THE IMPACT OF THE ACTING POLICY ON EMPLOYEE MOTIVATION AND PERFORMANCE IN TRANSNET

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ABSTRACT

This research was aimed at identifying and discerning how intrinsic and extrinsic motivational factors, as well as inherent traits of an acting policy affects employee motivation and performance at Transnet.

This qualitative study adopted a descriptive research design. A non-probability sampling technique and consecutive sampling were selected to identify study participants. A sample from Transnet Engineering (TE) provided data via a questionnaire using a Likert Scale. Results analysis was conducted through; SPSS and Excel.

Data obtained from this research, concluded that intrinsic factors associated with Transnet's acting policy, have a positive influence on employee motivation and performance, contrary to extrinsic factors and inherent traits of the acting policy.

This research recommends that Transnet should exploit intrinsic factors such as growth, career progression, and responsibility as an approach for developing positive employee motivation. Extrinsic factors such as compensation, communication and leadership should not be withheld from employees as their absence has a tendency to leave employees frustrated and demotivated.

KEY WORDS: Job motivation, intrinsic motivational factors, extrinsic motivational factors, acting policy.

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Lastly, I would like to thank Transnet for allowing me to conduct this research.

DECLARATION

I declare that this research report is my own unaided work. It is submitted in partial fulfilment of the requirements for the Master's degree in Engineering Management at the University of the Witwatersrand. This research report has not been submitted before for any degree or examination to any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

NHLUVUKO BALOYI …………………………………… ……………………………………

(Name) (Signature)

08 ………………. day of SEPTEMBER ………………., 2020 ……………………………

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1. CHAPTER 1: INTRODUCTION

1.1. RESEARCH TITLE

The impact of the acting policy on employee motivation and performance in Transnet.

1.2. RESEARCH BACKGROUND

South Africa is said to have the best rail infrastructure in the whole of the African continent. However, the freight and passenger rail transport is faced with challenges of shortages in the local trade, thus the government has since announced a R900 billion investment in the transport infrastructure (Export.gov, Accessed on: 07/03/2019).

Transnet is the main player in freight railway transport in Africa. It is owned by the government and operates as an integrated freight transport company, formed around five operating divisions that complement each other. Transnet Engineering (TE) is a division of Transnet, which is an advanced manufacturing business that has foundries and forge shops that manufacture rail components from steel scrap, along with their maintenance, research and engineering. TE operates in six factories in Bloemfontein (BFX), Durban (DBN), Salt River (SLR), Uitenhage (UTH), Germiston (GMX) and Koedoespoort (KDS). TE is further broken down into nine business units namely; Rolling Stock Equipment (RSE), Wheels, Wagons, Coaches, Locomotives, Rotating Machines, Foundry, Auxiliary Equipment and Port Business. In 2019, TE is recorded to have a workforce of 14 500 qualified personnel (Transnet.net, Accessed on: 26/02/2019). TE is the only manufacturing business at Transnet, hence it is important to understand its employees and what motivates their performance in order to improve efficiency.

An important element of an organisation’s economic success can be attributed to its motivated and hardworking employees. However, the organisation’s ability to understand its competitive advantage and product development is also crucial for organisational growth (Robbins, Judge, Odendaal & Roodt 2014). It has been argued that the most valuable asset in a company is the people, especially in relatively lowtech labour intensive industries such as manufacturing, construction, and mining. Lai (2011) argues that organisations (in whatever industry), should understand the fundamental principle that an organisation is only as 'great' as its employees, as they embody the mission and have to perform efficiently for the organisation to meet its targets. Organisations, therefore, continuously seek ways to achieve sustained high levels of performance through its employees, in order to accomplish the organisational goals. Latham (1994), proposes that, whatever the work environment, motivation has an effect on productivity and job satisfaction; workers who are satisfied, strive to achieve the company's goals and objectives.

According to the South African Qualifications Authority (SAQA) (2005), the acting policy is a document that outlines the rules and regulations related to employees who perform the duties of another employee who is temporarily absent due to vacation leave, sick leave, maternity leave, family responsibility leave or a secondment to any other position within the organisation. The acting employee in a lower position occupies a higher position on a temporary basis and assumes full duties of the higher position and is compensated to carry out the work (Transnet.net, Accessed on: 26/02/2019). Every employee is unique. Their goals in life create a distinctive source of motivation. Some employees may view the acting policy in terms of the monetary value that it provides, whilst others may be motivated by psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement presented by the acting role (Brooks, 2009).

Employees' contribute to the organisational life through their values, attitudes and their own outlook on life and work in terms of their goals and beliefs. The effective management of these contributions can significantly benefit the organisation. However, if managed poorly, the organisation may be severely limited in terms of growth and viability (Mullins, 1999).

1.3. PROBLEM STATEMENT

The ability of an organisation to effectively motivate its employees is imperative to the efforts of achieving determined organisational goals (Latham, 1994). Sound policies are imperative in the work place, as is their correct implementation. It has been observed since 2017 that the existing acting policy at Transnet poses challenges that are linked to the motivation and performance of employees.

According to the TE acting policy, the fact that an employee has been appointed in an acting capacity does not give the employee the 'right' or an 'entitlement' to be appointed to that position. The employee is permitted to apply for the vacant position should the post be advertised. However, they are not guaranteed the position. The candidate appointed for the permanent position is chosen according to the company's recruitment procedures, in line with Human Resources (HR) regulations (REF NO: TG/GHC/3/8/3P). As a result, employee motivation can be affected, both that of the acting candidate and employees throughout the organisation, especially if it is perceived that employees are merely appointed in an acting capacity but do not get permanently appointed to the position.

The acting employee is required to carry the full workload of the position, without the full compensation for the position. SAQA (2005) states that employees should regard the opportunities to act in a superior position as an important development opportunity. The opportunity presented by the acting opportunity may have different effects on employees, depending on whether their source of motivation is intrinsic or extrinsic (Brooks, 2009).

Frequent changes to the acting position such as the continuous change of acting supervisors before expiry of acting periods, raises questions of change and leadership (Mullins & Christy, 2011). When change occurs in the organisation, employees are expected to be committed to the new temporary leader and his/her style of leadership without reducing their day-to-day productivity (Taylor-Bianco&Schermerhorn, 2006). Employee motivation demands organisations to thoroughly research and address the organisational needs of their employees and in return organisations receive productivity, quality, and service from their employees (Robbins, Judge, Odendaal & Roodt 2014).

This research explored the effect of the acting policy on employee motivation and performance at Transnet. This research also provided an opportunity to assess the extent to which the monetary incentives (such as salary and benefits) and non-monetary incentives (such as achievement, recognition, job enrichment, responsibility) provided by the acting policy can motivate and increase employee performance thus benefiting the organisation. The inherent characteristics of the acting policy such as leadership changes and the effect on employee motivation were also explored. It was aimed that the results of this research will assist with the overall understanding of the positive and the negative effect of the acting policy, as a possible tool to build business success and sustained growth.

Exploring how the acting policy affects employee motivation and performance at Transnet gives the organisation a learning opportunity and the ability to embrace change and encourage improved results.

1.4. RESEARCH QUESTIONS

The critical research question (CRQ) can be stated as;

- What are the effects of the acting policy on employee motivation and performance at Transnet?

The research sub-questions can be expressed as;

- What effect does intrinsic motivation factors (non-monetary factors) presented by the acting policy have on employee motivation and performance?
- What effect does extrinsic motivation factors (monetary factors) presented by the acting policy have on employee motivation and performance?
- How do the inherent traits of the acting policy affect employee motivation and performance?

1.5. RESEARCH OBJECTIVES

The objective of this study was to investigate the impact of acting policy on employee motivation and performance at Transnet. This research was focused on both employees in the acting capacity and the employees throughout the organisation. The research was aimed at achieving the following objectives:

- Establish how intrinsic motivation factors presented by the acting policy influence employee motivation and performance at Transnet?
- Establish how extrinsic motivation factors presented by the acting policy influence employee motivation and performance at Transnet
- Determine how inherent traits of the acting policy affect employee motivation and performance at Transnet

- Recommend strategies to Transnet that can assist with employee motivation and performance when implementing the acting policy.

1.6. SUMMARY OF RESEARCH METHOD

The impact of the acting policy on employee motivation and performance was investigated through a series of steps, as indicated in figure 1.1 below.

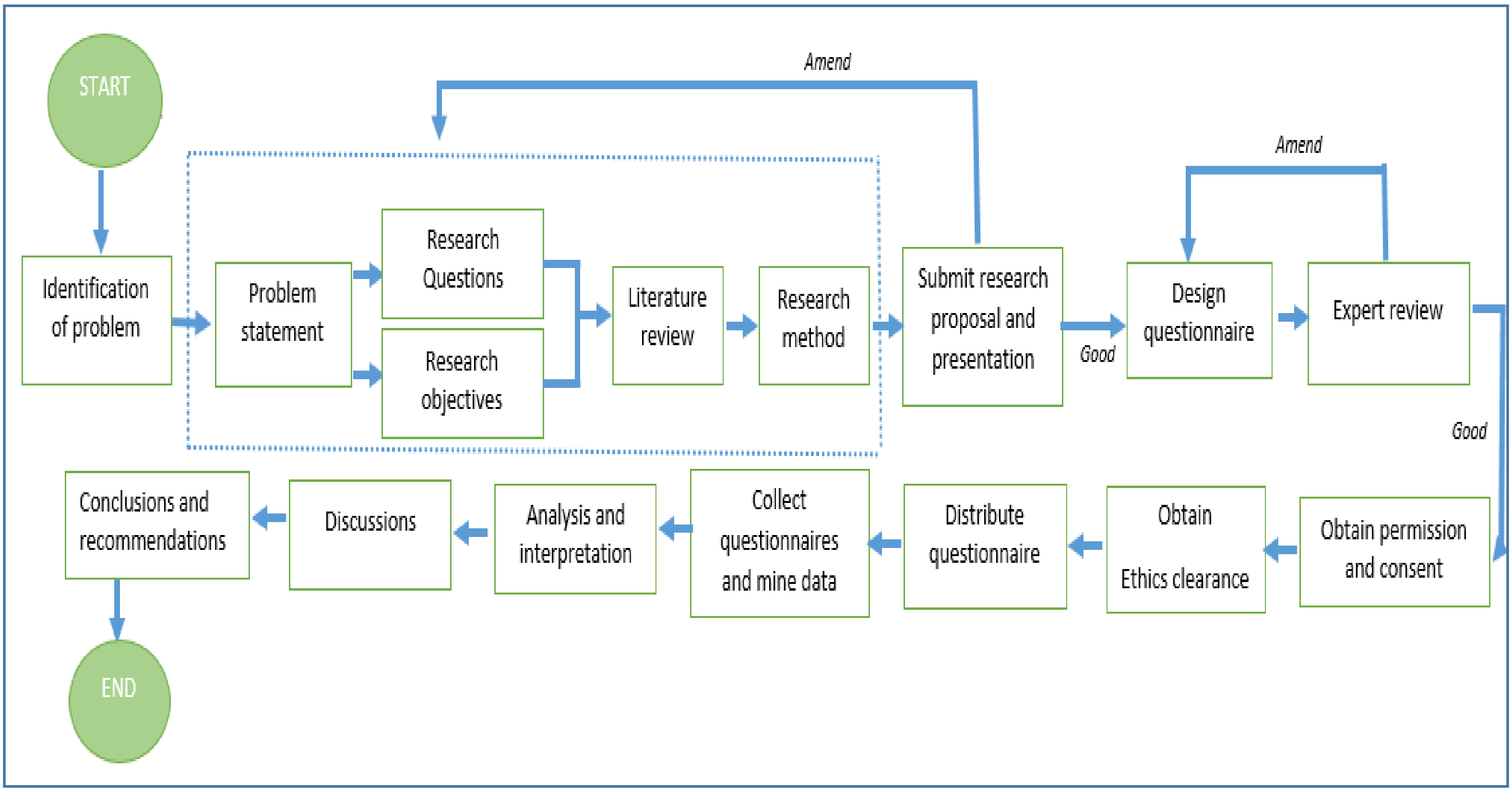

Figure 1.1: Research process

Firstly, the area of research was identified and a brief literature review was conducted in order to gain knowledge on frameworks and previous work conducted and related to acting policy, motivation and performance. The problem statement was then explored, followed by the research questions and objectives. A comprehensive literature review was conducted, which assisted in giving direction for the type of research methodology to be used when undertaking this type of research. A questionnaire was discovered to be best suited for answering research questions and achieving the research objectives. A research proposal was then submitted and a presentation was conducted. Amendments were made as per feedback from presentation and a research questionnaire was designed.

The questionnaire was designed through highlighting the research objectives flowing from the critical research question, focusing on the dependant and independent factors that the researcher aimed to investigate. Building upon the insights of the literature reviewed, the researcher developed preliminary questions for the investigation. A five point Likert-scale was employed as it was judged to be the most effective research tool for this qualitative research, which aimed to uncover certain beliefs and opinions held by participants. The questionnaire was then sent to an expert for review.

The review process involved sending the questionnaire to a content expert, with a view to establishing answers to the questions; "Did I miss any important questions in the questionnaire?", and "Should I include/exclude this particular question?" This ensured the researcher covered all the relevant variables and all the irrelevant variables were excluded. The content expert then gave feedback on uncertainties and areas that needed to be clarified and the appropriate amendments were made.

Permission and consent was obtained from Transnet and ethics clearance was obtained from the University Ethics Committee. The survey, consent form and information sheets were distributed to the participants using hard copies, due to participants' lack of access to computers. Data was collected, analysed and interpreted using SPSS software and Microsoft Excel. The results were discussed, followed by conclusions and recommendations.

Each step was undertaken under the guidance and supervision of the assigned supervisor.

1.6. SCOPE /LIMITATIONS OF RESEARCH

- The scope of the research was limited to Transnet Engineering in Koedoespoort, in two businesses; RSE and Foundry. The research excluded other Transnet Engineering depots as well as other Transnet operational divisions.
- The research focused on motivation and performance as the only variables that can be affected by the acting policy.
- All variables are measured according to employee's perceptions.
- The research also excluded senior managers, even if they were directly

affected by the acting policy due to the lack of subjects to create a good representative sample.

1.7. OUTLINE OF CHAPTERS

The research report consists of 8 chapters, references and appendices. A brief overview of each chapters is as follows;

- **Chapter one** introduces the research title and background, along with the problem statement, research questions and objectives. A summary of research methods and scope of the research are also explored.
- **Chapter two** is a literature review that seeks to explore terms and concepts linked to acting policy, motivation and performance. Factors of motivation and performance, as well as motivational theories are discussed.
- **Chapter three** outlines the research methods by exploring the research design (qualitative study), sampling technique i.e. non-probability sampling technique, a questionnaire as an instrument of research, data analysis, interpretation procedure as well as ensuring reliability and validity of the study through Cronbach Alpha. Ethical issues are highlighted.
- **Chapter four** highlights Cronbach's Alpha reliability test results from SPSS and Excel. Further illustrates skewness and kurtosis of each question, followed by graphical representation of the results from the survey questionnaire.
- **Chapter five** discusses the results obtained from the survey.
- **Chapter six highlights the c**onclusions and recommendations from the study.
- **References** used in the research are shown.
- **Appendices**

Appendix A: Participation information sheet

Appendix B: Consent letter

2. CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

This section presents a thematic literature review of the relevant theoretical literature in relation to the impact of acting policy on employee motivation and performance. It relates literature to the research questions that analyses the intrinsic and extrinsic motivation factors, as well as the inherent characteristics of the acting policy and the extent to which these factors affect both employee on the acting capacity and employees throughout the organisation, in terms of motivation and performance. The literature also reviews different motivational theories and their impact of this research.

The reviewed literature first sought to explore and highlight the Transnet acting policy for both managers and general workers. Followed by exploring the concept of motivation and types of motivation. Then the relevant theories and factors of motivation are reviewed and linked the research. Lastly, factors that indicate employee performance are reviewed.

2.2. DEFINING TERMS

For clarity, the concepts of employees, employee motivation and performance will be described separately to ensure common understanding.

<u>Employees</u>

Shumen (2009), described employees as individuals who are hired under a permanent or temporary employment contract (written or oral). The contract stipulates a remuneration package and the duties and the responsibilities of the employee in a certain time frame.

<u>Employee motivation</u>

Ran (2009) defined employee motivation as the individual’s efforts, passion and determination towards achieving a certain goal in the work place.

<u>Employee Performance</u>

Performance is the term used to describe activities that individuals undertake in order to meet the set goals (Cardy & Selvarajan, 2004). Employee performance explains the observable activities that show how the work is done to achieve targets (McNamara, 2005).

2.3. ACTING POLICY

An acting policy is a framework that ensures fairness and consistency for employees who are temporarily performing duties beyond their normal scope of employment, in a higher graded position. The policy regulates the acting appointment process, in line with Human Resources (HR), the acting period and acting allowance. Acting policies are accompanied by procedure manuals that outline the process for acting application and the control measures. Company policies are available to every employee to ensure they are aware and understand the procedures and their entitlement (SAQA, 2005).

Employees at Transnet can be classified according to their paygrades. Employees with a higher paygrade, ranging from B (being the highest pay) to F (lowest in the range) are classified as managers. Managers include engineers, officers and executives. Employees with a lower salary range from G (being the highest in the range) to L (being the lowest) are classified as bargaining unit employees, also known as general workers or floor workers.

Winkler, et al. (2014) describe general workers as employees who lack an extensive level of educational training and perform manual labour. The acting policy for managers and general workers are similar and only differ in terms of monetary acting allowance(s).

The following processes are per Transnet acting policy for management employees (REF NO; /TG/GHC 3/2/2/3P) and acting policy for bargaining unit employees (REF NO: TG/GHC/3/8/3P);

2.3.1. ACTING APPOINTMENT PROCESS

The need for an acting candidate may be due to vacant positions or the current incumbent going on leave (REF NO; /TG/GHC 3/2/2/3P) and (REF NO: TG/GHC/3/8/3P).

For the appointment of a general worker in an acting role, a line manager in whose department an acting opportunity arises, first discusses the issue with their management team, then they are able to select a candidate whom they wish to appoint for the acting position. The appointment of an acting manager is facilitated by a senior manager by choosing a candidate whom they wish to appoint (REF NO; /TG/GHC 3/2/2/3P).

The selection process of identifying and hiring a suitable candidate for both general worker and managers must be directed by operational and developmental objectives of the department. All acting appointments need to have final approval from the Chief Executive Office, in consensus with the HR Director (REF NO: TG/GHC/3/8/3P).

2.3.2. ACTING APPOINTMENT PERIOD

An acting appointment is only appropriate when the position is temporarily available for a continuous time frame that exceeds 30 days. However, acting periods should be kept under 6 months, for both general workers and managers (REF NO; /TG/GHC 3/2/2/3P).

Individuals acting for periods of less than 30 days are not eligible for acting allowance (REF NO: TG/GHC/3/8/3P).

2.3.3. ACTING ALLOWANCE

An employee in an acting capacity is eligible to receive an acting allowance if they have been acting in the position for more than 30 days. The acting candidate is expected to assume full responsibility in the vacant position, otherwise they do not qualify for the acting allowance.

The acting allowance for general workers is 5% of the employee’s basic salary or 5% of the minimum of the position they are acting for; whichever is the greater amount (REF NO; /TG/GHC 3/2/2/3P).

The acting_allowance for managers is calculated at 5% of the acting employee’s current total package, not that of the position they are acting within (REF NO: TG/GHC/3/8/3P).

None of the acting allowance is pensionable. The acting employee may only receive the allowance for the period in which they are acting.

The acting policy emphasizes the experience presented by the policy should exceed the financial gain for employees (REF NO: TG/GHC/3/8/3P).

2.4. CONCEPT OF MOTIVATION

The Cambridge dictionary (2017), defines motivation as the willingness and enthusiasm to do something. The concept of motivation has been defined by many scholars from different fields and eras. Likert (1961) describes motivation as a reason for action towards a certain goal. Luthans (1998) says motivation is a force that fuels an individual to perform, continue or stop a behaviour. For the basis of this research, motivation is defined as a driving force for employees to achieve the organisation's goals.

According to Shadare et al. (2009), managers can use employee motivation as a policy to increase affectual job management within the organisation. Motivated employees are responsive to the organisational goals they must achieve and exert efforts in that direction. Rutherford (1990), says motivated employees positively influence organisational success since they are provoked to constantly look for improved practices to carry out daily tasks.

However, every employee is unique, thus even the type of motivators they will embrace will be unique. These differences between employees, force organisations through their mangers to know and understand what motivates their employee's performance. Researchers suggest two types of motivation; intrinsic and extrinsic.

2.4.1. INTRINSIC MOTIVATION

Intrinsic motivation; the employee's motivation to perform a task comes from personal attachment or for personal satisfaction. Intrinsic motivation is not related to monetary rewards but rather non-monetary rewards such as; recognition, status, acceptance etc. (Mullins, 2005).

More recent scholars, Ryan and Deci (2000, p.70) refer to intrinsic motivation as a natural inclination ''to seek out novelty and challenges, to extend and exercise one's capacity, to explore, and to learn''. When individuals are intrinsically motivated, they take part in activities because they find them stimulating and thus are inherently satisfied.

2.4.1.1. INTRINSIC FACTORS AFFECTING EMPLOYEE MOTIVATION

2.4.1.1.1. RECOGNITION

Von Bonsdorff (2011) describes employee recognition as the appreciation or acknowledgement of an individual / team's positive efforts. Acknowledgement may be in terms of gestures that employees perceive to be important.

Employee recognition and appreciation boosts employee morale and allows employees to extend their efforts (Daniels, 1999). Employee recognition has also been found to lead to improved communications and decrease levels of absenteeism and turnover (Robbins & Judge, 1999). Regularly recognizing employees is the easiest way to motivate employees (Daniels, 1999).

Employees have a need for status (Maslow, 1964). Recognition allows for employees to have status, as they feel appreciated by management and co-workers (Von Bonsdorff, 2011).

2.4.1.1.2. DELEGATION OF AUTHORITY

According to Al-Jammal, Al-Khasawneh (2015) delegation of authority is a contemporary method that managers use to motivate their employers. Koontz & Weihrich (2003) describe delegation of authority as a procedure of transferring power and responsibilities from superiors to the subordinates. Subordinates are empowered to use their own intuition, decision making skills and demonstrate their capabilities. Ortiz, Gorita, Vislykh, (2004) argue the main aim of an organisation to use delegation authority is to adopt best usage of resources to permit and ease the rise and appearance of agility of employees, and therefore to improve overall performance of the organisation.

2.4.1.1.3. JOB ENRICHMENT

Job enrichment is a motivational technique used by organisations which enables employees to have self-governance over their work tasks (Herzberg, 1965). It allows employees to have more responsibility and power over their tasks. Whittaker (2008) suggests job enrichment yields increased motivation and efficient performance since employees can take shortcuts, eliminate unnecessary steps and thereby increase their overall performance. Job enrichment also eliminates micro-management which can demotivate capable employees.

However, job enrichment can sometimes lead to employee demoralisation. This may be the case when employees are given extra responsibilities and autonomy, and they expect increased pay or some other kind of compensation and their expectations are not met. This may leave employees frustrated and demotivated.

Whittaker (2008), suggests that some employees do not desire job enrichment and being in a job enriched environment may leave them feeling dissatisfied.

2.4.1.1.4. RESPONSIBILITY AND EMPOWERMENT

Lai (2011) proposed that giving employees the opportunity to participate in managerial decisions through power sharing and increasing their level of responsibility leads to increased motivation and performance. This also leads to employee empowerment, which aids in employee self-sustenance.

Giving employees more responsibility and empowering them, allows for employees to be self-reliant thereby increasing their performance and their confidence upon embarking on work tasks.

Responsibility assignment is another factor. It can be characterized as an arrangement of tasks, occupations and capacities that are official or business or relating to any other form of responsibility an individual can genuinely request (Koontz & Weihrich. 2003). Requests in general are consummately being given reasonably and effectively to transfer obligation and duties to energize and motivate employees.

This allows employees to be more convinced to do a particular task, likewise making them assigned on a task which is vital. Employees may demonstrate accountability.

Responsibility and empowerment can easily be related to the Hertzberg two factor theory, as motivation factors that are intrinsic to the job and can lead to direct employee motivation. Lai (2011) argues that employee empowerment not only increases employee motivation but the overall workforce energy enabling employees to work efficiently and effectively.

2.4.1.1.5. MEANINGFUL WORK & TASK SIGNIFICANCE

Meaningful work and task significance are considered to be very important intrinsic motivation factors. Employees want to be involved in work that is qualitative and significant to them, the organisation and people outside of the organisation. Significant tasks and meaningful work enables employees to have a sense of achievement after completing tasks.

Employees who have the desire to achieve, should be given meaningful work. Employees who perceive their work is not meaningful, will tend to feel demotivated and have low performance (Yaseen, 2013).

2.4.1.1.6. TRAINING AND DEVELOPMENT PLATFORMS

Providing employees with training and development platforms encourages growth and improves employee’s knowledge and skills necessary for development. Development opportunities increase employee’s capabilities and competencies. Kabir (2011) says organisations that develop their employee’s give them a sense of career security and encourages them to have a positive attitude towards the organisation.

An organisation with limited training and development opportunities may leave employees feeling demotivated.

2.4.2. EXTRINSIC MOTIVATION

Extrinsic motivation; the employee’s motivation to perform task depends on tangible rewards. Extrinsically motivated individuals/ employees partake in activities in order to obtain a certain reward or achieve some valued outcome (Mullins, 2005). Extrinsic rewards for employees include monetary compensation e.g. salary and bonuses; job security and promotion opportunities.

A study conducted by Von Bonsdorff (2011) indicates that intrinsic motivation decreases as the employee ages, however extrinsic motivation remains unchanged. Chintaloo and Mahadeo (2013), described extrinsic factors as factors that are beyond the employee’s control such as compensation, communication, leadership etc.

2.4.2.1. EXTRINSIC FACTORS AFFECTING EMPLOYEE MOTIVATION

2.4.2.1.1. MONETARY COMPENSATION

Organisations use salaries, bonuses and other fringe benefits to motivate their employees towards higher levels of performance. Researchers such as the classic theorist, Frederick Taylor propose that monetary rewards are the most significant when motivating workers to achieve more efficient performance.

According to Ruiz-Palomino et.al. (2013), employees are never content with their level of pay and always seek elevated pay. They further argue that organisations should seek to improve employee's pay in order to improve employee productivity and commitment. However, Fakhfakh and FitzRoy (2004) argued that increasing employee pay is disadvantageous to the company profits.

Brown (2001) stated that management should take note of the importance of pay structures when making pay policy for employees. The pay structure includes elements of the salary, bonuses and allowances. Employees may feel demotivated if they believe the pay structure is not apportioned fairly among the employees and thus question their organisational status and value.

2.4.2.1.2. LEADERSHIP

Yuki (1994) refers to leadership as a process of inspiring or influencing subordinates to focus their energy and skills towards achieving a certain target. The leader maintains integrity and co-operation within the team in order to reach the final destination and target efficiently. Likewise, Rukhman (2010), described leadership as an input or primary action into the team to enrich the process and performance of team members.

A leader motivates other employees to perform towards certain goals. The leader inspires employees and assist in maintaining organisational morale. Leadership and motivation are active processes in management (Rukhman. 2010). The leader does work to show commitment to the mission and willingness to do "dirty work" when necessary.

2.4.2.1.3. PROMOTION OPPORTUNITIES

Promotions are mostly desirable among employees as they involve a positive change in pay, responsibility, status etc. McClelland (1961) states employees have the need to achieve, to be successful in their career. Some employees view promotion as a career achievement and may feel satisfied once promoted.

Brown (2001) says promotion and job satisfaction are directly related thus organisations must provide employees with the necessary tools and platforms for promotion, then employees will be motivated. Naveed and Bushra (2011) state that according to Maslows's (1964) theory of needs, once an employee's esteem needs (competence and status) are met, they will feel satisfied with their job.

2.5. THEORIES OF MOTIVATION

Motivation theories provide a sound theoretical background for this research regarding the effect of the acting policy on employee motivation and performance. An employee's performance has the potential to make or break an organisation, hence it is crucial to explore various theories and methods of motivating employees (Maslow, 1964). For the purpose of this research, the following motivational theories have been selected in terms of their relevancy.

2.5.1. MASLOW'S THEORY: HIERARCHY OF HUMAN NEEDS.

Maslow's hierarchy of human needs theory is one of the most popular theories of work motivation in our time. Maslow's theory consists of a five-tier model of different human needs which are organised in hierarchical levels of a pyramid, (see figure 2.1) (Maslow, 1964). Maslow further divided the hierarchy into two groups; deficiency needs consisting of the first four lower tiers and the top tier known as growth needs. Each level of needs requires attainment before progressing to the next (Maslow, 1964).

