



**REWARDS AND RECOGNITION OF EMPLOYEE PERFORMANCE
AS A MOTIVATING FACTOR
AT A SELECTED UNIVERSITY IN SOUTH AFRICA**

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ABSTRACT

This study aimed to investigate the reward and recognition of employee performance as a motivating factor at the University of KwaZulu-Natal. This phenomenon is widely popular and has become the basis of many research studies undertaken by well renowned Academics. Their studies have proven successful and formed the basis of many other studies. However, research studies into the rewards and recognition of employee performance as a motivating factor has been limited in the Higher Education Sector. The purpose of the study was, therefore, to examine the nature and relationship of rewards, recognition and employee performance as a motivating factor on a target population of academic and professional services staff members.

The study was conducted at the University of KwaZulu-Natal delimited to the College of Law and Management studies with a sample respondent size of 169 academic and professional services staff members and 8 academic leaders. The researcher had undertaken a mixed methods research study and administered structured close-ended questionnaires and structured open-ended interview schedules. Data was collected and analysed with SPSS statistical package (Version 25) and NVivo then compared against previous literature. Limitations in the study included the Covid-19 pandemic and lockdown—which made it impossible to physically meet with the participants. Thus, simple random sampling technique without replacement was used to select the representative sample for the quantitative aspect and purposive non-probability sampling will be used for the qualitative aspect. The study was delimited to the academic and professional services employees of a particular College.

The findings resulted in a positive correlation between key variables, Rewards, Recognition and Employee Performance. This means that employee's performance at work is motivated by rewards and recognition. If these components are missing, the employee will not be motivated to perform. However, the researcher recommended further study undertakings in the area so that a basis of comparative literature and a holistic framework be established for future reference.

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I thank you all for seeing me through my MTech experience no matter how challenging it got.

DEDICATION

To my special ones.

DECLARATION

I hereby declare that the research project submitted for MTech: Human Resource Management in the Department of Human Resource Management, Faculty of Management Sciences at the Durban University of Technology is my original work in the text and the bibliography and has not been submitted to any other institution. I further declare that all sources cited or quoted are indicated and acknowledged in the bibliography.

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LIST OF ACRONYMS

HE	Higher Education
HEI	Higher Education Institution
HEIs	Higher Education Institutions
HE Sector	Higher Education Sector
KPAs	Key Performance Areas
KPIs	Key Performance Indicators
PDP	Personal Developmental Plan
PMS	Performance Management System
PMSs	Performance Management Systems
UKZN	University of KwaZulu-Natal

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CHAPTER 1

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The study aimed to investigate the impact of rewards and recognition of employee performance as a motivating factor in a selected university. Research studies into rewards and recognition linked to employee performance as a motivating factor was limited in the higher education sector (herein referred to as HE Sector). The purpose of this study, therefore, was to examine the nature and relationship of rewards and recognition linked to employee performance as a motivating factor in a target population of academic and professional services staff members. The study was conducted at the University of KwaZulu-Natal (herein referred to as UKZN), with a sample respondent size of N=169 staff members in the College of Law and Management Studies. The researcher undertook a mixed methods approach research study and administered structured close-ended questionnaires and structured open-ended interview schedules. Data was collected and analysed with the SPSS statistical package (Version 25) and NVivo, and then compared against previous literature. The findings were presented against the research objectives, and correlation between key variables was shared with the participants. This would create awareness in the HE Sector and add to the knowledge base around the topic.

Academic performance management was introduced in South African Higher Education Institutions (herein referred to as HEIs) much later than in countries such as Australia, New Zealand, England, and the United States of America (USA) (Franzsen 2003: 131). Empirical evidence from South African studies demonstrated that academics are apprehensive of and resistant to the notion of performance management, and perceived it to be a corporate tool that is inappropriate for an HEI context which was concerned with knowledge generation, not profit (Du Plessis 2011: 7 and Ngcamu 2013: 25). However, Galanou, Georgakopoulos, Sotiropoulos and Dimitris (2010: 102) and Hurd, Barcelona, and Meldrum (2008: 100) emphasized that performance rewards were essential tools for organizations, that could be deployed

by leaders and managers directly or indirectly to enhance employees' motivation and performance.

The Mission of the UKZN was to be academically excellent, innovative in research, critically engaged with society and demographically representative. The University recognized that achievement of that mission depended on the quality, engagement, and commitment of its employees. Accordingly, it had set one of its strategic goals to become an employer of choice. To achieve its vision, mission, and strategic objectives the University had a suitable remuneration policy which endeavoured to ensure that employees are rewarded equitably against the market and performance and are treated consistently throughout the University. The current salary ranges were based on relevant market survey data for both academic and support staff, and were due for reviews against the market (UKZN n.d.).

Moreover, the University's Rewards Services was committed to providing a professional, efficient, customer focused, and technology enhanced service to the University community. The Human Resources (HR) Information Systems, Remuneration & Benefits, Job Evaluation and Remuneration sections within the department were responsible for driving Human Resources Strategy in respect of the following:

- Job evaluation,
- Remuneration strategy development and implementation,
- Human capital management information systems,
- Effective employee benefits and remuneration, and
- Performance management.

A key focus of the University was to enhance these HR Capabilities in the implementation of the above within the support and academic client base (UKZN n.d.).

1.2 BACKGROUND TO THE STUDY

Moerdyk, Dodd, Donald, Kiley, Van Hoek and Van Hoek (2015: 97) defined employee performance as the extent to which an employee contributed to achieving the objectives of the organization. Zigon (1994: 3) defined rewards as something that increased the frequency of an employee action. Baskar and Rajkumar (2015: 1644), defined recognition as constructive, genuine feedback based on acknowledging people as sincere, worthy of respect, having needs, and equipped with their own personal expertise. According to Keijzers (2010: 13) good employee performance was necessary for an institution, since its success was dependent upon the employee's creativity, innovation, and commitment. Good employee performances and productivity growth were also important in stabilizing our economy; by means of improved living standards, higher wages, and an increase in goods available for consumption. Hence, research on individual employee performance was important to society in general. Snelgar, Renard and Venter (2013: 2) stated that having experienced the effects of a worldwide economic recession since 2008, institutions within South Africa faced increasing pressure to contribute more significantly towards their success. Moreover, Hussain, Khaliq, Nisar, Kamboh and Ali (2019: 26) concurred that those changing technologies and the demands of customers, created competition amongst institutions. Therefore, institutions needed to implement new strategies to cope with these changes.

Malik, Butt and Choi (2015: 59) declared that institutions now offer various types of rewards to employees in order to enhance their performance. They further maintained that effectiveness of rewards and recognition in influencing employee performance was critical because it affected the achievement of institutional goals. However, despite the importance of rewards and recognition and their widespread use in institutions, empirical evidence that supported the effectiveness of such rewards and recognition was at best mixed (Eisenberger and Shanock 2003: 121). Scholars had recently called for an investigation into the boundary conditions within which rewards and recognition affected employee performance (Byron and Khazanchi 2012: 810). The present study explored the impact that rewards and recognition had on employee performance. Furthermore, Hussain *et al.* (2019: 30) argued that skilled employees

who had translated their skills into value for the institution, desired to be rewarded for their skills and performance. They added that skilled employees also wanted competitive pay as a fundamental element and want growth, development, and career opportunities (Hussain *et al.* 2019: 30). They concluded that all of these propel employees toward improved performance, promoting retention and enhancing institutional productivity. Moreover, Salah (2016: 3) affirmed that employees have different needs and place different values on the rewards they may expect to receive and consequently they fine-tune their performance and productivity.

Against this background, Osibanjo, Adeniji, Falola and Heirsmac (2014: 67) stated that University staff were currently facing many challenges in the form of inadequate infrastructure, lack of an enabling research environment, disparity in salaries and allowances; and inconsistent policy implementation. In addition, the researchers also observe academics' unhappiness with aspects of job structure and compensation ranging from lack of feedback regarding performance, to management emphasis on a particular reward and recognition style, workload, and lack of support from superiors. The intended aim of the study was to use the results derived from the conclusion to enable University management to plan, set and implement effective and efficient rewards strategies that may lead to improved or maintenance of performance of the academic and professional services staff. This in turn would lead to economic growth and stability of higher education and hence growth and stability of the country. Therefore, the importance of the study stems from the importance of the subject at hand, where the impact of rewards and recognition on employees' performance is explored.

1.3 DEFINITIONS OF KEY TERMS

The following definitions Rewards and Recognition and Employee Performance serve as concept clarifications. These are simply an introduction to the terminology and will be discussed further in the literature review.

1.3.1 Rewards

According to Zigon (1994: 3) rewards is defined as something that increases the frequency of an employee action.

1.3.2 Recognition

According to Baskar and Rajkumar (2015: 1644) recognition is defined as constructive, genuine feedback based on acknowledging people as sincere, worthy of respect, having needs, and equipped with their own personal expertise.

1.3.3 Employee Performance

Moerdyk *et al.* (2015: 97) define employee performance as the extent to which an employee contributes to achieving the objectives of the organization.

1.4 PROBLEM STATEMENT

Within an employee performance management context, rewards are considered to be financial (payments in the form of wages, salaries and bonuses) and/or non-financial (benefits such as sick leave, insurance and retirement plans, and so forth). Financial rewards serve to demonstrate recognition of employees' contribution to the organization's success, enhance their career ambitions, promote high performance, and elicit acknowledgement from their colleagues. Non-financial rewards, such as career development opportunities to upgrade employees' skills, are an option often used by public sector organizations such as HEIs (Seyama and Smith 2015: 2). Rewards can also be intrinsic to the work, for instance, rewards related to individual need satisfaction, the job and organization context, and management behaviour (Hellriegel, Slocum, Jackson, Louw, Staude, Amos, Klopper, Louw, Oosthuizen, Perks, and Zindiye 2012: 410). Whilst extrinsic rewards are connected to employees' performance in relation to their job description and the related key performance areas (herein referred to as KPAs) and key performance indicators (herein referred to as KPIs) over a period of time (Seyama and Smith 2015: 2). In contrast, recognition means valuing and caring about the employees' contributions. Examples of employee

recognition include mentioning them in the company's newsletter, letters of commendation, extra time off and verbal appreciation. This is a form of caring for and appraising the employees (Hussain *et al.* 2019: 29).

Nonetheless, at a minimum the organization expects employees to perform the tasks assigned to them reliably and at the standards set for them, and to follow the rules that have been established to govern the workplace. However, management often expects more: that employees take initiative, supervise themselves, continue to learn new skills, and be responsive to business needs. Likewise employees expect their organization to provide fair pay, safe working conditions, and fair treatment (Ali and Ahmed 2009: 270). Mabindisa (2013: 54) suggests that it is important to have reasonable performance expectations for employees to fulfil. For each task that has to be done, an employee needs to know what output is expected to result from performance of the task, how this output is to be measured and what standards are to be applied in assessing the output. It is therefore fundamental to set out the appropriate specification of expectations along with the reward structure. Furthermore, Snelgar *et al.* (2013: 2) state that Generation X and Y employees now comprise a large part of the South African workforce, resulting in the need to formulate new strategies to retain and motivate these younger employees successfully.

Rewards and recognition, and their effective management is one of the various organizational strategies used to enhance employees' performance. However, much of the research published on this subject has shown a great deal of disagreement on whether reward and recognition systems of various kinds (extrinsic, intrinsic and social rewards) could increase employees' performance or not. Many studies have shown a positive relationship between rewards management and recognition, and desired levels of performance; however, others have noted the while use of certain types of rewards elicits an increase in employee's performance, the employees' motivation is not about meeting organizational goals and objectives. Disagreement among practitioners, scholars, and researchers and gaps in terms of a clear definition of the logical relationship between independent variables and performance has created a need for additional evidence on the relationship between rewards, recognition, and performance relationship across various sectors and in different contexts (Salah 2016:

2). Based on this background, the study will be conducted to determine the impact of rewards and recognition on employees' performance as a motivating factor.

Egginton (2010: 120) also lends credence to this argument that performance and rewards and recognition are, at one and the same time, emotive yet objective concepts, and are at the very heart of management theory and practice. It is performance that drives productivity, competitive advantage, and profitability. It is the reward system that ultimately drives cost base, retention, and recruitment and – in its widest sense – shapes a healthy work environment. Hussain *et al.* (2019: 32) agrees that rewards and recognition play a vital role in motivating an employee and increasing his performance in the organization. They suggest that rewards and incentives offered to employees inspire them to perform efficiently in the organization. Whilst Snelgar *et al.* (2013: 4) is of the opinion that the objectives of South Africa should thus include attracting highly qualified employees, as well as motivating and retaining these employees through incentivising desired behaviour and rewarding good performance.

In the context of a HEI, where performance is driven by the goals of the institution, employees are accountable, both individually and collectively, to the institution for meeting its performance targets. This explains why employees are considered to be not just a cost to an institution, but also an investment that managers should fully optimize. However, managers are also to ensure that employees benefit from the performance management structure such that there is mutual benefit to both managers and employees. In order to be globally relevant, HEIs resort to attracting high performing and ambitious employees by adopting more competitive corporate strategies for staff recognition, rewards and retention (Seyama and Smith 2015: 1).

Moreover, academic performance management was introduced in South African HEIs much later than in countries such as Australia, New Zealand, England and the USA (Du Plessis 2011: 105 and Ngcamu 2013: 316). In today's time, however, employee rewards and recognition play an important role in the overall employee performance. So, these things are vital and hence should be practiced by all the institutions. If the institutions do not take it seriously, then it might lead to negative consequences. Previous studies have almost ignored or not taken into consideration these factors in

employee performance (Hussain *et al.* 2019: 25). Therefore, the purpose of this study is to examine the role of employee rewards and recognition towards employee performance as a motivating factor within the HE Sector. There is a research gap in this field and the study will contribute to more knowledge, understanding and experiments.

1.5 AIM OF THE STUDY

The aim of the study is to conduct research on the impact of rewards and recognition of employee performance as a motivating factor at a selected university in South Africa (a case of the UKZN), whereby the research will aim to contribute towards the body of knowledge in the subject area of rewards and recognition, and employee performance in order to assist the UKZN in the future.

1.6 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

- To assess the relationship between rewards and recognition of employee performance as a motivating factor at the UKZN.
- To investigate the impact of rewards of employee performance as a motivating factor at the UKZN.
- To investigate the impact of recognition of employee performance as a motivating factor at the UKZN.

1.7 RESEARCH QUESTIONS

The research questions of the study are as follows:

- What is the relationship between rewards and recognition of employee performance as a motivating factor at the UKZN?
- What is the impact of rewards of employee performance as a motivating factor at the UKZN?

- What is the impact of recognition of employee performance as a motivating factor at the UKZN?

1.8 SIGNIFICANCE OF THE STUDY

The envisaged significance of the study is two-folded in that it will contribute (i) academically (i.e., theoretically and methodologically) in the fields of Rewards and Recognition and Employee Performance theories and (ii) the adaptability to Higher Education in the South African context. The significance of this study was to make an original contribution to the body of knowledge regarding the impact of Rewards and Recognition linked to Employee Performance as a motivating factor for Universities in South Africa. In the current study Rewards and Recognition was viewed as a multi-dimensional approach toward stakeholder value and explored the most beneficial structure for implementation in universities. The focus of the current study was not primarily on the constructs of Reward and Recognition, but also on the exploration and understanding of Employee Performance linked to the original theoretical framework so that deployment in a university can be guided in a practical way. The study also sought to understand the relationship of Rewards and Recognition on Employee Performance as a motivating factor at UKZN and derive findings that would inform the University of the relationship between the variables and utilize this in the attainment of the goals of the University.

1.9 SCOPE OF THE STUDY

The study was confined to the South African HE Sector. The focus of this study was on a selected University, namely, the UKZN, based in KwaZulu-Natal in South Africa. Moreover, the study is delimited and does not include other traditional and comprehensive universities in KwaZulu-Natal because situational factors differ in their uniqueness and own complexities. More importantly, the inclusion of any other tertiary institution increased the range of intervening variables and would make the study too complex. The study variables, namely, Rewards and Recognition and Employee Performance finds strategic applicability at the UKZN. Hence, the UKZN as a student-

centered institution was ideally suited as a strategically selected university for this study.

1.10 A BRIEF OVERVIEW OF THE LITERATURE

1.10.1 Rewards

Snelgar *et al.* (2013: 1) defined rewards as the compensation that an employee received from an organization in exchange for his or her services. They also stated that the rewards that employees receive should be important to them and address their needs. They went on to explain, that when companies structure their reward systems correctly, employees inherently performed well to achieve the organization's goals as well as their own. Chiang and Birtch (2008 cited in Hussain *et al.* 2019: 28), also defined rewards as a person receiving it in exchange of doing some tasks which is beneficial for the company. And that reward meant anything the company gave its employees in exchange for their contributions. Mossbarger and Eddington (2003 cited in Hussain *et al.* 2019: 28) stipulated those rewards were given to employees for their good performance. If rewards were not given, then an unpleasant environment is created. They concluded that rewards were extremely important in an organization and the main reason for the rewards was to attract and retain employees.

In addition, Hussain *et al.* (2019: 22) categorized rewards into three main types that individuals sought from their organization: extrinsic, intrinsic, and social rewards. The extrinsic rewards were the physical benefits provided by the organization such as pay (wages and salary), fringe benefits, promotion prospects, recognition, status symbols and praise. The intrinsic rewards represented those rewards that were related directly to performing the job. They were self-granted and internally experienced payoffs. This included a sense of accomplishment, self-esteem, autonomy, personal growth, and self-actualization. The social rewards arose from the interaction with other people on the job and included having supportive relationships with supervisors and co-workers. Hussain *et al.* (2019: 28) further stated that other examples of rewards included status, additional benefit, providing a better working environment and commission. Opportunity, appreciation, and manager's attention also means a lot and that the

employees may perform innovatively if they are rewarded. Lastly, they also concluded that if the company had a reward system, then it will attract more talented employees.

From a HE perspective, Fung and Gordan (2016: 6) stated that superior opportunities for career progression and reward were experienced by educators who were deemed to be academics, in comparison with those who are defined as academic-related or even categorised as 'professional services' staff. Fung and Gordan (2016: 26) go on to state that the need to reward contributions to HE more fairly applied not only to those on roles designated as academics but to professional services staff as well. Moreover, most institutions now allowed those defined as academic staff to gain promotion to full professor through their impact on education but gaining this level of recognition was not always fully developed, clearly understood throughout the institution or (thought to be) fairly interpreted by promotions panels. Therefore, according to Hussain *et al.* (2019: 26) it was being researched and concluded that reward systems enhance employees' performance and keep them motivated in HE Sectors. Further, it is being revealed that rewards can influence employee performance by enhancing employee abilities, knowledge and skills. The aim of this study will be to explore rewards on employee performance particularly in the HE context with the objective to contribute to this knowledgebase in the HE Sector.

1.10.2 Recognition

Recognition was appreciation of performance by the institution of an act done by the team or an individual. In usual language, it is sometimes expressed as "I caught you doing something good." It was an approach of showing appreciation for the special or extra effort done by an employee inside an institution. Recognition had two important goals: (i) to encourage the employee or team to continue or repeat the behaviour and (ii) to encourage other employees to do the same. Most team recognition plans fall into celebrating institutional target habitually as an event, developed to admit the successful completion of important institutional goals. This was to create a bigger consciousness or to remind people of the significance of the goals achieved inside the institution (Nduka 2016: 17). Moreover, recognition, either formal (written remarks and events) or informal (oral), had been the most cost-efficient way to strengthen needed

actions for performance inside an institution. Still, when recognition was acting in isolation of compensation and equity rewards, it frequently lost much of its appeal (Nduka 2016: 17).

According to Saunderson (2004: 255) employees did not only want compensation but also needed to be valued by their supervisors. He declared that it will increase employees' morale and employees would be well motivated if they were recognized by their supervisors. Deci and Ryan (2000: 227) stated that recognition means valuing and caring about the employees' contributions. It was essential for the HE Sector to recognize their employees. Whilst other studies show that it was better to recognize employees rather than give incentives. According to Serino (2002, cited in Hussain *et al.* 2019: 29) the example of employee recognition involved writing their names in the institution's newsletter, letters of commendation, extra time off and verbal appreciation. This was a form of caring and appraising the employees. He went on to state that the non-monetary awards are more motivating than the financial award. And in this way, the employees thought that they were being valued.

Moreover, Hussain *et al.* (2019: 29) stated that institutions should recognize their employees to keep their self-esteem high and keep them passionate. The employees who are recognized are well motivated and perform well. This was because motivated, recognised employees performed well which made one's intent towards certain behaviour. In this way the institution achieved their goals. They continued, that there was a direct relationship between employee recognition and employee performance. It is the result of motivation and ability at the job that leads to high performance. And finally, they concluded that recognition boosted employee morale which results in the overall productivity of the institution. The aim of this study was to explore recognition on employee performance particularly in the HE context with the objective to contribute to this knowledgebase in the HE Sector.

1.10.3 Employee Performance

Pradhan and Jena (2016: 4) stated that employee performance is a kind of attitude like volunteering for extra work, helping others in solving difficult tasks, upholding enthusiasm at work, cooperating with others at the time of need, sharing critical resources and information for organizational development, abiding by the prescribed rules and regulations, and supporting organizational decisions for a better change. This kind of performance contributed to creating a stimulating culture and climate of the institution which aided in achieving individual productivity and institutional effectiveness. According to Seyama and Smith (2015: 2) individually and collectively, employees determined institutional performance. Its employees' performance is therefore critical to an institution. Seyama and Smith (2015: 2) also stated that since performance management in an academic environment is a complex and sensitive issue managing its performance was important in order to provide the institution with a strategic advantage in their ongoing pursuit of competitive goals and imperatives.

Fung and Gordan (2016: 18) testified that measuring employee performance in education in terms of "teaching excellence" and student satisfaction poses significant challenges to the HE Sector. They also asserted that given HEIs original mission, research-intensive universities have long been motivated to achieve a high standing in their domestic and international rankings with employee performance as an aid. Pradhan and Jena (2016: 5) assert that it is understood from all these earlier studies that employee performance contained a cluster of behaviours that resulted from one's technical knowledge (knowledge of specifics in one's area of expertise), skill and adaptability (knowing the process to perform and executing it according to circumstances), and interpersonal relations (building team spirit, allegiance, and interconnectedness). It is expected that these kinds of behaviours explained in bits and pieces by earlier models may lead to distal institutional outcomes in the form of productivity enhancement, customer satisfactions, organizational development, and growth and so on. Given the increased importance on employee performance, more empirical research is warranted.

Lastly, Hussain *et al.* (2019: 26) expressed that employee performance was a very important for the institutions, without which they cannot survive. They also stated that it is vital for the institutions to consider it as their main objective. They needed to take care of their employees and value their work so that they could perform well on their jobs. Hence, the aim of the current study will be to explore the dependent variable i.e., employee performance in the HE Sector with the objective to contribute to this knowledgebase.

1.10. 4 Rewards and Recognition and Employee Performance

Ali and Ahmed (2009: 273) stated that institutions were under constant pressure to enhance and improve their performance and were realizing that an interdependent relationship exists between institutional rewards and recognition and employee performance. Salah (2016: 7) professed that the employee and the employer should be aware of the strong relationship between rewards and recognition and employee performance, that is the relationship between, how people perform and what they expect must be clearly defined. Further, performance management programs could be used to plan employee's performance, monitor performance, measure performance, and evaluate performance and control performance. Salah (2016: 7) also explained that to achieve that, a well-designed system needs to be developed to link positive contributions with rewards and recognition. This link can be seen as the mutual gain between rewards or incentives received and targets or goals attained.

Markova and Ford (2011: 813) declared that the employees will be well motivated and will perform well if they are rewarded. Hussain *et al.* (2019: 28) stated that there was a direct relationship between employee rewards and recognition and employee performance. They explained that if the employees are rewarded, then their performance will increase. And in this way, the employees think that they are being valued. Therefore, the employees may adopt that kind of behaviour that will lead them to better performance and rewards and recognition. As a result, the employees will start working harder which is very beneficial for the institution and the employees themselves. Hussain *et al.* (2019: 30) declared that scholars have argued that skilled employees who have translated their skills into value for the institution, desired to be

rewarded and recognised for their skills and performance. They added that skilled employees also wanted competitive pay as a fundamental element and want growth, development, and career opportunities. They concluded that all these propel employees for improved performance, retention and enhanced organizational productivity. Whilst Hussain *et al.* (2019: 30) contended that employees are certainly closer to their institutions and perform better jobs when they received healthier rewards and recognition in their institutions.

Hussain *et al.* (2019: 31) further explained how the expectancy theory impacted rewards and recognition and employee performance as a motivating factor. They asserted that the expectancy theory combines three sets of beliefs: expectancy, instrumentality, and valence. The expectancy is concerned with perceived relationship between the amount of effort an employee puts in and the resulting outcome. Instrumentality refers to the extent to which the outcomes of the employee's performance, if noticed, results in a particular consequence. Valence implied the extent to which an employee values a particular consequence. They went on to describe that if an employee believed that no matter how hard he worked, he will never reach the necessary level of performance, then his motivation will probably be low in respect of expectancy. For instrumentality, the employee will be motivated only if his behaviour results in some specific consequence. If he works extra hours, he expects to be rewarded, while for valence, if an employee is rewarded, the reward must be something he values. Therefore, the aim and objective of the study will be to explore the relationship of rewards and recognition on employee performance as a motivating factor within the HE Sector and contributing to the knowledgebase of similar research.

1.11 RESEARCH METHODOLOGY AND DESIGN

This section addresses how the research is conducted and how the data will be collected and analysed.

1.11.1 Primary Data Collection

Primary sources are those that contain data collected for the purposes of the published research (Horn 2012:89). Greetham (2009:187) concedes that primary material or data is anything you have collected yourself through questionnaires, tests, observations, interviews and so on. For this study, a structured close-ended quantitative questionnaire will be utilized to gather the data. For the qualitative aspect of the study, structured open-ended interviews will be utilized to gather the data.

1.11.2 Secondary Data Collection

Secondary data refers to data that is being included in research or academic writing that has not been collected as part of that study (Horn 2012:129). Walliman (2014: 149) professes that the advantages of using sets of secondary data are, that they have been produced by expert researchers, often with large budgets and extensive resources, way beyond the means of a single student, so they cut out the need for the time-consuming fieldwork. Greetham (2009:192) corresponds with this that one can work with much larger datasets than one can possibly collect themselves.

1.11.3 Research Design

A research design is a specific plan or a recipe for studying the research problem (Joyner, Rouse and Glatthorn 2013: 115). The main purpose of the design is to help to avoid the situation in which the evidence does not address the initial research questions (Yin 2013: 27). The research paradigm adopted will be mixed methods and descriptive in nature for the quantitative aspect and exploratory for the qualitative aspect. Mixed methods research is an approach that combines quantitative and qualitative research methods in the same research inquiry. Such work can help develop rich insights into various phenomena of interest that cannot be fully understood using only a quantitative or a qualitative method (Venkatesh, Brown and Bala 2013: 21). The research was primarily descriptive and exploratory in nature, as it aimed to understand and interpret the reward and recognition categories linked to employee performance as a motivating factor. Descriptive and exploratory studies are

often designed to collect data that describe the characteristics of persons, events or situations (Awung 2015: 65). Qualitative and quantitative data are collected concurrently and analysed separately. Integration will occur during the interpretation (Halcomb and Hickman 2015: 11).

1.11.4 Target Population

A population may be defined as the set of individuals, items or data from which a sample is taken (Horn 2012: 103). The target population for this study comprises of all academic and professional services staff members of the UKZN College of Law and Management Studies. The target population was obtained from the Internal Telephone Directory via the Human Resource Department at the UKZN. The target population equated to 300 staff members in the College of Law and Management Studies. The figures change per day due to employee suspensions, dismissals, retrenchments, resignations, and other activities. According to Sekaran and Bougie (2014: 268) the identified target population equated to $N=169$.

1.11.5 Sampling Techniques

The sample group is the group of participants in a study. They are the group that the researcher collects data from (Bui 2014: 31). Maree (2012: 69) states that there are two main types of sampling strategies frequently used in research. These are probability sampling, and non-probability sampling. Horn (2012: 104) expounds that non-probability sampling does not involve the random selection of cases from a sampling frame. While Maree (2012: 70) also clarifies that non-probability sampling is used when the probability of selecting a particular person in a population group is not known. On the other hand, Maree (2012: 70) further elaborates that probability sampling consists of selecting a participant from a population using probability techniques. It increases the representativeness of the sample group in terms of the population and therefore tends to increase the generalizability of results. For the purpose of this study the probability sampling method will be used with simple random sampling technique for the quantitative aspect and purposive non-probability sampling will be used for the qualitative aspect.

For this study a target population, $N=300$ and a sample size of ($N=169$) is recommended by Sekaran and Bougie (2014: 268). According to Saunders, Lewis and Thornhill (2009: 156) the selection of a bigger sample produces significant statistical results for generalizations and also eliminates sampling errors. De Leeuw (2005: 233) and Dattalo (2009: 229) also express that a bigger sample allows the researcher to obtain exploratory, in-depth information from a larger segment of the population, while minimising response bias. To come to this sample size of $N=169$ as stated above, randomization will be used for every third person, which according to Kumar (2011: 180) avoids bias in the selection of a sample and is selected in such a way that it represents the study population. In line with the definition of randomization, the method of selecting a probability sample will be simple random sampling, whereby each element in the population is given an equal and independent chance of selection. Kumar (2011: 186) states that the reasons and advantages for choosing such a sampling design is that:

- As they represent the total sampling population, the inferences drawn from such samples can be generalized to the total sampling population.
- Some statistical tests based upon the theory of probability can be applied only to data collected from random samples. Some of these tests are important for establishing conclusive correlations.

Furthermore, from the qualitative perspective, the method of purposive sampling will be used to develop the sample of the interviews under the qualitative discussion. According to Langkos (2014: 8) this method, which belongs to the category of non-probability sampling techniques, is where sample members will be selected on the basis of their knowledge, relationships and expertise regarding a research subject. In the current study, the sample members are 8 individuals who will be selected as they are opinion makers, key decision makers and influencers with sufficient knowledge and relevant work experience in their field in the College of Law and Management Studies. Within this context, the participants of this study will be namely: Dean of Research, Dean of Teaching & Learning, Director: Professional Services, Manager: Academic Services, Manager: HR, Manager: Student Support Services, Academic Lecturer, and Career Development Officer.

