MOTIVATIONAL FACTORS CONTRIBUTING TO EMPLOYEE PSYCHOLOGICAL WELL-BEING IN THE SOUTH AFRICAN POLICE SERVICE: A CASE OF ADMINISTRATIVE SUPPORT STAFF

by

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I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

Furthermore, I declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

30 July 2024

SIGNATURE   **DATE**

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ABSTRACT

Businesses thrive or fail depending on the level of motivation and satisfaction that workers feel about their jobs. There are limited studies undertaken on workplace motivation and well-being among the administrative support staff (ASS) of the South African Police Service (SAPS). This research was conducted to identify the impact of intrinsic and extrinsic motivations on employee well-being in ASS from SAPS.

Because the research is quantitative, it used a survey methodology for data collection. A total of 87 people from 12 different Gauteng police stations completed the self-administered survey used in the ASS research of SAPS. To analyse the data, the researcher used IBM Statistical Package of Social Sciences (SPSS) version 3.5.3. The findings showed no correlation among intrinsic and extrinsic motivation factors on the psychological well-being (PWB). However, they indicated that PWB mediates intrinsic and extrinsic motivation factors through the level of motivation.

To avoid bias, it is recommended that the study be replicated using different methods. It might be valuable to conduct a similar research study by including SAPS ASS from urban and rural areas. A study comparing public servants' and police officers' understanding of intrinsic and extrinsic motivational factors that contribute to PWB levels could yield valuable results as well. In this organisation, PWB may be significantly impacted by variables other than motivation. These could include the impact of politics, the SAPS's actual workplace, South Africa's criminal climate, and many more.

Extrinsic variables such as rewards, incentives, and job security should be prioritised by employers to increase employee motivation. SAPS should implement interventions targeting the PWB of ASS to raise awareness of its significance among staff.

Keywords:

Intrinsic motivational factors; extrinsic motivational factors; psychological well-being; SAPS administrative support staff; feedback; responsibility; rewards; salary; purpose in life; self-acceptance

MANWELEDZO

U bvelela ha vhubindudzi kana u sa konadzea zwi bvelela nga nwambo wa sedza kha vhuimo ha u ṱuṱuwedza na hune u fushea ha nḓivho ya vhashumi kha mishumo yavho. U fhungudzea ha ngudi zwi bvelela hune havha na u ṱuṱuwedza mushumo na u ṱanganedzea ha ndaulo ya u tikedza tshiṱafu tsha South African Police Services (SAPS). Hei ṱoḓisiso yo itwa u fhambanyisa u ṱuṱuwedza ha intritsiki na entritsiki kha vha tholiwa kha ASS u bva kha SAPS.

Nga uri ṱhoḓisiso ndi khwanthithathivi, i shumisa ngona ya u ṱoḓulusa u kuvhanganya mafhungo. Nomboro dzo fhelela ndi vhathu vha 87 u bva kha zwiimiswa zwa mapholisa Gauteng zwo fhambanaho zwa 12, yo fhelela ndi ndaulo ya sedzulusa kha ASS ṱhoḓisiso ya SAPS. U ṱanḓavhudza mafhungo, muṱoḓisisi o shumisa IBM Statistical Package ya Social Sciences (SPSS) vesheni 3.5.3. Mawanwa a sumbedza a huna vhushaka vhukati ha u ṱuṱuwedza ha intritsiki na entritsiki kha mutakalo wa saikholodzhi. Naho vho sumbedzisa uri mutakalo wa saikholodzhi u vhukati ha u ṱuṱuwedza ha intritsiki na entritsiki uya nga ha vhuimo ha ṱhuṱhuwedzo.

U shavhisa u fhambana, zwo rwela ṱari uri u guda ndi u shumisa ngona dzo fhambanaho. Hu nga shumiswa u kuvhanganya ngudo ya ṱhoḓisiso ino fana na iyi ho katelwa SAPS ASS u bva kha vhupo ha mahayani navhupo ha dzi ḓoroboni. Ngudo i khou fanyanyisa u shumelwa ha tshitshavha na mapholisa u pfesesa ṱuṱuwedza ha intritsiki na entritsiki ine yo tikedzwa vhuimo kha PWB u wana mawanwa. Kha tshiimiswa itshi, PWB zwi nga ḓivha tsho thithisea nga dzi tshanduko u fhirisa ṱhuṱhuwedzo. Hezwi zwi katela ṱhuṱhuwedzo ya polotiki, hune ha shumelwa hone ḓuvha linwe na linwe SAPS. na u dalesa ha vhugevhenga na nz

Entritsiki sa tshifhiwa, ndiliso na mishumo ya ndindatsireledzo itea u nekedzwa nga vhatholi u engedza ṱhuṱhuwedza ya vhatholwa. SAPS vha tea u vhea,, ho sedzwa PWB ya ASS u engedza thandela ya vhungoho kha tshitafu kana vhashumisani.

Mutevhe wa maipfi ṱhuṱhuwedzo ya intritsiki, ṱhuṱhuwedzo ya entritsiki, mutakalo wa saikholodzhi, SAPS thikhedzo na ndaulo ya miraḓo, mawanwa, vhuḓiimisele, tshifhiwa, muholo, ndivho ya vhutshilo, u ḓi tanganedza

NKOMISO

Mabindzu ya humelela kumbe ku tsandzeka swi lawuriwa hi makhutazelo na ntsakiso lowu vatirhi va vaka na xipiriyoni emintirhweni ya vona. Tidyondzo to pimiwa ti endliwile hi ku ya hi nkhutazo wa le ntirhweni na vukahle byo seketeriwa hi vatirhi va mafambiselo ya ofisi (ASS) ya Vukorhokeri bya Maphorisa ya Afrika-Dzonga (SAPS). Ndzavisiso lowu wu endliwile ku hambanyisa vukona bya mikhutazo ya le ndzeni na le handle ka vukahle bya vatirhi eka ASS ku suka ka SAPS.

