgieterm & Viedge (2016:118), valence refers to

the ability to achieve personal goals with a reward. For instance, workers that want to further their studies will assume they will get a promotion when they complete a particular course. The second concept is the instrumentality belief which refers to the belief that "performance will lead to a desired result" (Botha et al., Human Resource Management, 2011:297). For example, an employee who hardly misses work, completes work on time, has been working in the organisation for a long time and respects the managers, fellow employees, as well as clients, will believe they will be considered for promotion when there is a vacant post with a higher salary level. The third and last concept of process theory is expectancy. This idea is founded on the premise that performance results from effort. For example, an employee who believes they can ask and learn how to use a computer can submit their reports on time without waiting for other people to assist them when they are free.

1.3.1 Adam's Equity Theory

Nyakego (2014:88-97) developed an equity theory that stated that employees make comparisons between the inputs they contribute to work and the results they obtain when compared to the perceived inputs and outcomes of others (Bagraim J. Cunningham, Potgieter, & Viedge (2016:116), Wikipedia, The Free Encyclopedia, n.d). This theory states that employees compare the reward for their work against the other employees, and if they find unequal and unfair treatment, their performance gets affected, or they may even find new jobs. The equity theory aims to maintain fairness in an organisation's reward system. This helps to sustain employee satisfaction which affects organisational performance.

According to Bagraim J. Cunningham, Potgieter, & Viedge (2016:117), equity allows an employee to compare his/her ratio of inputs and outputs with three categories of "Others". In the first category, the employee can compare with any person, whether a colleague, friend, or neighbour working in a similar position. The second category lies in the reward system within the organisation. For example, if police officers are remunerated when they sustain injuries on duty, an officer may compare fairness in his/her remuneration for the cause against an officer who has received it before. The comparison may include the duration of the processing of their application for remuneration and the amount they receive compared to the other officer who had a similar claim. The third category is the employee. For example, an employee who gets a promotion to a higher paying job with more responsibilities. They can compare their inputs and outputs between their current and previous job. The employee may experience challenges in the current job that reduces their chances of being awarded titles like "best employee" or any recognition, which may lead to demotivation.

1.3.2 Locke's Goal-Setting Theory

A goal is what a person aims to achieve in a specific period. The theory is based on Locke's belief that people are motivated by their goals as they allow them to compare their current performance towards achieving a particular goal with the required performance. This motivates an employee to work hard to achieve an objective if they believe it is possible for them to, even if they do not achieve the highest level of performance.

Employee behaviour is influenced by goal setting in the following ways, Botha et al., Human Resources Management (2011:299).

Goals help to get employees to focus on essential things. For example, a supply chain officer who aims to pay suppliers' pending payments every Tuesday will have their attention on each Tuesday of the week, even if there is only one supplier to pay. The employee will see that they achieve their goal before committing to anything.

"Goals increase employees' persistence". For example, an employee who aims to receive an award at the end of the year will ensure she attends work regularly, behave positively and improve her performance at work.

Goals give direction to strategies and action plans.

1.4 Government Employment/Work Ethics.

Government and civic bureaucrats' procedures, activities, and strategies in selected or employed positions are referred to as government ethics (Davies and Egbuchu, 2019:91-105). The state's and officials' job is to promote professionalism and ethical behaviour in order to serve the public interest (Stuebs M. and Wilkinson B., 2010:13-35). Governments act for the collective welfare when they meet the needs of society and eschew acts that benefit personal gain.

All elected or employed civic officials promise the people they will seek to promote the national good in all democratic processes and guarantee that laws and services are delivered without bias or discrimination. However, a public Figure must also not use their role for self-benefit, and any semblance of a breach of ethics must be avoided (Finnis, 2011).

Political ethics, which encompasses government integrity, might be regarded as a subset of government ethics. "The ethics of process, which focuses on public officials, the methods

they use, and the institutions in which they act; and the ethics of policy, which concentrates on judgments about the policies and laws governments make," according to (Moore, Tetlock, Tanlu, and Bazerman, 2006:10-29). Political ethics encompasses all aspects of the democratic process, including elections, campaigns, and voting. Governments and their officials, as well as those who enter politics, engage in political canvassing, and vote in elections, must act ethically. In order to advance the public interest, candidates, campaigners, and voters must follow specific ethical norms.

1.4.1 Administrators' ethics and personal lives

A person's private life is typically seen as private and inaccessible to the general public. However, when someone enters public life, their personal life is typically made public.

Well-being: In the eyes of the community, a public servant must be bodily fit when carrying out their responsibilities.

Finances: While a community Figure may be an excellent manager of public funds, they may also have their own monetary challenges (i.e., non-payment of taxes, excessive debt). Financial revelation is especially important for the public to evaluate a bureaucrat's capability to handle public monies appropriately and a person's willingness to succumb to politically motivated financial pressure. On the other hand, opponents claim that public officials should not be obliged to disclose financial information since they are usually related to personal relationships and seek anonymity, as stated by Cody & Lynn (2012:25).

Sexual Misconduct: It is widely assumed that a sexual life of a prominent official is scrutinised. This is due to the presumption that any sexual impropriety will result in the official's everyday decisions being manipulated. As a result, when sexual misconduct is made public, it is frequently the centre of attention, according to Cody & Lynn (2012:56-78).

Officials should declare any potential conflicts of interest before acting to avoid media criticism when making choices that may be interpreted as supporting a personal interest.

1.4.2 Organization climate

Organisational climate refers to the common meaning associated with an organisation's policies, procedures, and metrics related to the employee experience, according to Schneider, Ehrhart, & Macey (2013:101-123). The word "organisational climate" refers to the psychological conditions within the organisation, including actions, assertiveness, and feelings. The institutional setting has a substantial impact on employee productivity because

it has a significant influence on worker drive and job fulfilment. The climate of the organisation dictates whether a worker is content or dissatisfied with his or her work environment. Employee happiness determines or influences employee efficiency, so the organisational environment is inextricably linked to staff efficiency and performance. The difference between overt and covert factors is that overt influences can be seen and measured, whereas covert factors are not visible or quantifiable. Overt aspects influencing the organisational atmosphere include hierarchy, financial resources, organisational goals, human skills and abilities, technological state, performance standards, and efficiency measurement. Attitudes, feelings, values, norms, interaction, supportiveness, and satisfaction are unspoken components of the organisational atmosphere. Effective communication, human-centred design, participatory decision-making, policy, procedure, rule modifications, and technological improvements are all tools that can improve a company's atmosphere. Employees will be more willing to test and share uncommon knowledge and ideas in an environment encouraging them to take risks. Participation is a powerful strategy for fostering positive company job satisfaction and the working environment. Content employees have some character traits that are probable to show up in their work performance, personality, and focus on control. Individual incentive to share knowledge with group members is created in a cooperative environment, resulting in increased production. As a result, corporate executives should make an effort to foster a positive workplace climate.

1.4.2.1 Employee perceptions can be measured using organisational climate

In contrast to organisational philosophy, which is a combined response and understanding of "how things work around here," A slice of response to a single policy, measure, shift, or even a leader can be captured by workplace atmosphere. Therefore, while calculating climate, investigators frequently concentrate on various organisational stages.

1.4.2.2 The organisational climate contributes to the assessment of safety

A good example is research on how the corporate safety environment affects how managers interconnect and observe safety behaviour; this, in turn, influences employee priorities, attitudes, and compliance. (Curcuruto, Griffin, Kandola, & Morgan, 2018).

1.4.3 How to measure organisational climate

The purpose for which structural climate is measured determines how it is measured. It can be measured using surveys that examine inter-rater agreement for the entire concept

(James, Choi, Ko, McNeil, Minton, Wright, & Kim, 2008:98-101). However, it is suggested by Svyantek & Bott (2004:89-134) that it is preferable to limit the measurement of the construct to a specified area that can be linked to its immediate results.

A score is generated by measuring organisational climate in the context of customer service, for example. Schneider, Macey, Lee, & Young (2009:85-91) maintains the relationship between a positive customer service environment and improved customer satisfaction and financial performance for the organisation.

1.4.4 Outcomes of organisational climate

Safety is the foremost area of research on organisational climate's influence, as it predicts outcomes at all levels of the hierarchy. Zohar, D (2010) has suggested a safety pyramid linked to organisational climate, which is adapted and simplified here:



Figure 1.3: Organisational climate sheds light on employee opinion and behaviour

Another aspect of organisational climate is its influence on the behaviour of employees, with studies showing that a hostile climate causes adverse health outcomes, as stated by Gershon R. R, Stone P. W, Zeltser M, Faucett J, Macdavitt K., & Chou S.S. (2007), while a positive climate focusing on employee satisfaction, skill development, and welfare leads to higher company productivity according to Patterson M, Warr P, & West M, (2004).

1.4.4.1 Employee perceptions and behaviour are influenced by the organisational atmosphere.

According to Gershon, Stone, Zeltser, Faucett, Macdavit, & Chou (2007:102-146), A bad work environment is detrimental to your health, but a good work environment that promotes employee satisfaction, skill development, and welfare leads to higher corporate productivity.

1.4.4.2 The organisation benefits from a positive organisational climate.

According to Cooil, Aksoy, Keiningham, and Maryott (2009:109), enhanced leader efficacy leads to improved staff retention, customer happiness, and revenue output in a pleasant organisational climate. As a result, organisational climate is connected to both employee and governmental results, making it a significant management concept.

1.4.4.3 Changing the culture of an organisation necessitates leadership involvement.

These behaviours operate together as ethical organisational climate leadership strategies. As previously stated, interventions aimed at improving leadership behaviours raise perceptions of the organisational environment, which in turn enhances organisational performance (Cuadra-Peralta, Veloso-Besio, Iribaren, & Pinto, 2017:54-98).

Employees' broad opinions of their employer's official policies and informal leadership actions are referred to as organisational climate. Because it can be operationalised for a single category, the construct has the potential to be a better gauge of employee response to an organisational policy or practice than organisational culture. Researchers have developed measures for analysing the overall corporate climate as well as specific practice areas such as security and client service. On the other side, few studies have investigated ways to improve the organisational environment in order to get better results.

1.5 Problem Statement

Organisations encounter concerns such as absenteeism, workplace conflicts, unproductive employees, and employees suffering from physical and mental illnesses (Hoel, Cooper and Einarsen, 2020:209-234). These problems are interconnected and are almost certainly caused by a lack of employee motivation. Failure to satisfy employee needs is most likely the cause of conflicts with their employees, whereas unfair treatment and bias recognition supposedly cause low morale and conflicts with the employer and fellow employees. These needs include fair pay for all employees, safety and security in their workplace as well as for their jobs, equal treatment of employees and more, and they are some of the factors that

motivate employees in the workplace. The conflicts in the workplace may give rise to a negative work environment, which according to Hoel, Cooper and Einarsen (2020:209-234), can lead to physical and mental problems, absenteeism, and productivity loss. Low morale has several negative consequences, including decreased productivity and mental health issues (Gates, Gillespie and Succop, 2011:59-66).

Depression affects 264 million people worldwide. The World Health Organization (WHO) and Business in the Community (2019) found that 39 per cent of the 4000 employees polled experienced poor mental health the previous year (2018) as a result of their occupations.

Because of the significant number of employees who are sad due to their jobs, many employees feel unmotivated or miserable at work (Chandrasekar K, 2011:1-19). This threatens organisational performance because, according to (Shahzadi, Javed, Pirzada, Nasreen and Khanam, 2014:159-166), employee performance is positively influenced by employee motivation and as found by Rongen, Robroek, van Lenthe and Burdorf (2013:406-415) low motivation gives rise to absenteeism and reduce productivity.

The difficulties mentioned earlier highlight the necessity for public and private companies to interact with employees to assess their personal needs and how they might be met while attaining corporate objectives.

1.6 Research Objective

This section deals with what the study intends to achieve. The primary research objective is to identify factors that will boost production morale amongst admin staff in a selected department.

1.6.1 Secondary research objectives

- Identify the type of tasks performed by the admin staff at the national government service delivery department.
- Identify issues considered as demoralising at the national government service delivery department.
- Establish acceptance of specific management skills by the head administrators at the national government service delivery department.

1.7 Research Question

Primary research question: What factors will boost production morale amongst admin staff in a selected department?

1.7.1 Secondary research questions

- What types of tasks are performed by the admin staff at the national government service delivery department?
- What are the issues considered demoralising by the admin staff at the national government service delivery department?
- Which specific management skills are accepted by the head administrators

Definition of key terms

Motivation: Sabir (2017:35-40) refers to the attempt to produce dedicated people who are passionate, innovative, skilled, and willing to work in the workplace.

Administrative staff: Administrative workers assist in the seamless operation of a company (Terera and Ngirande, 2014:43-50). General office management, answering phones, communicating with clients, aiding an employer, administrative work (such as record keeping and data entry), and a range of other chores may all be included in this service.

Service provision: The process of providing a service to a company's customers or internal clients is known as service delivery (Chuang, Liu, and Chen, 2015:8). Processes for planning, creating, deploying, and operating services are common examples. In addition, managing the contractual and financial aspects of service level agreements is a common part of service delivery.

National Department: Food and drug security, immunisation services, epidemic disease management, maternal and childcare, drug rehabilitation, aged care, healthcare outcomes, and public awareness of health improvement measures are all under the jurisdiction, organisation, and supervision of a government agency (city, county, or nation) (Holloway, Rasmussen, Zaza, Cox, Jernigan, 2014:1-18).

1.8 Research Methodology

A method is described by Doyle, Du Toit, Knipe, van der Waldt, and van Niekerk (2002:419) as a series of actions or measures that can be performed in order and are established by the study's goals. Perfetti (2017:145-174) considers research methodology to be processes, which refers to how the research will be carried out. In a study, there are a variety of approaches that can be applied. Most research and studies employ one of two methods: qualitative or quantitative (Rahman, 2017). The characteristics of quantitative research are depicted in the table below. In addition, the researcher will use a mixed method approach to evaluate the association between variables because of the nature of this study.

1.8.1 Research design

The descriptive design will be used in this study. Babbie (2007:89) states that a descriptive survey approach addresses what, where, and how questions. According to Dulock (1993), descriptive design aims to determine how selected variables relate to or influence one another, which is the primary focus of this research. According to Kumar (2014:81), a variable is "an image, impression, or notion that can be measured and so take on multiple values." Kumar (2014:85), on the other hand, defines an unrelated variable as the source of a phenomenon's change(s) and a dependent variable as the result of an independent variable's establishment. In this case, Employee motivation relies on variables, while HRM competencies are self-governing.

1.9 Population

The general public refers to who will be studied and what will be studied. According to Sekaran and Bougie (2016:19), the population is a collection of people, things, events, and things of interest that may be investigated or referred to. Therefore, it is the primary emphasis of the research. According to DeCarlo (2018:31), a component of remark is any element experiential, measured, or composed by an investigator in order to enquire about the study subjects.

Table 1.1: The research--sample continuum

Research Objective	Population	Data Collection Method	Unit of Observation
To identify factors that will boost production morale amongst admin staff in a selected department	Admin Staff	Questionnaires	Individual
To identify type of tasks performed by the admin staff in a provincial government service delivery department.	Admin Staff	Questionnaires	Individual
To identify issues considered as demoralising in a provincial government service delivery department.	Admin Staff	Questionnaires	Individual
To establish acceptance of specific management skills by the head administrators in a provincial government service department.	Admin Staff	Questionnaires	Individual

1.9.1 Sampling

According to Kumar (2014:282), a sample is "a subset of the population on which the study concentrates." The practice of acquiring information about an entire population by

researching only a subset of it is known as sampling (Muzammil, 2010:32). The primary goal of sampling, according to Sarantakos (2000:139), as cited by (De Vos, Delpont, Fouche, & Strydom, 2011:224), is to ensure feasibility. Because studying the entire population is impossible due to time and financial constraints, the authors claim that sampling is more accurate than studying the entire population, resulting in a massive volume of data that would be difficult to handle, analyse, and understand.

The purposeful sampling technique, which employs convenient sampling, was used in this study. Non-probability sampling is a method of selecting items to be researched actively and on purpose (Van Thiel, 2014:182). Convenient sampling allows the researcher to collect information from people who can be reached quickly due to their availability.

The administrative employees who work in the department will be included in the sampling. A total of 100 people were expected to take part in the study.

1.10 Data Collection Instrument

The investigation will make use of both primary and secondary data. Secondary data will be gathered from past studies, books, websites, and journals, among other sources. Semi-structured questionnaires will be used to acquire primary data.

1.11 Data Collection Method

The researcher will distribute questionnaires to participants to collect data for this study. Olivier (2009:18) defines a questionnaire as a set of questions prepared and distributed to participants to complete for data collection purposes. Questionnaires asked in a questionnaire can be open-ended or/ closed-ended, depending on the approach taken. Models of questionnaires include self-completed, postal, and electronic interviews.

Questionnaires will be distributed to all administrative staff who work in the department. The questionnaire will be structured with closed-ended questions. They will be divided into four parts: part one will collect biographic information; part two will be based on the level of employee motivation; part three will ask about the factors that motivate employees; part four will look at the factors that the department currently have in place to motivate administrative employees.

1.12 Data Analysis

According to Antonius (2003:2), "data" is facts or information gathered methodically for research purposes. Whiting (2020:1) defines data analysis as the gathering and organising of data that allows the researcher to reach a conclusion and answer the research question. It is vital to record data effectively, according to Schostak and Schostak (2008:10); they claimed that data is not supplied as fixed but is open for reconfiguration and hence many ways of viewing or finding solutions to challenges. SPSS is the Statistical Package for Social Science which will be used to calculate the dependability.

1.13 Limitations and Restrictions

In his book published in 2016, Korrapati highlighted the following: "[T]he delimitations are those characteristics that limit the scope and set the boundaries of your study". The boundaries, not the limits, can be controlled (Korrapati, 2016). Because the researcher does not want the study to be too broad, it will be limited to one specific government agency in Cape Town. In addition, the study concentrated on the department's administrative employees, which is the researcher's primary concern. The researcher will distribute hard copies of questionnaires to those who prefer that option. Also, a link will be distributed via email and WhatsApp for those who prefer that option. The lockdown might make it impossible to distribute the questionnaires personally; hence there are different options for distribution.

1.14 Ethical Considerations

Ethics is defined as "the appropriateness of your behaviour towards the rights of the subject of your work or those who are affected by it," according to Saunders et al. (2009:18). Research ethics includes shielding respondents' self-respect and publishing their private evidence in the study. Fellows and Liu (2008) define research ethics as the principles that guide research from start to finish, as well as the dissemination of findings. Crestwell (2014:53), on the other hand, outlined several challenges that researchers should consider when working with people. According to him, researchers should respect research participants' dignity, needs, values, and wants. As a result, the following procedures will be considered in order to ensure that ethical concerns are addressed:

1.14.1 Informed consent

The majority of the study's ethical concerns are around data collecting. The Ethical Clearance Board of the CPUT's Faculty of BMS issues an ethical permission certificate for data collection. Given that the research will be done in a government agency, the investigator will seek approval from the agency before beginning data collection. The goal of the study will be communicated to the participants, and their permission to participate will be acquired. In addition, if necessary, a questionnaire will be supplied to the department head ahead of time to demonstrate the types of questions that will be asked. It is worth noting that data will only be collected if ethical clearance has been granted.

To prevent disrupting their working environment and schedule, the dates and times for the physical distribution of questionnaires shall be negotiated in advance.

1.14.2 Harm and risk

No damage or danger will result for the research participants because the surveys will be distributed to and collected from them (concerning the COVID-19 shutdown) at a time and date chosen by them.

1.14.3 Honesty

The findings will be completely and honestly interpreted, with no alterations made to what the research participants have done.

1.14.4 Anonymity, confidentiality, and privacy

Everything about the participants in the study and the organisation will be kept private and published anonymously. The participants will be assured of the safekeeping of the information they will provide, and their names will not be mentioned in any part of the study as their revealed information will never be used against them.

1.15 Significance of the Study

The research will identify the factors responsible for motivation of administrative staff in a national government service delivery department. In addition, the study will add to existing knowledge by identifying the factors that motivate administrative staff and the impact of motivation on employee performance.

The outcomes of this research will be of significant benefit to the construction industry in South Africa.

- Employees will be satisfied, productive, and self-assured in their work.
- Executives will have a clearer sense of their staff, making personnel management easier.
- Workers will be sufficiently inspired to compete in overall performance and application of knowledge and abilities and work harder to achieve corporate objectives.

This chapter will thoroughly examine and interpret the data collected by the research instrument.

1.16 Chapter Classification

Chapter 1: This chapter introduces the study by determining which factors are responsible for motivation of administrative staff in a national government service delivery department and the background of literature reviewed to develop the study objectives. The chapter also explained the research design and research methodology.

Chapter 2: This chapter provides a comprehensive and in-depth analysis of factors responsible for motivation of employees, the importance of motivated employees, including how they are identified/measured and the benefits they bring to the company.

Chapter 3: This chapter examines a comprehensive literature review of the relationship between motivation and employee performance. It also highlights the characteristics of employee motivation.

Chapter 4: This chapter focuses on research design, methods, data collection techniques, processes, and data interpretation.

Chapter 5: This chapter will analyse in detail the data captured from the research instrument and interpret the data.

Chapter 6: This chapter will summarise the study, outline the key findings and propose recommendations for future studies.

1.17 Summary of the Chapter

The first chapter serves as a summary of the study and a context of the literature evaluated. The study aims to identify and comprehend the factors that influence administrative staff motivation in a government department for them to perform well. The study will concentrate on a service delivery department of the Cape Town provincial government. Administrative staff play a huge and vital role in a government department. As a result, the motivation of that staff should be examined because a department needs to understand what motivates its administrative staff for the department's services to be delivered effectively and efficiently.

CHAPTER 2

THE REVIEW OF MOTIVATION IN THE PUBLIC SERVICE

2.1 Background

This chapter will provide an overview of motivation in the public sector, the importance of motivation, the different types of motivation and motivation processes, and finally, the impact of motivation in the public sector.

2.2 Definition of Motivation

Motivation has been studied in different fields, such as business, sociology, and psychology, and they have their own definition of the concept of motivation (Shamir, House, and Arthur. 2012:21). First and foremost, it is crucial to comprehend motivation and how it is applied in the public sector to execute services efficiently (Coursey and Pandey, 2010. 547-568). Human resources have a significant role in the delivery of public services. This primarily consists of public servants' knowledge, abilities, attitudes, and motivations. According to Coursey and Pandey, public organisations are highly specialised collections of knowledge and services, not just manufacturing units (2010:547-568). Further, given this finding, it is not unexpected that people make up most public organisations' most valuable assets and that their actions play a considerable role in determining how well those organisations perform Danish and Usman (2010:159). In this situation, motivation becomes a critical element in determining the standard of labour and the delivery of public services. Motivation is the procedure that activates particular motives and converts them into deeds.

A state of goal-oriented behaviour with direction, intensity, and persistence arises from this (Dornyei and Ottó, 1998:45). According to Durant, Kramer, Mesch and Paarlberg (2006:49), personal preferences, situational incentives, and their interdependence all play a role in motivating people to pursue goals. Krapp (2016:71) further explains that multiple attempts have been undertaken in various fields to explain the emergence, persistence, and fall of individual motivation levels. Workplace motivation is an essential component in the success of every business, regardless of industry. Motivation predicts people's actions and output, which impact organisational performance. More specifically, motivation governs the course, level of commitment, and capacity for endurance activities. However, motivation by itself is insufficient to account for performance. Volition serves as a catalyst, encouraging people to convert their intentions into actions. In other words, to produce behavioural outcomes, motivation must be accompanied by the will to act in line with that motivation. This kind of

volition is founded on focused attention, emotion control, self-efficacy, goal-oriented self-discipline, and appreciation of the purpose of an activity. In the public sector, the latter is of utmost importance. A more profound comprehension of the purposes of public institutions and their social functions is crucial for developing the will to act in accordance with the motivation to achieve a goal. For instance, public managers frequently deal with circumstances where high levels of volition are required to support the motivation to engage in policy formulation in a rather challenging and politically charged environment. This is especially true at the interface between politics and administration. McClelland (1985), arguing for a somewhat different interpretation of the relationship between motivation and conduct, noted that behaviour might be viewed as a function of motivation, ability, and environmental factors, including resources and social support. In any case, the presence of some form of motivation is critically important for determining people's actions and performance, which is why we will continue by reviewing the different forms and traits of motivation in the public sector.

2.2.1 Extrinsic and Intrinsic varieties of motivation

A lucrative future inspires both forms of drive, but what differentiates them is the location of the reward comes from (Singh, Lewis, Barto, and Sorg, 2010:21). According to Amabile (2012:32), intrinsic pleasure comes from within the person. In contrast, the extrinsic reward originates externally and may include other people or other factors.

Many activities are done daily and are dictated by intrinsic motivation (Amabile, 2016:39-58). It could be going to the gym, acquiring new skills, playing games or sports, or helping someone cross the street because it gives a sense of accomplishment, pleasure or a sense of purpose. Anything that makes people feel good within themselves is fuelled by intrinsic motivation.

Being inspired to do action is being motivated. In contrast to motivated people, who are inspired or activated toward a goal, unmotivated persons lack the impetus or incentive to act. As a result, almost everyone who works or plays with others is concerned with motivation, with the question of how much motivation one has for a task, whether it be that of others or oneself. Therefore, practitioners of all kinds face the ongoing challenge of fostering greater or lesser motivation in those around them. Most motivation theories address these issues by considering motivation as a unitary phenomenon that ranges from a lack of incentive to act to a strong motivation to act. However, even a brief moment of thought reveals that motivation is far from being a singular phenomenon. People differ not

only in their levels of motivation but also in their motivational styles. In other words, their drive varies in intensity (i.e., how much incentive there is) and direction (i.e., what type of motivation). The underlying attitudes and objectives that give birth to action, or the "why" of acts, are the subject of the orientation of motivation (Richard and Edward, 2000:54-67).

A student may be highly motivated to complete their homework, for instance, because of their curiosity and interest or academic performance; they want to procure the approval of a teacher or parent. A student could be motivated to learn a new set of skills because they understand their prospective usefulness or worth, or because acquiring the abilities would result in a high grade and the perks that come with it. In these situations, the quantity of motivation does not always differ, but the kind and emphasis of the incentive do.

There are two types of motivation: intrinsic motivation, driven by an interest or enjoyment of the task itself, and extrinsic motivation, where external incentives such as financial rewards are used to motivate people to act.

2.2.1.1 *Intrinsic motivation*

Intrinsic motivation is defined as doing an activity for its inherent satisfaction rather than for some separable consequence. Ryan & Deci (2018:68) also state that intrinsic motivation is internal. It is about having a personal desire to overcome a challenge, to produce high-quality work, or to interact with team members that are liked and trusted (Fisher, 2010:45). Intrinsically motivated people get a great deal of satisfaction and enjoyment from what they do (Cerasoli, Nicklin and Ford, 2014:980). When a person is intrinsically motivated, they are moved to act because of the enjoyment or challenge involved, as opposed to external prods, pressures, or rewards. Initially, the notion of intrinsic motivation was identified through animal behaviour studies, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviours even in the absence of reinforcement or reward (Ryan and Deci, 2012:54-67). According to Eccles and Wigfield (2002:109-132), even though these spontaneous behaviours confer adaptive benefits on the organism, they appear to be performed for the pleasures associated with exercising and expanding one's capabilities and not for any instrumental purpose.

Intrinsic motivation is not the only form of motivation in humans, or even of volitional behaviour, but it is pervasive and crucial. Humans, in their healthiest states, are active, inquisitive, curious, and playful creatures from birth onward, displaying a pervasive willingness to learn and explore, and they do not require additional incentives to do so

(Kulkarni, 2015:74, Eccles and Wigfield, 2002:109-132). This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one's inherent interests that one grows in knowledge and skills. The inclination to take an interest in novelty, to actively assimilate, and to creatively apply our skills is not limited to childhood but is a significant feature of human nature that affects performance, persistence, and well-being across life's epochs (Ryan and Deci, 2000:54-67). While intrinsic motivation exists within individuals in one sense, it also exists between individuals and activities in another. Deci and Ryan (2013:9-36) state that people are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. Because intrinsic motivation exists in the nexus between a person and a task, some authors have defined intrinsic motivation in terms of the task being interesting. In contrast, others have defined it in terms of the satisfaction a person gains from intrinsically motivated task engagement (Cerasoli, Nicklin and Ford, 2014:980). The idea of intrinsic motivation was created as a critical response to the first two behavioural theories that were dominant in empirical psychology from the 1940s to the 1960s (Kesari, Verma and Atulkar, 2015:85-97).

Specifically, because operant theory (Oudeyer and Kaplan, 2009:6) maintained that all behaviours are motivated by rewards (i.e., by separable consequences such as food or money), intrinsically motivated activities were said to be ones for which the reward was in the activity itself. Thus, researchers investigated what task characteristics make an activity enjoyable. In contrast, because learning theory Deci and Ryan (2011:227-268) asserted that all behaviours are motivated by physiological drives (and their derivatives), intrinsically motivated activities were said to satisfy innate psychological needs. Thus, researchers explored what basic needs are satisfied by intrinsically motivated behaviours.

2.2.1.2 Extrinsic motivation

Armstrong and Murlis (2007:45) Extrinsic motivation refers to anything that serves as an external drive, which may be categorised into two groups: compensation and punishment. Compensation can be salary, bonuses, goods, money, and an appraisal. An employee demonstrates extrinsic motivation when he performs his duties effectively and is compensated properly. simultaneously, employees come to work on time because they know they will lose money or even be fired if they come late. Also, they will be able to get a bonus from the supervisor if they achieve the goals set for them. Penalties may include penalties, blame, and judgement, among others. This aspect of extrinsic motivation is sometimes misunderstood as negative, although it really contains a great deal of positive.

Extrinsic motivation derives from someone or something external to the one being driven (Ryan and Deci 2000:54-67).

Although intrinsic motivation is an important type of motivation, most of the activities people do are not, strictly speaking, intrinsically motivated. This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for non-intrinsically interesting tasks (Singh, Lewis, Barto, and Sorg, 2010:70-82). In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade. According to Finkelstein (2009:653-658), extrinsic motivation is a construct that pertains whenever an activity is done to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity rather than its instrumental value. However, unlike some perspectives that view extrinsically motivated behaviour as invariably non-autonomous, SDT proposes that extrinsic motivation can vary significantly in the degree to which it is autonomous (Ryan and Deci, 2017:36). For example, a student who does their homework only because they fear parental sanctions for not doing it is extrinsically motivated because they are doing the work to attain the separable outcome of avoiding sanctions.

Similarly, a student who does the work because they personally believe it is valuable for their chosen career is also extrinsically motivated because it is being done for its instrumental value rather than because of interest in the task at hand. Both examples involve instrumentalities, yet the latter entails personal endorsement and a feeling of choice, whereas the former involves mere compliance with external control. Both represent intentional behaviour, but the two types of extrinsic motivation vary in relative autonomy.

2.2.2 Differences between Intrinsic and Extrinsic motivations

Table 2.1: Extrinsic vs Intrinsic Motivation



Source: Ryan and Deci.

2.2.3 Types of Intrinsic motivation

Competence Motivation

According to Locke and Latham (2004:388-403), this kind of motivation is sometimes referred to as learning motivation because it involves learning more about a subject and is not based on peer competition. Therefore, even while a promotion is a perk, it is not the primary goal if it comes about due to the developed skills. When a worker forgoes his leisure time to acquire new skills, this is an example of competence motivation. Two examples are an administrator learning a new system or a designer learning a new framework.