1.11.6 Selection of the Sample

Sekaran's (1992:253) computed Table (Annexure A) for determining the optimum sample size from a given population is used in this study to select the sample for the quantitative research design. The sample for the qualitative research design is selected by the researcher based upon the convenience sampling method.

1.11.7 Data Collection Method

A structured close-ended questionnaire will be used to collect the data (Annexure B & C). The researcher will email the questionnaire with a covering letter to the participants using the personal method of data collection. A structured open-ended interview schedule (Annexure D & E) will be emailed to elicit the responses from the respondents.

1.11.8 Measurement Instrument Design and Protocols

A structured close-ended quantitative questionnaire is used to collect data from the selected sample respondents. The researcher will email the questionnaire to the participants using the personal method of data collection. Given the global COVID-19 pandemic, email correspondence is safer than face-to-face in order to flatten the curve. The researcher will utilize the questionnaire as a means of measuring the reward, recognition, and employee performance categories. The questionnaire will comprise the following, namely, an information letter and a covering letter assuring the anonymity to all respondents and a consent form (Annexure B & C). The selected sample respondents will be asked to return the completed questionnaires within two weeks. Interviews will be conducted by the researcher via email due to COVID-19 and diary clashes with sample respondents. Thereafter main themes and sub-themes will be developed. The researcher will be conducting the interview herself with 8 interviewees. The interviewees will be provided with a covering letter and the interview schedule (Annexure D & E). Interview responses will be categorized into themes and sub-themes as a means of measuring reward, recognition and employee performance categories. The questionnaire and interviews will be based on the theoretical

framework and objectives of the study and will be self-developed by the researcher. Quantitative and qualitative investigative questions that focus on the research of the study are used in tandem with the guidelines of Bell and Waters (2014: 156) which includes preliminary points to consider, administration and data types, design and Likert scale for the questionnaire and interviews.

1.11.9 Reliability and Validity

Reliability refers to the extent to which a research instrument such as a test will give the same result on different occasions (Thomas 2017: 144). Validity in mixed methods research is essentially assessing the quality of findings and/or inference from all the data (both quantitative and qualitative) in the research inquiry (Venketesh *et al.* 2013: 40). The measuring instruments will be designed by the researcher as, according to Creswell (2014: 206) when one modifies an instrument or combines instruments in a study, the original validity and reliability may not hold for the new instrument, and it becomes important to re-establish validity and reliability during data analysis. The measuring instruments at face validity will be scrutinized by an academic in the field, a practitioner and a statistician and reliability will be tested against Cronbach Alpha. To gain the trust of the participants, the researcher would conduct the research accurately and ensure that all information that was obtained would be presented fairly and responsibly and under no circumstances would it be re-distributed, or the participants' personal circumstances divulged in any public forum or publication. This will be done following the guidelines of reliability and validity set by Anney (2014: 274).

1.11.10 Analysis of the Data

The responses to the structured close-ended quantitative questionnaire will be captured to form a data set. The initial data will be analysed into descriptive statistics for the demographic variables. The descriptive statistics will be used to analyse the composition and characteristics of the sample and will be organized, and summarised data presented in figures. The responses of the structured open-ended interview schedule will be analysed by identifying critical themes and elaborating on correlations between the variables emphasised by the respondents.

1.11.11 Ethical Considerations and Confidentiality

The research project will be used in tandem with the ethical guidelines of Bell and Waters (2014: 56) which include the following:

- All participants will be offered the opportunity to remain anonymous.
- All information will be treated with the strictest confidentiality.
- Participants will receive a copy of the final report.
- The research is to be assessed by the university for examination purposes only but should the questions of publication arise at a later date, permission will be sought from the participants.
- The research will attempt to explore educational management in practice. It is hoped the final report may be of benefit to the school and to those who take part.

1.12 CONCLUSION

This chapter provides an outline of the study with a condensed view of the variables and its theoretical analysis. This was achieved through a summation of background studies and brief literature into rewards and recognition and employee performance combined with the HE Sector in the South African context against a global milieu and the UKZN. The UKZN formed the scope of the study while research objectives and questions were panned out to encapsulate the study. The next chapter will be continuing with the literature review, challenges, best practices, and importance of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Employee performance is a key indicator of how an institution needed to position itself for future growth (Wood, Van Veldhoven, Croon, and De Menezes 2012: 425). Individually and collectively, employees determine institutional performance. Its employees' performance is therefore critical to any institution. So, too, are the institution's strategies for performance development, recognition, review, and rewards. Within a performance management context, performance rewards were considered to be one of the most important predictors of job satisfaction (Hellriegel *et al.* 2012: 420). These rewards can be financial (payments in the form of wages, salaries, and bonuses) and/or non-financial (benefits such as sick leave, insurance and retirement plans, and so forth) (Galanou *et al.* 2010: 120). Non-financial rewards, such as career development opportunities to upgrade employees' skills, are an option often used by HEIs (Westover and Taylor 2010: 815). Rewards can also be intrinsic to the work, for instance rewards related to individual need satisfaction, the job and organization context, and management behaviour (Hellriegel *et al.* 2012: 410).

The motivational efficacy of rewards is directly proportional to employees' perception of the rewards' correspondence with their own performance, on the one hand, and, on the other, with how employees assess their own accomplishments and rewards in relation to those of other employees (Hurd *et al.* 2008: 110). To ensure that rewards produce motivation, Cintron and Flaniken (2011: 32) suggested that there must always be direct (perceived) compatibility between the levels of performance input and that of the rewards output. They contended that a (perceived) disparity between rewards and performance could affect motivation negatively. Employees may withhold effort and commitment to compensate for lower rewards when they feel under-rewarded (Kidwell and Bennett 1993: 440). Some may undermine the organization in subtle ways such as via illegitimate absenteeism or sabotage of equipment (Konovsky and Pugh 1994: 656). Others may seek greener pastures. On the other hand, employees who perceive themselves to be rewarded fairly for their effort are, in comparison with their fellow

employees, more likely to be committed and loyal to their organization and to put in extra effort. In addition, even a well-designed reward system will have little performance-enhancing value if employees did not understand it (Hellriegel *et al.* 2012: 429).

Furthermore, Egginton (2010: 120) argued that performance and reward are, at one and the same time, emotive yet objective concepts, at the very heart of management theory and practice. It is performance that drives productivity, competitive advantage and profitability. It is the reward system that ultimately drives cost base, retention and recruitment and – in its widest sense – shapes a healthy work environment.

Within the HE context, performance related rewards have not been having the desired effect. From an international historical perspective, Kamen and Sarup's (1978) study revealed that discrepancies in performance linked reward systems caused employees to distrust institutions. As a consequence, employer-employee relations were harmed. Equally, Pearce, Stevenson and Perry's (1985) study found that a performance-contingent pay system did not enhance the performance of academic managers or of the organization in general. Likewise, Prewitt, Phillips, and Yasin's (1991) study referred to research in universities that confirmed faculty perceptions of problems with merit pay plans, and faculty levels of dissatisfaction with such plans. Carl and Kapp (2004: 16) argued that the effect of a pay for performance incentive scheme on research and publication outputs was inadequate to prompt performance enhancing behaviour. Similarly, in Terpstra and Honoree's (2009) study, academics reported that monetary performance rewards had no positive influence on their teaching and research motivation.

The long-standing professional trust approach to performance in South African HEIs has, as elsewhere in the world, come under the scrutiny of government bureaucrats (Seyama and Smith 2015: 1). Those South African HEIs that first introduced performance management systems were conversant with the various models, structures and formats that had been introduced in other contexts. As such, they were in a position to develop an authentic and effective performance management culture among South African academics (Du Plessis 2011: 105; Franzsen 2003: 131 and

Mapesela and Strydom 2004: 58). However, South African HEIs have been confronted by implementation challenges that defeated the purpose of performance management, which was to enhance individual and organization performance (Du Plessis 2011: 105; Franzsen 2003: 131 and Mapesela and Strydom 2004: 58).

At UKZN, individual employees accept performance agreements which are their key performance areas (KPAs) that are linked to their job descriptions, and also to the goals of the University. The line managers and employees both need to agree on these, because it then requires the employee to be working towards achieving them in a particular performance cycle. During the performance cycle, it is required that the line manager monitors the performance of the employee, and if there are things to be improved upon, then the employee should be informed of such. Employees needed to be encouraged to do better throughout the cycle (Mkhize 2019: 17).

2.2 REWARDS

This section provides a detailed overview of rewards as a concept by means of providing relevant definitions and clarifications to elaborate on the topics covered by the researcher pertaining to this variable.

In addition, this section covers the most pertinent literature pertaining to rewards, the various theoretical frameworks associated with the variable, as well as the benefits and the constraints thereof relating to the HE Sector.

2.2.1 Rewards Defined

According to Zigon (1994: 3) rewards is defined as something that increases the frequency of an employee action.

2.2.2 Theoretical Framework associated with Rewards

This section provides an overview of the relevant theoretical frameworks pertaining to rewards.

2.2.2.1 Overview of Rewards

Bratton and Gold (2007: 237) suggested that employee rewards can serve a purpose of attracting prospective talented employees, retaining valuable employees, motivating employees as well as assisting in achieving job satisfaction and organizational commitment while obtaining competitive advantage. Rewards was considered to be one of the most important elements in motivating employees to contribute their best efforts to generate innovative ideas that lead to productivity within an organization while enhancing business functionality and further improving organization performance, both financially and non-financially (San, Theen and Heng 2012: 211).

However, Longo (2014: 44) acknowledged that employers found it difficult to attract, retain, motivate, and engage staff. Whilst Pratheepkanth (2011: 85) argued that the reward system was an important tool that management could use to channel employee motivation in desired ways. If the reward strategies were implemented effectively in the organization, they could act as a retention strategy. Further, Longo's (2014: 44) research later revealed that over the years there was no effective and lasting strategy other than reward packages. Individuals were no longer expected to receive just a salary in exchange for the activities they carry out and the results they produce. Employees expected employers to offer them financial rewards for their contribution, opportunities to perform significant jobs and prospects for growth and development. In addition, employees were offered a higher level of involvement in their job planning and to have their say in the design of the job they carried out and the way it was executed.

A study by Mercer (2003: 8) revealed that employees will remain in an organization if they are well rewarded, and they may leave if they are poorly rewarded. Kreitner (2004: 440) claimed that rewards are all material and psychological payoffs for performing excellent tasks in the workplace. Employee rewards could be classified as either extrinsic or intrinsic. Extrinsic rewards are payoffs granted to the individuals by employers such as money, employee benefits, promotions, recognition, status symbols and praise, while intrinsic rewards are self-granted and internally experienced

payoffs such as sense of accomplishment, self-esteem, and self-actualization (Kreitner 2004: 441).

Moreover, Aktar, Kamruzzaman and Ali (2012: 9) also classified these rewards into internal and external rewards. External rewards included salary, incentives, bonuses, promotions, and job security while intrinsic rewards were intangible or psychological rewards, such as appreciation, meeting new challenges, a positive and caring attitude from the employer and job rotation after attaining set goals. Whilst Martocchio (2013: 4) also stated that compensation represented both intrinsic and extrinsic rewards that employees received for performing their jobs. Intrinsic compensation reflected employees' psychological mind-sets that resulted from performing their jobs while extrinsic compensation included both monetary and non-monetary rewards.

2.2.2.2 Intrinsic and Extrinsic Rewards

Based on the literature reviewed in the first chapter and above, there are two types of rewards that have a profound effect on employee motivation and employee performance. The first is intrinsic rewards which are intangible, psychological rewards that employees get from doing meaningful work and performing it well. It is internal to each individual and provides personal satisfaction. The other factor is extrinsic rewards that are external, tangible rewards, usually financial, that an employee receives from the institution as an incentive to increase productivity (Smith, Joubert and Karodia 2015: 74).

Intrinsic rewards are those that exist in the job itself. Examples are achievement, variety, challenge, autonomy, responsibility, and personal and professional growth. They also include status, recognition, praise from superiors and co-workers, personal satisfaction, and feelings of self-esteem. Intrinsic rewards increase feelings of self-esteem and accomplishment. Intrinsic rewards are derived from the content of the task itself and include such factors as interesting and challenging work, self-direction and responsibility, variety, creativity, opportunities to use one's skills and abilities, and sufficient feedback regarding the effectiveness of one's efforts. Employees are thought to be motivated to work hard to produce quality results when they have pride

in their work, they believe their efforts are important to the success of the team, and their jobs are fun, challenging, and rewarding (Özutku 2012: 31). However, Mohammed, Mustapha and Ibrahim (2018: 24) stated that today, individuals require beyond monetary rewards for their effort. This means that employees seek other returns in exchange for their contributions which is of value and meaningful to them, rather than being given just money.

Extrinsic rewards, on the other hand, are external to the job itself. They comprise such elements as pay, fringe benefits, job security, promotions, private office space, and the social climate. Other examples include competitive salaries, pay raises, merit bonuses, and such indirect forms of payment as compensatory time off (Özutku 2012: 31). Many employees may be attracted to well-paying jobs, extend extra effort to perform the activities that bring them more pay, and become agitated if their pay is threatened or decreased. However, it is important to mention at this juncture that if there are missing factors in what the employees considered to be intrinsic or extrinsic rewards, it is possible for the employees to be dissatisfied and not able to perform in the best way that can bring about high organizational performance (Mohammed *et al.* 2018: 24).

2.2.2.3 Reward Systems

According to Došenović (2016: 109) the reward system is a central, integrated feature of the approach to human resource management. The reward system can easily be defined as a system that relates to money, goods, and services that employees receive from their employer in exchange for their work, which is strictly defined.

The basis of the reward system consists of employees' charges (fees, remuneration, compensations or earnings). This applies to all forms of prizes or rewards which are given to employees and based upon performed labour (Dessler 2007: 213). Thus, employees are awarded for performed work and services with various types of rewards. There are several reasons why institutions should be dedicated to the creation of an adequate reward system, since the main purpose of it is to attract, retain and motivate employees (Babić and Lukić 2008: 115).

Moreover, the purpose of the reward system is to keep the workers in the existing institutions and to motivate employees to do their best. Since the reward is one of the important factors of motivation, adequate reward systems may affect the employees to carry out their work successfully, which ultimately could lead to the achievement of the set objectives of the institution. It can be said that the main role of the reward system is to align individual employees' interests and strategic objectives of the institution by attracting and retaining skilled people, encouraging and supporting employees to develop their skills and knowledge, motivating employees and creating a culture where employees care about success of organizations in which they work (Bogićević-Milikić 2008: 275).

Došenović (2016: 111) further stated that when designing a reward system, it is important to decide whether the emphasis should be on monetary or non-monetary benefits. It is also very important to decide in advance whether the information about the rewards will be public or secret. In addition to the above criteria, the reward system is under the influence of various other internal and external factors that can directly determine the reward process. The minimum pay, the cost of overtime jobs, benefits and other reward components are primarily determined by a number of laws and regulations.

Although different organizations use different reward systems, all rewards can be classified into two basic groups: tangible (material) and intangible (non-material). Material or financial rewards are the basis of a reward system. They include all the material rewards that employed workers received from their employers and included a variety of direct and indirect forms of remuneration. When it comes to direct material rewards, they included all types of rewards that employees receive in cash. Direct material rewards are basic pay, increase of the basic pay to maintain purchasing power and incentives (Došenović, 2016: 112).

The reward system should be aligned to motivate employee performance that is consistent with the firm's strategy, attract and retain people with the knowledge, skills and abilities required to realize the firm's strategic goal, and create a supportive culture and structure. Reward systems are likely to have a direct effect on the direction of

employees' individual attention and effort (Özutku 2012: 30). In a competitive business environment, Smith *et al.* (2015: 39) declared that the concept of rewards and employee motivation has become a popular point of discussion in many successful organizations. They further stated that institutions need to review their reward systems in order to improve employee motivation, increase performance and stay competitive.

Prior research in the field accentuates the importance of determining the link between reward systems and employee motivation and how they subsequently affect the productivity of employees and the success of the company. The purpose of this research study is to explore the relationship between reward and motivation in a company specific setting and determine how the total reward structure affects employee motivation levels within the given company (Smith *et al.* 2015: 40).

2.2.3 Advantages and Disadvantages of Rewards

Employee rewards have been characterized as investments that organizations and institutions used to strengthen ties between themselves and their employees, thereby reinforcing employees' motivation (Westover and Taylor 2010: 811). Employee rewards also serve to demonstrate recognition of employees' contribution to organization success, enhance their career ambitions, promote high performance, and elicit acknowledgement from their colleagues (Armstrong 2007: 115). Employee rewards may also lend a hand towards employees' performance in relation to their job description and the related KPAs and key performance indicators (KPIs) and can be used to measure their performance (Carl and Kapp 2004: 17). Over a period of time, Galanou *et al.* (2010: 112) stated that employee rewards enabled the measurable, and hence "objective", assessment of an employee's performance and motivation. Rewards were seen as an added advantage to institutions in that they were able to attract highly skilled workers who can use their knowledge and skills to contribute to a successful organization. Rewards were also used to attract employees with favorable qualifications and retain said employees.

Conversely, when financial rewards are perceived to be inconsequential, they can result in low job satisfaction and high turnover intent among employees (Armstrong 2007: 135). Westover and Taylor (2010: 825) found that HEIs employees who were aware of the high rewards earned by their counterparts in the public sector often displayed low levels of job motivation. Employee rewards could also pose as a costly avenue for institutions and may be open to bias and favouritism in terms of which employees would be rewarded more than their counterparts. Another disadvantage could be the perception that employees have towards rewards. Employees may view these as a tool that institutions use as a tick box exercise or to appear as a favourable institution to the outside eye. Lastly, employees of these institutions could have potential reward resentment whereby the employee believes they have done all they can to receive a reward, but this may not be the case and they are left with resentment at not having attained the reward.

2.2.4 Best Practices Associated with the Implementation of Rewards

Reward professionals rarely start with a clean sheet. They have to take note, and keep taking note, of changes in organizational and institutional requirements, which happen all the time. They must track emerging trends and modify their views accordingly, as long as they do not leap too hastily on the latest bandwagon. They have to ensure that reward strategy can be implemented at a pace the institution can manage and people can deal with. The fundamental change in culture often inherent in such projects takes a lot of time – and trouble – to achieve (Armstrong 2007: 61).

According to White (2005: 23) remuneration committees was something that a lot of organizations are using globally. The purpose of the remuneration committees is to provide an independent basis for setting the salary levels and the rules covering incentives, share options, benefit entitlements and contract provisions for executive directors, employees and the like. Such committees were accountable to shareholders for the decisions they take, and the non-executive directors who sat on them should have no personal financial interests at stake. Further, Armstrong (2007: 410) stated that virtually all major employers in the UK (90 per cent according to recent surveys by organizations such as Monks and Hay) provided annual incentive (bonus)

schemes for senior executives. These bonus schemes provide directors and executives with cash sums based on the measures of company and, frequently, individual performance.

International reward strategies may cover the following areas as guiding principles, namely: total reward, job evaluation, market pricing grade and pay structures, contingent pay, benefits and remuneration of expatriates and third-country nationals. (Armstrong 2007: 418). Traditionally, discussions of international reward strategies and practices have tended to focus on an elite of expatriate workers, sourced from headquarter locations and rewarded in isolation from local country staff. Today a diverse and complex pattern is emerging, requiring a more strategic approach than simply copying the near-universal practice of other multinationals (Perkins, 2006: 22).

Moreover, as businesses expand globally, a common reward theme is the tendency to send an increasing number of staff abroad as expatriates. The assignment may be a short-term attachment to provide guidance and expertise. Or it may be a secondment to an overseas location that lasts two or three years (Armstrong 2007: 419). The below table depicts some of the best practices guidelines that can be implemented.

**TABLE: 2.1 RESEARCH BASED RECOMMENDATIONS ON PRINCIPLES
AND IMPLEMENTATION GUIDELINES FOR USING
MONETARY REWARDS EFFECTIVELY**

Principles	Implementation Guidelines
1. Define and measure performance accurately	<ul style="list-style-type: none"> Specify what employees are expected to do, as well as what they should refrain from doing. Align employees' performance with the strategic goals of the organization. Standardize the methods used to measure employee performance. Measure both behaviours and results. But the greater the control that employees have over the achievement of desired outcomes, the greater the emphasis should be on measuring results.
2. Make rewards contingent on performance	<ul style="list-style-type: none"> Ensure that pay levels vary significantly based on performance levels. Explicitly communicate those differences in pay levels are due to different levels of performance and not because of other reasons. Take cultural norms into account. For example, consider individualism-collectivism when deciding how much emphasis to place on rewarding individual versus team performance.
3. Reward employees in a timely manner	<ul style="list-style-type: none"> Distribute fake currencies or reward points that can later be traded for cash, goods, or services. Switch from a performance appraisal system to a performance management system, which encourages timely rewards through ongoing and regular evaluations, feedback, and developmental opportunities. Provide a specific and accurate explanation regarding why the employee received the particular reward.
4. Maintain justice in the reward system	<ul style="list-style-type: none"> Only promise rewards that are available. When increasing monetary rewards, increase employees' variable pay levels instead of their base pay. Make all employees eligible to earn rewards from any incentive plan. Communicate reasons for any failure to provide promised rewards, changes in the amount of pay outs, or changes in the reward system.
5. Use monetary and nonmonetary rewards	<ul style="list-style-type: none"> Do not limit the provision of nonmonetary rewards to noneconomic rewards. Rather, use not only praise and recognition, but also noncash awards consisting of various goods and services. Provide nonmonetary rewards that are need-satisfying for the recipient. Distribute nonmonetary rewards based on the other four principles of using monetary rewards effectively. Use monetary rewards to encourage voluntary participation in nonmonetary reward programs that are more directly beneficial to employee or organizational performance.

Source: Herman, A., Joo, H. and Gottfredson, R. K. (2013: 244). Adapted.

2.2.5 The Importance of Monitoring Rewards in the Higher Education Sector

Talent retention has been reported as a significant challenge for organizations operating in a competitive environment. Competing for employees with the required skillset and attracting and retaining employees with expertise has emerged as the biggest challenge for human capital managers. However, in HEIs, retaining of staff has become a priority. In addition, higher education is influential in the development of a country. It not only functions as a provider of knowledge but also as a pertinent sector for the nation's growth and societal wellbeing. HEIs play a significant role in the development of skills, which improves the economy; therefore, a high quality of staff is required. HEIs are also considered as a center of research, knowledge, change and excellence that is skilled in acquiring, generating, and transferring knowledge to society. It goes without a doubt that one of the key factors associated with high retention and productivity is employee rewards (Mabaso and Dlamini 2018: 1).

Dubihlela and Rundora (2014: 27) affirmed that an increase in global competition had forced universities to ensure increased employee commitment in order to enable them to have a high level of excellence and competitiveness. Wasiu and Adelajo (2014: 14) suggested that the importance of rewards cannot be over emphasized. Well rewarded employees felt that they were valued by the institution. Anku-Tsedre and Kutin (2013: 173) stated that rewarding employees is ideal in today's complex human resources market, which led to continually changing settings in which institutions compete for survival. Obicci (2015: 47) affirmed that as employees are the engines of institutional vehicles, total rewards are the fuel through which institutions' stated objectives can be achieved. Ihionkhan and Aigbomian (2014: 18) stated that rewards management strategies can be used to increase employee commitment by creating a sense of belonging in the university. Increased levels of employee commitment can be achieved through effective rewards management strategies. Korir and Kipkebut (2016: 37) advised institutions to take actions such that employee commitment can be obtained through total rewards management (Mabaso and Dlamini 2018: 2).

It was also noted that monitoring employee rewards in the HE Sector will ensure that the sector will be well aware of employee engagement. If employees are rewarded,

this will leave room open for increased performance and motivation. It will also allow the institutions to ensure that their academic staff are productive and willing to stay with their universities. By monitoring employee rewards, the HE Sector shows its staff that they are committed to their professional work and achievements (Smart, 2008: 141).

2.3 RECOGNITION

This section provides a detailed overview of recognition as a concept by means of providing relevant definitions and clarifications to elaborate on the topics covered by the researcher pertaining to this variable.

In addition, this section covers the most pertinent literature pertaining to recognition, the various theoretical frameworks associated with the variable, as well as the benefits and the constraints thereof relating to the HE Sector.

2.3.1 Recognition Defined

According to Baskar and Rajkumar (2015: 1644), recognition is defined as constructive, genuine feedback based on acknowledging people as sincere, worthy of respect, having needs, and equipped with their own personal expertise.

2.3.2 Theoretical Framework and Models related to Recognition

This section provides an overview of the relevant theoretical frameworks pertaining to recognition.

2.3.2.1 Overview of Recognition

Employee recognition is as much an organizational management issue as it is one related to the basic needs of individuals. Although it is gaining wider and wider currency in sociology and organizational psychology circles, this complex notion is still fairly vague in the management world (Brun and Dugas 2008: 716). According to World at Work (2007) recognition referred to acknowledgement or gave special

attention to employee actions, efforts, behaviour or performance. It met an intrinsic psychological need for appreciation of one's efforts and could support business strategy by reinforcing certain behaviours, like extraordinary accomplishments that contributed to organizational success.

Employees want and feel the need to know how well they are doing. Moreover, praising employees is regarded as an important type of recognition that helps motivate them and provides job satisfaction and organizational commitment (Certo 2010: 308). Ng'ethe, Irav and Namusonge (2012: 210) stated that employee recognition is timely, informal or formal acknowledgement of a person's or team's behaviour, effort or business result that supported the organization's goal and values, which have clearly been beyond normal expectation. In addition, appreciation was a structural human need and employees reacted to gratitude conveyed through recognition for their excellent work as it confirmed that their work was valued. Employees were inclined to remain with organizations which recognized and appreciated their capabilities, efforts and performance contributions (Mabaso 2017: 40).

Gostick and Elton (2007: 129) stated that recognition gives employees the extra push they need to do their jobs better, and it is one of the most powerful motivational tools. Chew and Chan (2008: 507) suggested that employees are more likely to express commitment to an organization and remain with it when their expertise, efforts and performance are recognized. Herzberg (1959) found that lack of recognition for work done was a significant factor for producing negative feelings about the job (Mabaso 2017: 41).

To date, employee recognition has not been systematically conceptualized nor has it been subject to a satisfactory theoretical integration, which is reflected in the vagueness of the written corpus on the issue. Given employees' urgent need for workplace recognition and the growing organizational challenges in the areas of human resource management, workplace quality of life and worker engagement, all of which share recognition as a contributing factor, it is critical that we achieve a better grasp of this concept. Moreover, when seen as a work organization and HR

management tool, recognition represents a viable alternative to control and subordination-oriented approaches (Brun and Dugas 2008: 716).

2.3.2.2 Reinforcement Theory

Reinforcement theory has its roots in the work of behavioural psychologists John Watson, Ivan Pavlov, E.L. Thorndike and B.F. Skinner. It held that people can be conditioned through rewards and punishments to repeat behaviours which were rewarded and to cease behaviours which were not. The theory was based on Thorndike's (1911) "law of effect" which stated that behaviour that resulted in a pleasurable outcome was likely to be repeated. Hence, reinforcement was the process of increasing the frequency or strength of behaviours using reinforcing consequences. By contrast, punishment was the process by which the strength or frequency was decreased using punishing consequences (Smith 2014: 22).

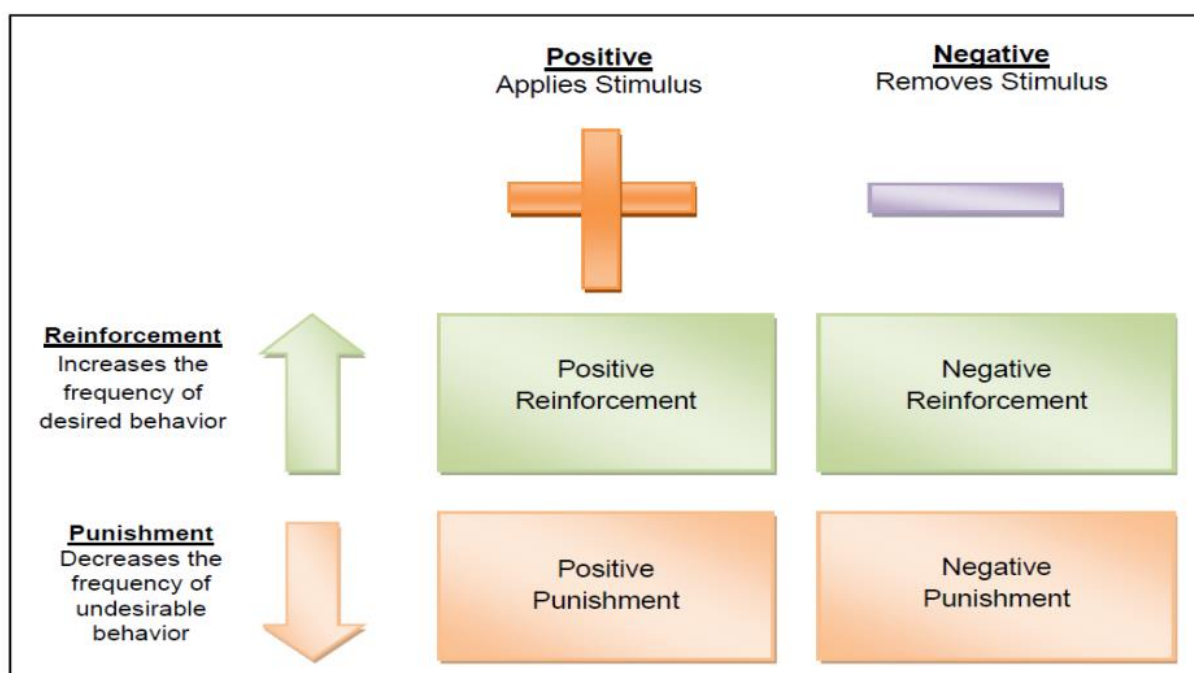
Reinforcement can be both positive and negative, but both increase the preceding behaviour. Positive reinforcement occurs when something positive is presented as a consequence of behaviour and the behaviour increases. For example, if playing the piano reveals a melody and brings enjoyment, and if the frequency by which the individual plays the piano increases to reveal more melodies and brings more enjoyment, then playing the piano has been positively reinforced by the melodies and by the enjoyment produced by playing. Negative reinforcement occurs when the frequency or strength of a behaviour increases because something negative is removed or prevented from occurring. The behaviour of brushing teeth twice daily is negatively reinforced if it prevents or terminates toothache (Smith 2014: 22).