Hikuva ndzavisiso wu ri wa nhlayohlayo, wu tirhisa methodoloji wa mbalango ku hlengeleta data. Ntsengo wa vahlokohlisiwa va 87 vo huma eka switichi swo hambana swa maphorisa eGauteng wu hetisile mabalango wo tivutisela hi wexe eka ndzavisiso wa ASS wa SAPS. Ku xopaxopa data, mulavisisi u tirhisile Tisayense ta Mahanyelo ya Vanhu ti nga na vunhlayohlayo bya swiputsa swa IBM (SPSS) nkandziyiso 3.5.3. Leswi kumekeke swi kombisa ku ri hava vuxaka exikarhi ka timhaka to nkhutazo wa le handle na le ndzeni ka swa vutivi mianakanyo ya vanhu (PWB). However, swi kombisa leswaku PWB yi xakahata timhaka ta mikhutazo ya le handle na le ndzeni hi ku ya hi matkhutazelo.

Ku sivela mboyamelotlhelo, swi tekeriwa enhlokweni leswaku dyondzo yi fana hi ku tirhisa methodo yo hambana. Swi nga va ni nkoka ku endla dyondzo yo yelana na ndzavisiso hi ku katsa SAPS ASS ku suka ka tindhawu ta le madorobeni na matikoxikaya. Dyondzo yo pimanyisa vaofisiri va maphorisa na vatirhela mfumo' ku twisisa timhaka ta mikhutazo ya le ndzeni nay a le handle ka swiyimo swa PWB swi nga tisa mimbuyelo ya nkoka. Eka nhlangano leyi, nkoka wa PWB wu nga khumbheka hi tivheriyebulu ematshan'weni ya nkhutazo. Leswi swi nga tisa cinco ya swa tipolitiki, entirhweni wona wa SAPS, xiyimo xa vugevenga eAfrika-Dzonga.

Tivhariyebulu ta le handle to fana na swikhenso, tihakelo, na vusirheleri bya ntirho swi fanele ku va swirhangana ka vatirhi ku engetela nkhutazo wa vatirhi. SAPS yi fanele ku humelerisa vungheneleri kongomisa ka PWB ya ASS to lemukisa mpfhumba ra nkoka exikarhi ka vatirhi.

Marito ya nkoka

Timhaka ta nkhutazo wa le ndzeni; timhaka ta nkhutazo wa le handle; vutivi bya mianakanyo ya vanhu; Nseketelo hi vatirhi va mafambiselo ya SAPS; vutihlamuleri; swikhenso, miholo; xikongomelo evuton'wini; kutiamuke

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LIST OF ABBREVIATIONS AND ACRONYMS

AI	Appreciative Inquiry
ANOVA	Analysis of variance
ASS	Administrative Support Staff/Service
CV	Coefficients of Variable
DPSA	Department of Public Service and Administration
DSTV	Digital Satellite Television
DV	Dependent variable
ECRF	The Expungement of Criminal Records - Forms
FIC	Financial Intelligence Centre
GCIS	Government Communication and Information System
GP	Gauteng Province
IAAP	International Association of Administrative Professionals
INTERPOL	International Policing

IV	Independent variable
MF	Motivational factors
ML	Motivation level
PEP	Performance Enhancement Process
PO	Police Officers
PWB	Psychological well-being
POPCRU	Police and Prisons Civil Rights Union
POPI	Protection Of Personal Information
PSM	Public Service Motivation
SA	South Africa
SAPS	South Africa Police Service
SARA	South African Reward Association
SAQ	Self-administered questionnaires
SAQA	South African Qualifications Authority
SO	Secondary objectives

SPSS	Statistical Package for the Social Sciences
STATSA	Statistics South Africa
UN	United Nations

RESEARCH MATRIX

Research problem	Research objectives	Sources of data	Unit of analysis	Contribution of the research (substantiate research)
SAPS ASS perception regarding workplace motivation and PWB. **Why is this a problem?** A demotivated employee becomes unproductive in the workplace according to literature consulted. There is limited research conducted to determine how motivated ASS in SAPS is. Most research studies within SAPS focus on police officials and their experiences.	**Primary objective**: To determine how motivated ASS from SAPS is. **Secondary objectives:** 1. To investigate factors that might influence the level of motivation of ASS 2. To establish in which order of importance	**Secondary data**: Literature Organisational records Questionnaires Literature Statistics available **Primary data:** Questionnaires Statistical analysis **Primary data:** Questionnaires	1. SAPS ASS.	1. A valuable contribution to the body of knowledge reflecting on the motivation of ASS from the public service published in accredited journals. 2. Deliver papers at relevant conferences. 3. To gain a better understanding of the relationship between constructs 4. Valuable insights for SAPS to improve the employee motivation. 5. To contribute towards policies amendment or strategies concerning employee motivation