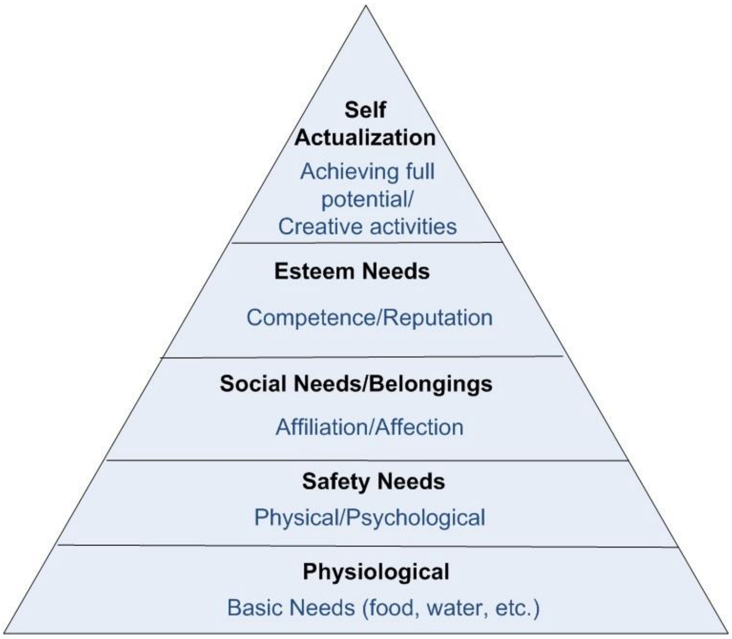

Figure 2.1: Maslow hierarchy of needs

Source: Maslow, 1964

The needs at the bottom of the pyramid are physiological needs, consisting of the basic human needs such as air, water, food and shelter and other biological human needs. These needs need to be met for the human body to function optimally (Robins & Judge, 2013). Maslow, (1964) considered these needs as the most important. The second tier consist of safety needs which are an individual's need for a secure environment that has law, order and freedom. Love and belongingness needs include need for interpersonal relationships, acceptance, affection and trust. Esteem needs are categorised into two. The first esteem need is for the individual's independence and confidence and the second the desire for respect from others e.g. status and recognition. The highest need identified by Maslow is self-actualisation, wherein individuals are seeking personal growth (Robins & Judge, 2013).

Maslow (2000) stated the first four needs (deficiency needs) for employees are met in their workplace. An employee's primary need that must be satisfied in the workplace is pay, there after the need for safe working conditions. Once the first two needs have been satisfied, employees will seek to fulfil their social needs through building relationships with colleagues and supervisors, to feel socially included and gain a sense of belonging (Benson & Dundis, 2003). An employee's self-esteem needs are met when they receive recognition and performance appraisal or reward (Maslow, 2000).

Maslow's theory has been criticised because it assumes homogeneity of individual's needs and satisfaction levels (Robins&Judge, 2013). Robins and Judge (2013) argue that no need is ever fully satisfied and the satisfaction of needs does not motivate employees.

2.5.2. FREDERICK HERZBERG – TWO FACTOR THEORY OF MOTIVATION

Herzberg (1965) proposed two factors of motivation in the workplace; motivation factors (motivators) and hygiene factors.

Herzberg (1965) argued that motivational factors directly motivate employees towards working efficiently. However, there are certain factors that when absent can de-motivate employees, though their presence does not necessarily motivate employees to work more efficiently, these factors are known as hygiene factors.

Hygiene factors are concerned with factors that surround the job and not the job itself. Factors such as; good supervision, company laws and regulations and safe working conditions. Motivation factors on the other hand are concerned with the actual job itself; factors include level of difficulty of the work, the degree of responsibility and promotion. Motivators are intrinsic to the job and lead to job satisfaction while hygiene factors are extrinsic to the job and prevent job dissatisfaction but cannot cause satisfaction.

Herzberg (1965) believed that organisations should seek to motivate employees through a democratic approach to management and by enhancing the essence and content of the work through the following methods;

Job enlargement - work is made to seem more interesting by giving employees a bigger scope and assortment of tasks for them to perform.

Job enrichment - giving workers a greater sense of achievement through giving employees difficult and interesting tasks and allowing self-governance.

Empowerment – allowing employees to have more decision making powers concerning decisions in the work life.

2.5.3. MCCLELLAND'S THEORY OF NEEDS

In 1961, David McClelland suggested three needs that he believed every individual has; the need to achieve, need for affiliation and need for power. The need for achievement is an individual's need to be successful; to be able to overcome difficult tasks. The need for affiliation is an individual's need to be in a group and feel loved. The need for power is an individual's need to have authority, their desire for status and to make decisions (McClelland, 1961).

McClelland's theory argues that regardless of different backgrounds, gender or age, everyone is driven by these three needs. However only the dominant motivator makes an individual's character. The dominant motivator is based on the individual's background, beliefs, gender, age, experiences etc.

According to McClelland (1961), the employee's need to achieve (which may be to exceed the targets and expectation) is subconscious. Thus an employee's motivation for achievement may be hidden from the employer, making measurement a difficult task (Robin & Judge, 2013). This theory is limited because it's not realistic for employers to try to understand the individual employee's need to achieve (Royle & Hall, 2012).

2.5.4. EXPECTANCY THEORY

Theories of human needs by Maslow, Herzberg, and McClelland explain what motivates employees in the work environment. Expectancy theory rather deals with the precursors that precede motivation and their relationship. Victor Vroom (1964) was the first to develop the expectancy theory with direct application to the workplace, which was later refined by Porter and Lawler in 1968 (Lunenburg, 2011).

Vroom‘s theory of expectancy states that employees will put in an amount of effort and the performance they achieve from the effort will yield rewards (Vroom, 1964). People will work efficiently if they believe that high effort will yield a performance that will give them certain rewards (Boachie-Mensah & Dogbe, 2011). The expectancy theory is built on the following four assumptions (Vroom, 1964:3)

- Individuals enter an organisation with certain expectations for their needs, which affects how they react in the organisation.
- Individual’s consciously choose how to behave according to their own expectations
- Employees have unique desires from the organisation for example; salary, promotion, security.
- Individuals will choose an option that suits their personal needs better.

The four assumptions form the basis for three key elements of expectancy theory; expectancy, instrumentality and valence (Vroom, 1964).

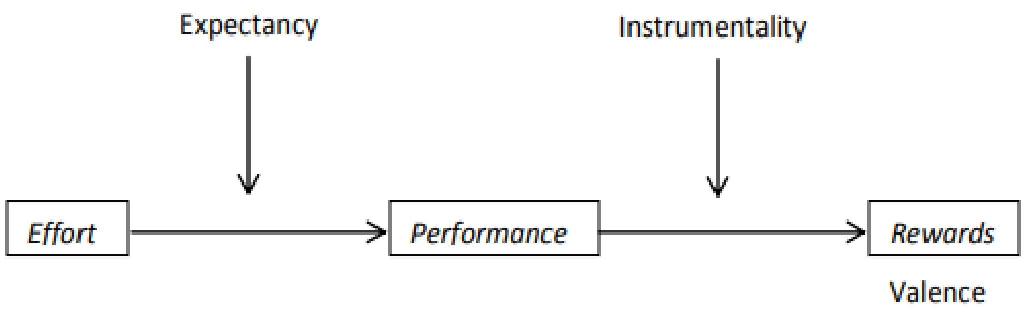

Figure 2.2: Expectancy theory

Source: Vroom, 1964

An employee is motivated to a level they perceive that (i) effort yields performance (expectancy), (ii) performance will have rewards (instrumentality) and (iii) the rewards are highly valuable to the employee (valence)

Expectancy is an employee's evaluation of the probability that their effort will yield rewards. According to (Lunenburg, 2011) supervisors should always encourage their subordinates to believe they are capable of doing the job, through providing training and sufficient resources.

Instrumentality exhibits the link between performance and results. Employees perceive a certain level of performance leads to work rewards, for example; if an employee does not meet the work targets, they obtain no incentives and vice versa. Boachie-Mensah& Dogbe (2011) concurred with the theory and further suggested that employees will work more efficiently if they perceive their pay to be equivalent to the amount of effort they exerted.

Leaders should measure job performance as a way to motivate employees (Lunenburg, 2011).

Valence is an employee's preference for a specific reward. Rewards such as recognition, salary increase may have different levels of desirability for different employees. According to Nasri and Charfeddine (2012) employees will be more motivated if they value the reward they will receive for their efforts. Leaders can add value to the rewards by individualising the rewards (Lunenburg, 2011).

2.5.5. SELF-DETERMINATION THEORY

Self-Determination Theory (SDT) grew from work by researchers Edward L. Deci and Richard M. Ryan from the 1970s and 1980s from their book; Self-Determination and Intrinsic Motivation in Human Behavior. Ryan and Deci (2000)'s theory has developed into the principle framework for the study of intrinsic motivation. Recently, Ryan and Di Domenico (2016), started using neuroscience methods to examine intrinsic motivation, with the hope of linking experimental/ empirical data to neurobiological information. Though interesting, it is beyond the scope of this research.

Self-Determination Theory suggests that individuals are motivated to develop and change by three essential and universal psychological needs; competence, connection and autonomy. People are able to become self-determined once these needs are fulfilled.

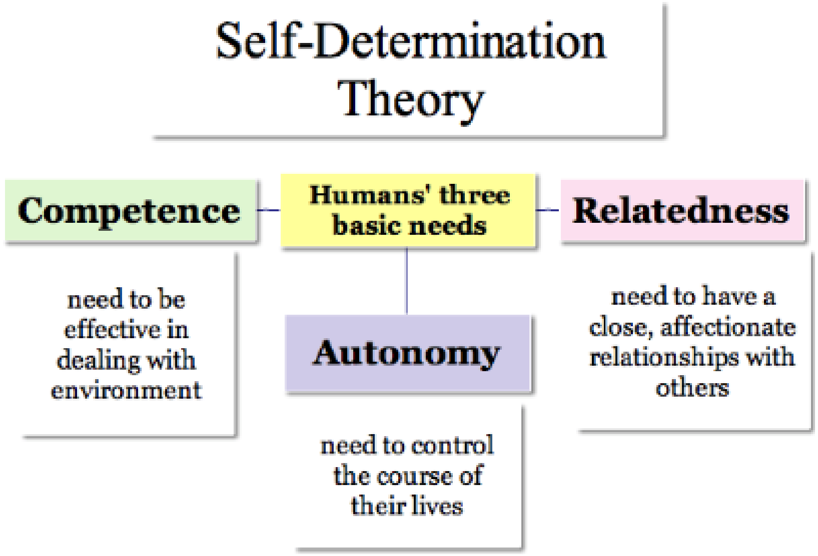

Figure 2.3: Self-Determination Theory

Source: Deci & Ryan (2008)

According to SDT, psychological growth will occur once individuals feel the following (Deci & Ryan, 2008) ;

- **Competence**-individuals need to master their skills, thus use those skills to take action towards success / achieving their dreams.
- **Connection** (also known as relatedness) - individuals need to have a sense of belonging or affection towards others.
- **Autonomy**- individuals need to feel in charge of their actions, behaviour and goals.

This theory is based on two assumptions;

- Individuals are enthusiastically directed toward growth.
- It is mainly focused on intrinsic motivation / internal sources of motivation such as a need to gain knowledge or independence rather than extrinsic motivation (external rewards, e.g. money, prizes).

Deci and Ryan (2008) say that employees that feel they have a positive effect on their work and at work, tend to be more engaged and motivated. They further explain that managers can nurture self-determination in employees through allowing them to take an active role in projects. Managers can also offer constructive criticism and advice.

2.5.6. INTEGRATION OF MOTIVATION THEORIES WITH THIS RESEARCH

The conceptual framework of Maslow's hierarchy of human needs, Frederick Herzberg – two factor theory, McClelland's theory of needs and the expectancy theory underpin the thrust and detail of the research. All presented theories propose that employees will be motivated once their needs are met by the organisation. These theories are relevant to this research as they assist in the examination of the impact of acting policy on employee motivation and performance.

2.6. EMPLOYEE PERFORMANCE

Performance is the term used to describe activities that individuals undertake in order to meet the set goals (Cardy & Selvarajan, 2004). Employee performance explains the observable activities that show how the work is done to achieve targets (McNamara, 2005).

An employee's performance can be raised by motivation and coercion and they can put in more time and effort to exert more deliverables which may lead to an excellent performance owing to their efficiencies.

The following factors are good indicators of employee performance:

2.6.1. LEVEL OF COMMITMENT

According to Porter (1974), employee commitment to the organisation is the extent to which they admit and accept the aims, values and morals of organisation and are keen to continue and remain in the organisation. The association of employees within the organisation is regarded as their commitment to the organisation. Employees who have an increased level of commitment to the organisation are motivated and comply with organisational requirements.

Meyer & Allen (1997), say commitment to the organisation has three dimensions namely; continuous commitment, normative commitment, affective commitment. These commitment levels are totally independent and can be exhibited by different people at different levels of management within the organisation. Employees that are committed to the organisation will tend to perform better at their jobs.

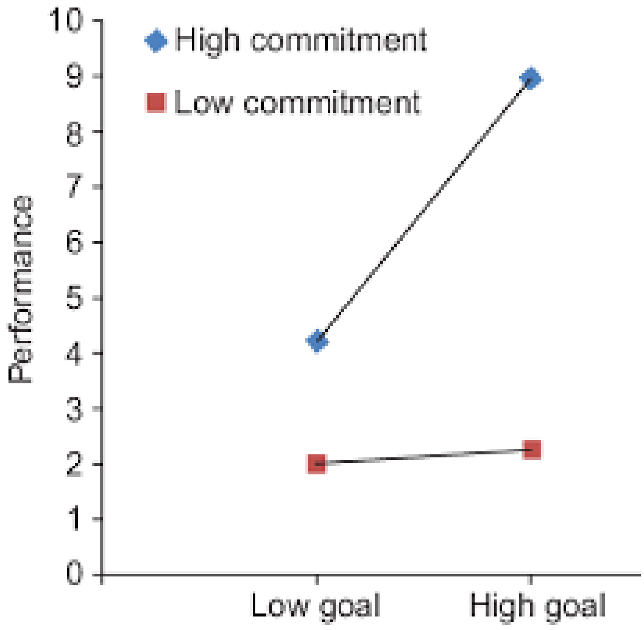

Figure 2.4: Relationship between performance, commitment and learning goal.

Source: Latham (2011)

Latham (2011), conducted a study whereby employees had to acquire specific knowledge in order to perform their work tasks more efficiently. Figure 2.4 above shows that those with high commitment to the organisation performed better than those with low organisational commitment, despite their educational goals.

2.6.2. WORK ATTENDANCE

Organisations track employee attendance as it can affect performance and productivity. Frequent absence of employees may cause a burden on other employees and thus prevent the team from being productive. The absent employee's work becomes extra work for another employee. Work attendance is very important to ensure sustainable work performance via task completion as a means of avoiding diminished work performance (Root, 2016).

2.6.3. QUALITY OF WORK

Scott (2016) says the quality of work (the way it is done and accomplished) can be considered as a reflection of how employees are committed and have passion for what they do. Quality can be a very particular characteristic of employee performance. Employees who are engaged and genuinely care about what they do, will perform better with fewer quality issues.

2.6.4. ACCOUNTABILITY

The lack of accountability in an organisation can lead to demotivation of employees, which will reflect negatively on performance and outcome (Haneberg, 2012). When a concerted effort is made by senior management or associates, to be accountable and excel, there is a corresponding will to work and perform alongside inherited responsibility (Artley, 2001). Employees may also inherent the culture of accountability, if the organisation itself is accountable.

2.6.5. EMPLOYEE INITIATIVE

Studies show that one of the most unique aspects and characteristic that many employees may pursue is initiative (Root, 2016). Employees who take initiative, will participate in the assistance of identifying best practices to ensure the company remains in a competition position without missing its target (Fan, Yen and Volz, 2005).Members of a team or individuals who are considered to take initiatives have a positive impact on overall team performance and that of the organisation.

2.6.6. WORKER EFFICIENCY

Low (2003) defines efficiency as how successfully inputs are transformed into outputs. Efficiency is the ultimate outcome in the eyes of managers, customers, employers and colleagues (Campion, Medsker & Higgs, 1993). Efficiency can be three dimensional:

- Output that meets the standards of quality
- The ability of the group to interdependently work in advance or the future
- The potential growth and the well-being of members of the team

Efficiency is a good indicator of performance.

3. CHAPTER 3: RESEARCH METHODS

3.1. INTRODUCTION

This research was aimed at exploring how the acting policy at Transnet affects employee motivation and performance. This research was a qualitative study that aimed to obtain in-depth understanding of the employee's state of mind or perceptions about the acting policy. Literature review conducted gave a good indication in terms of research methodology that would be best suitable for this research.

This section explores the research design, sampling method and instrumentation that was used, as well as data collecting and analysis procedures for this research. Ethical considerations, limitations, validity and reliability of the research are also highlighted in this section.

3.2. RESEARCH DESIGN

According to Leedy & Ormrod (2010) research design is a series of steps that outlines how the research will unfold, describing the procedures for data collecting and analysis.

The research objectives of this study can be best achieved through a qualitative study that will be aimed at exploring the impact of acting policy on employee motivation and performance. Qualitative research methods are exploratory in design and give greater insights and understanding to a research area (Leedy & Ormrod, 2010). The purpose of this research was not to measure or quantify any factor, rather its aim was to gain understanding of factors that affect employee motivation and performance. To this end, this research was aimed at exploring the lived experiences of employees and to provide valuable insight into this research.

McLeod (2011) says "it is impossible to achieve complete 'scientific' understanding of the human world. The best we can do is to arrive at a truth that makes a difference that opens up to new possibilities for understanding" (2011:4).

3.3. SAMPLING

A sample is a small quantity meant to represent the whole quantity (Saunders & Lewis, 2012). Due to the large population at Transnet, a smaller sample was used for research purposes. The research was focused on TE employees based in KDS, working in various bays. KDS depot was chosen due to its accessibility to the researcher and the depot will yield the most comprehensive results due to its diversity and large number of employees, as compared to the other TE depots.

3.3.1. POPULATION

Saunders & Lewis (2012) state, the population under study must answer the research questions of the research. The population for the research included employees, from managers to general workers, from higher pay scales to the lower spectrum at TE KDS. General workers job description included; artisans, millwrights, fork lift drivers, foreman, operations manager. Managers' work is mostly office based, however both general workers and managers' jobs are motivation and performance driven. Both categories of employees are directly affected by the acting policy and can be able to answer research questions.

The majority of the general workers have basic education and cannot use computers. The common spoken languages are English, SePedi and Afrikaans, even though there are other tribes such as Tsonga, Venda and Tswana.
Temporary and contract employees, as well as students were excluded from the study.

3.3.2. SAMPLING TECHNIQUE

A non-probability sampling technique was chosen due to time and money constraints. A non-probability sampling technique is a technique whereby subjects are chosen by the researcher on the basis of accessibility or purposive personal judgement of the researcher (Dolores & Tongco, 2007). Transnet is a large organisation operating in all 9 provinces in South Africa, thus reaching all employees especially general workers would prove difficult due to their lack of access to computers. In order to have a good representative sample, a consecutive sampling technique was chosen. Consecutive sampling includes all accessible subjects as part of the research sample. Merriam

(2002) say that consecutive sampling is the best non-probability sampling technique as it includes all available subjects, thus making the sample more representative.

Non-probability sampling technique offers the advantage of simplicity and low costs. This technique however has the disadvantage that a section of the population is not sampled, thus the results may or may not be an accurate representation of the entire population. As such, results cannot be used in generalizations for the whole population. Merriam (2002) argued that consecutive sampling gives accurate results.

3.3.3. SAMPLE SIZE

The research was aimed at approximately 75 general workers and 25 managers employed by TE at KDS. This serves the purpose of stratification of the sample population. According to www.surveygizmo.com (accessed 13/06/2019), a 40% response for an internal questionnaire can be considered a success. Therefore, an expected response of 30 general workers and 10 managers will be considered a success.

This research aimed at both male and female, from ages 25 to 60, representing the younger and older generation. All races were targeted.

Various data concerning employee characteristics was collected; gender, age group, pay grade and years of experience etc.

3.4. INSTRUMENTATION

A qualitative instrument was paramount to give details that are imperative to the understanding of employees' perceptions and the reality of the impact of the acting policy on employee motivation and performance. Thus, quantitative data was collected through a structured questionnaire.

Merriam (2002) states in a qualitative study, the principal instrument in data collecting and analysis is the researcher. However, the main concern for the researcher undertaking qualitative studies should be their objectivity. Researchers must be objective/fair when analysing data for qualitative purposes.

A survey was undertaken via the research tool of a questionnaire. A questionnaire allows for participants to answer the questions with less interference from the researcher. The questionnaire used a five-point Likert scale, combined with a yes/no/maybe kind of questions. According to Leedy & Ormrod (2010), the questionnaire method offers benefits as it is easily distributed to far away locations, offer participants anonymity and the researcher is able to distribute to a large number of participants.

According to Leedy & Ormrod (2010) and www.fao.org (accessed on 13/06/2019), the design of a questionnaire has no theoretical base to guide the researcher into designing a perfect questionnaire. The survey questions were derived or formulated through brainstorming and reviewing literature, followed by outlining the information the researcher had to gather from the respondents in order to meet the survey objectives and the answer the critical research question. The questionnaire was designed to be succinct, thus any questions that were not aimed at addressing the research objectives and critical research question were excluded. Target information was then used to develop question content, wording, meaningfulness and length of the questionnaire (Crawford, 1990).Literature was also used as a guide to avoid questionnaire errors such as duplicate questions, ambiguous questions and lengthy questions. The questionnaire was then sent to an expert for review.

According to Boynton and Greenhalgh (2004), it is advisable to have an expert review the contents of the questionnaire. The review process involved sending the questionnaire to a content expert, with questions such as;

- “Did I miss any important questions in the questionnaire?”
- “Should I include/exclude this particular question?”
- “ Did I phrase the questions correctly?”
- “ Is the order easy to follow?”

This ensured the researcher covered all the relevant variables and all the irrelevant variables were excluded. The content expert then gave feedback on uncertainties and areas that needed to be clarified so the questions meet the research objectives and participants were not confused. Amendments were then made as per recommendations.

The questionnaire was conducted in English due to the presence of many different languages and mainly because English is the main medium of communication at TE KDS. The questionnaire did not comprise any open ended questions. The questionnaire had clear instructions and the questions for the research participants followed a logical order.

3.5. DATA COLLECTION AND ANALYSIS PROCEDURE

3.5.1. DATA COLLECTION

Data was collected from general workers and managers through employees anonymously completing the questionnaires. Hard copy questionnaires were handed out at to employees and a brief description was given about what the research entails, along with the participation information sheet and consent form (see appendices A, B and E). Employees were given the opportunity to ask questions, should any of the survey questions require clarification.

Each employee was handed a questionnaire and requested to complete as honestly as possible. Employee participation was voluntarily. No employee was forced or paid to complete the questionnaire.

3.5.2. DATA ANALYSIS

The data collected from the questionnaires responses was analysed using statistical software tools SPPS and Excel. Data can be inputted and transferred to the software tools which compute and automatically setup and input variables, tables, graphs, titles and label, for easier analysis and interpretation. The data will be analysed and interpreted to provide results leading to the conclusion on the relationship between acting policy, motivation and performance.

3.6. RELIABILITY AND VALIDITY

The researcher ensured the research findings are reliable and valid. Reliability refers to the consistency and repeatability of the findings of the study (Merriam, 1995).

Winter (2000) argues that a qualitative study is about human behaviour and interactions are ever changing, and findings can be repeated incorrectly.

Cronbach's alpha is referred to as one of the most commonly used measures of internal consistency ("reliability"). It is found to be most useful when using a multiple Likert scale in a questionnaire, in order to determine if the scale is reliable (Statistics.laerd.com, 2019).

The researcher used the Cronbach's alpha to determine if all the questions in the questionnaire reliably measured the impact of the acting policy on employee motivation and performance. A Cronbach's Alpha was run on all worker's responses to the questionnaire.

Validity of a qualitative study is concerned with the accuracy or correctness of the findings (Merriam, 1995). Merriam further argues that a valid study should reflect a phenomenon that actually exists and a valid instrument should measure what it is supposed to measure.

3.7. ETHICAL ISSUES/CLEARANCE

This research involved a critical review of company policy and Transnet employees as the source of information. Thus, the researcher took into consideration the following ethical principles;

Permission

- Permission was requested from Transnet to allow employees to participate in the research study. Permission was granted (see appendix C).

Ethics clearance

- Ethics clearance was obtained through the School of Ethics Committee (see appendix D).
- Ethics clearance number: **MIAEC 242/19.**

Confidentiality, privacy and participation

- Participants were guaranteed confidentiality as the information gathered would only be used for the purpose of the researcher's academic requirements.
- Transnet company information is confidential and will be used only for the purpose of this research.
- Participants in the study were not forced or paid to participate.

Legality

- Research obeys all Transnet governance policies.

Plagiarism

- All sources consulted for the research were acknowledged and referenced.

Falsification and fabrication

- All information provided in the research study was true and not fabricated.

The following chapter will present the results and data analysis obtained from the administered questionnaire.

4. CHAPTER 4: DATA ANALYSIS AND RESULTS

4.1. INTRODUCTION

This chapter outlines the research results collected through a qualitative method via questionnaire. Findings from the data collected and analysis using statistical tools; SPSS software and Excel are presented.

The questionnaire was deployed using hard copies to Transnet employees at KDS. Before commencement, the researcher introduced herself and explained the research topic and objectives. Each participant was given the participant information sheet and further enlightened on the research area.

Ethical apprehensions were clarified for the participants, including the assurance that all information was confidential and only to be used for academic purposes. It was also highlighted that participants can withdraw from the study at any time, without any repercussions.

4.2. RELIABILITY TEST: CRONBACH'S ALPHA TEST

The questionnaire followed a Five-point Likert scale whereby;

1-Strongly Disagree

2 –Disagree

3-Neutral

4-Agree

5-Strongly Agree

The responses from the questionnaire (see appendix F) were used to evaluate Cronbach‘s alpha. Cronbach‘s alpha is a reliability test used to evaluate internal consistency, associated with a score that can be derived from a scale (Pallant, 2010). Cronbach‘s alpha coefficient (also known as Alpha coefficient) was assessed using two statistical analysis tools, namely; SPSS software and Microsoft Excel. This was done in order to ensure the accuracy of the Cronbach's alpha coefficient obtained from the respective analysis tools. Each section of questions in the questionnaire was examined to obtain the overall Alpha coefficient.

The Cronbach’s alpha coefficient can range from -1 to 1. Negative values are a red flag as they indicate the scale items might be reverse ordered. However, this is not likely to occur. An Alpha coefficient of 1 indicates a high internal consistency for the scale. According to Pallant (2010), Alpha coefficient values greater than 0.7 indicate the scale is reliable.

4.2.1. CRONBACH’S ALPHA COEFFICIENTS OBTAINED FROM SPSS SOFTWARE

Data obtained from the questionnaire was populated on SPSS software and the Alpha coefficient was computed as shown below;

Table 4.1: Cronbach’s alpha coefficients from SPSS

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.861	27

SPSS estimated the Alpha coefficient at .859, meaning approximately 85% of the variability in the composite questions (through combining the 27 questions, since 27 items or questions were submitted), 85% of the variance in the questions would be considered internally consistent. Thus this Cronbach’s Alpha coefficient is acceptable, as it indicates high internal consistency and is within the range -1 to 1, as earlier indicated.

SPSS also computed the Cronbach’s Alpha Based on Standardized Items which calculates the Alpha coefficient on the understanding that all items have the same variance. According to Wilhem (2014), the variance is not always the same and usually differs by a small margin. Wilhem (2014) further explained that Cronbach’s Alpha and Cronbach’s Alpha Based on Standardized Items do not differ by large margins because the items being combined usually have the same standard deviation. However, when combining dichotomous items with ordinal scaled items, one may obtain very different Alpha coefficients. Since there is marginal variance between the questions, the obtained Cronbach's Alpha and Cronbach's Alpha Based on Standardized Items are very similar, with a difference of only 0.002.

4.2.2. CRONBACH'S ALPHA COEFFICIENTS OBTAINED FROM MICROSOFT EXCEL

Cronbach's Alpha coefficients obtained from Excel were calculated using the following formula;

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum_{i=1}^{k} \sigma_{Y_i}^2}{\sigma_X^2}\right) \quad \text{..........} \quad (1)$$

Whereby one measures a quantity that is a sum of K components or questions:

$X = Y_1 + Y_2 + \ldots + Y_K$

σ_x^2 is the variance of the total questions

$\sigma_{Y_i}^2$ is the question *i* for the participant .

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum_{i=1}^{k} \sigma_{Y_i}^2}{\sigma_X^2}\right)$$

$$\alpha = \frac{27}{27-1}\left(1 - \frac{37.9}{248.8}\right)$$

$$\alpha = 0.88$$

This Cronbach's Alpha coefficient is acceptable and indicates internal consistency.

The Alpha coefficients obtained from SPSS is similar to the coefficient that was obtained from Excel. This verifies the respective statistical tools were used correctly and the data is valid. See appendices G and H for both SPSS and Excel workbook calculations.

Validity of a qualitative study is concerned with the accuracy or correctness of the findings (Merriam, 1995). These findings were recorded as obtained.