In terms of the HEIs, the existing literature showed that the reinforcement theory has been tested massively in the field of education worldwide on modification of the academics' behavior as it was also known as the learning theory (Christopher and Hasson 2015: 1). Universities are using positive reinforcement to influence the desired behavior of professionals for the achievement of their objectives (Kelly and Pohl 2018: 17). It also promotes the intrinsic and extrinsic motivation of the academics and can acquire the desired behavior or results from them (Elliott 2000: 100). This theory was

being used in the institutional field to reinforce the employees directly to fulfill their set targets and the managers or heads of the institutes mostly motivated their employees intrinsically by praise, empowering them and extrinsically by giving them monetary raises, after achieving short and long term goals (Leong and Rashad 2014: 92). As there are very few research evidence which confirmed positive reinforcement theory's application in the field of human resources, specifically no literature found locally in the South African context, the current study aims to fulfill the gap by applying this theory in higher education and study its implications through experimentation (Fayyaz, Afsheen and Khan 2021: 63).

According to Maleka (2015: 25) four methods are employed in operant conditioning: positive reinforcement, negative reinforcement, positive punishment, and negative punishment. The figure below expresses those four methods.

FIGURE 2.1 REINFORCEMENT THEORY



Source: Maleka, S. (2015: 25).

2.2.2.3 Types of Employee Recognition

According to Brun and Dugas (2008: 725) there are five types of recognition-related interaction, represented by the relationships formed on the organizational, vertical, horizontal, external and social levels. On the (i) organizational level, the concern for employee recognition is expressed through policies and programmes stating the organization's intention to recognize the work performed by its members. This refers to the structural elements of recognition such as value, policy, mission, goal, etc.

On the (ii) Vertical interactions, these are characterized by the recognition relationship that forms between the manager and the employee or team. This recognition can be expressed from the top down or the bottom up, but there is often an imbalance in this exchange. In some workplaces, managers give little recognition to their employees' contributions while, conversely, employees may show signs of recognition toward their manager and may exhibit mutual recognition amongst themselves (Jacob 2001 cited in Brun and Dugas 2008: 725). However, a large-scale US study (Buckingham and Coffman 2001 cited in Brun and Dugas 2008: 725) revealed that the most compelling determiner of an employee's performance was the quality of the relationship with his/her immediate supervisor. Managers' reluctance to afford recognition to their employees may stem from a fear of losing control, apprehensions about others' creative power, resistance to more egalitarian relationships and a detachment from employees' actual work often caused by new management constraints. Other explanations have also been put forward: signs of recognition showed weakness and can be perceived as flattery; they produce unintended effects; they must be handled with care; and they have to be expressed accurately. Finally, some authors point to the fact that managers' failure to apply recognition practices is often due to a lack of time, skill and knowledge in this area (Brun and Dugas 2008: 725).

The (iii) horizontal component, meanwhile, refers to the recognition that develops between peers and team members. This form of recognition is all the more important since, as was noted earlier, co-workers are the ones who are best placed to make a 'better judgment' about the quality of work performed and who foster the employee's sense of team spirit. Colleague recognition appears more trustworthy in their eyes,

because it is free of managerial influence (Nelson 2001: 40). Although horizontal recognition is more commonly practiced than the vertical variety, it is still influenced by the current workplace situation. The advent of new work organization and corporate management techniques, coupled with job insecurity, can have the effect of intensifying competition among co-workers and, consequently, undermining the impetus for mutual solidarity and recognition (Dejours cited in Brun and Dugas 2008: 725).

The (iv) external component is related to service delivery and involves not just clients and suppliers, but consultants and partners as well. This type of recognition is important, because when organizations suffer a serious decline in their work environments, employees may come to perceive it as the last remaining source of meaning and motivation for their jobs. The 'relational' or 'client' approach adopted by many organizations can create a context that encourages the expression of this form of recognition (Brun and Dugas, 2008: 725).

Lastly, the (v) social component is concerned with the relationship that the organization and its employees have with the community, as well as the one that society at large has with the various trades and professions. This recognition may be expressed, for instance, in the community's esteem for an organization and its social value, or in social groups recognizing the role and contribution of specific professions (nurses, firefighters, etc.) to the wider society. Social recognition is also expressed in employees' volunteering spirit, stemming from their own recognition of their community's needs. It may also be perceived by the latter as their way of giving back to the community (Brun and Dugas, 2008: 725).

Moreover, there are many other types of recognition that is popular and widely used in corporates and HEI's. Recognition can include letters or postcards ("Thanks! You Made A Difference" Award), memory items (a plaque or mug) that last longer than cash, nonmonetary awards that have trophy value, lunch with managers/supervisors, a picture displayed in a prominent place, having a room or hallway named after the employee, posting names (employee of the week or month) in the organization's notice board or website, a video rental certificate, a coffee card, an event ticket, or a candy

bar. managers needed to be in constant contact with the employees if they are to determine what they most value and then find ways to act systematically on those desired forms of recognition and rewards as they perform well. This suggested that managers need to vary the forms of recognition, adding new things, experimenting with them, and eliminating others that have run their course and are no longer motivating to employees. If managers were timely, sincere, and specific in thanking employees when they have done good work, it will maintain credibility in the recognition process (Tessema, Ready and Embaye 2013: 3).

2.3.3 Advantages and Disadvantages Pertaining to Recognition

According to Gaille (2015: para. 2 line 1), the following can be perceived to be the advantages and disadvantages of Employee Recognition.

Advantages of Employee Recognition:

- It allows employees to feel appreciated for all of their hard work over a specific period of time.
- Recognizing employees doesn't have to cost an organization anything. If a manager simply goes out of their way to make sure their direct reports are thanked and recognized, then it can be an incredible boost to their overall morale.
- Happier employees will maintain higher productivity levels, giving an organization the chance to achieve better profits.
- Employee recognition helps to align workers to a company's overall mission statement and business goals. This is because the standards that are set to receive certain types of recognition directly correlate with what the business hopes to achieve with their business plan.
- A program which allows employees to nominate each other for this award helps to keep the entire process fair. One clique or group of workers cannot dominate the recognitions that are received every year when everyone is allowed to participate.

- Various levels of recognition can be created so that employees at many different levels of experience or seniority can all be awarded for the great things they are doing every day.
- Employees don't have to be recognized just for their contributions at the workplace for a program to be effective. If workers go above and beyond in their community by volunteering at the local shelter, making regular donations to the food bank, or mentoring college students to be ready for the rigors of the modern work environment, then a recognition of these actions can help workers feel more appreciated as a person instead of just as an employee.

Disadvantages of Employee Recognition:

- The wrong method of employee recognition can destroy whatever motivation a hard worker may have. There's only so many times that a manager can say "thank you" before it begins to feel hollow and meaningless.
- It can become very expensive to recognize employees on a consistent basis.
- When one team member tends to be recognized more than others on a consistent basis, then employee recognition can cause a divide within a team or organization very quickly. Everyone feels like they work hard every day, even if all they do is come to work and chat with others while drinking coffee. They feel like their hard work goes unrecognized while the work of someone else is always in the spotlight and this creates jealousy.
- It can create an environment where favoritism is perceived. This is especially true when there are married or dating couples involved, certain factions always recognized, or if close friends and family are always recognizing the accomplishments of each other and no one else.
- Employee recognition programs that are not awarded with some level of frequency are generally not effective. If only one employee is recognized per year, for example, then there is a drop in the willingness of others to excel for a prolonged period of time.
- The recognition doesn't always fit with the accomplishments. If a worker saves a company tens of thousands of rands because they were able to change a process to make it more efficient, don't they deserve something more than a company-branded polo shirt, a pin, or a coffee mug?

- It may create a sense of entitlement. Sometimes work for the sake of earning a paycheck must be good enough. Employee rewards must be progressive to continue being effective. After all – how many coffee mugs can actually fit on a desk?

2.3.4 Best Practices Related to Recognition

Powell (2022: para 3 line 1) succinctly mentions top 10 best practices of employee recognition that are and can be used globally.

TABLE: 2.2 TOP TEN BEST PRACTICES OF EMPLOYEE RECOGNITION

1. Engage leaders in the program
Leaders are key drivers of company culture and strong examples of behaviour in the workplace. When top-level executives support (and use) strategic recognition, managers and employees are likely to participate, as well.
2. Connect your institution values to concrete behaviours
The institution values define who you are, what is important to you and how you manage expectations on the day-to-day. As a result, institution values are also a strong employee engagement tool. They unify the workforce, bring teams together, and give employees a singular, defined direction to go. Institutions are ensuring that they get employees to connect with the company values and goals. Institutions also ensure that they make them accessible, digestible, realistic and relatable.
3. Train managers on why recognition matters
Managers need to be on the board from the beginning to prevent managers asking the question: “Why should I recognize people for doing their jobs?” Managers need to be educated on the benefits of strategic recognition and the importance of shining a spotlight on the daily successes of others. This is especially true when many employees are working remotely due to COVID-19 and might not be as visible as they would in an office setting so the day-to-day successes can easily get lost.
4. Hold managers accountable
Training managers is just one step in implementing a successful employee recognition program – ensuring they use it is even more critical. Institutions are ensuring that managers are accountable by setting expectations and goals. For example, a request may be that managers write at least one recognition per month.
5. Implement a measurement strategy
In order to ensure recognition programmes are successful, the resulted impact must be measured. One way to do this is through employee surveys. Employee surveys are a valuable tool in tracking engagement and measuring progress towards engagement goals.

6. Refresh the recognition program
Employee recognition and reward programs are evolving alongside the institution. Otherwise, employees may lose motivation over time. To keep the workplace actively engaged, the recognition program is refreshed by leveraging employees' feedback.
7. Create a time-based recognition focus tied to an organizational goal
When an institution wants to create change or grow the university in a new direction, recognition can be a powerful driver of behaviour. For example, a goal of "breaking down silos" can be translated into encouraging recognition for cross-functional communication and collaboration. Similarly, department goals such as "first call resolution" for a call center can be tied to a recognition focus.
8. Integrate recognition into business practices
Institutions that carry recognition stories over to the business, so that they can be shared and heard, are likely to see powerful results. For example, some company leaders implement a "1-minute reminder" to open business meetings with a recognition story. This amplifies the recognition culture by not only motivating the employee being recognized, but also the other employees in the meeting who desire that level of recognition.
9. Fold values and recognition training into onboarding
Recognition can start on an employee's first day of work. All new employees should be educated on how recognition works in the institution and what the institution values and expectations are. When these are introduced during the onboarding process, new hires are set up for success. They will benefit from hearing other recognition stories and observing examples of recognition within the company. Most of all, by understanding the institution values, they will better understand the desired behaviours that are likely to be rewarded over time.
10. Publicly recognize your people to increase engagement
Everyone loves to feel appreciated, and your employees are no exception. When institutions communicate and recognize one another publicly for everyone in the business to see, other departments and teams are kept in the loop about big projects. By making employee recognition public during uncertain times, employees can feel more connected than ever before.

Source: Powell (2022: para 3 line 1). Adapted.

2.3.5 The Importance of Monitoring Recognition in the Higher Education Sector

One valuable outcome and reason for recognizing employees is that studies show that people who feel appreciated are more positive about themselves and their ability to contribute, i.e., employee recognition can boost productivity and increase satisfaction (Daniels 1999: 48; Darling, Arm and Gatlin 1997: 4; Nelson 2005: 240 and Gostick and Elton 2007: 114). A number of research studies in the HE Sector indicated that

nonfinancial rewards such as recognition and other intrinsic rewards are *sine qua non* (an essential condition) for job satisfaction (Darling *et al.* 1997: 135; Nelson, 2005: 270). Based on a survey of 200,000 employees, Gostick and Elton (2007: 215) concluded that if employee recognition is conducted properly, it can increase profitability and customer service levels, and heighten employee engagement and satisfaction. Nelson (2005: 49) concluded that recognition leads to improved communication (employees are more likely to offer solutions and new ideas), better cooperation (employees are more likely to offer to help and go the “extra mile”), and decreased absenteeism and turnover (employees will demonstrate higher job satisfaction and loyalty) within the HE Sector. Daniels (1999: 82) concluded that quality and productivity were enhanced when supervisors simply increased their daily frequency of contingent positive reinforcement. Employees benefit from positive reinforcement and recognition from peers and/or management. Recognition can motivate, helping to build feelings of confidence and satisfaction (Keller 1999: 390) and inspire loyalty and commitment, as well as encouraging employees to extend their efforts (Robbins and Judge 2008: 303). Darling *et al.* (1997: 278) argued that one of the most effective morale boosters was praise for a job well done. She further surmised that regularly recognizing and rewarding employees can be one of the easiest ways to keep employees satisfied and productive. For many individuals, feelings of self-worth are directly associated with their work (Tessema *et al.* 2013: 3).

Allen and Helms’ (2002: 118) research confirmed the importance of regular expressions of appreciation by managers and leaders to encourage behavior of employees to reach institutions strategic goals. In one study, only about 50% of managers say they provide recognition for high-performance (Kouzes and Posner 2003: 178). While recognition is not widespread, Nelson’s (2005) study showed that 78% of employees indicated that it was very important for them to be recognized by their manager, and 84% of managers concluded that providing nonmonetary recognition as a reward has increased performance. Further, 91% of managers concluded that recognizing employees helped motivate them (Tessema *et al.* 2013: 3).

According to the University of Iowa (2009: para 2 line 4) if recognition was to provide the required results, it needed to have personal value, requiring managers to consider the nature of the accomplishment and the recipient's preferences; it must be earned, requiring managers to focus on the nature of the accomplishment the recipients view as meaningful; it must be timely, requiring managers to reward immediately; and it has to be accompanied by a celebration, requiring managers to get to know the individual before planning the delivery forum-whether public or delivered one-on-one. Finally, the attitude of celebration is a key factor in creating a lasting, positive memory of the recognition effort (Tessema *et al.* 2013: 4).

2.4 EMPLOYEE PERFORMANCE

This section provides a detailed overview of the employee performance as a concept by means of providing relevant definitions and clarifications to elaborate on the topics covered by the researcher pertaining to this variable.

In addition, this section covers the most pertinent literature pertaining to employee performance, the various theoretical frameworks associated with the variable, as well as the benefits and the constraints thereof relating to the HE Sector.

2.4.1 Employee Performance Defined

Moerdyk *et al.* (2015: 97) define employee performance as the extent to which an employee contributes to achieving the objectives of the organization.

2.4.2 Theoretical Framework and Models related to Employee Performance

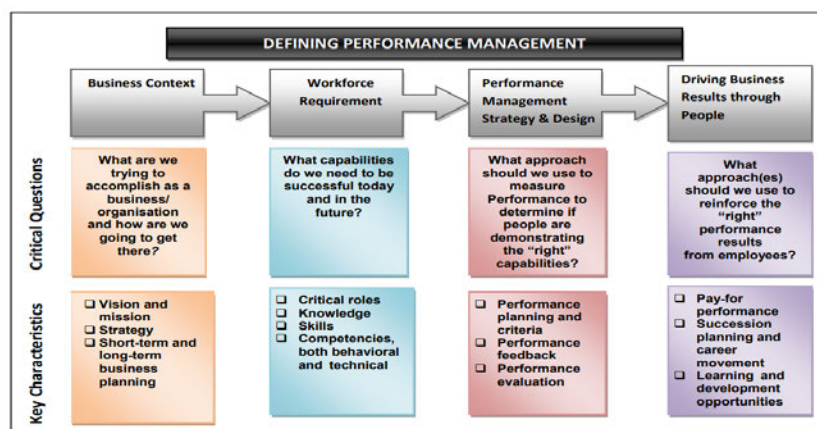
This section provides an overview of the relevant theoretical frameworks pertaining to employee performance.

2.4.2.1 Overview of Employee Performance

Performance of the employee is considered as what an employee does and what he doesn't do. Employee performance involves quality and quantity of output, presence at work, accommodative and helpful nature and timeliness of output (Shahzadi *et al.* 2014: 161). In another study, Bowman (1999: 573) defined performance management as a "continuing cycle of goal setting, coaching, development, and assessment." Kelloway (2004: 9) argued that performance management was an "ongoing process that articulates organizational vision and objectives, identifies and installs organizational and individual performance standards in light of these objectives, and takes corrective action to ensure accomplishment of these standards using systems and procedures that are well-integrated with organizational culture and practices" (Mkhize 2019: 31).

According to Clear Review (2022) performance management isn't an easy field to navigate. It's constantly evolving, hence the need for an effective performance management system. New performance management trends emerge every year and all too often, human resource departments get it wrong. Employees are left feeling deflated, unmotivated, and unengaged and managers are frustrated at the poor levels of team and individual employee performance. Thankfully, more and more companies and institutions are waking up to the importance (and resulting benefits) of effective performance management.

FIGURE 2.2 DEFINING PERFORMANCE MANAGEMENT



Source: Maleka, S. (2015: 11).

According to the results of the study conducted by Yang (2008: 179) on individual performance, it showed that performance of the individuals cannot be verified. Similarly, he asserted that organizations could use direct bonuses and rewards based on individual performance if employee performance is noticeable (Yang 2008: 181). In line with Yang (2008: 181), Bishop (1987: 56) investigated employee performance and revealed that acknowledgment and recognition and reward of performance of employees direct the discrimination between employee productivity. Morale and productivity of employees is highly influenced by the effectiveness of performance of an organization and its reward management system (Yazıcı 2008: 112).

Ahmad (2012: 539) came to the conclusion that if employees are satisfied, they will do more work therefore ultimately customers will be satisfied. Employee performance is actually influenced by motivation because if employees are motivated then they will do work with more effort and by which performance will ultimately improve. Employee motivation has a significant and positive relationship with employee performance (Shahzadi *et al.* 2014: 161).

2.4.2.2 Evaluation of Employee Performance

The literature indicated that there are many factors to consider in the evaluation of performance management including employee attitudes towards variables such as perceptions of fairness. Bretz, Milkovich and Read (1992: 321) indicated that the most important performance management issue faced by the organizations is the perceived fairness of the performance review. Their findings suggested that most employees perceived their performance management system as neither accurate nor fair. Skarlicki And Folger (1997: 434) suggested that the appraisal process has become a source of extreme dissatisfaction when employees believe the system is biased, political and irrelevant. In general, research indicated that perceptions of fairness arise from consideration of the outcomes (procedural fairness) and the way in which the decision-making procedures were implemented and explained (interpersonal fairness) (Gupta and Upadhyay 2012: 98).

Studies from Clear Review (2022) suggested that when discussing performance management, many people immediately think of the annual performance review process. But the performance appraisal is only one component of what is considered to be performance management. A key point here is that performance management is a continuous process — not a once-a-year activity. Quality performance management should, therefore, bring together a number of different, integrated activities to form an ongoing “performance management cycle”, as shown below.

The figure below represents the performance management cycle from its early planning stages on towards the final review stages.

FIGURE 2.3 THE PERFORMANCE MANAGEMENT CYCLE



Source: Clear Review (2022).

Thus since 2015, this philosophy of continuous performance management has been adopted by leading organizations such as Microsoft, Deloitte, Adobe and General Electric. All these major names have abandoned traditional once-a-year performance appraisals in favour of regular “check-ins” and frequent (or real-time) feedback. These regular performance discussions are typically developmental and future focused. They provide team members with an opportunity to explore what has gone well and how success can be replicated again, any challenges faced and how they may be overcome — and agree on actions both the individual and manager need to take to develop the individual and further improve their performance. Such check-ins are also a great opportunity to address employee development while offering training opportunities and regularly reinforcing performance expectations (Clear Review 2022).

It is also important that whilst goals are set, both the employee and the line manager agree on the individual’s Personal Developmental Plan (PDP) and monitor to see that the plan is followed through. Performance management is not only about improving personal performance, but the performance of the entire organization and, at the same time, retaining top performers, improving customer satisfaction and encouraging employee engagement (Kiragu and Mutahaba 2006: 7).

It is understood from all these earlier studies that performance contains a cluster of behaviors that results from one’s technical knowledge (knowledge of specifics in one’s area of expertise), skill and adaptability (knowing the process to perform and executing it according to circumstances), and interpersonal relations (building team spirit, allegiance, and interconnectedness). It is expected that these kinds of behaviours explained in bits and pieces by earlier models may lead to distal organizational outcomes in the form of productivity enhancement, customer satisfactions, organizational development and growth and so on. Given the increased importance to task and contextual and adaptive performance, more empirical research is warranted (Pradhan and Jena 2017: 16).

2.4.2.3 Performance Management Systems

Performance Management System (PMS) is defined as a strategic and integrated approach of conveying continued success to institutions by developing the people in a way that improves group and personal performance. Despite the avant-garde approach there has been many difficulties in the proper implementation of the approach (De Waal 2007: 179). PMS is impossible to be effective if focus is not given to performance driven behavior rigorously and managers acting as role models. In order to deal effectively with the pressures and changes in the current environment, the organizations are seeking for effective management techniques (De Waal 2007: 179). Being the most important aspect performance management system is failing to deliver the expected result (Armstrong 2007: 76). An increasing number of profit and nonprofit organizations are turning towards PMS in order to achieve better results and better psychosomatic outputs (Carpinetti, Gerolamo and Galdámez 2002: 376; Chau 2008: 116; Lam 2008: 226; Lawrie, Cobbold and Marshall 2004: 353; Luthans and Avey 2008: 427; Mwita 2000: 19; Reilly 2003: 245; Verbeeten 2008: 427 and De Waal 2007: 47). Beer and Ruh (1976: 59) first coined the phrase performance management in 1976.

According to HR Tech Funnel (2021) an effective performance management system is one in which the following are done:

- The performance management cycle is continuous and not annual.
- Leadership, executive, and upper-level management buy-in to performance management has been secured.
- Making certain verbal performance exchanges and reviews are significant and not just routine.
- Verifying your managers, are both willing and capable of delivering result-oriented performance management on a daily basis.
- Utilizing user-friendly performance management software that grants you visibility of performance management activity.

They go on further to explain what the purpose of such a system could be for organizations:

- To improve the company profit margin: Performance management improves business performance by reducing staff turnover which helps to boost the company profit margin thus generating great business results.
- To guide personnel along a suitable career path: In line with best practices worldwide for performance management, personnel in a supervisory role are expected to guide the staff under them along a clearly defined and progressive career route.
- To furnish staff with valuable progressive feedback: Prompt real-time feedback makes performance management systems run by HR more engaging and proactive.
- To ensure staff attains their SMART goals: Company staff can only attain goals set for them and surpass expectations when they are absolutely clear about what exactly is expected of them. Goals that are regularly set, that are short-term, and which are frequently discussed are often more effective.
- To ensure employee goals relate to and advance organizational objectives: Human resources employ performance management systems to aid staff in seeing the nexus between their individually assigned goals and the overall organizational strategy. This gives the meaning and purpose employees seek in their careers.

Hence, HR Tech Funnel (2021) further breaks down the various performance systems into the following:

- General Appraisal: A constant interaction between the manager and employee all year round.
- 360-Degree Appraisal: Feedback from employees about other employees.
- Technological Performance Appraisal: Evaluation of an employee's technical proficiency.
- Employee Self-Assessment: Employee's self-appraisal as compared with that of his direct line manager.
- Manager Performance Appraisal: Evaluation of the manager involving feedback from both the team and clientele.

- Project Evaluation Review: Appraisal to ascertain the level of an employee's expertise on the job.
- Sales Performance Appraisal: Judgment of a salesperson's goals versus results obtained via targets met.

Finally, PMS has become the backbone of any organization specifically in competitive industries like banking, pharmacy etc. wherein increasing cutthroat competition is the new buzzword and survival of the fittest has become the realities of the day. A study conducted by Gupta and Apadhyay (2012: 96) revealed them using models adopted from Allen and Meyers commitment scale and Minnesota scale of satisfaction for checking the satisfaction and commitment level and factorial based questionnaire adopted from – Brinkerhoff and Kant 1980: 3 and Cleveland, Murphy and William 1989: 130 – was used to check the effectiveness of performance management systems. Their findings suggested that there was a significant correlation between PMS and satisfaction and moderate correlation between employee job satisfaction and commitment. They have therefore concluded that effective PMS is the only mantra to build the loyalty index of the employee to keep them happy as happy mind work best.

2.4.3 Advantages and Disadvantages Pertaining to Employee Performance

According to Gaille (2015: para 3 line 1) the following were perceived to be the advantages and disadvantages of employee performance management.

TABLE: 2.3 ADVANTAGES AND DISADVANTAGES OF EMPLOYEE PERFORMANCE MANAGEMENT

Advantages of Employee Performance Management
1. It provides employees with the feedback that they need to succeed.
Feedback is critical to the management of an employee's performance. If an employee doesn't know what they're doing is right or wrong, then they're just going to take their best guess and roll with the punches. Simple coaching in what is expected can change production outcomes quite dramatically.
2. It allows employees to become more comfortable with their assigned roles.

The biggest danger to not providing management to an employee's performance is that this will cause direct reports to think of their supervisor as incompetent. Nobody wants to work for someone who is incompetent, no matter how much money they make. By managing employee performance, each role can be better defined and this stops workers from going rogue.

3. It sets a foundation for employees to feel safe about bringing up concerns.

Workers have already invested themselves into a certain outcome with their employer. They've bought-in just by the decision to report to work every day. What employee performance management does is encourage a solid foundation for transparent communication at all levels. Workers need to feel safe about bringing up concerns just as managers need to feel safe about taking performance concerns to the employee. The give and take that is established will always provide benefits.

4. It is a way to weed out workers who aren't invested.

There's always going to be a worker hanging around who is looking out for their own best interests. They'll be playing games online, on their phone, or busy talking to other workers without a care for production levels. Performance management helps employers identify these workers quickly so they can be removed. It's never easy to fire someone, but if the choice is for one person to lose their job or for it to happen to everyone, the choice is usually pretty clear.

Disadvantages of Employee Performance Management

1. It places all of the pressure on middle management.

Production levels are ultimately controlled by the middle managers when a focus on performance management is encouraged. These managers get pressured from above to improve production and pressured from their direct reports about the conditions behind the given feedback. If failure happens, guess who gets blamed?

2. It is very easy to misinterpret the intentions of performance management.

If someone is used to receiving only negative feedback, then any feedback they are given is going to be seen in a negative light. Even something like "Hey – you're doing an awesome job" gets turned into "I wonder if they're trying to fire me." Performance management must take into account the individual and that isn't always done.

3. Performance management is usually reactionary instead of proactive.

Most workers receive some feedback only when they do something that their employer didn't want them to do. Positive feedback is quite rare in the modern workplace and it usually isn't taken seriously because of how infrequently it is offered. This can be changed around somewhat if proactive feedback is offered, but many employers don't give it enough time for that change to take place.

4. It can divide the work environment.

Sometimes employee performance management comes from peers or outside clients instead of a direct supervisor. If negative feedback is given, then a team can be divided because workers feel like everyone is out to get them. It can even reduce production because workers begin to campaign for a better review.

Source: Gaille (2015: para 3 line 1). Adapted.

2.4.4 Best Practices Related to Employee Performance

According to Ramsamy and Sibanda (2018: 5) performance management isn't an easy field to navigate. It's constantly evolving, hence the need for an effective performance management system. New performance management trends emerge every year and all too often, human resource departments get it wrong. Employees are left feeling deflated, unmotivated, and unengaged and managers are frustrated at the poor levels of team and individual employee performance. Thankfully, more and more institutions are waking up to the importance (and resulting benefits) of effective performance management systems.

Some of the traditional best practices associated with effective performance management are the following (Ramsamy and Sibanda 2018: 5):

- **Goal setting:** Goal setting should be a collaborative process. Where once goals trickled downwards from the higher-ups in an organization, modern companies and institutions are aligning goals upwards. So, goal setting should involve meeting with employees and being transparent about company goals, direction and obstacles.
- **Transparent communication and collaboration:** Employees want and deserve their managers and leaders to be open and authentic at all times. They don't want to be kept in the dark when their companies are going through hard times. They want to be kept abreast of pertinent information. On top of this, they want real-time communication while building healthy relationships with their colleagues and managers. This will involve regular feedback and honest discussion, even when such communication is difficult or uncomfortable.
- **Employee recognition:** An effective performance management system should prioritize employee recognition and reward. Employees should feel valued and appreciated for the work they do and the effort they put in. If employee recognition is not a priority, this will most likely have a negative bearing on voluntary turnover.
- **Honest and regular feedback and reviews:** The more frequent and precise the feedback, the better individual performance. It's that simple. Employees want

regular insights into their work and the better-informed employees are regarding their performance and are able to see where they can improve and excel.

- Employee development: No ambitious top performer wants to remain at a company long-term without honing and developing skills. Advancement and development are important to employees, not to mention, companies stand to benefit when employees are more skilled and capable.

Past approaches to performance management in higher education in South Africa were given limited emphasis by government, and its contribution to enhance institutional performance and quality has been neglected (Simmons 2002: 86). As a result, universities adopted a laissez-fair approach to performance management and therefore operated on a high 'trust' basis within an ethos that emphasized independence of thought and scholarship, academic freedom and collegiality (Molefe 2010: 5). However, it seemed that this is something of the past. Due to pressure to increase productivity (measured through student pass rates and research outputs), responsibility and accountability, this approach resulted in HEIs developing and introducing performance management systems, such as the integrated performance management system and the 360-degree performance management system (Ramsamy and Sibanda 2018: 6).

Globally, performance management has been successful in countries including Australia, Bermuda, Canada, Finland, France, Jamaica, Japan, Malaysia, New Zealand, Singapore, Sweden, United Kingdom (UK) and the United States of America (USA) (Ayeni 2001: 3; Mutahaba and Kiragu, 2002: 50; Adamolekun 2005: 29; Mothusi 2008: 59). In Africa, Botswana, Ghana, Mauritius, Namibia, South Africa, Tanzania and Uganda are listed among the few exceptions of success stories of performance management, though there are challenges and constraints (Mkhize 2019: 18).

Moreover, according to Ranjan (2021: para. 1 line 1) COVID-19 has been a huge disruptor and a definite game-changer throughout the global economy. Many business and HR functions have been totally revamped after being in disarray for a considerable period. HR needs to ensure business viability and longevity of current trends by installing a robust performance management process in place, even as it

struggles to leap out of the economic inertness left by the pandemic worldwide. One of the most prominent changes — the impact of which we have all seen and felt — is the global imposition of remote work. After all, a safe approach was needed to maintain effective business continuity during enforced lockdowns, even as the pandemic raged on.