Research problem	Research objectives	Sources of data	Unit of analysis	Contribution of the research (substantiate research)
	ASS rank the motivational factors.	Statistical analysis		6. To fill the void in the literature regarding limited research on SAPS ASS.
	3. To determine the impact of motivational factors on the level of motivation of ASS.	**Primary data**: Questionnaires Statistical analysis		
	4. To determine whether there is a correlation between the different constructs and to which extent each factor influences employee motivation and well-being.	**Primary data:** Data was collected from the study. Literature		
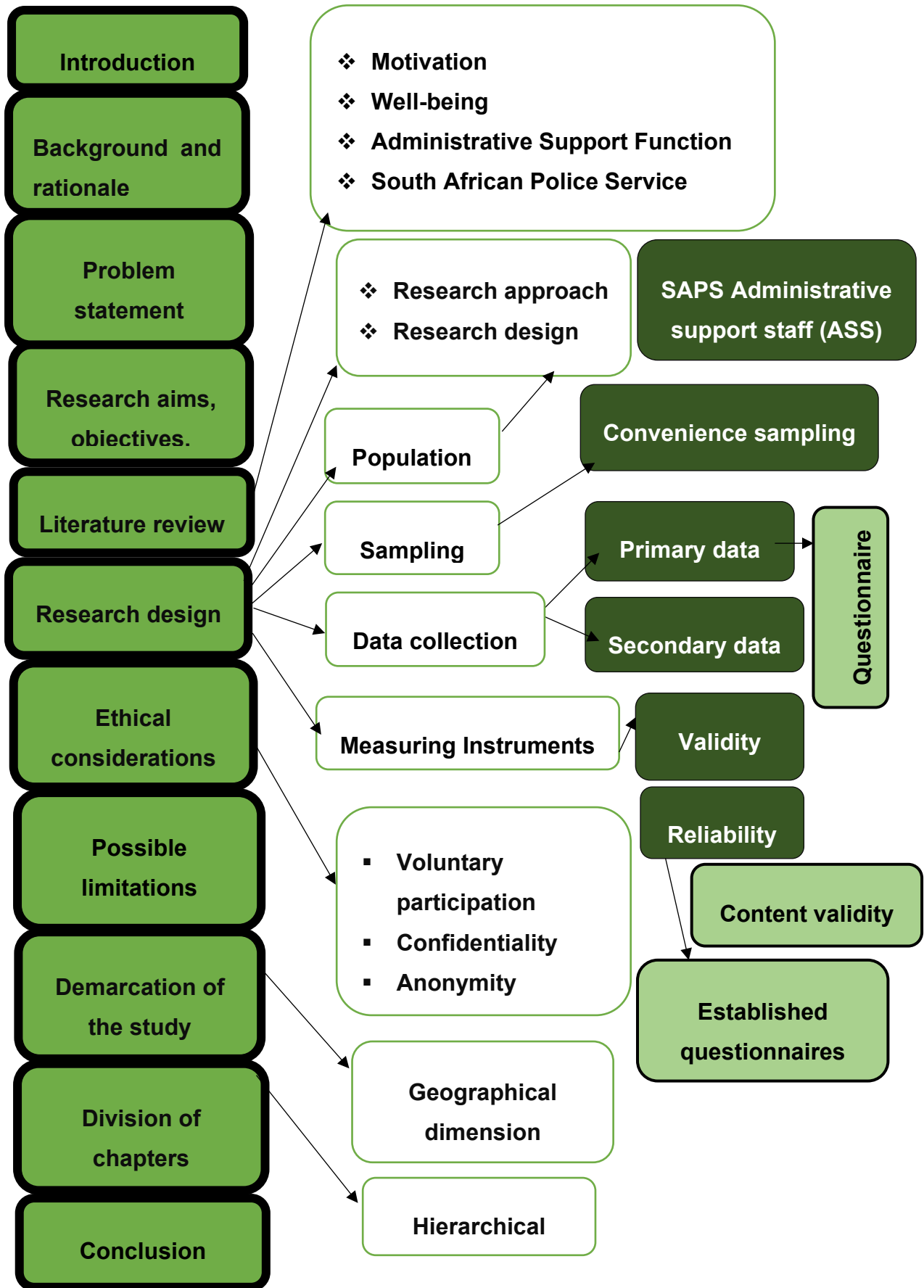
Figure 1.1: Mind map of Chapter 1

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1   INTRODUCTION

The work environment is rapidly developing. Workers are seeking a more engaging, lucrative, or promotion-friendly workplace and a structure that will allow them to advance. Employee lobbying groups prompt employers to provide them with a conducive working environment, job recognition, and a clear line of communication. Among all the developmental challenges associated with the work environment, organisational strategies that include employees' development strategies contribute positively to employees' well-being (Agarwal, 2018). Although organisations promote inclusivity across all management levels in the work environment, at times, the information related to employee development strategies is not filtered correctly to stakeholders, that is, employees, especially at lower levels of the organisation (Dey, 2018). As a result, employees at the functional level (non-managerial level) become desponded and demoralized.

Considering that the functional level of an organisation is regarded as the engine of any organisation, it is critical to uphold and maintain employee well-being at this level. In review, organisations are built so that positions and tasks are assigned according to post levels relevant to the industry concerned. The management hierarchy is composed mainly of top, middle, and lower management (Korman, Van Quaquebeke & Troster 2021:151). The focus is on non-managerial personnel under the South African Police Service (SAPS), where the operational function of Administrative Support Staff/Service (ASS) is found.

Employers rely on ASS to provide clerical and administrative services. Furthermore, ASS oversees an organisation's internal affairs and administrates everyday operations. In support of the above statement, Modic and Suklan (2022:3) indicated that staff in administrative positions perform numerous tasks and are expected to be knowledgeable about the functioning of the entire organisation. ASS serves as an organisation's backbone, guaranteeing that all departments work properly. Moreover,

when properly executed, the administrative role may bridge the gap between senior leaders and other staff members (Wroblewski, 2019).

The roles and responsibilities of ASS depend on each other, they must efficiently handle information flowing between departments as well. Therefore, organisational preference may suffice, and job requirements determine job titles for identification or differentiation purposes. According to Corporate Job Bank (2019), popular administrative job titles and their functions have been characterised as entry-level, mid-level, or high-level. Administrative functions are vast; for instance, top management employees can be in senior positions with administrative duties attached to their tasks.

A conducive working environment minimises stress for support staff (Alharmah & Alshaikhmubarak, 2023:90) and is of equal importance for both parties (employer and employees). Motivation is an expansive theory, and many researchers have long recognised the importance of motivating employees (Jabagi, Croteau, Audebrand & Marsan, 2019; Li, Bhutto, Xahui, Maitlo, Zafar & Bhutto, 2020). Although not all employee motivation factors are effective for every environment, it is crucial to implement motivational interventions relevant to the environment or organisation (Kaloggiannidis, 2021:985).

Conversely, well-being has a significant effect on the development of personality traits (Aryanti, Sari & Widiana, 2020:605). Davidescu, Apostu, Paul and Casuneanu (2020:10) highlight high work performance to be the most desired by employers. The evidence presented thus far suggests that companies should prioritise improving workers' quality of life when considering how to boost productivity (Watling, 2018).

A wide variety of opportunities exist within SAPS for both sworn officers and civilians. Police officials (POs), employed under the SAPS Act, 1995 (Act No. 68 of 1995), consist of constables, sergeants, warrant officers, captains, lieutenant colonels, colonels, brigadiers, major general, lieutenants, and general and national commissioners. ASS oversees administrative tasks to provide centralised support services, which are mostly mandated by the Public Service Act (PSA) of 1994 (Act No 103 of 1994).

Research on ASS working at SAPS is limited. Previous research covered topics such as POs as a unit of analysis as outlined in Table 1.1. The latter statement is evident when the Police and Prisons Civil Rights Union (POPCRU) demanded that SAPS administrative employees be transferred to the SAPS Act (eNCA, 2013) and noted the isolation among the employees under the PSA 1994 (Act No. 103 of 1994) and SAPS Act 1995 (Act No. 68 of 1995).