4.2.3. SKEWNESS AND KURTOSIS

Descriptive statistics from SPSS was used and all 27 questions were examined to determine the mean, median, mode, skewness and kurtosis. Skewness refers to where the data lies, whether it is weighed on the high or low end of the scale. Kurtosis measures the distribution of the data in terms of the slope (flatness or peakedness).

This section highlights results from the first segment of section B i.e. Awareness. However, each segment was examined and followed a chronological order as per the questionnaire (see appendix I).

Table 4.2: Calculation of mean, median, mode, skewness and kurtosis for Awareness questions.

Frequencies

Statistics

		A1	A2	A3
N	Valid	44	44	44
	Missing	0	0	0
Mean		3.4545	3.3636	2.5455
Median		4.0000	4.0000	2.0000
Mode		4.00	4.00	2.00
Skewness		-.979	-.830	.378
Std. Error of Skewness		.357	.357	.357
Kurtosis		.060	-.620	-1.079
Std. Error of Kurtosis		.702	.702	.702
Sum		152.00	148.00	112.00

According to Tabachnick & Fidell (2013), a skewness range of ±1 is acceptable, while George & Mallery, (2010), indicate that ±2 is an acceptable kurtosis range. It can be observed from table 4.2 that the skewness and kurtosis are within the acceptable range.

Skewness and kurtosis charts computed for Awareness section are shown below. Refer to appendix I for all skewness and kurtosis charts per section.

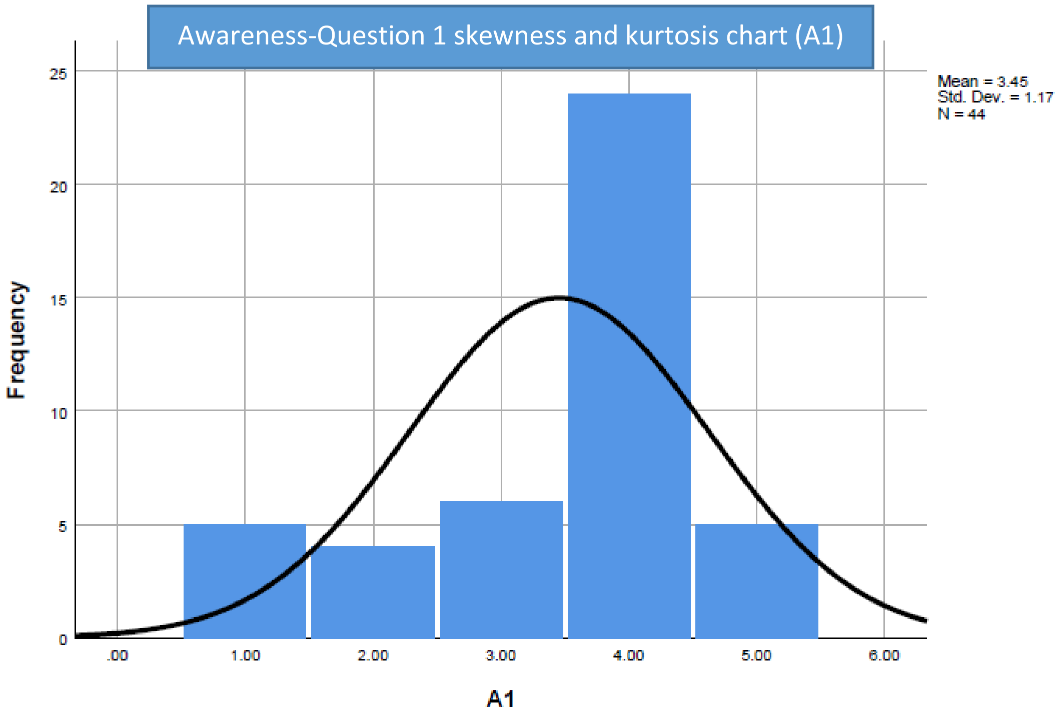

Figure 4.1 : Awareness- Question 1 skewness and kurtosis chart.

Figure 4.1 above indicates the data was skewed left but has no Kurtosis issues since the graph is peaked at the centre. The curve is neither peaked nor flat. This illustrates that data points are evenly distributed.

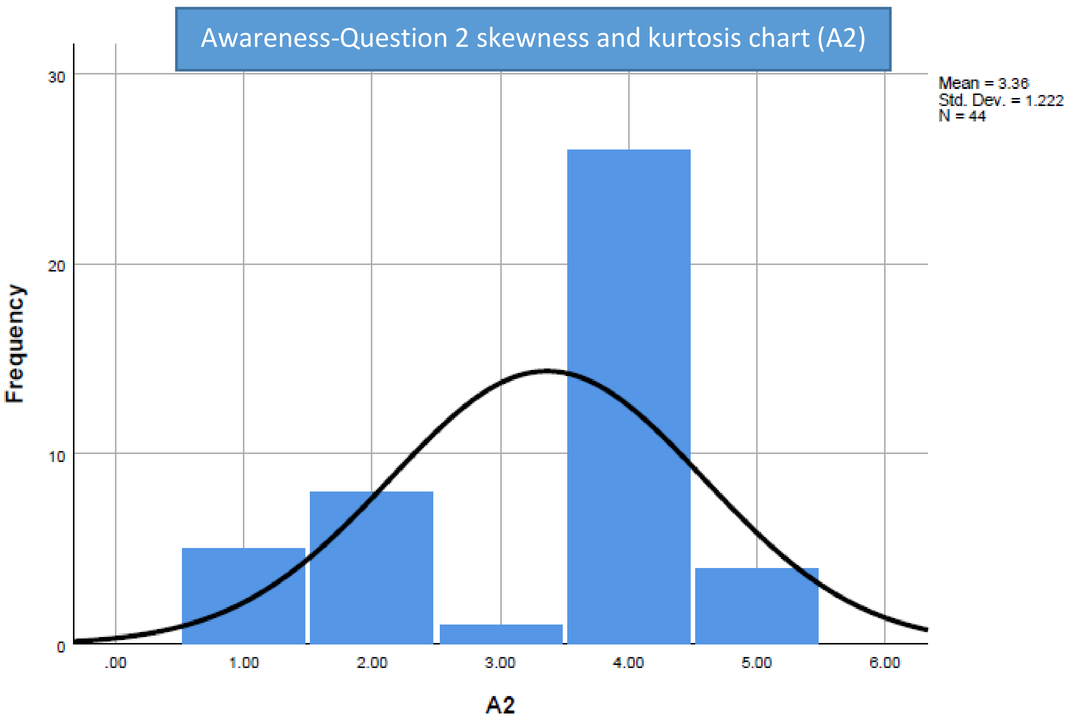

Figure 4.2: Awareness-Question 2 skewness and kurtosis chart.

Figure 4.2 indicates that Awareness-Question 2 data was skewed to the right. The data points are evenly distributed and the graph is flatter than that of Awareness-Question 1 (A1). However, kurtosis is within an acceptable range.

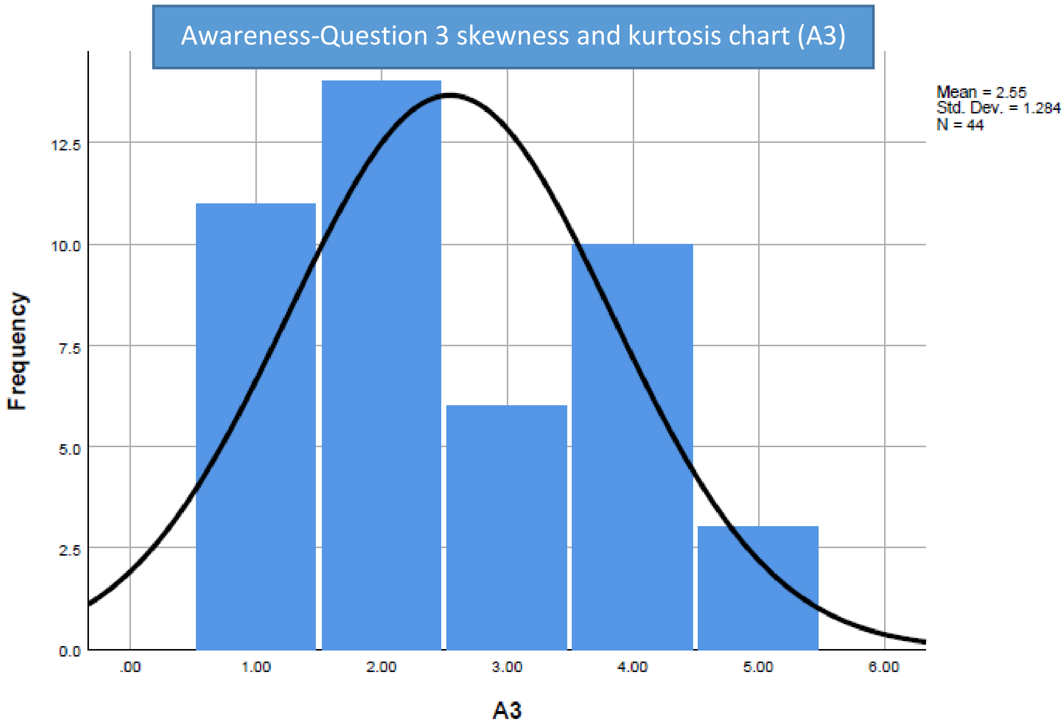

Figure 4.3: Awareness- Question 3 skewness and kurtosis chart.

Awareness- Question 3 data is not skewed. However, the slope of the graph in figure 4.3 indicates the possibility of kurtosis issues. This can be seen as the graph is peaked, however it remains within acceptable kurtosis levels.

4.3. RESULTS: DATA ANALYSIS AND INTERPRETATION

4.3.1. RESPONSE RATE

The questionnaire was distributed among 80 participants and 44 individuals responded. A small sample size was targeted due to the physical nature of distributing the questionnaire as compared to electronic distribution which can reach many more participants. A response rate of 55% was achieved, according to www.surveygizmo.com (accessed 02/02/2020) a response rate 30-40% can be expected and considered a success for internal surveys.

Lindermann (2018) says; in-person surveys have an average response of 57% because the participant gets a personalized experience with the researcher and is likely to get caught in the moment. He further shows that in-person surveys have the best response rate of all survey methods (Lindermann, 2018). Thus, the disadvantage of the inability to electronically distribute the questionnaire, provided an advantage of achieving higher response rate since the survey was for internal and in-person.

4.3.2. SECTION A: PARTICIPANTS PROFILE

The 44 participants that responded to the survey represent a diverse group of employees with different genders, age groups, work experience, pay grades etc. The survey questions sought to establish the participant's profile and characteristics, as shown below:

4.3.2.1. GENDER AND AGE GROUP

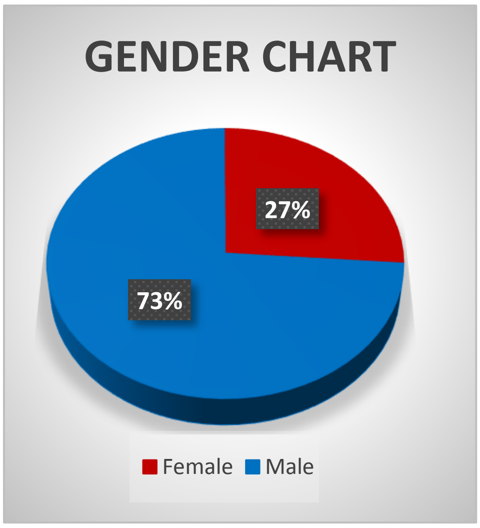

Figure 4.4: Gender chart

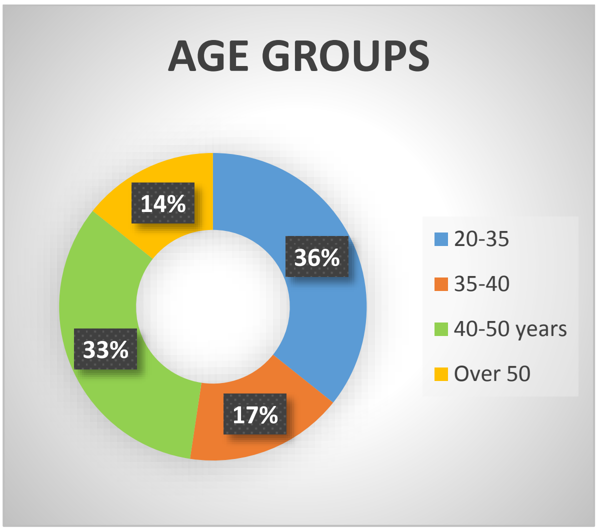

Figure 4.5: Age group representation

Figure 4.4 above indicates that 32 of the participants were male and 12 participants were female.

It can be seen from figure 4.5 that majority of the participants were young people between the ages of 20-35 and followed by the older generation of participants between the ages of 40 and 50 years. Participants over 50 were at 14% and those between 35 and 40 were at 17%.

4.3.2.2. PAY GROUP

Participants varied in pay grades. Thus five paygrades were highlighted with pay grades ‘Below G’ being the lowest, followed by G, F, E, then finally above E. The majority of the participants as seen on figure 4.6 were earning below the G scale, which is the pay grade mostly associated with general worker. E and F, and G scales can be considered as managers.

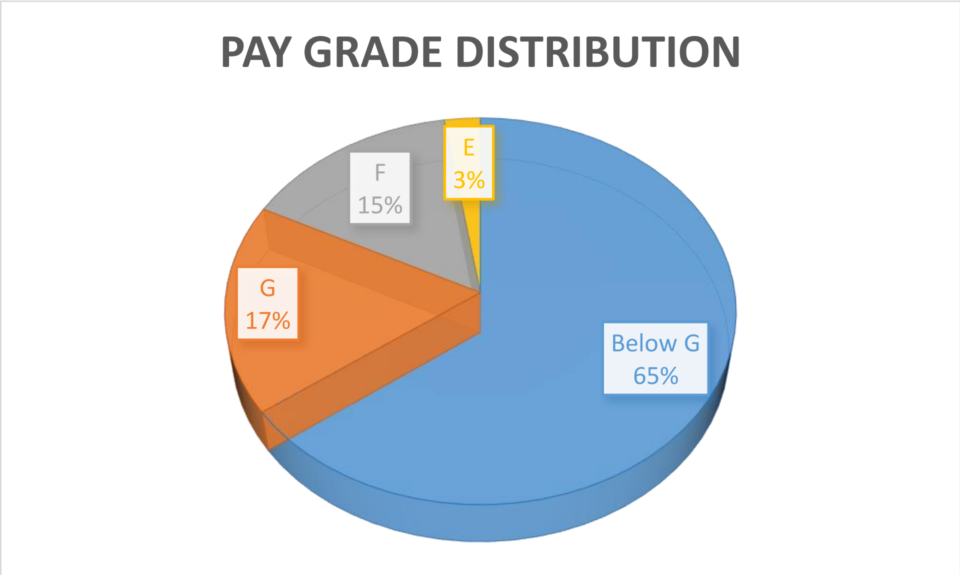

Figure 4.6: Pay grade chart

4.3.2.3. WORK EXPERIENCE

Participants were asked how long they had been working for TE. The responses from figure 4.7 below show that 57% of the participants had worked for 6 to 8 years. The longest service employees, (who have worked for Transnet more than eight years) made up 26% of the participants. 14% were employees who have worked for less than three years, while those who have worked under a year made up 3% of the respondents.

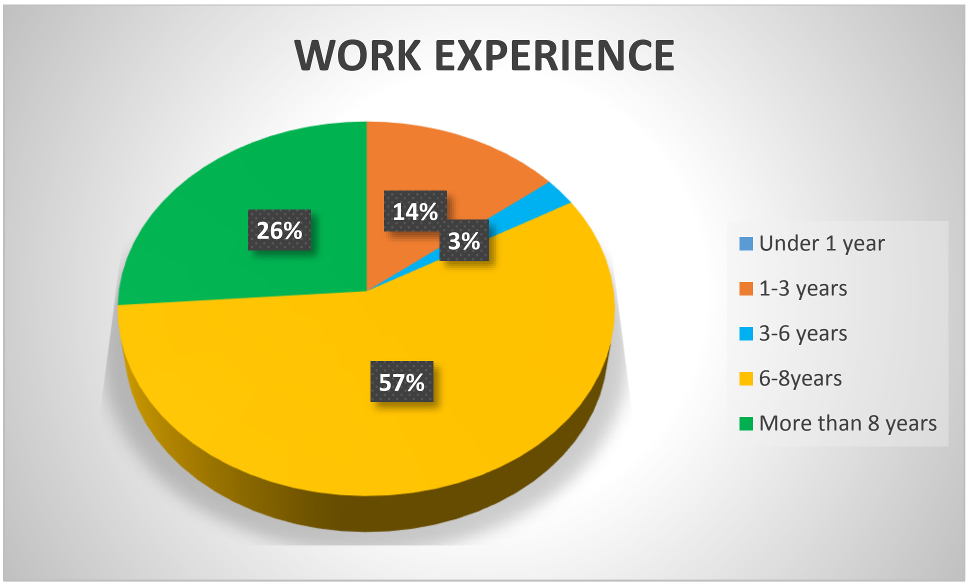

Figure 4.7: Work experience

4.3.2.4. AFFECTED OCCURRENCE

The questionnaire asked if the participants had ever been directly affected by the acting policy. Figure 4.8 below indicates an even percentage of people who have been affected more than twice and those who have never been affected. 17% of the participants said they were affected twice, 14 % affected once and 12% don't know.

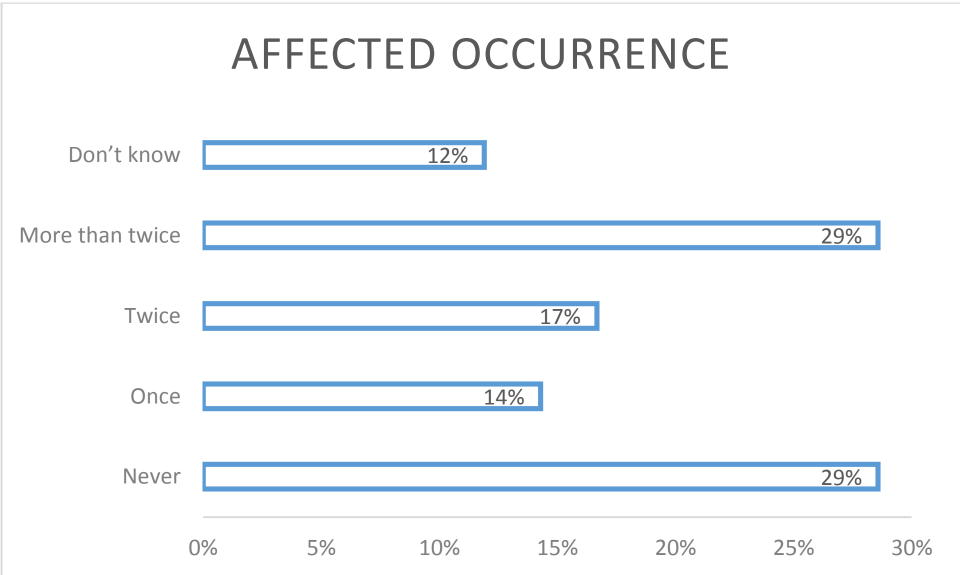

Figure 4.8: Affected occurrence

4.3.2.5. IMPRESSION OF THE ACTING POLICY

Participants were asked of their impression of the acting policy, ranging from very negative to very positive. Figure 4.9 shows that 32% of the participants had a very negative impression of the acting policy and another 32% were neutral. Those with a negative impression made up 7%. Participants with a positive impression were 27% and 2% very positive.

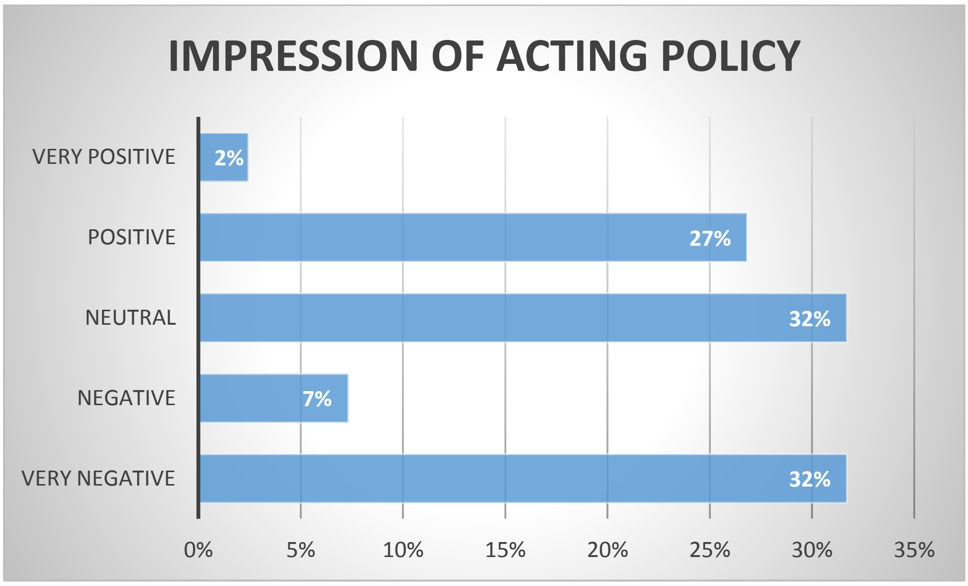

Figure 4.9: Employee impression of the acting policy

4.3.2.6. IMPRESSION OF THE ACTING POLICY AND AFFECTED OCCURRENCE

Data was mined in order to link employee's impression of the acting policy and affected occurrence. Figure 4.10 below shows the relationship between employee's impressions of the acting policy in relation to how often employees have been directly affected by the policy itself.

It can be seen that employees who have never been affected have a positive view, whilst those who were directly affected once were neutral. Those who were affected twice, some have a positive view and others a negative view of the policy. However, for those directly affected more than twice, it was observed the majority had a very negative view of the policy.

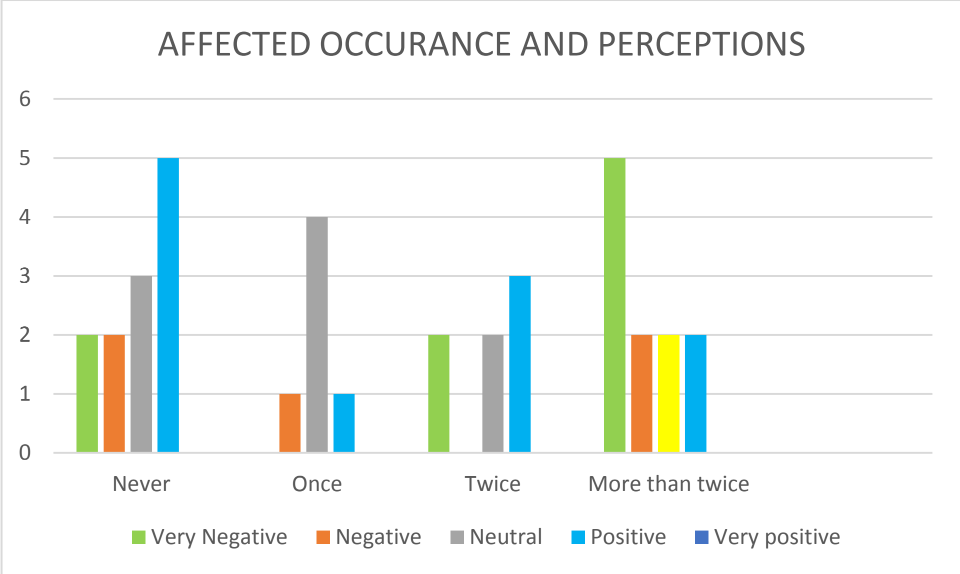

Figure 4.10: Impression and affected occurrence chart

4.3.3. SECTION B: ACTING POLICY AFFECT ON MOTIVATION AND PERFORMANCE

Section B of the questionnaire was divided into nine sections, with each having three questions. Each question was to be answered according to the designed five-point Likert scale.

4.3.3.1. AWARENESS

This section sought to find out participant's awareness about the acting policy. It can be seen from figure 4.11 below, that question 1 and 2 saw the majority of the employees agreeing they were aware of the rules and regulations of the acting policy and they had read and understood the document. Question 3, revealed 33% of respondents disagreed and 24% strongly disagreed that management was doing enough to educate acting and non-acting employees about the acting policy.

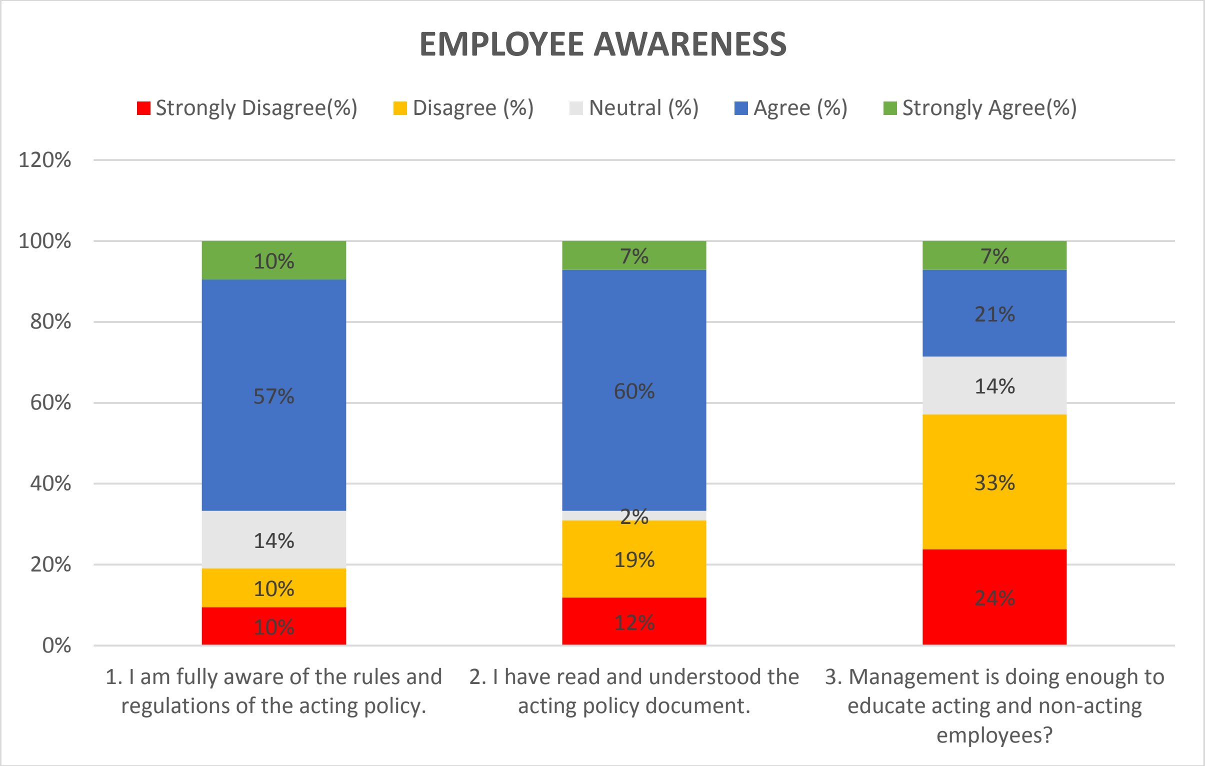

Figure 4.11: Employee awareness results

4.3.3.2. CAREER PROGRESSION

Participants were asked questions pertaining to career progression in roles and positions acted on. A total of 50 % of the participants (38% agree and 12% strongly agree) said the acting policy is essential for career progression, while 21% and 12% disagreed and strongly disagreed respectively.

33% disagreed and 19% strongly disagreed that one is likely to get appointed in a position they have acted in, while 21% agreed that one is likely to get appointed in a position they acted on. The responses to Question 2, indicates that participants tended to disagree with the statement.

It can be seen from Question 3 in figure 4.12, that majority of the participants (31% and 36%) agreed and strongly agreed that management uses acting policy to avoid permanent appointments.