Both are motivated by learning since they want to increase their knowledge and do better work. Additionally, they do not think they will immediately gain something from other sources.

Creative Motivation

According to Brooks, Brooks, and Goldstein, the need to express oneself or communicate serves as the impetus for the creative drive (2012:541–562). Nevertheless, it always starts with the endeavour to express oneself through speech, writing, music, art, or any other kind of output. Because it begins as a self-drive, creative inspiration is never mistaken for being an extrinsic motivation. Therefore, the urge is still present even if only one person benefits from creative expression.

An example of this kind of motivation is the desire to write a book or a poem. Even if it does not go viral or is not published, there is still joy in putting those feelings into words. In this instance, the reward consists of satisfying intangible assets rather than bonuses or incentives.

Achievement Motivation

According to Tao and Hong (2014:110–136), competence and achievement motivation are similar in that they both centre on completing a goal for personal advancement. When the urge to do an excellent task is driven purely by the satisfaction of accomplishing it, that is a practical illustration of achievement motivation. It does not matter if it is a particular position in society or a title within a company; achievement motivation is what pushes people to work toward goals. According to Pink, accomplishing that goal using this type of motivation is typically not burdensome, even with any modifications that may arise along the path

(2011:71). Whether it has other people's approval or not, the end result is always what matters most.

The inspired person is also encouraged by this incentive to feel deserved following the achievement. For example, the desire to be the best in a particular area of a business, as described by (Mautz, 2015:43). It is widely used as a leader board or a wall of fame in sales departments. Usually, a respectable bonus is included as well. Another typical example is certification. A worker is looking for a certificate to show their credentials.

Attitude motivation

According to Wagner (2012:54), this type of motivation is based on the desire to make the world a better place, produce something helpful, or help others.

What people say, believe, feel, or internally experience is irrelevant. The most crucial factor is that if something goes wrong, someone wants to help fix it, lend a hand, or improve it (Tärning, 2018:44:247). Of course, his background, education, and other facets of his character also contribute to it.

Affiliate Motivation

The desire to be a part of and accepted by a group or society is sparked by affiliate drive (Stavros, Meng, Westberg and Farrelly, 2014:455-469). A specific example is David, a large company's intern in human resources. In order to socialise, David and a few other co-workers were required to discuss topics other than work and current fashion trends after work hours. David had the choice to join or not, but he chose to do so out of a desire for connection.

Affiliate motivation, which encourages people to seek chances where they will be liked and desired, is the basis of this drive (Zaki, 2014:1608).

Physiological Motivation

According to Vansteenkiste, Ryan, and Soenens (2020:1-31), physiological motivation's primary goals are to fulfil one's fundamental physical demands for oxygen, food, water, sleep, warmth, and sex.

Their main goal is to survive because they are life's basic essentials. Physiological motivation's reward is always felt, even when it cannot always be seen (Maslow, 2022).

Unquestionably, basic human necessities cannot be taken away. People who have this kind of desire are more likely to succeed in their weight loss and increased sleep goals. This incentive cannot be used at work. It does, however, serve as a reminder of how crucial it is to consider employees' physical and mental well-being.

2.2.4 Types of Extrinsic motivation

Reward-Based Motivation

This is possibly the only motivational strategy most people are aware of due to its pervasiveness and ease in offering a short motivating boost.

Burton (2012:232–234) states that this kind of reward is dangerous because people quickly grow accustomed to it. He continues by saying that because of the reward attached, it is precisely what the name says and includes more than simply an emotional feeling. If there is no reward, this form of motivation is not seen as a drive. Every time a reward is delivered, it is significant and external rather than intrinsic. It is exactly as the name implies and contains more than simply an emotional experience because a reward is associated with it. This type of motivation is not seen as a drive if there is no payoff. A reward is always meaningful and external rather than intrinsic when it is given.

A reward-based incentive can coexist with an achievement-driven motivation since the prize can inspire a sense of accomplishment, according to Bain and Mabey's theories (2016:87). With either motivator kind, you will get compensated externally and externally gratified by adhering to the company's desires.

Power-Based Motivation

According to the theories advanced by Johnson, Irizarry, Nguyen, and Maloney (2018:76), this is based on people's innate need to exert control over others, altering their living environment as an alternative.

One could contend that controlling people is not always harmful, despite its negative connotations. It does not necessarily imply control; other times, it indicates they want to be in charge. Leadership is a fantastic example of power-based motivation. A leader is someone who is motivated to lead others.

They claim that "great power comes with great responsibility." It is not just another pretentious Spider-Man quote, however. A charismatic leader will inspire people to

overcome challenges and promote productive teamwork. He is going to take charge and do this for them.

Nevertheless, like anything in the wrong hands, it can also have dire repercussions. A bad manager can undermine team morale, lower productivity, or even increase personnel turnover. HR professionals need to be particularly aware of this type of motivation, the people who respond to it, and how the company uses reward-based motivation.

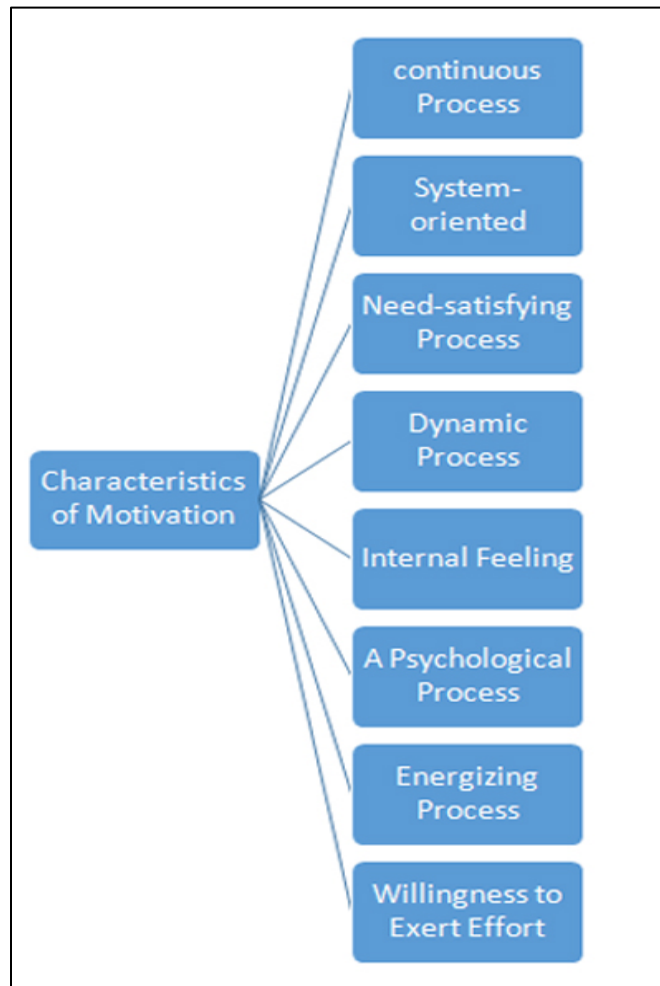
Fear-Based Motivation

People are motivated by this type of reward when they otherwise would not be able to (Kleres & Wettergren (2017:507-519). It is driven more by a dislike of discomfort or awkwardness than by the desire to make money. Fear-based motivation is never effective, despite being negative. Even when there is a chance of a negative consequence, fear-based motivation usually has favourable results. Making an effort to appear at work on time is a good illustration since management has promised to discipline individuals who are late. According to the manager's new policy, anyone who is consistently late will be fired in addition to being fined. People are motivated by this type of reward when they otherwise would not be able to (Kleres & Wettergren (:507-519). It is driven more by a dislike of discomfort or awkwardness than by the desire to make money.

It should go without saying that this method of motivation should not be relied on excessively since the drawbacks of this kind of motivation may exceed the advantages (Cerdin, Diné, and Brewster, 2014:151-168). Additionally, it might result in demotivation, lower job satisfaction, stress, and eventually a spike in turnover rather than improving productivity.

Many other motivating approaches can be divided into the two main categories, each of which has advantages. Olafsen, Ryan, and Deci (2017:19-43) state that the most satisfactory outcomes can be achieved for any internal or external desire that develops into a drive by combining the distinct characteristics of each motivator. All that needs to be done to increase performance is to be aware of the objectives that must be met, followed by the appropriate use of motivational techniques.

2.3 Characteristics of Motivation



Source: Fernet, Trépanier, Austin, Gagné and Forest.

Continuous Process/Permanent Process

Permanent or ongoing motivation is a strategy built on human needs, wants, and insatiable desires, which explains why they can never be satiated entirely (Reeve, 2018:32). When a need is satisfied, space is created for another need. As a result, the incentive process never comes to an end.

System-oriented

An idea is systemic motivation. Shahzad, Bajwa, Siddiqi, Ahmid, and Sultani (2016) claim that the system consists of three fundamental parts:

- Internal elements, including a person's requirements, goals, desires, wishes, values, etc.
- Internal variables, including organisational structure, technical developments, physical infrastructure, work environment, etc.
- Aspects of the outside world, such as customs, societal norms, and culture, working together to provide motivation.

Need-satisfying Process

Following the analysis of Chauhan, Goel, and Arora (2014:128-143), motivation is a process for addressing requirements. Unmet needs cause tension, which increases drive. These desires lead to seeking specific goals to meet the need and relieve stress.

Dynamic Process

As per Dornyei and Ottó (2018:41), motivation is a dynamic and complex process. This is because it involves human behaviour, which is never static but is continually changing. It is never static.

Motivation is Internal Feeling

In the view of Shahzadi, Javed, Pirzada, Nasreen, and Khanam (2014:159-166), inspiration is a personal feeling. It emphasises the motivational elements that exist within a person and causes them to act in a certain way.

A Psychological Concept

Pinder, (2014:23), (2014:23), motivation is primarily a psychological word. It has to do with the internal incentives that drive each employee's decisions on how to act or not act.

Energising Force

Motivation stimulates or inspires people to work hard to meet their needs and furthers organisational goals (Dobre, 2013:5).

Willingness to Exert Effort

Motivation is defined as an individual's willingness to exert effort in pursuing organisational goals and satisfying specific personal needs.



Table 2.2: Importance of motivation in an organisation

Source: Ismajli, Zekiri, Qosja and Krasniqi, (2015).

Motivation, as per various experts, is one of the most critical managerial duties. Therefore, motivation is quite important (Abbah, 2014:1-8). Furthermore, motivated individuals can have an impact on an organisation. The significance of motivation is summarised in the following list of points.

Positive Feeling of Employees

Work or activity is encouraged through a robust employee reward program. They become motivated to put their all into their work as a result (Appelo, 2016:11). The employee is motivated to perform their job with a lot of enthusiasm, energy, and loyalty, according to Appelo's further statement.

Higher Performance

According to Dhiman (2017:17-42), motivated employees perform better than those with low motivation levels. Performance is driven by motivation. When motivation is lacking, the other factors that determine performance become somewhat less important.

High Productivity

Motivation causes an improvement in worker productivity. It utilises the abilities, potential, and effectiveness of the workforce. Employees who are driven put their all into their work. Furthermore, this ultimately increases both the productivity of the company and its personnel (Irabor and Okolie) (2019:93-114).

Change of Behaviour

A study found that engaged employees are more open to learning new skills and more adaptable to change (Burke, 2017). It is simpler to initiate change and keep the organisation going forward when one has this mentality.

Acceptance of Change

For both organisational and personal growth, change is crucial. One can lessen employees' resistance to altering their behaviour by providing incentives (Fernandez and Rainey, 2017:7-26). This makes accepting organisational change easier. As a result, motivation influences whether an organisational change is accepted.

Better Employee Relation

According to Dehaloo, a powerful incentive system promotes a positive work atmosphere and raises job satisfaction (2011). As a result, employees frequently behave in a conscientious and congenial manner. Management also offers them better compensation and incentives. As a result, the likelihood of conflict is significantly reduced. All of this leads to enhanced working connections.

Satisfied Human Resource

A robust system of employee motivation ensures a steady stream of motivated employees. Such a structure inside an organisation can also ensure that people's needs, and aspirations are met (Cruz, Pérez, and Cantero, 2009). Therefore, it can attract and keep motivated human resources for the company.

Effective Utilisation of Resources

Osabiya claims that motivation aids in using resources (2015:62–75). Employees who are motivated will never waste resources. On the contrary, they make the best use of the available resources. They constantly put in much effort to advance organisational development and strive to provide the greatest satisfaction with the least resources.

Reduction of Absenteeism and Employee Turnover

When employees are motivated, they are significantly more satisfied with the organisation. This leads to low turnover and absenteeism. As a result, they stay with the business for a longer time. On the other hand, when companies do not perform any incentive activities, there is a high turnover and absenteeism. Absenteeism and high turnover rates cause problems that make it difficult for a company to accomplish its goals.

Boosts Morale

Morale refers to employees' attitudes and feelings about their jobs and working situations. Employee motivation can improve attitudes and feelings toward their jobs. In turn, this improves employee morale.

2.4 Steps of Motivation Process

Condry and Chambers state that the employee can find inspiration by remembering these five stages (2015:61–84). They are the cornerstone for developing the motivation to propel employees toward realising their objectives. Consider using these five components if it becomes challenging to stay motivated or just need a straightforward method to get things done.

According to Epley and Gilovich (2016:133–40), it is not what is done but how it is done. The distinction is in how things are approached. For this reason, it is crucial to comprehend the motivational process fully. Before examining the steps of motivation, there must be sufficient self-awareness to comprehend them. For example:

- Determine the advantages and disadvantages.
- Discover your strongest allies and weakest opponents to understand why you fail as well. Investigate the reasons behind these variations (you may have great strengths or weaknesses in certain areas). Then, develop coping strategies for

these differences to grow as a person (for example, reading three books on leadership every week, learning guitar).

-

Step 1 – Identify your goal:

What is meant by "Identify your goal"? It is assumed that everyone has goals in mind. Whether the objective is major, like graduating from school or losing weight, or minor, like improving one's diet, it must be achieved. No matter how big or small, all have goals.

There is no need to be continually reminded about goals because doing so just diverts the attention away from what is being sought. Making aspirations a reality is all that is left to be done.

Step 2 – Map out a plan:

Now that the goal has been decided on, a plan needs to be formulated for reaching it within a given time frame. This phase must be completed before moving on to the next since it allows us to reach certain milestones.

Few people take the time to contemplate these vital steps, even though they may seem laughably simple. Instead, they figure that if they can become motivated in just five minutes, why waste their precious time and energy when they can start right away?

Step 3 – Measure progress and celebrate wins:

Instead of feeling discouraged with ourselves for all that we have not yet accomplished, it is easy for us to stay focused if we think about what we have already accomplished.

An individual should take the time to celebrate both small and big victories. It is appropriate to respect both. Even though they differ in size, they are no less important than one another. No matter how diligently the effort was applied to reaching the objectives, time must be taken to unwind and appreciate the present.

Improvement only comes if progress is monitored; hence this stage is essential (Condry and Chambers (2015:61-84). Discovery of exactly what works and what does not so as to bring improvement, development awareness of personal behaviour, and remaining motivated to reach any goals that have been set is achieved through this monitoring. Aspirations need to be balanced by taking time to unwind and appreciate the present.

Step 4 – Implement changes as needed and prevent yourself from slipping back into bad habits:

Finally, did you reach a point where you wanted to give up? However, never forget why you started trying in the first place. We periodically become lethargic and want everything now, but that is normal and acceptable. However, if you need change, it is time to get up and smell the coffee since no one can do it for you.

You will find time in your busy schedules for something you want, but only if you make the time for it.

Step 5: Continue to look at yourself in a positive light

Remember that anything to which you put your mind can come true, so get started immediately! Finally, remember that anything is possible. As long as you believe in your potential to achieve, you can overcome any challenge, including bad habits, dietary or exercise modifications, or anything else that comes to mind.

2.5 Summary

Results can be influenced by motivation at both the individual and organisational levels. Insights from classic process-based motivation, such as expectancy theory, goal-setting theory, and goal-contingency theory, are used to emphasise three different elements of the public sector. First, motivation can influence results at both the individual and organisational levels. Insights from classic process-based motivation, such as expectancy theory, goal-setting theory, and equity theory, for motivating employees are highlighted for three separate components of the public sector. To begin with, it is not always clear how one's efforts will contribute to receiving the desired reward after completing a task. Second, when there are multiple, frequently incompatible, inconsistent, and ambiguous goals strongly supported by the institutional culture of the firm, it can be exceedingly challenging to set goals. Lastly, the importance of values and principles that call for distributive and procedural justice in awarding awards show how powerfully institutional backdrop and organisational culture affect perceptions of equity in the workplace in the public sector.

CHAPTER 3

LITERATURE REVIEW

3.1 Introduction

Employee performance is said to be predicted by motivation. In other words, motivation, aptitude, and skill are the factors that determine an employee's job performance. Consequently, highly engaged individuals who are motivated at work are crucial components of a firm. In order to raise employee morale and help them reach their objectives, an organization needs to motivate its staff. Because they continually strive to enhance their work performance, motivated individuals enable the organization to achieve tremendous success (Ali & Ahmed, 2009, pp. 270-279).

A person with a high level of motivation will succeed because the quality of an organization's workforce significantly impacts output and productivity. The focus of administrators and academicians in the higher education sector has shifted to work performance, where it is being recognised more and more that a decline in employee motivation will result in a performance decline (Salleh, Dzulkifli, Abdullah & Yaakob 2011:147-154).

3.2 Employee Performance

Many CEOs hold the misconception that how well an individual does at work directly correlates with how much money they receive in salary. Although the remuneration package is an extrinsic drive mechanism (Ryan & Deci, 2000), it has minimal immediate impact on workers' performance. A generally accepted theory holds that a better work atmosphere motivates employees and produces more significant outcomes.

Body and behaviour components could be used to explain the workplace environment. These components could also always be distinguished as independent factors. The physical surroundings, as well as the organization's design and structure, may have an impact on how employees perform their jobs. According to Yang (2009:289-301), alterations to the physical layout of the workplace may cause a 5–10% boost in employee productivity.

What an employee does and does not do is considered when determining how well they are performing. Employee Performance includes output in both quality and quantity, being present at work, accommodating and helpful, and promptness of delivery. The findings of Yang's (2008:179-196) investigation of individual performance demonstrated that verifying an individual's performance is difficult and subjective. He also claims that businesses can

use rewards as motivation if an employee's performance is apparent; direct bonuses and prizes may be given depending on the employee's performance (Yang, 2008:179-196). Yazc (2008), who investigated employee performance, concurred with Yang (2008) that recognition and differentiation in output amongst employees are directed at recognizing and rewarding performance and productivity. The success of an organization's performance and its incentive management system significantly impact staff morale and productivity (Yazc, 2008).

Companies put much work into pleasing clients but often pay little attention to the ensuring that staff are happy and content. However, the reality is that until and unless staff are satisfied, customers will not be. Since happy staff will produce more work, satisfied customers will eventually result (Ahmad, 2012). Employee motivation truly impacts performance because motivated people put more effort into their work, which leads to an improvement in performance (Azar & Shafiqhi, 2013).

3.2.1 Relationship between motivation and employee performance

Since employee quality significantly impacts performance, those with high motivation levels will be successful. Administrators and academicians in the higher education industry place the utmost importance on job performance because low employee motivation will result in a decline in performance (Salleh, Dzulkifli, Abdullah & Yaakob 2011:147-154). When someone is willing to meet their demands, they are motivated to work. Individual needs may include survival, safety, social interaction, esteem, and self-actualization. The individual will perform better in their career due to meeting these needs, simply by being more effective at work. Performance may affect their customers, their pay, or other factors. According to Chaudhary and Sharma, motivated individuals are typically more productive than unmotivated employees (2012:29–35). If an employee is content and pleased, they will perform their duties genuinely remarkable way. The outcome will be favourable, and inspired individuals will also inspire other workers at the workplace. According to Chaudhary and Sharma (2012:29–35), research demonstrates that employee motivation directly impacts productivity and development. When executing their obligations and responsibilities, highly motivated people give it their all. Employees who perform their jobs well are more valuable to the organization and are more productive.

It is crucial to address several issues to improve employee motivation, their sense of job satisfaction, and overall well-being about their work to promote work effectiveness and performance (Bogdanova & Naunivska, 2008). A motivated individual is aware that

particular objectives must be met in specific ways and influences how they exert the effort to achieve those objectives (Owusu, 2012). Given that they are entirely aware of its underlying presumptions, motivated people are most likely to achieve the goals they are trying to accomplish. As a result, motivated employees have a strong potential for increasing production (Ali and Ahmed, 2009:270-279). One strategy that managers utilize to improve effective job performance among employees in firms is employee motivation (Olluseyi & Ayo, 2009:1450-2887).

3.2.2 Employee motivation

The diagram below illustrated the elements that make up and influence the performance of an employee. Thus, the importance of the company paying attention to these factors is emphasized, as these will produce employees that are happy and motivated, and thus more productive.

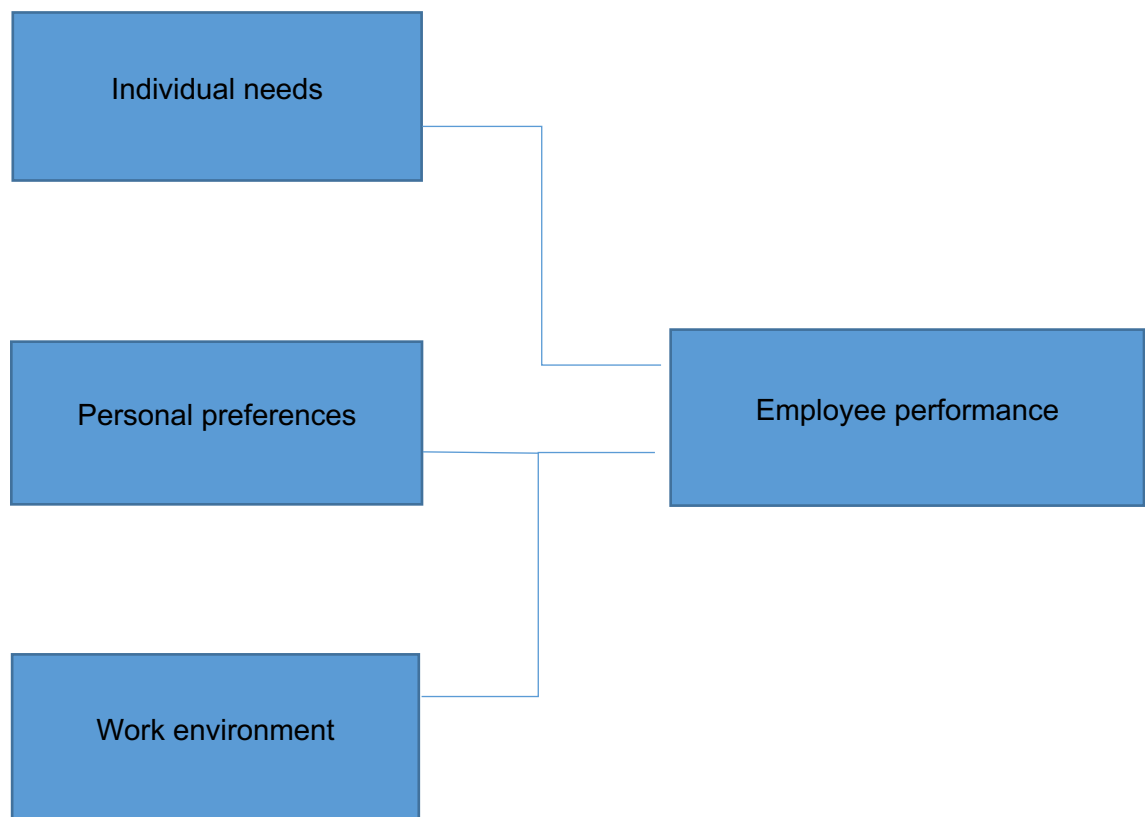


Figure 3.1: Relationship between employees' motivation and employee performance conceptual framework

3.2.3 Characteristics of motivation

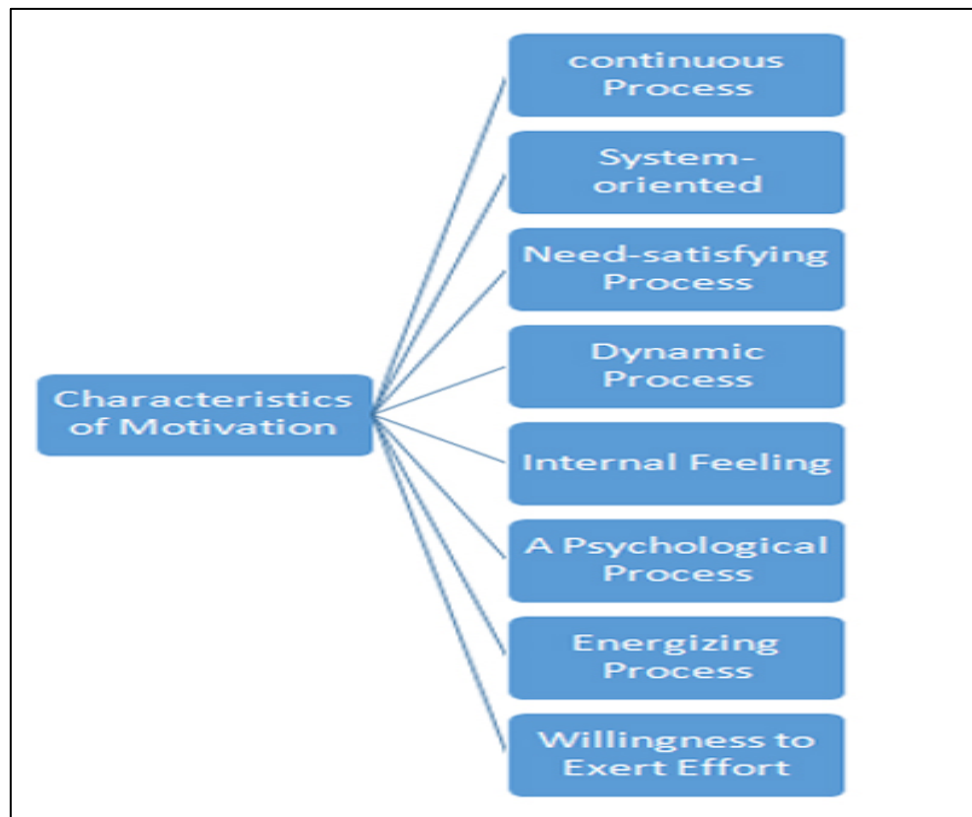


Figure 3.2: Characteristics of motivation

Source: Fernet, Trépanier, Austin, Gagné and Forest.

3.2.4 Continuous or Permanent Process

Permanent or ongoing motivation is a strategy built on the study by Reeve (2018:32). Human needs, wants, and desires are insatiable, which explains why the process of motivation needs to be ongoing. It is indeed a process and not an event. They can never be completely satisfied in a once-off exercise. When a need is satisfied, space is created for another need. As a result, the incentive process never comes to an end.

3.2.5 System-oriented

Staff happiness is holistic; it consists of systemic motivation. Shahzad, Bajwa, Siddiqi, Ahmid, and Sultani (2016) claim that the system consists of three fundamental parts:

- Internal elements, including a person's requirements, goals, desires, wishes, values, etc.
- Internal variables, including organizational structure, technical developments, physical infrastructure, work environment, etc.
- Aspects of the outside world, such as customs, societal norms, culture, etc. These elements work together to provide motivation.

3.2.6 Need-satisfying Process

Following the analysis of Chauhan, Goel, and Arora (2014:128-143), motivation is a process for addressing requirements. Unmet needs cause tension, which increases drive. These desires thus lead to a search for specific goals that would meet the need and relieve stress.

Dynamic Process - As per Dornyei and Ottó (2018:41), motivation is a dynamic and complex process. This is because it involves human behaviour, which is never static but is continually changing.

Motivation is Internal Feeling - The view of Shahzadi, Javed, Pirzada, Nasreen, and Khanam (2014:159-166) is that inspiration is a personal feeling. It emphasizes the motivational elements that exist within a person and cause them to act in a certain way.

A Psychological Concept - Pinder (2014:23), (2014:23) argues that motivation is mostly a psychological word. It has to do with the internal incentives that drive each employee's decisions on how to act or not act.

Energizing Force - Motivation is the technique of stimulating or inspiring people to work hard in order to meet their needs and advance organizational goals (Dobre, 2013:5).

Willingness to Exert Effort - Motivation is defined as an individual's willingness to exert effort in the pursuit of organizational goals and the satisfaction of certain personal needs.

3.3 Summary

Employee motivation is thought of as the force that pushes workers to meet specific organizational goals and objectives. Given that everyone wants to use their financial and human resources as effectively as possible, it is a currently topic high on the agendas of forward-thinking organizations. For a company and its employees, motivation is crucial. One can accomplish their own goals with its assistance. An individual who is motivated will be

more committed to their work, perform better, and be more willing to take risks. The organization as a whole and the larger team derive satisfaction and pleasure from such employees.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1 Introduction

Research design and methodology assist researchers in reducing the amount of complexity of the study when used appropriately, and it helps to reduce a logical procedure in addressing the research objectives and questions (Marczyk et al., 2005). The researcher gives an overview of the research methodology used in the present study. The chapter focuses on the research paradigm, the design employed, and the methodological process followed in the empirical phase of the study. The data collection and analysis procedures followed are presented and discussed. This chapter also focuses on the observed ethical measures and discusses the measures adopted to ensure the data's trustworthiness and dependability.

Motivation exists purely within the individual, but socio-culture theories express motivation as an outcome of participation in actions and activities within the cultural context of social groups. The focus of this study is to find the responsible factors of motivation of administrative staff in the national government department. The research process used for this study involves a general review of the literature on the subject area by identifying the main concepts and collecting data to meet the research scope. Crewell (2008:8-9) postulates that because research is a process, it follows specific steps or stages and depending on the type of research (applied or pure), the process can be traced.

4.2 Research Design and Methodology

A combination of qualitative and quantitative research will be used because of the nature of the problem. Since this is primary research, the intention of the research was to try and establish the cause-and-effect relationship. Despite the controversies around the positivistic and phenomenological research paradigms, the researcher believes both will contribute to the knowledge. This study has employed the mixed method, which explores the meaning of human behaviour and examines relations between variables.

Table 4.1: Characteristics of Qualitative, Quantitative, and Mixed methodology.

	QUALITATIVE METHOD	QUANTITATIVE METHOD	MIXED METHOD
Title	Include the central phenomenon/concept, the participants, the study area, and sometimes the research design.	Show what the study aims (words like "comparison", "prediction") and include the variables in question, participants, and study area.	Include the topic, participants, and the study.
Statement of purpose	Include the concept, the participants and the study area, and the qualitative research design used in the study.	Introduce the variables, the participants, and the research area	Include what the study is intended to do, qualitative and quantitative purpose statements, the mixed method design in full, and the statement on the reasons for employing both qualitative and quantitative to collect data.
Paradigm/ worldview	Positivist approach	Phenomenological tradition	Use of multiple paradigms is encouraged. It also encourages pragmatism

	QUALITATIVE METHOD	QUANTITATIVE METHOD	MIXED METHOD
Research question	Are stated as questions where the main question is stated, followed by sub-questions.	Construct questions that relate to variables to predict the results of the relative variable (hypotheses).	Questions are generated to address qualitative and quantitative data.
Design	Ethnography, Narrative, Phenomenological, Grounded theory, Case study.	Experimental, Quasi-experimental survey.	Fixed mixed methods design, Emergent mixed methods design.
Sampling	Non-probability	Probability	Both
Data collection	Interview, observation, focus groups, document analysis.	Survey: questionnaire, structured interviews, structured observation.	Include multiple sources of data collection.
Analysis	Description, thematic analysis, coding, qualitative computer software programs.	Descriptive analysis, inferential statistics.	Qualitative data were analysed using the qualitative method of analysis, and quantitative data were used in the quantitative method of analysis.