The current research seeks to address the following questions to achieve its aims: "How motivated are the administrative support employees at SAPS?" and "How do the elements identified by this study impact the well-being of ASS personnel at SAPS?" The purpose is to measure agreement levels concerning motivational factors, motivation levels, and psychological well-being (PWB) in the workplace among SAPS ASS and to establish whether there are significant differences and correlations between these constructs.

1.2   BACKGROUND AND RATIONALE

This study focuses on SAPS ASS, particularly the motivational factors that contribute to their well-being despite the lack of visibility in the police force. As previously discussed, the survival of many organisations is based on the functional levels regarded as the core of the organisation. Organisations, whether public or private, cannot function sustainably without individual roles and responsibilities (Johnstone, Yates & Nylander 2023:288). There is abundant research on poor service delivery by public administrative services (Masuku & Mlambo, 2020; Sadik-Zadaa, Gatto & Niftiyev, 2022), but not on ASS motivation and its effect on employee well-being in SAPS. ASS plays a critical function in ensuring that the appropriate staff carry out SAPS's duties, such as administrative processes of human resources management, human resource development, strategy, research, monitoring and evaluation auxiliary services, integrity management, and legal services. There was uncertainty in SAPS of administrative duties allocation since some are performed by uniform officers (Maboa, 2018:25-28).

According to a comprehensive literature assessment of SAPS-related studies published over the last decade (2009–2019), more attention is given to SAPS officers

(officials) and management, whereas only a small fraction is given to ASS. Table 1.1 specifies an outline of the publications, including the year of publication, title, researcher(s) name, and publisher.

Table 1.1: Publications on SAPS from 2009–2019

NO	YEAR	TITLE	AUTHORS	INSTITUTION
1	2009	Specialised units in SAPS - a case study of the Waterwing in Gauteng	Booysen, R	Unisa
2	2010	Evaluation of psychosocial stress and coping model in the police work context	Louw, GJ and Viviers, A	NMMU
3	2011	Single Public Service versus single police Service: a case for SAPS	Montesh, M	Unisa
4	2012	The influence of leadership on the organisation effectiveness of the SAPS precinct	Chetty, S	NMMU
5	2013	Inner strategies for coping with operational work among SAPS officers	Gumani, MA, Fourie, ME and Terre Blanche, MJ	Unisa

NO	YEAR	TITLE	AUTHORS	INSTITUTION
6	2014	An analysis of the role of the SAPS and the local government in crime prevention	Pheiffer, DC	Unisa
7	2015	The impact of police corruption on service delivery in Pretoria Central	Vilakazi, MC	Unisa
8	2016	An investigation into the utilisation of social media by SAPS in resolving crime	Turck, L	Unisa
9	2017	Job satisfaction and employee retention in the South African Police Service	Mohajene, MJ	Unisa
10	2018	An analysis of human rights training in SAPS: a case study	Lukele, J	Unisa

Source: Authors' compilation

Table 1.1 highlights the need to conduct research into the effect of motivating elements that may contribute to the well-being of SAPS personnel, with a particular emphasis on ASS. This study is thus critical for providing evidence to SAPS management and decision-makers on the importance of the administrative function and for addressing the needs of their ASS employees to improve service delivery.

The reasons for people's actions, willingness, and goals define motivation. Motivation in the workplace might be described as the elements that motivate an employee's desire to achieve specific objectives, as stated by Ferraro, dos Santos, and Moreira (2020). According to Van den Broek et al. (2021:241), employee motivation determines the course, magnitude, and durability of employee actions. Companies are always looking for ways to motivate their staff to perform in a manner that benefits the company. Primary theories of motivation are often used to determine the best practices for obtaining motivational factors that contribute to employee well-being, and extrinsic and intrinsic motivation.

Since the government has a limited budget, there is a need to re-evaluate how services are provided and the efficacy of the system, which might pose a challenge to changing public service through employment incentives (Mutegi, Nzioki & King'oriah, 2021:98). This limited budget called for strict and precise budgeting of departments. Nonetheless, there are other cost-free recognition and low-cost rewards that can motivate employees. Chapman and White (2019) explained the power and impact of appreciating and praising employees to improve morale. These authors suggest other means of appreciating employees, such as an outing, giving time off when necessary, and giving rewards for specific achievements in the form of awards.

Various authors define public service motivation (PSM) differently. For instance, Wang, van Witteloostuijn, and Heine (2020:2) characterise PSM as a combination of incentives that propel a person to accept social responsibility, repress selfishness, and advance society, whether they work in the public sector. whereas Vandenabeele and Schott (2020:2) consider it as an individual's concentration on serving others and improving society through their work. There are a range of considerations available to managers in their quest to inspire their staff. The basic motivating factors that may be helpful in most organisations include leadership style, the incentive system, and the structure of the job (Tracey, 2019).

Following the discussion on motivation as a concept, it is evident that aspects of employee well-being cannot function in isolation. The simplicity of well-being was defined as "just feeling well" (Simsir, 2019:5). A working person spends one-third of their day at work on average, thus it makes sense that both good and bad experiences

from the workplace would influence the person's everyday life outside of it as well (Ray, 2021:60).

There are three perspectives on psychological theories of well-being. First, being happy is the essence of hedonic well-being; second, eudemonic well-being relates to a state of flourishing (Ryff, Boylan & Kirsch, 2021:93); and third, the theory of Human Need (objective) acknowledges universal goals and basic humans (Maslow, 1943). All the theories have the common interest of contributing positively to human behaviour reactions. The research included items presented in the Ryff Scale and PWB dimensions (Ryff, 2014:10–28).

SAPS is the national police force and a service-based organisation. While SAPS employees are predominantly police officers, the organisation has an operational function comprising support services. SAPS is tasked with establishing, organising, regulating, and controlling (SAPS, Act 68, 1995). The PSA, 1994 (Act No 103 of 1994) mandates that civilians perform support functions.

The previous motivational mechanism is no longer appropriate due to the differences in generations, not only in terms of chronological differences but also in terms of differences in a range of values and perspectives on life (Deng, 2020:64). Similarly, because of human diversity and working environments, the use of a universal formula for job motivation can be ineffective. The study focused on various factors that SAPS should consider when motivating their ASS and offering constructive solutions for addressing potential gaps in this environment.