Ghosh (2021: para. 1 line 1) from Thrive Global further alluded to the fact that performance management has drastically changed in the face of COVID-19 and thus some of the newer best practices have been:

TABLE: 2.4 BEST PRACTICES FOR PERFORMANCE MANAGEMENT

Newer Best Practices for Performance Management
<p>1. Performance Management Became Virtual for All</p> <p>When everyone shifted to working from home or remote working, it became difficult for organizations to manage their employee's performance. So, most companies shifted to cloud-based applications or tools from the traditional approach.</p>
<p>2. Employee Development Turned Feedback Focused</p> <p>Employee's development has become on the job and based on real time feedback. More and more organizations are focusing on sharing immediate or real time feedback with their employees. When feedback is shared only during reviews or appraisals, it loses importance, and often employees fail to connect the dots. On the other hand, regular feedback helps employees know what they are doing right and what to improve on. It helps them reinforce the practices which will help the organization grow. It boosts their morale, motivation and satisfaction level.</p>
<p>3. The Right Time for Mentoring and Skill Development</p> <p>Skill Development and Mentoring are a big part of employee performance management in the virtual working environment. It is the right time for employees to upskill and cross-skill themselves. Frequent check-ins and feedback help managers understand their employees better. As a result, managers can identify their training and development needs easily. This is also the right time to start a mentoring program for employees. Having a mentor in these uncertain times will be helpful for employees. A mentor will help in the personal and professional development of employees. When an employee sees that the organization cares for their growth and development, they feel empowered, confident, and committed to their work. It results in a decrease in employee turnover and an increase in retention.</p>
<p>4. More Focus on Alignment and Streamlining Of Goals</p> <p>Goal Setting and Alignment have always been a crucial component of performance management. It helps employees stay focused, engaged, and stay motivated at all times. Traditionally companies planned their goals for the entire year or half-yearly. But the current volatile nature of business has forced organizations to set short-term goals. More and more organizations have started using the OKR methodology to set their SMART goals.</p> <p>Successful organizations such as Google, Amazon, Disney, LinkedIn, etc., use OKRs or Objectives and Key Results to set their goals. OKRs consist of two components – Objectives: a clearly defined goal to be achieved, and Key Results: measurable</p>

steps to achieve the objectives. Each objective should have 3-5 key results. OKRs help employees to *set and align individual goals* to the organization's goals. Additionally, OKRs help everyone *identify measures of success, prioritize tasks, and set stretchable goals*. They can be easily updated or discontinued as per changing business needs.

5. Stress on Employee Experience and Wellbeing

Employee wellbeing and experience are the essence of performance management for remote employees in 2021. It is a year where companies cannot focus on providing the best customer experience alone! They also need to focus on providing the best employee experience. Failing to do so will impact employee engagement and productivity. But with employees working remotely, it often becomes difficult. Here are some of the practices being used:

- Using online tools and software that engage in regular two-way communication and feedback. It will help you keep a pulse on employee's engagement levels
- Offer or conduct virtual yoga or gym sessions through Zoom or Google Hangouts
- Give them access to online doctor consultation platforms
- Reward and recognize them to keep them motivated
- Have 'Virtual watercooler' sessions

This helps in creating a better experience for your employees. They are fit, satisfied, and happy at their jobs. Not only this, but it also helps in improving employee retention and employee engagement.

Source: Ghosh (2021: para. 1 line 1). Adapted.

2.4.5 The Importance of Monitoring Employee Performance in the Higher Education Sector

The history of performance management in higher education has not always been one of recognition and approval by both academics and professional services staff. That marked discontent amongst academics regarding the process of performance appraisal and performance management (Ramsamy and Sibanda 2018: 9).

The whole process should be driven and owned by line managers. This process would never be successful without the leaders in an organization taking the initiative in making sure that it works. Performance management is about the whole process of monitoring and evaluating the performance of employees. It is also about giving appropriate feedback, whether positive or negative, to individual employees, with the intention of improving their performance (Mutahaba and Kiragu 2006: 22). At UKZN, individual employees accept performance agreements which are their KPAs that are linked to their job descriptions, and also to the goals of the University. The line managers and employees both need to agree on these, because it then requires the

employee to be working towards achieving them in a particular performance cycle. During the performance cycle, it is required that the line manager monitors the performance of the employee, and if there are things to be improved upon, then the employee should be informed of such. Employees need to be encouraged to do better throughout the cycle (Mkhize 2019: 17).

De Bruyn (2011: 32) suggested that if there was an effective performance bonus system academic staff will be more satisfied with their jobs whilst maintaining overall organizational commitment. Shikongo (2011: 73) proposed that a proper performance system needs to be in place in order to assess individual or team performance, which rewards them accordingly. This would not only be a fair system to those who work hard as they are rewarded but would also encourage poor performers to “pull their weight” and be rewarded (Mabaso 2017: 43).

2.5 REWARDS AND RECOGNITION OF EMPLOYEE PERFORMANCE AS A MOTIVATING FACTOR

This section provides a detailed overview of rewards and recognition of employee performance as a motivating factor as a concept by means of providing relevant definitions and clarifications to elaborate on the topics covered by the researcher pertaining to this variable.

In addition, this section covers the most pertinent literature pertaining to rewards and recognition of employee performance as a motivating factor, the various theoretical frameworks associated with the variable, as well as the benefits and the constraints thereof relating to the HE Sector.

2.5.1 Employee Motivation

Motivation is defined as the driving force by which humans achieve their goals. In short, motivation is the driving force which leads individuals to want to act, perform, or do something without pressure or manipulation (Smith *et al.* 2015: 41). According to

Mason (2001) employee motivation is one of the most essential parts of a company's success, performance, development and survival.

According to Manns (2007: 75) and Mason (2001) motivated employees are of great value because:

- They are efficient, effective, focused and committed to the organizational mission and goals.
- They often experience higher job satisfaction.
- They are less frequently absent from work.
- They deliver higher levels of performance and productivity.
- They tend to work harder when workplace demands are high.
- They are loyal to the organization, resulting in low staff turnover.
- They deliver high levels of customer service which leads to greater customer satisfaction and customer retention.

Ramsamy and Sibanda 2018: 1) asserted that motivation at work operates in two ways that is intrinsic or extrinsic. Individuals can be self-motivated by doing duties that intrinsically motivate them resulting in them realizing their goals. Organizations use performance bonus, capacity training and development to motivate employees. This is known as extrinsic motivation. They further concluded that an employee is extrinsically motivated only to the extent that a gain or reward can be received

Deckers (2010: 196) went on to further elaborate intrinsic and extrinsic motivation, he describes them as:

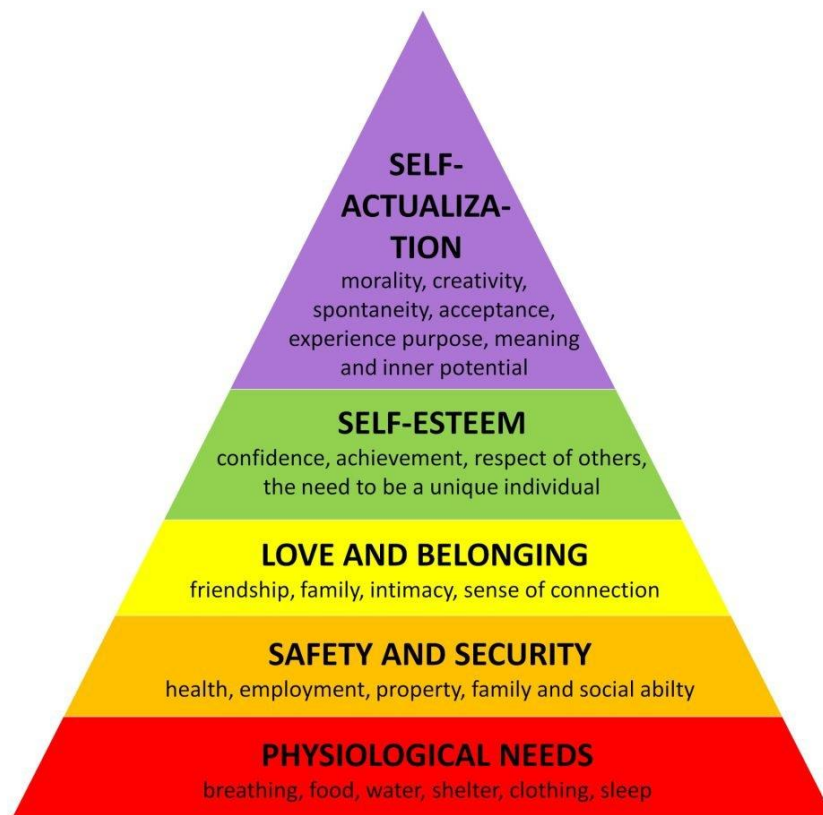
- Extrinsic sources of motivation are a result of the environment outside the individual.
- It includes rewards such as money, social recognition or praise.
- Intrinsic sources of motivation encompass those that arise from within the individual.
- Biological attributes and psychological dispositions are examples.

Managers can only influence employee motivation up to a certain point, after which the responsibility ultimately lies with the individual to choose to perform or act. Managers and employees both play a decisive role in the motivation process. Effective motivation can therefore only be attained once both managers and employees cooperate with one another. Thus, new research should therefore seek to find newer methods of motivating people (Smith *et al.* 2015: 43).

2.5.2 Maslow's Hierarchy of Needs Theory

Abraham Maslow's hierarchy of needs is one of the best-known theories of motivation. Maslow's theory stated that our actions are motivated by certain physiological needs. It is often represented by a pyramid of needs, with the most basic needs at the bottom and more complex needs at the top (Cherry 2022: para.1 line 1). This theory can be a useful tool in determining the kinds of rewards that could be effective in motivating employees. The key is to recognize every employee as an individual, and also for managers to remember that employees' needs differ from time to time (Butkus and Green 1999: 205; Mensah, Boye, Tawiah and Kwesi 2016: 268). Mcleod (2023:1) sets out the pyramid of needs from the diagram eloquently below:

FIGURE 2.4 MASLOW'S HIERARCHY OF NEEDS THEORY



Source: Mcleod (2023: 1).

2.5.2.1 Physiological Needs

The physiological needs are fairly apparent and include the needs that are vital to our survival. Some examples of physiological needs include:

- Food
- Water
- Breathing
- Homeostasis

In addition to the basic requirements of nutrition, air, and temperature regulation, physiological needs also include such things as shelter and clothing. Maslow included sexual reproduction in this level of the hierarchy as well since it is essential to the survival and propagation of the species.

2.5.2.2 Security and Safety Needs

As we move up to the second level of Maslow's hierarchy, the needs start to become a bit more complex. At this level, the needs for security and safety become primary. People want control and order in their lives. So, the need for safety and security contributes largely to behaviors at this level. Some of the basic security and safety needs include:

- Financial security
- Health and wellness
- Safety against accidents and injury

Finding a job, obtaining medical aid, contributing money to a savings account, and moving into a safer neighborhood are all examples of actions motivated by security and safety needs. Together, the safety and physiological levels of Maslow's hierarchy of needs make up what is often referred to as "basic needs."

2.5.2.3 Social Needs

The social needs in Maslow's hierarchy include such things as love, acceptance, and belonging. At this level, the need for emotional relationships drives human behavior. Some of the things that satisfy this need include:

- Friendships
- Romantic attachments
- Family
- Social groups
- Community groups

- Churches and religious organizations

In order to avoid problems such as loneliness, depression, and anxiety, it is important for people to feel loved and accepted by others. Personal relationships with friends, family, and lovers play an important role, as does involvement in groups—such as religious groups, sports teams, book clubs, and other group activities.

2.5.2.4 Esteem Needs

At the fourth level in Maslow's hierarchy is the need for appreciation and respect. Once the needs at the bottom three levels have been satisfied, the esteem needs begin to play a more prominent role in motivating behaviour.

At this level, it becomes increasingly important to gain the respect and appreciation of others. People have a need to accomplish things, then have their efforts recognized. In addition to the need for feelings of accomplishment and prestige, esteem needs include such things as self-esteem and personal worth.

People need to sense that they are valued by others and feel that they are making a contribution to the world. Participation in professional activities, academic accomplishments, athletic or team participation, and personal hobbies can all play a role in fulfilling the esteem needs.

People who are able to satisfy esteem needs by achieving good self-esteem and the recognition of others tend to feel confident in their abilities. Conversely, those who lack self-esteem, and the respect of others can develop feelings of inferiority. Together, the esteem and social levels make up what is known as the "psychological needs" of the hierarchy.

2.5.2.5 Self-Actualization Needs

At the very peak of Maslow's hierarchy are the self-actualization needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others, and interested in fulfilling their potential.

"What a man can be, he must be," Maslow explained, referring to the need people have to achieve their full potential as human beings. According to Maslow's definition of self-actualization, "It may be loosely described as the full use and exploitation of talents, capabilities, potentialities, etc. Such people seem to be fulfilling themselves and to be doing the best that they are capable of doing. They are people who have developed or are developing to the full stature of which they capable."

Maslow's theory has had a strong influence on other researchers, who have sought to build on his theory. For example, psychologists Carol Ryff and Burton Singer drew on Maslow's theories when developing their theory of eudaimonic well-being. According to Ryff and Singer, eudaimonic well-being referred to feeling purpose and meaning—which is similar to Maslow's idea of self-actualization. Psychologists Roy Baumeister and Mark Leary built on Maslow's idea of love and belonging needs. According to Baumeister and Leary, feeling that one belongs is a fundamental need, and they suggested that feeling isolated or left out can have negative consequences for mental and physical health (Hopper 2021).

According to Maslow (1954 cited in Mensah *et al.* 2016: 268) once a need has been satisfied, it no longer acts as a strong motivator and the need at the highest level becomes the "motivator". Although Maslow presented his needs in a hierarchy, he also acknowledged that meeting each need is not an all-or-nothing phenomenon. Consequently, people don't need to completely satisfy one need in order for the next need in the hierarchy to emerge. Maslow suggests that, at any given time, most people tend to have each of their needs partly met—and that needs lower on the hierarchy are typically the ones that people have made the most progress towards.

2.5.3 Rewards and Recognition linked to Employee Motivation

Employee recognition has received increased focus from scholars and organizations as a non-monetary managerial strategy to incentivize effective behaviour at work (Brun and Dugas 2008: 716). Research has proven that continuing business success depends significantly on highly motivated employees who are productive and creative (Boyne and Hood 2010: 177; Kohn 1993: 54 and Smith *et al.* 2015: 51).

Thus, it was concluded by Bradler, Dur, Neckermann and Non (2013: 1) that recognition is an important source of employee motivation. But how should managers allocate recognition: should they praise all? Or should they recognize only extraordinary performances? These questions come to mind, and this issue has not yet been addressed sufficiently. On the one hand, exclusive recognition might raise the performance of high performers even further as they feel acknowledged and motivated by the public praise. However, this might come at the cost of discouraging and frustrating the non-recipients. On the other hand, non-recipients might respond positively as they are encouraged to catch up with the high performers while the latter might rest on their laurels.

Further to this Bradler *et al.* (2013: 1) conducted a study and their results were that they found that recognition significantly increases subsequent performance, and in particular so if recognition is exclusively provided to the best performers. Recognition to the best three performers in a group yields the largest effect on workers' productivity in comparison with either recognition to all employees or recognition to the best performer. Interestingly, performance increases in response to exclusive recognition are mainly driven by strong positive effects of non-recipients.

The contribution of managerial recognition to employee behavioural involvement can be explained through the lens of social cognitive theory (Bandura 1986: 1175). The social cognitive perspective argued that a large part of human behaviour is regulated by the individual's capacity of setting and anticipating the desired outcomes of potential actions through cognitive representations of the future to guide and motivate the behavioural efforts in the present (Bandura 1989: 2045). In accordance with the social cognitive theory, the recognition literature suggested that such a capacity can be effectively stimulated by manager recognition. Indeed, by receiving personal appreciation from managers for their own efforts and performance, employees would develop the perception that their desired personal consequences are likely to occur (Stajkovic and Luthans 1998: 62) thereby self-regulating their future behavioural involvement. Although a direct link between managerial recognition and employee behavioural involvement has yet to be studied, the social cognitive perspective has been applied to the organizational domain to predict and empirically show the direct

motivational effect of manager recognition on in-role performance (Stajkovic and Luthans 2003: 155).

Allen and Helms (2001: 74) stated that the type of reward practices used by organizations plays an important role in motivating employees to perform. It is commonly believed that if rewards are used effectively, they can motivate individuals to perform at higher levels. Organizations use many different types of rewards; it is likely that some reward practices are more effective than others in influencing performance. Rewards are the most common human resource management practice used to acknowledge and compensate for good performance. Reward systems consist of both extrinsic and intrinsic programs. Extrinsic rewards refer to the financial inducements that organizations offer employees in exchange for contributing to quality and customer service. In contrast, intrinsic rewards refer to the identification of a “job well done”; hence representing a non-financial means of appreciating and acknowledging employees’ contributions to quality and customer service (Yap, Bove and Beverland 2009: 279).

FIGURE 2.5 IMPACT OF INTRINSIC AND EXTRINSIC REWARDS ON EMPLOYEE PERFORMANCE



Source: Khan, N., Waqas, H. and Muneer, R. (2017: 940).

The figure above illustrates the relationship between intrinsic and extrinsic rewards and employee performance. It concluded that these rewards lead to productivity, accomplishment, and satisfaction. However, in the previous studies, whether intrinsic and extrinsic reward practices differ according to the market the businesses operate in, their operation period, sizes, and Total Quality Management (TQM) experience years, have not been examined (Özutku 2012: 33). It is important for companies to understand the link between rewards and motivation and uncover what motivates their employees. The big challenge is to create an environment that allows all employees to feel valued, perform at their best, and achieve goals (Smith *et al.* 2015: 39).

These results are supported by Malhotra, Budhwar and Prowse (2007: 2095) who believed that no matter the kind of organization, rewards play an important role in building and maintaining the commitment among employees that ensures a high standard of performance and workforce stability. Vroom's expectancy theory (1964) further supported the result by claiming that employees will be motivated to work hard when they believe their efforts will produce a desirable outcome. He believed that rewards would lead employees to make more intensive efforts. A study by Deci and Ryan (2000: 227) conducted to determine the impact of rewards on motivation found that there is a direct relationship between the level of rewards and intrinsic motivation, the higher the reward, the higher the extrinsic motivation. The importance of reward systems is discussed in detail in the literature review (Smith *et al.* 2015: 51).

Developing promising findings on the benefits of recognition to work-related results, managers have consistently invested in recognition programmes as motivational instruments in the workplace (Feys, Anseel and Wille 2013: 492). However, despite the progress that has been made, the recognition literature continued to suffer from limitations that may preclude consistent evidence-based recommendations for employee recognition practices in the work environment (Montani, Boudrias and Pigeon 2017: 1).

However, despite such widespread acceptance of the importance of employee recognition for both individuals and organizations and evidence of its increasing use in organizations, employee recognition has received relatively little focused attention

from academic researchers. The lack of academic research targeted at employee recognition is particularly marked when compared with the vast amounts of available practitioner literature advocating recognition schemes. Several authors suggested that a major barrier to academic research is the lack of a conceptual framework around which research on employee recognition can be framed (Brun and Dugas 2008: 720; Bradler, Dur, Neckermann and Non 2013: 1).

Indeed, when practitioners discuss recognition schemes, they refer to a variety of interventions which can range from a spontaneous and private “thank you for doing a good job” to organization-wide formal programmes, leading academics to consider employee recognition an ambiguous concept with little theoretical basis (Bradler *et al.* 2013: 2). Previous work on employee recognition has tended to draw upon a combination of needs-based motivation theories and basic reinforcement theory as a theoretical foundation for the effects of employee recognition (Smith 2014: 21).

2.5.4 Employee Performance linked to Employee Motivation

Motivated employees are inclined to be more productive than non-motivated employees. If employees are satisfied and happy then he/she will do his /her work in a very impressive way, and then the result will be good, and the motivated employee will motivate other employees in office. Job performance management is the process through which managers ensure those employees activities and outputs are congruent with the organization's goal. Therefore, it is the organizations priority to ensure that motivational tools which encourages initiative and stimulates efforts from the employees are put in place for a better performance and deliverance of quality service. The performance of an employee is measured by the output that the individual produces and it is related to productivity. Productivity is defined variously as (i) that which people can produce with the least effort (ii) output per employee hour, quality considered (iii) the increased functional and organizational performance, including quality (iv) a ratio which measures how well an organization (or individual, industry, country) converts input resources (labour, materials, machines etc.) into goods and services. It is about aligning the organizational objectives with the employees' agreed measures, skills, competency requirements, development plans and the delivery of

results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high-performance workforce (Srivastava 2018: 112).

Further, Gupta and Upadhyay (2012:98) indicated that with the literature there are many factors to consider in the evaluation of performance management including employee attitudes towards variables such as perceptions of fairness. Bretz, Milkovich and Read (1992: 321) indicated that the most important performance management issue faced by the organizations is the perceived fairness of the performance review, their findings suggested that most employees perceive their performance management system as neither accurate nor fair. Skarlicki And Folger (1997: 434) suggested that the appraisal process has become a source of extreme dissatisfaction when employees believe the system is biased, political and irrelevant. In general research indicated that perceptions of fairness arise from consideration of the outcomes (procedural fairness) and the way in which the decision-making procedures were implemented and explained (interpersonal fairness).

In a situation of employees with low levels of motivation, generally their performance is poor and service levels are low. Keeping employees motivated will improve the welfare of an organization. Research reflected “when employees are motivated adequately, their performance increases and consequently production is positively increased” (Ramsamy and Sibanda 2018: 10).

A study was carried out on the relationship of motivation on the performance of employees in organizations like Bishop Stuart University. It was based on three objectives namely, to find out how institutions motivate their employees and to find out the role of motivation on the employee performance in an organization and finally to find relationships between motivation and employee performance in an organization or institution. This was evidenced by the chi square calculated that was 46.08 while chi square tabulated was 3.84 at 1 level degree of freedom from 5% level of significance that made the findings statistically significant. Another similar study sought to assess the effect that motivation had on the job of workers of the Kenya Commercial Bank in Migori County. Simple random sampling was used, and total

sample population was forty-five employees. It was recommended that there is a need for managers to have a comprehensive motivation scheme in all aspects of an organization as this is directly proportional to the output of the employees. (Srivastava 2018: 115).

Moreover, studies consistently show that motivation is a strong predictor of job performance and productivity (Grant 2008: 48; Cerasoli, Nicklin and Ford 2014: 140; Jalagat 2016: 36). The more motivated the employees, the better the performance and the higher the productivity they will demonstrate (Jalagat 2016: 36; Ali and Anwar 2021: 361). Employees have many reasons to be motivated, which can be classified in two major sets: those related to personal goals and others related to organizational goals (Burton 2012: 232; Shanks 2016: 43). Most of the employees are motivated through the feeling of enthusiasm to successfully accomplish good work for attaining their own personal and organizational goals (Vlădescu 2014: 12; Taohid, Sujai and Nugraha 2021: 13). Others prefer to be motivated by being acknowledged or recognized by the managers in front of the colleagues who might look at the employee as a role model in the workplace (Doyle 2005: 50; Braganza, Chen, Canhoto and Sap 2021: 485).

In a study conducted by Kovach (1995) 1,000 employees and a 100 of their bosses were asked to list the things that they believe motivate employees. Managers thought employees would be highly motivated by good payments and safety at work, while employees reported factors such as participating in interesting work, feeling recognized at work and “being in on things.” What managers thought would be important for the employees, in fact were lower on the list. Kovach’s findings seem to be consistent with other well-established motivational theories, such as Maslow’s hierarchy of needs, which posits that after the basic needs are met, people become more motivated by higher factors, such as psychological needs, including autonomy, self-esteem and self-actualization (Uka and Prendi 2021: 275).

Factors such as high salaries (Harrison, Virick and William 1996: 81; Trevor, Gerhart and Boudreau 1997: 82; Trank, Rynes and Bretz 2002: 16) positive working climate, and good interpersonal relationships (Ganta 2014: 221) were not among the strongest

determinants of staff motivation, but their lack leads to employee dissatisfaction, which negatively influences motivation. Other scholars indicated that true motivation came from having a sense of belonging to the organization and the desire to have high achievement and responsibility (Gayathiri, Ramakrishnan, Babatunde, Banerjee and Islam 2013: 1). Employers should be aware of whether they are creating a motivational climate and, if needed, how they can improve it (Olcum and Titrek 2015: 1936). Both employees and managers should collaboratively contribute to the creation of an atmosphere characterized by good organizational communication (Patterson, Warr and West 2004: 193; Titrek 2009: 605; Vozza 2018: 82; Indrasari, Syamsudin, Bambang Purnomo and Yunus 2019: 956).

2.5.5 The Importance of Monitoring Rewards and Recognition of Employee Performance as a Motivating Factor in the Higher Education Sector

Recognition was labelled by Herzberg as a motivator because he found it to be associated with strong effort, good performance, and job satisfaction (Kreitner and Kinicki 2008: 215). Mutjaba and Shuaib (2010:112) stated that for HEIs to attract, motivate and retain qualified staff, institutions must have appropriate reward systems that encourage employees to stay focused on performance.

Kreitner (2004: 439) theorized that rewards are the material and psychological payoffs for executing different tasks at different levels in the workplace. Furthermore, employee rewards are also seen as anything perceived as valuable that is given to an employee as recognition for good contribution made. Such rewards can be a strong motivator for improved work performance (Okiogo 2012: 9). The purpose of introducing reward systems is to attract and retain qualified and competent employees while controlling costs associated with recruitment (Akhtar, Aamir, Khurshid, Abro and Hussain 2015: 252). A rewards model is relevant in HEIs since they have challenges and problems of job satisfaction and retention (Mabaso 2017: 54).

According to Kochanski and Ledford (2001:37) the rewards an employee gets is an important measure of his/her performance and an important contributor to employee commitment. Furthermore, Döckel, Basson and Coetzee (2006: 26) emphasized that

rewards offer an opportunity for security, autonomy, recognition and an improved self-worth, and concluded that increased feelings of self-worth and importance should lead to increased levels of commitment. In light of these studies, the current study seeks to find the correlation between employee rewards, job satisfaction and organizational commitment among academic staff in HEIs (Mabaso 2017: 53).

Employees want and feel the need to know how well they are doing. Praise is an important type of feedback that helps motivate employees and provides job satisfaction (Certo 2010: 308). The study of Bakar, Mohamad and Sharmeela-Banu (2015: 142) showed that recognition significantly affect lecturers' job satisfaction in the HEI in Perak. Their findings were consistent with the past empirical study conducted by Langbein and Stazyk (2013: 473) which discovered that recognition tended to increase employee satisfaction and the retention rate of an organization.

Ng'ethe, Iravo and Namusonge (2012: 209) attested that promotion for academic staff is dependent on teaching, research and publication. Academics who feel stagnant in their positions generally are not motivated and will not stay longer in unfulfilling positions. Nieuwenhuizen (2009: 18) added that promotions would thus occur more frequently. This could ultimately ensure job satisfaction and talent retention in academic institutions. Akhtar *et al.* (2015: 254) confirmed that highly qualified academics will leave academic institutions for reasons that are not money based but limited to development and promotional opportunities.

A survey by Salary.com reported that 34.2% of employees felt that there was insufficient recognition or appreciation of their work, talents and capabilities, and provided this as the reason for leaving their jobs (Janas 2009: 67). Rosser (2004: 285) argued that perceptions of work life, including rewards, have a direct impact on job satisfaction and intentions to leave. Giles (2004: 46) suggested that managers should aim to understand employee motivation and the role of recognition in order to retain their key employees. When employees feel they are appreciated and a priority to their organization, it might contribute to a positive organizational culture. In order for an organization to implement a successful reward and recognition policy, it is

important to determine from their employees what they value, and to align the policy in order to be sound, fair and competitive (Robyn and Du Preez 2015: 5).

Park, Erwin and Knapp (1997: 780) argued that, although compensation provided some recognition, non-monetary recognition is also important. Employees may express greater commitment and tend to remain with the organization when they feel their capabilities, efforts and performance contributions are recognized and appreciated (Davies 2001: 54). Line managers also play an important role in the perception by employees of remuneration, reward and recognition, as Tulgan (2003 50) acknowledged that employees rely on their immediate line manager or supervisor to consider, recommend, advocate and convey employees' recognition, raises, promotions and other rewards. A survey conducted at Prudential Financials confirmed that recognition is not only an important part of the employee performance equation but is equally important in the retention equation (Parus 2002: 14).

2.6 AN OVERVIEW OF THE HIGHER EDUCATION SECTOR

Mabaso (2017: 2) stated that higher education institutions are particularly vulnerable to the loss of their highly qualified employees to well-paid offers from the private sector. Without well qualified and committed academic staff, no academic institution can ensure sustainability and quality over the long-term. HEIs are therefore more dependent on the intellectual capital, creative abilities and commitment of their academic staff than most other institutions. However, present and future challenges to all employers around the globe are the persistent skill shortages, which lead to a tight labour market, low productivity, such that both public and private sectors compete for scarce skilled individuals who are capable of making a difference to organizational performance (Chartered Institute of Personnel and Development, 2007: 5; World at Work 2007: 10).

Further, Shrivastava (2014: 2) added that South African higher education shows much promise with respect to knowledge production and dissemination, to contributing to social equity, economic and social development, and democracy, and to the development needs of the Southern African region and the African continent.

However, higher education in South Africa is under considerable stress from domestic and international trends that are redefining the nature and role of public sector post-secondary education institutions worldwide.

In the context of a HEI viewed as a corporate entity, where performance is driven by the goals of the organization, employees are accountable, both individually and collectively, to the organization for meeting its performance targets (Shraeder and Jordan 2011: 4). This explains why employees are considered to be not just a cost to an organization, but also an investment that managers should fully optimize (Shraeder and Jordan 2011: 5). However, managers are also to ensure that employees benefit from the PMS such that there is mutual benefit to both managers and employees. In order to be globally relevant, HEIs resort to attracting high performing and ambitious employees by adopting more competitive corporate strategies for staff recognition, rewards and retention (Seyama and Smith 2015: 2).

Hence, HEIs introduced PMSs that integrate individual performance with institutional strategy. These PMSs reflect institutional business needs, determine high performance expectations, and require accountability. Such a PMS is an integrated process that evaluates and tracks performance within the work environment in order to judge outcomes in relation to job specifications (Seyama and Smith 2015:1). Since performance management in an academic environment is a complex and sensitive issue (Sousa, de Nijs and Hendriks 2010: 1439), managing its performance is important in order to provide organizations with a strategic advantage in their ongoing pursuit of competitive goals and imperatives (Nankervis and Compton 2006: 84).