	QUALITATIVE METHOD	QUANTITATIVE METHOD	MIXED METHOD
Advantage	Participants express their feelings and views freely.	Small sample size, which makes it difficult to generalise results.	Enhances the accuracy of results
Disadvantage	Provide generalisable data from a large population.	Does not give participants a chance to express their opinions directly.	It is time-consuming and expensive to do mixed method research.

Source: Plano Clark & Creswell, (2011); Kumar, (2014); Creswell, (2014); Creswell & Poth, (2018); Johnson & Onwuegbuzie, (2004)

The research will use two stages: the literature review and the empirical study. The research design (the blueprint) is the structure for collecting, measuring, and analysing the data used to answer the research questions (Blumberg, 2008). In addition, the plan includes personal distribution and collection of questionnaires as a research tool. Regarding the research instrument, the questionnaire will have three sections: Section A - biography, Section B – Likert scale and Section C – open-ended questions. Therefore, a mixed research method was suggested for this study to take advantage of the benefits of both qualitative and quantitative research methods.

4.3 Research Design

In any form of theoretical research being conducted, a researcher finds a way or develops a strategy to conduct the research either theoretically or practically, which is called a research design. According to Blaikie (2010), designing any study involves summarising what the researcher intends to do, from the definition of the study's hypothesis to operational inferences, for example, to the ultimate analysis of data. This is done to provide the best responses to the stipulated research questions.

According to Babbie (2007:89), descriptive survey design answers what, where, and how questions and will be used in this study. One of the definitions of descriptive design stated by Dulock (1993) is that it is aimed at discovering how selected variables relate to or influence each other, which is the primary focus of this study. For example, Kumar (2014:81) defines a variable as "an image", perception, or concept that can be measured and consequently take on different values. On the other hand, Kumar (2014:85) describes the independent variable as the cause that brings about change(s) in a phenomenon and the dependent variable as the effect produced by establishing an independent variable. The qualitative approach, in contrast, explores the phenomenon to gain in-depth knowledge of the experiences of national government administrative staff.

4.4 Target Population

The target population is concerned with who or what will be studied. DeCarlo (2018:19) defines the target population as something that the research is based upon (individual, group, team, or organisation), whereby the researcher attempts to learn and then make recommendations at the end of the study. It is the focus of the study. On the other hand, the author defines the unit of observation as elements observed, measured, or collected by the researcher to learn about their unit of analysis.

The organisation targeted has an administrative staff complement of 210 individuals in the Western Cape, and the target population to be given to respond to the questionnaires is put at almost half of the population, which is 100 respondents. Welman, Kruger & Mitchell (2008:13), and Mendenhall, Beaver & Beaver (2009:56), stated that a population of 40-50 respondents would be adequate for generalisation.

4.5 Sampling

A sample is "a subset of the population on which the study concentrates," according to Kumar (2014:282). Sampling is the process of learning information about a whole population by focusing on a small portion of it (Muzammil, 2010:32). According to Sarantakos (2000:139), referenced by De Vos, Delpont, Fouche, and Strydom (2011:224), the main objective of sampling is to ensure feasibility. The authors say that 18 sampling is more accurate than examining the whole population, which would provide a vast number of data that would be challenging to handle, analyse, and interpret because it is unfeasible owing to time and budget constraints.

Every other eligible person who qualifies will be picked to participate by systematic random sampling. The sampling will consist of the administrative staff members who work in the department. The study will involve a total of 100 participants.

4.6 Data Collection Method

In this research, the data collection methods include journals, the internet, articles, and books. The sources mentioned above have been carefully considered and analysed for relevant information. The method in which research is conducted is critical as it becomes helpful to how a study may be completed. The researcher distributed well-structured questionnaires to participants to collect data for the study. Burgees (2005:7) suggested that the researchers can administer questionnaires by telephone, mail, face-to-face, interviews, electronically, and hand-outs. Siniscalco & Auriat (2005:7) argued that a questionnaire comprises a list of questions but should always include clear instructions and space for administrative details. They further suggested that questionnaires should also have a definite purpose linked to the study's objectives, and it needs to be stated from the beginning how the findings will be used. Burgess (2005:6) pointed out three elements when designing the questionnaire, namely:

- Identify the questions to be asked.
- Choose the question type for each question and identify the wording.
- Design the sequence of questions and complete questionnaire layout.

The questionnaires were personally administered by the researcher, allowing enough time for the respondents to ask questions or request clarification from the researcher. All areas that required explanation were addressed when the questionnaires were collected at the end of the exercise, providing a 100% response rate. The open-ended sections of the questionnaire led to greater debate (questions), allowing the respondents to voice their viewpoints. This was the qualitative portion of the questionnaire, as determined by the decision to conduct the survey using a mixed methods approach.

4.7 Data Collection Instrument

The study used both primary and secondary data. Secondary data was collected from previous research, books, online websites, and journals. Primary data was collected through structured questionnaires with semi-structured questions (qualitative) in between. According to Sevens et al. (2008:17), a questionnaire is a list of well-thought and carefully

structured questions to solicit reliable responses to research questions. A questionnaire is also described by Jowah (2015:163) as a group of questions that have been rationally crafted to obtain information from respondents that will enable the objectives to be attained through the responses. The effort employed in designing the questionnaire seeks to assist in obtaining information from the population as accurately as possible, obtaining maximum cooperation from respondents from the targeted population and facilitating the collection and analysis of the data. Three (3) sections, designated Sections A, B, and C made up the questionnaire.

Section A: the biography was intended to gather information about the respondents and, to some extent, deem them eligible to participate in the survey.

Section B: the Likert scale examined the respondents' perceptions, experiences, and comprehension of their motivation in the department. On a scale of 1 to 5, with 1 being highly disagreeable. Disagree is a 2, Neutral is a 3, Agree is a 4, and Strongly Agree is a 5.

Section C: open-ended questions A little space at the bottom of the scale, with enough for five points per question, was where any additional information was needed.

The fact that information could be acquired through the questionnaire anonymously and privately and stored for later use was seen to be helpful. As a result, this data could be transformed into information and could be reviewed at any time in the event that new questions about the research were to arise. In addition, a larger audience could participate and voice opinions about the subject at hand on the three-page questionnaire without fear of retaliation. Using the questionnaire made it possible to reach a larger audience than if only a few interviews had been conducted. Following construction, the survey was taken for a "pre-run" and rebuilt with the statistician's help before being submitted for ethics approval. After that, it was utilised to gather information from the responders.

4.8 The Validity and Dependability of the Survey

The assurance of reliability is that the same questionnaire would yield the same results when used by different respondents, resulting in a standard response (Kobus, 2016:238).

To do so, the questionnaire was put through a variety of reliability tests, including:

- Repeatability of tests
- Internal reliability,
- Equivalent form dependability,
- Split-halves reliability

The questionnaire was further validated with the assistance of the statistician by putting it through the four commonly used validity tests:

- Face validity,
- Content validity,
- Construct validity, and
- Criterion validity.

It was crucial to test for both since a questionnaire cannot be legitimate if it is unreliable, and the opposite is true. Many topics appeared to contradict one another, and no questions were asked for a yes or no response in order to prevent giving the respondents only two options. Given that all the department's officials utilise English as their primary language of communication, the wording was made straightforward, concise, and simple to grasp. This significantly decreased the likelihood of being misunderstood, which could have led to unintentionally giving the wrong responses. This enhanced the research instrument's validity and reliability.

4.9 Data Analysis

The information was recorded on an Excel Spread Sheet after the data was edited, cleaned, and checked for mistakes and omissions. The questions were coded. Then, this data was transformed into visual representations such as tables, bar charts, histograms, frequency polygons, and pie charts. These illustrated the interrelationships between the variables under investigation, which served as the foundation for interpreting and analysing the results. Therefore, this analysed data is transformed into knowledge from which generalisations about the research findings may be produced. These observations and generalisations lead to the data chapter that follows, from which conclusions and suggestions are drawn.

4.10 Ethical Considerations

According to Saunders et al., ethics is "the appropriateness of your behaviour towards the rights of the topic of your work or those who are affected by it" (2009:18). In accordance with research ethics, respondents' self-respect must be protected, and their personal data must not be made public. Research ethics are the guiding principles that direct all phases of research and the distribution of results, according to Fellows and Liu (2008). On the other hand, Crestwell (2014:53) identified several difficulties that researchers should be aware of when dealing with people. According to him, researchers should respect the participants' dignity, needs, values, and desires. The following steps were therefore taken into consideration to guarantee that ethical issues are addressed.

4.10.1 Informed consent

The gathering of data raises most of the study's ethical issues. The Ethical Clearance Board of the CPUT's Faculty of BMS issued an ethical permission certificate for data gathering. Because the study was conducted in a government organisation, the investigator solicited and secured the organisation's permission before gathering data. The participants were informed of the study's objectives, and their consent to participate was requested. Additionally, a questionnaire was sent in advance to the department head to serve as an example of the questions that were asked. The dates and times for the actual distribution of the questionnaires were agreed upon in advance to avoid upsetting the respondents' schedule and working environment.

4.10.2 Harm and risk

As the surveys were given to and collected from them (in accordance with COVID-19 protocols) at a time and date chosen by them, there was no harm or risk to the research participants.

4.10.3 Honesty

No changes were made to what the research participants said, the findings were fully and honestly interpreted.

4.10.4 Privacy, confidentiality, and anonymity

The study's participants and the organisation's personal information was kept secret and published anonymously. The participants were assured that the information they supplied

would be kept private, their identities would not be included anywhere in the study, and the information they provided would never be used against them.

All participants were aware of their rights before the start of the interviews, and these principles were upheld. According to the assurances made to the responders, no personal information was disclosed to any authority, and confidentiality has so far been upheld.

4.11 Limitations of the Research

The researcher avoided a broad scope of the investigation by limiting it to a single government department in Cape Town. Additionally, the study concentrated on the department's administrative employees, which is what the researcher was most interested in. The researcher provided hard copies of the questionnaires for those who chose that option. She also sent those individuals a link via email and WhatsApp. The researcher had to develop varied modes of distributing the questionnaires because the Covid-19 shutdown could have prevented personal delivery to the respondents.

Nevertheless, despite these restrictions, the research was carried out impartially, and the procedures were spelt out in detail and adhered to scientifically. Because of this, it is assumed that the findings would be unbiased and that any subsequent researchers using the same methods will reach the same conclusions.

4.12 Conclusion

It is essential to understand the validity and dependability of this research project in the context of work completed objectively and with strict adherence to the plan. Beginning with the study's introduction, the background literature review, the identification of the study gap and subsequent comprehension of the problem statement, the objectives and research questions being set, the decision to use mixed methods, the population being identified, the questionnaire being created and tested, data collection techniques, and data analysis. It is envisaged that this strategy may offer a resolution or shed light on the motivations of national government administrators.

CHAPTER 5

DATA ANALYSIS, FINDINGS, AND INTERPRETATION

5.1 Background

The primary purpose of this study was because the government's performance was deficient, and the administrative staff were very demotivated. This created the question of the possible explanation for this perennial problem and why it would not be corrected. The first assumptions were that there would be a likelihood that the people involved in these important functions of the operations were not motivated to perform their duties. Therefore, the primary objective of this research was to identify factors that will boost production morale amongst admin staff in the department. Together with this, the findings would assist in identifying intervention measures for this perennial problem.

5.2 Section A. Biography

This section dealt with the biography of potential respondents, primarily to evaluate the suitability of the candidates for the survey. The target was those people within the department who were the administrative staff. The section, therefore, seeks to establish the suitability of such candidates for this survey.

Question 1; How old are you? This question was essential to try to understand the average age of the employees who are administrative staff. Whilst this may not have much importance in the ability to perform or manage admin processes, it was accepted that there might be a relationship between age and the presumed level of understanding of the processes.

Response: The department has been involved in transformation technically since the advent of democracy in 1994. It was assumed, therefore, that many of the respondents, being administrators, would be well advanced in their age. The respondents' age is illustrated in Figure 5.1 below.

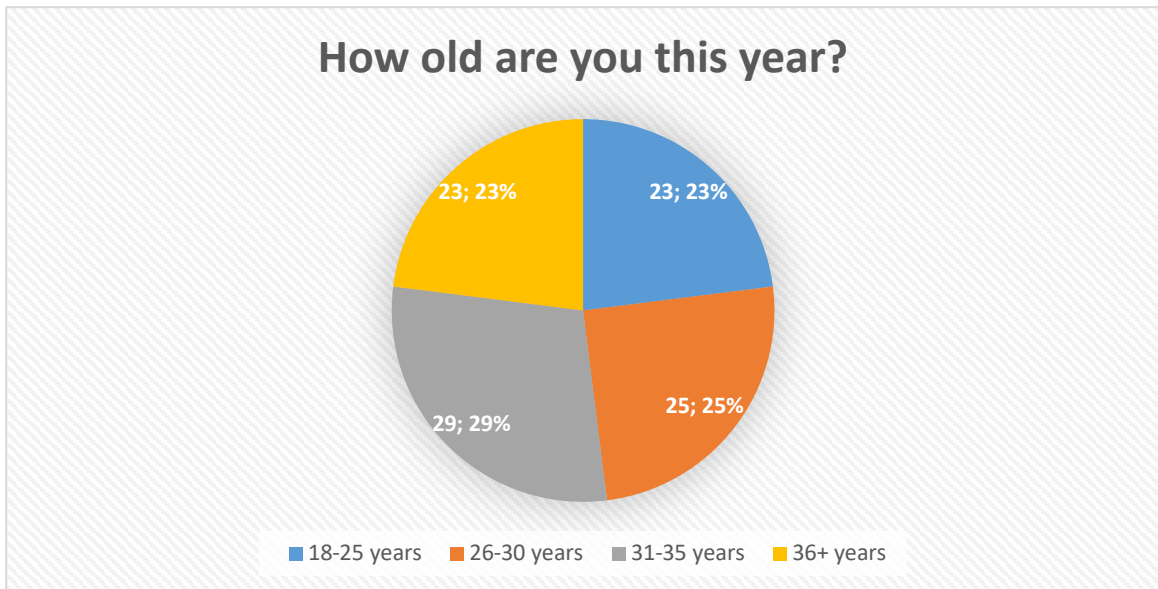


Figure 5.1: The age of the people who are admins of this department

Table 5.1: Age range of admin staff

18-25 years	26-30 years	31-35 years	36+ years
23	25	29	23
23%	25%	29%	23%

Source: Author's construction

According to Figure 5.1, 29% of the respondents are between the ages of 31– 35 years, 25% are 26 - 30 years, 23% are between 18- 25 years, and 23% are 36 years or older. So, the department has some balance regarding the age groups in the administrative staff, which is a good thing.

Question 2; What is your highest qualification? In this question, the research sought to identify the respondents' education level. Challenges faced by administrators, both internal and external, require an administrator that has relevant qualifications and is continuously studying in order to gain new knowledge.

Response: A qualification plays an essential role in the administration. However, employees who do not have qualifications can be as effective if they do administration-related short courses or training in order to equip themselves with the necessary skills and knowledge. The results of the investigation are shown in Figure 5.2 below.

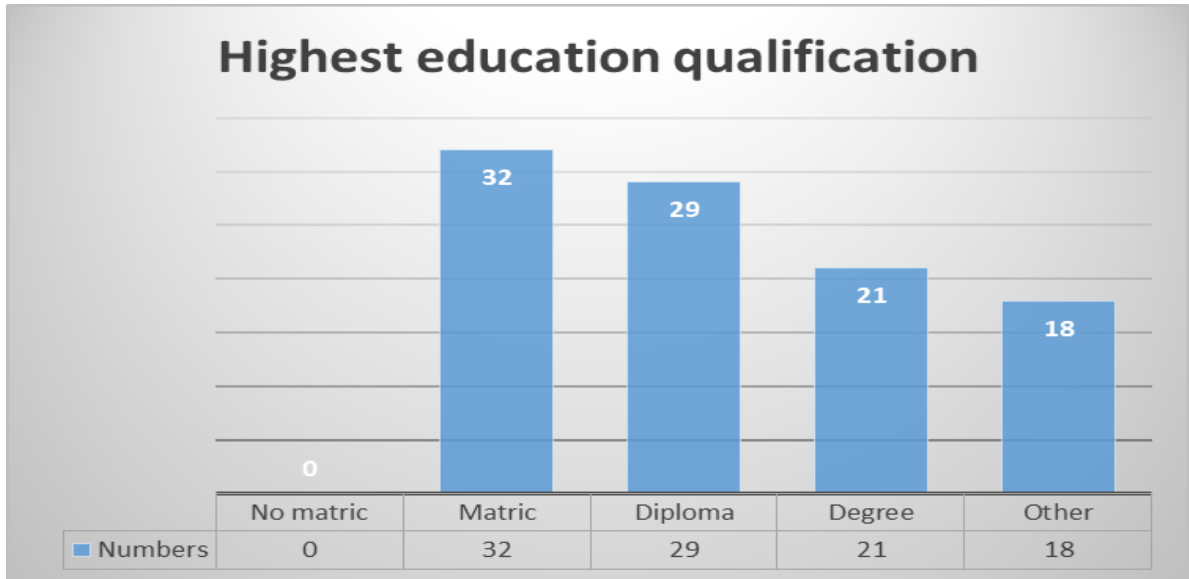


Figure 5.2: Highest qualifications of admin staff

Source: Author's construction

The majority of respondents, 32%, have got a Matric Certificate, while 29% of the respondents have a Diploma; 21% of the respondents have a bachelor's degree; and 18% of the respondents have other qualifications such as certificates, Honours Degree, and any other short courses. So, the department can be commended that most of its administrators' employees have tertiary education, and what the researcher has noticed is that most of the ones that have matric are older people, and the ones with tertiary qualifications are the younger ones.

Question 3; How long have you been working in the Department? This was to explore further the possibility of the individuals having more experience in the administration process. Such would assist with information based on years of experience on which the survey wanted to capitalise. It is, however, expected that the presence of senior members in the department implied some workshops and training might have taken place.

Response: There is no pre-existing knowledge about labour turnover or expansion resulting in new recruitments. It is clear that most respondents at 66% have been in the department for no longer than five years; this may give them an average working life of 5 years. The response is recorded in Figure 5.3 below.

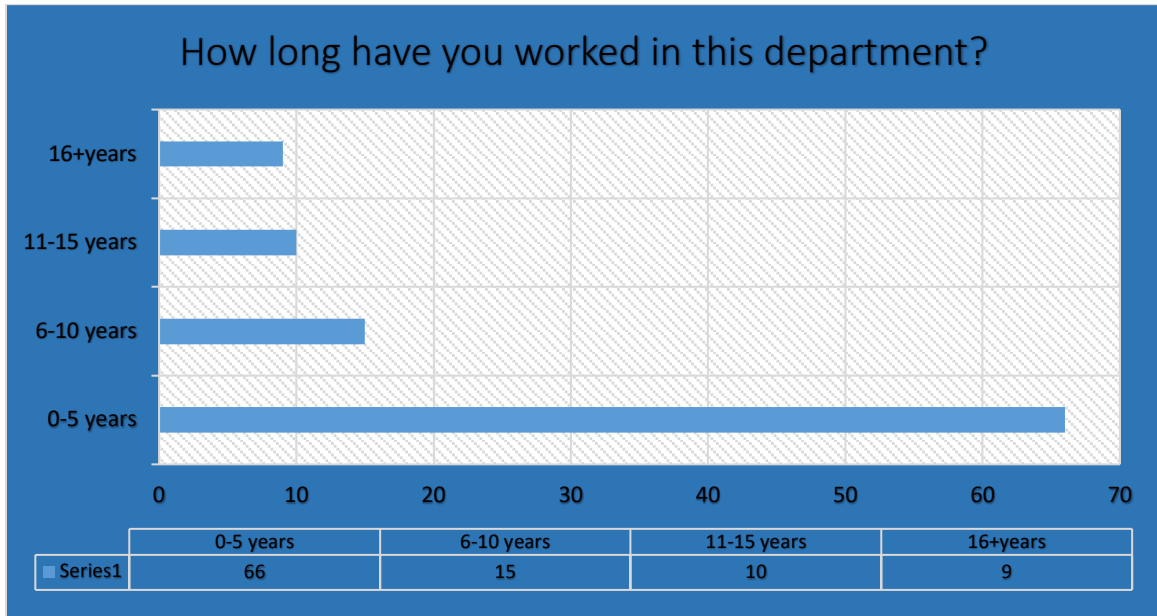


Figure 5.3: Number of years respondents have been in the department

Source: Author's construction

According to Figure 5.3, most respondents (66%) have worked for the department for less than five years; 15% for 6 - 10 years; 10% for 11 – 15 years, and 9% for 16 or more years. It is worrying that most of the respondents (66%) have worked for less than five years for the department because they have less experience compared to the 9% of employees who have 16 and more years of experience. It is hard to learn government processes, especially if there is less experienced human resource to help the recruits or the inexperienced. Government processes and documentation change now and then, which means that the more the government has experienced administration staff, the easier it will be for them to teach the non-experienced ones.

Question 4; What is your position in the organisation? Another question seeks to identify and classify the respondents along the lines of suitability for the survey. The 5% comprises interns whom the department employs as administrative assistants.

Response: Whilst everyone is affected by the low service delivery, not everyone controls the administration processes in the department. To this question, the respondents responded, as illustrated in Figure 5.4 below.

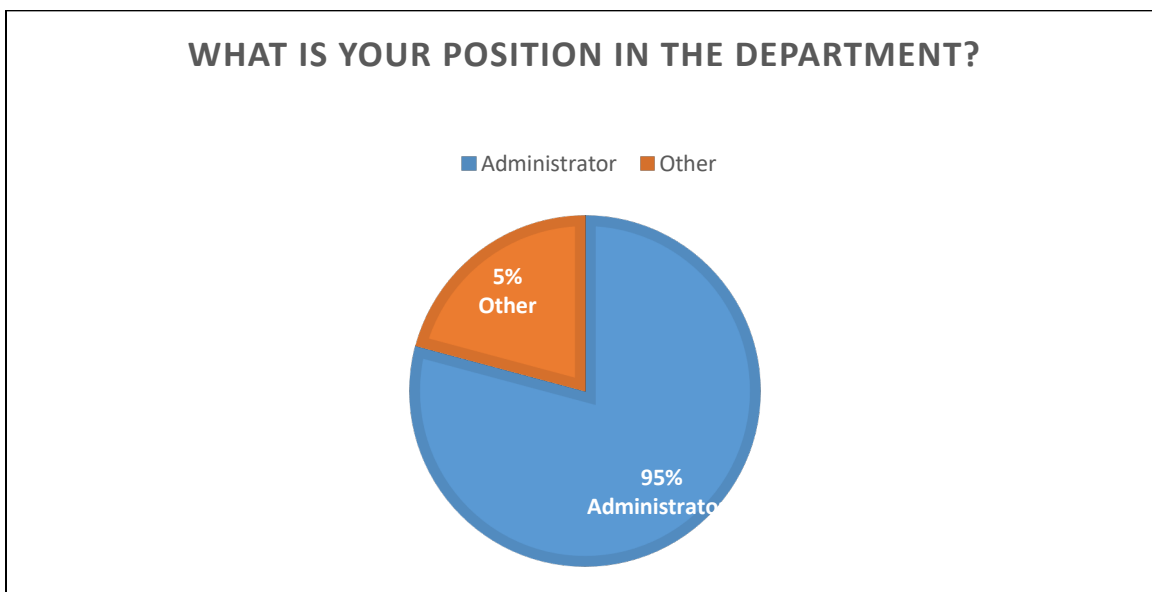


Figure 5.4: The positions of respondents to this survey

Source: Author's construction

In Figure 5.4 above, most respondents (95%) are permanent department administrators, and the other 5% consist of other employees.

Question 5; How long have you been in that position? The time spent in administration has much to do with the respondent's experience in government processes.

Response: The number of years the respondents have in managing and implementing plays a significant role in ensuring that administrative work is managed effectively and efficiently.

Figure 5.5 below illustrates the years the respondents have been involved in administration.

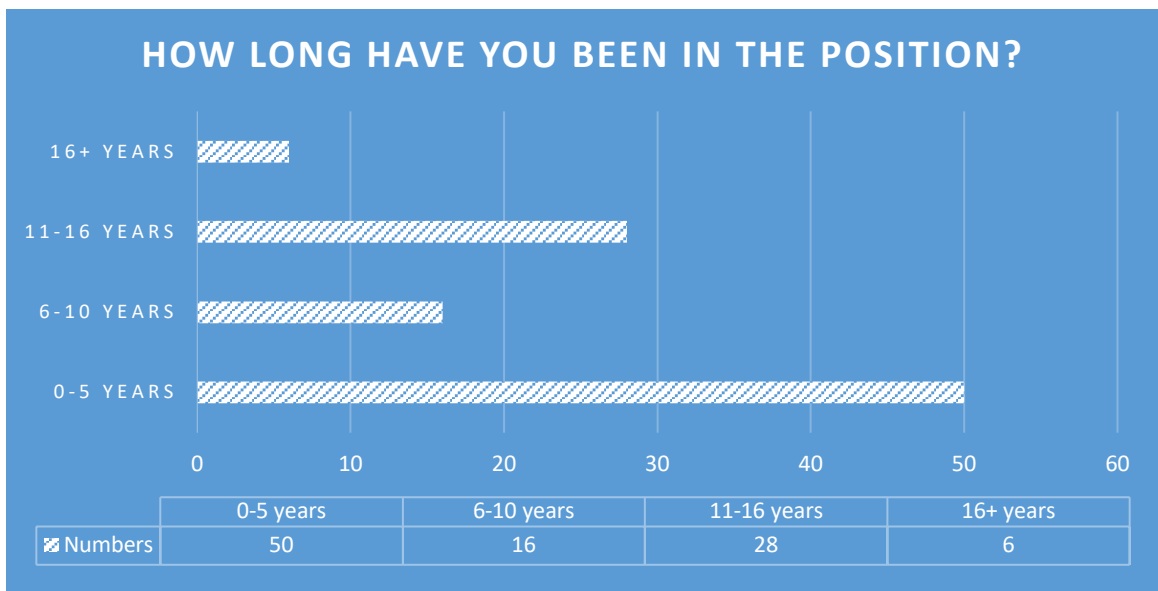


Figure 5.5: How long have you been in the position

Source: Author's construction

In Figure 5.5, most respondents (50%) have been in the same position for less than five years, 16% for 6-10 years, 28% for 11-16 years, and 6% for more than 16 years.

Question 5; Have you ever received a promotion since you worked in this department? This question sought to check if there is any development in the department. Having many employees who have been promoted in the department motivates employees, even the ones that have not been promoted, because it gives them hope that they will also get promoted.

Response: Employee motivation comes from promotions that play to their feeling of ambition. This impacts employees whose career pillars include a desire for independence, autonomy, authority, and managerial skill (Denhardt, Denhardt, Aristigueta and Rawlings, 2018). Promoting an employee from a lower to a higher level generates employee satisfaction. It increases their salary, prestige, and duties, improving their job happiness and motivation. In addition, by fostering loyalty, promotions reduce employee turnover.

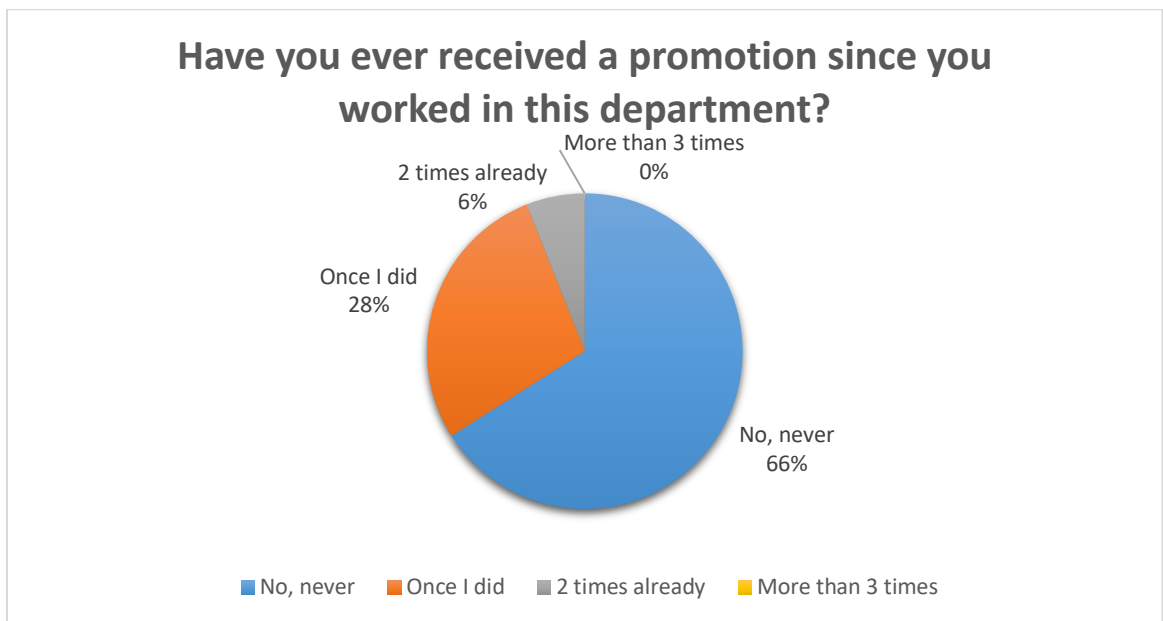


Figure 5.6: have you ever received a promotion since you worked in this department

Source: Author's construction

According to Figure 5.6, most respondents (66%) have not been promoted in the department, 28% received promotions once, and only 6% have been promoted twice while working in the department. Therefore, it is concerning that while there are always vacancies within the department, only 34% of respondents have been promoted.

Question 6: What is your own valuation of your own performance in your position?

This question aimed to see whether the employees were giving their best to the tasks at hand. Each individual is aware of their performance and the factors driving it. For example, lack of motivation impacts an employee, and their performance tends to suffer because they do not have the same drive they once did.

Response: Whilst everyone is affected by the performance of their colleagues, not everyone can control their motivation levels in the department. To this question, the respondents responded, as illustrated in Figure 5.7 below.