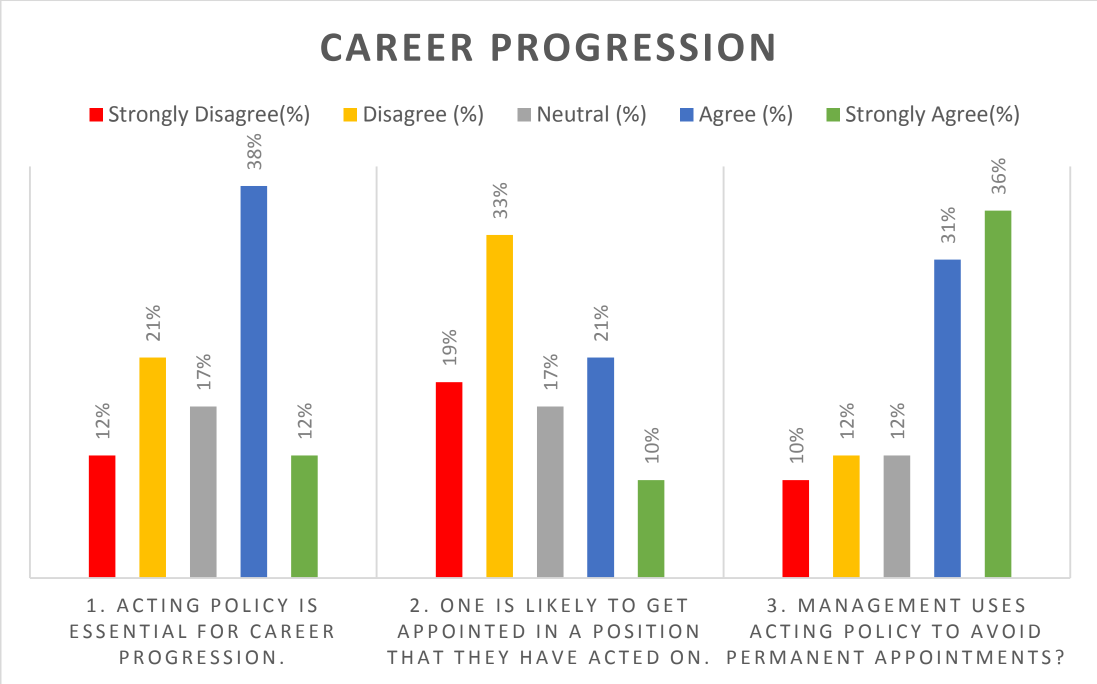

Figure 4.12: Career progression of roles acted in

4.3.3.3. PERFORMANCE

This section was aimed at examining how the acting policy affects the performance of acting and non-acting employees. Participants were asked if they were motivated to perform efficiently on acting policy and results are depicted in Figure 4.13 below. Data obtained from the responses to Question 1 showed that 31% agreed and 24% disagreed. However, overall a recorded response of 38% of participants disagreed and agreed respectively that they were motivated to perform efficiently on acting policy.

Figure 4.13 also shows that 40% of the participants say that the acting policy does not affect their performance. 32% of the participants feel that their level of motivation affects their performance, while 29% were neutral.

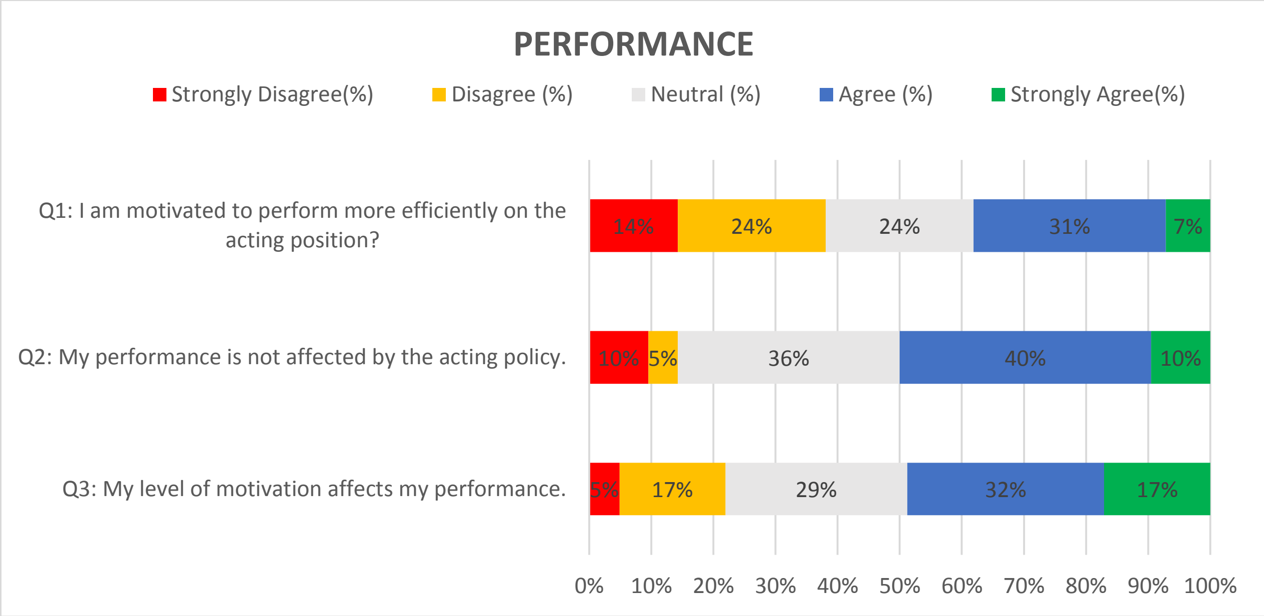

Figure 4.13: Performance results

4.3.3.4. GROWTH

The radar chart below represents how the participants perceived the effect of the acting policy on their personal and organisational growth. It can clearly be seen the majority of the participants tended to agree that it has an overall positive effect on growth.

Question 1: 39% of participants agreed the acting positions encourage growth opportunities.

Question 2: 49% of participants agreed the acting policy allows for recognition of skills

Question 3: 48% participants agreed the acting policy provides good learning opportunities through working in senior positions.

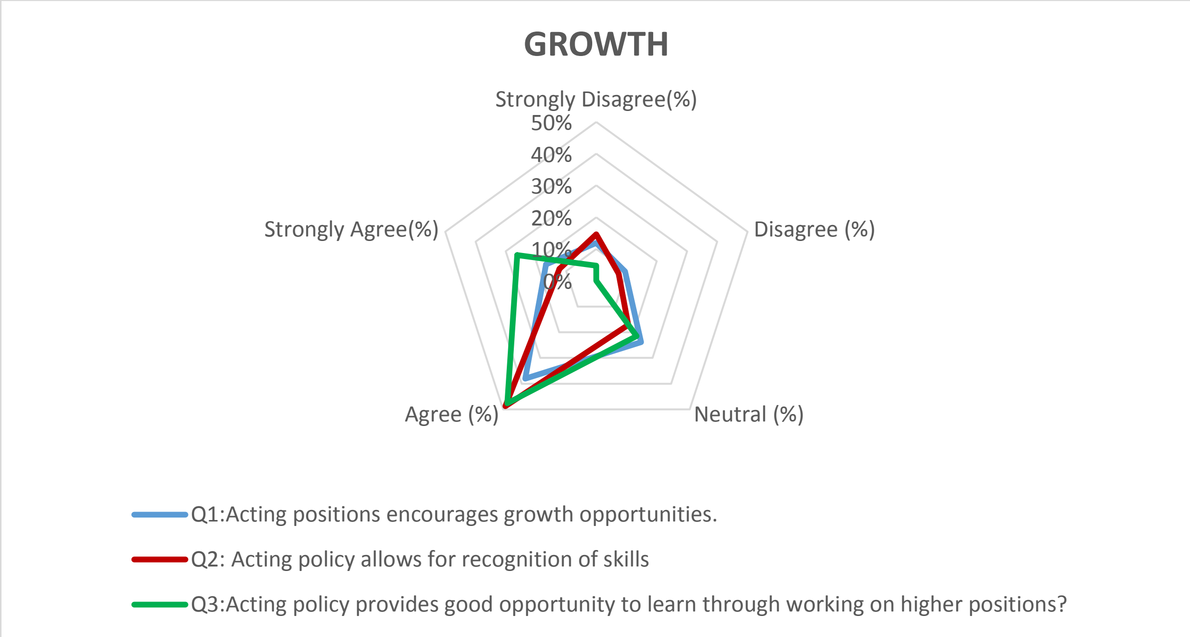

Figure 4.14: Employee's perceptions of growth

4.3.3.5. ACTING LEADERSHIP

Figure 4.15 below highlights how employees are affected by the acting leadership. It can be seen from Question 1 there is almost an even spread between those who disagreed and those who agreed they were satisfied with the acting leadership. 38% of participants said that acting leaders take responsibility for acting roles and duties.

Responses to Question 3, showed a spread of attitudes, whereby 27% disagreed, 22% were neutral, 29% agreed and 20% strongly agreed. Only 2% strongly disagreed that acting leadership affects their level of motivation and performance. However, the agreed and strongly agreed data made a greater consensus of people who generally agreed.

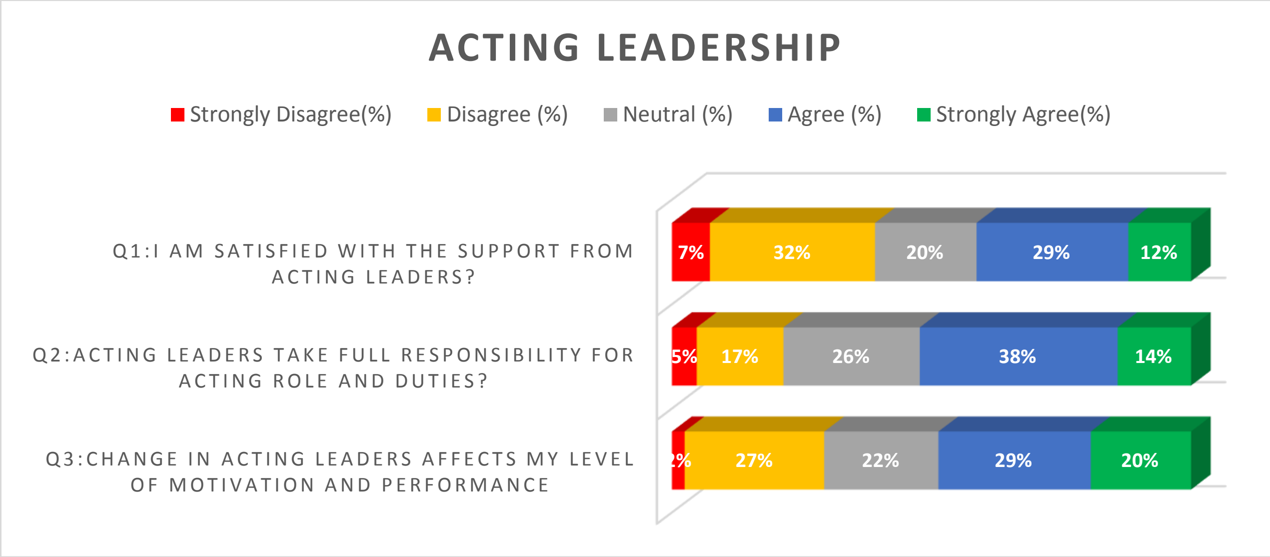

Figure 4.15: Acting leadership results

4.3.3.6. IMPLEMENTATION

Participants were asked about the implementation of the acting policy in Transnet. Majority of respondents to Question 1 felt neutral. 33% of the participants said their views and opinions are not taken into consideration in Question 2. For Question 3, 54% (half of the participants) respectively disagreed and strongly disagreed that management was really interested in ensuring that acting policy works efficiently and motivates employees.

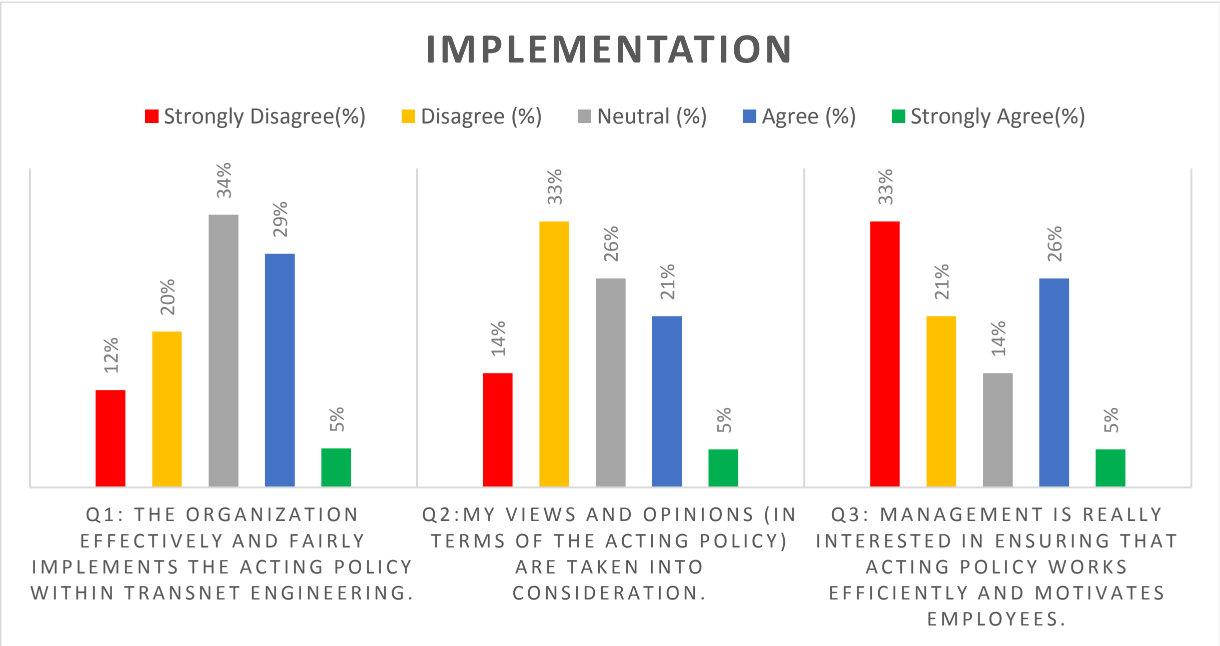

Figure 4.16: Implementation results

4.3.3.7. ORGANISATION

Figure 4.17 shows employee's perceptions of the impact of acting policy on the organisation. 29% of the participants respectively agreed and strongly agreed that acting roles negatively affect departmental structure. It can also be seen that 38% of participants who answered Question 2 agreed they were motivated to achieve company aims and objectives.

39% agreed while 37% were neutral that current implementation of the acting policy at Transnet is detrimental to the organisation as a whole.

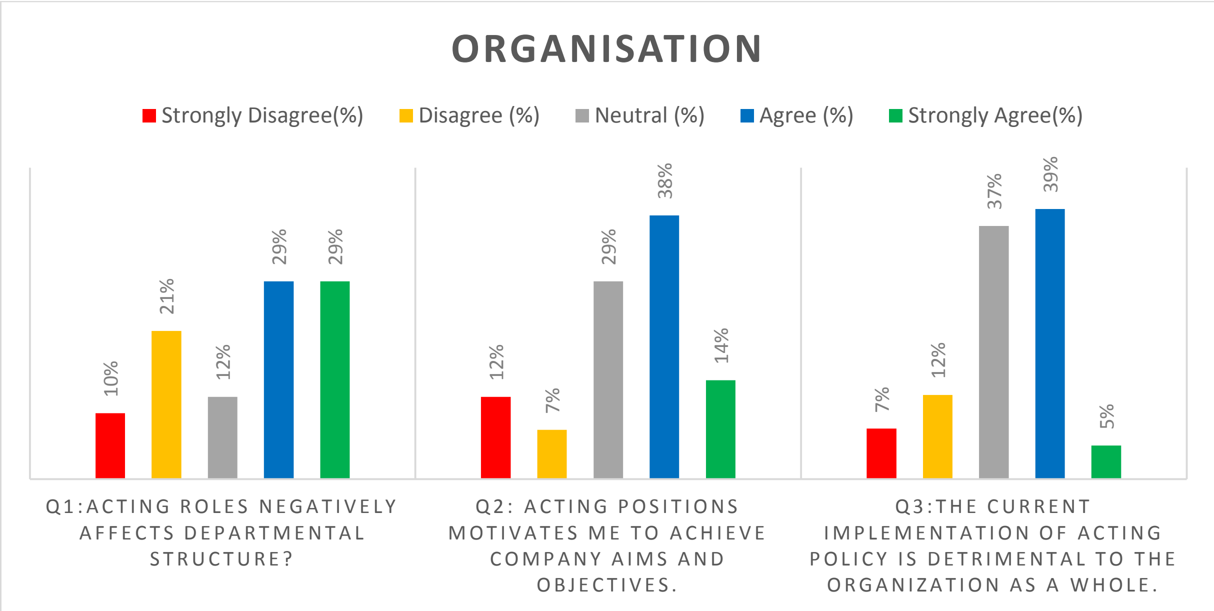

Figure 4.17: Organisation results

4.3.3.8. COMPENSATION

Participants were asked questions related to the acting policy compensation. It can be seen from Figure 4.18 below, that 39% of the participants strongly felt that acting compensation was not fair.

Question 2 sought to examine if the acting employee's level of compensation affects employee's performance. 29% agreed and 19% strongly agreed that their performance is affected by compensation.

Participants were further asked if acting compensation motivates them to take up an acting role. Results indicate that 31% of the participants were neutral, while 24%

disagreed and 21% strongly disagreed to being motivated by acting policy compensation.

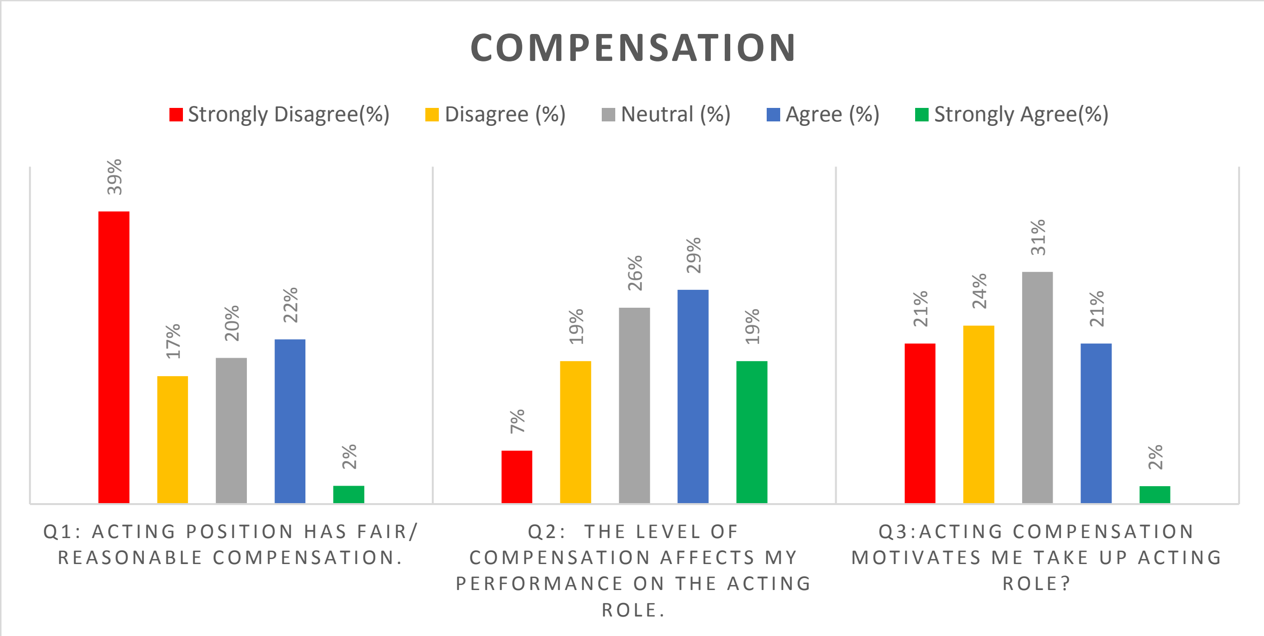

Figure 4.18: Compensation results charts

4.3.3.9. WORK DUTIES

The last section of the questionnaire investigated the work duties or work load accompanied by the acting policy. Figure 4.19 Question 1, indicates that 36% of the participants strongly disagreed and 29% disagreed that acting position has a fair work load for the amount compensated. Under Question 2, it can be seen that an aggregate of 41% of the participants said that acting position responsibility and recognition does not motivates them to take up an acting position, while 39% said it does motivate them. Lastly, participants were asked if acting appointment periods were reasonable. It can be seen under Question 3 that 31% said periods are reasonable. However, an aggregate of 45% whereby 26% strongly disagreed and 19% disagreed with the statement.

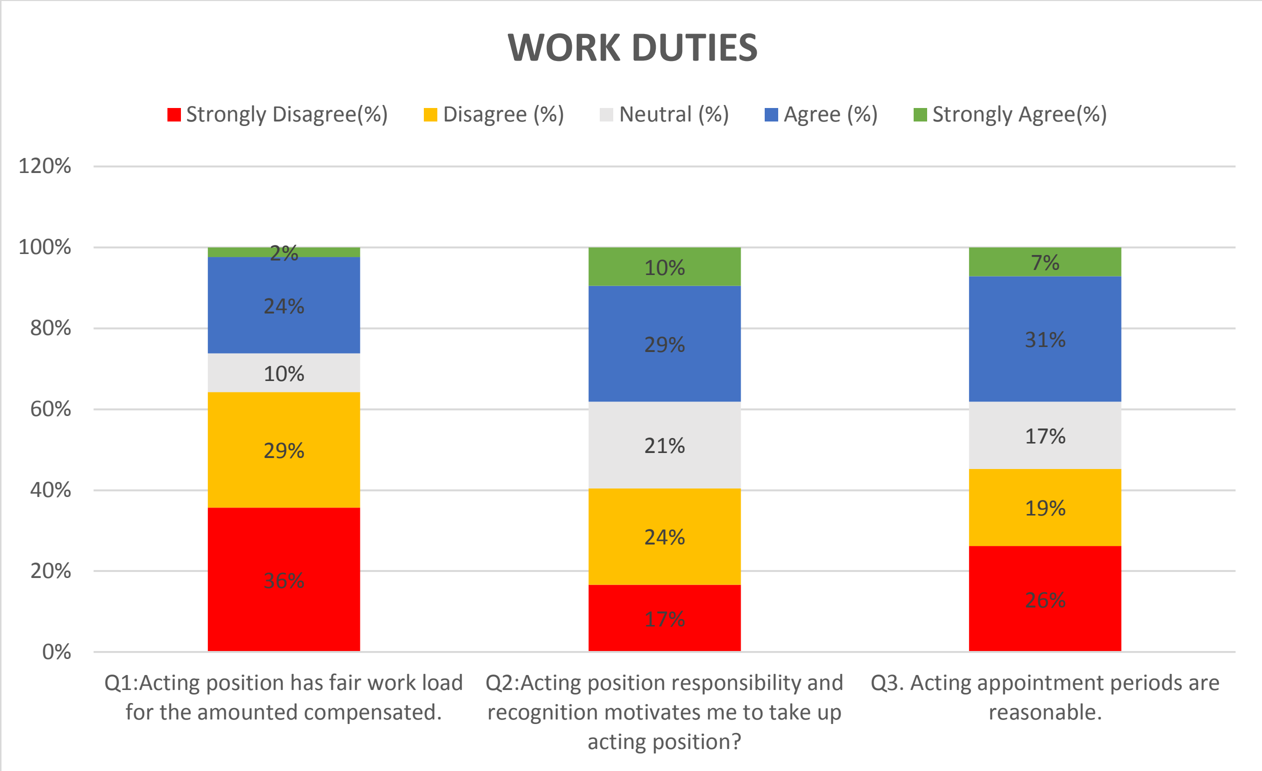

Figure 4.19: Work duties results

5. CHAPTER 5: DISCUSSION

5.1. INTRODUCTION

Chapter Five is aimed at discussing the results that were presented in Chapter Four, in order to address the research questions and satisfy the objectives of the study. The discussion and interpretation of the results is guided by the literature reviewed in Chapter Two. This chapter will highlight noteworthy findings that emerged from the questionnaire survey and will enable the researcher to obtain vital information about the effect of the acting policy of employee motivation and performance at Transnet. In order to ensure consistency, the structure of this chapter is similar to that of Chapter Four, chronologically discussing the results from each section of the questionnaire.

Finally, the research questions and objectives identified in Chapter Two will be highlighted and will form the foundation for concluding the research discussion.

5.2. SECTION A: PARTICIPANTS PROFILE DISCUSSION

5.2.1. GENDER AND AGE

The questionnaire survey was aimed at both male and females however, male participants were significantly higher than females. This can be expected as TE KDS is a manufacturing environment, which tends to be male dominated. StatsSA (2018) reported an average of 70% males versus 30% females in manufacturing industries in South Africa.

The number of individuals between the ages of 20-35 and those between the ages 40-50 was comparable and obtained as the highest number of responses. The age of the participants is important because, Inceoglu, Segers& Bartman, (2011) say that employee’s level of motivation and zeal can be directly linked to their age. Older employees have less zeal towards meeting organisational goals, while younger employees are still excited about their growth in the organisation. Also, Helson & Soto (2005) have identified that as employees become older; positive emotionality increases while negative emotionality decreases. There are many factors that are linked to age-related differences in work motivation that have been researched, however they will not be further explored in this study.

5.2.2. PAY GRADE

Findings indicate that 65% of the participants were earning below G pay scale, meaning majority of participants were general workers, whose duties involve manual labour. Supervisors and management are above grade G, made up the 35% and their duties are mostly office based.

5.2.3. WORK EXPERIENCE

57% of the participants had worked between 6 and 8 years and 26% more than 8 years. A small margin of 3% had worked for Transnet less than 1 year, while 14% had worked between 1-3 years.

Employees who have been working for longer periods, may be exposed to the culture and can give a more accurate reflection of what is happening in the organisation. Newer employees might not have had enough experience with the acting policy, thus their view may be hypothetical or based on perceptions. The obtained results gave the researcher confidence that different results that were obtained from the questionnaire were all from employees who had a significant amount of time in Transnet, and thus were reflective of employee views and reality.

5.2.4. AFFECTED OCCURANCE

The researcher sought to find participants who could add value to the research through sharing how often individuals had been directly affected by the acting policy. Individuals who have been affected by a particular situation more than once, will tend to have a good understanding of that particular situation. Similar to the age of participants and work experience.

29% of the participants respectively said they were affected more than twice by, while the other 29% of individuals have never been affected by the acting policy. 17% of individuals were affected twice while 14% were affected only once by the acting policy. The results showed a good distribution of participants, thus ensuring the sample was well mixed and could yield a representative conclusion to the study.

5.2.5. IMPRESSION OF ACTING POLICY

Historical events, whether good or bad can largely affect employee's perceptions. 32% of the employees had a very negative impression of the acting policy. Another 32% remained neutral. 27% of the employees had a positive impression of the acting policy.

Perceptions are important as they allow the researcher to understand employee's behaviour. Wilhem (2014) says perceptions can be built from an individual's environment through hearing, observing, touching and smelling, followed by the individual organising and interpreting data to give meaningful information about that environment.

However, perceptions are subjective too, thus it is important to note that perceptions could be vastly different from the reality.

5.2.6. IMPRESSION OF THE ACTING POLICY AND AFFECTED OCCURANCE

The relationship between the employees' historic experience and perception was also investigated. It was observed that participants who have never been affected by acting policy had a very positive view of it, while those who were affected more than twice have a very negative view.

The 32% of the participants with a negative impression, comprise the majority of the participants who were affected more than twice. When employees have had continuous negative experience with the acting policy (or any situation), they can frame their minds to create a negative view of the acting policy. Those who have never 'acted' have a longing to 'act' or have not been personally affected, thus have a positive outlook on the acting policy.

Those who 'acted' once or twice, have an equal chance of positive or negative experience thus perceptions are as per employee's experience.

These findings are crucial because employees may behave on the basis of their perceptions, thus researchers can forecast their behaviour in a changed environment, if their current perceptions are understood (Wilhem, 2014).

5.3. SECTION B: ACTING POLICY AFFECT ON MOTIVATION AND PERFORMANCE DISCUSSION

5.3.1. AWARENESS

The study revealed that employees are fully aware of the rules and regulations of the acting policy. 60% of the employees had read and understood the acting policy document. However, a majority of the employees feel that management is not doing enough to educate acting and non-acting employees about the acting policy.

A successful policy management cycle involves consistent tracking of policy conformance and recurring and supportive training. Chiang and Jang, (2008) say, employee motivation may be stimulated when management shares relevant information and makes it readily available.

Employees that encounter great difficulty in attaining and understanding company policies may feel neglected by the organisation. Also, lack of awareness and training can result in unrealistic expectations and non-compliant behaviour, thus leaving employees frustrated and demotivated.

5.3.2. CAREER PROGRESSION

Employees felt that an acting policy is essential for career progression. However, they strongly disagreed that one is likely to get appointed in a position they have 'acted' on. The acting policy (reviewed in chapter two) states individuals that have acted in a position, are not entitled to that position, thus these findings are as per policy. However, employee perceptions that one will not get appointed in a position they act on, may cause unwillingness to act on higher positions.

The results also show that employees felt that management uses the acting policy to avoid permanent appointments. McClelland's theory of needs explains that employees have a need to achieve and be successful. Employees may view the acting policy as a tool that management uses to stand in their way of success.

The reviewed Expectancy theory is also in support of these findings. Vroom (1964) explained that individuals will work efficiently if they believe their efforts will yield performance that will yield certain rewards. If employees do not believe their efforts in the acting position will yield rewards, they will be demotivated.

Employees who have acted for longer periods, or more than twice, may even feel exploited. Exploitation (in this context) can be defined as situation or a perception that the organisation has purposefully taken advantage of the employee in order to benefit itself. Employees who perceive they have been exploited feel angry, may sabotage the company, are less committed to organisational goals, withhold information, don't take initiative, perform less efficiently and are demotivated.