This study will also investigate PWB to establish a link between motivation and employee well-being. It will comprehensively examine the six dimensions of PWB and how they influence an individual's reactions. The following section introduces the problem under investigation and the respective objectives.

1.3   PROBLEM STATEMENT

Motivational factors and the well-being of ASS personnel within SAPS are under-researched. This study investigates the extent to which the motivation of ASS impacts

their PWB. Seemingly, the degree of motivation among SAPS ASS has not been extensively investigated according to the NEXUS database system for completed research outputs. The subject matter under examination comprises the identification of possible motivational factors affecting the PWB of ASS in SAPS.

Without a motivated workforce, organisations can be put in a potentially dangerous situation. Employees who are motivated to do their best may boost productivity and benefit organisations by helping them reach new heights of success (Uka & Prendi 2021:268). Although organisations benefit from a motivated workforce, employee motivation contributes to holistic well-being; thus, keeping employees motivated appears to be a challenge that many workplaces face. In addition, motivational factors that might contribute to employee well-being include not only the job itself but also success, liberty, personal development, acknowledgement, and responsibility (Dutraj & Sengupta, 2022:335). The following research question serves as the basis for the study: What is the association among the selected motivational factors of SAPS ASS?

1.4   RESEARCH AIMS, OBJECTIVES AND CONTRIBUTIONS

The next section outlines the study's aim, and objectives and details its contribution.

1.4.1 Research aim

This study's objective is to discover the factors of motivation that affect the well-being of ASS employees in SAPS. This research provides an opportunity to determine the factors that leaders should acknowledge and to provide clear guidelines on initiatives to ensure that the ASS is motivated and that their well-being needs are acknowledged.

1.4.2 Primary objective

The aim was to examine the association between motivational factors and the PWB of ASS employed by SAPS. The study's secondary objectives served as signposts on the path to achieving the primary objectives.

1.4.3 Secondary objectives

The investigation of the primary objectives of ASS motivation employed at SAPS included the secondary objectives below.

- To measure levels of agreement regarding workplace motivational elements among ASS in SAPS.
- To investigate the extent to which these factors influence motivation in the workplace.
- To measure motivation levels among members of ASS in SAPS.
- To measure the PWB of ASS in SAPS.
- To establish whether there is a significant difference in the level of agreement between selected independent ASS on motivational factors in the workplace (self-reported) and PWB.
- To determine whether there is a statistical correlation between levels of agreement with PWB and between motivation levels with PWB.
- To investigate the role of motivation levels (mediator or MED) in the statistical relationship between motivating factors and PWB.

1.4.4 Contribution of the study

This study significantly contributes to the literature on examining the factors that motivate public sector ASS. This investigation allowed the researcher to learn about the interconnections between key constructs. Valuable insights for SAPS to improve employee motivation will be provided. The findings aim to contribute to policy amendments or strategies concerning employee well-being. Finally, this research intends to discuss the void of the existing sources regarding limited studies on ASS in SAPS that pertains to their motivation and PWB. Furthermore, this work will inspire researchers to conduct additional research on SAPS ASS in other areas of interest.

1.5   LITERATURE REVIEW

This literature review provides a theoretical foundation for concepts, definitions, philosophies, and theories on motivation and PWB. The review ultimately provides the reader with the operations of SAPS and the role of ASS within the organisation.

1.5.1 Motivation

Leitao, Pereira, and Goncalves (2019:3) argue that the success of many organisations, both large and small, is determined by the quality of their workforce. Human beings are different from what makes them react in a certain way.

Intrinsic and extrinsic motivation are terms used in the field to attempt to provide a deeper understanding of motivation (Locke & Schattke, 2019:277). According to Cherry (2018), intrinsic motivation engages in behaviours, while extrinsic motivation in a particular manner to obtain an external advantage. Pride in one's job, respect from one's bosses or colleagues, personal development, increasing trust from one's superiors, and increasing expertise in a certain field while performing pleasurable work are all examples of intrinsic motivation (Manzoor, Wei & Asif, 2021:3). Extrinsic motivators include money, awards, public acclaim, and a favourable work schedule (Manzoor et al., 2021:5).

In Chapter 2, several theories are discussed to elaborate on the research constructs at length. Self-determination theory (SDT) defines intrinsic motivation as well as numerous forms of extrinsic motivation and discusses how these motivations impact situational reactions across spheres, in addition to cognitive, social, and personality development (Ryan & Deci, 2020). A basic contrast between autonomous and controlled motivation is used in SDT to describe a wide variety of motivational states (Dryselius & Pettersson, 2021:12). Feeling controlled involves being compelled or pressured to act, often driven by factors such as the promise of a reward, the fear of punishment, personal ego involvement, or external reasons. On the other hand, autonomy is characterised by the absence of such influences, as defined by Ryan and Deci (2022:1).

Siswanto, Maulidiyah, and Masyhuri (2021) argue that a good atmosphere at work in which employees' accomplishments are recognised and celebrated is beneficial to employers. Dealing with employee motivation issues necessitates considerable effort and time. Nevertheless, small actions could make a significant difference since they are developed through human interaction and relationships. Organisations will always face difficulties from workers' dissatisfaction with their jobs until staff motivation is effectively implemented (Olusadum & Anulika, 2018:53).

1.5.2 Well-being

Defining well-being is challenging because various definitions exist in the literature that focus on different concepts of relevance. Davis (2019) defines well-being as the experience of health, happiness, and prosperity. However, Martela and Sheldon (2019) indicate that well-being represents an ultimate and universal goal of human existence. The definition proposed by Ruggeri, Garcia-Garzon, Maguire, Matz & Huppert, (2020:1) was adopted in this study; it indicates that well-being comprises the integration of excellent physical and mental wellness; the cultivation of positive affective states, including happiness and contentment; the realisation of personal growth and potential; a sense of direction and agency; and the establishment of constructive interpersonal connections. Because employees spend more time at work than at home, the workplace is recognised as a key contributor to well-being (Koining & Diehl, 2021; Andersen, Svendsen, Nielsen, Brinkmann, Rugulies & Madsen, 2022). Employee well-being affects motivation at work, and Krishantha (2018:27) warns of the considerable impacts on performance. Notable employee well-being has been correlated with numerous factors that coincide with motivational factors, namely, job satisfaction; personal resources; the experience of work; organisational systems; rewards; the opportunity for advancement, recognition, and appreciation; and job security and responsibility (Litmanen, 2021).