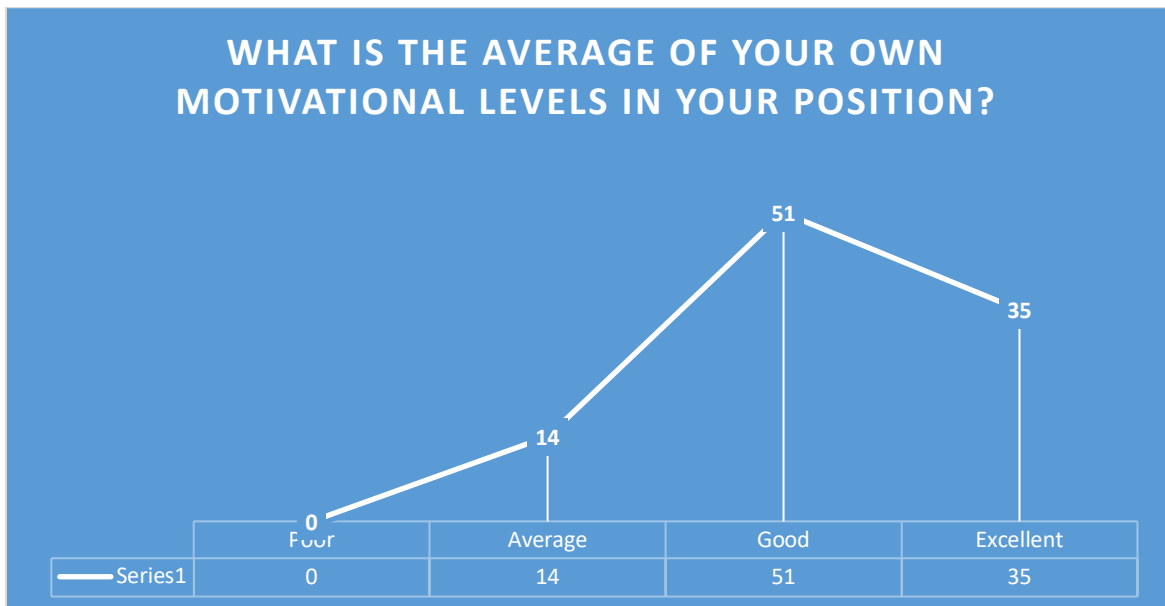


Figure 5.7: Average of motivational levels in admin position

Source: Author's construction

In Figure 5.7 above, most respondents (44%) have good motivational levels in the administration position, while 29% have excellent motivational levels and only 27% have average levels, and only 0% have poor motivational levels in their positions. It is concerning that only 29% (almost a quarter) of employees in the whole department have high motivational levels to perform their duties. At the same time, it is also good that no one in the department has a poor motivational level in their position.

Question 7; Rank your own motivation levels in your organisation

Employee motivation is crucial for the sustainable growth of any organisation. Highly motivated employees contribute significantly to an organisation's bottom line and overall productivity.

Response: They improve team performance without the ongoing need for pep talks and free them up to focus their attention where it is most needed. Self-motivation at work entails going above and beyond what is strictly necessary. (Bénabou and Tirole, 2003:489-520).

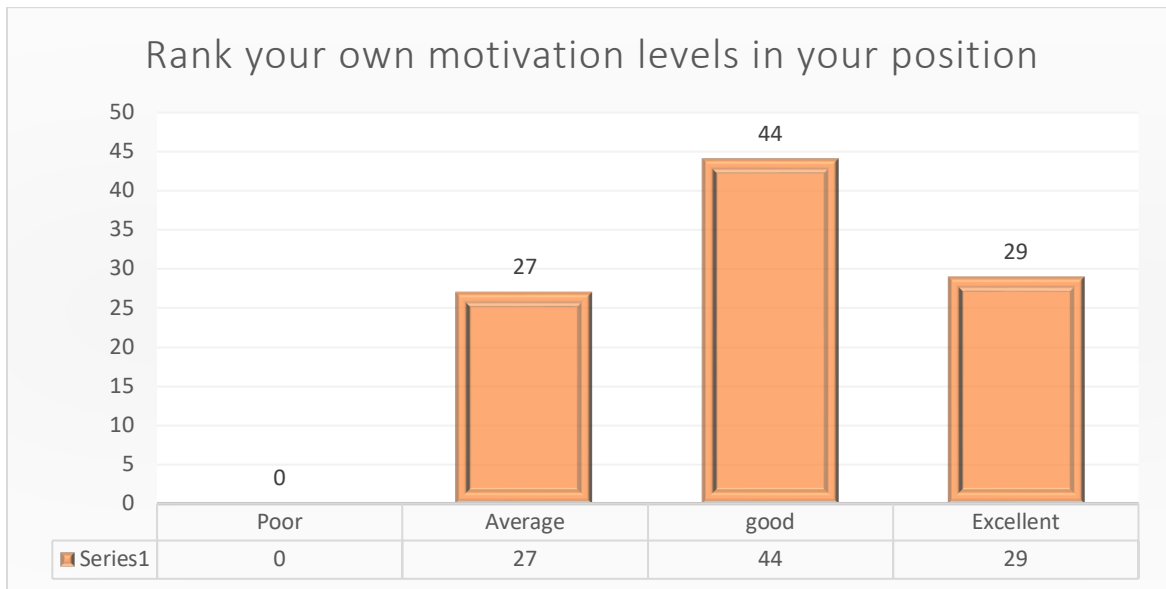


Figure 5.8: Ranking of motivational levels

Source: Author's construction

In Figure 5.8 above, most respondents (44%) have good motivational levels in the organisation, while 29% have excellent motivational levels and only 27% have average levels, and only 0% have poor motivational levels in the department. It is concerning that only 29% (almost a quarter) of employees in the whole department have high motivational levels. At the same time, it is also good that no one in the department has a poor motivational level.

5.3 Section B: Likert Scale

This section refers to aspects of motivation as perceived by the respondents. The scale is: strongly disagree – 1, disagree -2, neutral – 3, agree – 4 and strongly agree – 5.

Statement 1: There is adequate ventilation and lighting where I sit and work from.

Better ventilation and open windows mean better air quality in the offices. It is also critical to workers' health and reduces the chances of building symptoms of the sick syndrome. Better air quality also means lesser chances of infections and transmission of those infections as well.

Response: poor indoor air quality can lead to employees suffering from headaches, fatigue, hypersensitivity and allergies, sinus congestion, dizziness, shortness of breath, coughing

and nausea. Extreme temperature in the office causes fatigue, discomfort and distraction and can increase accidents in the workplace as a result.

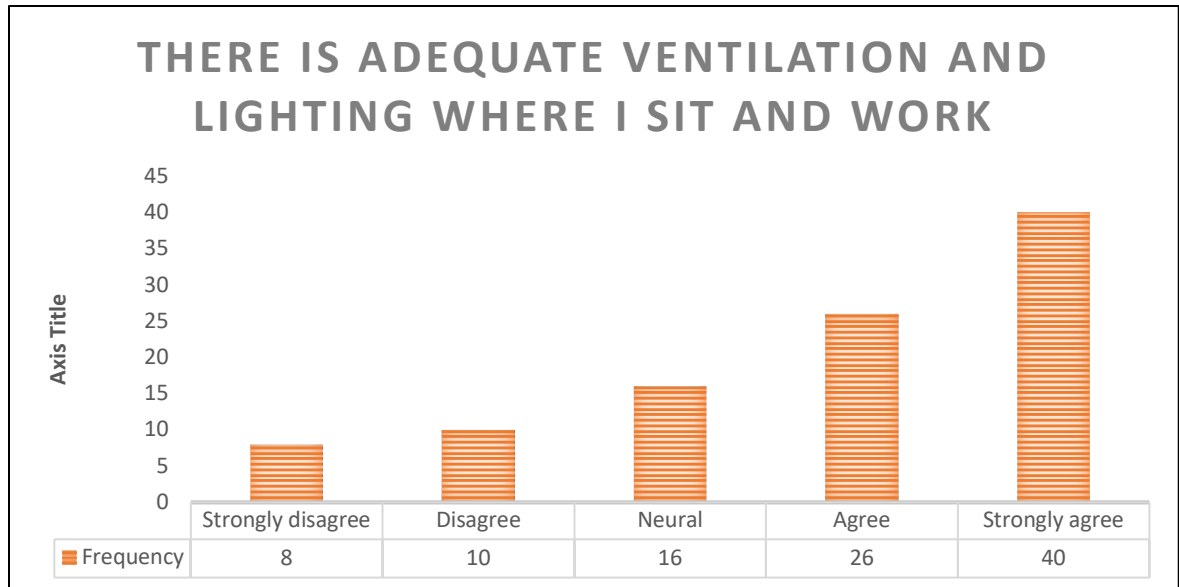


Figure 5.9: Adequate ventilation and lighting

Source: Author's construction

A total of 66% (40% and 26 agree and strongly agree, respectively) of the respondents believe there is adequate ventilation and lighting where they sit and work. Neutral stands at 16%, with those disagreeing totalling 18%. Therefore, it can be generalised that most admin workers are happy about the ventilation and lighting where they work. Therefore, the department's administrative staff can be assumed to operate in areas with sufficient ventilation and illumination.

Statement 2: The chair is properly positioned for convenience with long hours.

Proper lumbar and pelvic support is provided by a suitable chair, which reduces the strain on the back muscles. Unfortunately, many chairs do not provide enough support, which, when paired with extended periods spent sitting at a desk, explains why those who sit all day have about the same amount of lower back pain as those who spend most of their time standing. (De Carvalho, Soave, Ross and Callaghan, 2010:48-55)/)

Response: uncomfortable chairs can damage an office's productivity because furniture plays a significant role in this process. Most of the time, those who work at desks are seated. Therefore, a chair that is unpleasant or unsuitable for the task might reduce productivity (Kim, Candido, Thomas, and de Dear, 2016:203-214).

Figure 5.10 below illustrates to responses of the respondents.

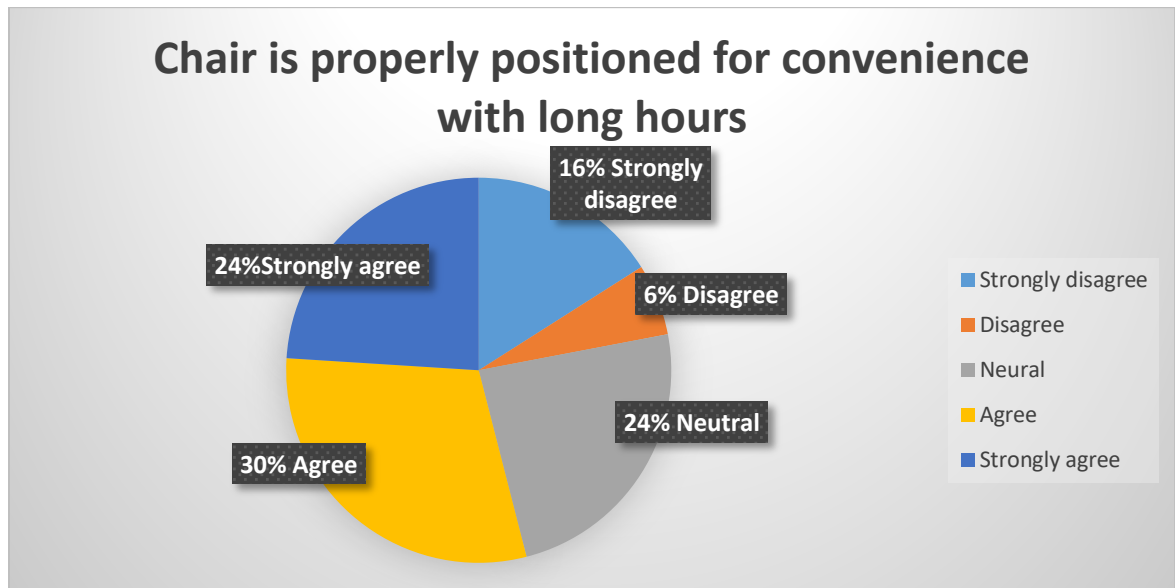


Figure 5.10: Positioning of chair for convenience

Source: Author's construction

Figure 5.10 above shows that the majority of the respondents, 54% (30% and 24%, agree and strongly agree) with the statement that their chairs are correctly positioned for convenience with extended hours. However, 6% of the respondents disagree that they are comfortable with how they are sitting, 16% strongly disagree, and 24% of the respondents decided to remain neutral.

Statement 3: All in the department must attend training on ideal work environment.

Numerous advantages are offered by training and development programs. For example, they promote organizational culture, increase employee performance and productivity, and lower employee turnover (Jehanzeb and Bashir, 2013).

The work environment influences a person's disposition, motivation, mental health, and performance. If individuals work in a dull office with unpleasant co-workers, they will lack the confidence and job satisfaction to speak up. Creating a positive work atmosphere is crucial to the success of a firm.

Response: every employee is responsible for ensuring that they attend any training provided by the organisation that will benefit them and the organisation. Thus Figure 5.11 below illustrates the response of the respondents.

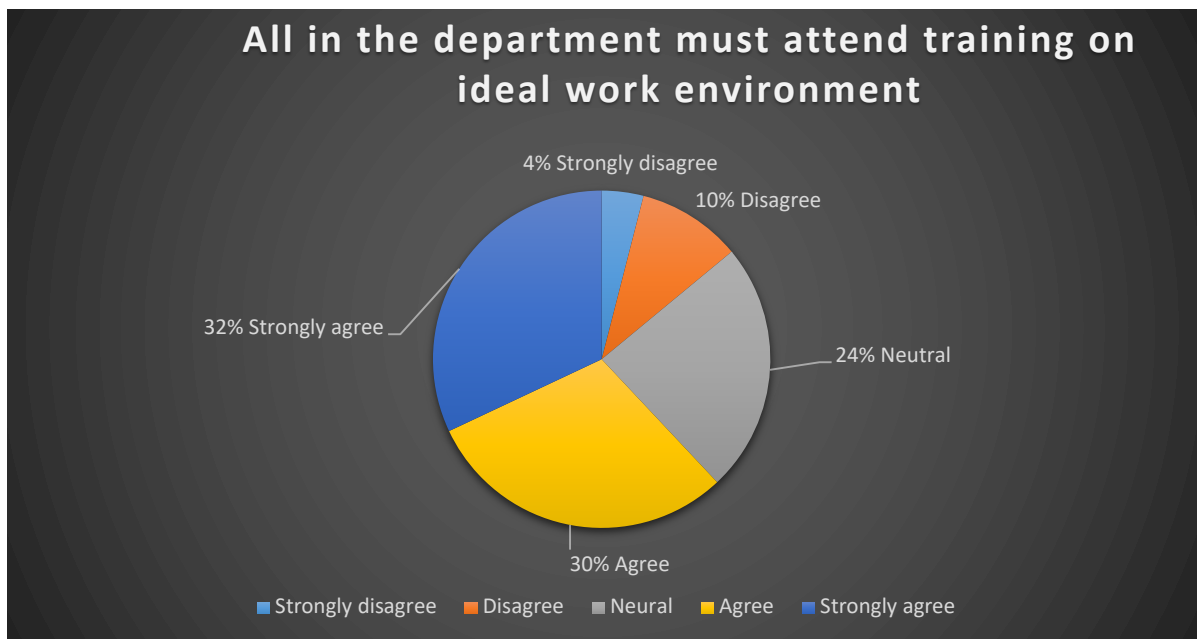


Figure 5.11: All must attend training on work environment

Source: Author's construction

Figure 5.11 above shows that the major of the respondents, 62% (32% and 30% strongly agree and agree) with the statement that they must attend training in the ideal work environment. However, 10% of the respondents disagree that everyone in the department must attend training in an ideal work environment, while 4% strongly disagree with the statement. 24% of the respondents decided to remain neutral.

Statement 4: My seat is adjustable to make me comfortable whilst I perform my duties. A wide range of musculoskeletal conditions brought on by poor seated work posture

can negatively impact an employee's physical and mental health, work performance, and overall productivity (Radwan, Barnes, DeResh, Englund and Gribanoff, 2022:202-206).

Responses: It is expected that in an organisation, employees should have adjustable or comfortable seats in order for them to perform their duties well. Figure 5.12 below illustrates the responses of the respondents.

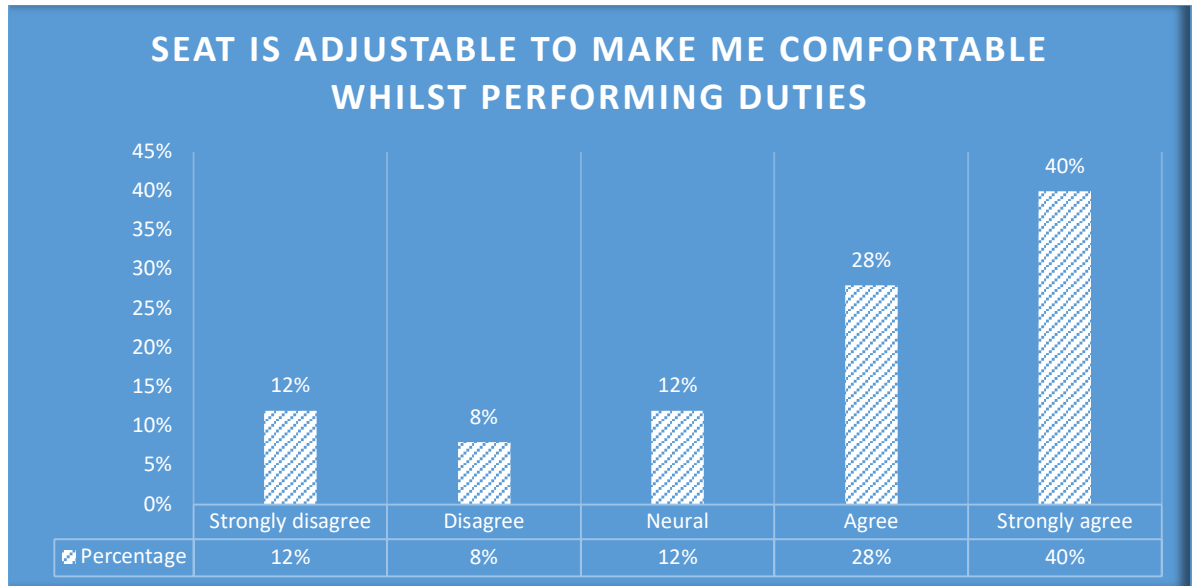


Figure 5.12: Seat is adjustable to make comfortable whilst performing duties

Source: Author's construction

Figure 5.12 indicates that most respondents, 40%, strongly agree with the statement, while 28% agree; however, 12% and 8% of the respondents strongly disagree and disagree with the statement, and 12% remain neutral. The fact that 20% (12% and 8%) of the employees do not agree that they have comfortable seats raises concern. Many people believe that poor seating work posture can cause various musculoskeletal ailments, negatively impacting physical and emotional health, work performance and overall productivity.

Statement 5: Every time I come to work I long to leave because I am not in the right space. Regardless of how long one has been at a company or whether they are interviewing for a new role, it is essential to fit in with the company's corporate culture. Employees who fit in tend to have higher levels of satisfaction and work more effectively as part of a team.

In addition, identifying their ideal workplace will enable them to anticipate (with a high degree of accuracy) the businesses and jobs in which they will be most successful and content. (Blanchard, 2018).

Response work environment impacts one's mood, energy, performance, and mental health. If employees work in an unfavourable office setting with unfriendly workers, they are less likely to have the confidence to speak up regarding unpleasant situations. Creating a positive work environment is critical to the company's success.

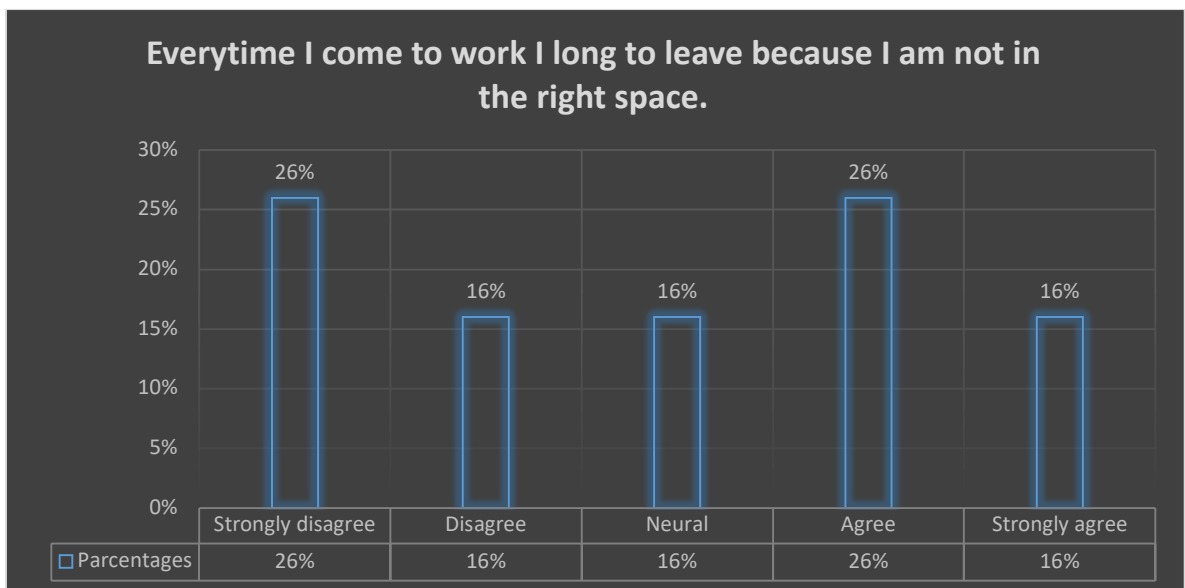


Figure 5.13: Every time I come to work I long to leave because I am not in the right space

Source: Author's construction

Figure 5.13 above shows that 52% of the respondents agreed that when at work, they feel like they are not in the right space, so they long to leave every time, while 52% disagreed with the statement, and 16% of the respondents remain neutral.

Statement 6: I cannot perform well because of back pain caused by the furniture we use at work.

Any source of low back discomfort might make it difficult for a person to fulfil their job duties. Because of their low back pain, 6–10% of employees quit their employment, changed

careers, or significantly altered their work duties. (Henschke, Maher, Refshauge, Herbert, Cumming, Bleasel, York, Das and McAuley, 2008:337).

Response: Doubtless, sitting in an office chair for extended periods can worsen a back condition or induce low back discomfort (Feldman, Nudelman, Haleva-Amir, and Ben Ami, 2022:371-382). The primary cause of this is that sitting, whether in an office chair or otherwise, is a static position that puts more strain on the back, shoulders, arms, and legs. Sitting, in particular, can put much pressure on the back muscles and spinal discs (Corlett, 2008:815-821).

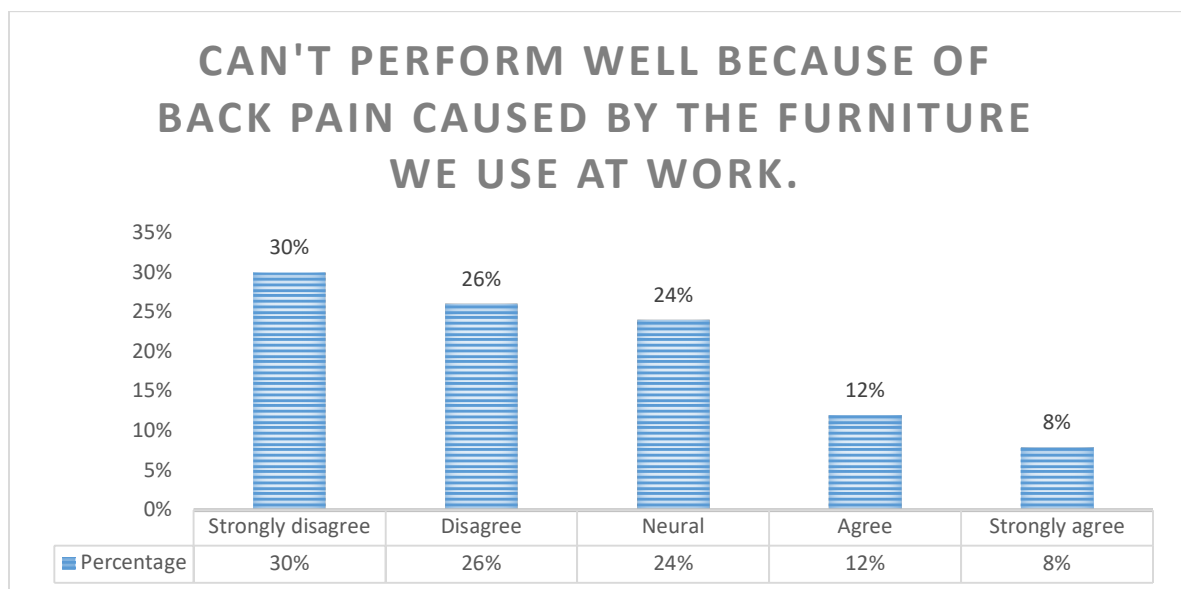


Figure 5.14: I cannot perform well because of back pain caused by the furniture we use at work

Source: Author's construction

Figure 5.14 above reveals that most of the respondents (56%) disagree with the statement, while 20% of the respondents agree that they cannot perform well because of back pain caused by the furniture they use at work, and 24% remain neutral.

Statement 7: I want to decide on how I will execute the tasks without supervision.

Because they oversee organizing their responsibilities and taking credit for their accomplishment when they work alone, they may have greater job satisfaction. Additionally, they could be more inclined to take a chance independently. They can feel fulfilled by their

profession when risks pay off (Fu, 2014:137-144). On the other hand, supervision can contribute to creating a more supportive, caring, and conducive work atmosphere by facilitating regular communication, problem-solving, and enhanced teamwork.

Response: Greater job satisfaction may be experienced when employees work alone because they are accountable for arranging the duties and receive credit for any accomplishments. The worker may be more inclined to take risks. Work can provide a sense of fulfilment when risks result in favourable consequences.

Table 5.2: I want to decide on how I will execute the tasks without supervision

	Strongly disagree	Disagree	Neural	Agree	Strongly agree
Percentage	8%	14%	22%	32%	24%

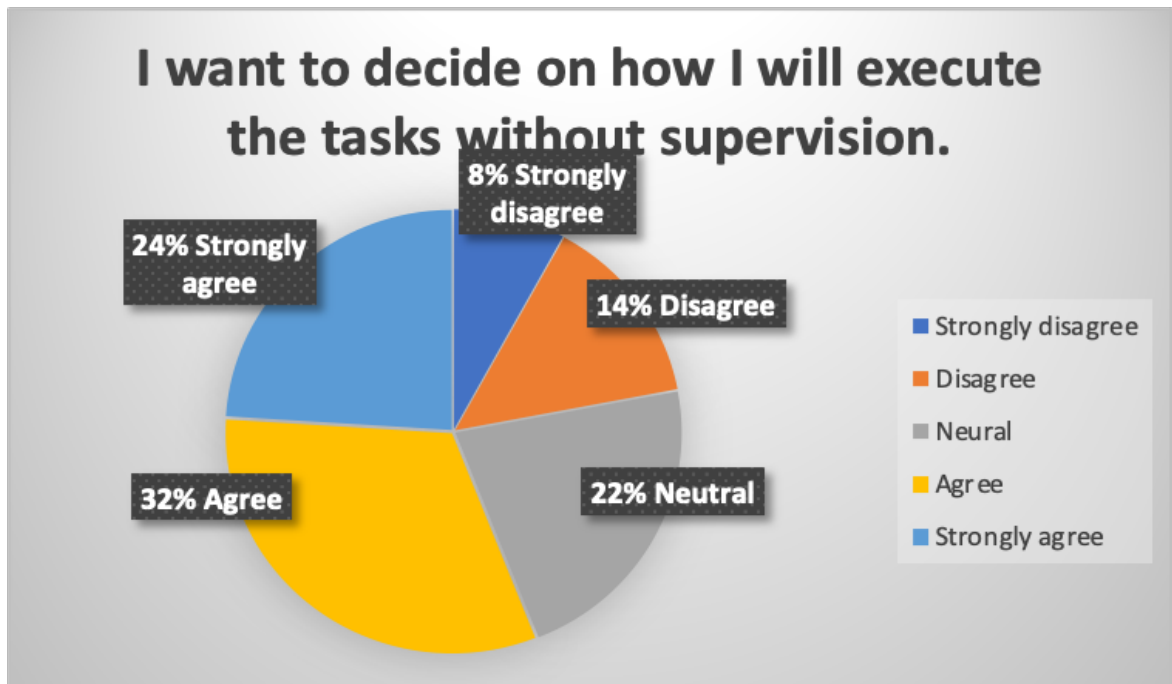


Figure 5.15: Deciding on execution of tasks without supervision

Source: Author's construction

According to Figure 5.15 above, 56% of the respondents agree that they want to decide how they execute tasks without supervision, 22% do not agree with the statement, and 22% remain neutral.

Statement 8 I like a manager who monitors what I do to avoid costly, unnecessary mistakes. Monitoring can increase a worker's productivity at work by reducing errors and allowing for more effective use of one's time. The technique may also make the workplace safer. Monitoring helps employers identify a worker's strengths (Rüßmann, Lorenz, Gerbert, Waldner, Justus, Engel, and Harnisch, 2015:54-89).

Response: It is normal to make mistakes at work. Employees are only human, and mistakes happen, no matter how well-intentioned they may be. However, it becomes problematic when they keep making mistakes at work without investigating why it is happening or doing something about it.

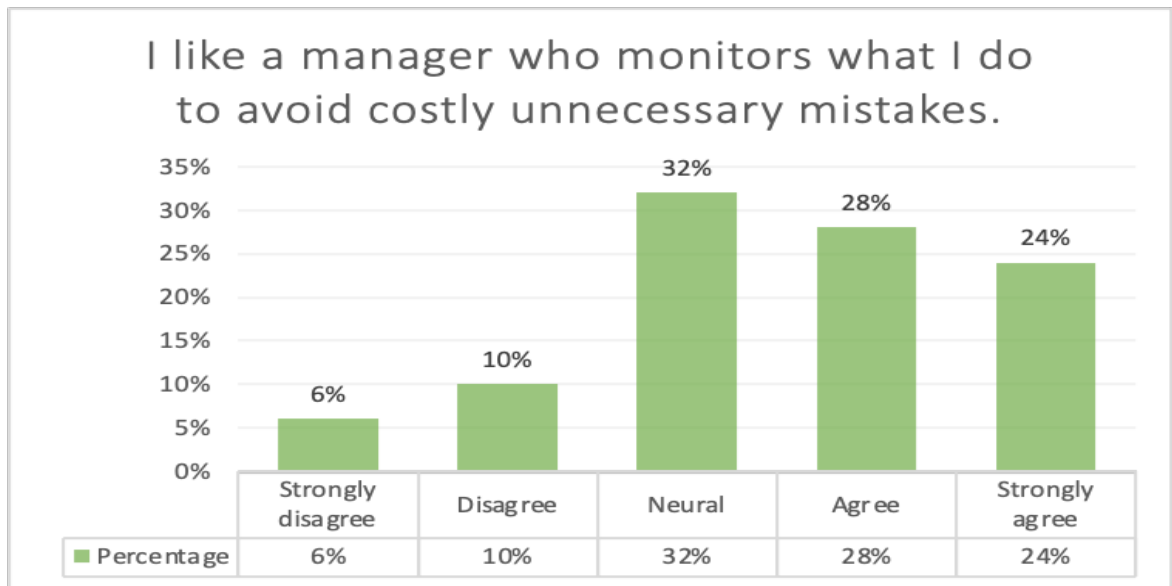


Figure 5.16: I like a manager who monitors what I do to avoid costly, unnecessary mistakes

Source: Author's construction

According to Figure 5.16 above, the vast majority of the respondents (52%) agreed that they like a manager who monitors what they do to avoid costly, unnecessary mistakes, while

16% disagreed. It is worrying that 32% of the respondents decided to remain neutral to such an important statement.