5.3.3. PERFORMANCE

The first question in this section was aimed at finding out when employees are in the acting position, if they perform efficiently? There was an equal split between those that agreed and disagreed. From the previous questions it was discovered that some individuals have never been in an acting position, thus the results of this question may be based on an individual's personal experience or their perceptions. Those who are neutral will perform the job to the best of their abilities while those with negative perceptions might not be efficient. Efficiency is an important factor of performance. Low efficiency results in poor performance, poor quality of work, and vice versa.

40% of participants said the acting policy does not affect their performance, whether acting or non-acting. 32% of the participants felt their level of motivation affects their performance. This supports literature reviewed.

5.3.4. GROWTH

All responses to the three questions about growth were towards agree and strongly agree. Participants agreed the acting policy is a good tool to promote employee development and presents good opportunities for employees to increase their capabilities and competencies. Kabir (2011) states, training and development opportunities allow employees to be assured of their career advancement and have a positive attitude towards the organisation.

Employees also agreed that acting policy allows for recognition of skills. Daniels (1999) states that recognition makes employees feel appreciated and have a positive attitude towards themselves and their ability to contribute to the organisation. Recognition thus boosts employee morale and allows employees to extend their efforts.

48% of participants say an acting policy provides good opportunities to learn through working in higher positions. According to the literature reviewed, increasing employee's level of responsibility or enabling them to make managerial decisions, leads to increased motivation and performance (Lia, 2011).

According to Deci & Ryan (2017), psychological growth and the motivation to develop occurs in individuals once individuals need for competence, connection and autonomy are fulfilled. These findings are supported by the Self-Determination Theory (SDT), because employees of Transnet were found to be directed towards growth since they believe the acting policy offers them a chance to master their skills (thus show competence). To this end, employees of Transnet felt recognized thus have a sense of connection with other employees and also have a sense of autonomy, in the acting position.

5.3.5. ACTING LEADERSHIP

32% of the employees indicated that acting leadership does not offer support to employees. Without support from leadership, employees may go astray, feel demotivated or be much less productive.

Participants agreed that acting leaders take full responsibility and duties of the role, as per acting policy. Individuals in the acting role may feel the need to prove themselves in the higher position, may feel their job is meaningful and significant and feel motivated to perform.

Participants also agreed that changes in leaders affects their level of performance and motivation. Every leader has their unique leadership style and work process, thus continuously changing leaders may leave employees demotivated, frustrated and unsure of their organisational value due to changes in leadership styles.

5.3.6. IMPLEMENTATION

Participants were asked if the organisation was effectively and fairly implementing the acting policy. The response was 34% of participants were neutral, 32% were negative and 34% were positive. This is an almost equal spread of opinion among participants.

Participants indicated their views and opinions about the acting policy were not taken into consideration by the organisation. When employees feel they have vital information to share with the organisation and there is no one to listen, such a situation leads employees to feel frustrated and not valued.

33% strongly disagreed, while 21% disagreed that management is interested in ensuring the policy works efficiently and motivates employees. Employees may feel frustrated with the organisation if they perceive the organisation not to have their best interests at heart.

5.3.7. ORGANISATION

Finding from the study indicate that participants agree that acting roles negatively affects the departmental structure. A departmental structure is able to explain the hierarchy between management and employees. Employees are able to have a clear line of authority or supervision. Without a strong departmental structure, employees don’t have direct supervision and employees may feel lost, lose motivation and direction. Employee’s performance, in terms of attendance, quality and accountability will reduce when the organisational structure is not strong.

Individuals indicated that when one is acting, they are motivated to achieve company goals. This can be associated with meaningful work and task significance, which are important motivation factors. Employees view the acting position as an important position with high significance and are motivated to perform and meet company aims and objectives.

Participants are of the view that the current implementation of the acting policy is detrimental to the organisation. Thus employees may not desire to be associated with the acting policy .

5.3.8. COMPENSATION

Participants felt the amount compensated for an acting position is not adequate. Employees desire a reasonable salary from their employers. Pay/salary/ money is viewed as a motivational technique which many organisations use to retain and motivate their employees to attain greater productivity. Employees who feel they are not fairly compensated may feel angry towards the employer/ organisation and become demotivated and perform poorly.

The relationship between compensation, motivation and performance highlighted in Question 1 is further supported by results from Question 2, wherein employees agree and strongly agree respectively, that the level of compensation directly affects their performance in the acting role.

Since participants indicate that acting compensation is not fair, it is not a surprise that results from Question 3 indicate that 45% of participants strongly disagree and disagree that acting compensation motivates them to take up the acting role. Academic research has shown compensation to be one of the most powerful tools motivators. However, this might not be the case with the acting policy compensation, due to the perceived insufficiency of the salary, indicated by participants in Question 1.

5.3.9. WORK DUTIES

The results from the study indicate the acting position has an imbalanced work load for the amount compensated, with 36% of the participants strongly disagree and 29% disagree that acting position has fair work load for the amount compensated. Employees want their efforts to be adequately compensated, otherwise employees may feel exploited and demotivated. However in 1999, Deci showed that individuals show a reduced amount of interest and spontaneous engagement in activities for which they were initially intrinsically motivated after receiving tangible rewards for performing the activities. This might be the case at Transnet, as employee perceive they should be compensated more for doing “someone else’s” work, which they could have done without payment in order to gain experience.

Participants were asked if the acting position responsibility and recognition motivates them to take up an acting position. There is an almost equal split (41% respectively) between the total of those who generally agree and those who generally disagree, the balance being those who are neutral.

The behaviour of these employees is in line with Maslow’s theory. Those that disagree may rather be encouraged to take up an acting position based on compensation or other factors, indicating the need to fulfil the lower tier needs of the hierarchy. This is supported by the findings from the participant’s profile which indicated a high number of participants who earn a low salary (below G). Maslow’s theory says that once deficiency needs (physiological, safety, social belonging and esteem needs) have been satisfied, then individuals will pursue growth needs.

There were employees that agreed they are motivated by responsibility and recognition. These employees who are in pursuit of esteem needs may include status and recognition from other employees; then employees seek to achieve selfactualization; which involves reaching one's full potential. So it can be deduced that employees seek personal growth within the organisation.

Lastly, the results indicate that participants were unhappy with the acting appointment periods. Longer acting periods may deny other employees the opportunity to act and gain experience, while shorter acting periods may not present enough time for employees to exhibit their skills. Either way, if acting periods are not kept within reasonable time-frames or as stipulated in the policy, employees may be left feeling disgruntled.

5.4. WHAT EFFECT DOES INTRINSIC MOTIVATION FACTORS PRESENTED BY THE ACTING POLICY HAVE ON EMPLOYEE MOTIVATION AND PERFORMANCE?

The literature review identified recognition, responsibility, skills development, growth and perception of contributing to overall organisational efficiency, as intrinsic factors that influence employee motivation and performance. Chintaloo and Mahadeo (2013) describe intrinsic factors as factors or behaviors that people participate in, that are affecting employee motivation attached to personal satisfaction.

Employee recognition is a strong motivational tool that enhances job satisfaction and improves performance. When employees are recognized for certain tasks, they feel they have made a positive contribution to the organisational achievements. Recognition was seen to have a positive influence on the motivation and performance of employees.

The opportunity to learn through working in higher positions in the organisation had a positive effect on motivation. Working in higher positions means that employees are able to show a higher degree of skill. These findings are in agreement with Jackson (2011), who established that tasks which require a higher degree of skills, may emanate feelings of motivation, in terms of meaningful work for the employee. Employees may experience a sense of competency through being given the opportunity to work in a position that requires a higher skill diversity. Such opportunities help make employees feel relevant, recognized and trusted by the organisation.

Skills development is another intrinsic factor that was highlighted from the questionnaire. It confirmed the majority of participants in the study are below G level i.e. general workers. Employees may work to earn a living, to provide for their families or to satisfy other needs that come with the job. Such an opportunity may bring feelings of "wanting more from life", thus the need to feel valued by the organisation and motivated. The research discovered that growth opportunities positively influence employee motivation. This is supported by literature as growth opportunities improve employee knowledge and skills.

5.5. WHAT EFFECT DOES EXTRINSIC MOTIVATION FACTORS PRESENTED BY THE ACTING POLICY HAVE ON EMPLOYEE MOTIVATION AND PERFORMANCE?

Findings indicate that organisational information management and effective dissemination of information, compensation, management efficiency and implementation of the policy, were extrinsic factors discovered to have a direct effect on employee motivation and performance. Chintaloo and Mahadeo (2013), described extrinsic factors as factors that originate outside of the workplace and are outside the employee's obligations.

From the questionnaire section B of awareness and implementation, it was confirmed that organisational information management and effective dissemination of information were an issue. Participants indicated they find it difficult to access policy information and feel that management is not doing enough to educate the employees. According to Chiang and Jang (2008), when employee access organisational information with ease, they have a sense of belonging in the organisation, thus increasing their trust and overall contribution to the organisation.

Compensation is an extrinsic factor of motivation. Employees perceive the amount compensated in an acting position is inadequate .Neilson and Smith (2014), said organisations should always strive to increase employee compensations as it can improve performance efficiency and commitment to the organisation. However, scholars argue that employees are never satisfied with their pay and always urge employers for higher levels. Regardless, the amounted compensated to employees has a major impact on their productivity, efficiency and performance. Inadequate compensation can leave employees demotivated and performing poorly.

The researchers of SDT have conducted different studies to show that certain types of extrinsic factors(rewards, feedback, communication styles) facilitate a means of undermining intrinsic motivation (Ryan and Deci, 2007). Deci and Ryan (2008) warn that mangers should not overuse extrinsic rewards as they can undermine intrinsic motivation, yet too few may leave employees feeling unappreciated, thus finding the balance is of outmost importance.

5.6. HOW DOES THE INHERENT TRAITS OF THE ACTING POLICY AFFECT EMPLOYEE MOTIVATION AND PERFORMANCE AT TRANSNET?

The acting policy has several inherent traits or characteristics. Inherent traits can be described as characteristic attributes of the current acting policy. No guarantee of appointment, work load, acting periods and continuous change of leadership are inherent traits of the acting policy.

Employees indicated dissatisfaction in the lack of permanent appointments for acting positions. The policy states that no one is entitled to the position they have acted in. However, may employees perceive the organisation uses this clause in the policy to exploit them by always having acting employees and rarely converting to a permanent appointment. The organisation has much to gain since acting employees have no benefits nor do they receive full pay. The results also indicate that employees strongly agreed that the lack of permanent positions is detrimental to the organisational structure, as employees have no stable supervisor or leader.

Participants felt the work load that comes with the acting position was imbalanced. An acting employee carries the full work load of the position but only gets compensated a small fraction of the salary. Employees carry two roles in the organisation with a marginal increase in their salaries. Neilson and Smith (2014), say a reasonable rewards system increases employee motivation, efficiency and performance.

The time-span of acting periods were also perceived as one-sided. Employees may feel exploited or denied the opportunity to act by the organisation. Strong control should be implemented around the acting period. Participants indicate their efficiency when acting is unaltered by the acting policy. Their performance is normalised, if not improved since employees appreciate the opportunity and may want to prove themselves.

6. CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

The conclusions in this chapter are drawn from findings and discussions from the previous chapters, based on the responses from the research questionnaire.

This chapter will conclude how this study has met the objectives, followed by the recommendations to Transnet and future researchers.

The main objectives of the research were to;

- Establish how intrinsic motivation factors presented by the acting policy influence employee motivation and performance at Transnet?
- Establish how extrinsic motivation factors presented by the acting policy influence employee motivation and performance at Transnet
- Determine how inherent traits of the acting policy affect employee motivation and performance at Transnet
- Recommend strategies to Transnet that can assist with employee motivation and performance when implementing the acting policy.

6.2. CONCLUSIONS

To address the research objectives, content analysis was conducted in order to obtain the following outcomes;

6.2.1. CONCLUSIONS ON INSTRINSIC FACTORS PRESENTED BY THE ACTING POLICY EFFECT ON EMPLOYEE MOTIVATION AND PERFORMANCE AT TRANSNET.

Intrinsic factors presented by the acting policy were discovered to have a positive influence on motivation and performance. Employees felt that the acting policy had positively motivated them through providing employees with opportunities to work on senior positions with concomitant recognition, growth and training opportunities.

Intrinsic motivation factors are crucial because they go to the very core of the employee's feelings, observations and needs from the job. When employees have a positive perception of these factors, employees feel valued by the organisation, feel motivated and perform tasks, functions and roles efficiently. Intrinsic motivation was seen as supplementary to enhanced learning, performance and growth.

To this end, intrinsic factors presented by that acting policy are key motivators for employees.

6.2.2. CONCLUSIONS ON EXTRINSIC MOTIVATION FACTORS PRESENTED BY THE ACTING POLICY EFFECT ON EMPLOYEE MOTIVATION AND PERFORMANCE AT TRANSNET.

Extrinsic motivation factors presented by the acting policy were observed to have a negative influence on employee motivation, performance and efficiency. It was observed that extrinsic factors such as compensation, management efficiency, implementation of the policy, organisational information management and ineffective dissemination of information caused acting and non-acting employees to be demotivated and perform poorly.

Compensation was identified as the biggest extrinsic factors that cause demotivation for the success of an acting policy. Pay is one of the biggest extrinsic motivators. However, in the acting policy it is not structured to exploit its value as a motivator, thus causes employee demotivation.

Though extrinsic factors played a major role in employee motivation and performance, results indicated that employees were more concerned about the intrinsic factors. Participants said they will still adopt an acting position, even when the compensation and work load is imbalanced, due to the inherent opportunities of growth and recognition. Intrinsic factors presented by the acting policy seem to overturn the extrinsic factors.

Extrinsic factors are within the control of the organisational management and as such can be explored by management in order to improve employee levels of motivation and performance. The means which the organisational management manages these extrinsic factors is imperative in boosting employee motivation and performance.

6.2.3. CONCLUSIONS ON INHERENT TRAITS OF THE ACTING POLICY AND ITS EFFECT ON EMPLOYEE MOTIVATION AND PERFORMANCE AT TRANSNET

The inherent traits of the acting policy such as continuous changes in leadership, no guarantee of positions, high work load and lengthy acting periods were discovered to have negative effects on employees' motivation and performance.

All inherent traits of the acting policy are within the control of management and policy writers. It is therefore important for management to understand how the policy itself affects employees, so that it can be amended accordingly. The organisation will thus benefit positively in making informed decisions and boosting employee performance and motivation.

6.3. RECOMMENDATIONS

6.3.1. RECOMMENDATIONS FOR INTRINSIC FACTORS THAT INFLUENCE EMPLOYEE MOTIVATION AND PERFORMANCE

This research confirms that intrinsic factors have a positive influence on motivational levels. Transnet and other organisations should exploit intrinsic factors as an approach for developing positive employee motivation. The organisation can include intrinsic factors such as recognition, encouragement, innovation, and decision making among others, as a means to positively influence levels of motivation and performance.

6.3.2. RECOMMENDATIONS FOR EXTRINSIC FACTORS THAT INFLUENCE EMPLOYEE MOTIVATION AND PERFORMANCE

Organisations and Transnet in particular should take note of the significance of extrinsic factors affecting employee motivation and performance. Extrinsic factors such as compensation and communication should not be withheld from employees as these factors have the tendency to leave employees feeling frustrated and demotivated.

Organisations should approach with caution when addressing extrinsic factors as it may be costly and may not automatically yield increased levels of employee motivation and performance.

Transnet should acknowledge the direct importance of extrinsic factors in their HR management practices, to ensure employees are well motivated to perform their tasks.

6.3.3. RECOMMENDATIONS TO TRANSNET MANAGEMENT

The research revealed numerous significant implications for Transnet management. Management should strive to implement the acting policy in a way that positively affects employee motivation and performance. Growth opportunities, recognition, listening to employees, are vital for increasing employee motivation and as well as encouraging trust, communication and employee involvement. Transnet should strive to involve employees in acting positions without employees feeling exploited or positions being withheld from them in the future. Thus management should adhere to the strict acting policy laws and implement with caution.

Awareness campaigns and educational inductions of company policies should be regularly undertaken, to ensure Transnet can recognise employee suggestions and coincidentally employees can have opportunities to enquire about uncertainties.

Management should consider revising the acting salary compensation. This research suggests that if salaries were significantly higher (even half of the position salary), the employer (Transnet) would be incentivised to appoint rather than have continuous acting employees. Also employees, would be motivated to carry the acting position work load.

Transnet management should also realise the implication of the relationship between employees in acting leadership positions and subordinates. Organisational management should ensure that acting leaders understand and are aware of their impact on employee motivation and thus equip acting leaders with the tools and savoir-faire of building good relationships.

The strategy of increasing employee motivation should form a key role in the organisation's long-term and short-term goals and objectives.

6.3.4. RECOMMENDATIONS TO ACADEMIA FOR FUTURE RESEARCH

Little research has been conducted with regards to acting policies or the effect of temporary vacancies on employee motivation and performance. Future research should comprise of investigating the impact of acting policy on employee motivation and performance across a much bigger sample in order to gain a broader understanding of the concept. To this end, future study (-ies) could be conducted in both public and private sectors across a range of employees.

Researchers can use the current study and literature review to gain an understanding of the issues experienced by employees due to an acting policy.

6.4. LIMITATIONS OF THE RESEARCH

- The scope of the research was limited to Transnet Engineering in Koedoespoort, in two businesses; RSE and Foundry. The research excluded other Transnet Engineering depots as well as other Transnet operational divisions.
- The study focused on motivation and performance as the only variables that can be affected by the acting policy.
- All variables are measured according to employee's perceptions (qualitative)
- The research also excluded senior managers, even if they were directly affected by the acting policy due to the constraints of the sample.

6.5. FINAL REMARKS

Employee motivation and performance are a very complex concept affected by a multiplicity of factors. However, it is crucial for organisational management to know which of these factors affect employees, in order to exert control. Transnet and other organisations will benefit from gaining an understanding of the motivational factors arising from the acting policy that directly affects employee motivation and performance. Policy writers and reviewers as well as the implementers will then be in a position to make informed decisions about which areas to focus on in order to increase employee motivation and performance.

Participants indicated that opportunities to act in a senior position and receive empowerment, job enrichment and recognition that comes with the position and overall growth is very important and motivational.

Extrinsic factors such as lack of adequate compensation and lack of communication caused demotivation and poor performance for both acting and non-acting employees. The inherent traits of the acting policy, such as lack of permanent appointments, high work load, and continuous change in leadership caused demotivation leading to employee frustration and poor performance.

The intrinsic factors surpassed extrinsic factors and inherent traits of the acting policy in terms of positive influence of motivation and performance. Transnet should be mindful of extrinsic and inherent factors as they have a tendency to lead to employee demotivation and poor performance, while the ultimate goal of any organisation is to maximise efficiency.

The acting policy is good for staffing purposes, however for managerial purposes, the acting policy should be tightened. Transnet should consider revising the policy such that it can be better suited to meet the needs of employees while improving employee motivation, performance and efficiency.

This research supports the view that a strategy of increasing employee motivation via intrinsic factors should form part of Transnet's medium term goals and objectives of employee progression and growth.

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8. APPENDICES

APPENDIX A: PARTICIPATION INFORMATION SHEET

27/08/2019

Dear Participant

Participation in Research in Msc Engineering Management

I am a part-time MSc student in the School of Mechanical, Industrial and Aeronautical Engineering at the University of the Witwatersrand, under the supervision and direction of Mrs. Lorraine Doherty. My MSc dissertation is titled “The impact of the acting policy on employee motivation and performance in Transnet”.

I would like to formally invite you to participate in this study. As an employee of the well-established Transnet logistics and manufacturing company in South Africa, your knowledge and experience would contribute significantly.

Your involvement in the study would entail completing a questionnaire, which seeks to understand your view and the impact of the acting policy. The survey will last only 10-15 minutes and will only be arranged at a time convenient for you, such as tea or lunch break.

Participation in the study is voluntary, and you may withdraw at any time. Anonymity (regarding company name and any owner/manager/employee names) and confidentiality of information provided will be assured and respected.

All the information gathered from the survey will form part of my MSc dissertation report, and may only be used for academic purposes. A summary of the results of the research will be made available to you on request.

Please contact me if you have any questions regarding the research and participation in the study.

Yours faithfully

……………………………….

University of the Witwatersrand

Private Bag 3, WITS 2050, South Africa

Student Tel: 012 842 6211 Email:Nhluvuko.Baloyi@students.wits.ac.za

Supervisor Cell: 082 897 8213 Email: Lorrainne.Doherty@wits.ac.za

APPENDIX B: CONSENT LETTER

Consent letter

Dear participant

Thank you for accepting to participate in this study. Please complete this consent form as you see appropriate. By signing this consent form, you are indicating that you have read and understood the description of this study and that you agree to the terms as described below:

	Mark with X	
	YES	NO
I confirm that I have read and understood the information about this study as provided in the participant's information sheet.		
I understand that my participation is voluntary and that I am free to withdraw at any time without any penalties or negative consequences against me.		
I agree that the information I provide may be treated as strictly confidential and anonymous and only the research team will have access to the questionnaire data.		
I agree that the results of this study may be recorded in academic journals and at conferences.		
I have had the opportunity to ask any questions related to this study and I have had all my questions answered to my satisfaction.		
I may request a report summary, which will come as a result of this study.		

With full knowledge of all above-mentioned terms, I agree to participate in this study.

Participant		Consent taken by (Researcher)	
Name **(Optional)**		Name	N Baloyi
Signature		Signature	
Date		Date	01/10/2019

Please answer the questions on the questionnaire. After completion of the questionnaire, please return to researcher.

APPENDIX C: PERMISSION TO CONDUCT RESEARCH

TRANSNET

02/10/2019

Dear Manager

PERMISSION TO CONDUCT RESEARCH FOR ACADEMIC PURPOSES

I would like to request your permission to conduct a survey questionnaire among your employees. I am a part-time MSc student in the School of Mechanical, Industrial and Aeronautical Engineering at the University of the Witwatersrand, under the supervision and direction of Ms Lorraine Doherty. My MSc dissertation is titled "The impact of the acting policy on employee motivation and performance in Transnet".

The survey will last only 10-15 minutes and will only be arranged at a time convenient for the employees such as tea break or lunch break. Participation in the study is voluntary and all participants will remain anonymous. All the information gathered from the survey will form part of my MSc dissertation report, and may only be used for academic purposes. A summary of the results of the research will be made available to you on request.

Please contact me or my supervisor if you have any questions regarding the research.

Kindly sign below the acknowledging your permission for me to conduct the survey.

Sincerely

N Baloyi

Student: 060 908 4934 Email:Nhluvuko.Baloyi@students.wits.ac.za

Supervisor: Cell: 082 897 8213 Email: Lorrainne.Doherty@wits.ac.za

Approved by: MATE PHASHA

Designation: PRINCIPAL ENGINEER

Signature:

Date: 04/10/2019

02/10/2019

Dear Manager

PERMISSION TO CONDUCT RESEARCH FOR ACADEMIC PURPOSES

I would like to request your permission to conduct a survey questionnaire among your employees. I am a part-time MSc student in the School of Mechanical, Industrial and Aeronautical Engineering at the University of the Witwatersrand, under the supervision and direction of Ms Lorraine Doherty. My MSc dissertation is titled "The impact of the acting policy on employee motivation and performance in Transnet".

The survey will last only 10-15 minutes and will only be arranged at a time convenient for the employees such as tea break or lunch break. Participation in the study is voluntary and all participants will remain anonymous. All the information gathered from the survey will form part of my MSc dissertation report, and may only be used for academic purposes. A summary of the results of the research will be made available to you on request.

Please contact me or my supervisor if you have any questions regarding the research.

Kindly sign below the acknowledging your permission for me to conduct the survey.

Sincerely

N Baloyi

Student: 060 908 4934 Email:Nhluvuko.Baloyi@students.wits.ac.za

Supervisor: Cell: 082 897 8213 Email: Lorrainne.Doherty@wits.ac.za

Supported by: O. MAART

Designation: LBM

Signature:

Date: 02. 10. 2019

Approved by: Sabeth Masha

Designation: Acting Operational Manager

Signature:

Date: 02/10/2019

02/10/2019

Dear Manager

PERMISSION TO CONDUCT RESEARCH FOR ACADEMIC PURPOSES

I would like to request your permission to conduct a survey questionnaire among your employees. I am a part-time MSc student in the School of Mechanical, Industrial and Aeronautical Engineering at the University of the Witwatersrand, under the supervision and direction of Ms Lorraine Doherty. My MSc dissertation is titled "The impact of the acting policy on employee motivation and performance in Transnet".

The survey will last only 10-15 minutes and will only be arranged at a time convenient for the employees such as tea break or lunch break. Participation in the study is voluntary and all participants will remain anonymous. All the information gathered from the survey will form part of my MSc dissertation report, and may only be used for academic purposes. A summary of the results of the research will be made available to you on request.

Please contact me or my supervisor if you have any questions regarding the research.

Kindly sign below the acknowledging your permission for me to conduct the survey.

Sincerely

N Baloyi

Student: 060 908 4934 Email: Nhluvuko.Baloyi@students.wits.ac.za

Supervisor: Cell: 082 897 8213 Email: Lorrainne.Doherty@wits.ac.za

Approved by: Clement Motsepe

Designation: Nat Ops Man Fab.

Signature:

Date: 02/10/2019

APPENDIX D: ETHICAL CLEARANCE

Dear Nhluvuko,

I am pleased to inform you that the School Ethics Committee has completed assessing your ethics application for your MSc 50/50 research and clearance has been provided.

The ethics clearance number for your research report is MIAEC 242/19

Please use your ethics clearance number as a reference for all future correspondence on this matter.

By copy of this email, your supervisor is also informed.

Regards,

Dr. Emwanu

APPENDIX E: SURVEY QUESTIONNAIRE

Survey: The impact of the acting policy on employee motivation and performance in Transnet.

Mark appropriate answer with an “x”

SECTION A		1	2	3	4	5
Employee profile	What is your gender?	Female			Male	
	What is your age group?	**Younger than 20**	**20-35 years**	**35-40 years**	**40-50 years**	**Over 50 years**
	What is your pay grade?	**Below G**	**G**	**F**	**E**	**Above E**
	How long have you been working for TE?	**Under 1 year**	**1-3 years**	**3-6 years**	**6-8years**	**More than 8 years**
Acting policy	Have you been directly affected by the acting policy?	**Never**	**Once**	**Twice**	**More than twice**	**Don’t know**
	What is your impression of the acting policy?	**Very Negative**	**Negative**	**Neutral**	**Positive**	**Very Positive**
SECTION B		**1**	**2**	**3**	**4**	**5**
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Awareness	1. I am fully aware of the rules and regulations of the acting policy.					
	2. I have read and understood the acting policy document.					

	3. Management is doing enough to educate acting and non-acting employees about the acting policy.					
Career progression	1. Acting policy is essential for career progression.					
	2. One is likely to get appointed in a position that they have acted on.					
	3. Management uses acting policy to avoid permanent appointments.					
Performance	1. I am motivated to perform more efficiently on the acting position?					
	2. My performance is not affected by the acting policy.					
	3. My level of motivation affects my performance.					
Growth	1. Acting positions encourages growth opportunities.					
	2. Acting policy allows for recognition of skills					
	3. Acting policy provides good opportunity to learn through working on higher positions.					
Acting Leadership	1. I am satisfied with the support from acting leaders.					
	2. Acting leaders take full responsibility for acting role and duties.					
	3. Change in acting leaders affects my level of motivation and performance					
Implementation	1. The organisation effectively and fairly implements the acting policy within Transnet Engineering.					
	2. My views and opinions (in terms of the acting policy) are taken into consideration.					
	3. Management is really interested in ensuring that acting policy works efficiently and motivates employees.					
Organisation	1. Acting roles negatively affects departmental structure.					
	2. Acting positions motivates me to achieve company aims and objectives.					