Differences between two types of well-being, namely, subjective and objective, are distinguished. What arises from one's perception and evaluation of human society defines objective well-being because it must represent people's material well-being as well as their level of life (Voukelatou, Gabrielli, Miliou, Cresci, Sharma, Tesconi &

Pappalardo, 2021:280). The term "subjective well-being" is used to define the subjective experience of individual happiness through life fulfilment (Tov, 2018:2). Both dimensions were considered in the research study. Subjective well-being is further expanded by two distinct philosophies: hedonism, which is based on people's cognitive and affective components; and eudemonism, which is based on the realisation of human potential (Kundi, Aboramadan, Elhamalawi & Shahid, 2021:739).

1.5.3 Administrative support function

An organisation's first-level function is administration. According to Moloto, Worku, and Mkhomazi (2019:101), government departments rely on the quality of workmanship and the commitment of administrative workers. The operational functions of administrators differ depending on the core business at hand. According to Moloto et al. (2019:102), most South African government department administrators follow similar processes and undertake similar duties in their everyday work. The Batho Pele policy promotes citizen-centered service delivery and the realisation of a developmental state and continues to be a government priority (Makhasi, 2022:1).

1.5.4 South African Police Service (SAPS)

SAPS public service is not motivated by financial gain. Its duties include upholding the law and arresting criminals; preserving public peace and safety; and ensuring the security of all citizens and their possessions (SAPS, 1994). SAPS was one of several government departments that had to adapt to the new democratic system that was established in SA in 1994 (SAPS, 1994). The Homelands and old emerging regions were abolished with the introduction of the interim Constitution in 1994 and incorporated into one unified SA with nine provinces. The new Constitution consolidated all SA's police forces into a single National Police Service, which reports directly to a National Commissioner nominated by the President.

SAPS offers numerous services, as indicated on the organogram below; as such, the administrative division is one of the sections targeted for this study at each Tshwane cluster. The PSA 1994 (Act No. 103 of 1994) governs the employment of the ASS, whereas the SAPS Act 1995 (Act No 68 of 1995) governs appointments for police

officers. Clusters are groups of police stations. The grouping consists of four clusters — North, South, East, and West — with a certain number of grouped police stations per cluster.

Figure 1.2 depicts the SAPS Organogram of the organisational structure. SAPSs listed below were taken from the annual performance plan corporate services. ASS is derived from the structure's Head: Executive Support. In the diagram below, ASS is highlighted in green.
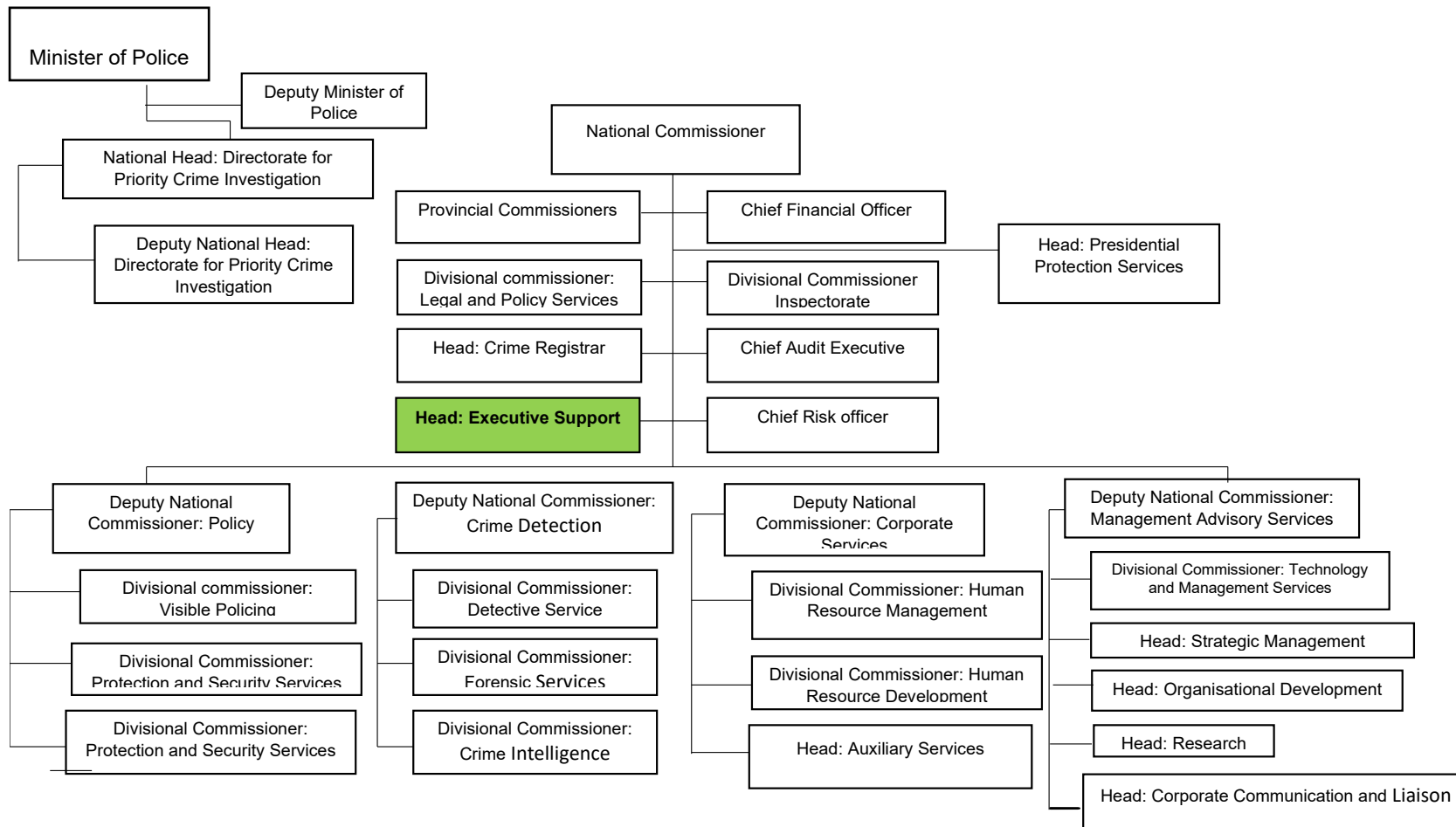
Figure 1.2:   SAPS Organogram organisational structure (SAPS, 2019/2020:4)

Figure 1.2: SAPS Organogram organisational structure (SAPS, 2019/2020:4)

1.6   RESEARCH METHODOLOGY

Methodology, methods, sampling, measuring instruments, collection of data, reliability, validity, and ethical considerations round out the next portion of the sample, which covers the study's systematic approach and paradigm.