This is of concern in the light of South African HEIs intentions to achieve more challenging strategic objectives and attain global relevance. These studies also question the view that academics have a lesser regard for monetary rewards (Forrest 2008: 325) particularly in view of Potgieter's (2002: 325) finding that inadequate salaries are one of the reasons South African academics experience job dissatisfactions and leave HEIs.

Hurd *et al.* (2008: 115) believed that inappropriate utilization of rewards can hinder high staff performance. Performance reward systems, and especially financial ones, have to do with the complexity of the human condition. As such, they are fraught with sensitivity, ambiguity and the potential for destructive unintended consequences. For this reason, it is incumbent upon HEIs to thoroughly interrogate the notion and practice of performance reward systems before they are introduced. Any performance reward system should have written across it: “Fragile. Handle with Care” (Seyama and Smith 2015: 3).

Moreover, a report by PWC South Africa (2020) showed that South Africa’s higher education sector is faced with new technological, financial and collaborative challenges in the face of the COVID-19 pandemic. These challenges and new areas for growth are some of the most pressing issues for university vice-chancellors. In order to succeed, academic and research institutions will have to reimagine a different future for higher education.

TABLE 2.5 CHALLENGE AND GROWTH OPPORTUNITIES FOR HIGHER EDUCATION INSTITUTIONS

Challenge and Growth Opportunities for Higher Education Institutions	
Digital agility	
	Worldwide, the COVID-19 pandemic has accelerated the digital agility agenda of higher education. All universities and academic institutions are having to rethink and embrace digital technologies. There has been a shift to online learning, with many universities providing laptops and data bundles to students who had relied on campus facilities to complete their coursework during the lockdown period.
Financial sustainability	
	Financial sustainability and cost containment is a key priority for leaders of universities. However, due to the current economic climate an increase in cost rationalization initiatives is expected, as well as opportunities for partnerships and collaboration. The negative effects of the pandemic on university operations are expected to cause a shortfall in revenue, which means universities will need to look at alternative sources of revenue. The financial sustainability of educational institutions is also impacted by the rise in student debt. More than half of respondents said their institution would resort to legal handover to recover any outstanding debt.
Crisis management	
	It is notable that higher education institutions have shown much resilience and agility in the face of adversity. Enrolment numbers affect government grants that are calculated according to the student base. Fewer students

enrolled means a weaker chance of meeting financial targets for the current investment infrastructure. If student capacity remains the same or improves, institutions might have a stronger path to financial recovery.

Moving beyond COVID-19

It is highly likely that the most resilient universities will be those that focus on a future beyond the pandemic and that have a clear understanding of their own identity and strategy in a post-COVID-19 learning and research environment. Over the short-to-medium term, the impact on higher education will largely depend on what type of economic recovery scenario the country faces and how long it takes. In the most optimistic scenario, we'll probably have a once off impact on student enrolment, a domination of online learning instead of face-to-face learning, a sharp immediate impact on the bottom line and an increase in additional expenses not budgeted for. In the prolonged recession scenario, economic slowdown may create opportunities for graduate enrolment as job seekers look for price-competitive education as a means of gaining a competitive edge.

Source: PWC South Africa (2020). Adapted.

2.7 THE UNIVERSITY OF KWAZULU-NATAL

The UKZN was formed on 1 January 2004 as a result of the merger between the University of Durban-Westville and the University of Natal. The new university brings together the rich histories of both the former Universities (About UKZN 2022: para.1 line 1).

The UKZN is considered as one of the largest teachings and learning HEIs in South Africa. The Mabokang and Hay (2005: 111) study indicated that South African universities used to draw academic staff from the pool of male professionals according to race and gender. University of Natal was historically considered as the white institution in South Africa. A shift took place in 2004 when the merger occurred and it was joined with University of Durban-Westville (UKZN 2015). A new name was given to the institution, and it is now called the University of KwaZulu-Natal. The UKZN has five learning institutions spread in both Pietermaritzburg and Durban and these campuses are called Westville campus, Howard College, Pietermaritzburg campus, Edgewood campus and Medical School (UKZN 2015).

According to About UKZN (2022: para. 2 line 1), the university's vision, mission, values and goals are:

Vision: To be the Premier University of African Scholarship.

Mission: A truly South African University of Choice that is academically excellent, innovative in research, entrepreneurial, and critically engaged with society.

Values: UKZN aims to establish a value-driven organizational culture that empowers the institution and its people to achieve institutional goals. The guiding values are Respect, Excellence, Accountability, Client Orientation, Honesty, and Trust – represented as R.E.A.C.H.T. The behaviour and actions of everyone at UKZN will, accordingly, demonstrate:

- Respect: UKZN undertakes to promote mutual respect, courtesy, and inclusiveness.
- Excellence: UKZN undertakes to display quality, leadership and energy in all that it does.
- Accountability: UKZN promises to be responsible and accountable in the behaviour displayed towards all its stakeholders.
- Client Orientation: UKZN undertakes to satisfy the needs of all its clients, stakeholders, and partners, on a consistent basis.
- Honesty: UKZN promises to deliver with integrity – steadfastly and with adherence to good governance.
- Trust: The 'T' symbol after reach refers to the principle of 'trust' that underpins all of the other institutional values. The implicit trust enjoyed by every member of UKZN and their well-defined actions that embrace the R.E.A.C.H.T values, are the important ingredients of the moral fiber of the institution.

Goals: The goals of the University are:

- To achieve excellence in teaching and learning.
- To achieve excellence and high impact in research, innovation and entrepreneurship.
- To promote high-impact societal and stakeholder community engagement.

- Targeted Internationalization
- Institution of Choice for Learners: To establish the University as an institution of choice that values students in all their diversity and has a student-centered ethos, providing students with curricula, teachers, infrastructure and support services designed around their needs and producing well-educated, competent, sought-after graduates.
- Institution of Choice for Staff: To establish the University as an institution of choice that attracts and retains academic and support staff of the highest caliber by creating an intellectual environment that fosters and stimulates academic life, and a climate of organizational citizenship in which all staff recognize and understand their role in ensuring the success of the University.
- Efficient and Effective Management: To establish and maintain efficient, effective management systems and processes that provide a caring and responsive service to meet internal and external needs in a pragmatic and flexible manner.

This university has been considered as one of the most productive universities in the area of research (UKZN 2015). The UKZN has collaborative teaching and research with other universities across the globe. This institution offers approximately 2000 academic programmes both at the undergraduate and post-graduate level. This university has international partnership with institutions from 46 countries that has opened opportunities for academic global exchange (UKZN 2015). The global network the university has with other tertiary institutions can be considered as one of the causes of high cultural diversity among academic staff at UKZN. This will be beneficial towards the study because it will enable the researcher to receive data from participants who have different cultural background (Nene 2020: 9).

The political changes that South Africa has experienced in the past three decades have enabled students from diverse backgrounds to gain access to study at tertiary level. This has set high expectations from universities to contribute towards the economic and social transformation of the country and to produce competitive graduates for the labour market (Behari-Leak 2017: 485). The rising of social and economic challenges place pressure on universities to produce knowledge that is

relevant to the current societal needs. Therefore, universities need to ensure that they create knowledge that will resolve social problems (Barkhuizen and Rothmann 2008: 321).

Moreover, the UKZN had embarked on implementing their Performance Management Policy on 01 November 2008. In pursuit of its vision and mission to be the premier university of African scholarship, a PMS was implemented in an institution-wide strategy for the purpose to facilitate and promote the achievement of institutional objectives through the effective management of employee performance. (Ramsamy and Sibanda 2018: 16).

It was difficult to convince the academic staff about the usefulness and efficiency of the PMS in improving the delivery of public services. The academic staff thought it was like other previous performance improvement programmes and would not make any significant impact on service delivery. At the time the PMS was implemented, there was inadequate understanding within the University sector about the integration of previous performance improvement programmes within the PMS framework (De Waal 2007: 70). Consequently, there was misunderstanding about the implementation of the system and confusion with the previous performance improvement programmes, in particular with work improvement teams. As a result, it was a challenge for the selected UKZN to widely accept the application of the new PMS (Mkhize 2019: 21).

According to HR UKZN Reports the performance-based pay forms an integral part of the university's reward strategy to reward acceptable and superior performance.

The Objectives of the remuneration policy are to ensure that the reward system:

- Rewards individual's for the achievement of the University's objectives and motivates high levels of performance.
- Rewards exceptional performance by individuals through the performance management system and performance-based reward.
- Allows the University to compete effectively in the labour market in order to recruit and retain high caliber talent.

- Is understandable and clearly communicated to employees.
- Directly links to the accountabilities, complexity and skill requirements of posts.
- Is internally fair and consistent in its design and application.
- Encourages and rewards learning new skills and taking on new responsibilities.
- Evolves as the University's needs and strategy change over time.
- Balances the University's ability to attract and reward talent with fiscal effectiveness.

The university acknowledges the engagement of its employees as a critical factor in achieving its objectives and has introduced strategies to acknowledge their worth and actively engage talent at UKZN. In line with Goal Six of the Strategic Plan: Institution of Choice for Staff, the University believes that an engaged employee is content, creative and prolific; and will go an extra mile to ensure the success of their portfolio, which directly speaks to the performance of each individual in the role that they are appointed in (Gwambe 2020: 6).

Hence, the research study may guide the UKZN in the future to a more universal outlook and holistic framework of reward and recognition linked to employee performance and how this may affect motivation to perform. The UKZN may utilize this study to gain a better insight into the views of its academic and professional staff members in relation to the key variables. Based on the views, the university can then create a proactive approach to improving and/or maintaining the outcomes of the study.

2.8 CONCLUSION

This chapter provided the literature review of the study with key variables being Rewards and Recognition and Employee Performance. The literature explored various theories and even employee motivation as a factor or catalyst towards the key variables. These theories and literature were described in text with figures and tables following which, a discussion on the advantages and disadvantages as well as best practices were explored. Given the current pandemic of COVID-19, institutions were implored to take on flexible approaches to these key variables and the literature

describes this. The next chapter provides the clarification of the research methodology within the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The literature reviewed in the previous chapters provided a comprehensive overview for the Rewards and Recognition of Employee Performance as a Motivating Factor at a Selected University in South Africa. This chapter outlines the research design and methodology, the process used in administering the data collection instrument and the methods used to collect and analyse the data are also presented. This chapter also provides an insight into the need for and how ethical considerations were maintained in this study. The research adopted a mixed methods approach of both qualitative and quantitative. The quantitative and qualitative data collection methods were done simultaneously via e-mail correspondences. In this study a non-experimental research design is selected to support the quantitative research paradigm. The case study research design has been selected for the qualitative research paradigm portion. Lastly descriptive research was used for the quantitative aspect whilst exploratory research was used for the qualitative aspect.

3.2 PRINCIPLES OF RESEARCH DESIGN AND METHODOLOGY

The research design adopted for this study was a mixed methods approach in nature given that a large target population was involved. Mouton (2001: 276) maintained that the aim of a research design is to plan and structure a given research project such that the validity of research findings is maximised. McNabb (2002: 83) asserted that a research design was a strategic framework for action that linked research questions to the execution or implementation of the research. Wilson (2014: 67) further elaborated on the research design description of McNabb (2002: 83) and stated that the research design is a plan that guided arrangements for collection and analysis of data, because it specified how the research is going to be carried out in such a manner that it answers the research questions.

Wilson (2014: 67) maintained that the aim of a research design is to provide a framework for action that will enable the researcher to draw coherent and acceptable conclusions or inferences from his or her findings. Dellinger and Leech (2007: 313) state that the research design ensured that the study fulfils a particular response, as it provided answers to research questions that would stand against criticism and ensure that the design had an impact on the validity and correctness of research findings. This included a description of the procedure for selecting a sample, collecting and analysing data. In this study, the research design was referred to as a detailed plan, the visualisation of data to be collected and how problems related to the employment of those data are to be sorted out.

3.2.1 TYPES OF RESEARCH DESIGN

Zikmund, Babin, Carr and Griffen (2013: 110) stated that a research design is a master plan specifying the methods and procedures for collecting and analysing the needed information. In order to contextualise the research paradigm followed in this study, the different types of research designs were initially discussed briefly as follows.

3.2.1.1 QUANTITATIVE RESEARCH VERSUS QUALITATIVE RESEARCH

The difference between quantitative and qualitative research is based on different research paradigms (Giddings 2006: 198). Qualitative research focused on the competence of the researcher to gather information through structured data collection (e.g., observations or interviews), whereas with quantitative research the researcher used instruments (e.g., questionnaires) to gather information (Flick, Von Kardoff and Steinke 2004: 47). According to Dellinger and Leech and Onwuegbuzie (2007: 265) qualitative research did not depend on the use of numbers or measurements and focused on phenomena that cannot be explained adequately with statistics. Giddings (2006: 199) postulated that qualitative research had a phenomenological perspective and was very flexible since the data and circumstances change.

In contrast, Bajpai (2011: 108) asserted that quantitative research depended on the use of numbers and measurements and has a structured data collection process.

Brannen (2005: 177) explained that quantitative research tries to establish casual relationships. In the quantitative paradigm the researcher needed a set plan for the completion of the research and played a more prominent role in the data gathering process (Brannen 2005: 178). Due to the nature of the research a quantitative descriptive approach to the study was adopted to allow for the large volumes of data collected to be easily coded, analysed and described. The quantitative approach also allowed for the results taken from the analysed questionnaires to be confidently generalised for the broader target population (Brannen 2005: 179).

3.2.1.2 EXPERIMENTAL RESEARCH VERSUS NON-EXPERIMENTAL RESEARCH

According to Leech and Onwuegbuzie (2007: 265) there were three major types of research designs, namely, experimental research, non-experimental research and qualitative research designs. Lieber and Weisner (2010: 588) explained that of the three research designs mentioned, quantitative research was applicable to the experimental research and non-experimental research designs. Leech and Onwuegbuzie (2009: 269) stated that in experimental research an intervention is a common factor, and the researcher does not have control over the variables. Brannen (2005:180) believed that when non-experimental research is conducted, there is no planned intervention, and the researcher does not have control over the independent variables. Non-experimental research is often conducted by using surveys to test situations in real social structures (Gorard 2013: 74). In this study a non-experimental research design is selected to support the quantitative research paradigm.

There are six common qualitative research designs which are (i) phenomenological, (ii) ethnographic, (iii) grounded theory, (iv) historical, (v) case study, and (vi) action research.

- Phenomenological studies examined human experiences through the descriptions provided by the people involved. These experiences were called lived experiences. The goal of phenomenological studies was to describe the meaning that

experiences hold for each subject. This type of research was used to study areas in which there is little knowledge.

- In ethnographic research, the researcher frequently lives with the people and becomes a part of their culture. The researcher explores with the people their rituals and customs. An entire cultural group may be studied or a subgroup in the culture.
- According to Field and Morse (1985: 23) grounded theory studies are studies in which data are collected and analyzed and then a theory was developed that was grounded in the data. The grounded theory method used both an inductive and a deductive approach to theory development. The constructs and concepts were grounded in the data and hypotheses are tested as they arose from the research.
- Historical studies concerned the identification, location, evaluation, and synthesis of data from the past. Historical research sought not only to discover the events of the past but to relate these past happenings to the present and to the future (Leininger 1985: 109).
- Case studies are in-depth examinations of people or groups of people. A case study may be considered as quantitative or qualitative research depending on the purpose of the study and the design chosen by the researcher. As is true of other types of qualitative studies, for a case study to be considered as a qualitative study, the researcher must be interested in the meaning of experiences to the subjects themselves, rather than in generalizing results to other groups of people. Case studies are not used to test hypotheses, but hypotheses may be generated from case studies. Data may be collected in case studies through various means such as questionnaires, interviews, observations, or written accounts by the subjects,
- Action research was a type of qualitative research that sought action to improve practice and study the effects of the action that was taken. Solutions are sought to practice problems in one particular hospital or health care setting. There is no goal of trying to generalize the findings of the study, as is the case in quantitative research studies. In action research, the implementation of solutions occurs as an actual part of the research process. There is no delay in implementation of the solutions (Streubert and Carpenter 2011: 67).

For the purposes of this study, the case study research design has been selected for the qualitative research paradigm portion.

3.2.1.3 EXPLORATORY RESEARCH, DESCRIPTIVE RESEARCH AND EXPLANATORY RESEARCH

Gorard (2013: 73) explained that research conducted in the social sciences could take on three research processes, namely, exploratory research, descriptive research and explanatory research. Exploratory research was the initial research conducted to clarify and define the nature of a problem that has not been clearly defined in a specific setting (Zikmund *et al.* 2013: 110). McNabb (2002: 84) affirmed that exploratory research was used when problems are in a preliminary stage and can address research questions of all types. Lowenthal and Leech (2009: 202) stated that exploratory research was often used to generate formal hypotheses and lays the groundwork for future research. According to Briggs and Collman (2007: 109) exploratory research provided greater understanding of a concept or problem, rather than providing quantification.

Fricker (2008: 197) stated that descriptive research was specifically aimed to describe people and situations. McNabb (2002: 85) added that data from descriptive research may be qualitative or quantitative. However, quantitative data presentations were normally limited to frequency distributions and summary statistics (Fricker 2008: 198). Lowenthal and Leech (2009: 203) believed that the primary purpose of explanatory research was to explain why phenomena occur and to predict future occurrences. Leech and Onwuegbuzie (2009: 269) observed that during explanatory research, the researcher aimed to understand the nature of the relationship between the independent and dependent variables.

For the purposes of this study, descriptive research was used for the quantitative aspect whilst exploratory research was used for the qualitative aspect.

3.3 PRIMARY DATA

The essence of a primary source of information is that it involved the researcher in direct experience and observation of the real world, in so far as that term has meaning. Thus, possible distortions, deliberate or inadvertent, by other observers (Preece 1994: 80). It was the principal source of data that determines the category. If a study collected data from respondents, it is a primary source, even if it also has some secondary sources reported in the findings (Horn 2012: 89). Survey research depends heavily on the process of sampling and on asking questions through questionnaires, interviews, or observation (Walliman 2011: 184). The methods of collecting primary data are through interviews, personal or telephone calls and self-administered questionnaires (Welman, Kruger and Mitchell 2005: 88). For this study, a close-ended structured quantitative questionnaire (Annexure B & C) and a structured interview schedule (Annexure D & E) as data-gathering instruments was utilised to collect data.

3.4 SECONDARY DATA

Secondary sources were narrative based or evaluative information sources collected from other authors or researchers, usually in the form of a discussion or a critical response – an analysis or re-instatement of primary sources – or comment on sources or events providing information, data and the basis of evidence for arguments. These sources usually comment on, reflect on or critique events, data and primary sources (Wisker 2009: 16). Secondary sources are those where the information has already been sifted and structured by someone else, albeit for quite legitimate reasons. Though such information is likely to be true, it may not be the whole truth. Books and other writings prepared for publication are the most obvious examples (Preece 1994: 81). Walliman (2011: 177) stated that an advantage of using sets of secondary data was that they have been produced by teams of expert researchers, often with large budgets and extensive resources way beyond the means of a single student, and so they cut out the need for time consuming fieldwork. However, Kumar (2011: 154) warned that you need to be careful as there may be certain problems with the availability, format and quality of data. The extent of these problems varies from source to source. Further, the secondary data for this study was sourced from a

comprehensive review of journals articles, related textbooks, the internet, commissions and relevant dissertations and theses.

3.5 TARGET POPULATION

A population can be defined as the set of individuals, items, or data from which a sample is taken (Horn 2012: 104). All possible units or elements that can be included make up the population (Dane 2011: 106). According to Sekaran and Bougie (2013 cited in Awung 2015: 66), a target population was necessary because it is not easy to collect data from the entire population. This helps to reduce fatigue and errors. Kothari (2004: 66) stated that the size of population variance needs to be considered as in case of larger variance usually a bigger sample is needed. The size of population must be kept in view for this also limits the sample size. The target population for this study comprised of all academic staff and professional services staff within the College of Law and Management Studies at the UKZN which equated to $N = 169$. This was obtained through a telephonic conversation with the Human Resource Department.

3.6 THE SAMPLING PROCEDURE

Regardless of whether your research is quantitative or qualitative in nature, it is highly unlikely that you will be in a position to collect data from your whole target population, in which case you will need to collect data from a sample of your population (Biggam 2008: 88). Sampling is the process of selecting a portion of a target population. Sampling techniques available to you include random sampling, simple random sampling, stratified sampling, cluster sampling, systematic sampling, quota sampling, and convenience sampling (Biggam 2008: 127). Although a sample is a portion of a population, technically the sample is not selected from the population. Instead, samples are selected from a sampling frame—a concrete listing of the elements in a population (Dane 2011: 107). The sample group is the group of participants in a study. They are the group that the researcher collects data from or about (Bui 2014: 31).

In this context one must remember that two costs are involved in a sampling analysis which is the cost of collecting the data and the cost of an incorrect inference resulting

from the data. Researchers must keep in view the two causes of incorrect inferences which is systematic bias and sampling error. A systematic bias results from errors in the sampling procedures, and it cannot be reduced or eliminated by increasing the sample size. At best the causes responsible for these errors can be detected and corrected (Kothari 2004: 57). In quantitative research you attempt to select a sample in such a way that it is unbiased and represents the population from where it is selected (Kumar 2011: 176). According to Sekaran's (2014: 268) computed table (Annexure A), for a target population of $N = 300$, the ideal sample size should be $n = 169$ elements. The procedure for selecting the sample is elucidated below since it underscores the methodological procedure employed to select the sample.

3.6.1 Probability versus Non-Probability Sampling

According to Welman *et al.* (2005: 231) there are two categories of sampling methods, namely, probability and non-probability sampling techniques. Probability sampling provides a way of selecting representative samples from large, known populations (Flick *et al.* 2004: 49). Probability sampling methods make it possible to estimate the amount of sampling error that can be expected in any given sample (Briggs and Coleman 2007: 206). Non-probability sampling, (such as, convenience, judgemental, quota and snowball techniques) in contrast, risks introducing selection bias into the sample (Greener 2008: 11). For the purposes of this study, probability sampling was selected. This technique ensures that every element in the sampling frame has an equal chance of being included in the sample (Dane 2011: 116). Further, this sampling technique was preferred in quantitative research because it increased the representativeness of the sample group in terms of the population and therefore tends to increase the generalisability of results (Maree 2012: 70). There are various forms of probability sampling, including simple random sampling, systematic sampling, stratified and proportionate stratified random sampling and cluster sampling. For the purposes of this study the simple random sampling technique without replacement was used to select the representative sample. This strategy was adopted to select a sizeable sample of academic staff and professional services staff making up the sample of 169 elements. Whilst purposive non-probability sampling will be used for the qualitative aspect.

3.6.2 Simple Random Sampling

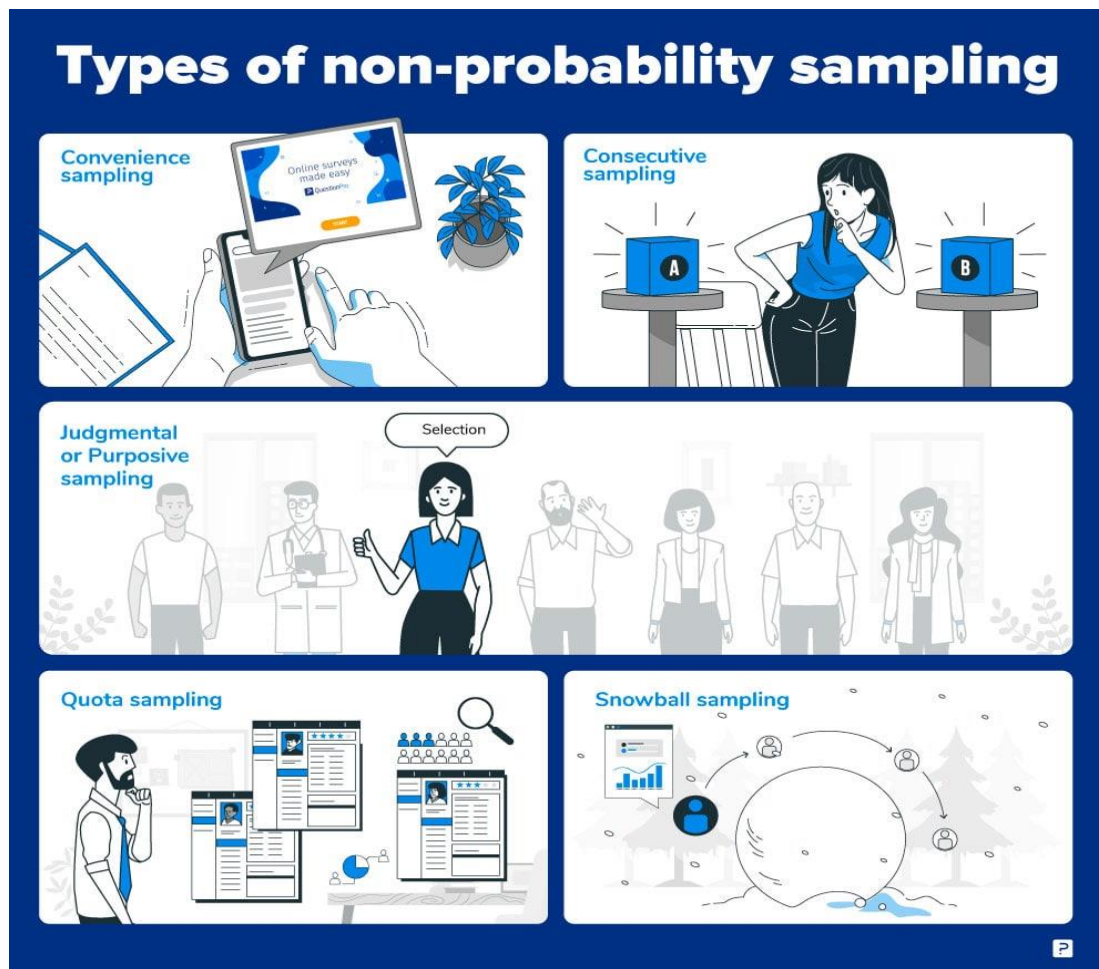
Simple random sampling are techniques that involve an unsystematic random selection process. It involved identifying every element in the sampling frame and choosing among them based on any planned process that also ensures that every element has an equal opportunity of being selected (Dane 2011: 116). Simple random sampling was a variation of random sampling. In random sampling it does not need to be the case that each member of your population has the same chance of being selected, whereas with simple random sampling every member ought to have an equal chance of being selected (Biggam 2008: 88). In quantitative research, randomisation is used to avoid bias in the selection of a sample and is selected in such a way that it represents the study population (Kumar 2011: 176). In simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population, that is each selection is entirely independent of the next (Cohen, Manion and Morrison 2007: 110).

3.6.3 Purposive Non-Probability Sampling

According to QuestionPro (2022) non-probability sampling was defined as a sampling technique in which the researcher selected samples based on the subjective judgment of the researcher rather than random selection. It is a less stringent method. This sampling method depends heavily on the expertise of the researchers. It was carried out by observation, and researchers use it widely for qualitative research.

Non-probability sampling was a sampling method in which not all members of the population have an equal chance of participating in the study, unlike probability sampling. Each member of the population has a known chance of being selected. Non-probability sampling was most useful for exploratory studies like a pilot survey. Researchers use this method in studies where it was impossible to draw random probability sampling due to time or cost considerations.

FIGURE 3.1 TYPES OF NON-PROBABILITY SAMPLING



Source: QuestionPro (2022).

QuestionPro (2022) set out the various types of non-probability sampling eloquently below:

- **Convenience sampling:** Convenience sampling was a non-probability sampling technique where samples are selected from the population only because they are conveniently available to the researcher. Researchers chose these samples just because they are easy to recruit, and the researcher did not consider selecting a sample that represents the entire population.
- **Consecutive sampling:** This non-probability sampling method was very similar to convenience sampling, with a slight variation. Here, the researcher picks a

single person or a group of a sample, conducts research over a period, analyzes the results, and then moves on to another subject or group if needed. Consecutive sampling technique gives the researcher a chance to work with many topics and fine-tune his/her research by collecting results that have vital insights.

- Quota sampling: To understand better about a population, the researcher will need only a sample, not the entire population. Further, the researcher was interested in particular strata within the population. Here is where quota sampling helps in dividing the population into strata or groups.
- Judgmental or Purposive sampling: In the judgmental or purposive sampling method, researchers select the samples based purely on the researcher's knowledge and credibility. In other words, researchers choose only those people who they deem fit to participate in the research study.
- Snowball sampling: Snowball sampling helped researchers find a sample when they are difficult to locate. Researchers use this technique when the sample size is small and not easily available. This sampling system works like the referral program. Once the researchers find suitable subjects, he asks them for assistance to seek similar subjects to form a considerably good size sample.

For the purposes of the qualitative aspect of this study purposive non-probability sampling was selected with a focus on convenience sampling in the selection of the key decision makers for the interview schedule. Further, the differences between the two sampling techniques can be found below:

TABLE 3.1 DIFFERENCE BETWEEN NON-PROBABILITY SAMPLING AND PROBABILITY SAMPLING

Non-probability sampling	Probability sampling
Sample selection based on the subjective judgment of the researcher.	The sample is selected at random.
Not everyone has an equal chance to participate.	Everyone in the population has an equal chance of getting selected.
The researcher does not consider sampling bias.	Used when sampling bias has to be reduced.
Useful when the population has similar traits.	Useful when the population is diverse.
The sample does not accurately represent the population.	Used to create an accurate sample.
Finding respondents is easy.	Finding the right respondents is not easy.

Source: QuestionPro (2022).

3.7 THE MEASURING INSTRUMENT

Measurement instruments were data collection tools that are used to measure changes in dependent variables or variables of interest (Bui 2014: 13). For the purposes of this study, a structure close ended questionnaire and a structured interview schedule was utilized. Cohen *et al.* (2007: 317) stated that the questionnaire and the interview is widely used and useful instruments for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse

A questionnaire has several advantages: It is less expensive. As you do not interview respondents, you save time, and human and financial resources. The use of a questionnaire, therefore, is comparatively convenient and inexpensive. Particularly when it is administered collectively to a study population, it is an extremely inexpensive method of data collection. It offers greater anonymity as there is no face-to-face interaction between respondents and interviewer, this method provides greater anonymity. In some situations where sensitive questions are asked it helps to increase

the likelihood of obtaining accurate information. One main disadvantage is that application is limited to a study population that can read and write. It cannot be used on a population that is illiterate, very young, very old or handicapped. Further, response rate is low (Kumar 2011: 141). Dane (2011: 223) suggested that some topics will be perceived as sensitive by the respondents, and questions dealing with these topics are likely candidates for responses based on self-representation instead of accuracy. Data from such questions may be incomplete or reflect beliefs about what is appropriate. Respondents were generally unwilling to admit to illegal or socially deviant activities, for example, but they may also be unwilling to report even what seems to be innocuous information.