Statement 9: the manager should set my work goals daily and check if I perform to standard. Employees are motivated by SMART goals because they invigorate behaviour, provide direction, pose a challenge, compel employees to think creatively and design unique approaches to performance. 6.3 Motivating Employees Through Goal Setting. <https://opentext.wsu.edu/organizational-behavior/chapter/6-3-motivating-employees-through-goal-setting/>

Response: Setting goals is a quick and easy way for employers to maintain employee motivation. Lack of a clear objective can cause a worker's morale to decline, reducing job productivity. However, attaining goals increases confidence and job satisfaction while keeping individuals motivated. (Elnaga, and Imran, 2013:137-147).

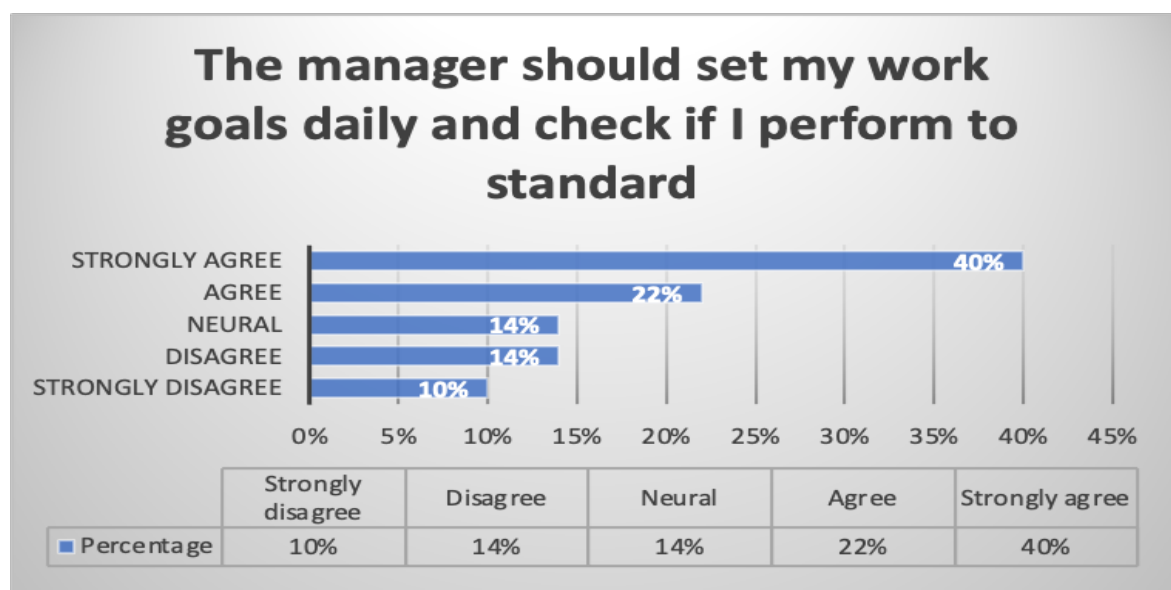


Figure 5.17: The manager should set my work goals daily and check if I perform to standard

Source: Author's construction

According to Figure 5.17 above, many of the respondents (62%) agreed that the manager should set work goals daily and check if they perform to standard. However, 14% of the respondents disagreed, and 14% stayed neutral. Managers' ways of doing things always

have an impact (negative or positive) on employee performance and motivation; hence employees must talk to their managers about how they will work.

Statement 10: I do not want interruptions until I have completed what I have set for myself. Setting goals is a quick and easy way for employers to maintain employee motivation (Nurun Nabi and Dip 2017:2).

Additionally, interruptions threaten work resources, creating both "time famine" and time pressure, work overload, and employee stress.

Response: frequent interruptions can also lead to higher rates of exhaustion, stress-induced ailments, and a doubling of error rates.

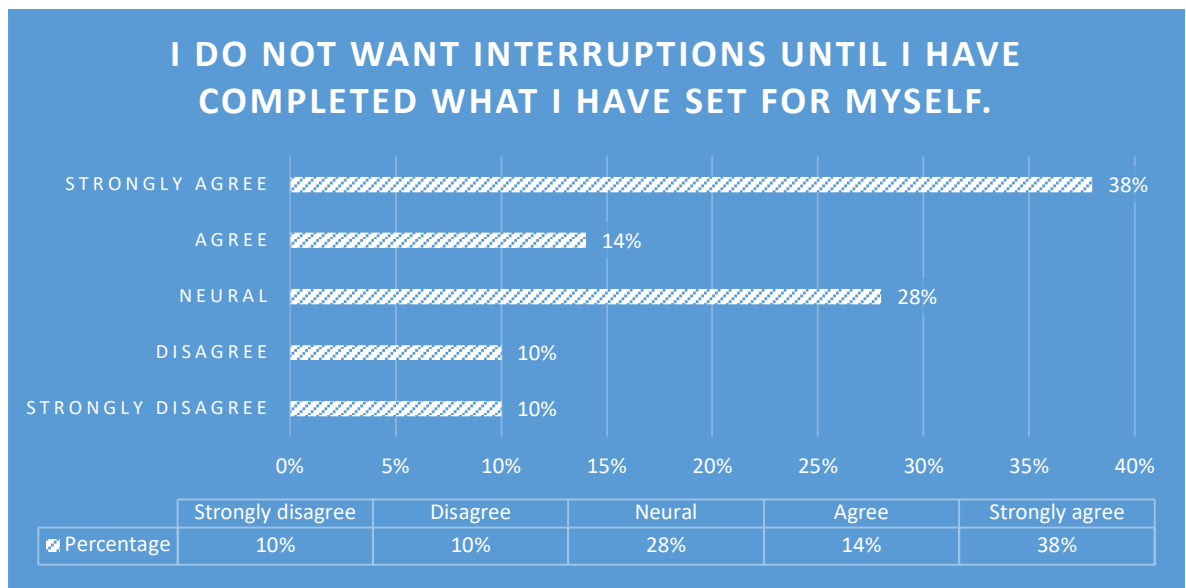


Figure 5.18: I do not want interruptions until I have completed what I have set for myself

Source: Author's construction

Figure 5.18 above indicates that most of the respondents, 52% agreed that they do not want interruptions until they have completed what they have set for themselves. However, 20% of the respondents disagreed with the statement, and 28% of the respondents remained neutral.

Statement 11: I need to have breaks in between the execution of the tasks set for me.

According to research, regular, adequate breaks can help lower stress in the office, and the less worried employees are at work, the simpler it is to get things done. Therefore, workers can increase their productivity by taking breaks throughout the day.

Response: Humans cannot focus for more than eight hours at a time. Therefore, it is no surprise that people are only productive for about three hours out of an 8-hour workday (on average) (Basso, 2003). Good breaks improve brain function, lessen mental weariness, and keep us focused. However, taking too many breaks can also be detrimental because the wrong breaks make concentrating more difficult (Lin, Ma, and Johnson, 2016:815). In order to do more, people must plan constructive breaks within their workweek.

Table 5.3: I need to have breaks in between the execution of the tasks set for me

	Percentage
Strongly disagree	4
Disagree	8
Neutral	18
Agree	40
Strongly agree	30

Source: Author's construction

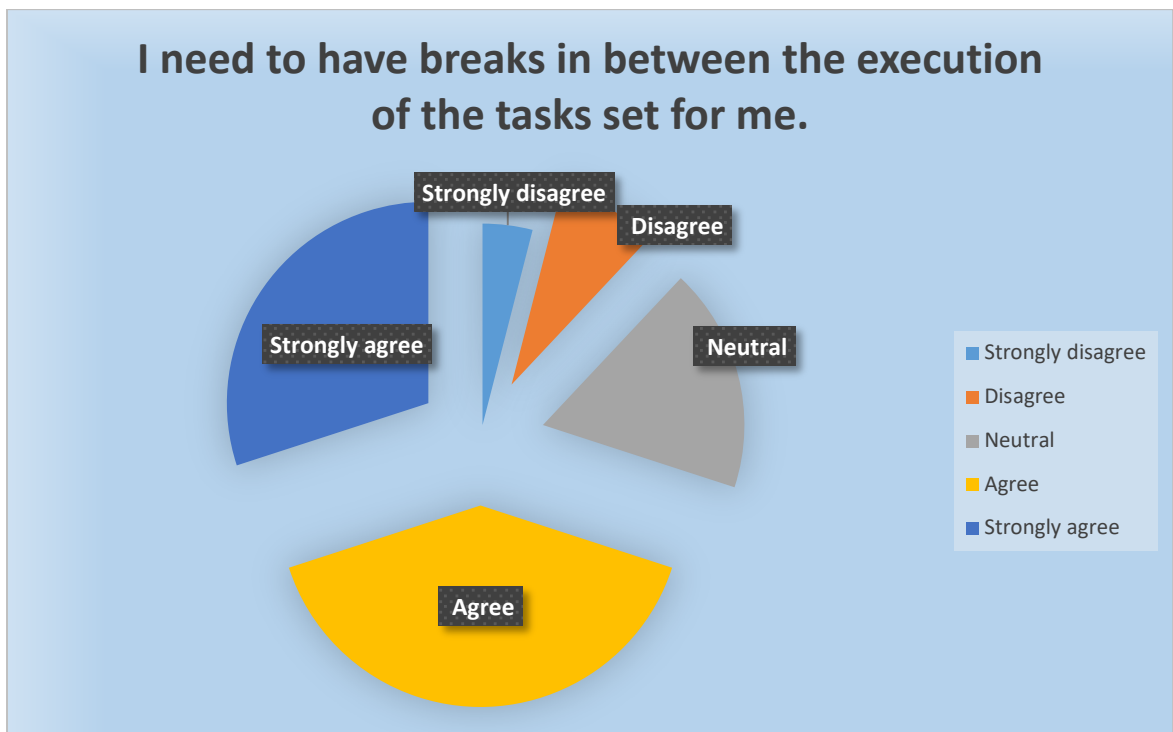


Figure 5.19: I need breaks between tasks

Source: Author's construction

Figure 5.19 above indicates that the vast majority of the respondents (70%) agree that they need breaks between the execution of the tasks. However, 12% of the respondents disagreed with the statement, and 18% of the respondents remained neutral.

Statement 12: I wish I had a different job from this one, am here because I have no choice.

Many factors might contribute to job discontent, including low pay. In addition, having an unsupportive or unreliable boss—restricts professional advancement within a company (Dajani and Zaki, 2015).

Response: Employees who are unhappy or dissatisfied can make the office environment uncomfortable, unpleasant, and stressful, impacting the team's total productivity. These same workers may contribute to a hostile workplace. (Ng and Feldman, 2012:216-234).

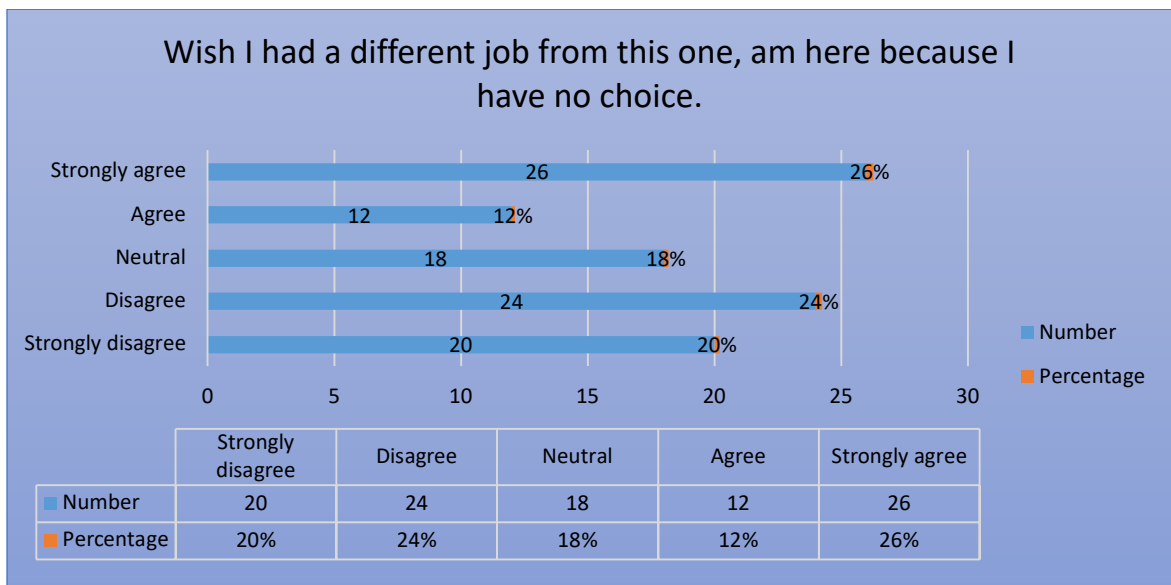


Figure 5.20: I wish I had a different job from this one, am here because I have no choice

Source: Author's construction

Figure 5.20 indicates that many of the respondents (44%) disagree with the statement, while 38% of the respondents agreed that they wish they had a different job from this one; they are only there because there is no choice, and only 18% remained neutral. It is concerning that only 44% of the respondents disagreed with the statement.

Statement 13: I hate peers who are always asking about their own tasks, which are easy. Forging strong working relationships with co-workers is essential to fostering teamwork and positive workplace culture. One method to develop relationships with their co-workers and prove that they are critical team members at work is to be able to support others. (Brown, Crossley and Robinson, 2014:463-485).

Response: Co-worker support has been shown to enrich workplace environments, positive workplace environments reduce burnout, and positive work environments and lower burnout often translate to better outcomes for individuals. Workers should be aware of their surroundings at work and try to notice what may cause a colleague to struggle. Co-workers can ask how they can be of help when they see that colleagues are dealing with challenges. When colleagues support each other and work as a team, they can often work more productively.

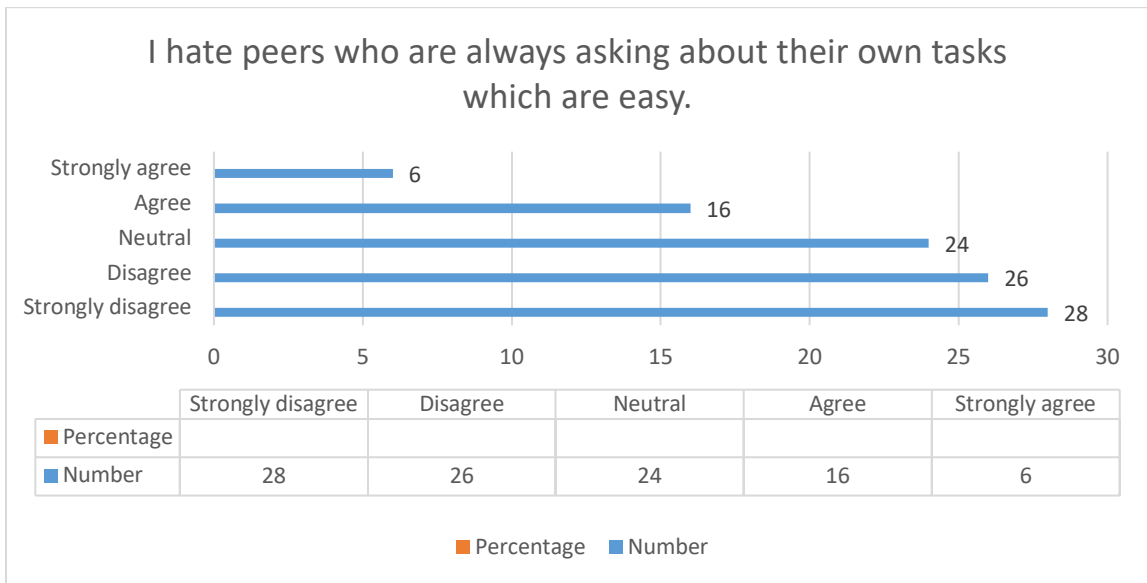


Figure 5.21: I hate peers who are always asking about their own tasks, which are easy

Source: Author's construction

Figure 5.21 above indicates that most of the respondents, 54%, disagreed that they hate peers who are always asking about their own tasks, which are easy. On the other hand, 22% of the respondents agreed with the statement, and 24% of the respondents remained neutral.

Statement 14: One gets used to working with peers that complement your effort in the team. Making people feel appreciated motivates them to pay it forward, and this positive spiral results in a better work environment. A sincere appreciation for employees can also increase their engagement, minimise turnover and improve performance. Unfortunately, often appreciating our employees gets neglected.

Response: In positive psychology research, gratitude is strongly and consistently associated with greater happiness. Gratitude assists individuals in experiencing positive emotions, savouring positive experiences, enhancing their health, overcoming adversity, and forming healthy relationships. Furthermore, this motivates them to maintain and improve their outstanding performance.

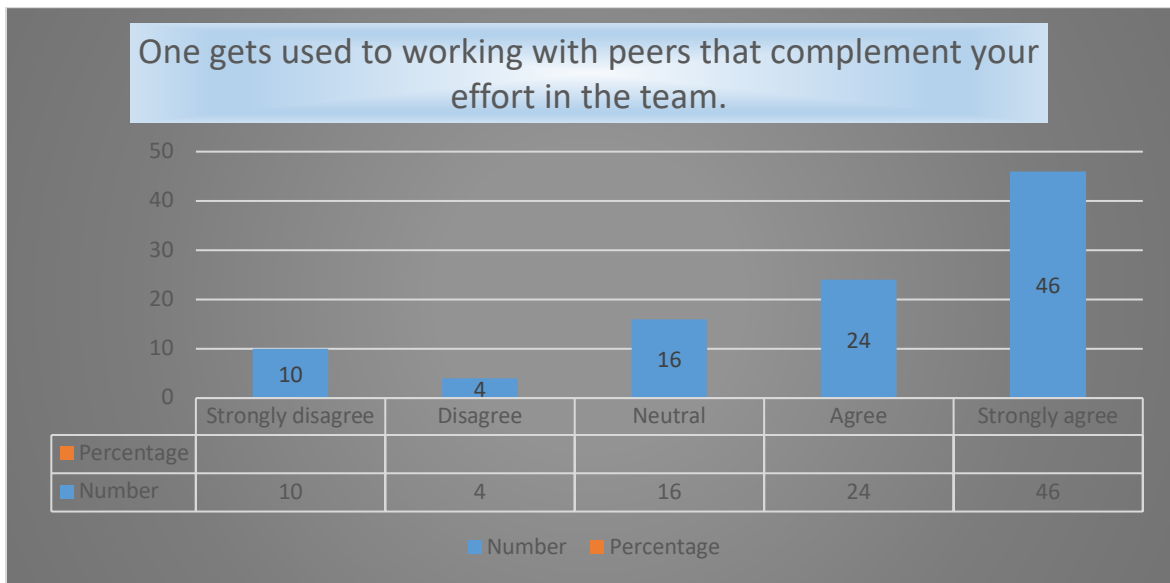


Figure 5.22: One gets used to working with peers that complement your effort in the team

Source: Author's construction

According to Figure 5.22, a vast majority of respondents, 70%, agreed with the statement, while 14% of respondents disagreed with the statement, and 16% remained neutral.

Statement 15: each one is employed to perform their own tasks, and thus people must work. Being punctual with work will increase one's effectiveness and help one earn a good reputation at work. When managers and seniors know that an employee always completes their tasks on time, it could lead to more promotional opportunities at work.

Response: Responsibility is essential in the workplace because it shows professionalism, can advance an individual's career, helps build professional bonds with co-workers, and shows company leadership the value of the employee.

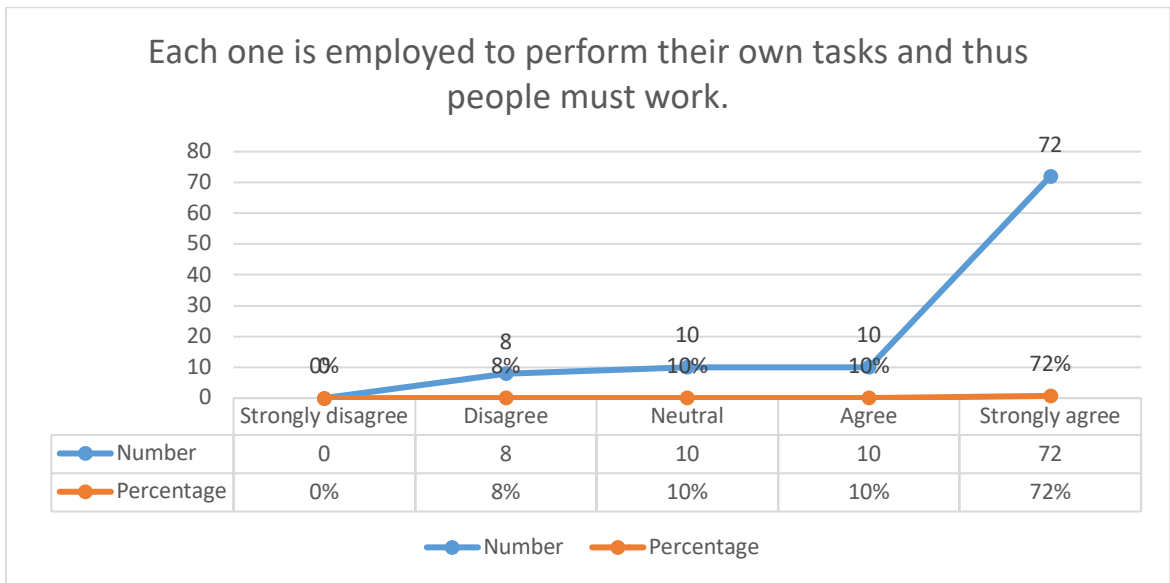


Figure 5.23: Each one is employed to perform their own tasks, and thus people must work

Source: Author's construction

When the respondents were asked if each one is employed to perform their own tasks and thus people must work, the majority, 82%, agreed, while 8% of the respondents did not concur with the statement, and 10% remained neutral, as illustrated in Figure 5.22 above.

Statement 16: I learn more each time I have to help a peer who may have problems with tasks. The workplace benefits of peer learning include the development of communication skills., professional development, teamwork, making onboarding more efficient, and building a more robust company culture.

Response: the power of teaching on learning is indisputable. It is so powerful that researchers have named it the Protege Effect. Teaching reveals gaps in our knowledge.

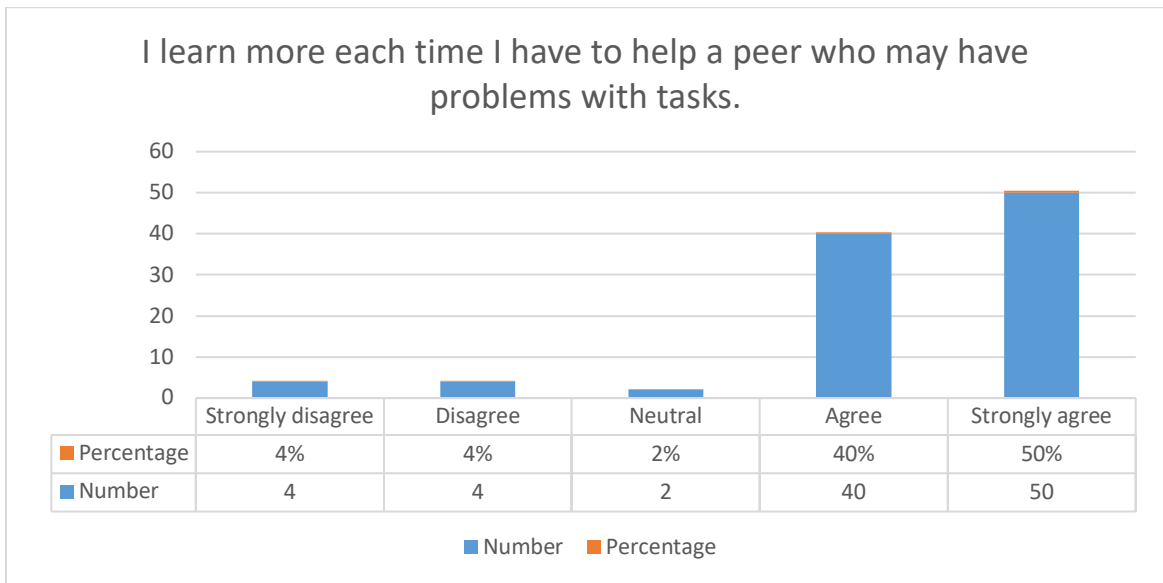


Figure 5.24: I learn more each time I have to help a peer who may have problems with tasks

Source: Author's construction

When the respondents were asked if they learn more when they help their peers who may have problems with tasks, the overwhelming majority, 90%, agreed, while 8% of the respondents did not concur with the statement, and 2% remained neutral.

Statement 17: the harder you work, the more you enjoy doing your tasks and the easier they become. Being happy at work and enjoying the assigned tasks is an overall productivity booster and performance enhancer. In addition, those who enjoy their work are more likely to be optimistic and motivated, to learn more quickly, to commit fewer errors, and to make wiser business decisions.

Response: We get experience through hard effort, enabling us to learn many new things. This experience allows us to think critically to resolve challenging challenges and succeed. Success cannot be attained quickly. Hard work is the only way to get there, which teaches us to be disciplined, devoted, and determined (Black, 2022).

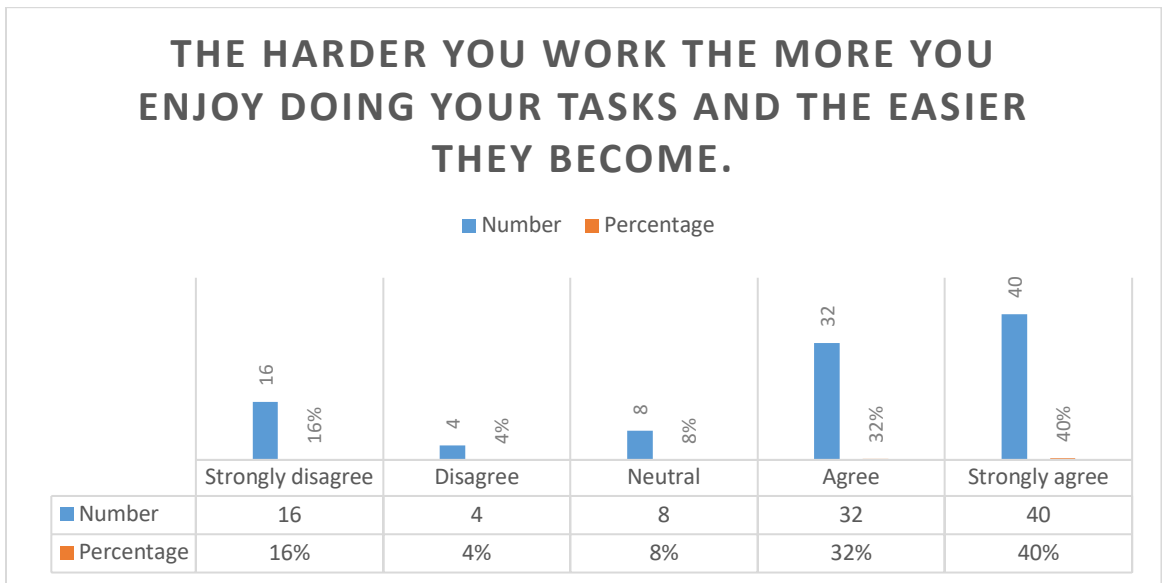


Figure 5.25: The harder you work, the more you enjoy doing your tasks and the easier they become

Source: Authors construction

According to the illustration above, 72% of the respondents agreed that the harder you work, the more you enjoy doing your tasks and the easier they become, while 20% disagreed with the statement, and 8% remained neutral.

Statement 18: regular team meetings are purely a waste of time that could be used for tasks. Regular team meetings can develop a climate of open dialogue and shared ideals by holding regular team meetings. These gatherings should be a secure place for the team to explore new ideas, learn about one another's preferences, and establish a sense of community. (Mitchell, Wynia, Golden, McNellis, Okun, Webb, Rohrbach, and Von Kohorn, 2012)

Response: Lack of clear goals: When meetings lack clear goals, whatever gets accomplished, if anything, is considered a win. Start late and run overtime: When meetings run overtime, it wastes people's time in the meeting and negatively impacts other projects that need to be accomplished.



Figure 5.26: Regular team meetings are purely a waste of time that could be used for tasks

Source: Author's construction

In response to the statement that regular team meetings are purely a waste of time that could be used for tasks, the results show that the majority (68%) disagreed with the statement, while 20% did not concur with the statement, and 12% remained neutral.

Statement 19: I work hard because I have certain expectations from my effort.

Table 5.4: I work hard because I have certain expectations from my effort

	Number	Percentage
Strongly disagree	4	4%
Disagree	4	4%
Neutral	12	12%
Agree	40	40%
Strongly agree	40	40%

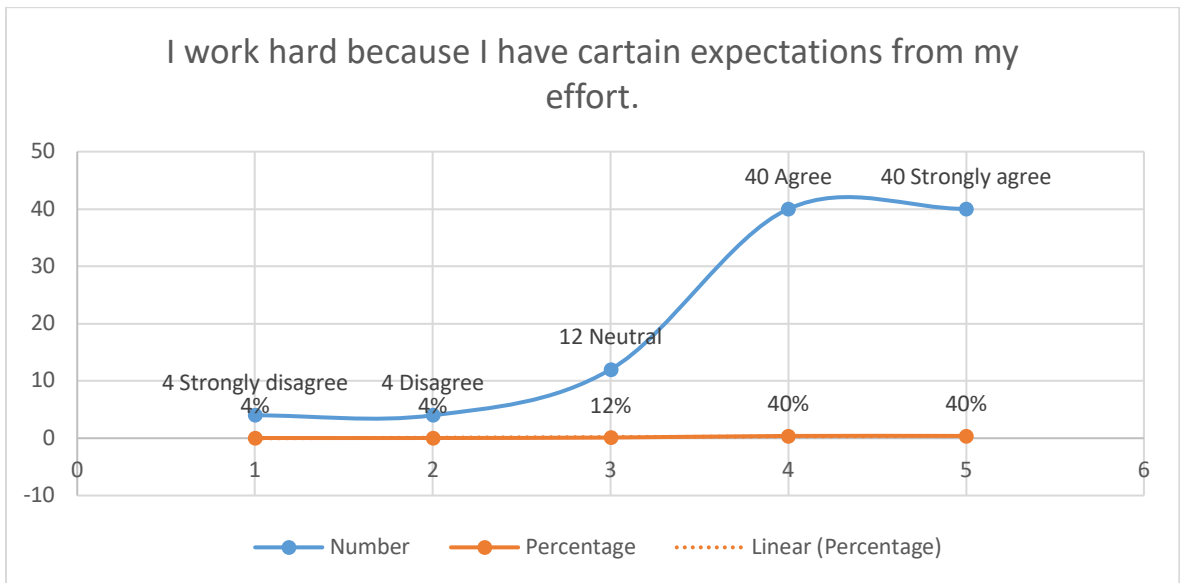


Figure 5.27: I work hard because I have certain expectations from my effort

Source: Author's construction

According to Figure 5.27, 80% of the respondents agreed with the statement, 8% disagreed, and 12% remained neutral.

Statement 20 a clearly defined job description enables me to have the drive to perform. A job description documents essential job functions, the skills, knowledge, abilities, and other characteristics needed for satisfactory job performance. Periodic updates must be instituted to reflect the employee's current responsibilities. Job descriptions can help identify particular skills or abilities necessary for a position or the environmental pressures that apply to the position. A good job description tells the applicant what the position may involve or require.

Response: Good job descriptions improve morale because they remove uncertainty and confusion. A worker is fully aware of their obligations, giving them a chance to improve their skills and increase productivity.