	3. The current implementation of acting policy is detrimental to the organisation as a whole.					
Compensation	1. Acting position has fair/ reasonable compensation.					
	2. The level of compensation affects my performance on the acting role.					
	3. Acting compensation motivates me take up acting role.					
Work duties	1. Acting position has fair work load for the amount compensated.					
	2. Acting position responsibility and recognition motivates me to take up acting position.					
	3. Acting appointment periods are reasonable.					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX F: QUESTIONNAIRE RESPONSES

Table F1: Tabulated questionnaire responses

	Awareness			Career progression			Performance			Growth			Acting leadership		
respondent	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
1	Agree	Agree	Strongly Disagree	Neutral	Disagree	Strongly Disagree	Disagree	Agree	Neutral	Neutral	Disagree	Neutral	Disagree	Neutral	Agree
2	Disagree	Strongly Di	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly D	Disagree	Disagree	Strongly D	Neutral	Neutral	Disagree	Disagree	Strongly A
3	Agree	Agree	Strongly Disagree	Neutral	Disagree	Strongly Disagree	Disagree	Agree	Neutral	Neutral	Disagree	Neutral	Disagree	Neutral	Agree
4	Strongly Agre	Strongly Ag	Disagree	Strongly A	Strongly A	Strongly Agree	Strongly A	Strongly A	Strongly A	Strongly Agree		Strongly A	Strongly A	Strongly A	Strongly D
5	Agree	Agree	Neutral	Neutral	Disagree	Agree	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Disagree	Disagree	Agree
6	Agree	Agree	Disagree	Disagree	Disagree	Neutral	Neutral	Agree	Neutral	Disagree	Strongly D	Agree	Disagree	Agree	Agree
7	Agree	Agree	Strongly Disagree	Agree	Strongly D	Strongly Agree	Disagree	Neutral	Disagree	Neutral	Strongly D	Neutral	Disagree	Agree	Strongly A
8	Agree	Agree	Neutral	Neutral	Disagree	Agree	Disagree	Agree	Disagree	Agree	Neutral	Agree	Neutral	Neutral	Disagree
9	Neutral	Disagree	Neutral	Neutral	Neutral	Neutral	Agree	Agree	Neutral	Neutral	Neutral	Agree	Agree	Agree	Neutral
10	Agree	Agree	Agree	Agree	Strongly A	Neutral	Agree	Agree	Disagree	Strongly A	Strongly A	Strongly A	Agree	Agree	Disagree
11	Agree	Disagree	Strongly Disagree	Strongly A	Strongly D	Strongly Disagree	Disagree	Strongly A	Strongly D	Agree	Agree	Strongly A	Disagree	Agree	Disagree
12	Agree	Agree	Strongly Agree	Strongly A	Agree	Neutral	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A
13	Neutral	Disagree	Disagree	Neutral	Neutral	Strongly Agree	Neutral	Neutral	Neutral	Disagree	Agree	Agree	Neutral	Neutral	Disagree
14	Agree	Agree	Disagree	Agree	Neutral	Strongly Agree	Disagree	Neutral	Agree	Neutral	Agree	Agree	Disagree	Disagree	Neutral
15	Agree	Agree	Disagree	Disagree	Disagree	Agree	Disagree	Disagree		Disagree	Disagree	Neutral	Disagree	Disagree	Agree
16	Neutral	Strongly Di	Strongly Agree	Disagree	Strongly D	Strongly Agree	Neutral	Strongly D	Agree	Strongly D	Strongly D	Agree	Strongly D	Strongly A	Disagree
17	Disagree	Disagree	Disagree	Strongly A	Neutral	Neutral	Neutral	Neutral	Agree	Agree	Agree	Strongly A	Neutral	Neutral	Neutral
18	Agree	Disagree	Disagree	Agree	Agree	Agree	Agree	Agree	Disagree	Agree	Agree	Agree	Agree	Agree	Disagree
19	Strongly Disag	Strongly Di	Strongly Disagree	Strongly D	Disagree	Strongly Agree	Strongly D	Agree	Strongly A	Strongly D	Strongly D	Strongly D	Strongly D	Strongly D	Strongly A

	Implementation			Organisation			Compensation			Work duties		
respondent	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
1	Neutral	Neutral	Strongly Disagree	Agree	Agree	Neutral	Disagree	Neutral	Disagree	Disagree	Disagree	Disagree
2	Disagree	Disagree	Disagree	Agree	Neutral		Strongly D	Strongly A	Strongly D	Strongly D	Strongly D	Neutral
3	Neutral	Neutral	Strongly Disagree	Agree	Agree	Neutral	Strongly D	Disagree	Strongly D	Strongly D	Strongly D	Strongly Disagree
4	Strongly A	Strongly A	Strongly Agree	Strongly D	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly Agree
5	Neutral	Disagree	Neutral	Neutral	Neutral	Neutral	Disagree	Agree	Disagree	Disagree	Neutral	Agree
6	Agree	Neutral	Disagree	Neutral	Agree	Agree	Strongly D	Neutral	Agree	Strongly D	Agree	Agree
7	Neutral	Disagree	Disagree	Strongly D	Neutral	Neutral	Stronlgy D	Neutral	Disagree	Disagree	Disagree	Disagree
8	Neutral	Neutral	Neutral	Agree	Neutral	Neutral	Neutral	Disagree	Neutral	Agree	Neutral	Neutral
9	Neutral	Neutral	Neutral	Disagree	Agree	Disagree	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
10	Agree	Agree	Agree	Disagree	Agree	Disagree	Agree	Agree	Agree	Agree	Agree	Agree
11	Disagree	Disagree	Strongly Disagree	Strongly A	Strongly A	Agree	Strongly D	Strongly D	Strongly D	Strongly D	Strongly D	Agree
12	Strongly A	Strongly A	Strongly Agree	Strongly A	Strongly A	Strongly A	Neutral	Neutral	Neutral	Neutral	Strongly A	Neutral
13	Strongly D	Neutral	Strongly Disagree	Strongly A	Strongly D	Neutral	Strongly D	Neutral	Strongly D	Strongly D	Disagree	Strongly Disagree
14	Strongly D	Disagree	Strongly Disagree	Agree	Neutral	Agree	Neutral	Neutral	Neutral	Strongly D	Disagree	Disagree
15	Disagree	Disagree	Disagree	Disagree	Disagree	Neutral	Disagree	Disagree	Disagree	Disagree	Disagree	Agree
16	Disagree	Strongly D	Agree	Strongly A	Strongly A	Neutral	Strongly D	Strongly A	Strongly D	Strongly D	Strongly A	Neutral
17		Disagree	Disagree	Agree	Agree	Agree	Disagree	Agree	Disagree	Disagree	Neutral	Disagree
18	Agree	Agree	Disagree	Agree	Agree	Agree	Agree	Disagree	Agree	Agree	Agree	Agree
19	Strongly D	Strongly D	Strongly Disagree	Strongly D	Strongly D	Strongly D	Strongly D	Strongly D	Strongly D	Strongly D	Strongly D	Strongly Disagree

20	Agree	Agree	Disagree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Strongly A	Agree	Neutral	Agree	Agree	Neutral	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Neutral	Strongly A	Strongly Agree
21	Strongly Disag	Strongly Di	Strongly Disagree	Agree	disagree	Strongly Agree	Disagree	Agree	Agree	Agree	Agree	Agree	Agree	Neutral	Disagree	Strongly D	Strongly D	Strongly Disagree	Disagree	Neutral	Strongly D	Agree	Disagree	Agree	Disagree	Disagree	Disagree
22	Disagree	Strongly Di	Neutral	Strongly D	Agree	Agree	Neutral	Neutral	Disagree	Strongly A	Agree	Agree	Agree	Agree	Disagree	Agree	Neutral	Agree	Disagree	Agree	Neutral	Strongly D	Neutral	Neutral	Strongly D	Agree	Agree
23	Strongly Agre	Agree	Disagree	Disagree	Neutral	Disagree	Strongly D	Agree	Strongly A	Neutral	Agree	Agree	Strongly A	Strongly A	Agree	Agree	Neutral	Strongly Disagree	Disagree	Neutral	Disagree	Strongly D	Agree	Neutral	Disagree	Neutral	Agree
24	Strongly Agre	Strongly Ag	Strongly Agree	Strongly A	Strongly A	Agree	Agree	Neutral	Agree	Agree	Agree	Strongly Agree		Agree	Neutral	Neutral	Disagree	Strongly Disagree	Agree	Agree	Agree	Agree	Agree	Neutral	Agree	Agree	Strongly Disagree
25	Strongly Disag	Agree	Strongly Disagree	Strongly D	Strongly D	Strongly Agree	Strongly D	Strongly D	Strongly A	Strongly A	Strongly A	Neutral	Neutral	Neutral	Neutral	Neutral	Strongly D	Strongly Disagree	Strongly A	Strongly A	Neutral	Strongly D	Strongly A	Strongly D	Strongly D	Strongly D	Strongly Agree
26	Agree	Agree	Agree	Agree	Neutral	Agree	Agree	Neutral	Neutral	Agree	Agree	Agree	Agree	Agree	Strongly A	Agree	Agree	Agree	Strongly A	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree
27	Agree	Agree	Neutral	Neutral	Disagree	Strongly Agree	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Disagree	Neutral	Neutral	Disagree	Disagree	Neutral	Neutral	Neutral	Disagree	Strongly A	Disagree	Disagree	Disagree	Disagree
28	Agree	Disagree	Agree	Agree	Agree	Disagree	Strongly A	Neutral	Strongly A	Agree	Neutral	Agree	Agree	Agree	Disagree	Disagree	Agree	Agree	Disagree	Agree	Disagree	Strongly D	Strongly D	Strongly D	Disagree	Agree	Strongly Disagree
29	Agree	Neutral	Agree	Agree	Agree	Disagree	Agree	Agree	Neutral	Agree	Agree	Agree	Neutral	Agree	Neutral	Neutral	Agree	Agree	Strongly A	Agree	Neutral	Neutral	Neutral	Agree	Agree	Agree	Neutral
30	Neutral	Agree	Disagree	Disagree	Strongly D	Strongly Agree	Disagree	Neutral	Agree	Agree	Agree	Strongly A	Strongly A	Strongly A	Agree	Neutral	Disagree	Strongly Disagree	Agree	Agree	Agree	Neutral	Agree	Disagree	Agree	Agree	Strongly Disagree
31	Agree	Agree	Agree	Agree	Agree	Disagree	Agree	Neutral	Strongly D	Strongly D	Strongly D	Strongly D	Strongly D	Neutral	Agree	Agree	Neutral	Neutral	Neutral	Strongly D	Neutral	Neutral	Strongly A	Neutral	Strongly D	Neutral	Neutral
32	Strongly Disag	Agree	Strongly Disagree	Strongly D	Strongly D	Strongly Disagree	Strongly D	Strongly D	Agree	Strongly D	Strongly D	Agree	Agree	Agree		Agree	Strongly D	Strongly Disagree	Strongly A	Strongly A	Neutral	Strongly D	Strongly A	Disagree	Strongly D	Strongly D	Agree
33	Agree	Agree	Disagree	Agree	Agree	Agree	Agree	Agree	Disagree	Agree	Agree	Agree	Agree	Agree	Strongly A	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree
34	Strongly Agre	Agree	Agree	Disagree	Disagree	Strongly Agree	Agree	Strongly A	Agree	Agree	Agree	Agree	Disagree	Strongly A	Agree	Strongly D	Agree	Agree	Strongly A	Agree	Agree	Disagree	Agree	Neutral	Disagree	Agree	Strongly Disagree
35	Agree	Strongly Ag	Agree	Disagree	Neutral	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Disagree	Strongly A	Agree	Agree	Neutral	Strongly A	Neutral	Agree	Neutral	Neutral	Neutral	Neutral	Neutral	Strongly Disagree
36	Agree	Agree	Agree	Agree	Strongly D	Strongly Agree	Strongly D	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Strongly D	Strongly Disagree	Strongly A	Strongly D	Agree	Strongly D	Agree	Strongly D	Strongly D	Strongly D	Strongly Disagree
37	Neutral	Agree	Disagree	Strongly D	Disagree	Agree	Neutral	Strongly D	Neutral	Neutral	Agree	Agree	Neutral	Neutral	Agree	Disagree	Disagree	Neutral	Agree	Neutral	Agree	Disagree	Agree	Neutral	Disagree	Neutral	Strongly Disagree
38	Agree	Agree	Disagree	Agree	Strongly A	Strongly Agree	Disagree	Agree	Strongly A	Agree	Agree	Agree	Disagree	Strongly D	Strongly A	Disagree	Disagree	Disagree	Strongly A	Disagree	Agree	Strongly D	Strongly A	Agree	Strongly D	Disagree	Strongly Disagree
39	Neutral	Disagree	Disagree	Agree	Disagree	Agree	Neutral	Neutral	Neutral	Agree	Agree	Strongly A	Strongly A	Agree	Neutral	Neutral	Neutral	Agree	Disagree	Neutral	Neutral	Agree	Disagree	Neutral	Agree	Neutral	Agree
40	Agree	Agree	Agree	Disagree	Disagree	Disagree	Agree	Agree	Agree	Strongly A	Strongly A	Strongly A	Agree	Agree	Disagree	Agree	Agree	Agree	Disagree	Disagree	Disagree	Agree	Disagree	Disagree	Agree	Agree	Agree
41	Disagree	Disagree	Strongly Disagree	Agree	Disagree	Agree	Agree	Agree	Agree	Strongly A	Strongly A	Strongly A	Disagree	Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly D	Strongly D	Strongly D	Strongly D	Neutral	Neutral	Strongly D	Disagree	Disagree
42	Agree	Agree	Neutral	Agree	Strongly D	Strongly Agree	Neutral	Neutral	Agree	Disagree	Agree	Agree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Neutral	Neutral	Agree	Strongly D	Disagree	Disagree	Disagree	Disagree	Disagree
43	Disagree	Disagree	Strongly Disagree	Agree	Disagree	Agree	Agree	Agree	Agree	Strongly A	Strongly A	Strongly A	Disagree	Agree	Agree	Neutral	Disagree	Strongly Disagree	Neutral	Disagree	Neutral	Disagree	Strongly D	Strongly D	Strongly D	Strongly D	Strongly Disagree
44	Agree	Agree	Neutral	Agree	Strongly D	Strongly Agree	Neutral	Neutral	Agree	Disagree	Agree	Agree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Neutral	Neutral	Agree	Strongly Disagree

APPENDIX G-CRONBACH ALPHA CALCULATIONS FROM SPSS

```
RELIABILITY
 /VARIABLES=A1 A2 A3 B1 B2 B3 C1 C2 C3 D1 D2 D3 E1 E2 E3 F1 F2 F3 G1 G2 G3
H1 H2 H3 I1 I2 I3
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE CORR
 /SUMMARY=TOTAL.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	37	84.1
	Excluded[a]	7	15.9
	Total	44	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.861	27

Table G1: Item statistics from SPSS

Item Statistics

	Mean	Std. Deviation	N
A1	3.4595	1.06965	37
A2	3.2973	1.15145	37
A3	2.5676	1.25920	37
B1	3.0270	1.18992	37
B2	2.5405	1.21552	37
B3	3.7568	1.32089	37
C1	2.9189	1.16377	37
C2	3.4865	.96095	37
C3	3.2703	1.17020	37
D1	3.4865	1.12105	37
D2	3.4865	1.23876	37
D3	3.8919	.96563	37
E1	3.0811	1.18740	37
E2	3.4595	1.09531	37
E3	3.4324	1.14359	37
F1	2.9459	1.07873	37
F2	2.8108	1.12640	37
F3	2.4865	1.32543	37
G1	3.4324	1.36505	37
G2	3.2973	1.17532	37
G3	3.1081	.99398	37
H1	2.2162	1.22781	37
H2	3.2432	1.18803	37
H3	2.5676	1.11904	37
I1	2.2162	1.20497	37
I2	2.8919	1.24239	37
I3	2.6216	1.34063	37

Table G2: Inter-item correlation matrix from SPSS

Inter-Item Correlation Matrix

	A1	A2	A3	B1	B2	B3	C1	C2
A1	1.000	.518	.440	.405	.295	-.391	.365	.290
A2	.518	1.000	.129	-.026	.001	-.061	-.023	.066
A3	.440	.129	1.000	.156	.320	-.065	.601	-.051
B1	.405	-.026	.156	1.000	.316	-.261	.403	.377
B2	.295	.001	.320	.316	1.000	-.245	.562	.292
B3	-.391	-.061	-.065	-.261	-.245	1.000	-.248	-.364
C1	.365	-.023	.601	.403	.562	-.248	1.000	.185
C2	.290	.066	-.051	.377	.292	-.364	.185	1.000
C3	-.058	-.020	.100	-.165	.031	.187	-.004	-.095
D1	-.053	.122	.015	.156	.250	-.087	.244	.290
D2	-.110	.129	.032	.066	.208	.108	.182	.169
D3	.076	.005	.075	.172	.075	-.021	.289	.238
E1	-.008	.063	.136	.077	.277	-.040	.226	.159
E2	.076	-.111	.208	.033	-.067	-.228	.248	.125
E3	.037	.469	-.175	-.090	.047	.090	-.077	.182
F1	.215	.393	.248	.131	.298	-.341	.306	.187
F2	.581	.280	.430	.273	.706	-.424	.708	.344
F3	.328	.030	.729	.203	.487	-.137	.765	.027
G1	.336	.305	.290	.112	.056	.029	.058	-.080
G2	.087	.036	.089	-.006	.001	-.221	.160	.016
G3	.527	.481	.260	.185	.088	.084	.176	-.028
H1	.176	.130	.260	.300	.403	-.069	.479	.214
H2	.019	.433	.184	-.221	.060	.340	-.086	-.374
H3	.263	.146	.140	.280	.626	-.017	.442	.304
I1	.309	.193	.320	.286	.297	-.123	.468	.218
I2	.373	.004	.626	.115	.481	-.118	.724	.045
I3	.105	-.033	.081	.163	.214	-.257	.211	-.004

Inter-Item Correlation Matrix

	C3	D1	D2	D3	E1	E2	E3	F1
A1	-.058	-.053	-.110	.076	-.008	.076	.037	.215
A2	-.020	.122	.129	.005	.063	-.111	.469	.393
A3	.100	.015	.032	.075	.136	.208	-.175	.248
B1	-.165	.156	.066	.172	.077	.033	-.090	.131
B2	.031	.250	.208	.075	.277	-.067	.047	.298
B3	.187	-.087	.108	-.021	-.040	-.228	.090	-.341
C1	-.004	.244	.182	.289	.226	.248	-.077	.306
C2	-.095	.290	.169	.238	.159	.125	.182	.187
C3	1.000	.045	.137	.027	.084	-.186	.118	-.274
D1	.045	1.000	.785	.640	.616	.311	-.060	.367
D2	.137	.785	1.000	.695	.615	.199	-.133	.166
D3	.027	.640	.695	1.000	.589	.521	-.208	.208
E1	.084	.616	.615	.589	1.000	.440	-.047	.481
E2	-.186	.311	.199	.521	.440	1.000	-.074	.374
E3	.118	-.060	-.133	-.208	-.047	-.074	1.000	.267
F1	-.274	.367	.166	.208	.481	.374	.267	1.000
F2	.019	.361	.267	.287	.365	.185	.130	.380
F3	-.015	.266	.123	.259	.292	.301	-.033	.369
G1	.064	.022	.135	.079	-.074	-.044	.037	-.059
G2	-.060	.330	.146	.396	.281	.495	-.078	.254
G3	-.074	.026	.069	.157	.039	.004	.202	.187
H1	-.138	.345	.312	.278	.502	.110	-.049	.324
H2	-.049	-.050	.068	-.073	-.034	.083	.350	.249
H3	-.057	.305	.236	.264	.299	.053	.150	.325
I1	-.082	.434	.337	.403	.628	.280	-.050	.415
I2	.097	.198	.089	.384	.383	.487	-.064	.410
I3	-.181	.274	.164	.204	.247	.254	-.216	.523

Inter-Item Correlation Matrix

	F2	F3	G1	G2	G3	H1	H2	H3
A1	.581	.328	.336	.087	.527	.176	.019	.263
A2	.280	.030	.305	.036	.481	.130	.433	.146
A3	.430	.729	.290	.089	.260	.260	.184	.140
B1	.273	.203	.112	-.006	.185	.300	-.221	.280
B2	.706	.487	.056	.001	.088	.403	.060	.626
B3	-.424	-.137	.029	-.221	.084	-.069	.340	-.017
C1	.708	.765	.058	.160	.176	.479	-.086	.442
C2	.344	.027	-.080	.016	-.028	.214	-.374	.304
C3	.019	-.015	.064	-.060	-.074	-.138	-.049	-.057
D1	.361	.266	.022	.330	.026	.345	-.050	.305
D2	.267	.123	.135	.146	.069	.312	.068	.236
D3	.287	.259	.079	.396	.157	.278	-.073	.264
E1	.365	.292	-.074	.281	.039	.502	-.034	.299
E2	.185	.301	-.044	.495	.004	.110	.083	.053
E3	.130	-.033	.037	-.078	.202	-.049	.350	.150
F1	.380	.369	-.059	.254	.187	.324	.249	.325
F2	1.000	.640	.235	.170	.366	.432	-.089	.550
F3	.640	1.000	.095	.315	.233	.480	.064	.408
G1	.235	.095	1.000	.299	.743	.059	.276	.017
G2	.170	.315	.299	1.000	.328	.127	.046	.079
G3	.366	.233	.743	.328	1.000	.117	.212	.193
H1	.432	.480	.059	.127	.117	1.000	-.037	.636
H2	-.089	.064	.276	.046	.212	-.037	1.000	.123
H3	.550	.408	.017	.079	.193	.636	.123	1.000
I1	.543	.541	.043	.248	.142	.812	-.135	.504
I2	.600	.809	.127	.384	.280	.507	.112	.525
I3	.135	.372	-.030	.391	.073	.389	.059	.369

Inter-Item Correlation Matrix

	I1	I2	I3
A1	.309	.373	.105
A2	.193	.004	-.033
A3	.320	.626	.081
B1	.286	.115	.163
B2	.297	.481	.214
B3	-.123	-.118	-.257
C1	.468	.724	.211
C2	.218	.045	-.004
C3	-.082	.097	-.181
D1	.434	.198	.274
D2	.337	.089	.164
D3	.403	.384	.204
E1	.628	.383	.247
E2	.280	.487	.254
E3	-.050	-.064	-.216
F1	.415	.410	.523
F2	.543	.600	.135
F3	.541	.809	.372
G1	.043	.127	-.030
G2	.248	.384	.391
G3	.142	.280	.073
H1	.812	.507	.389
H2	-.135	.112	.059
H3	.504	.525	.369
I1	1.000	.573	.344
I2	.573	1.000	.408
I3	.344	.408	1.000

APPENDIX H- CRONBACH ALPHA CALCULATIONS FROM EXCEL

Table H1: Tabulated Cronbach Alpha calculations from Excel

	Awareness			Career progression			Performance			Growth			Acting leadership			Implementation			Organisation			Compensation			Work duties		
respondent	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
1	4	4	1	3	2	1	2	4	3	3	2	3	2	3	4	3	3	1	4	4	3	2	3	2	2	2	
2	2	1	1	2	4	5	1	2	2	1	3	3	2	2	5	2	2	2	4	3		1	5	1	1	1	
3	4	4	1	3	2	1	2	4	3	3	2	3	2	3	4	3	3	1	4	4	3	1	2	1	1	1	
4	5	5	2	5	5	5	5	5	5	5		5	5	5	1	5	5	5	1	5	5	5	5	5	5	5	
5	4	4	3	3	2	4	3	3	3	3	3	3	2	2	4	3	2	3	3	3	3	2	4	2	2	3	
6	4	4	2	2	2	3	3	4	3	2	1	4	2	4	4	4	3	2	3	4	4	1	3	4	1	4	
7	4	4	1	4	1	5	2	3	2	3	1	3	2	4	5	3	2	2	1	3	3	1	3	2	2	2	
8	4	4	3	3	2	4	2	4	2	4	3	4	3	3	2	3	3	3	4	3	3	3	2	3	4	3	
9	3	2	3	3	3	3	4	4	3	3	3	4	4	4	3	3	3	3	2	4	2	3	3	3	3	3	
10	4	4	4	4	5	3	4	4	2	5	5	5	4	4	2	4	4	4	2	4	2	4	4	4	4	4	
11	4	2	1	5	1	1	2	5	1	4	4	5	2	4	2	2	2	1	5	5	4	1	1	1	1	1	
12	4	4	5	5	4	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	3	3	5	
13	3	2	2	3	3	5	3	3	3	2	4	4	3	3	2	1	3	1	5	1	3	1	3	1	1	2	
14	4	4	2	2	3	5	2	3	4	3	4	4	2	2	3	1	2	1	4	3	4	3	3	3	1	2	
15	4	4	2	2	2	4	2	2		2	2	3	2	2	4	2	2	2	2	2	3	2	2	2	2	2	
16	3	1	5	2	1	5	3	1	4	1	1	4	1	5	2	2	1	4	5	5	3	1	5	1	1	5	
17	2	2	2	5	3	3	3	3	4	4	4	5	3	3	3		2	2	4	4	4	2	4	2	2	3	
18	4	2	2	4	4	4	4	4	2	4	4	4	4	4	2	4	4	2	4	4	4	4	2	4	4	4	
19	1	1	1	1	2	5	1	4	5	1	1	1	1	1	5	1	1	1	1	1	1	1	1	1	1	1	
20	4	4	2	4	4	4	4	4	4	4	4	5	4	3	4	4	3	4	4	4	4	4	4	4	3	5	
21	1	1	1	4	2	5	2	4	4	4	4	4	4	3	2	1	1	1	2	3	1	4	2	4	2	2	
22	2	1	3	1	4	4	3	3	2	5	4	4	4	4	2	4	3	4	2	4	3	1	3	3	1	4	
23	5	4	2	2	3	2	1	4	5	3	4	4	5	5	4	4	3	1	2	3	2	1	4	3	2	3	
24	5	5	5	5	5	4	4	3	4	4	4	5		4	3	3	2	1	4	4	4	4	4	3	4	4	
25	1	4	1	1	1	5	1	1	5	5	5	3	3	3	3	3	1	1	5	5	3	1	5	1	1	1	

26	4	4	4	4	3	4	4	3	3	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	4	4
27	4	4	3	3	2	5	3	3	3	3	3	3	3	2	3	3	2	2	3	3	3	2	5	2	2	2
28	4	2	4	4	4	2	5	3	5	4	3	4	4	4	2	2	4	4	2	4	2	1	1	1	2	4
29	4	3	4	4	4	2	4	4	3	4	4	4	3	4	3	3	4	4	5	4	3	3	3	4	4	4
30	3	4	2	2	1	5	2	3	4	4	4	5	5	5	4	3	2	1	4	4	4	3	4	2	4	4
31	4	4	4	4	4	2	4	3	1	1	1	1	1	3	4	4	3	3	3	1	3	3	5	3	1	3
32	1	4	1	1	1	1	1	1	4	1	1	4	4	4		4	1	1	5	5	3	1	5	2	1	1
33	4	4	2	4	4	4	4	4	2	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4
34	5	4	4	2	2	5	4	5	4	4	4	4	2	5	4	1	4	4	5	4	4	2	4	3	2	4
35	4	5	4	2	3	4	4	4	4	4	4	4	4	2	5	4	4	3	5	3	4	3	3	3	3	3
36	4	4	4	4	1	5	1	3	3	3	3	3	3	3	3	3	1	1	5	1	4	1	4	1	1	1
37	3	4	2	1	2	4	3	1	3	3	4	4	3	3	4	2	4	3	4	3	4	2	4	3	2	3
38	4	4	2	4	5	5	2	4	5	4	4	4	2	1	5	2	4	2	5	2	4	1	5	4	1	2
39	3	2	2	4	2	4	3	3	3	4	4	5	5	4	3	3	3	4	2	3	3	4	2	3	4	3
40	4	4	4	2	2	4	4	4	4	5	5	5	4	4	2	4	4	4	2	2	2	4	2	2	4	4
41	2	2	1	4	2	4	4	4	4	5	5	5	2	4	4	3	2	1	1	1	1	1	3	3	1	2
42	4	4	3	4	1	4	3	3	4	2	4	4	2	2	2	2	2	2	3	3	4	1	2	2	2	2
variances	1.20181	1.45181	1.58107	1.53345	1.59467	1.62188	1.39966	1.08673	1.21356	1.47392	1.50030	0.89569	1.38489	1.14569	1.30518	1.16835	1.26361	1.72562	1.81916	1.37245	0.95181	1.58503	1.41270	1.24093	1.53741	1.56236

Cronbach Calculation	
number of Qs	27
sum of item variance	37.79450
variance of tot Qs	250.308957
cronbach alpha	**0.88**

APPENDIX I- SKEWNESS AND KURTOSIS CALCULATIONS AND GRAPHS FOR EACH SECTION

Table I1: Statistics tables for questionnaire