According to Cohen *et al.* (2007: 318) the researcher could employ the following sequences for planning a questionnaire:

- Decide the purposes/objectives of the questionnaire.
- Decide the population and the sample (as questions about their characteristics will need to be included on the questionnaire under 'personal details').
- Generate the topics/constructs/concepts/ issues to be addressed and data required in order to meet the objectives of the research (this can be done from literature, or a pre-pilot, for example, focus groups and semi-structured interviews).
- Decide the kinds of measures/scales/questions /responses required.
- Write the questionnaire items.
- Check that each issue from has been addressed, using several items for each issue.
- Pilot the questionnaire and refine items as a consequence.
- Administer the final questionnaire.

The structured close-ended questionnaire comprised of four sections, biographical information and research variables with twenty-six questions. Each variable was accompanied with a definition of the key concept and respondents were asked to tick their correspondence on the 5-point Likert scale (Annexure B & C). Horn (2012: 107) suggests that questionnaires are effective when the research is well defined in theory

and the research questions or hypotheses are clear and specific. A covering letter was issued to respondents clarifying the research topic and focus of the study. Instructions were stipulated along with confidentiality and anonymity measures. Respondents were advised that participation was voluntary, and withdrawal would be awarded (Annexure B). According to Kumar (2011: 142) it should very briefly introduce you and the institution you are representing; describe in two or three sentences the main objectives of the study; explain the relevance of the study and convey any general instructions.

According to Dillon, Madden and Firtle (1994: 348) a structured interview followed a specific questionnaire format, and this research instrument is usually used as the basis for most qualitative surveys and research. It was a standardised structured form of a questionnaire and is administered where specific questions are asked in a set order and in a set manner to ensure no variation between interviews.

However, a disadvantage according to Preece (1994: 113) was that the structured interview usually denies the interviewer the opportunity to either add or remove questions, change their sequence or alter the wording of questions. Therefore, it is essential that the interviewer has a good grasp of the study's objectives, and of the information that is to be collected. Furthermore, another downside is that some respondents may feel suspicious of outsiders and particularly interviewers. That being said, Preece (1994: 115) did note that a good introduction to the interview, namely from the Covering Letter (Annexure D & E), can effectively gain the respondent's co-operation and a good interview.

According to Dillon *et al.* (1994: 350) when constructing the interview schedule, it should have at least four distinct sections: the warm-up, exploration of discussion points, the core discussion section and a summary.

- The warm-up: This section has the objective of creating an atmosphere conducive to an open and free-flowing discussion. This includes the interviewer providing a brief description of themselves and why the study is being conducted and why the respondent has been chosen.

- Exploration of discussion points: In this phase the discussion moves on to the participants' attitudes, opinions and experiences of what is being asked in the interview schedule.
- Core discussion: This part focuses directly upon the principal purpose of the research. The flow of the session moves on to the participants' perceptions of new concepts, possible developments or innovations.
- Summary: The final phase of the interview schedule allows participants to reflect upon the foregoing discussion and to add any views or information on the topic that they may have previously forgotten or otherwise have omitted.

The structured open-ended interview schedule (Annexure D & E) consisted of 10 open-ended questions that focused on the key variables of the study namely rewards, recognition and employee performance. The participants were selected based on convenience sampling and comprised of key decision makers in the institution. The sample members are 8 individuals who are selected are opinion makers and influencers with sufficient knowledge and relevant work experience in their field in the College of Law and Management Studies. Within this context, the participants of this study are namely: Dean of Research, Dean of Teaching & Learning, Director: Professional Services, Manager: Academic Services, Manager: HR, Manager: Student Support Services, Academic Lecturer, and Career Development Officer.

3.8 VALIDITY AND RELIABILITY OF THE MEASURING INSTRUMENT

Valid research is all about implementing your empirical work from selection of an overall research strategy to the collection and analysis of your data in a way that uses research approaches and techniques suited to each of these activities (Biggam 2008: 99). Validity was an important key to effective research. If a piece of research is invalid then it was worthless (Cohen *et al.* 2007: 133). Valid research was about the appropriateness of the choices you make in terms of your research strategy and data collection/analysis techniques pertaining to your research objectives. Reliable research refers to the trustworthiness of your research findings, which you achieve through transparency on how you implemented your research (Biggam 2008: 127). Coldwell and Herbst (2004 cited in De Miranda 2011: 79) stated that scientific

statements have to be true, they have to show what they purport to show and in order to do this effectively, the instruments used to measure the phenomena have to be reliable. When one modified an instrument or combines instruments in a study, the original validity and reliability may not hold for the new instrument, and it became important to re-establish validity and reliability during data analysis (Creswell 2014: 206).

3.8.1 Validity of the Questionnaire

According to Dane (2011: 158):

- Validity refers to the extent to which a measure measures what it is supposed to measure. Face validity refers to consensus about the relationship whereas concurrent validity refers to the correlation between a new measure and one that has otherwise been demonstrated to be valid. Concurrent validity is one form of criterion validity. Another form of criterion validity, predictive validity, refers to correlation between a new measure and a standard that is by definition valid.
- Construct validity refers to multiple comparisons with existing, valid measures of the same concept and multiple contrasts with valid measures of a different concept. The new measure should correlate highly with the former measure and not at all with the latter measure.

Validity of questionnaires can be seen from two viewpoints. First, whether respondents who complete questionnaires do so accurately, honestly and correctly; and second, whether those who fail to return their questionnaires would have given the same distribution of answers as did the returnees (Cohen *et al.* 2007: 157).

3.8.2 Reliability of the Questionnaire

According to Dane (2011: 158):

- Reliability involves the extent to which a measure is consistent, and it can be estimated through a variety of different techniques. All of these techniques, however, generally involve comparisons between different versions of the measure.
- Interrater reliability can be assessed when there is more than one person making ratings or judgements. It is accomplished by correlating one rater's scores with another rater's scores.
- Test-retest reliability involves presenting the same measure to the same people at two different times and then correlating the scores. Alternate form's reliability involves presenting the same people with two different versions of the same test and again correlating the scores. Alternatively, the same test can be given to two randomly divided subgroups and then compared with appropriate central tendency analyses.
- Split-half reliability involves comparing random halves of a multiple-item measure using a formula invented by Rulon. An alternative for multiple item measures is item total reliability, which involves comparing each item score with the total score using the formula invented by Kuder and Richardson.

Reliability is a key term in testing the accuracy of research. It relies on the rigour and consistency of the methods of data collection. Reliability entails being very specific in methods, often using large-scale surveys which have been carefully designed, tested and piloted and which will produce statistically significant results (Wisker 2009: 15).

Furthermore, Creswell & Poth (2013) stated that reliability in qualitative research referred to the stability of responses to multiple coders of data sets. It can be enhanced by detailed field notes by using recording devices and by transcribing the digital files. However, validity in qualitative research might have different terms than in quantitative research. Hamilton and Bowers (2006: 830) stated that validity here pertains to the trustworthiness of the subject's reports and the quality of the interview

itself, which should include a careful questioning as to the meaning of what is said, and a continual checking of the information obtained as a validation.

3.8.3 Validity of the Interview Schedule

According to Hamilton and Bowers (2006: 829):

- E-mail interviews would be no different from other interview formats, and the precautions taken by a qualitative researcher to ensure the validity of the research would be no different.
- One advantage for e-mail interviews is that this format allows a thoughtful follow-up to questions because of the time lapse between question cycles.
- A possible threat to validity in e-mail interviews would occur if the participant was unable or unwilling to elaborate on an answer that was not clear in the original submission. It would be possible in such a case that the meaning would remain elusive and that validation in situ could not occur.
- Such a situation, however, would be no different from a face-to-face or phone interview in which the participant could or would not elaborate on an answer.
- One measure that can be taken that might minimize the risk for this type of threat to validity is to explain when the choice of an e-mail interview is given that the process is like “answering an essay question”, so that participants are not under the impression that they would be providing simple yes or no answers by email.
- This might help screen out those individuals who find it difficult to express themselves in writing, thus reducing this threat to validity.

3.8.4 Reliability of the Interview Schedule

According to Hamilton and Bowers (2006: 829):

- Internal reliability is the degree to which other researchers outside of the original team would develop the same constructs from the study data.

- They suggested five elements that enhance internal reliability: (i) low inference descriptors, (ii) multiple researchers, (iii) participant researchers, (iv) peer examination, and (v) record data mechanically.
- E-mail interview schedules would be no different from any other format of interviews for the first four elements. The fifth element is enhanced in e-mail interviewing, because the data are captured “raw,” and there is no transcription or other manipulation of the words of the participants.

3.9 DATA COLLECTION METHODS

According to Kumar (1999: 109) data collection techniques enabled researchers to systematically collect information in order to answer questions in a conclusive way. Sharma (2010: 145) highlighted the criteria, together with the different methods and procedures for data collection as shown in Table 3.2 below.

TABLE 3.2 CRITERIA AND DATA COLLECTION TECHNIQUES

No	CRITERIA	PERSONAL METHOD	TELEPHONE INTERVIEW	MAIL SURVEY
1	Cost	Most expensive	Intermediate	Least expensive
2	Speed	Slowest	Fastest	Intermediate
3	Accuracy	Most accurate	Least	Intermediate
4	Amount of Data	Most	Least	Intermediate
5	Response Rate	Highest	Intermediate	Lowest
6	Flexibility	Most flexible	Intermediate	Least flexible
7	Control <ul style="list-style-type: none"> • Sample • Interview • Administration 	Intermediate Best Worst	Worst Intermediate Intermediate	Best Worst Best

Source: Sharma, N.K. (2010: 145). Adapted.

Table 3.2 illustrates the 3 main types of data collection methods, namely, the personal method, telephone interview and mail surveys, each with their given constraints and their aligned criteria of pro and cons. It is apparent that the personal method of data collection has many advantages. According to Sharma (2010: 145) the highest response rate can be obtained from the personal method of data collection, and this is the most accurate method. However, for this study, a close-ended structured quantitative questionnaire (Annexure B & C) and structured open-ended interview schedule (Annexure D & E) was emailed to the respondents due to the limitations of COVID-19. The researcher emailed the questionnaire and the interview schedule with a Covering Letter (Annexure C for the questionnaire and Annexure E for the interview schedule) as a method of data collection. According to Welman *et al.* (2005: 257) this method of administration, ensures a high response rate compared to other methods. The selected sample respondents were requested in the Covering Letter to return the completed questionnaires and interview schedules within two weeks via email.

3.10 ETHICAL CONSIDERATIONS

Being ethical means adhering to the code of conduct that has evolved over the years for an acceptable professional practice (Kumar 2011: 223). Ethical research involves getting the information consent of those you are going to interview, question, observe or take materials from. It involves reaching agreements about the uses of this data, and how its analysis will be reported and disseminated. And it is about keeping to such agreements when they have been reached (Blaxter, Hughes and Tight 2006: 158). Ethical issues do not solely relate to protecting the rights and privacy of individuals and avoiding harm. They can also relate to the methodological principles underpinning the research design (Blaxter *et al.* 2006: 161). Indeed, most universities now have research ethics codes and research ethics committees, and it may be that you have to apply for formal ethical approval for your project before you start your research (Fisher 2012: 865).

Bui (2014: 30) suggested that before proceeding in selecting a topic, one should ask these questions: Will the study on this topic and the methods used to answer the research questions jeopardise the participants: physical well-being; emotional well-

being; academic well-being; economic or financial well-being; spiritual well-being; social well-being, or privacy? If one can respond with a definitive “No” to these questions, then most likely the study will pass muster on ethical considerations. As highlighted in the Covering Letters (Annexure B & Annexure D), respondents were fully informed about the nature and importance of the research and each respondent was in a position to decide whether or not to participate in the study. Respondents also had the option to withdraw from the study at any time without advancing any reasons and there was no undue coercion on the part of the researcher in this regard.

3.11 ANALYSIS OF THE DATA

Replicated quantitative and qualitative information, whether derived from questionnaires or from a researcher’s own measurements or estimates, must be organised into lists and tables before it can be analysed and interpreted. Once this has been done, patterns and possible relationships may be discovered, either by eye or by statistical analysis (Preece 1994: 144). The responses were analysed using spreadsheet software Microsoft Excel and Microsoft Word Processing SPSS version 25 for descriptive statistics. Spreadsheet software is most valuable for organising collected quantitative data for analysis. Furthermore, statistical analyses of the collected data are also possible with the software (Glatthorn and Joyner 2005: 72). Descriptive statistics were used to summarise the data and explore the assumptions underlying the data analysis. The descriptive statistics include, ordering and summarising data using tables, pie charts, and graphs and calculating descriptive measures. For the exploratory statistics nVivo was used and data analysis involved using figures and tables to depict the results of the interview schedule. It should be noted that the type of parametric tests was also dependent on the nature of the data captured, namely, ordinal, nominal, ratio or interval scales.

3.12. THEMES AND SUB – THEMES OF THE INTERVIEW DATA

In presenting the findings of the academic and professional services staff interviews, responses have been clustered into themes and sub-themes. Staffs' comments are included verbatim. Subsequently, the results will be presented in tables and figures with an analysis and findings. An overview of the emergent themes and stub-themes from the staff interviews can be seen in Table 4.4.

TABLE 3.3 THEMES AND SUB – THEMES DERIVED FROM THE INTERVIEWS

Themes	Sub – Themes
Nature of rewards	<ul style="list-style-type: none">• Intrinsic rewards• Extrinsic rewards
Impact of rewards	<ul style="list-style-type: none">• Sense of accomplishment• Sense of appreciation• Employee value
Personal understanding of rewards and recognition	<ul style="list-style-type: none">• Feeling of importance• Feeling of satisfaction• Positive attitude• Sense of purpose• Recognizing hard work
Types and forms of recognition	<ul style="list-style-type: none">• Employee of the year• Certificate of appreciation• Performance bonuses• Promotions• Long service awards• Job security
Employee satisfaction	<ul style="list-style-type: none">• Employee engagement• Employee commitment• Employee happiness

	<ul style="list-style-type: none"> • Sense of belonging
Understanding employee motivation	<ul style="list-style-type: none"> • Feeling of proving ones worth • Working towards employee praise • Intrinsic motivation • Extrinsic motivation
Employee performance	<ul style="list-style-type: none"> • Star or top performer • Poor performance • KPIs, KPAs, targets, goals • Performance bonuses • Sense of job well done
Rewards and recognition interventions	<ul style="list-style-type: none"> • Colleague appreciation month • Incentives and 13th cheques • Social gatherings and events • Gift vouchers and prizes • Recognition programmes

3.13 CONCLUSION

This chapter describes the different types of research design and methodology along with what was used in the research to achieve the final result. Data was collected through a structured close ended questionnaire and a structured open ended interview schedule with viability and reliability of the measuring instrument explained. Ethical considerations were discussed and how the researcher intends to analyse the data as well as sub themes of interview data. The following chapter will explore the data analysis undertaken by the research along with the results of the research.

CHAPTER 4

RESEARCH RESULTS

4.1 INTRODUCTION

This chapter presents the results and discussion of results obtained from the questionnaire and the interview schedule in this study. A structured quantitative close-ended questionnaire and a qualitative structured open-ended interview schedule were used as primary tools to collect data and were administered to academic staff members at the UKZN (Annexure C & E). The results of the questionnaire and the interview schedule along with biographical data of sample respondents are displayed in figures, tables and charts. Furthermore, the data collected from the questionnaire and interview schedule was analysed with Microsoft Word Processing and Microsoft Excel SPSS package and nVivo and displayed below.

4.2 OVERVIEW OF RESULTS

4.2.1 Questionnaire

Responses collected from the questionnaire along with biographical data of the sample respondents were analysed with the results presented in descriptive statistics in the form of figures, charts and tabulations. Rather than assessing whether or not something is going on, descriptive strategies involve assessing exactly what is going on (Dane 2011: 85). The close ended questionnaires were distributed to n=169 academic and professional services staff members in the College of Law and Management Studies at the UKZN with Section A summarising the biographical characteristics of the sample respondents. Figure 4.1 reflects a comparison between permanent and contract staff, permanent staff were found to be the majority (72%), Figure 4.2 depicts a gender comparison at the UKZN, female staff were majority (58%). Figure 4.3 represents the age analysis of academic staff members with ages 41 to 50 years being the uppermost, while Figure 4.4 illustrates the employment duration of academic staff of which 11 to 15 years were the highest. And lastly, Figure 4.5 displays academic and professional staff's highest level of academic qualification,

which is the master's qualification. The variable Reward (Section B), Recognition (Section C) and Employee Performance (Section D) is displayed in a table, with count and percentage of overall sample respondents' responses. Each questionnaire statement is then explained cohesively taking into account the highest percentage for each statement.

4.2.2 Interview Schedule

The interview schedule consisted of ten items and measured the same themes as the questionnaire. Participant responses were grouped thematically and analysed and will be reported later in this chapter. Thematic analysis was done using nVivo computer software to analyse qualitative data. Thematic analysis is a qualitative method for identifying, analysing, and reporting patterns (theme) from collected data (Braun and Clarke 2006: 77). This is the most appropriate method for this study as the researcher needs to categorise the results, and this method organizes and describes data in rich details.

The data collected is qualitative in nature and is derived primarily from conducting interviews to gain understanding of the key variables. After the interview responses were emailed, all interview transcriptions were subjected to thematic analysis by generating themes, derived from the research questions guiding the study (De Vos, Strydom, Fouche and Delport 2011: 102). In other words, common threads derived from the participants' answers were identified through a categorisation of common words, phrases, comments etc. Vaismoradi, Jones, Hannele and Snelgrove (2016: 100) posited that the process of thematic analysis requires the researcher to have an intense awareness of data in which the researcher is able to identify salient classifications and meanings held by participants. Braun and Clark (2006: 80) added that thematic analysis involves identifying and analysing patterns presented in qualitative data in which themes emerge. A theme is the main product of thematic analysis, where the grouping of ideas enables the researcher to answer the research question or aims (Vaismoradi *et al.* 2016: 101). The emergence of themes in the thematic analysis process demands that the researcher raises the participants' perspectives to an abstract, which will allow for a conceptualisation of underlying

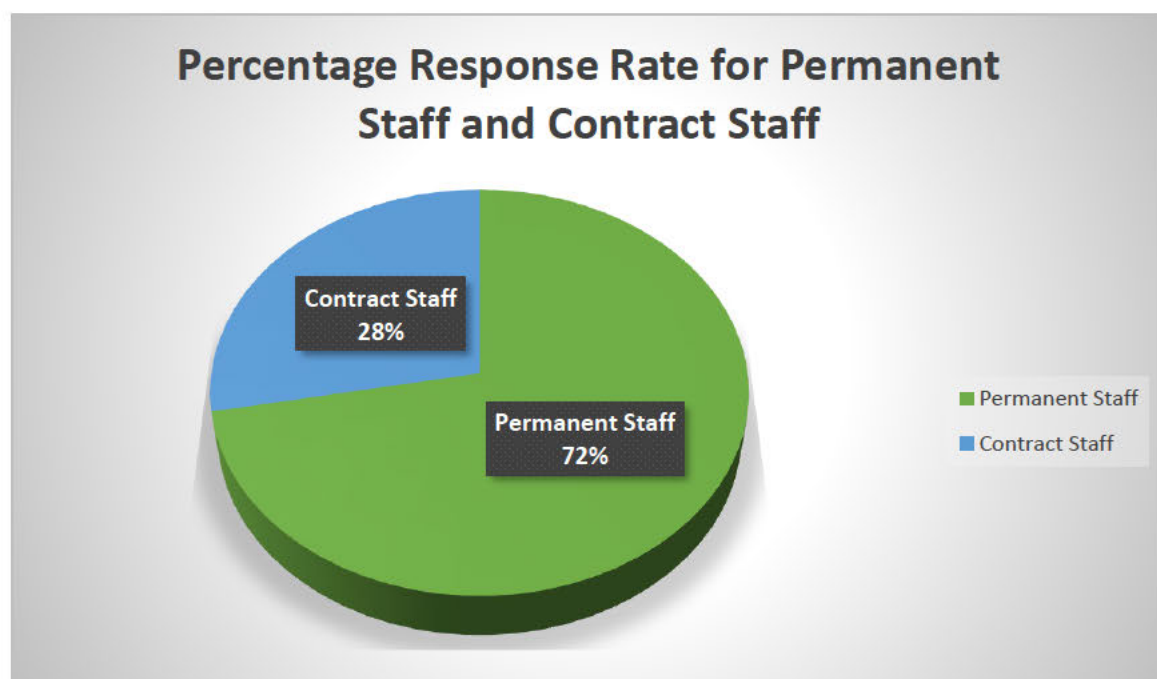
significance in the participants words. Through this rigorous process of thematic analysis, themes emerged and furthermore sub – themes surfaced from the data. The sub – themes provided the researcher with an in depth understanding of the theme and furthermore, allowed for the specific aspect of the theme to become intensely prominent (Braun and Clarke 2006: 75).

4.3 SECTION A: ANALYSIS OF RESULTS PERTAINING TO THE GENERAL INFORMATION AND DEMOGRAPHIC PROFILE OF THE QUESTIONNAIRE

This section focuses on the preliminary analysis which provides a baseline or descriptive analysis of the demographic variables of the sample in its totality.

4.3.1 Comparison between Permanent and Contract Staff

**FIGURE 4.1 ANALYSIS OF PERMANENT AND CONTRACT STAFF AT THE UKZN
(n = 169)**

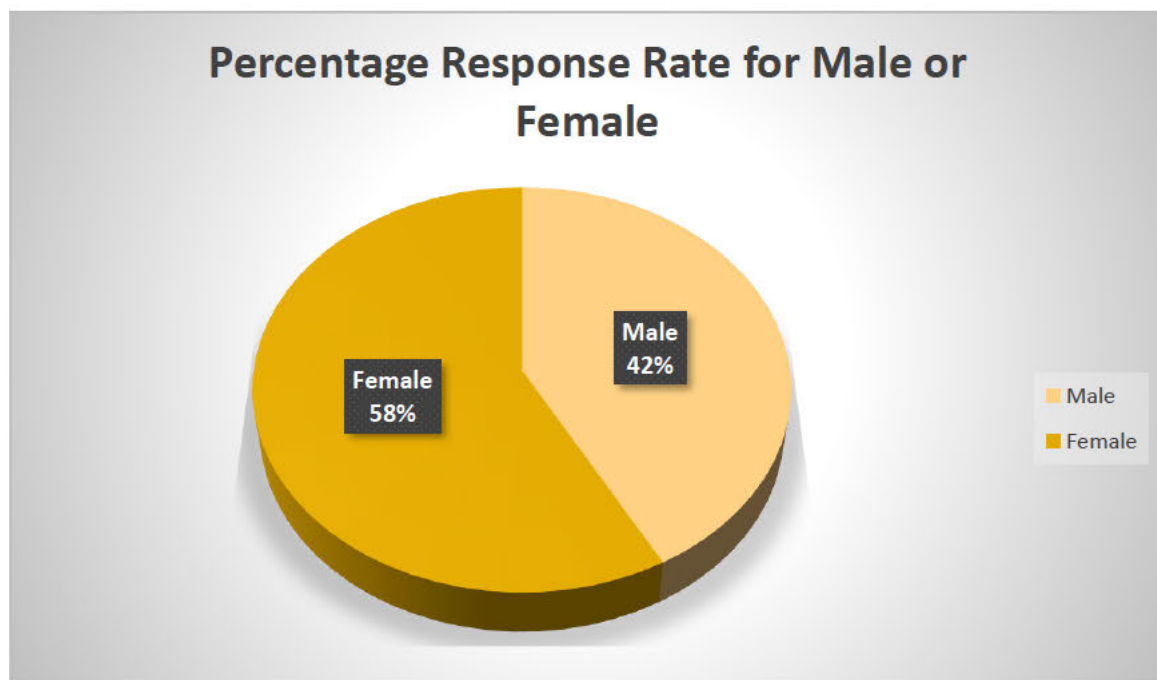


Respondents were asked to indicate their permanent or contract staff status in the close-ended questionnaire. Figure 4.1 represents the percentage response rate by the sample respondents in relation to responses to permanent or contract staff. The

pie chart in Figure 4.1 reflects the reported results that is, 72% are employed at the UKZN on a permanent basis whilst 28% are employed on a contract basis.

4.3.2 Comparison between Male and Female Gender Group

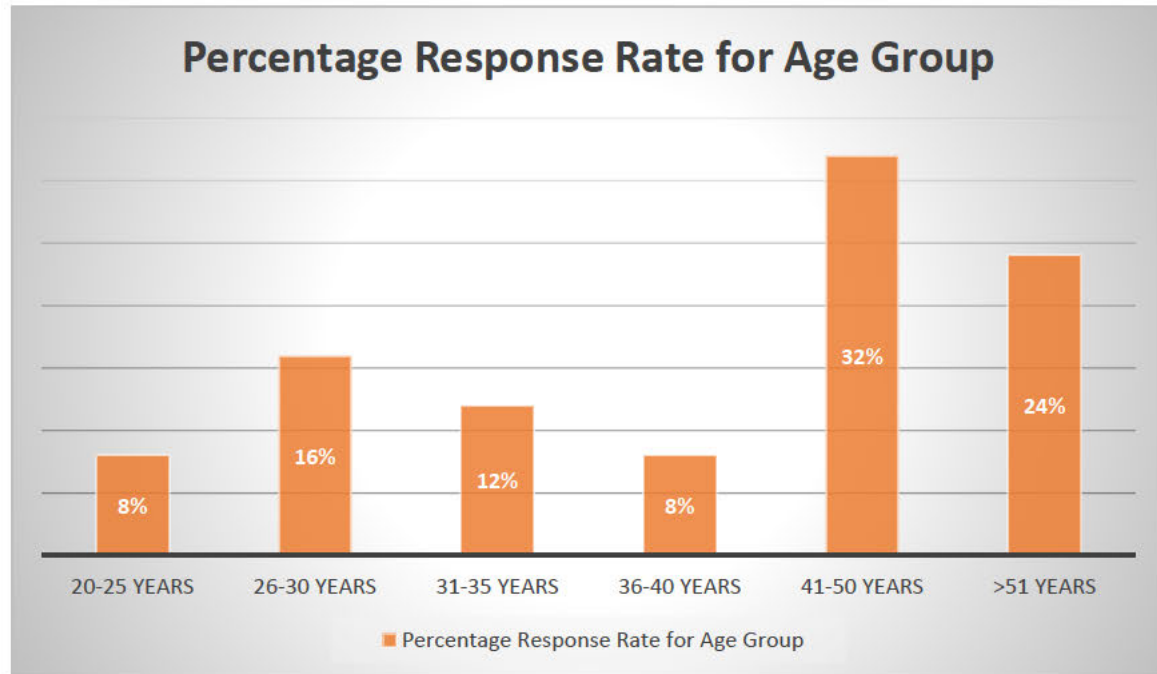
FIGURE 4.2 ANALYSIS OF MALE AND FEMALE GENDER GROUPS AT THE UKZN (n = 169)



Respondents were required to indicate their gender in the close-ended questionnaire. The pie chart in Figure 4.2 depicts the percentage response rate for gender analysis. The results reflect that 58% are females while 42% are males at the UKZN.

4.3.3 Comparison of Age Groups

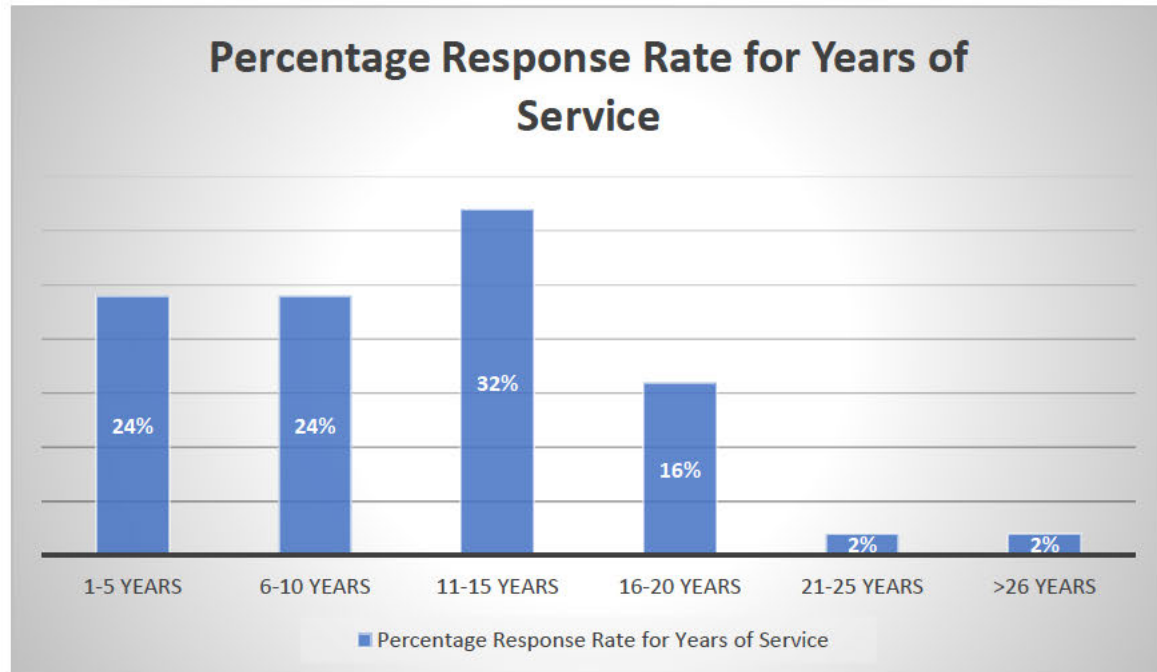
FIGURE 4.3 ANALYSIS OF AGE GROUPS AT THE UKZN (n = 169)



Respondents were requested to indicate their age group for analysis. The chart in Figure 4.3 reflects the percentage response rate for the age groups at the UKZN. Seen in the Figure 4.3, 8% of respondents were between the ages of 20 to 25 years, another 8% were between ages of 36 to 40 years while 12% of respondents were in ages 31 to 35 years. In the age group of 26 to 30 years, 16% of respondents are reflected here while 24% of respondents are occupying the age group of 51 years and more. But the majority of respondents at the UKZN are between the ages of 41 to 50 years (32%). Awung (2015: 94) states that the constitution of the sample indicated a mature and experienced grouping of respondents. This is useful as it indicates that the respondents are experienced (and qualified) to report their opinions from a point of experience.