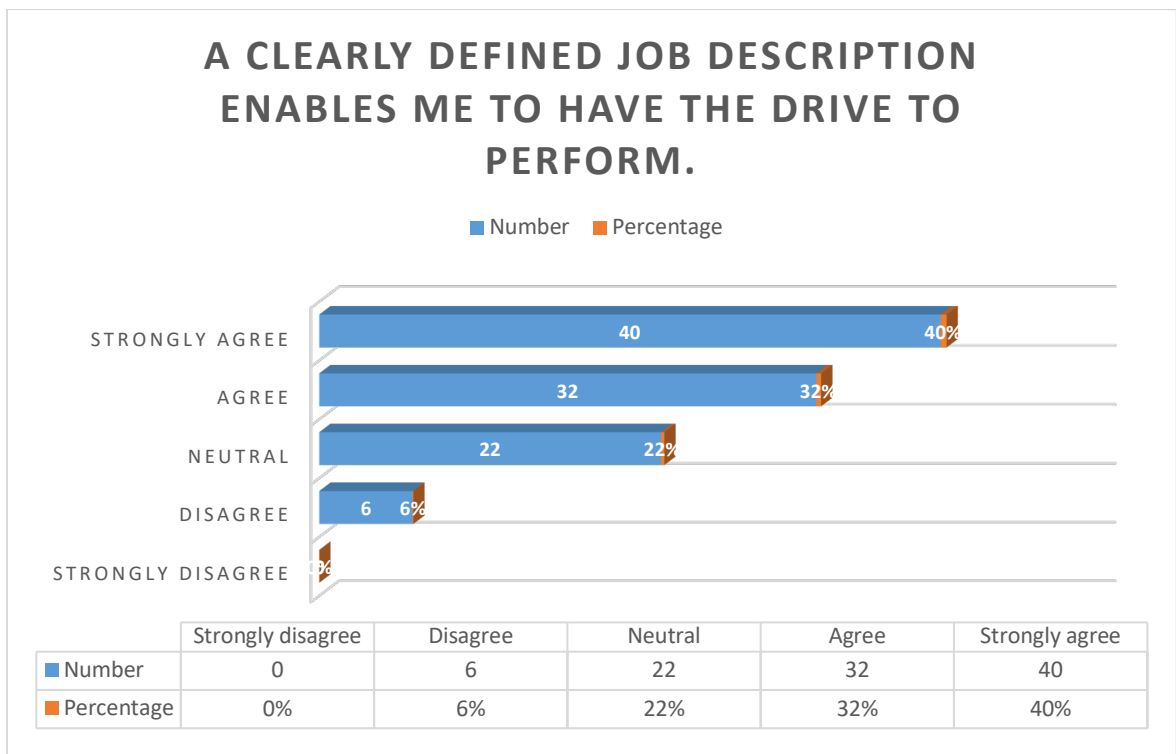


Figure 5.28: A clearly defined job description enables me to have the drive to perform

Source: Author's construction

Figure 5.28 above indicates that most of the respondents, 72% agreed that a clearly defined job description enables them to have the drive to perform. However, 6% on the other side disagreed with the statement, and 22% remained neutral.

Statement 21: I do well when I know that there is recognition when I completed my tasks.

Employee recognition is the prompt, informal or official acknowledgement of an individual's or team's behaviour, effort, or business result that promotes the organization's aims and values and has beyond conventional expectations. (Schermerhorn Jr, Osborn, Uhl-Bien and Hunt, 2011).

Response: A basic human need is to feel respected. Employees respond to the affirmation of others communicated through the acknowledgement of their excellent job since it shows that others value their effort. Employee satisfaction and productivity increase when their

work and contributions are acknowledged, and they are inspired to continue doing outstanding work or make improvements (Akafo, and Boateng, 2015:112-124).

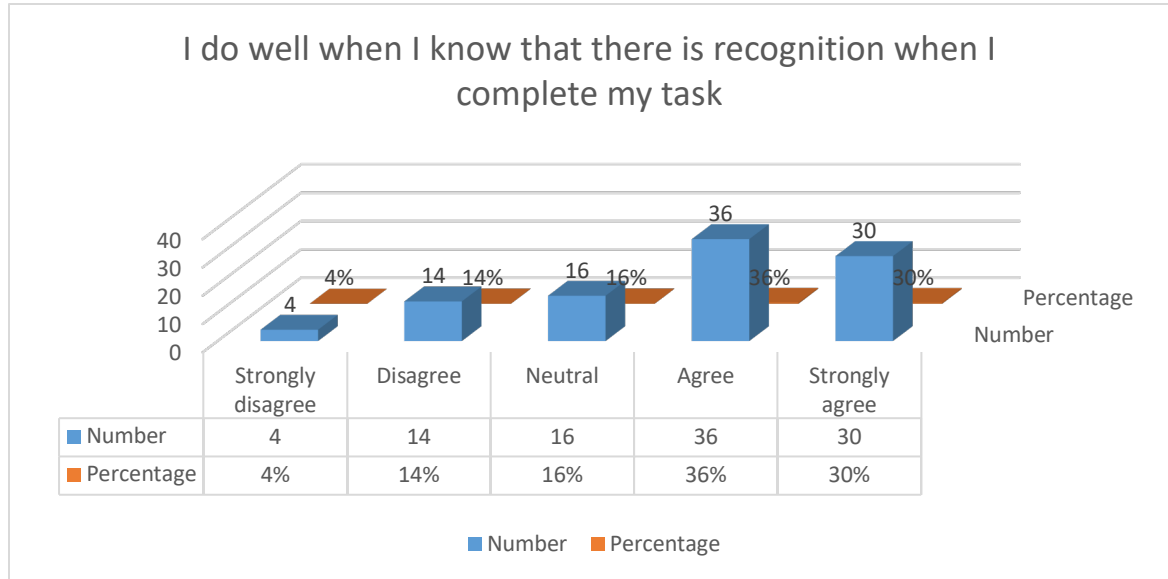


Figure 5.29: I do well when I know that there is recognition when I complete my tasks

Source: Author's construction

Figure 5.29 above indicates that most of the respondents (63%) agreed that they do well when they know there is recognition when completing their tasks. However, 18% disagreed with the statement, and 16% remained neutral.

Statement 22: I just work, I don't know what outcomes are expected of me from my manager. Morale is essential to a functioning workplace, and employees knowing what is expected of them daily is important for morale. A manager who clearly communicates their expectations can help employees better understand the company's goals and work toward them more effectively.

Response: Setting goals (or expectations) motivates employees, excites them, and inspires them to strive for advancement. Managing expectations is not always straightforward because they have both positive and negative aspects. Always remember that some things may be within our control while others may not.

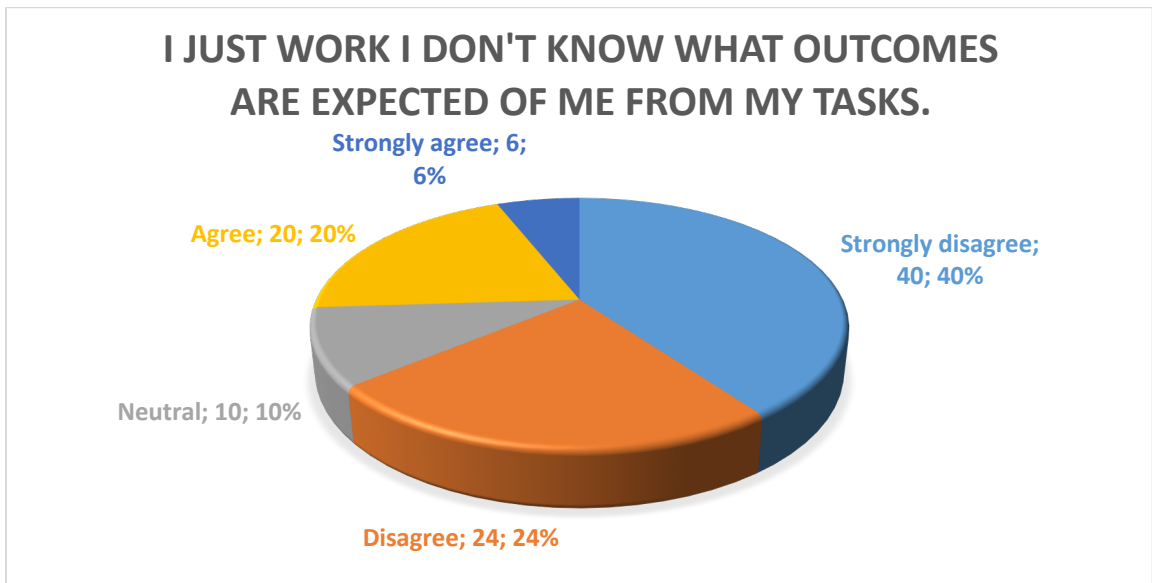


Figure 5.30: I just work, I don't know what outcomes are expected of me from my manager

Source: Author's construction

The majority of respondents, 44% surveyed in Figure 5.30, disagreed with the statement, while 26% of the respondents agreed with the statement, and 20% remained neutral.

Statement 23: I work hard because I know there is a follow-up on my work by my manager.

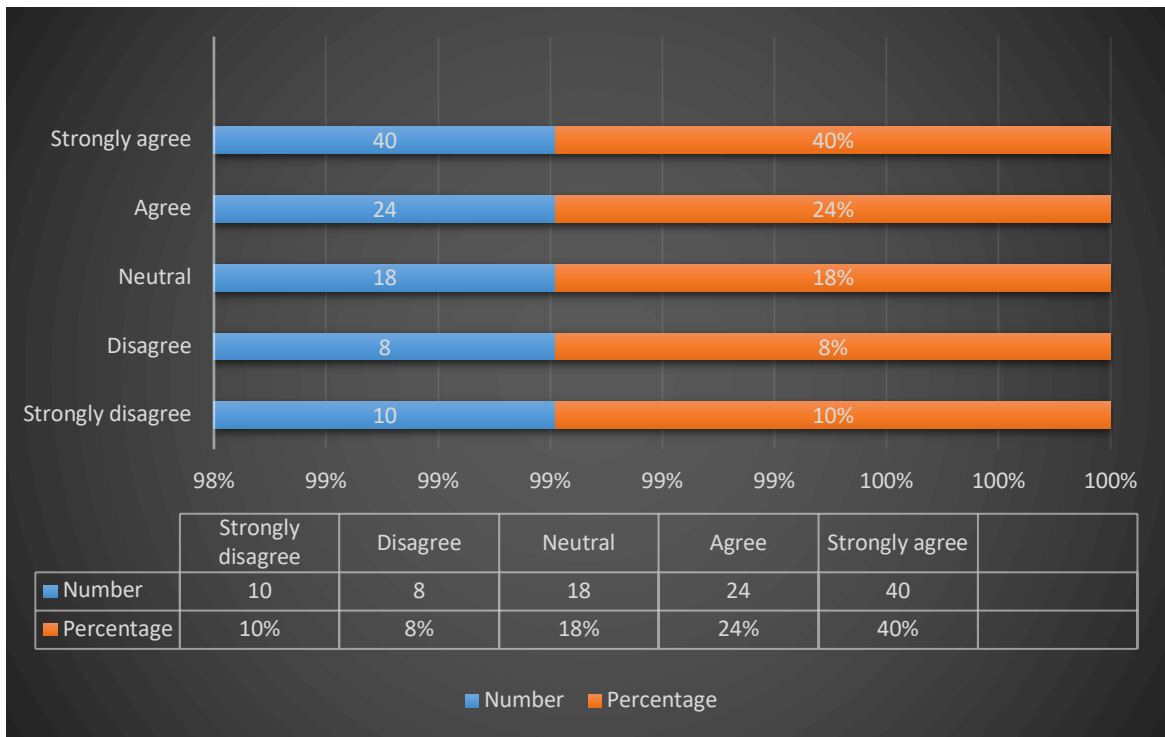


Figure 5.31: I work hard because I know there is a follow-up on my work by my manager

Source: Author's construction

Many of the respondents (64%) in Figure 5.31 agreed that they work hard because they know there is a follow-up on their work by their manager, while 18% disagreed with the statement, and 18% remained neutral.

Statement 24; working with clearly defined objectives gives me a reason to perform.

Having clear objectives to assess whether the program is succeeding in its goals is crucial. To give program clarity and solid ties to evaluation, it is also crucial to express program objectives as precisely and accurately as feasible. When a program has established defined objectives, evaluation is significantly more straightforward. (Jung, 2014:209-234).

Response: Employees become more enthusiastic and spirited in their work when they know what is expected of them. Their work is more directed with less wasted time. They get particularly interested when they learn about the rewards for meeting and exceeding their objectives. If employees do not have the skills for their jobs, they are inspired to learn more and find ways to improve their performance.

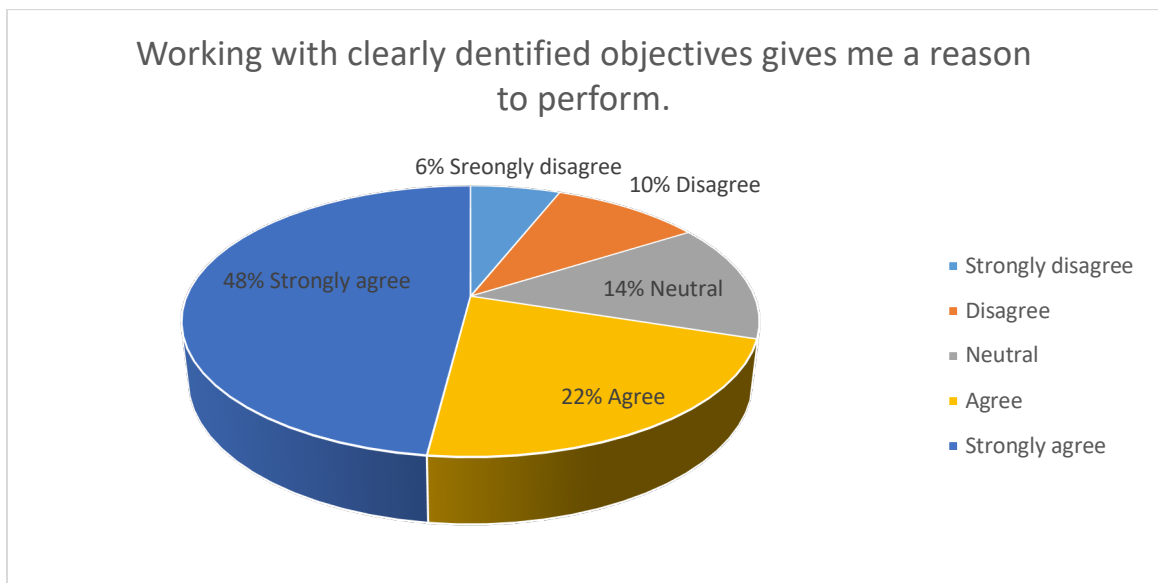


Figure 5.32: working with clearly defined objectives gives me a reason to perform

Source: Author's construction

Many of the respondents (70%) in Figure 5.32 agreed that working with clearly defined objectives gives them a reason to perform, while 16% disagreed with the statement, and 14% remained neutral.

Statement 25: the bureaucratic structure makes it difficult to perform without information. Bureaucracy is an organisation distinguished by its complexity, division of labour, permanence, professional management, hierarchical coordination and control, strict chain of command, and legal authority. It differentiates itself from informal and collegial organisations through complexity, division of labour, permanency, expert management, hierarchical coordination and control, a rigid chain of command, and legal authority (Bureaucracy | Definition, Characteristics, Examples, & Facts. <https://www.britannica.com>).

Response: Employee development programs that are ongoing assist develop talent within the organization. They can enhance productivity by retraining staff on their presentation skills by avoiding simple, little errors. It can also give stale chores new life. Additionally, it is less expensive to retrain current workers than to hire new ones (Kulkarni, 2013:136).

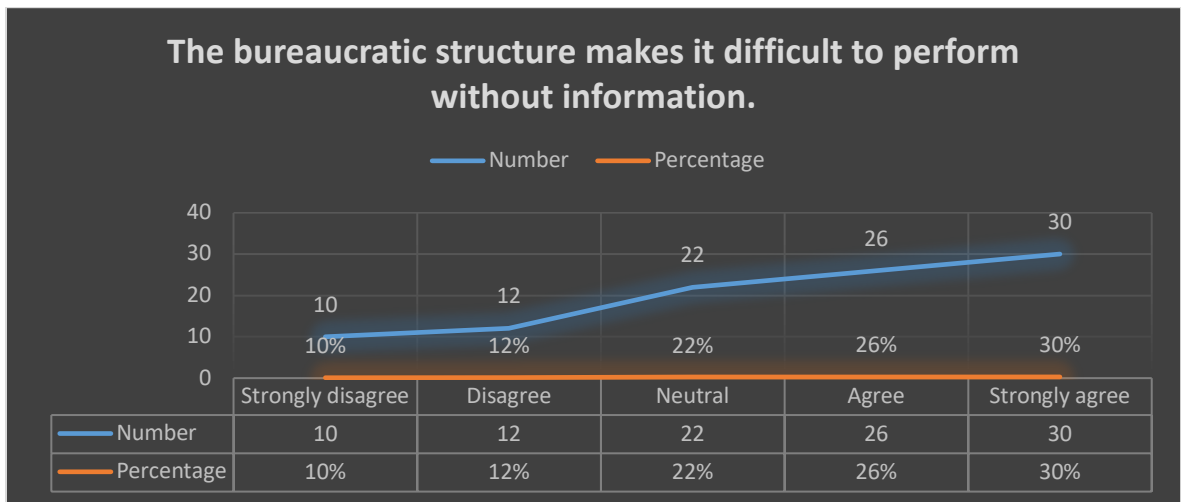


Figure 5.33: The bureaucratic structure makes it difficult to perform without information

Source: Author's construction

Figure 5.33 above reveals that most respondents (56%) agreed that the bureaucratic structure makes it difficult to perform without information, 22% disagreed with the statement, and 22% remained neutral.

Statement 27: Don't spend your time waiting on sympathies; you are all on your own in problems.

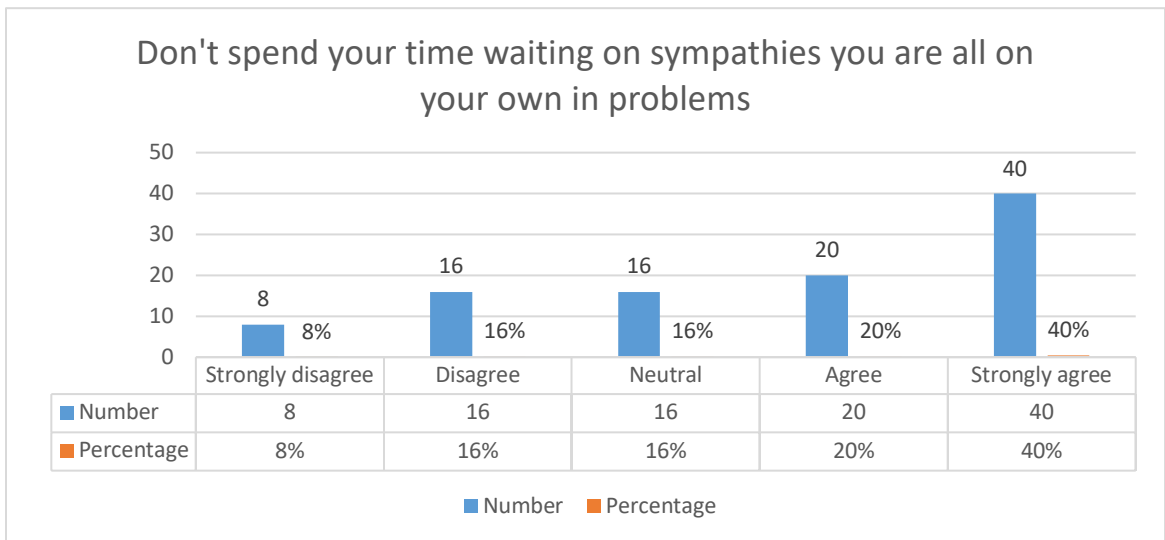


Figure 5.34: Don't spend your time waiting on sympathies you are all on your own in problems

Source: Author's construction.

Figure 5.34 reveals that most of the respondents (60%) agreed that you must not spend your time waiting on sympathies because you are all on your own in problems, while 24% disagreed with the statement, and 16% remained neutral.

Statement 28: The regular trainings organised by the department has made me more productive. Employee development programs that are ongoing assist develop talent within the organization. They can enhance productivity by retraining staff on their presentation skills by avoiding simple, little errors. It can also give stale chores new life. Additionally, it is less expensive to retrain current workers than to hire new ones. (Elnaga, and Imran, 2013:137-147).

Response: Training allows employees to acquire new skills, sharpen existing ones, perform better, increase productivity and be better leaders. Since a company is the sum of what employees achieve individually, organisations should do everything possible to ensure that employees perform optimally.

Table 5.5: The regular trainings organised by the department has made me more productive

	Number	Percentage
Strongly disagree	14	14%
Disagree	18	18%
Neutral	16	16%
Agree	26	26%
Strongly agree	26	26%

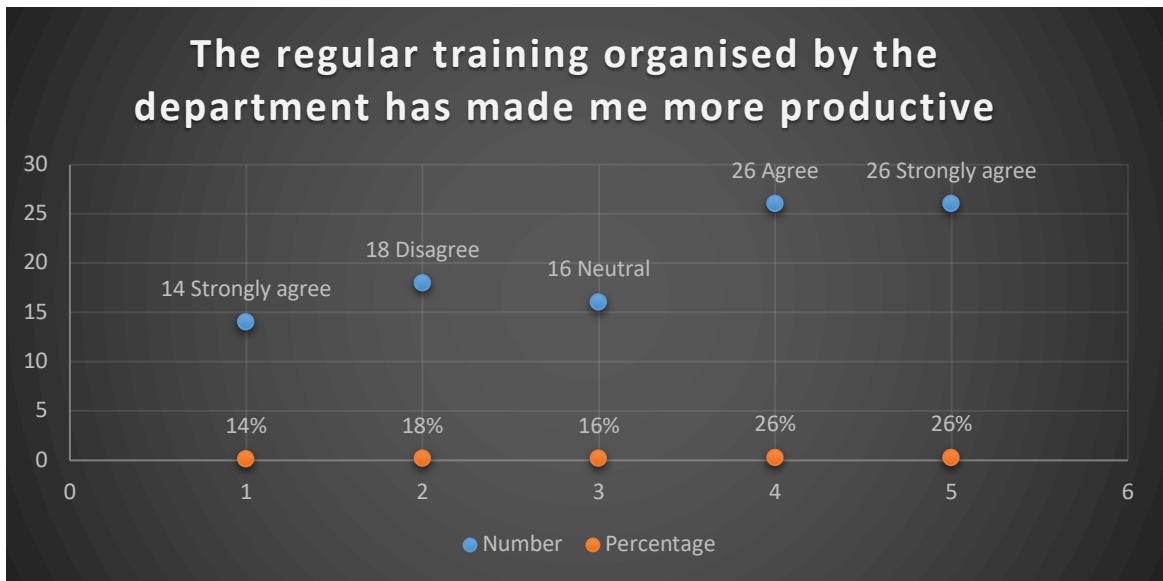


Figure 5.35: The regular trainings organised by the department has made me more productive

Source: Author's construction

Many of the respondents, 52%, agreed that regular trainings organised by the department has made them more productive, while 32% disagreed with the statement, and 26% remained neutral.

Statement 28: there is no organisational climate that promotes working together as colleagues. Organisational climate is deemed to be important: it is perceived that motivated employees will result in higher productivity, greater passion for the business, and a deeper engagement with customers. A positive climate encourages employees' productivity and decreases turnover.

Response: organisational climate significantly affects employees' mood, attitude, and behaviour regarding their work environment. The relationship between a leader's self-perceived level of emotional intelligence and organisational climate, as perceived by organisational members.

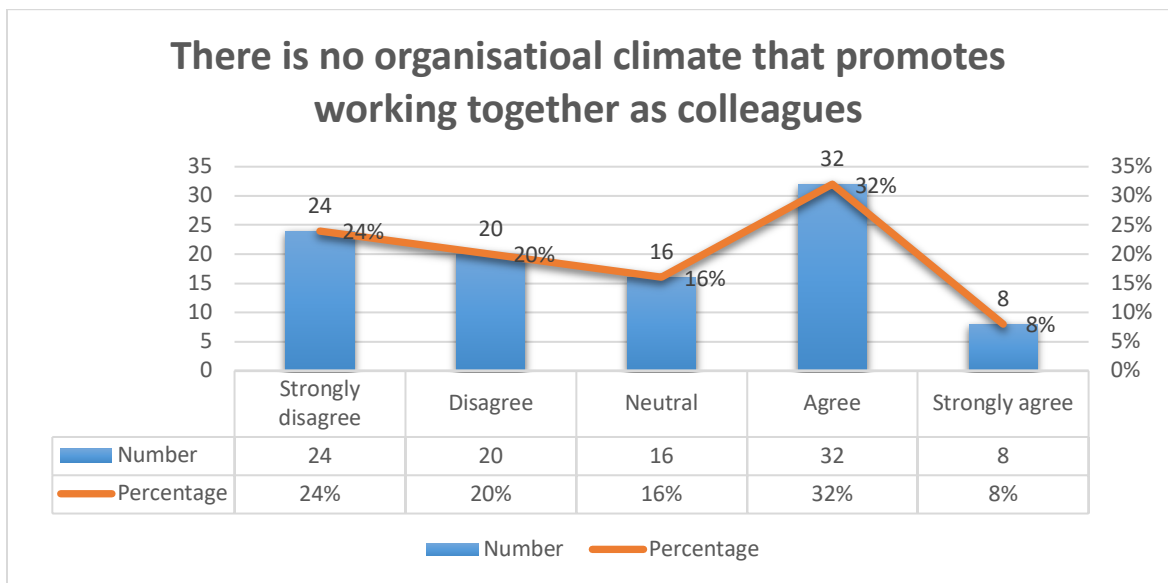


Figure 5.36: No organisational climate promotes working together as colleagues

Source: Author's construction

According to Figure 5:36 above, 40% of the respondents agreed that there is no organisational climate that promotes working together as colleagues in the department, while the majority of the respondents, 44%, disagreed with the statement, and 16% remained neutral.

Statement 29: My line manager is a difficult person to work with because there is no communication. A demanding boss can present a significant challenge in the workplace. The relationship with the supervisor can be the single most important relationship within the workplace, and a negative relationship with the boss can sometimes negatively impact nearly every aspect of one's work life.

Response: the effects of poor communication may cause tensions to rise, resulting in a potential conflict between employees. Additionally, ineffective communication can result in numerous misunderstandings and disagreements. This may involve committing errors or completing tasks improperly, having one's feelings hurt, causing arguments, or distancing oneself from others.

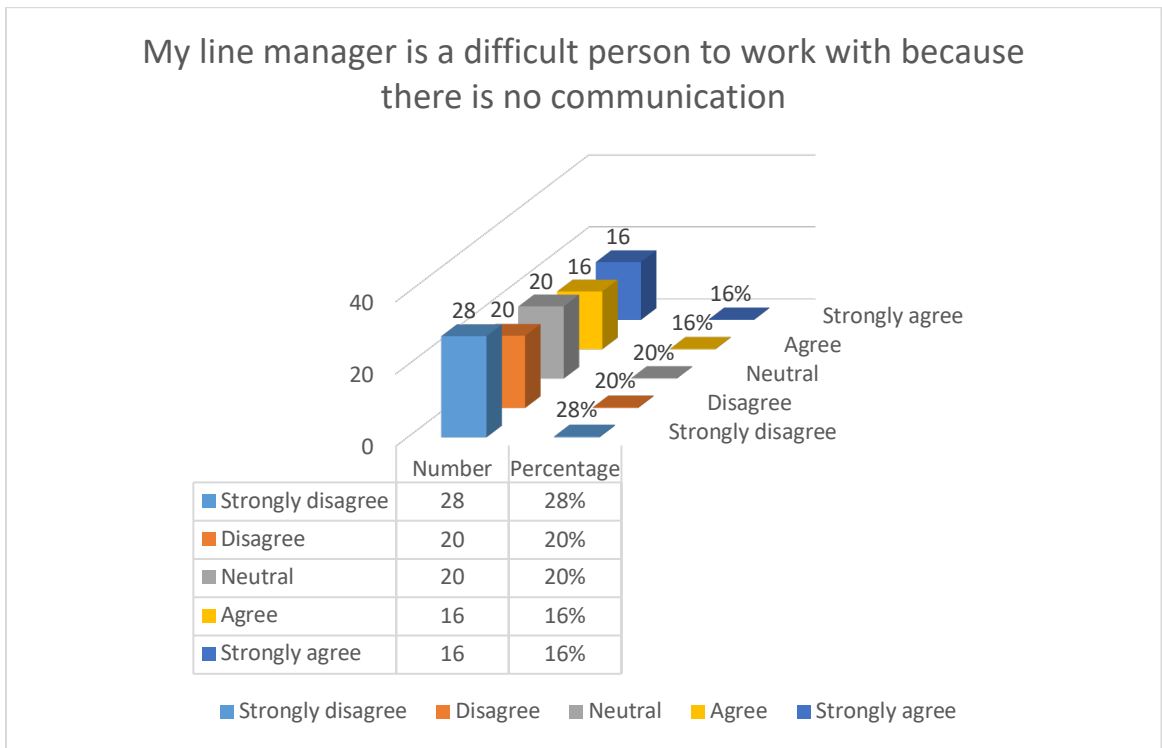


Figure 5.37: My line manager is difficult to work with because there is no communication

Source: Author's construction

According to the diagram above, 28% disagreed that it is hard to work with their line managers because there is no communication, while 32% of the respondents agreed with the statement, and 20% remained neutral.

Statement 30; one needs support from the managers and the structure to aspire to perform well. Leadership characterised by support entails fostering confidence and motivation among co-workers and aiding them in overcoming obstacles. Leaders that want to be more supportive of their teams should encourage teamwork, pay attention to the connections between team members, and demonstrate commitment.

Response: Managers' support helps improve morale and interpersonal relationships while easing stress. It aids in skill development. A range of skill sets come together when working as a team to support one another. People have the opportunity to combine their abilities, learn from one another, and become more productive (Ashton, (2018:175-199).

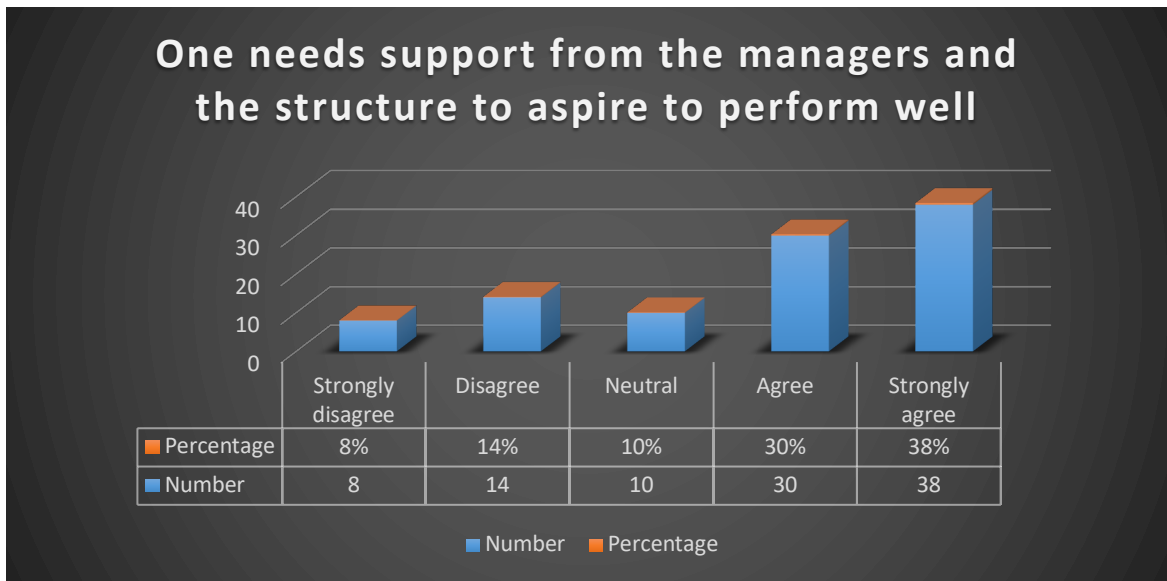


Figure 5.38: One needs support from the managers and the structure to aspire to perform well.