1.6.1   Research paradigm and methodology

A quantitative methodology was used because the literature indicates that an objective existence could be investigated and predicted. This study best fits into the positivist theoretical framework, Maksimovic and Evtimov (2023:208) suggest that the foundation of this approach lies in cause-and-effect relationships. Additionally, it involves challenging and validating established theories to demonstrate that phenomena within the social sciences and humanities can be measured in the same way as natural phenomena to draw meaningful conclusions.

A non-experimental research design was used since the data collection, analysis, and interpretation were conducted for social goals. A cross-sectional design was used to examine the relationships between variables at one specific point in time (Spector, 2019:127). The researcher can evaluate several elements concurrently by using a cross-sectional design, such as gender, race, and age because observation and interpretation cannot be manipulated (Maier, Thatcher, Grover & Dwivedi, 2023).

The study included the variables outlined above, namely, work motivation and PWB, as key elements. Maake (2016) performed a comparable investigation for the National Department of Health, with a focus on ASS and factors that influence work motivation. He used an established questionnaire that had been customised to meet the needs of his research.

1.6.2 Methods and techniques

Descriptive research consists of various types of survey and fact-finding investigations that seek to explain the set of circumstances as they exist (Mishra & Alok, 2019:2). The researcher considered descriptive research as an appropriate choice to identify correlations between ASS motivation and its impact on PWB in SAPS. After careful consideration between case studies and surveys as a means of data collection, the

latter is assumed to be the most viable option for assisting in obtaining information and making presumptions about the ASS population. A survey is a legitimate and useful research method that may aid in the description and study of variables and constructs of interest (Kent, 2022:6).

1.6.3 Population and sampling

The methods of sampling and the population are covered in this section.

1.6.3.1   Population

A population alludes to a compilation of prospective partakers so that an average outcome field of research may be determined (Salkind, 2021:185). According to SAPS Gauteng, there are 36 police stations in the Tshwane clusters. The study's target population is SA ASS in Tshwane SAPS. The respondents were the ASS employed under the PSA of 1994 (Act No. 103 of 199), as well as non-ranked ASS. These include typists, data capturers, clerks, filling clerks, receptionists, junior secretaries, office assistants, secretaries, administrative assistants, senior secretaries, office managers, administrative officers, executive secretaries, and personal assistants, depending on the job titles used by SAPS.

1.6.3.2   Sampling

The sampling technique used was non-probability. However, owing to population size uncertainty, the likelihood of an individual being selected is unknown (Leedy & Ormrod, 2019:182). Non-probability sampling, as defined by Dos Santos, du Toit, Faasen, Quesada, Masenge, van Aardt, Wagner, Bryman, Bell, and Hirschsohn (2021:275), involves a sample that was not chosen at random because different units within the population have different probabilities of being selected. The researcher opted to test the whole population. Total population sampling, according to Thomas (2022:4), is a type of purposive sampling technique that looks at the entire population for a specific set of characteristics. In these circumstances, the total population is often chosen because the crowd with the precise location of qualities the researcher is seeking is limited. Initially, it was anticipated that one hundred people would complete the survey. Nonetheless, the convenience sampling technique was used to determine

population size, the approach regarded by Andrade (2021:87) as a low-cost and simple option.

Sampling of Tshwane clusters included sampling at the three police stations in the Tshwane Central cluster: Brooklyn, Lyttelton, and Sunnyside. Eersterust, Mamelodi, and Mamelodi East police stations are among the Tshwane East cluster respondents. Three police stations, Ga-Rankuwa, Pretoria North, and Soshanguve, form part of the Tshwane North Cluster. The final three Tshwane West cluster police stations are Atteridgeville, Pretoria Central, and Wierdabrug. The convenience sampling technique will be used to ensure that the sample accurately represents the population being studied.

1.6.4 Measuring instrument

Primary data related to the variables discussed in the study were acquired through questionnaires, and secondary data related to the topic were obtained from the reviewed literature. Permission was granted to use and adapt the questionnaire developed by van Wyk (2011:119) to evaluate the motivational levels of ASS from SAPS. Three sections – biographical information, 5-point Likert-type questions (Section B to Section D), and open-ended questions were included in the survey — developed by van Wyk (2011:119), which was adapted for this study. To determine how the responder views PWB, Ryff's Scale, developed with a 42-item format version and a 6-point Likert scale, will be adapted to address the objectives provided (Ryff, 2014:10-28). Permission by the developer was granted to incorporate the constructs in the final measuring tool.

Section A consisted of seven items seeking demographic data (refer to the questionnaire) and Section B consisted of 26 items that sought to collect information about identified motivational factors (refer to Chapter 2). Section C consisted of 13 items asking respondents to indicate their level of motivation in their workplace while Section D focused on well-being factors and included 42 questions. Section D included open-ended questions, namely, how satisfied, or dissatisfied are you with work motivation and well-being? How do you feel about the fact that research studies are mostly focused on the PO? By design, respondents to open-ended inquiries may

express themselves in whatever manner they see fit in response to a prompt (Desai & Reimers, 2018:2).

1.6.5 Data collection, capturing, processing, and feasibility study

Since questionnaires provide first-hand information, they were chosen as the main data collection method. Secondary information was collected through a relevant literature search. The data were collected through questionnaires that were completed by respondents (self-administered questionnaires). The researcher personally distributed the questionnaires to each police station, and the questionnaires were distributed to ASS with the assistance of a senior member. The respondents were given two weeks to respond, and the researcher collected the completed questionnaire on the agreed-upon date. SAPS makes use of an intranet, which hinders the distribution of online questionnaires. ASS does not have access to the Internet, and respondents were not expected to use their data to participate in the research.