4.3.4 Comparison of Employment Duration

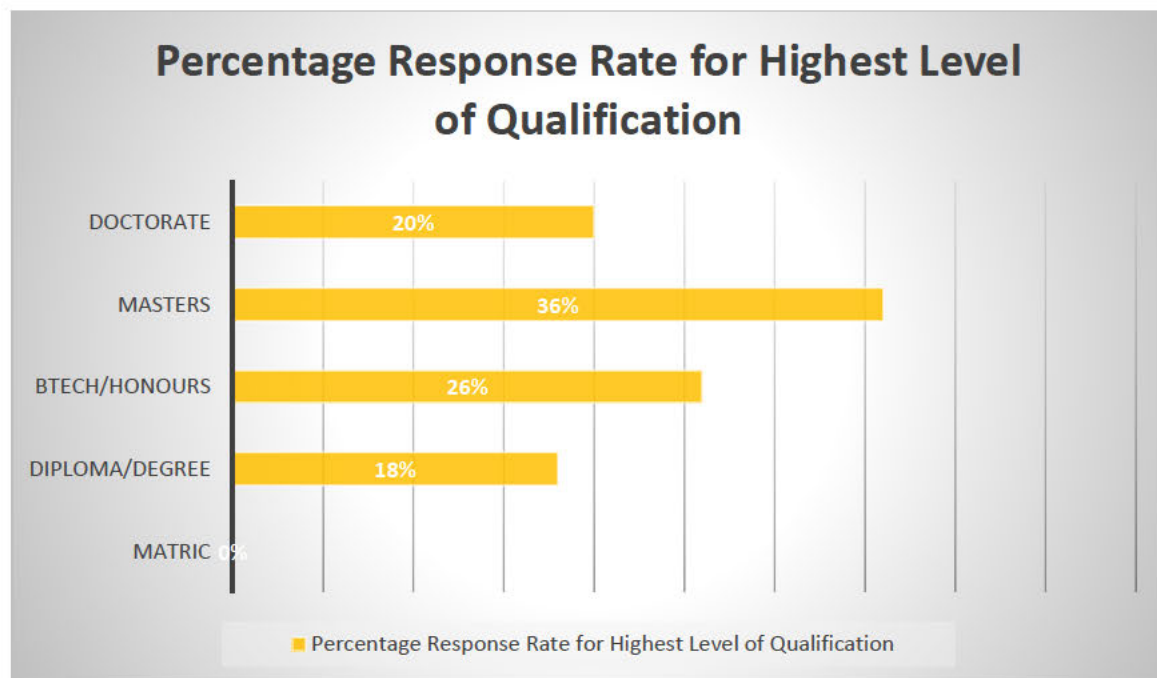
FIGURE 4.4 ANALYSIS OF EMPLOYMENT DURATION AT THE UKZN (n = 169)



Respondents were asked to indicate the number of years that they were employed at the UKZN for. The chart in Figure 4.4 represents the percentage response gleaned from the sample respondents in relation to their employment duration. Figure 4.4 reflects that the highest employment duration exists between 11 to 15 years (32%) with 1 to 5 and 6 to 10 years coming at 24% each. Approximately 16% of respondents were in the ranges of 16 to 20 years with 2% being employed for 21 to 25 years and finally another 2% for 26 years and more.

4.3.5 Comparison of Highest Qualification Level

**FIGURE 4.5 ANALYSIS OF HIGHEST LEVEL OF QUALIFICATION AT THE UKZN
(n = 169)**



Respondents were requested to indicate their highest level of qualification and the bar graph in Figure 4.5 depicts the respondent's percentage response rate hereof. At the UKZN, Figure 4.5 reflects that the majority of respondents have a Master's qualification (36%), while a BTech or Honours qualification comes in second with 26% of respondents holding this qualification. The remainder of the respondents (18%) hold Diploma or Degree qualifications while the rest (20%) hold doctoral qualifications at the UKZN. Further, none of the respondents have just a minimum qualification of matric (0%). According to Awung (2015: 97) this indicates that the respondents possessed the necessary academic qualification and were therefore properly qualified to hold the positions they were holding at the university.

4.4 SECTION B: REWARD ANALYSIS OF DATA PERTAINING TO THE OVERALL RESPONDENTS' PERCEPTIONS TOWARDS REWARDS

The responses to Section B focus on descriptive analysis and relevant non-parametric tests which provide an overview of the perceptions relating to Rewards, namely, Section B of the Questionnaire (Annexure C).

4.4.1 Summary Responses of the Sample Respondents in relation to Rewards

Table 4.1 summarises the frequency response rate for Section B of the Questionnaire (Annexure C), namely, Rewards. The noticeable findings reported by the respondents are as follows:

The majority of the sample respondents (53.25%) strongly agreed that the institution does not provide them with monetary annual bonuses (Statement 6) with as little as 26.04% strongly disagreeing. When it came to providing the sample respondents with reward programmes geared at their contributions (Statement 7), a vast percentage (75.74%) strongly agreed that their institution does not do this either. Adding to that response, the UKZN abides by a set of guiding principles or values called REACHT, when respondents were asked if they received any gift reward for following these principles (Statement 8), 88.76% strongly disagreed that the institution provided them with this.

Contrary to the responses thus far, when asked if the institution had any reward management system in place towards staff (Statement 9), the majority of 47.34% strongly agreed that there was such a system in place. Furthermore, respondents were then asked if they were provided with promotion and career growth opportunities in their employment (Statement 10), and a vast percentage of 88.76% strongly agreed that they did not receive these opportunities. The respondents were then asked if they work more when they know that there is a cash reward in place for exceeding a work target (Statement 11), a large percentage (82.84%) strongly agreed that they would work more. And lastly, a question was posed on whether the institution provides

employees with prizes and gifts cards for participation in institution events and activities (Statement 12), a large percentage of 76.92% strongly agreed.

TABLE 4.1 **SECTION B: FREQUENCIES EXPRESSED AS A PERCENTAGE BY SAMPLE RESPONDENTS IN RELATION TO THE REWARD COMPONENT (n = 169)**

STATEMENT	RESPONSES	RESPONSE OPTIONS					TOTAL
		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	
6. My institution does not provide employees with monetary annual bonuses.	COUNT	90	30	0	5	44	169
	PERCENTAGE	53.25%	17.75%	-	2.96%	26.04%	100%
7. My institution does not provide employees with reward programmes geared at employee contributions.	COUNT	128	36	0	5	0	169
	PERCENTAGE	75.74%	21.30%	-	2.96%	-	100%
8. I receive a gift reward by my institution for following the REACHT principles of the institution.	COUNT	150	18	1	0	0	169
	PERCENTAGE	88.76%	10.65%	0.59%	-	-	100%
9. My institution has a reward management system in place for its staff.	COUNT	44	10	15	20	80	169
	PERCENTAGE	26.04%	5.92%	8.88%	11.83%	47.34%	100%
10. I am not provided with promotion and/or career growth opportunities in my employment.	COUNT	0	9	0	10	150	169
	PERCENTAGE	-	5.33%	-	5.92%	88.76%	100%
11. I work more when I know that there is a cash reward for exceeding work target.	COUNT	17	0	2	10	140	169
	PERCENTAGE	10.06%	-	1.18%	5.92%	82.84%	100%
12. My institution provides employees with prizes and gift cards for participation in institution events and activities.	COUNT	21	1	3	14	130	169
	PERCENTAGE	12.43%	0.59%	1.76%	8.28%	76.92%	100%

4.5 SECTION C: RECOGNITION ANALYSIS OF DATA PERTAINING TO THE OVERALL RESPONDENTS' PERCEPTIONS TOWARDS RECOGNITION

The responses to Section C focus on descriptive analysis and relevant non-parametric tests which provide an overview of the perceptions relating to Recognition, namely, Section C of the Questionnaire (Annexure C).

4.5.1 Summary Responses of the Sample Respondents in relation to Recognition

Table 4.2 summarises the frequency response rate for Section C of the Questionnaire (Annexure C), namely, Recognition. The noticeable findings reported by the respondents are as follows:

A question was posed to the sample respondents on whether they receive recognition regularly from their manager (Statement 13), the majority of the respondents (68.04%) strongly disagreed that they received any recognition. Another question to the respondents was if their colleagues recognized their achievements and work efforts (Statement 14), 71% were of the opinion that their colleagues did indeed recognize them. When it came to respondents' managers complimenting their work ethic for completion of their tasks (Statement 15), 79.88% felt that their managers did not compliment them enough. However, when it came to colleagues thanking them for their assistance on a difficult task (Statement 16), 71% felt that their colleagues did indeed thank them. In terms of appreciation from managers for the teams' hard work or efforts (Statement 17), 73.96% agreed that their manager did not show them any appreciation. Moreover, 69.23% of the respondents felt that the institution does not provide them with any appreciation days and events (Statement 18). However, when asked if the institution recognized its employees for career milestones (Statement 19), 59.76% agreed that the institution did indeed recognize them.

TABLE 4.2

SECTION C: FREQUENCIES EXPRESSED AS A PERCENTAGE BY SAMPLE RESPONDENTS IN RELATION TO THE RECOGNITION COMPONENT (n = 169)

STATEMENT	RESPONSES	RESPONSE OPTIONS					TOTAL
		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	
13. I receive recognition for my work regularly from my manager.	COUNT	115	20	0	4	30	169
	PERCENTAGE	68.04%	11.83%	-	2.37%	17.75%	100%
14. My colleagues do not recognise my achievements and work efforts.	COUNT	120	0	0	2	47	169
	PERCENTAGE	71%	-	-	1.18%	27.81%	100%
15. My manager compliments my work ethic in completing my tasks.	COUNT	135	2	0	5	27	169
	PERCENTAGE	79.88%	1.18%	-	2.96%	15.98%	100%
16. My colleagues thank me if I have assisted them on a difficult task.	COUNT	120	0	0	2	47	169
	PERCENTAGE	71%	-	-	1.18%	27.81%	100%
17. My manager does not show appreciation for the team's hard work and efforts in staff meetings.	COUNT	30	7	2	5	125	169
	PERCENTAGE	17.75%	4.14%	1.18%	2.96%	73.96%	100%
18. My institution does not provide its employees with appreciation days or events.	COUNT	30	3	1	18	117	169
	PERCENTAGE	17.75%	1.76%	0.59%	10.65%	69.23%	100%
19. I am recognised by my institution when I reach milestones in my career.	COUNT	39	4	5	20	101	169
	PERCENTAGE	23.08%	2.37%	2.96%	11.83%	59.76%	100%

4.6 SECTION D: EMPLOYEE PERFORMANCE ANALYSIS OF DATA PERTAINING TO THE OVERALL RESPONDENTS' PERCEPTIONS TOWARDS EMPLOYEE PERFORMANCE

The responses to Section D focus on descriptive analysis and relevant non-parametric tests which provide an overview of the perceptions relating to Employee Performance, namely, Section D of the Questionnaire (Annexure C).

4.6.1 Summary Responses of the Sample Respondents in relation to Employee Performance

Table 4.3 summarises the frequency response rate for Section D of the Questionnaire (Annexure C), namely, Employee Performance. The noticeable findings reported by the respondents are as follows:

Sample respondents were asked if their institution had a performance management system in place (Statement 20) and 82.25% strongly agreed that their institution does indeed. Respondents were then asked if they received a performance bonus based on their achievements (Statement 21), and a majority of 82.25% also strongly agreed that they did indeed receive this. The questionnaire then took a turn to ask respondents if they score above 50% for their key performance indicators (Statement 22), in which 85.79% agreed that they do score above 50%. However, in stark contrast, although 85.79% agreed that they scored above 50%, when asked the question if their managers had regular ongoing performance reviews with them (Statement 23), 75.15% strongly agreed that they didn't. Furthermore, the respondents were then questioned if they understood how their performance is evaluated (Statement 24), 41.42% strongly agreed that they did not understand this. Nevertheless, 85.79% strongly agreed that they meet all their key performance areas set by their manager (Statement 25) and another 85.79% strongly agreed that their performance ratings are always above average (Statement 26).

TABLE 4.3

**SECTION D: FREQUENCIES EXPRESSED AS A
PERCENTAGE BY SAMPLE RESPONDENTS IN RELATION
TO THE EMPLOYEE PERFORMANCE COMPONENT
(n = 169)**

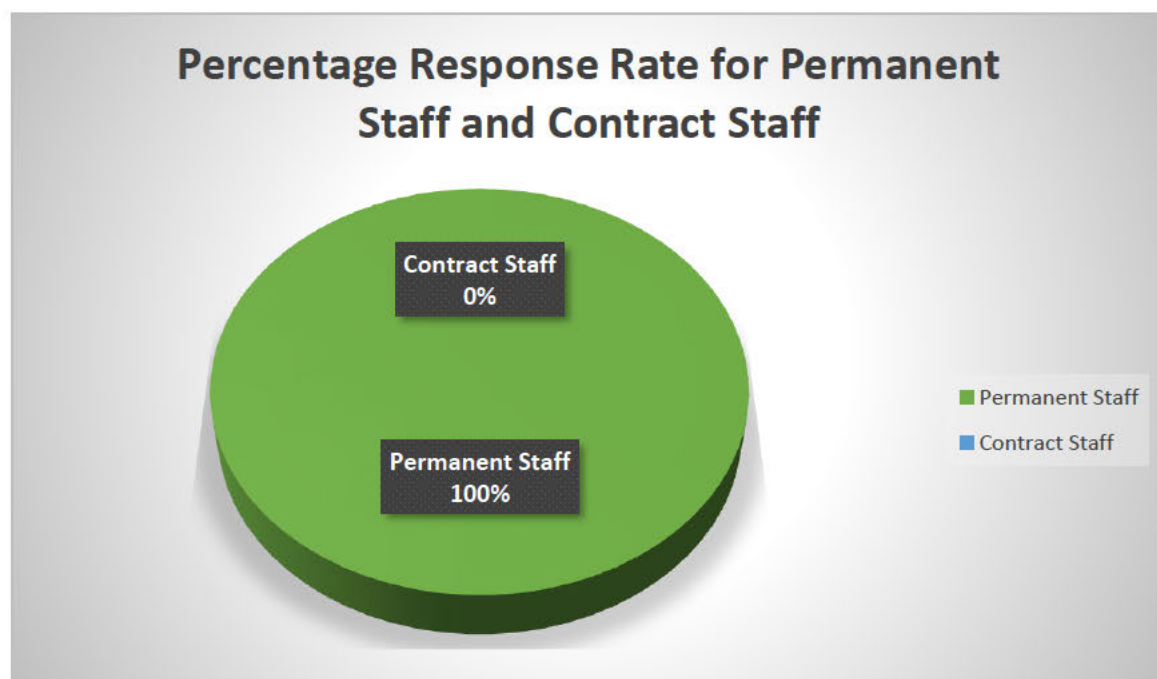
STATEMENT	RESPONSES	RESPONSE OPTIONS					TOTAL
		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	
20. My institution has a performance management process in place.	COUNT	0	0	0	30	139	169
	PERCENTAGE	-	-	-	17.75%	82.25%	100%
21. I receive a performance bonus annually based on my work achievements.	COUNT	0	0	0	30	139	169
	PERCENTAGE	-	-	-	17.75%	82.25%	100%
22. I do not score above 50 percent in my key performance indicators.	COUNT	145	9	15	0	0	169
	PERCENTAGE	85.79%	5.33%	8.88%	-	-	100%
23. My manager does not have regular ongoing performance reviews with me.	COUNT	30	5	2	5	127	169
	PERCENTAGE	17.75%	2.96%	1.18%	2.96%	75.15%	100%
24. I do not understand how my performance is evaluated.	COUNT	40	9	15	35	70	169
	PERCENTAGE	23.67%	5.32%	8.86%	20.71%	41.42%	100%
25. I meet all my key performance areas set by my manager.	COUNT	0	0	15	9	145	169
	PERCENTAGE	-	-	8.86%	5.32%	85.79%	100%
26. My performance ratings are always above average.	COUNT	0	0	15	9	145	169
	PERCENTAGE	-	-	8.86%	5.32%	85.79%	100%

4.7 SECTION A: ANALYSIS OF RESULTS PERTAINING TO THE GENERAL INFORMATION AND DEMOGRAPHIC PROFILE OF THE INTERVIEW

This section focuses on the preliminary analysis which provides a baseline or exploratory analysis of the demographic variables of the sample in its totality. The total number of respondents were 8 which included the Dean of Research, Dean of Teaching & Learning, Director: Professional Services, Manager: Academic Services, Manager: HR, Manager: Student Support Services, Academic Lecturer, and Career Development Officer.

4.7.1 Comparison between Permanent and Contract Staff

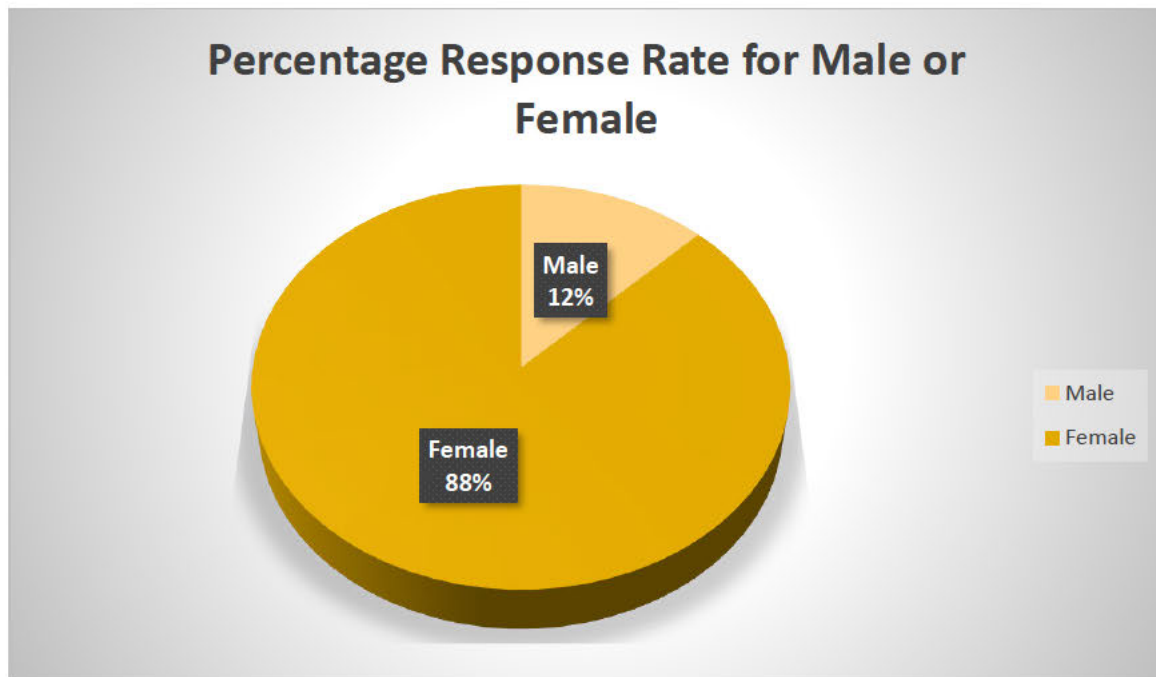
FIGURE 4.6 ANALYSIS OF PERMANENT AND CONTRACT STAFF AT THE UKZN



Respondents were asked to indicate their permanent or contract staff status in the open-ended interview. Figure 4.6 represents the percentage response rate by the sample respondents in relation to responses to permanent or contract staff. The pie chart in Figure 4.6 reflects the reported results that is, 100% are employed at the UKZN on a permanent basis whilst 0% are employed on a contract basis.

4.7.2 Comparison between Male and Female Gender Group

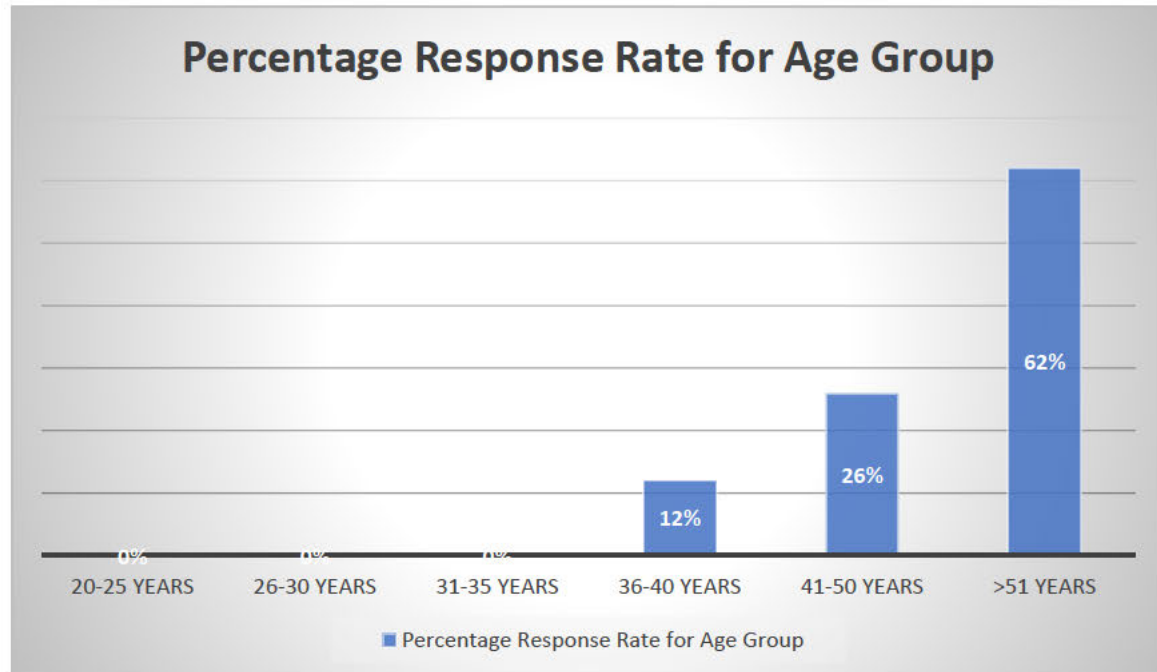
FIGURE 4.7 ANALYSIS OF MALE AND FEMALE GENDER GROUPS AT THE UKZN



Respondents were required to indicate their gender in the open-ended interview. The pie chart in Figure 4.7 depicts the percentage response rate for gender analysis. The results reflect that 88% are females while 12% are males at the UKZN.

4.7.3 Comparison of Age Groups

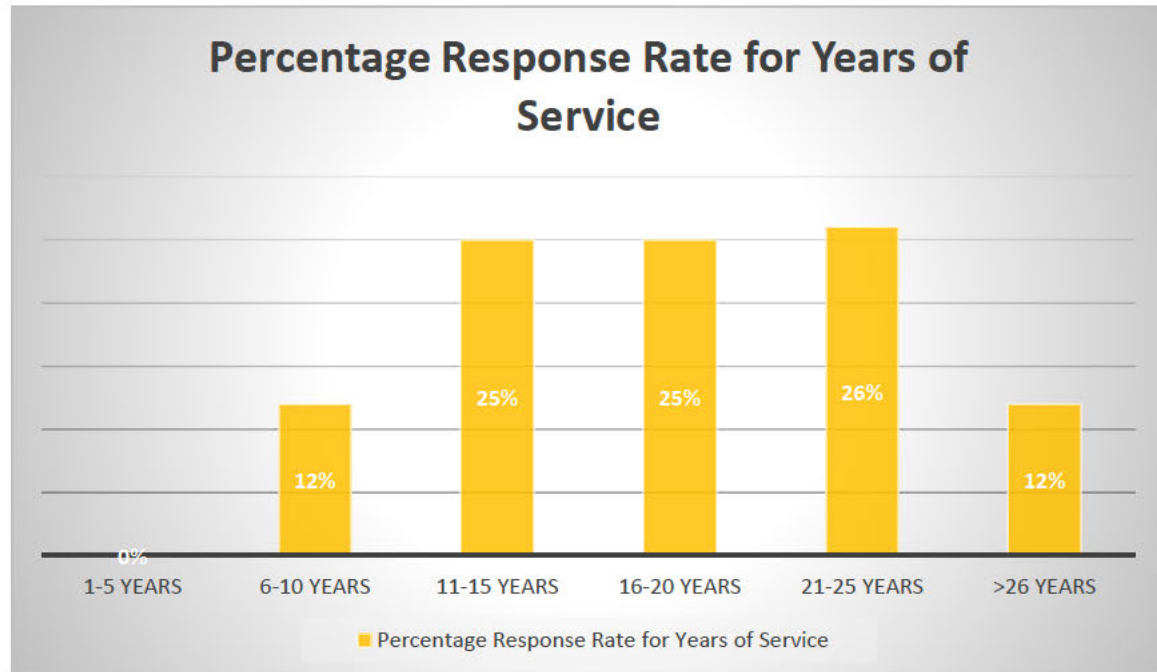
FIGURE 4.8 ANALYSIS OF AGE GROUPS AT THE UKZN



Respondents were requested to indicate their age group for analysis. The chart in Figure 4.8 reflects the percentage response rate for the age groups at the UKZN. Seen in the Figure 4.8, 0% of respondents were between the ages of 20 to 25 years, 26 to 30 years and 31 to 35 years. Only 12% of respondents were between the ages of 36 to 40 years and 26% were between the ages of 41 to 50 years. The majority of the interviewees were in the age group of 51 years and above (62%). Awung (2015: 94) states that the constitution of the sample indicated a mature and experienced grouping of respondents. This is useful as it indicates that the respondents are experienced (and qualified) to report their opinions from a point of experience.

4.7.4 Comparison of Employment Duration

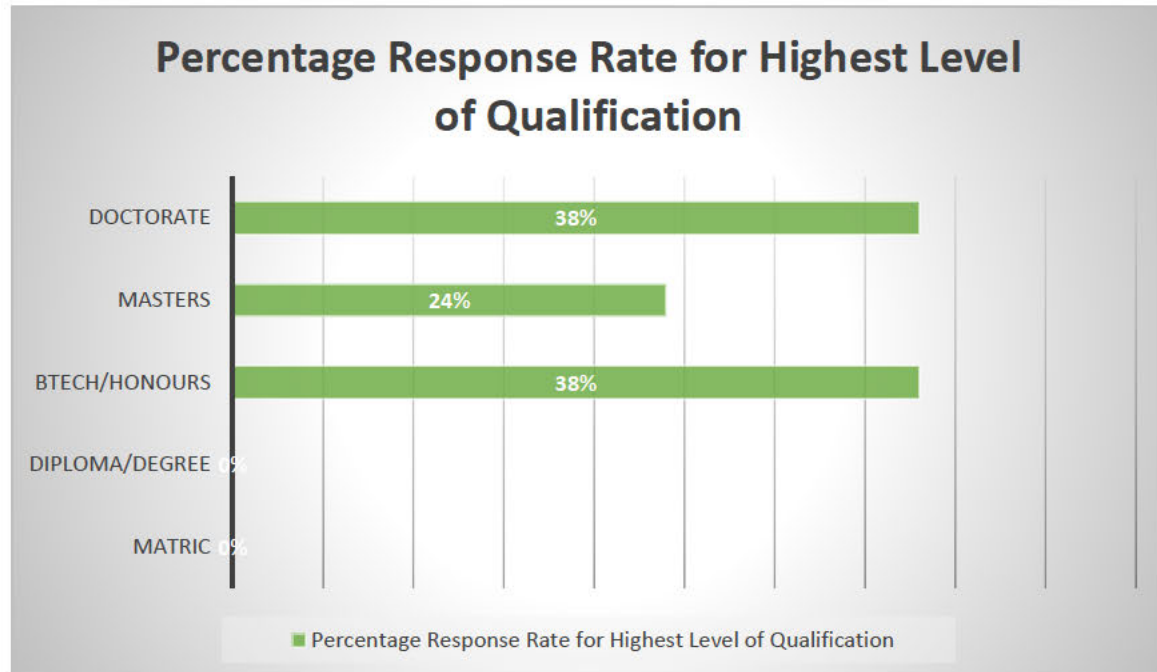
FIGURE 4.9 ANALYSIS OF EMPLOYMENT DURATION AT THE UKZN



Respondents were asked to indicate the number of years that they were employed at the UKZN for. The chart in Figure 4.9 represents the percentage response gleaned from the sample respondents in relation to their employment duration. Figure 4.9 reflects that the highest employment duration exists between 21 to 25 years (26%) with 1 to 5 sitting at 0% and 6 to 10 years coming at 12%. An equal 25% of staff were under 11 to 15 years and 16 to 20 years whilst only 12% had more than 26 years of service.

4.7.5 Comparison of Highest Qualification Level

FIGURE 4.10 ANALYSIS OF HIGHEST LEVEL OF QUALIFICATION AT THE UKZN



Respondents were requested to indicate their highest level of qualification and the bar graph in Figure 4.10 depicts the respondent's percentage response rate hereof. At the UKZN, Figure 4.10 reflects that the majority of respondents have Doctorate and BTech or Honours qualifications with 38% under each of the qualifications. Only 24% of the respondents had Master's qualifications. Further, none of the respondents have just a minimum qualification of matric (0%) and Diploma's or Degrees (0%). According to Awung (2015: 97) this indicates that the respondents possessed the necessary academic qualification and were therefore properly qualified to hold the positions they were holding at the university.

4.8 ANALYSIS OF RESULTS PERTAINING TO THE INTERVIEW QUESTIONS OF THE INTERVIEW SCHEDULE

This section focuses on the analysis of the interview questions from the 8 sample respondents: the Dean of Research, Dean of Teaching & Learning, Director: Professional Services, Manager: Academic Services, Manager: HR, Manager: Student Support Services, Academic Lecturer, and Career Development Officer. Analysis of the interview data are presented in tables and figures using thematic analysis.

4.8.2 Qualitative Interview Response Analysis

4.8.2.1 Question 1: Does the institution provide any rewards and recognition programmes to staff? If so, what are they? If not, would you prefer having these programmes?

Question 1 related to the participants understanding of rewards and recognition and the nature of these rewards in the institution.

P7: *“Yes. The college provides employee of the year awards and certificates of appreciation to staff that have done a good job throughout the year.”*

P8: *“No. In our department we do not have any recognition programmes like your big corporates out there. It would be nice to have these so that we feel like we are being recognised for our hard work and efforts.”*

Many participants had varied responses for this question as some understood what programmes were available at the institution while others had no clue that their institution offered rewards and recognition. Those that indicated that their institution did not have these would have preferred to see these being introduced.