Source: Author's construction

According to the figure above, 68% of the respondents agreed that one needs support from the managers and the structure to perform well, 22% disagreed with the statement, and 10% remained neutral.

Statement 31: I would want to be promoted someday and manage my own unit in the department. Employee satisfaction is significantly influenced by employee promotion. Employee involvement is aided, morale is raised, absenteeism is decreased, and productivity is eventually increased. Additionally helpful in boosting retention is employee promotion. (Lazar, Osoian and Ratiu, 2010)

Response: Earning a promotion enables you to assume a more important role in your company and gain a greater sense of accomplishment and a higher salary.

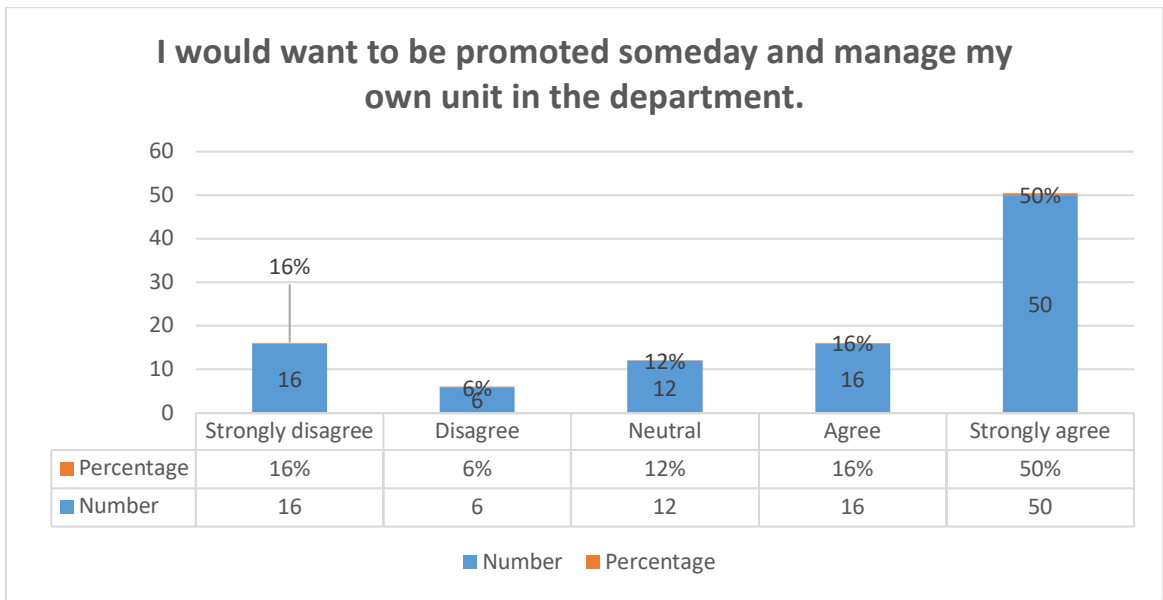


Figure 5.39: I would want to be promoted someday and manage my own unit in the department

Source: Author's construction

According to the figure above, the majority of the respondents, 61%, agreed that they would want to be promoted someday and manage their own unit in the department, while 22% of the respondents disagreed with the statement, and 12% of the respondents remained neutral.

Statement 32: I don't mind the salary for the managers but have problems with the work they do.

Successfully setting goals and outlining expectations for team members is one of the most crucial aspects of management. For their teams, managers should concentrate on setting SMART (specific, measurable, attainable, realistic, and time-bound) targets. (Best Tips For New Managers - 7 Tips Every New Manager Should Know, 2022).

Response: Effective managers help people stay motivated to do their best work. They make the people they manage feel valued, supported, and empowered.

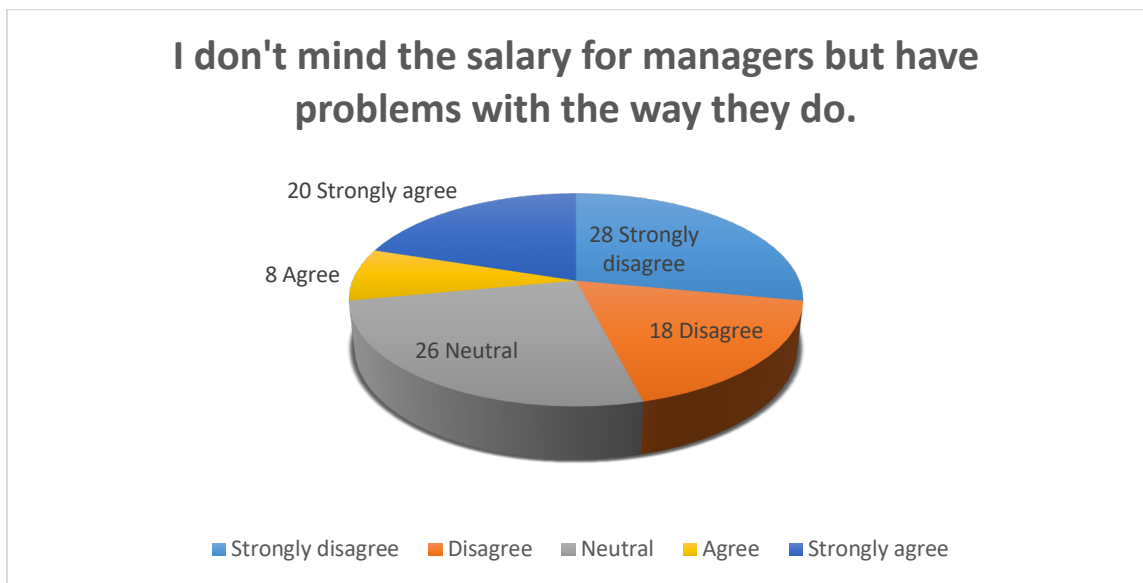


Figure 5.40: I don't mind the salary for the managers but have problems with the work they do

Source: Author's construction

According to the diagram above, most of the respondents disagreed with the statement that they don't mind the salary for managers but have problems with the way they do, while 28% agreed with the statement and 26% remained neutral.

Statement 33: I am always looking for new positions in the "job adverts" in the newspapers. Being unhappy with one's job can result from several factors, including underpayment. In addition, we have a boss that is unsupportive or unreliable. (Limited career advancement within a company. (Tlaiss, and Kauser, 2010).

Response: People look forward to their jobs because work occupies a substantial portion of their lives. If these requirements are not met, it could result in feelings of disappointment, resentment, and boredom, which can lead to job discontentment (Erdogan, Bauer, Truxillo, and Mansfield, 2012:1038-1083).

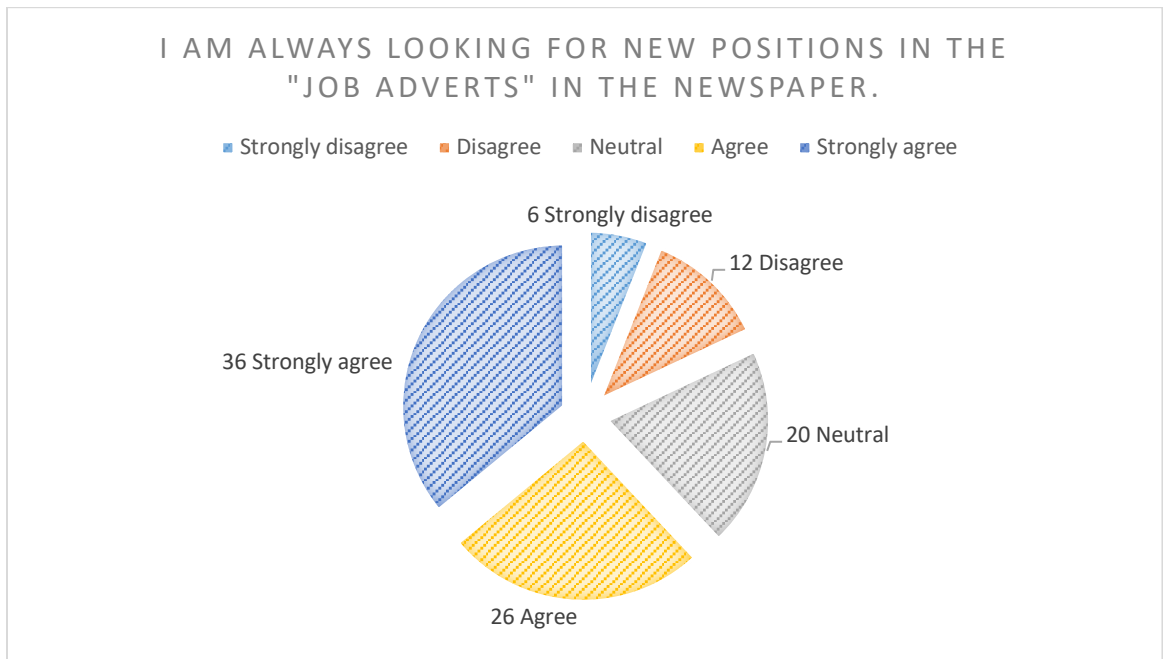


Figure 5.41: I am always looking for new positions in the "job adverts" in the newspapers

Source: Author's construction

According to the above illustration, 36% of the respondents strongly agreed with the statement, 26% of the respondents agreed with the statement, and 18% of the respondents disagreed with the statement. Only 20% remained neutral.

Statement 34: I am demotivated because there is no clear define career path in the department. Career pathing acknowledges that employees may form different interests and seek new challenges. A career path inherently allows the employee to grow, expand, and pursue changing interests in a supportive and encouraging environment.

Response: as well as the impact on an individual's productivity, a demotivated employee can also affect the overall team, creating a negative atmosphere. Additionally, with increased absenteeism or lateness at work and a lack of focus on daily tasks, other employees can become stressed when trying to pick up the slack.

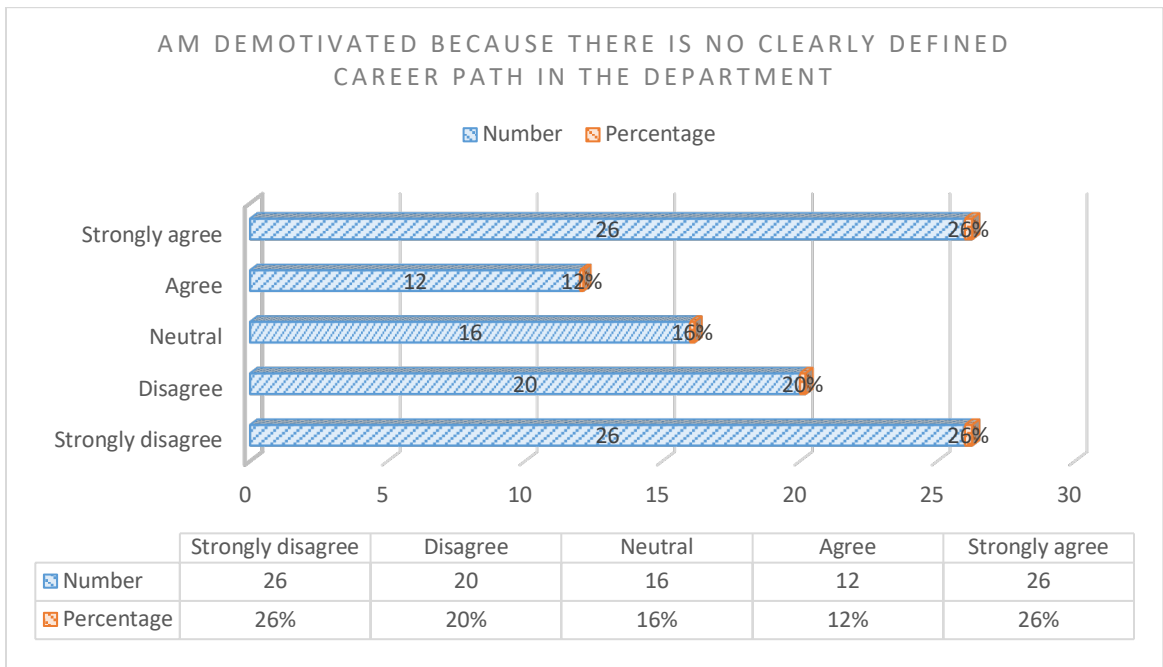


Figure 5.42: I am demotivated because the department has no clear career path

Source: Author's construction

According to the above illustration, many of the respondents, 46%, disagreed with the statement that they are demotivated because there is no clearly defined career path in the department, while 36% agreed with the statement, and 16% remained neutral.

Statement 35; I don't aspire to manage because 80% of the time, you are in never-ending meetings. Many executives feel overwhelmed by the meetings. They stay in them for around 23 hours a week on average. Additionally, the meetings are frequently run poorly, poorly timed, or both. Wasteful meetings take up valuable solitary work time necessary for innovation and productivity. Because of the disruption caused by chaotic schedules, employees often arrive at the office early, remain late, or use their weekends to focus. (DeMarco and Lister, 2013).

Response: The ability to collaborate, be creative, and innovate requires meetings. They frequently promote connections and guarantee accurate information transmission. They offer genuine advantages. (Belso-Martínez, Mas-Verdu, and Chinchilla-Mira, 2020:73-105).

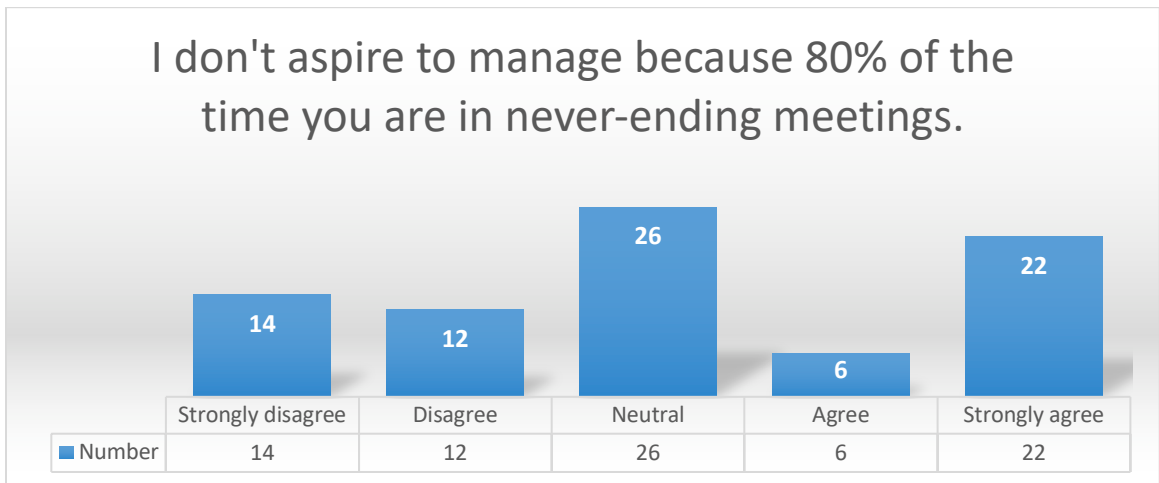


Figure 5.43: I don't aspire to manage because you are in never-ending meetings 80% of the time

Source: Author's construction

According to the findings, only 22% of respondents strongly believe that they do not want to be managers because of the never-ending meetings, 6% agreed with the statement, 28% (14% and 12%) disagreed with the statement, and 26% were neutral.

Statement 36: The salary is adequate for the type of responsibilities and the tasks we perform. A job entails responsibilities to the extent that the value of the job outcome is sensitive to the worker's input of effort.

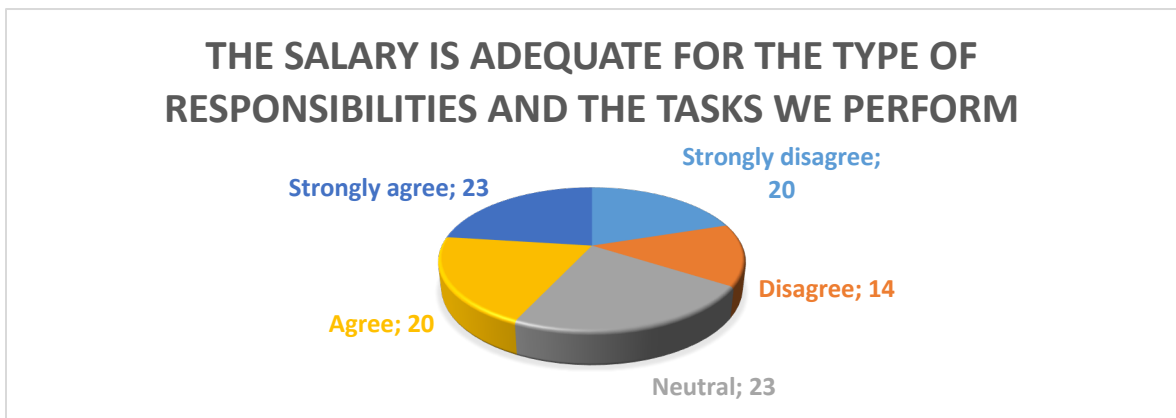


Figure 5.44: The salary is adequate for the type of responsibilities and the tasks we perform

Source: Author's construction.

Figure 5.44 above reveals that 24% of the respondents do not agree with the statement that the salary is adequate for the type of responsibilities and the tasks they perform. On the other hand, 43% of the respondents agreed with the statement, and only 23% remained neutral.

5.4 Section C – Open-ended Section

The purpose of this section was to purposefully broaden the conversation with participants. Respondents were encouraged to raise any additional queries or worries they felt were pertinent. The part notes that no matter how meticulous the planning, it is possible that another component was overlooked when creating the questionnaire. Respondents may consider anything else they discovered or learnt about in the context of the study. The respondents were asked for any information pertaining to particular study areas. The next sentence was followed by a question or statement and response in the same fashion.

QUESTION 1: Please provide five (5) things you like most about your department as it relates to motivation to work.

Five lines were given to the respondents to write their answers. Unfortunately, 24% of respondents left this area of the questionnaire blank, compared to 76% who responded. Due to the respondents' varied responses, these responses could not be categorised. However, these were the answers that caught our attention. The items that come up the most frequently are listed below.

Table 5.6: Things you like most about your department that motivate you

NO	PARTICIPANTS RESPONSES
1	Colleagues are very helpful
2	Organisational culture
3	Flexible working hours
4	Teamwork
5	Work environment

Source: Author's construction

According to table 5.6, which details employee motivation in the department, it is clear that organisational harmony is crucial for employee motivation. There were many responses to this question from the respondents, but not all were included in the table.

QUESTION 2: Please provide five (5) things/activities in your department that affect your motivation negatively.

Negativity in the workplace is a serious problem that can have a severe financial impact on your company. In addition, it may lower employee morale and deplete their vitality. Dealing with demotivated and disgruntled workers can be quite stressful, as the negativity slowly permeates from one worker to another.

The researcher selected and highlighted the five most prevalent factors that have a negative impact on employees in the department (table 5.2). 64% of respondents filled out this component of the survey, while 36% opted out. Only the responses that the researcher judged significantly are mentioned below; the answers were not divided into clusters.

Table 5.7: Things that affect your motivation negatively in your department

NO	PARTICIPANTS RESPONSES
1	Too much workload
2	Never-ending meetings every week
3	No communication from managers
4	No recognition
5	Lack of growth

Source: Author's construction

The respondents said a lot, but the passage above (Table 5.7) does not include everything. Most frequently stated was that the factors that demotivate employees are strategies, recognition, lack of leadership skills and job advancement opportunities (extrinsic).

QUESTION 3: Identify the five (5) most common behaviour of your peers and managers that demotivate you at work.

While recommendations were made to prevent employee demotivation, it was deemed crucial to highlight elements that must be eliminated to foster positive working relations.

Five (5) lines were given to the respondents for their answers. Unfortunately, 32% of respondents did not respond to this component of the questionnaire, compared to 68% who did. Due to the respondents' varied responses, these responses could not be categorised. However, these were the answers that caught our attention. The items that come up the most frequently are listed below.

Table 5.8: Demotivating behaviour of peers and managers

NO	PARTICIPANTS RESPONSES
1	Poor productivity and performance of managers
2	Micromanagement
3	Mood swings of peers
4	Lack of recognition
5	Poor management skills

Source: Author's construction

The responders mentioned a lot that was not covered in the text above (Table 5.8). Most often, it is said that there is a lack of leadership abilities and that leaders should review their leadership philosophies.

QUESTION 4 What five (5) general behaviours of your peers and managers that motivate you to perform?

Every organisation expects its employees to behave sensibly, adhere to the rules and regulations and follow the codes of conduct. Therefore, there has to be some ethics in the workplace, where every individual is morally responsible for his/her own behaviour and for an employee to perform at their highest level, they have to feel at ease at work.

Table 5.9: Motivating behaviour of peers and managers

NO	PARTICIPANTS RESPONSES
1	They are respectful
2	They embrace diversity
3	They share their knowledge
4	There is teamwork
5	Supportive peers and managers

Source: Author's construction

The respondents said a lot, and not everything was listed in the table, but based on the table above, it is frequently stated that respect, support, sharing of knowledge, acceptance of diversity, and teamwork among the sections are behaviours of managers and peers that motivate employees.

QUESTION 5: In descending order, what five (5) things (material, psychological or social) stand out to you as strong motivators?

People will be most creative when they feel motivated primarily by the interest, enjoyment, satisfaction, and challenge of the work itself--when they are driven by a deep involvement in their work and a passion for it. Since we are all unique individuals, our motivations may differ from those of others, including our friends, family, and co-workers.

Table 5.10: Things (material, psychological or social) that stand out as strong motivators

NO	PARTICIPANTS RESPONSES
1	Recognition
2	Healthy work environment
3	Organisational culture
4	Money
5	Communication

Source: Author's construction

The responders mentioned a lot that was not covered in the text above (Table 5.10). The factors that powerfully inspire people often include acknowledging their efforts, a positive work environment, organisational culture, money, and communication.

CONCLUSION

Government (public sector) and employee motivation studies are frequently intriguing. It has hardly been more difficult for organisations to inspire employees in the public sector than it is now. Governments are under austerity pressure, which has reduced salaries, increased workloads, and demoralised workers. Incentives (monetary) used to be the most prominent factor for keeping public employees motivated but not anymore. Participants in the survey had the opportunity to withdraw at any time during the process. All the results from the respondents have been comprehensively summarised and explained in this chapter. All of the questionnaire's questions are presented as graphs for the readers' benefit. In addition, analysis was done on the responses to the questions. The responses from the participants indicate that intrinsic motivations rather than financial incentives motivate public employees. The final summary of the findings, recommendations, and conclusions are detailed in the next chapter.

CHAPTER 6

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Synopsis

The report on the findings adheres to the questionnaire's format to give each question or statement the proper consideration. The summary will be presented, following the preceding pattern: Section A of the report is followed by Sections B and C.

6.2 Section A

QUESTION 1: How old are you this year?

RESPONSE It was anticipated that as people become older, they would be more likely to analyse their circumstances using their emotional intelligence. Furthermore, since many respondents will be administrators, their ages will be relatively advanced.

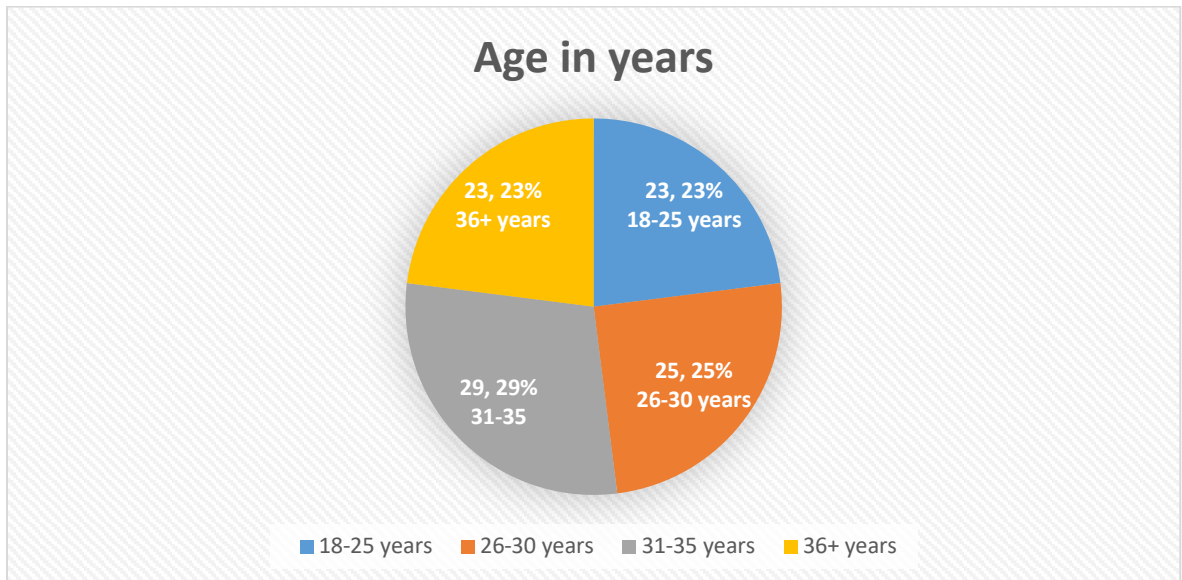


Figure 6.1: Age range of the respondents

Source: Own construction

According to Figure 6.1, a predominant group are employees between the ages of 31– 35 years, which constitutes a majority at 29%, while 25% of the respondents are 26 - 30 years;

23% of the respondents are between the ages of 18- 25 years, and 23% of the respondents are between the ages of 36- + years. So, the department has a bit of a balance regarding the age groups in the admin staff, which is good.

Question 2: What is your highest qualification?

Response: A qualification plays an important role in the administration. However, employees who do not have qualifications can be as effective if they do administration-related short courses or training to equip themselves with the necessary skills and knowledge. Figure 5.2 below summarises the results.

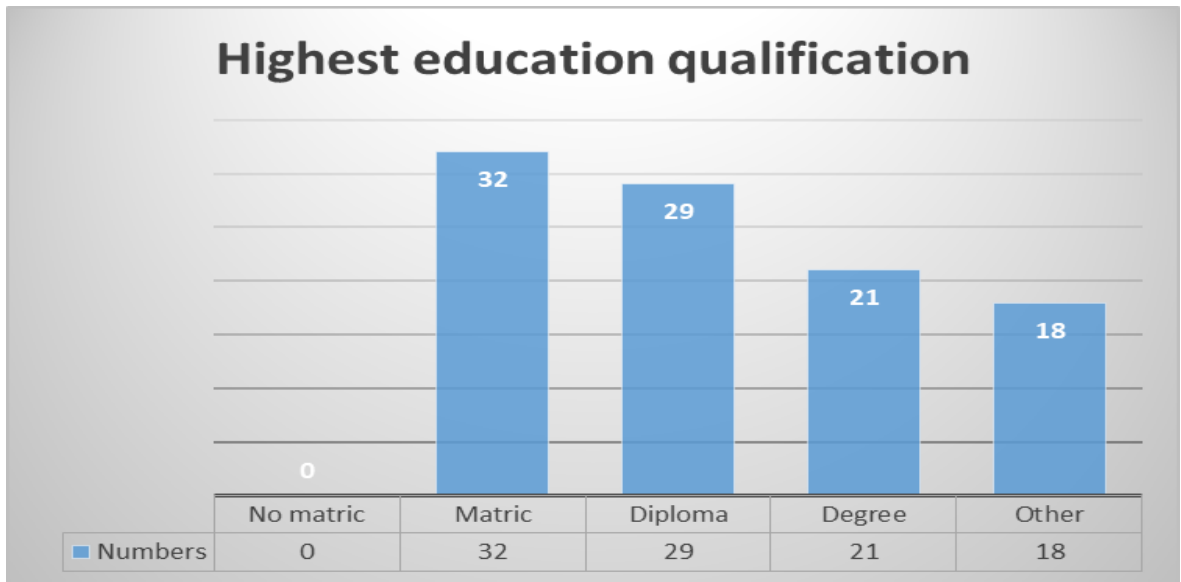


Figure 6.2: Highest education qualification

Source: Author's construction

The majority of the respondents, 32%, have a Matric; 29% have a Diploma; 21% have a bachelor’s degree; and 18% have other qualifications such as Certificates, Honours Degrees, and other short courses. The department can be commended that most of its employees who are administrators have got tertiary education, and what the researcher has noticed is that most of the ones that have matric are older people, and the ones that have further qualifications are the younger ones.

Question 3 How long have you been working in the department?

Response This was to further explore the possibility of the individuals having more experience in the administration process. Such would assist with information based on years of experience, on which the survey wanted to capitalise. It is, however, expected that the presence of senior members in the department implied some workshops and training might have taken place.

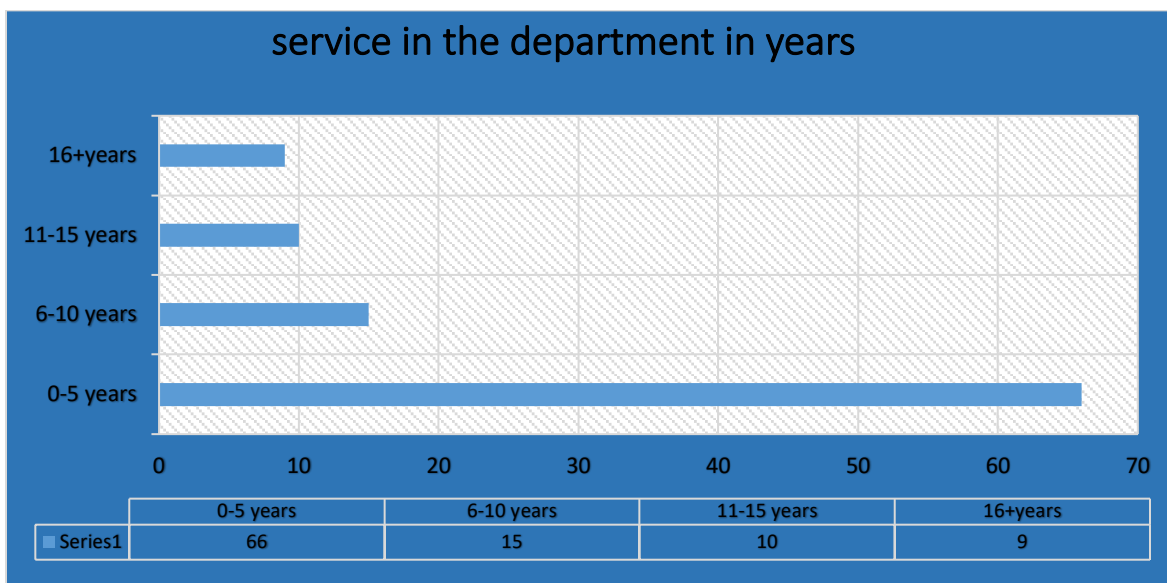


Figure 6.3: Number of years respondents have been in the department

Source: Author's construction

According to Figure 6.3 majority of the respondents, 66%, have been working for the department for less than five years; while 15% of the respondents have been working for the department for 6 - 10 years; 10% of the respondents have been working for the department between 11 – 15 years, and 9% have been working for 16 years and more. It is worrying that most of the respondents (66%) have been working for less than five years for the department. Therefore, they have less experience compared to 9% of employees who have 16 and more years of experience because it is hard to learn government processes, especially if there are few experienced human resource personnel to help the new recruits or the inexperienced. Government processes and documentation change now and then,

which means that the more the government has experienced administration staff, the easier it will be for them to teach the non-experienced ones.