```
FREQUENCIES VARIABLES=A1 A2 A3 B1 B2 B3 C1 C2 C3 D1 D2 D3 E1 E2 E3 F1 F2 F3
 G1 G2 G3 H1 H2 H3 I1 I2
    I3
  /STATISTICS=MEAN MEDIAN MODE SUM SKEWNESS SESKEW KURTOSIS SEKURT
  /HISTOGRAM NORMAL
  /ORDER=ANALYSIS.
```

Frequencies

Statistics

		A1	A2	A3	B1	B2	B3
N	Valid	44	44	44	44	44	44
	Missing	0	0	0	0	0	0
Mean		3.4545	3.3636	2.5455	3.0909	2.6591	3.7500
Median		4.0000	4.0000	2.0000	3.0000	2.0000	4.0000
Mode		4.00	4.00	2.00	4.00	2.00	5.00
Skewness		-.979	-.830	.378	-.249	.332	-.866
Std. Error of Skewness		.357	.357	.357	.357	.357	.357
Kurtosis		.060	-.620	-1.079	-1.119	-.993	-.384
Std. Error of Kurtosis		.702	.702	.702	.702	.702	.702
Sum		152.00	148.00	112.00	136.00	117.00	165.00

Statistics

		C1	C2	C3	D1	D2	D3
N	Valid	44	44	43	44	43	44
	Missing	0	0	1	0	1	0
Mean		2.8864	3.3864	3.3721	3.4091	3.4186	3.9318
Median		3.0000	4.0000	3.0000	4.0000	4.0000	4.0000
Mode		4.00	4.00	4.00	4.00	4.00	4.00
Skewness		-.107	-.855	-.323	-.691	-.868	-1.224
Std. Error of Skewness		.357	.357	.361	.357	.361	.357
Kurtosis		-1.005	.614	-.664	-.304	-.223	2.369
Std. Error of Kurtosis		.702	.702	.709	.702	.709	.702
Sum		127.00	149.00	145.00	150.00	147.00	173.00

Statistics

		E1	E2	E3	F1	F2	F3
N	Valid	43	44	43	43	44	44
	Missing	1	0	1	1	0	0
Mean		3.1163	3.4545	3.3953	3.0000	2.7727	2.4773
Median		3.0000	4.0000	3.0000	3.0000	3.0000	2.0000
Mode		4.00	4.00	4.00	3.00[a]	2.00[a]	1.00
Skewness		-.052	-.445	-.071	-.346	-.002	.264
Std. Error of Skewness		.361	.357	.361	.361	.357	.357
Kurtosis		-1.071	-.439	-1.144	-.630	-.998	-1.403
Std. Error of Kurtosis		.709	.702	.709	.709	.702	.702
Sum		134.00	152.00	146.00	129.00	122.00	109.00

Statistics

		G1	G2	G3	H1	H2	H3
N	Valid	44	44	42	44	44	44
	Missing	0	0	2	0	0	0
Mean		3.4091	3.3636	3.1905	2.2727	3.3636	2.5682
Median		4.0000	4.0000	3.0000	2.0000	3.0000	3.0000
Mode		4.00[a]	4.00	4.00	1.00	3.00[a]	3.00
Skewness		-.330	-.675	-.559	.396	-.251	.026
Std. Error of Skewness		.357	.357	.365	.357	.357	.357
Kurtosis		-1.201	-.118	-.062	-1.282	-.817	-1.001
Std. Error of Kurtosis		.702	.702	.717	.702	.702	.702
Sum		150.00	148.00	134.00	100.00	148.00	113.00

Statistics

		I1	I2	I3
N	Valid	44	44	44
	Missing	0	0	0
Mean		2.2727	2.8864	2.6591
Median		2.0000	3.0000	3.0000
Mode		1.00	4.00	1.00[a]
Skewness		.511	-.057	.081
Std. Error of Skewness		.357	.357	.357
Kurtosis		-1.136	-1.155	-1.422
Std. Error of Kurtosis		.702	.702	.702
Sum		100.00	127.00	117.00

FREQUENCY TABLES FOR ALL QUESTIONS IN SECTION B OF QUESTIONNAIRE

A1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	11.4	11.4	11.4
	2.00	4	9.1	9.1	20.5
	3.00	6	13.6	13.6	34.1
	4.00	24	54.5	54.5	88.6
	5.00	5	11.4	11.4	100.0
	Total	44	100.0	100.0	

A2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	11.4	11.4	11.4
	2.00	8	18.2	18.2	29.5
	3.00	1	2.3	2.3	31.8
	4.00	26	59.1	59.1	90.9
	5.00	4	9.1	9.1	100.0
	Total	44	100.0	100.0	

A3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	25.0	25.0	25.0
	2.00	14	31.8	31.8	56.8
	3.00	6	13.6	13.6	70.5
	4.00	10	22.7	22.7	93.2
	5.00	3	6.8	6.8	100.0
	Total	44	100.0	100.0	

B1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	13.6	13.6	13.6
	2.00	10	22.7	22.7	36.4
	3.00	7	15.9	15.9	52.3
	4.00	16	36.4	36.4	88.6
	5.00	5	11.4	11.4	100.0
	Total	44	100.0	100.0	

B2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	20.5	20.5	20.5
	2.00	14	31.8	31.8	52.3
	3.00	8	18.2	18.2	70.5
	4.00	9	20.5	20.5	90.9
	5.00	4	9.1	9.1	100.0
	Total	44	100.0	100.0	

B3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	9.1	9.1	9.1
	2.00	5	11.4	11.4	20.5
	3.00	5	11.4	11.4	31.8
	4.00	14	31.8	31.8	63.6
	5.00	16	36.4	36.4	100.0
	Total	44	100.0	100.0	

C1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	15.9	15.9	15.9
	2.00	10	22.7	22.7	38.6
	3.00	11	25.0	25.0	63.6
	4.00	13	29.5	29.5	93.2
	5.00	3	6.8	6.8	100.0
	Total	44	100.0	100.0	

C2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	9.1	9.1	9.1
	2.00	2	4.5	4.5	13.6
	3.00	15	34.1	34.1	47.7
	4.00	19	43.2	43.2	90.9
	5.00	4	9.1	9.1	100.0
	Total	44	100.0	100.0	

C3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	6.8	7.0	7.0
	2.00	7	15.9	16.3	23.3
	3.00	12	27.3	27.9	51.2
	4.00	13	29.5	30.2	81.4
	5.00	8	18.2	18.6	100.0
	Total	43	97.7	100.0	
Missing	System	1	2.3		
Total		44	100.0		

D1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	11.4	11.4	11.4
	2.00	4	9.1	9.1	20.5
	3.00	10	22.7	22.7	43.2
	4.00	18	40.9	40.9	84.1
	5.00	7	15.9	15.9	100.0
	Total	44	100.0	100.0	

D2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	13.6	14.0	14.0
	2.00	3	6.8	7.0	20.9
	3.00	7	15.9	16.3	37.2
	4.00	21	47.7	48.8	86.0
	5.00	6	13.6	14.0	100.0
	Total	43	97.7	100.0	
Missing	System	1	2.3		
Total		44	100.0		

D3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	4.5	4.5	4.5
	3.00	9	20.5	20.5	25.0
	4.00	21	47.7	47.7	72.7
	5.00	12	27.3	27.3	100.0
	Total	44	100.0	100.0	

E1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	6.8	7.0	7.0
	2.00	13	29.5	30.2	37.2
	3.00	8	18.2	18.6	55.8
	4.00	14	31.8	32.6	88.4
	5.00	5	11.4	11.6	100.0
	Total	43	97.7	100.0	
Missing	System	1	2.3		
Total		44	100.0		

E2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	4.5	4.5	4.5
	2.00	7	15.9	15.9	20.5
	3.00	11	25.0	25.0	45.5
	4.00	17	38.6	38.6	84.1
	5.00	7	15.9	15.9	100.0
	Total	44	100.0	100.0	

E3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.3	2.3	2.3
	2.00	11	25.0	25.6	27.9
	3.00	10	22.7	23.3	51.2
	4.00	12	27.3	27.9	79.1
	5.00	9	20.5	20.9	100.0
	Total	43	97.7	100.0	
Missing	System	1	2.3		
Total		44	100.0		

F1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	11.4	11.6	11.6
	2.00	8	18.2	18.6	30.2
	3.00	14	31.8	32.6	62.8
	4.00	14	31.8	32.6	95.3
	5.00	2	4.5	4.7	100.0
	Total	43	97.7	100.0	
Missing	System	1	2.3		
Total		44	100.0		