4.8.2.2 Question 2: What impact do you think rewards and recognition programmes have on you, the employees and the institution overall?

Question 2 related to the theme of what impact rewards had on the participants. It is here that we see how the participants feel about rewards and recognition.

P5: *“To have rewards and recognition in the institution makes us appear more attractive to other employees. The institution has to compete with not just other institutions out there but larger corporates as well. If we don’t have any of these in place, then what sets us apart? And how are we adding retention to the institution? Personally, having rewards and recognition to me will ensure that I am constantly upping my game. I want to receive those rewards and recognition, so I am going to work hard to get it. We are humans after all and a fundamental need of ours is to be recognised and praised.”*

Majority of our participants echoed the same sentiment above. A lot of the participants felt a sense of accomplishment and achievement when receiving rewards. They felt as though the institution cared for them and valued them as employees.

4.8.2.3 Question 3: Do you fully understand your institution’s performance management process? Is there anything you would do to change it? Why?

Question 3 related to the performance management process of the institution and if the participants would like to see any improvements.

P4: *“Yes, I do. We have a calibration process which is nice. This ensures that it is fair as your line manager is not the only person present at the boardroom. What would be an addition is to allow the staff to nominate a representative to sit at the calibration that you work with regularly. This person may know your work ethic more than your line manager. It should be a 360-degree view of us which would really amp up the performance process.”*

All participants understood their institutions performance management process as they have been employed for many years at the institution and their process has been the same throughout those years. Thus, majority of the participants felt a reviving of the process was needed as it needs to incorporate global changes and best practices for e.g., the introduction of goal setting and moving to a newer rating system.

4.8.2.4 Question 4: Tell me about the rewards or recognition that you receive after a successful performance appraisal.

Question 4 related to the participants understanding of the types of recognition and rewards and what they receive in turn for excellent performance.

P6: *“Generally, I would get verbal and email recognition of my hard work and efforts. This makes me feel satisfied and happy as I know it is essentially a pat on the shoulder for a job well done. There aren’t any rewards given although it would be nice to receive some sort of gift card or prize or monetary reward for the high performance. Recognition is good but it shouldn’t be the only thing given.”*

There was a unanimous response that alluded to the fact that none of the staff members received any formal reward or recognition for their performance appraisal. If there was recognition it was generally the line manager congratulating them on their score but there was anything beyond that. The staff members agreed that it would be a nice change to have some of reward process for excellent performance.

4.8.2.5 Question 5: What, in your opinion, do you think is the key to high employee performance?

Question 5 related to the theme of employee performance and employee satisfaction. Participants explored what it means to them to be a high performer and a lot of the participants had similar approaches to this question.

P2: *“The key to high performance in my opinion is when an individual is conditioned to perform at a certain level. If I receive praise continuously for my work ethic, then I will continue performing in such a manner because I love the recognition. Similarly, if*

I was always in a poor performance review, I would feel demotivated and not perform optimally. I love to perform at a high level because I receive a sense of accomplishment within myself, and I love the compliments that I receive throughout the department.”

Here, the researcher found that there was a link to employee performance with Maslow's Hierarchy of Needs as well as intrinsic and extrinsic rewards and motivation. A lot of the staff members believe that the high performance of an individual corresponds to their motivation and receipt of recognition.

4.8.2.6 Question 6: Can an employee be motivated to perform their tasks and duties? Describe your response.

Question 6 related to employee motivation and employee performance and what participants understood about the relationship between each, if any.

P3: *“Yes, most definitely in my opinion. Throwing in some bonuses, increases, promotions etc. and you would see employees pulling up their socks. When we reach our performance cycles for the year, you really see employees being motivated during this time to perform at their best in order to receive a good rating and recommendations for promotions. Employees work toward a goal and if there is a reward at the end then employees should be motivated to reach the end.”*

This question received mixed responses. Some participants felt that employees didn't need to be motivated whilst others felt they should be. As in Maslow's Hierarchy of Needs, all individuals have different needs and they are always in conflict with one another for e.g., a company may need to remain solvent and grow while employees may need a salary to perform their duties and may not necessarily be motivated to share similar needs of the company. However, most of the participants did agree that they personally require motivation to perform.

4.8.2.7 Question 7: Do you think employees can perform their tasks and duties without the rewards and recognition?

This question related to rewards and recognition and their influence on employee performance and any sort of relationship that may exist.

P5: *“This is a tricky question. I say tricky because some employees may need that reward and recognition to perform because if they don’t then how would they know that they are doing a good job? Also, if you do not receive these won’t you be a mindless employee just working to get paid? On the other, there are employees out there that simply do not need these things to perform – although I think it is a small percentage – they just perform because they receive their own internal sense of achievements and accomplishments. Personally, I am a mixture of both but if rewards and recognition are completely taken out, then I would seek another job that provides it.”*

All participants had a sense that if these two components were completely removed from the equation, they would seek alternative employment. Participants were of the opinion that humans require recognition for their hard work and efforts, if not they would not have a sense of accomplishment and feeling a sense of belonging.

4.8.2.8 Question 8: If the institution offered you rewards and recognition for your performance, would this motivate you to take your performance to the next level? Describe the reasoning behind your response.

Question 8 related to the themes of rewards and recognition linked to employee performance and motivation.

P8: *“Definitely. I want to receive high praise for my work and be regarded as a star or top performer. So, I would be motivated to work harder if I know that I am going to reap the rewards at the end of it. We are all individuals that could do with a little motivation.”*

About 80% of the researchers' participants have agreed that if they were offered with rewards and recognition to perform, they would feel motivated to do so. One of the participants has also added that:

P7: *"...if one did not require rewards and recognition as motivation, they would eventually require such when they see their colleagues receiving same and they aren't."*

4.8.2.9 Question 9: What rewards and recognition initiatives would you like to see the institution offer in the future?

This question related to any future interventions that the institution can consider which relates to some of the researcher's objectives and questions.

P4: *"The institution should consider having a place to recognise employees hard work and efforts. This could be an online platform where employees' pictures and names are present. Or a recognition programme that gives you monetary rewards for closing a successful project. Some small efforts are also appreciated e.g., lunch days on the house, chocolates placed at the colleagues' desks."*

All the participants had positive suggestions with regards to the rewards and recognition components within the institution. All participants had offered valuable insights into their decisions.

4.8.2.10 Question 10: What suggestions, ideas or comments would you offer to your institution to enhance employee performance in the future?

This question similar to above now related to future interventions for employee performance.

P1: *"Employees are our assets. Therefore, we need to invest them. The institution can seek to ramp up the rewards and recognition of its staff as well as bonuses that are received. Homing in on employees' achievements not just on the professional front but on the personal front can be distributed amongst the staff."*

All participants as above were able and willing to provide more insight into the future actions of employee performance within the institution.



4.9 CONCLUSION

CHAPTER 5

DISCUSSION OF RESEARCH FINDINGS

5.1 INTRODUCTION

Employees not only want good pay and benefits, but they also want to be valued and appreciated for their work, to be treated fairly, to do work that is important, and to have opportunities for advancement and involvement in the company. Recognition and reward programs play an important role in organizational success by helping attract and retain high-performing employees (Daniel 2013: 3). The research findings in this study found a positive correlation between variables, Rewards, Recognition, and Employee Performance at the UKZN. This chapter further discusses the data analysed and findings in relation to literature developed on the study.

5.2 RESEARCH OBJECTIVES

In order to carry out the objectives of the study listed, a structured close-ended quantitative questionnaire was administered to 169 academic and professional services staff and a structured open-ended interview schedule was administered to 8 key decision makers as sample respondents. This investigated the relationship between Rewards, Recognition and Employee Performance as a motivating factor to gather if a positive correlation existed. The statements were based on literature reviewed linked to objectives and research questions.

Objective one sought to assess the relationship between rewards and recognition of employee performance as a motivating factor at the UKZN.

Many employees consider themselves as hard workers and aim to perform at their best. But what distinguishes between whether an employee will perform or not? Are there incentives that can be used to motivate high employee performance? Or do employees just not require anything to perform? These questions form the basis of this objective for the study in that, the aim is to understand if indeed rewards and recognition can be used to motivate employees to perform at the UKZN.

Objective two sought to investigate the impact of rewards of employee performance as a motivating factor at the UKZN.

To “reap the rewards” is an expression that comes from the world of agriculture. You plant seeds early in the season, and then you reap the harvest later in the year. You invest something early; you get the benefits later. When you get a benefit that is a result of some kind of effort or investment, you are said to reap the rewards. And so, it is with this expression to “reap the rewards,” that we aim to understand if providing rewards to employees will motivate them to perform. Will employees perform at a higher level when they know there will be a benefit so to speak waiting for them at the end so they may “reap the rewards”?

Objective three sought to investigate the impact of recognition of employee performance as a motivating factor at the UKZN.

As human beings, we are all complex individuals shaped by many things like our upbringing, experiences and the company we keep. Each of us has been moulded in different ways and the circumstances within our lives are forever changing. What each of us finds rewarding changes from one person to the next. However, according to Maslow’s hierarchy of needs, all human beings seek to achieve esteem needs such as status, prestige, praise as examples. Therefore, the objective here is to understand if employees at the UKZN do indeed require the need to be recognized in order to be motivated to perform at optimal levels.

5.3 RESEARCH QUESTIONS

The research questions of the study are as follows:

What is the relationship between rewards and recognition of employee performance as a motivating factor at the UKZN?

There is a significant positive relationship between rewards and recognition and employee performance as a motivating factor at the UKZN. According to Mounika

(2021: 2322) workplace recognition motivates, provides a sense of accomplishment and makes employees feel valued for their work. Recognition not only boosts individual employee engagement, but it also has been found to increase productivity and loyalty to the company, leading to higher retention. Further, recognition and rewards are critical to enhancing employee engagement and performance. Research shows that employers with good recognition and career development programs scored significantly higher in terms of productivity, revenue, customer retention, and employee retention than those that didn't.

What is the impact of rewards of employee performance as a motivating factor at the UKZN?

There is a positive correlation between rewards and employee performance as a motivating factor at the UKZN. Most employees withdraw from their work as a result of the unpleasant work environment caused by inadequate rewards which by implication weakens employees' work effort. The main purpose of rewards is to attract and retain employees, to motivate employees to achieve high levels of performance and to elicit and reinforce the desired behaviour of the employees (Njanja 2013: 25). Rizwan and Ali (2010: 70) are of the view that employees outshine in their performance the organisation when favourable working conditions are ensured as a result of effective implementation of recognition and reward. When employees are recognised, they developed that feeling of belonging and as a result, their morale is increased which eventually augment their output and the productivity of the organisation. So, reward, motivation and performance have a significant relationship.

What is the impact of recognition of employee performance as a motivating factor at the UKZN?

There is a positive link found between recognition and employee performance as a motivating factor at the UKZN. Employees are more willing to give solutions and new ideas when they are recognized, which leads to greater communication, better cooperation, and fewer absenteeism and turnover. Employees will demonstrate higher job satisfaction and loyalty (Chantal, Manyange and Asuman 2022: 36). They go on

further to add that recognition may give employees a sense of satisfaction that they are on the right track and performing at a level that may even be higher than their peers. This praise alone can boost their motivation and performance.

5.4 CONCLUSION

This chapter presented the discussion and the interpretation of the research findings. The researcher presented the rationale and background along with the research instrument and its reliability and validity. Thereafter, the components of the questionnaire and interview schedule, namely, biographical data, Rewards, Recognition and Employee Performance were thoroughly discussed. Delimitations and limitations of the study were listed, and the research objectives and questions interpreted further. The summary, recommendations and conclusion of this study will be presented in the chapter six.

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

The research study sought to investigate the Rewards and Recognition of Employee Performance as a motivating factor at the UKZN. The background to the study was presented alongside literature in existence, the problem statement and the necessary research methodology. Thereafter, the literature was further explored with theories of the variables and an overview of the UKZN and the HE Sector not forgetting their importance, best practices and pros and cons. A comprehensive explanation of research methodology followed with data analysis proceeding shortly after. The data analysis explained the biographical data, Rewards, Recognition and Employee Performance of sample respondents at the UKZN which resulted in a supplementary discussion of the research findings. The discussion provided a conclusion to the research study's objectives and questions. Such conclusion was found that there is a positive relationship between Rewards, Recognition and Employee Performance as a motivating factor at the UKZN. In this chapter we will focus on the key findings, recommendations, future research and the conclusion.

6.2 LIMITATIONS

The limitations for this study include limited access to information in that the POPI act prevented the researcher from getting a mailing list. All information on the questionnaire and interviews had to be disbursed by the UKZN HR Department. Another limitation included the COVID-19 pandemic and lockdown which prevented the researcher from being able to physically meet with the participants. Instead, correspondence was emailed on her behalf and sent back. The researcher had also a limited amount of time to conduct the study due to the deadline of submissions from the Faculty Research Office.

6.3 KEY FINDINGS

- Research objectives of the study have now been achieved. That is, the variables of rewards, recognition and employee performance were explored against theory and practice and a positive correlation has been found.
- Employees require intrinsic and extrinsic rewards in order to feel motivated enough to perform.
- Employees require sufficient praise and recognition for their hard work in order for them to feel that they belong and they are doing a good job.
- Employee performance can have an external or internal locus of control depending on what motivates the individual. But both locus of control is highly dependent on rewards and recognition.

6.4 RECOMMENDATIONS

- It is recommended that the relationship between Rewards, Recognition and Employee Performance be studied further in other HEIs and other industries in South Africa so that a more comprehensive comparison can be made.
- It is recommended that further studies be conducted in the areas of Rewards, Recognition and Employee Performance and their effectiveness in the workplace in order to ascertain the most appropriate programmes, methods and schemes for employees.
- It is recommended that further research should be conducted to investigate Employee Motivation as a subcomponent to Rewards, Recognition, and Employee Performance.
- It is recommended that the UKZN invest in a new performance management process or enhance the existing performance management process such that employees feel that there is a 360-degree approach that includes staff members that work with them regularly.

- It is recommended that the UKZN reward individuals for carrying out their REAChT principles through various reward and recognition initiatives.
- It is recommended that the UKZN look into leadership development programmes. This will ensure that leadership effectively recognize and praise staff for their hard work as well as provide constructive feedback on performance reviews.
- It is recommended that UKZN allow for their staff members to contribute in providing suggestions, ideas and recommendations towards reward and recognition initiatives that they would like to see in the institution.
- Finally, the researcher would like to encourage academic leaders to always remain motivated and persist in the face of difficulties, always remaining true to their character and judgement. The successful management of emotions can positively enrich all relationships whether professional or personal.

6.5 IMPLICATIONS AND FUTURE RESEARCH

When a company disregards an employee's achievements, the employee can feel less motivated to complete tasks. This can cause a spiral into various issues. However, the benefits of employee recognition are endless- for example, increasing retention and employee engagement. When managers implement new recognition tactics, it is important to have their employees at the forefront of their minds. Doing so will translate into the best outcome for their employees, as well as the company (Wei and Rashad 2014:12).

This problem arises when companies fail to recognize and meet the needs of their employees. When this happens, the work environment no longer encourages them to do their best. It might also make them feel less valuable to the organization. Employees have a huge influence on a company's sustainable competitive advantage; the daily decisions they make are valuable and inimitable. Additionally, they create a unique culture within the organization which fosters the growth of a productive,

enjoyable work environment. Ultimately, a lack of recognition causes organizations to lose valuable employees daily, which sacrifices their competitive advantage in a constantly changing market (Došenović 2016: 110). The researcher recommends further research into the variables of rewards and recognition and employee performance particularly in the higher education sector. This will contribute to the knowledge and research gap and can be used for future scholars and professionals in the sector.

6.6 CONCLUSION

The research study explored the relationship between Rewards, Recognition and Employee Performance as a motivating factor at the UKZN. The study found that majority of academic and professional services staff required rewards and recognition in order to be motivated to perform optimally. However, some of the reward and recognition initiatives have been lacking at the UKZN and the staff sought to provide recommendations at the end of answering the measuring instruments. The staff were also wise to the fact that other individuals may not require incentives to perform but rather have their own internal self-accomplishment for performing. However, that being said, those staff also advised that if they had not received any reward and recognition, they would consider looking for alternative employment.

Lastly, the conclusion deriving from the research results is that Rewards, Recognition and Employee Performance is positively linked and is an important factor in the HE Sector. A lot more research is still necessary in other institutions and industries to gauge a more holistic framework with regards to the possible pitfalls and challenges of being overly rewarded and recognized. Therefore, it is recommended that further research should be conducted in South Africa and globally. The researcher has concluded that a positive relationship exists between rewards, recognition and employee performance as a motivating factor and these components are required at the selected university in South Africa.

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**SEKARAN AND BOUGIE'S LIST FOR SELECTING A SAMPLE SIZE FROM A
GIVEN POPULATION SIZE**

N	S	N	S	N	S
10	10	220	140	1 200	291
15	14	230	144	1 300	297
20	19	240	148	1 400	302
25	24	250	152	1 500	306
30	28	260	155	1 600	310
35	32	270	159	1 700	313
40	36	280	162	1 800	317
45	40	290	165	1 900	320
50	44	300	169	2 000	322
55	48	320	175	2 200	327
60	52	340	181	2 400	331
65	56	360	186	2 600	335
70	59	380	191	2 800	338
75	63	400	196	3 000	341
80	66	420	201	3 500	346
85	70	440	205	4 000	351
90	73	460	210	4 500	354
95	76	480	214	5 000	357
100	80	500	217	6 000	361
110	86	550	226	7 000	364
120	92	600	234	8 000	367
130	97	630	242	9 000	368
140	103	700	248	10 000	370
150	108	750	254	15 000	375
160	113	800	260	20 000	377
170	118	850	265	30 000	379
180	123	900	269	40 000	380
190	127	950	274	50 000	381
200	132	1 000	278	75 000	382
210	136	1 100	285	1 000 000	384

Source: Sekaran, U. and Bougie, R. (2014:268).



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Dear Participant

ASSISTANCE: QUESTIONNAIRE COMPLETION

I am a registered student at the Durban University of Technology in the Department of Human Resources Management. I am currently pursuing the Master's Degree in Human Resources Management in the Faculty of Management Sciences. My topic is titled: **Rewards and Recognition of Employee Performance as a Motivating Factor at a selected University in South Africa**. The focus of the study is on the University of KwaZulu-Natal, College of Law and Management Studies. In order to successfully complete my research, the secondary component deals with the empirical investigation. This involves the completion of a structured close ended questionnaire. You have been identified as one of the respondents that formed the sample for this study.

I shall be most grateful if you could please complete the attached questionnaire and return it to me within one week. The questionnaire will take about 20 minutes to complete and only requires you to tick the relevant pre-coded response in an objective manner. Your participation is voluntary and you are at liberty to withdraw from answering this questionnaire at any time. Please rest assured that your responses will be treated with utmost confidentiality and no names will be divulged to any third party. The collated responses will be only used for statistical analysis. A brief summary of the main findings will be shared with you on completion of the project.

Your co-operation in assisting me with this important component of my study is highly appreciated and I look forward to a speedy return of the completed questionnaire. Please answer all the questions and do not leave any question or Likert scale statement blank. I have included a brief explanation of the key terminology relating to the concepts below to assist you when completing the questionnaire. If there are any queries, please do not hesitate to contact me at the above email address or via my cell phone. I take this opportunity to once again thank you for your kind assistance in completing this questionnaire in an informed and objective manner.

Sincerely

Sheinna Mungroo
Cell: 0781030534

Supervisor: Dr Abdulla Kader
Cell: 082 901 0225

SECTION A: GENERAL INFORMATION

Note: For this study, organisation refers to the University of KwaZulu-Natal and all College of Law and Management Studies staff.

INSTRUCTIONS TO RESPONDENTS:

1. Please select **ONLY ONE** response with a tick ✓ for each question.
2. Answer **ALL** the pre-coded questions in this section.
3. Please **DO NOT** leave any question blank.

1. Please indicate whether you are a permanent or contract staff member at the University of KwaZulu-Natal:

1.1	Permanent	1
1.2	Contract	2
1.3	Any other:	3

2. Please indicate your gender:

2.1	Male	1
2.2	Female	2
2.3	Transgender	3
2.4	Gender Neutral	4
2.5	Prefer not to say	5

3. Please indicate your age group:

3.1	20-25 years	1
3.2	26-30 years	2
3.3	31-35 years	3
3.4	36-40 years	4
3.5	41-50 years	5
3.6	> 51 years	6

4. For how long have you been employed at the University of KwaZulu-Natal

4.1	1-5 years	1
4.2	6-10 years	2
4.3	11-15 years	3
4.4	16-20 years	4
4.5	21-25 years	5
4.6	>26 years	6

5. Please indicate your highest level of qualification:

5.1	Matric	1
5.2	Diploma / Bachelor's degree	2
5.3	Honours degree / B.Tech	3
5.4	Masters	4
5.5	Doctorate	5

SECTION B: REWARDS

According to Zigon (1994: 3), rewards is defined as something that increases the frequency of an employee action.

INSTRUCTIONS TO RESPONDENTS:

1. Please select **ONLY ONE** response with a tick ✓ for each Likert Scale statement below.
2. Answer **ALL** the pre-coded statements in this section.
3. Please **DO NOT** leave any statement blank.

KEY: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

		SD	D	N	A	SA
6.	My institution does not provide employees with monetary annual bonuses	1	2	3	4	5
7.	My institution does not provide employees with reward programmes geared at employee contributions	1	2	3	4	5
8.	I receive a gift reward by my institution for following the REAChT principles of the institution	1	2	3	4	5
9.	My institution has a reward management system in place for its staff	1	2	3	4	5
10.	I am not provided with promotion and/or career growth opportunities in my employment	1	2	3	4	5
11.	I work more when I know that there is a cash reward for exceeding work target	1	2	3	4	5
12.	My institution provides employees with prizes and gift cards for participation in institution events and activities	1	2	3	4	5

PTO

SECTION C: RECOGNITION

According to Baskar and Rajkumar (2015: 1644), recognition is defined as constructive, genuine feedback based on acknowledging people as sincere, worthy of respect, having needs, and equipped with their own personal expertise.

INSTRUCTIONS TO RESPONDENTS:

1. Please select **ONLY ONE** response with a tick ✓ for each Likert Scale statement below.
2. Answer **ALL** the pre-coded statements in this section.
3. Please **DO NOT** leave any statement blank.

KEY: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

		SD	D	N	A	SA
13.	I receive recognition for my work regularly from my manager	1	2	3	4	5
14.	My colleagues do not recognise my achievements and work efforts	1	2	3	4	5
15.	My manager compliments my work ethic in completing my tasks	1	2	3	4	5
16.	My colleagues thank me if I have assisted them on a difficult task	1	2	3	4	5
17.	My manager does not show appreciation for the team's hard work and efforts in staff meetings	1	2	3	4	5
18.	My institution does not provide its employees with appreciation days or events	1	2	3	4	5
19.	I am recognised by my institution when I reach milestones in my career	1	2	3	4	5

SECTION D: EMPLOYEE PERFORMANCE

Moerdyk, Dodd, Donald, Kiley, Van Hoek and Van Hoek (2015:97), define employee performance as the extent to which an employee contributes to achieving the objectives of the organization.

INSTRUCTIONS TO RESPONDENTS:

1. Please select **ONLY ONE** response with a tick ✓ for each Likert Scale statement below.
2. Answer **ALL** the pre-coded statements in this section.
3. Please **DO NOT** leave any statement blank.

KEY: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

		SD	D	N	A	SA
20.	My institution has a performance management process in place	1	2	3	4	5
21.	I receive a performance bonus annually based on my work achievements	1	2	3	4	5
22.	I do not score above 50 percent in my key performance indicators	1	2	3	4	5
23.	My manager does not have regular ongoing performance reviews with me	1	2	3	4	5
24.	I do not understand how my performance is evaluated	1	2	3	4	5
25.	I meet all my key performance areas set by my manager	1	2	3	4	5
26.	My performance ratings are always above average	1	2	3	4	5

*This questionnaire is confidential and anonymous.
Thank you for your participation*



**Faculty of Management Sciences
Department of Human Resource Management**

Telephone: 031-373 6787

Cell: 083 553 8640

Email: Melaniel@dut.ac.za

Durban University of
Technology
PO Box 1334
DURBAN
4000

Dear Participant

ASSISTANCE: INTERVIEW

I am a registered student at the Durban University of Technology in the Department of Human Resources Management. I am currently pursuing the Master's Degree in Human Resources Management in the Faculty of Management Sciences. My topic is titled: **Rewards and Recognition of Employee Performance as a Motivating Factor at a selected University in South Africa**. The focus of the study is on the University of KwaZulu-Natal, College of Law and Management Studies. In order to complete my research successfully, the secondary component deals with the empirical investigation. This involves conducting interviews with selected participants. You have been identified as one of the participants that formed the sample for this study.

I shall be most grateful if you could please avail yourself at your convenience for me to conduct an interview that will take approximately 30 minutes. I have included the questions for your perusal. Your participation is voluntary and you are at liberty to withdraw from participating in the interview at any time. Please rest assured that your responses will be treated with utmost confidentiality and no names will be divulged to any third party. A brief summary of the main findings will be posted to you on completion of the project.

If there are any queries, please do not hesitate to contact me at the above email address or via my cell phone. I take this opportunity to once again thank you for your kind assistance in completing this questionnaire in an informed and objective manner.

Sincerely

Sheinna Mungroo
Cell: 0781030534

A small, rectangular box containing a handwritten signature in black ink. The signature appears to be 'Sheinna Mungroo'.

Supervisor: Dr Abdulla Kader
Cell: 082 901 0225

SECTION A: GENERAL INFORMATION

Note: For this study, organisation refers to the University of KwaZulu-Natal and all College of Law and Management Studies staff.

INSTRUCTIONS TO INTERVIEWEES:

1. The interview shall comprise of ten open-ended questions.
2. The interviews scheduled run for an estimated thirty minutes.
3. Please **DO NOT** discuss the interview outside the interview forum.

6. Please indicate whether you are a permanent or contract staff member at the University of KwaZulu-Natal:

1.1	Permanent	1
1.2	Contract	2
1.3	Any other:	3

7. Please indicate your gender:

2.1	Male	1
2.2	Female	2
2.3	Transgender	3
2.4	Gender Neutral	4
2.5	Prefer not to say	5

8. Please indicate your age group:

3.1	20-25 years	1
3.2	26-30 years	2
3.3	31-35 years	3
3.4	36-40 years	4
3.5	41-50 years	5
3.6	> 51 years	6

9. For how long have you been employed at the University of KwaZulu-Natal

4.1	1-5 years	1
4.2	6-10 years	2
4.3	11-15 years	3
4.4	16-20 years	4
4.5	21-25 years	5
4.6	>26 years	6

10. Please indicate your highest level of qualification:

5.1	Matric	1
5.2	Diploma / Bachelor's degree	2
5.3	Honours degree / B.Tech	3
5.4	Masters	4
5.5	Doctorate	5

SECTION B: INTERVIEW QUESTIONS

INSTRUCTIONS TO INTERVIEWEES:

1. The interview shall comprise of ten open-ended questions.
2. You may respond in the colour blue under each question.
3. Please provide a detailed response for each answer.
4. There is no specific limit to your word count or sentences.

1. Does the institution provide any rewards and recognition programmes to staff? If so, what are they? If not, would you prefer having these programmes?
2. What impact do you think rewards and recognition programmes has on you, the employees and the institution overall?
3. Do you fully understand your institution's performance management process? Is there anything you would do to change it? Why?
4. Tell me about the rewards or recognition that you receive after a successful performance appraisal.
5. What, in your opinion, do you think is the key to high employee performance?
6. Can an employee be motivated to perform their tasks and duties? Describe your response.
7. Do you think employees can perform their tasks and duties without the rewards and recognition?
8. If the institution offered you rewards and recognition for your performance, would this motivate you to take your performance to the next level? Describe the reasoning behind your response.
9. What rewards and recognition initiatives would you like to see the institution offer in the future?
10. What suggestions, ideas or comments would you offer to your institution to enhance employee performance in the future?

*This interview is confidential and anonymous.
Thank you for your participation.*



Institutional Research Ethics Committee
 Research and Postgraduate Support Directorate

2nd Floor, Berwyn Court
 Gate 1, Steve Biko Campus
 Durban University of Technology

P.O. Box 1334, Durban, South Africa, 4001

Tel: 031 373 2375

Email: lavishad@dut.ac.za

http://www.dut.ac.za/research/institutional_research_ethics

www.dut.ac.za

10 March 2021

Ms S Mungroo
 The Siding
 Apartment 14
 38 Station Ridge Road
 Parkhill
 Durban North

Dear Ms Mungroo

Rewards and Recognition of Employees Performance as a Motivating Factor at a selected University of South Africa.

Ethical Clearance number IREC 131/20

The Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the IREC acknowledges receipt of your gatekeeper permission letter.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Yours Sincerely

Professor J K Adam
 Chairperson: IREC



3 February 2021

Ms Sheinna Mungroo
Durban University of Technology
Email: sheinnamungroo@gmail.com

Dear Ms Mungroo

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Rewards and recognition of employee performance as a motivating factor at a selected University of South Africa."

It is noted that you will be constituting your sample by handing out questionnaires and/or conducting interviews with staff members in the College of Law and Management Studies at UKZN. (Taking in account the regulations imposed during the lockdown ie restrictions on gatherings, travel, social distancing etc. ZOOM, Skype or telephone interviews recommended)

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using our 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the PAIA and POPI Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

**DR KE CLELAND
REGISTRAR**

Office of the Registrar

Postal Address: Private Bag X54001, Durban, 4000, South Africa
Telephone: +27 (0)31 260 7971 Email: registrar@ukzn.ac.za Website: www.ukzn.ac.za

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Masters 2022

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Sheinna Mungroo

Supervisor: Dr Abdulla Kader

L. Gething, M.Phil. (Science & Technology Journalism) (*cum laude*)

WHIZZ@WORDS
PO Box 1155, Milnerton 7435 Cape Town, South Africa; cell 072 212 5417
leverne@eject.co.za

10 October 2022

DECLARATION OF EDITING OF MASTER'S THESIS

I hereby declare that I carried out language editing of the above chapters on behalf of Sheinna Mungroo.

I am a professional writer and editor with many years of experience (e.g., 5 years on *SA Medical Journal*, 10 years heading the corporate communication division at the SA Medical Research Council), who specializes in Science and Technology editing - but am adept at editing in many different subject areas. I am a full member of the South African Freelancers' Association as well as of the Professional Editors' Association.

Yours sincerely

LEVERNE GETHING
leverne@eject.co.za