Question 4: What is your position in the organisation?

Response: Another question seeks to identify and classify the respondents along the lines of suitability for the survey. The 5% comprises interns employed by the department as administrative assistants. Whilst everyone is affected by the low service delivery, not everyone controls the administration processes in the department. To this question, the respondents responded, as illustrated in Figure 5.4 below.

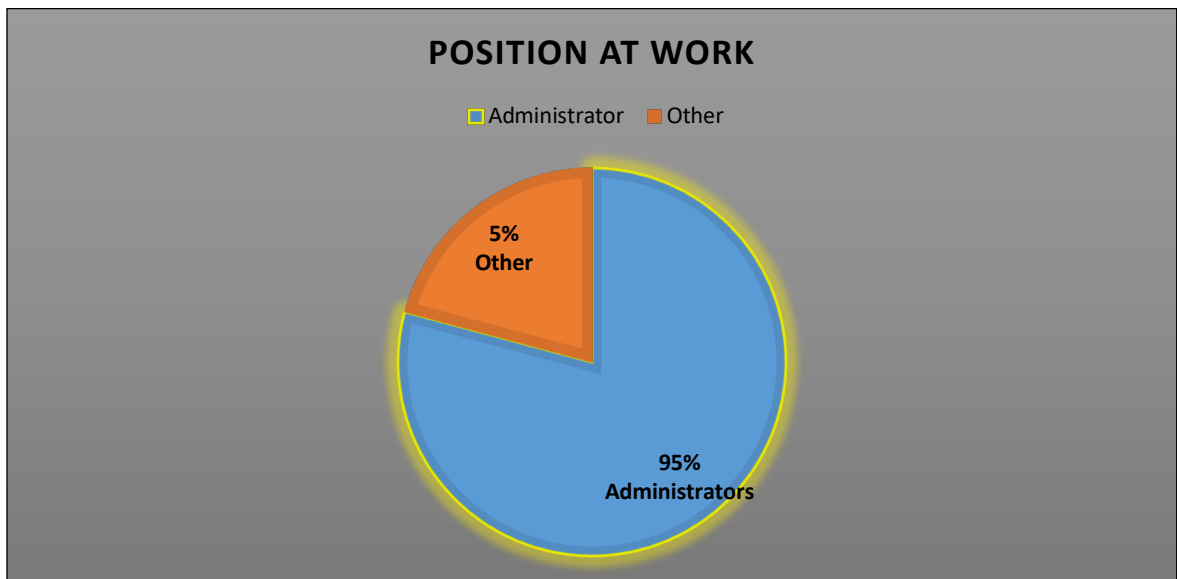


Figure 6.4: Position at work

Source: Author's construction

In Figure 6.4 above, many of the respondents (95%) are permanent department administrators, and the other 5% consist of other employees.

Question 5: How long have you been in that position?

Response: The length of time spent in administration has much to do with the experience the respondent has in the government processes. The number of years the respondents

have in terms of managing and implementing plays a significant role in ensuring that administrative work is managed effectively and efficiently.

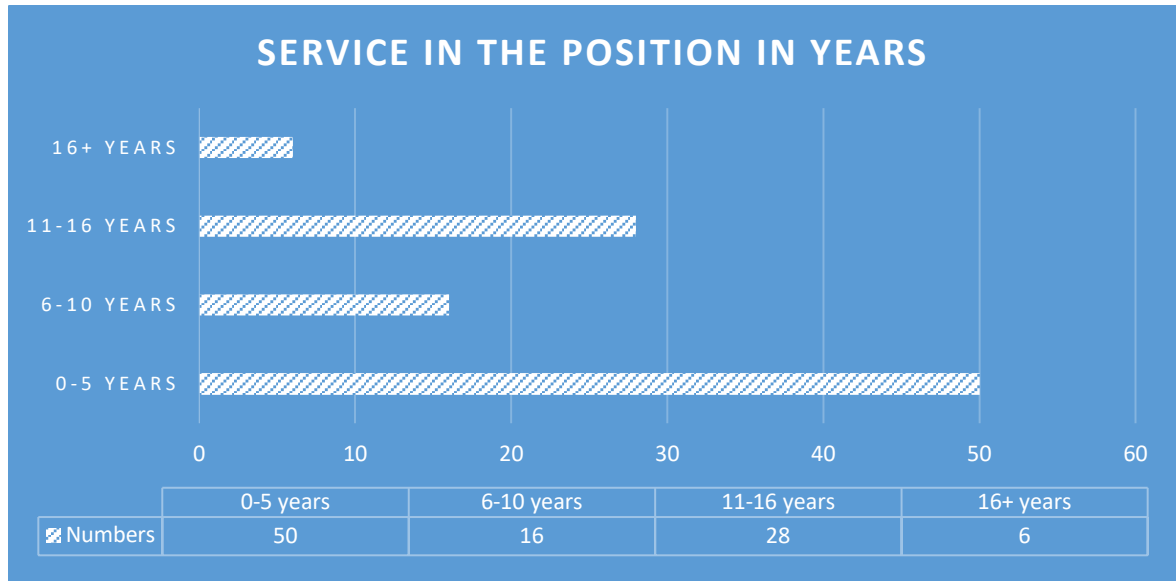


Figure 6.5: Position length

Source: Author's construction

In Figure 6.5 majority of the respondents (50%) have been in the same position for less than five years, while 16% of the respondents have been in the position for 6-10 years; Only 28% of respondents have been in the position for 11-16 years, and 6% of the respondents have been in the position for more than 16 years.

Question 6: Have you ever received a promotion since you worked in this department?

Response: The researcher in this question sought to check if there is any development in the department. Having many employees who have been promoted in the department motivates employees, even the ones that have not been promoted, because it gives them hope that they will also get promoted.

Employee motivation comes from promotions that play to their feeling of ambition. It impacts employees whose career pillars include the need for independence, authority, and managerial skill. The employees' satisfaction increases when they are promoted from a

lower level to a higher one. Giving them more money, status, and duties boosts their drive and job happiness. Increasing loyalty minimizes labour turnover and promotions (Denhardt, Denhardt, Aristigueta, and Rawlings, 2018).

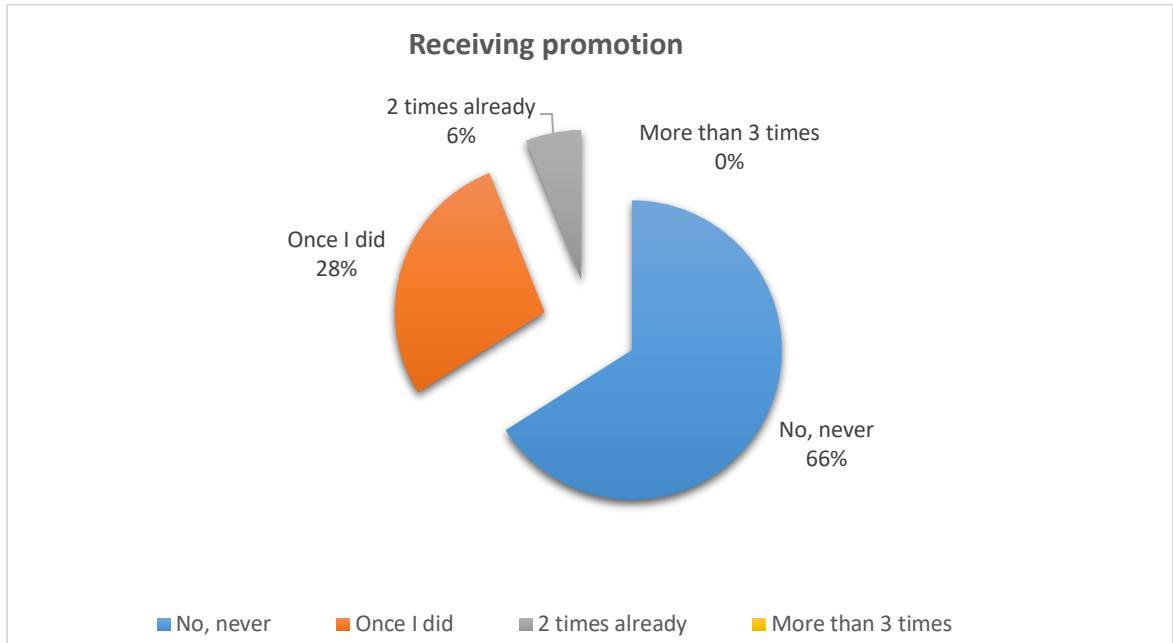


Figure 6.6: Have you ever received promotion since you worked in this department

Source: Author's construction

In Figure 6.6, most respondents (66%) have not been promoted in the department, while 28% have received promotions once, and only 6% have been promoted twice while in the department. It is concerning that only 34% of the respondents have been promoted in the department while there are always vacancies in the department.

Question 6: What is your own valuation of your own performance in your position?

Response: This was to see whether the employees gave their jobs their all. Each individual is aware of their performance and the factors driving it. When you are unmotivated, your performance tends to suffer because you do not have the same drive you once did.

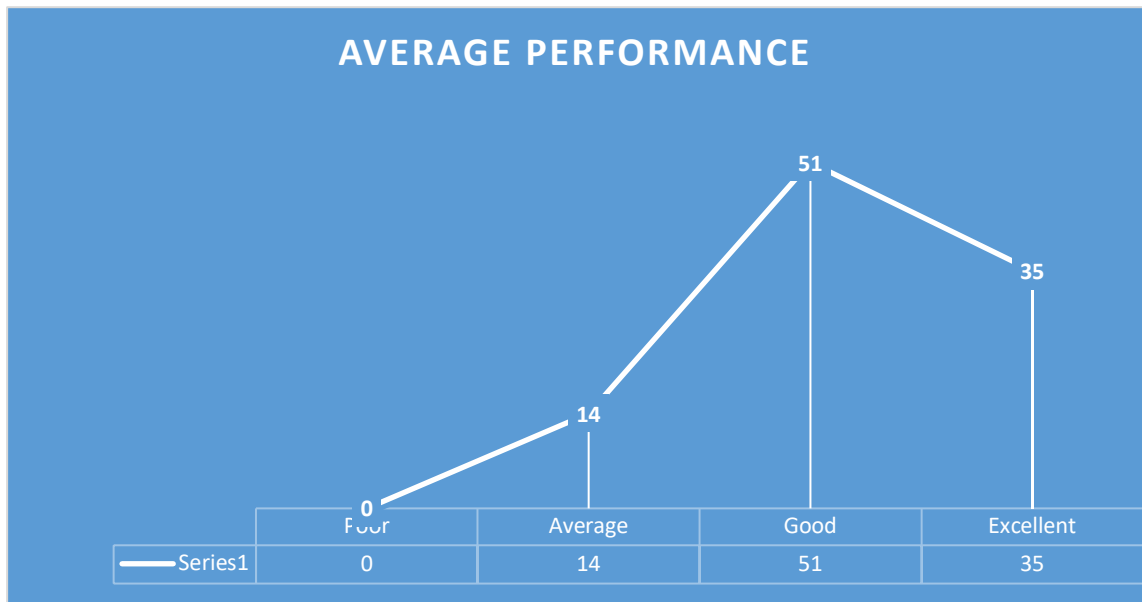


Figure 6.7: Average performance

Source: Author's construction

In Figure 6.7 above, the majority of the respondents (44%) have good motivational levels in the administration position, while 29% have excellent motivational levels and only 27% have average levels, and only 0% have poor motivational levels in their positions. Therefore, it is concerning that only 29% (almost a quarter) of employees in the whole department have high motivational levels to perform their duties. However, in contrast, it is positive that no one in the department has a poor motivational level in their position.

Question 7: Rank your own motivation levels in your organisation

Response: Employee motivation is crucial for the sustainable growth of any organisation. Highly motivated employees contribute significantly to an organisation's bottom line and overall productivity.

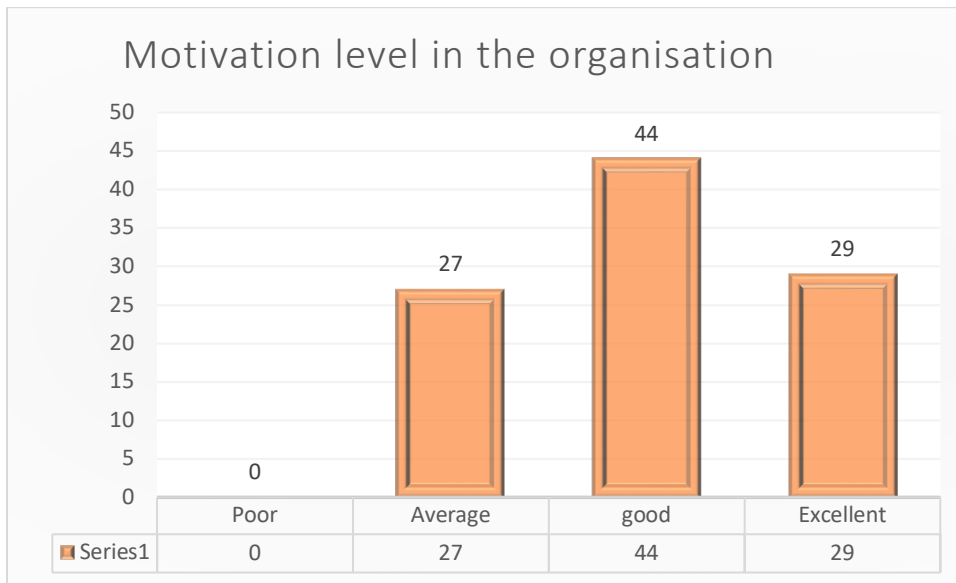


Figure 6.8: Motivation levels

Source: Authors own construction

In Figure 6.8 above, most of the respondents, 44%, have good motivational levels in the organisation, while 29% have excellent motivational levels and only 27% have average levels, and only 0% have poor motivational levels in the department. It is concerning that only 29% (almost a quarter) of employees in the whole department have high motivational levels. What is positive is the absence of any departmental members that have a poor motivation level.

SECTION B: THE LIKERT SCALE

Because it is difficult to quantify perceptions, a Likert scale with a 1–5 range was employed. 1 denotes strongly disagree, 2 disagree, 3 neutrality, 4 agree, and 5 strongly agree. The results are tabulated, the assertions are recorded (chronologically, as in the questionnaire), and the scores percentages are recorded in the tables.

Table 6.1: Ergonomics

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	ERGONOMICS	%	%	%	%	%
1	There is adequate ventilation and lighting where I sit and work from	8	10	16	26	40
2	The chair is properly positioned for convenience with long hours	16	6	24	30	24
3	All in the department must attend training on the ideal work environment	4	10	24	30	32
4	My seat is adjustable to make me comfortable whilst I perform my duties	12	8	12	28	40
5	Every time I come to work, I long to leave because I am not in the right space	26	16	16	26	16
6	I cannot perform well because of back pain caused by the furniture we use at work	30	26	24	12	8

Statement 1 There is adequate ventilation and lighting where I sit and work from.

CONCLUSION: Despite the fact that 66% of respondents say they feel comfortable with the air they breathe and the illumination in their offices, the amount of ambiguity at 16% and the 18% who disagree with the statement are alarming. It is safe to assume that the air and lighting in the employees' offices are pleasant.

Statement 2: The chair is properly positioned for convenience with long hours.

CONCLUSION: In contrast, those who disagreed with the statement stayed at 22%, which is worrying. However, 54% of respondents agreed with the statement, placing neutrality at a high of 24%. Therefore, it can be assumed that half of the employees are content with their seating arrangements, and the department must consider how best to help the 22%.

Statement 3: All in the department must attend training on ideal work environment.

CONCLUSION: Although 24% of respondents were neutral, 62% agreed with the assertion. Conclusion: Employees require training in the workplace environment.

Statement 4: My seat is adjustable to make me comfortable whilst I perform my duties.

CONCLUSION: Despite 12% of respondents expressing ambivalence, 68% of respondents acknowledged that they are generally at ease while performing their jobs while sitting. The second assertion is somewhat contradictory.

Statement 5: Every time I come to work, I long to leave because I am not in the right space.

CONCLUSION: Those agreeing and disagreeing are at 32% and 32%, with ambivalence at 16%. Therefore, it can be concluded that something is not in order; no generalisation can be made.

Statement 6: I cannot perform well because of back pain caused by the furniture we use at work.

CONCLUSION: 24% of respondents expressed ambivalence (this may be the same 24% who were unsure of whether or not their chair was positioned correctly). Most responders, as a rule, do not experience back pain from their jobs' furnishings, according to this assumption.

Table 6.2: Nature of job

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	NATURE OF MY JOB	%	%	%	%	%
7	I want to decide on how I will execute the tasks without supervision	8	14	22	32	24
8	I like a manager who monitors what I do to avoid costly, unnecessary mistakes	6	10	32	28	24
9	The manager should set my work goals daily and check if I perform to standard	10	14	14	22	40
10	I do not want interruptions until I have completed what I have set for myself	10	10	28	14	38
11	I need to have breaks in between the execution of the tasks set for me.	4	8	18	40	30
12	Wish I had a different job from this one. I am here because I have no choice	20	24	18	12	26

Statement 7: I want to decide on how I will execute the tasks without supervision.

CONCLUSION: In general, administrators (56%) prefer to make their own decisions about how to complete their tasks (mission), with 22% neutral.

Statement 8: I like a manager who monitors what I do to avoid costly, unnecessary mistakes.

CONCLUSION: Although 32% of respondents were neutral, 62% agreed with the assertion. We can infer that administrators desire supervision.

Statement 9: the manager should set my work goals daily and check if I perform to standard:

CONCLUSION: 24% of people disagree with the statement, 62% agree with it, and 14% are ambivalent. This demonstrates the genuine desire of administrators to collaborate with their superiors.

Statement 10: I do not want interruptions until I have completed what I have set for myself.

CONCLUSION: 52% of respondents concurred that they do not want to be disturbed until they finish the task at hand. Interestingly, 20% of respondents said they did not mind being interrupted while working, putting ambivalence at 28%.

Statement 11: I need to have breaks in between the execution of the tasks set for me.

CONCLUSION: 70% of respondents agreed that they require pauses between work. However, only 10% of people said they did not need breaks between tasks, with ambivalence at 18%.

Statement 12: I wish I had a different job from this one, am here because I have no choice.

CONCLUSION: With ambivalence at 18%, there is a 38% to 44% divide between those who agree and disagree. Nothing can be generalised.

Table 6.3: Expectations - Social

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	MY EXPECTATIONS - SOCIAL	%	%	%	%	%
13	I hate peers who are always asking about their own tasks, which are easy	28	26	24	16	6
14	One gets used to working with peers that complement your effort in the team	10	4	16	24	46
15	Each one is employed to perform their own tasks, and thus people must work	0	8	10	10	72
16	I learn more each time I have to help a peer who may have problems with tasks	4	4	2	40	50
17	The greater the effort put into your responsibilities, the greater the satisfaction from doing your tasks and the easier they become	16	4	8	32	40
18	Regular team meetings are purely a waste of time that could be used for tasks	24	44	12	10	10

Statement 13: I hate peers who are always asking about their own tasks, which are easy.

CONCLUSION: concerningly, 22% of people say they despise their peers for constantly needing assistance, even though teamwork is essential in every organisation or business. Neutrality is still at 24%, while 54% of people do not mind helping their colleagues. Many responders, in general, appreciate teamwork.

Statement 14: One gets used to working with peers that complement your effort.

CONCLUSION: In general, administrators appreciate being praised for their job because it drives them (70%). 16% of respondents were neutral, while 14% disagreed with the statement.

Statement 15: each one is employed to perform their own tasks, and thus people must work.

CONCLUSION: According to 82% of the respondents, it is assumed that everyone is hired to perform the tasks; therefore, they have no choice.

Statement 16: I learn more each time I have to help a peer who may have problems with tasks.

CONCLUSION: A strong showing of 90% agreed with the statement that they learn more each time they help their peers with tasks. Therefore, it can be generalised that the employees are happy to help their peers.

Statement 17: the harder you work, the more you enjoy doing your tasks and the easier they become.

CONCLUSION: 72% agreed that the more you put in, the more you enjoy working, and the simpler your jobs get. Ambivalence was at 8%, with only 20% believing that the statement was not true.

Statement 18: regular team meetings are purely a waste of time that could be used for tasks.

CONCLUSION: It can be concluded that 68% of the administrators do not agree with the statement, ambivalence is 12%, and 20% of the administrators think regular meetings are a waste of time.

Table 6.4: Expectations - Material

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	MY EXPECTATIONS - MATERIAL	%	%	%	%	%
19	I work hard because I have certain expectations from my effort	4	4	12	40	40
20	A clearly defined job description enables me to have the drive to perform	0	6	22	32	40
21	I do well when I know that there is recognition when I completed my task	4	14	16	36	30
22	I just work. I don't know what outcomes are expected of me from my tasks	40	24	10	20	6
23	I work hard because I know there is a follow-up on my work by my manager	10	8	18	24	40
24	Working with clearly identified objectives gives me a reason to perform	6	10	14	22	48

Statement 19: I work hard because I have certain expectations from my effort.

CONCLUSION: 80% of respondents stated that they put much effort into their work because they have specific objectives in mind. Therefore, we can conclude that administrators are motivated to deliver results by expectations.

Statement 20: a clearly defined job description enables me to have the drive to perform.

CONCLUSION: A total of 72% of respondents, with 22% neutral, say that having a clear job description inspires administrators.

Statement 21: I do well when I know that there is recognition when I completed my tasks.

CONCLUSION: It is clear (66%) that employee motivation and performance are greatly influenced by recognition. 18% of respondents disagree with the statement overall, while 16% are neutral.

Statement 22: I just work, I don't know what outcomes are expected of me from my manager.

CONCLUSION: The majority of respondents (64%) disagree with the claim that they simply go to work and have no idea what their management expects of them in terms of results. Conclusion: Most administrators are aware of the standards their superiors have for them.

Statement 23: I work hard because I know there is a follow-up on my work by my manager.

CONCLUSION: According to the survey, 64% of respondents work diligently because they know their manager will monitor their progress, which is consistent with the preceding assertion (statement 22). Undecided people and disagreeing people together make up 18% of the population.

Statement 24: working with clearly defined objectives gives me a reason to perform.

CONCLUSION: According to the survey, administrators are highly motivated to work when their goals are clearly defined (70% of respondents agreed with this statement, 16% disagreed, and just 14% were neutral).

Table 6.5: Organisational culture

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	ORGANISATIONAL CULTURE	%	%	%	%	%
25	The bureaucratic structure makes it difficult to perform without information	10	12	22	26	30
26	Don't spend your time waiting on sympathies you are all on your own in problems	8	16	16	20	40
27	The regular training organised by the department has made me more productive	14	18	16	26	26
28	There is no organisational climate that promotes working together as colleagues	24	20	16	32	8
29	My line manager is a difficult person to work with because there is no communication	28	20	20	16	16
30	One needs support from the managers and the structure to aspire to perform well	8	14	10	30	38

Statement 25: the bureaucratic structure makes it difficult to perform without information.

CONCLUSION: 56% agree with the statement, 22% disagree, and 22% are ambivalent. A generalisation is made to the effect that bureaucratic structure hinders employee motivation and performance.

Statement 26: don't spend your time waiting on sympathies you are all on your own in problems.

CONCLUSION: 60% of respondents agree with the claim, while 16% are ambivalent. The message is that you must handle your own issues within the company since no one will step in to support you when needed.

Statement 27: the regular trainings organised by the department has made me more productive.

CONCLUSION: According to 52% of the respondents, it can be assumed that most administrators have benefited from the department's training programs. Ambivalence about the training is at 16%, but 32% do not think they have been helpful. This indicates even more how hard the department worked to outfit its employees.

Statement 28: there is no organisational climate that promotes working together as colleagues.

CONCLUSION: One of the foundational elements for every organisation's success is teamwork. With 16% of respondents expressing ambivalence, 40% agreeing with the statement and 44% disapproving, no conclusion could be drawn.

Statement 29: my line manager is a difficult person to work with because there is no communication.

CONCLUSION: The results, which comprised 20% who showed ambivalence, 32% who agreed with the statement, and 48% who disagreed, could not be used to draw any inferences.

Statement 30: one needs support from the managers and the structure to aspire to perform well.

CONCLUSION: For employees to strive for success, management assistance and structure are necessary. The data, which included 10%, 68% who agreed with the statement, and 22% who disagreed, could not be used to draw any conclusions.

Table 6.6: Career prospecting

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
	CAREER PROSPECTING	%	%	%	%	%
31	I would want to be promoted someday and manage my own unit in the department	16	6	12	16	50
32	I don't mind the salary for managers but have problems with the work they do	28	18	26	8	20
33	I am always looking for new positions in the "job adverts" in the newspapers	6	12	20	26	36
34	Am demotivated because there is no clearly defined career path in the department	26	20	16	12	26
35	I don't aspire to manage because 80% of the time you are in never-ending meetings	14	12	26	6	22
36	The salary is adequate for the type of responsibilities and the tasks we perform	20	14	23	20	23

Statement 31: I would want to be promoted someday and manage my own unit in the department.

CONCLUSION: Conclusion: 66% of respondents want to advance and run their own departmental unit in the future. Ambivalence stands at 12%, while 22% of respondents disagree with the assertion.

Statement 32: I don't mind the salary for the managers but have problems with the work they do.

CONCLUSION: with 26% of respondents expressing ambivalence, 28% of those agreeing with them, and 46% of those opposing, no conclusion could be drawn.

Statement 33: I am always looking for new positions in the "job adverts" in the newspapers.

CONCLUSION: People anticipate their jobs to be certain ways because work occupies a sizable portion of their lives. When these expectations are not realised, it causes feelings of a let-down, resentment, and loss of interest, which results in dissatisfaction with one's employment. Given that many respondents (62%) concurred that they are looking for new possibilities and that 20% expressed ambivalence, it is clear that administrators are dissatisfied with their departments.

Statement 34: am demotivated because there is no clear define career path in the department.

CONCLUSION: the percentages of those disagreeing and agreeing are 46% and 36%, respectively, with ambivalence at 16%. Nothing can be generalised.

Statement 35: I don't aspire to manage because 80% of the time you are in never-ending meetings.

CONCLUSION: 26% of respondents had no inclination, 26% disagreed, and 28% agreed. There can be no generalisations made about this.

Statement 36: The salary is adequate for the type of responsibilities and the tasks we perform.

CONCLUSION: with 23% of respondents expressing ambivalence, 43% of respondents agreed, and 34% disagreed, no conclusion could be drawn.

SECTION C

Respondents freely discussed topics related to their jobs, personal lives, and things they enjoy and dislike in the survey's last portion, which included open-ended questions. The demands were categorised into the following categories: work environment, personal development, and working relationships.

Things you like most about your department that motivate you.

- Colleagues are helpful
- Organisational culture
- Flexible working hours
- Teamwork
- Work environment

Things that affect your motivation negatively in your department.

- Too much workload
- Never-ending meetings every week
- No communication from managers
- No recognition
- Lack of growth

Demotivating behaviour of peers and managers.

- Poor productivity and performance of managers
- Micromanagement
- Lack of communication
- Lack of recognition
- Poor management skills

Motivating behaviour of peers and managers.

- They are respectful
- They embrace diversity

- They share their knowledge
- There is teamwork
- Supportive peers and managers

In descending order, things (material, psychological or social) that stand out as strong motivators.

- Recognition
- Healthy work environment
- Organisational culture
- Money
- Communication

6.3 Limitations to the Study

The researcher avoided a broad scope of the investigation by limiting it to a single government department in Cape Town. Furthermore, because the researcher was most interested in the department's administrative employees, the study did not generalise to the entire nation or government departments. The researcher gave out hard copies of the questionnaires for those who wanted that option. Those individuals were sent a link via email and WhatsApp. The researcher provided several choices for distribution because of the fear that the lockdown could make it hard to deliver the questionnaires personally.

6.4 Recommendations for Future Studies

Even if employees are highly skilled, it is unlikely that they will reach their full potential if they lack motivation. On the other hand, when people are motivated, work seems simple. People who are motivated are upbeat, enthusiastic about what they are doing, and aware that they are devoting their time to something genuinely valuable. In summary, motivated individuals work hard and like their employment. All good executives aim to have this mindset permeate their businesses. As a manager and leader, it is imperative that you maintain a sense of inspiration and motivation within your team. However, of course, it is simpler to say than to do.

A study is necessary to show or understand the importance of recognition and appreciation to administrative workers in the government sector. A study is also needed to review government department employee recruitment, development, and promotion policies.

6.5 Conclusion

This study aimed to uncover the elements contributing to administrative staff's sense of motivation in a national government service delivery division. This was done because the researcher observed that government departments frequently struggle with issues like absenteeism, workplace conflicts, underperforming workers, and workers dealing with physical and mental health issues. According to the analysis presented, these behaviours are caused by various circumstances outlined below.

The department has a dearth of appreciation and acknowledgement, two essential elements of motivation in a workplace. Not only does giving workers compliments and praise make them feel accomplished and valued, but it also reinforces good work and encourages them to continue doing the things that lead to performance. Employee motivation to repeat these behaviours increases when positive employee behaviour is more frequently acknowledged.

When a clear route of career advancement is highlighted, people are further motivated at work. Unfortunately, there is no job advancement inside the department, and only a few administrators have received promotions. Burnout and the search for other employment are more likely outcomes for employees who believe they are locked in one position and have no room to advance inside a company. Ensuring employees understand a clear plan of progression within their position in the workplace can instil motivation to work towards a promotion, which can ultimately increase employee productivity.

Lack of communication within the department is another issue that lowers motivation. One of the most crucial strategies for inspiring employees is communication. Employees are frequently more motivated at work when they believe they can speak freely with management and their co-workers. Employees may feel isolated and wonder if management is concerned about their progress if they feel cut off from others. Ensuring open communication among staff members at all levels can assist in promptly resolving problems, motivating staff members by promoting a feeling of community and encouraging staff to communicate when facing difficulties.

Every organisation's goal is to maintain the motivation and enthusiasm of its workers for their tasks. Striking a balance between extrinsic rewards (such as wage increases) and changes to working conditions. An organisation can implement several different factors of motivation within their department to increase productivity and satisfaction.

Even if employees are highly skilled, it is unlikely that they will reach their full potential if they lack motivation. On the other hand, when people are motivated, work seems simple. People who are motivated are upbeat, enthusiastic about what they are doing, and aware that they are devoting their time to something that is genuinely valuable. In summary, motivated individuals work hard and like their employment. All good executives aim to have this mindset permeate their businesses. As a manager and leader, it is imperative that you maintain a sense of inspiration and motivation within your team. However, of course, it is simpler to say than to do.

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