F2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	15.9	15.9	15.9
	2.00	12	27.3	27.3	43.2
	3.00	11	25.0	25.0	68.2
	4.00	12	27.3	27.3	95.5
	5.00	2	4.5	4.5	100.0
	Total	44	100.0	100.0	

F3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	34.1	34.1	34.1
	2.00	9	20.5	20.5	54.5
	3.00	6	13.6	13.6	68.2
	4.00	12	27.3	27.3	95.5
	5.00	2	4.5	4.5	100.0
	Total	44	100.0	100.0	

G1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	9.1	9.1	9.1
	2.00	10	22.7	22.7	31.8
	3.00	6	13.6	13.6	45.5
	4.00	12	27.3	27.3	72.7
	5.00	12	27.3	27.3	100.0
	Total	44	100.0	100.0	

G2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	11.4	11.4	11.4
	2.00	3	6.8	6.8	18.2
	3.00	13	29.5	29.5	47.7
	4.00	17	38.6	38.6	86.4
	5.00	6	13.6	13.6	100.0
	Total	44	100.0	100.0	

G3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	6.8	7.1	7.1
	2.00	6	13.6	14.3	21.4
	3.00	15	34.1	35.7	57.1
	4.00	16	36.4	38.1	95.2
	5.00	2	4.5	4.8	100.0
	Total	42	95.5	100.0	
Missing	System	2	4.5		
Total		44	100.0		

H1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	18	40.9	40.9	40.9
	2.00	7	15.9	15.9	56.8
	3.00	9	20.5	20.5	77.3
	4.00	9	20.5	20.5	97.7
	5.00	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

H2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	6.8	6.8	6.8
	2.00	8	18.2	18.2	25.0
	3.00	12	27.3	27.3	52.3
	4.00	12	27.3	27.3	79.5
	5.00	9	20.5	20.5	100.0
	Total	44	100.0	100.0	

H3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	22.7	22.7	22.7
	2.00	10	22.7	22.7	45.5
	3.00	14	31.8	31.8	77.3
	4.00	9	20.5	20.5	97.7
	5.00	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

I1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	36.4	36.4	36.4
	2.00	12	27.3	27.3	63.6
	3.00	5	11.4	11.4	75.0
	4.00	10	22.7	22.7	97.7
	5.00	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

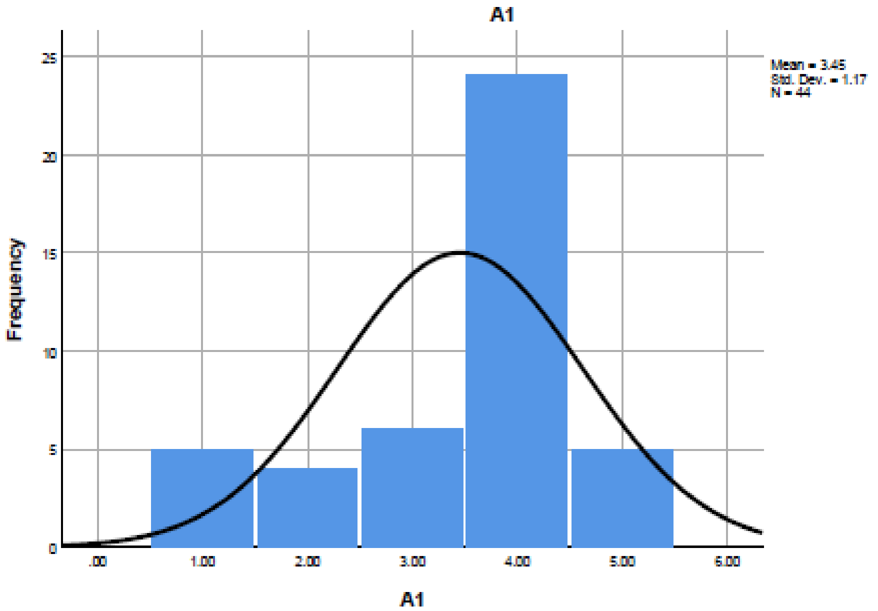
I2

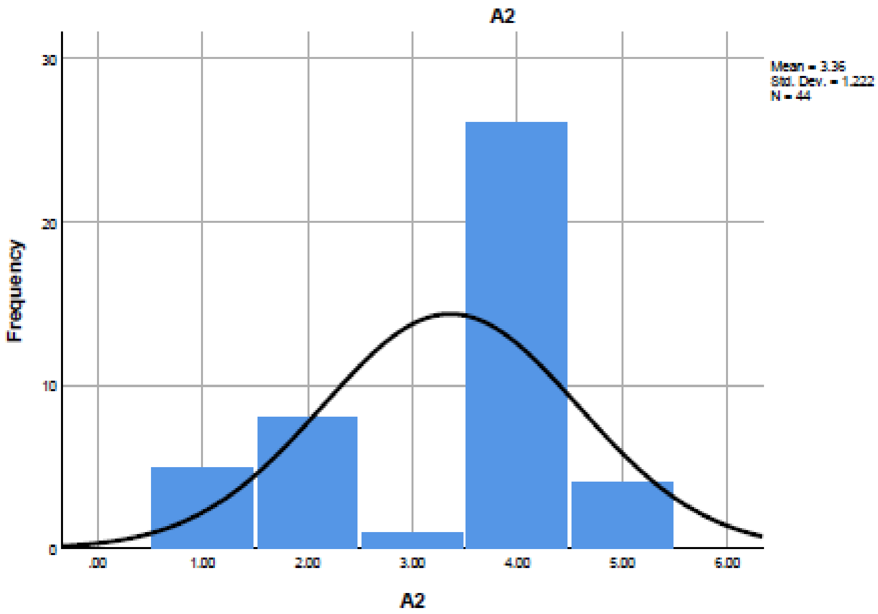
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	18.2	18.2	18.2
	2.00	10	22.7	22.7	40.9
	3.00	9	20.5	20.5	61.4
	4.00	13	29.5	29.5	90.9
	5.00	4	9.1	9.1	100.0
	Total	44	100.0	100.0	

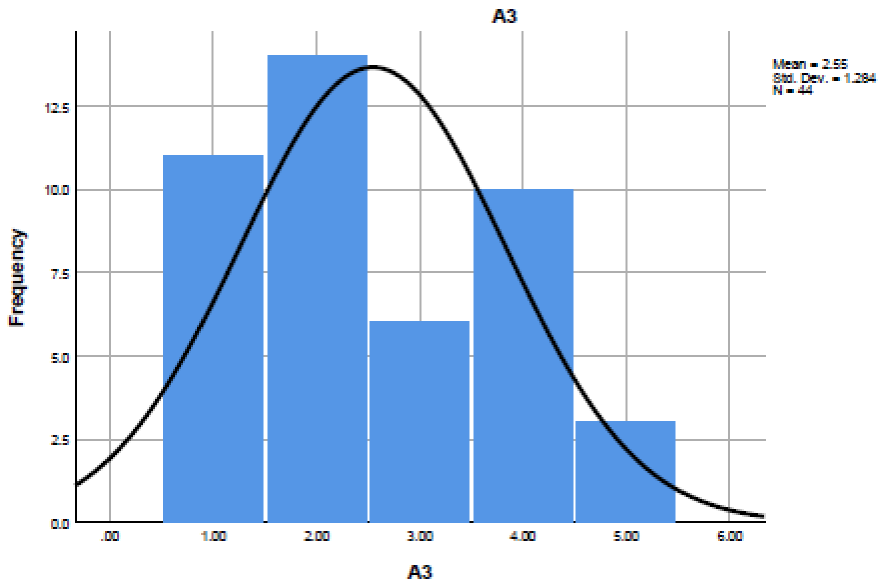
I3

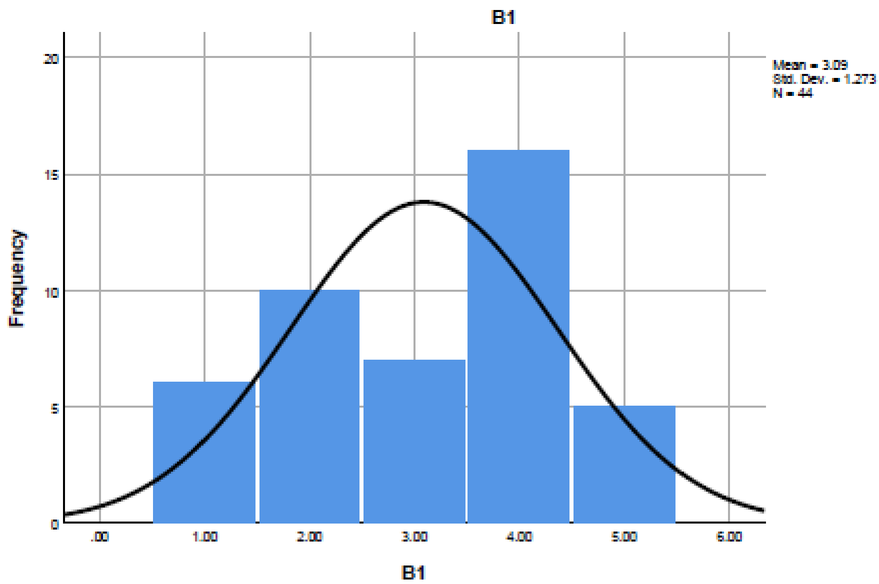
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	13	29.5	29.5	29.5
	2.00	8	18.2	18.2	47.7
	3.00	7	15.9	15.9	63.6
	4.00	13	29.5	29.5	93.2
	5.00	3	6.8	6.8	100.0
	Total	44	100.0	100.0	

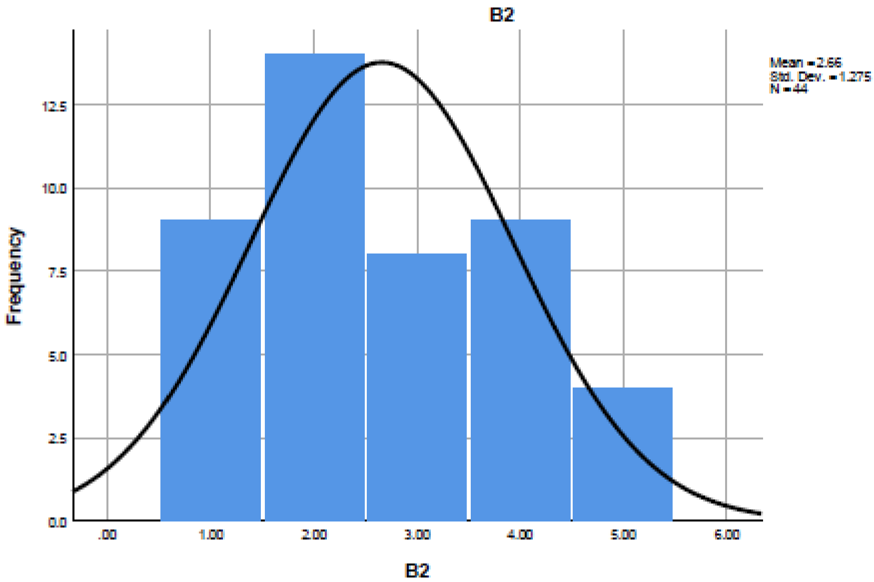
SKEWNESS AND KURTOSIS CHARTS FOR ALL QUESTIONS IN SECTION B OF QUESTIONNAIRE

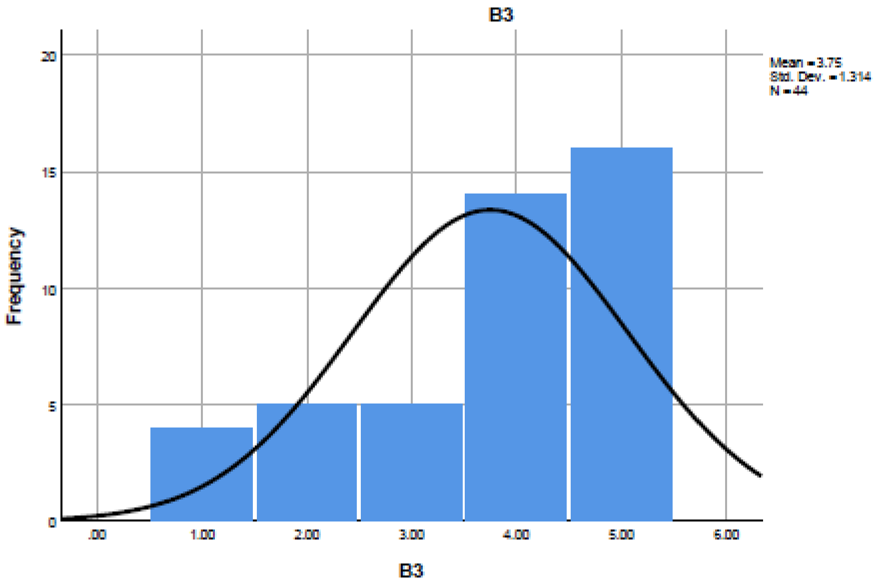


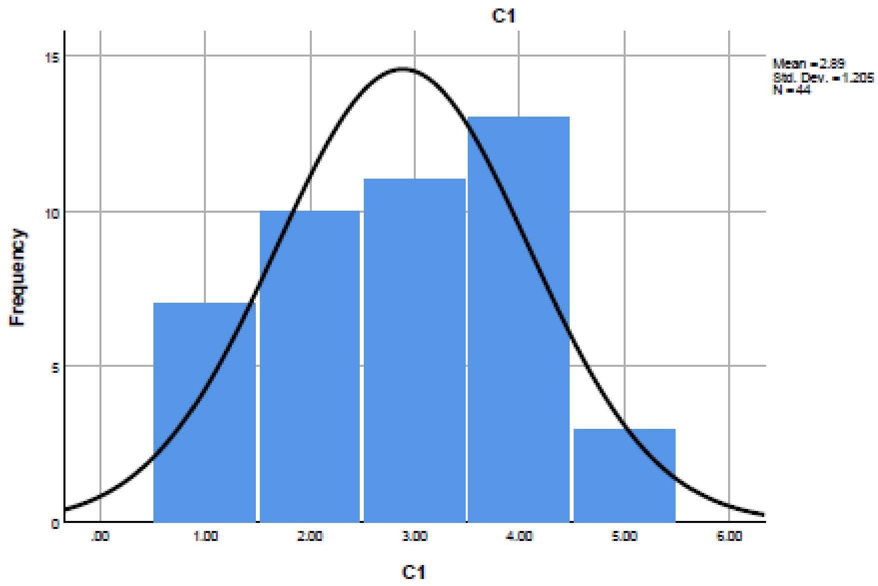


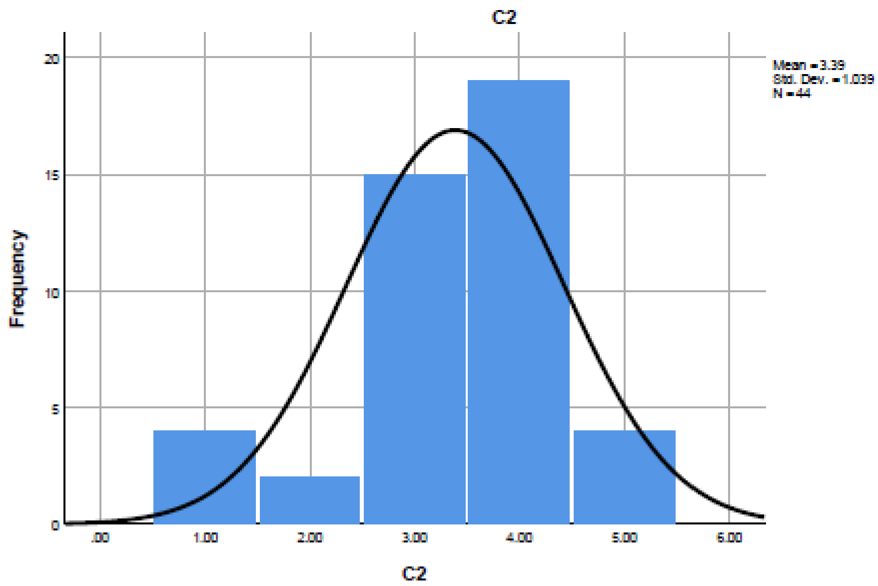

A3
Mean = 2.55
Std. Dev. = 1.284
N = 44
Frequency
12.5
10.0
7.5
5.0
2.5
0.0
.00
1.00
2.00
3.00
4.00
5.00
6.00
A3

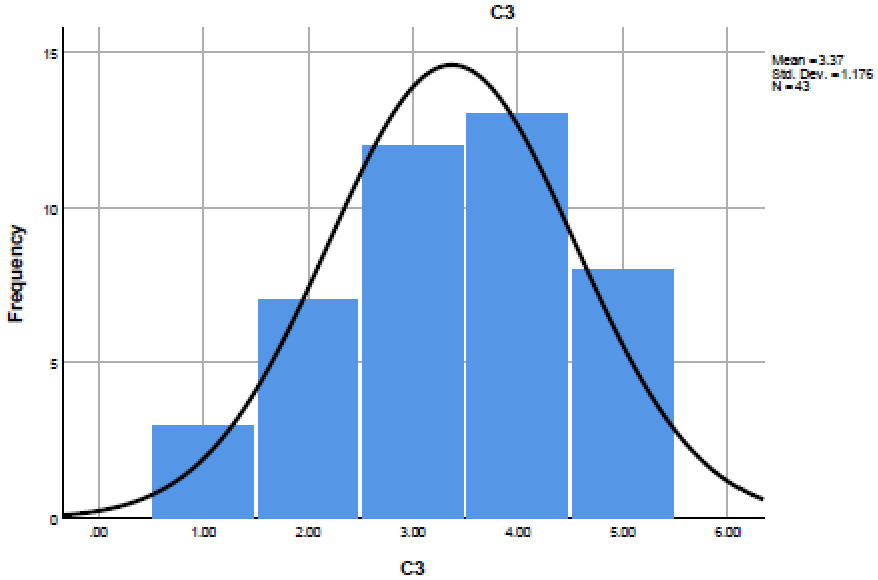

B1
Mean = 3.09
Std. Dev. = 1.273
N = 44
Frequency
20
15
10
5
0
.00
1.00
2.00
3.00
4.00
5.00
6.00
B1

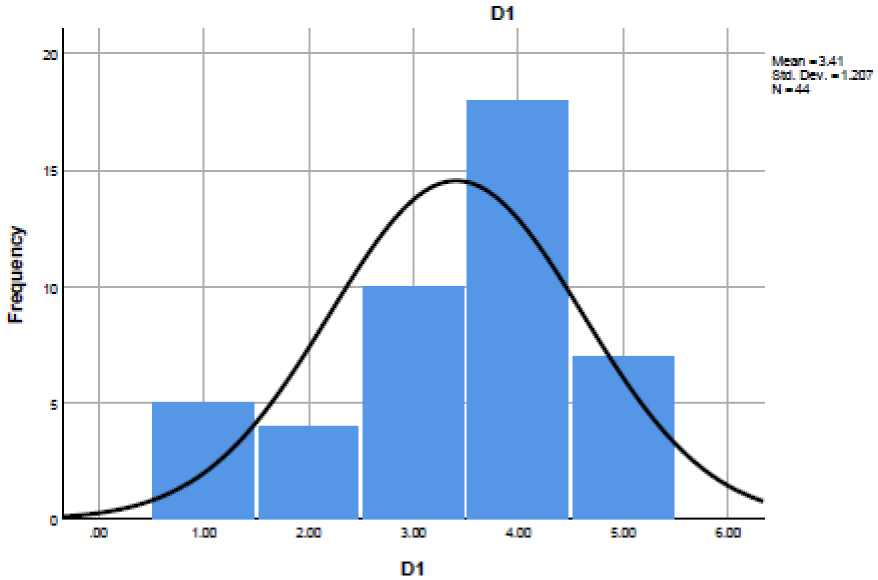

B2
Mean = 2.66
Std. Dev. = 1.275
N = 44
Frequency
0.0
2.5
5.0
7.5
10.0
12.5
.00
1.00
2.00
3.00
4.00
5.00
6.00
B2

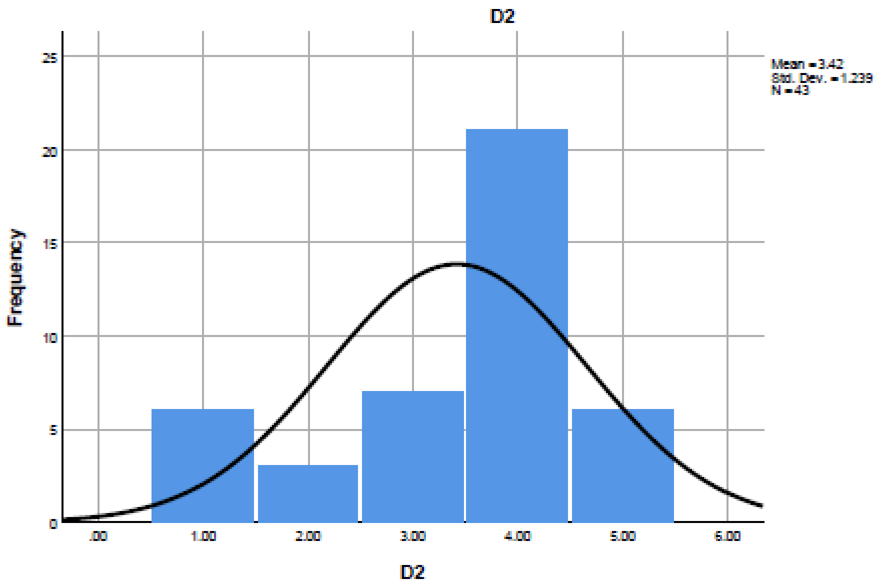

B3
Mean = 3.75
Std. Dev. = 1.314
N = 44
Frequency
0
5
10
15
20
.00
1.00
2.00
3.00
4.00
5.00
6.00
B3

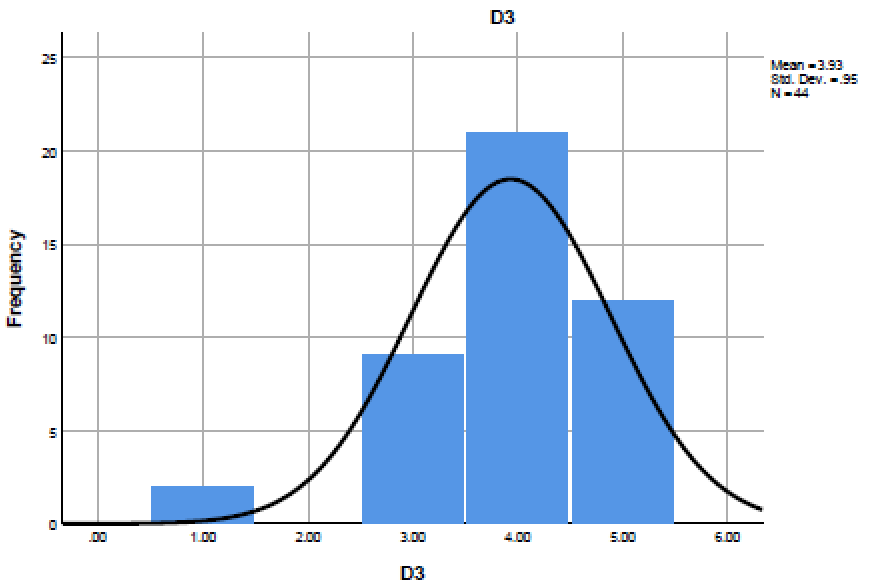

C1
Mean = 2.89
Std. Dev. = 1.205
N = 44
Frequency
0
5
10
15
.00
1.00
2.00
3.00
4.00
5.00
6.00
C1

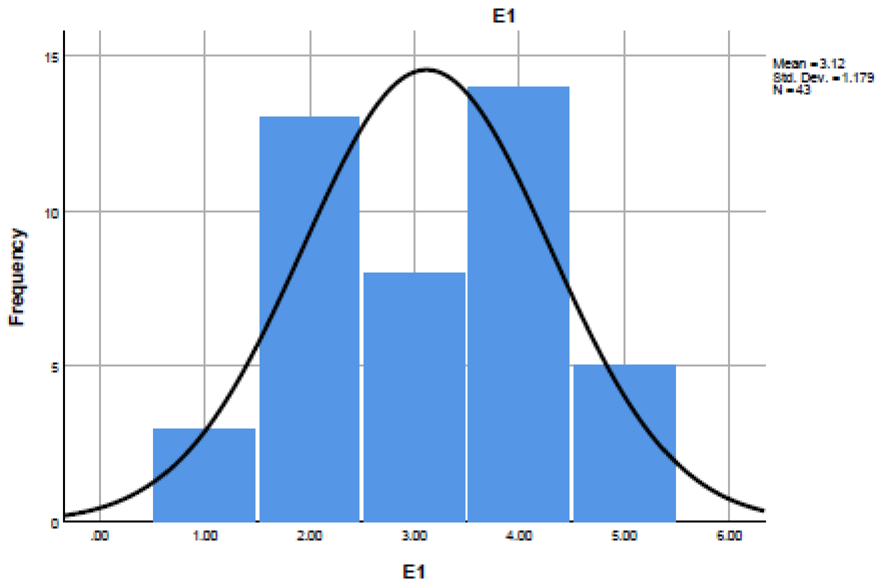

C2
Mean = 3.39
Std. Dev. = 1.039
N = 44
Frequency
0
5
10
15
20
.00
1.00
2.00
3.00
4.00
5.00
6.00
C2

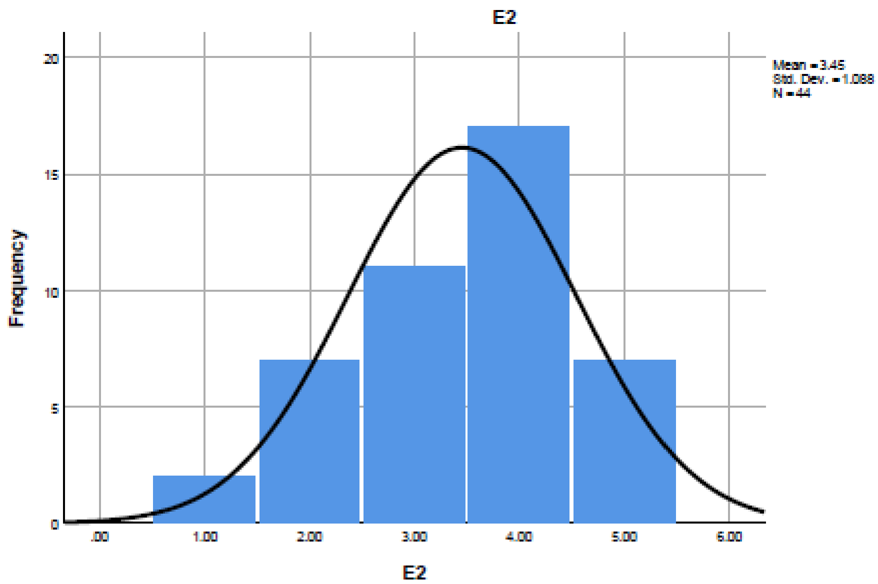

C3
Mean = 3.37
Std. Dev. = 1.176
N = 43
Frequency
C3

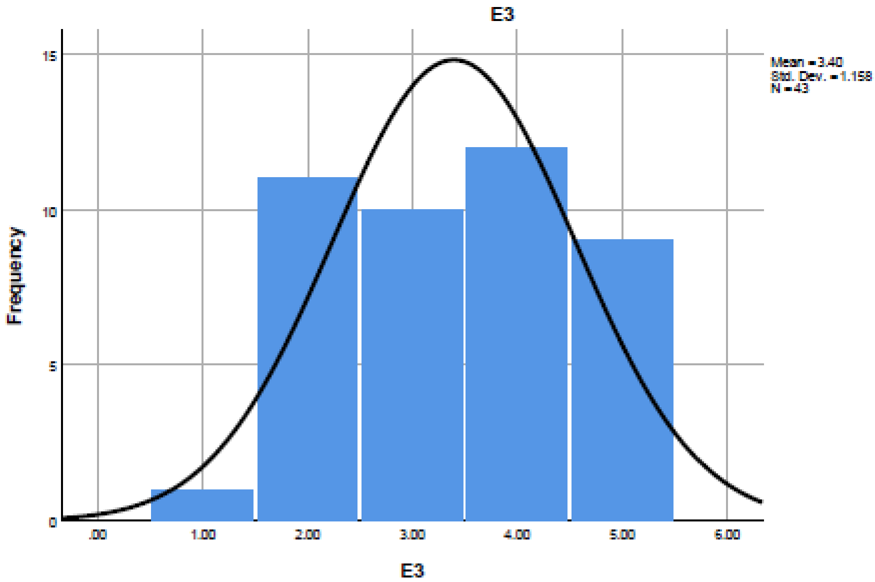

D1
Mean = 3.41
Std. Dev. = 1.207
N = 44
Frequency
D1

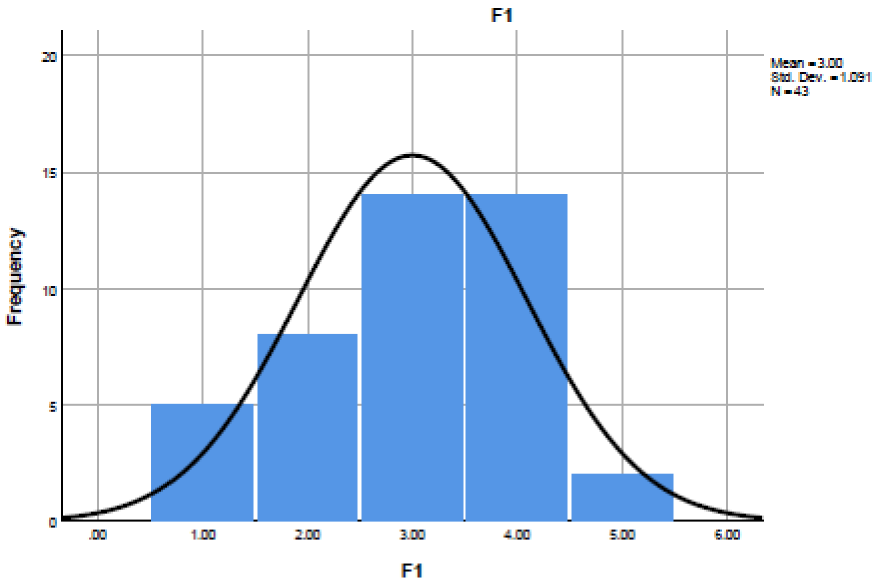

D2
Mean = 3.42
Std. Dev. = 1.239
N = 43
Frequency
25
20
15
10
5
0
.00
1.00
2.00
3.00
4.00
5.00
6.00
D2

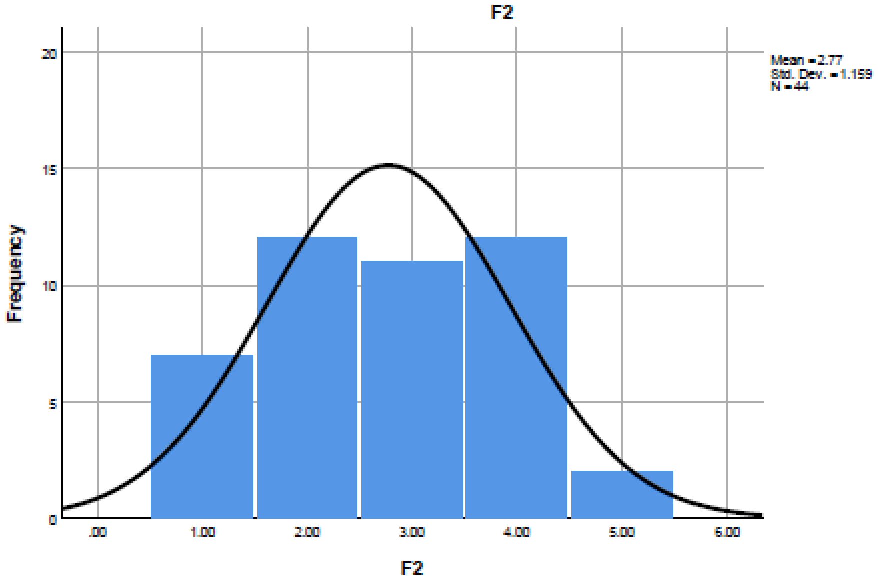

D3
Mean = 3.93
Std. Dev. = .95
N = 44
Frequency
25
20
15
10
5
0
.00
1.00
2.00
3.00
4.00
5.00
6.00
D3

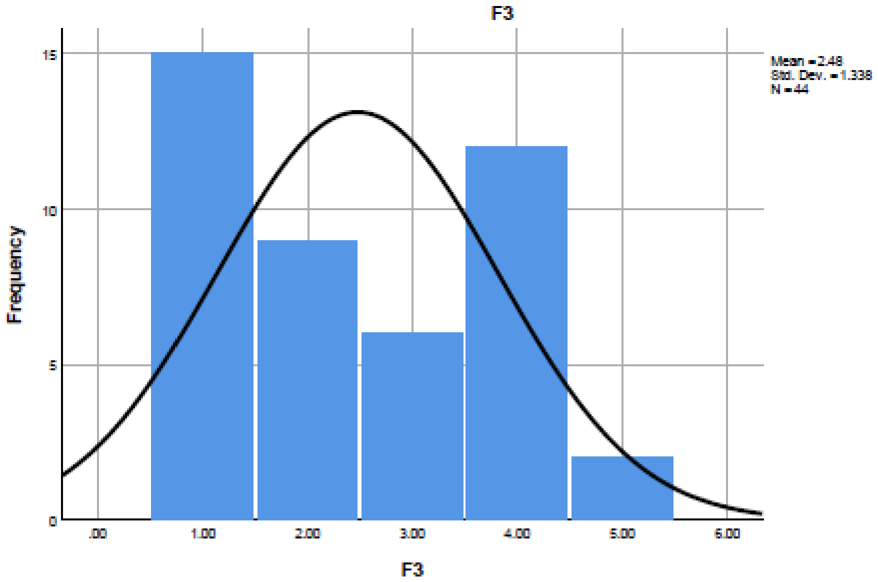

E1
Mean = 3.12
Std. Dev. = 1.179
N = 43
Frequency
E1

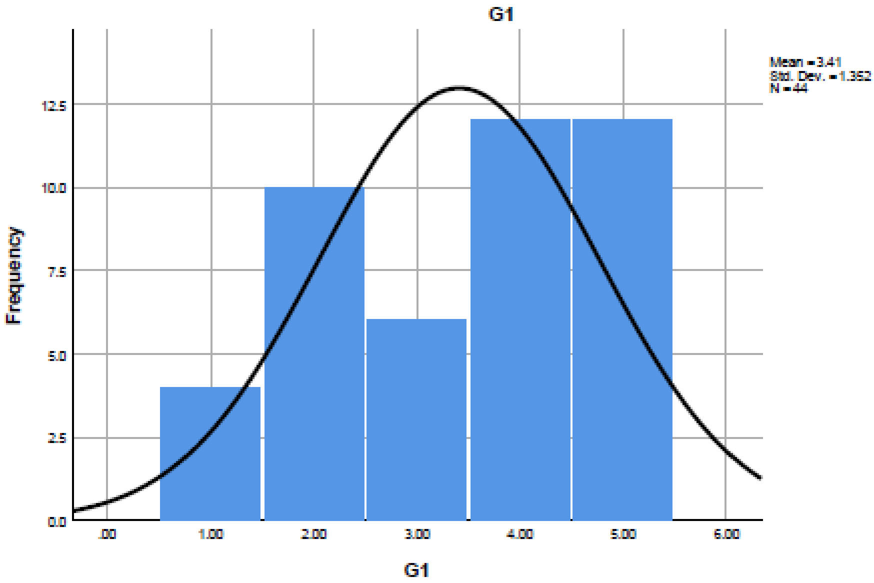

E2
Mean = 3.45
Std. Dev. = 1.088
N = 44
Frequency
E2

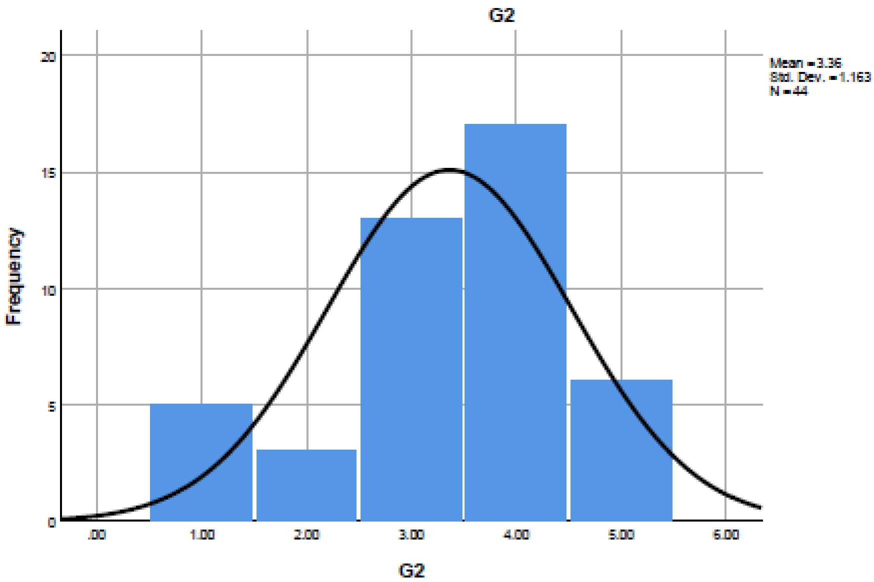

E3
Mean = 3.40
Std. Dev. = 1.158
N = 43
Frequency
E3

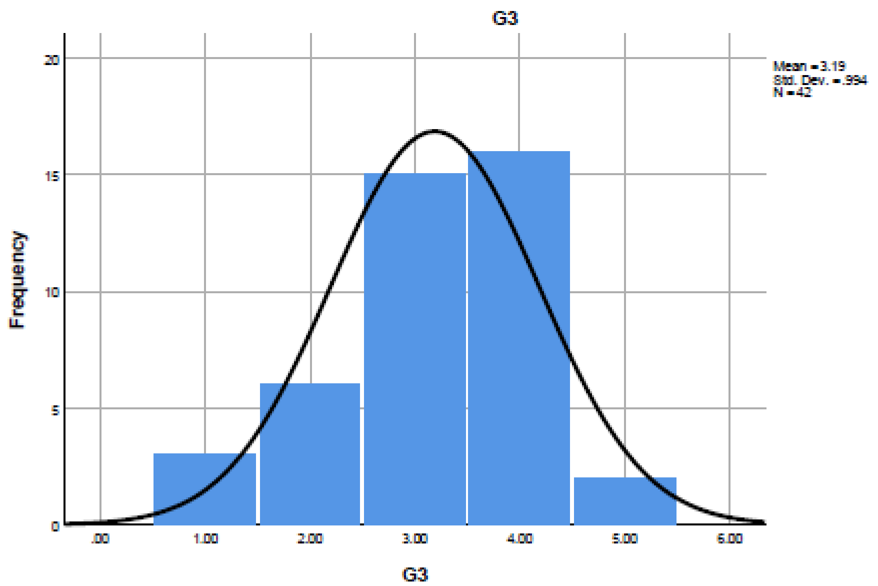

F1
Mean = 3.00
Std. Dev. = 1.091
N = 43
Frequency
F1

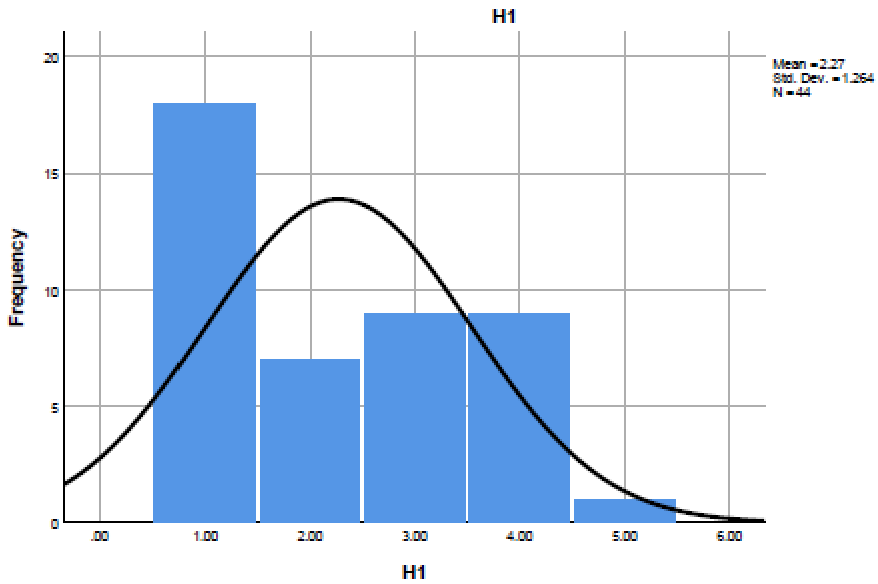

F2
Mean = 2.77
Std. Dev. = 1.159
N = 44
Frequency
20
15
10
5
0
.00
1.00
2.00
3.00
4.00
5.00
6.00
F2

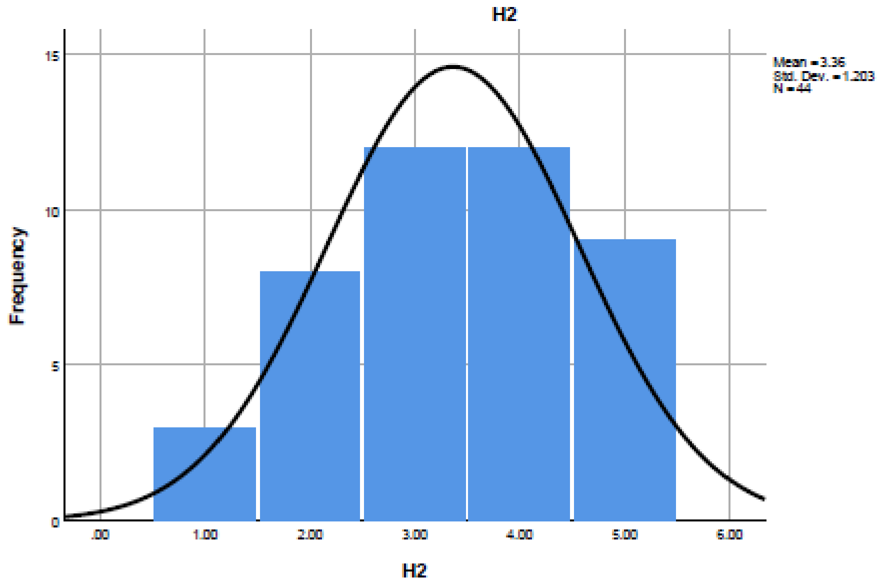

F3
Mean = 2.48
Std. Dev. = 1.338
N = 44
Frequency
15
10
5
0
.00
1.00
2.00
3.00
4.00
5.00
6.00
F3

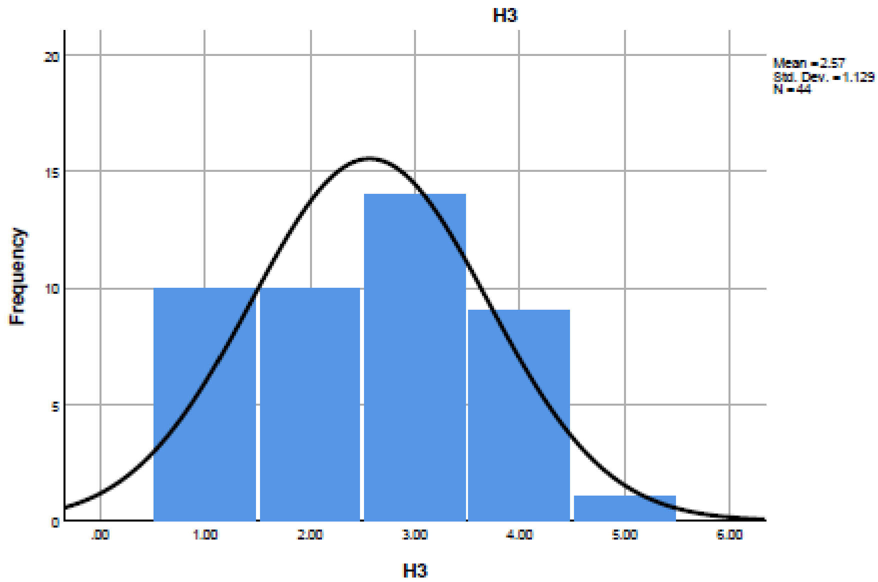

G1
Mean = 3.41
Std. Dev. = 1.352
N = 44
12.5
10.0
7.5
5.0
2.5
0.0
Frequency
.00
1.00
2.00
3.00
4.00
5.00
6.00
G1

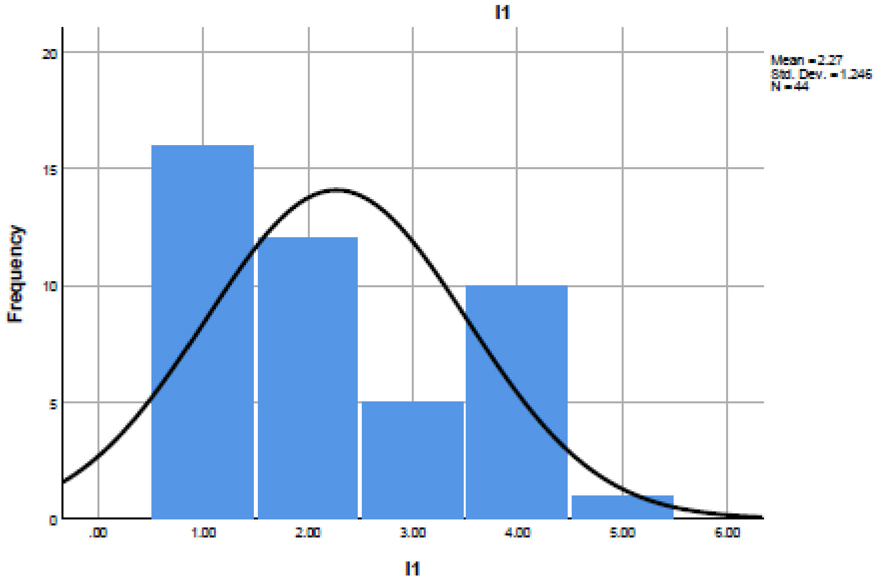

G2
Mean = 3.36
Std. Dev. = 1.163
N = 44
20
15
10
5
0
Frequency
.00
1.00
2.00
3.00
4.00
5.00
6.00
G2

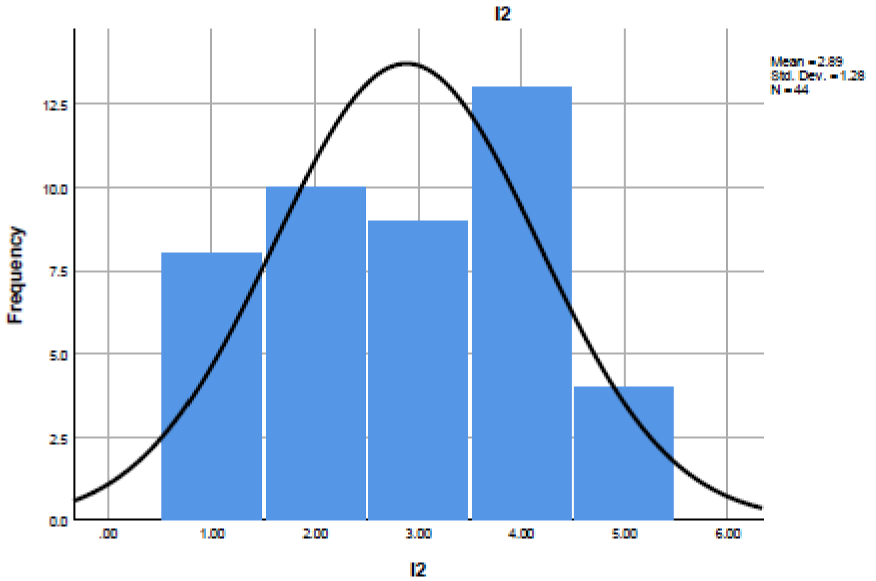

G3
Mean = 3.19
Std. Dev. = .994
N = 42
Frequency
20
15
10
5
0
.00
1.00
2.00
3.00
4.00
5.00
6.00
G3

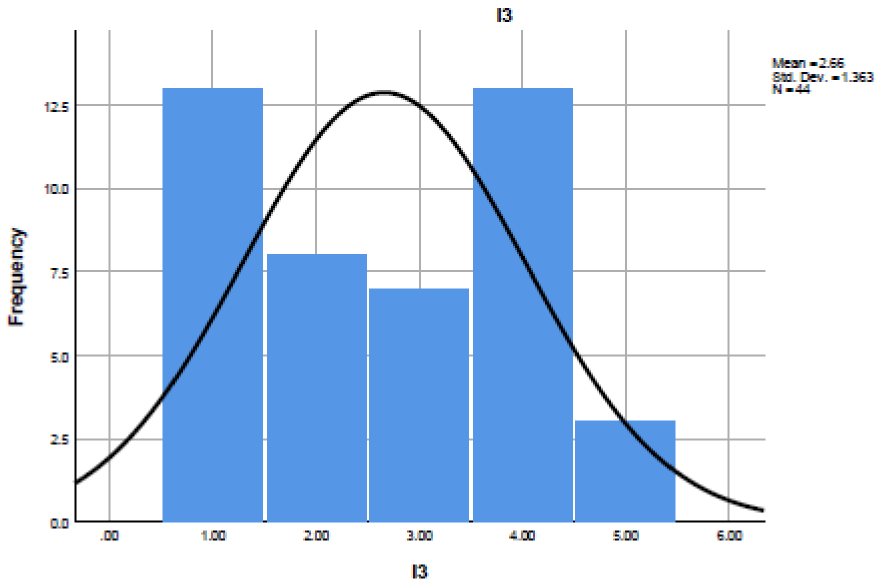

H1
Mean = 2.27
Std. Dev. = 1.264
N = 44
Frequency
20
15
10
5
0
.00
1.00
2.00
3.00
4.00
5.00
6.00
H1


H2
Mean = 3.36
Std. Dev. = 1.203
N = 44
Frequency
15
10
5
0
.00
1.00
2.00
3.00
4.00
5.00
6.00
H2


H3
Mean = 2.57
Std. Dev. = 1.129
N = 44
Frequency
20
15
10
5
0
.00
1.00
2.00
3.00
4.00
5.00
6.00
H3


I1
Mean = 2.27
Std. Dev. = 1.246
N = 44
Frequency
20
15
10
5
0
.00
1.00
2.00
3.00
4.00
5.00
6.00
I1


I2
Mean = 2.89
Std. Dev. = 1.28
N = 44
Frequency
12.5
10.0
7.5
5.0
2.5
0.0
.00
1.00
2.00
3.00
4.00
5.00
6.00
I2


I3
Mean = 2.66
Std. Dev. = 1.363
N = 44
Frequency
12.5
10.0
7.5
5.0
2.5
0.0
.00
1.00
2.00
3.00
4.00
5.00
6.00
I3