The raw data were captured manually. The data were analysed with descriptive statistical procedures and inferential statistics, which is the IBM SPSS version 27 programme. Rahman and Muktadir (2021:301) draw attention to the various software packages available and are quick to point out the reliance and user-friendliness of SPSS instead. They highlight its benefits, such as its easy-to-learn graphical user interface, in-depth statistical capacity, and unique quality of creating variables from existing information, making it stand out in comparison to other statistical tools for quantitative data analysis. A statistician processed the raw data and conducted statistical tests that included descriptive and inferential analysis, which the researcher presented in Chapter 4.

Piloting was conducted for this study by ten people. To ascertain if the approach is sufficient and appropriate, pilot studies are often carried out in real-world settings with a subset of the target audience (Institute of Education Sciences, 2021:2). A pilot study was used to orient the researcher toward the research field. It assisted in assessing and enhancing the performance of the approach to uncover potential defects, receive feedback that can be avoided in the main study, and consider comments that might be beneficial from the respondents. Determining how much time is required to finish

the questionnaire was one of the pilot research priorities. As mentioned by Leedy and Ormrod (2018:166), weaker points on the questionnaire were discovered, such as ambiguity and possible misleading questions that had to be fine-tuned for the final questionnaire.

1.6.6 Measurement evaluation

This section concentrates on the measures used in this study. Validity and reliability are the essential aspects of appropriate methods in the context of quantitative methods (De Vos, Strydom, Fouche & Delport, 2021:172-173).

1.6.6.1   Reliability

Reliability means obtaining consistent results when measured repeatedly (Bacon-Shone, 2020:55). The reliability of the responses was confirmed since an established questionnaire was used to compile the final questionnaire; however, the group's internal consistency was measured using a statistic called Cronbach's alpha. With a standardised 0 to 1, Cronbach's alpha measures the degree of agreement. Increased values indicate more concurrence among items. As a baseline, Cronbach's alpha is calculated to be 0.7; item consistency at this level and above is enough to establish the reliability of the measure. The reliability coefficients for each item on Ryff's well-being questionnaire were followed (Ryff, 2014:10-88).

1.6.6.2   Validity

The integrity of a study's findings lies at the heart of the concept of validity (Holter, 2022:4). This refers to the confidence with which conclusions can be drawn (Hayashi, Abib & Hoppen, 2019:109). The judgement of experts may assess the authenticity of the content validity. In this study, a statistician evaluated the content validity of the questionnaire. A pilot test with the participation of ten administrative workers ensured that the questions were well written and that the desired outcomes were effectively evaluated. Invariant analysis was used to determine whether the instrument was suitable for use in this setting. The subject of validity is important in the current study; therefore, necessary precautions were taken.

1.7   ETHICAL CONSIDERATIONS

In contrast to the common understanding of the meaning of ethics, it is about not only moral principles but also accepting beliefs and behaviours. According to Engelbrecht (2018:2), participatory research poses serious and nuanced legal, social, and political questions. The requirement for approval from an ethical board is stressed in the research policy. The goals of the policy are to educate researchers on how to perform ethical research, to follow all relevant processes, and to safeguard everyone's interests.

The researcher submitted a request to the CEMS Ethical Review Committee of Unisa to obtain approval to engage in research with all the relevant parties involved in this study. All the respondents were guaranteed that their privacy would be protected according to the Protection of Personal Information Act (POPIA) since this research included many individuals (South Africa Government Gazette, 2013:16). Moreover, their responses were anonymous and used for summation analysis and reporting to avoid victimisation. The researcher ensured that the reported information was not easily distinguishable from the respondents for the agreement made with the participants.

1.7.1   Voluntary participation

During data collection, respondents were not compelled to participate. Therefore, participants were respected when they felt to withdraw their participation or when they were willing to answer only where they were comfortable. Briefings were given to the respondents, details about the Unisa research policy were supplied, and they had to sign an informed consent form in advance (Unisa, 2016). A participation leaflet was provided to the respondents where the relevant information about the study was distributed.

1.7.2 Confidentiality and anonymity

The information is safeguarded and will remain intact for at least five years after the results are reported (Unisa, 2016:16). The confidentiality of the information obtained directly or indirectly through the 'gatekeepers' will not be used inappropriately. According to Unisa (2016), where necessary, code could be used to break the obvious connection between individuals, or reasonable and operational steps could be taken to ensure that research records are safe. Salkind (2021:88) advises the optimal method to sustain confidentiality: minimising the count of individuals who will have access to or handle the collected data. The personal details have been treated most strictly.

The word "anonymity" describes how difficult it is to trace back an item's literal origin, and it is often regarded as a more reliable assurance than confidentiality (Bos, 2020:156). A researcher's poor anonymity strategies influence overall vital appraisal outcomes (Kang & Hwang, 2023:2). The researcher must be cautious of direct identifiers such as names or addresses; instead, a code substitution with no loss of information is recommended, and indirect identifiers such as occupation, age, or workplace must be generalised (Bos, 2020:158).

The subsequent segment discusses the potential constraints of this research.

1.8 POSSIBLE LIMITATIONS

The research will be undertaken in four SAPS clusters in Pretoria, and the time limit may be unavoidable. Second, the sorts of surveys and the time required to answer to them may deter people from completing them. Finally, while the absence of random sampling may be clear for the study, the researcher hopes that the data collected will be generalisable to the remainder of the administrative staff in the Gauteng SAPS and aligned with other ASS for other government departments.

1.9 DEMARCATION OF THE STUDY

An investigation was conducted within the specific environment of South Africa (SA). The scale incorporated the extent to which motivational factors can influence ASS's well-being in Gauteng.

1.9.1 Geographical dimension

The study targeted various job titles within the administrative spheres of SAPS. SAPS administrative staff are referred to as support services.

1.9.2 Hierarchical dimension

A cluster is a group of police stations. SAPS Head Office in Tshwane consists of the four clusters mentioned in Figure 1.3.
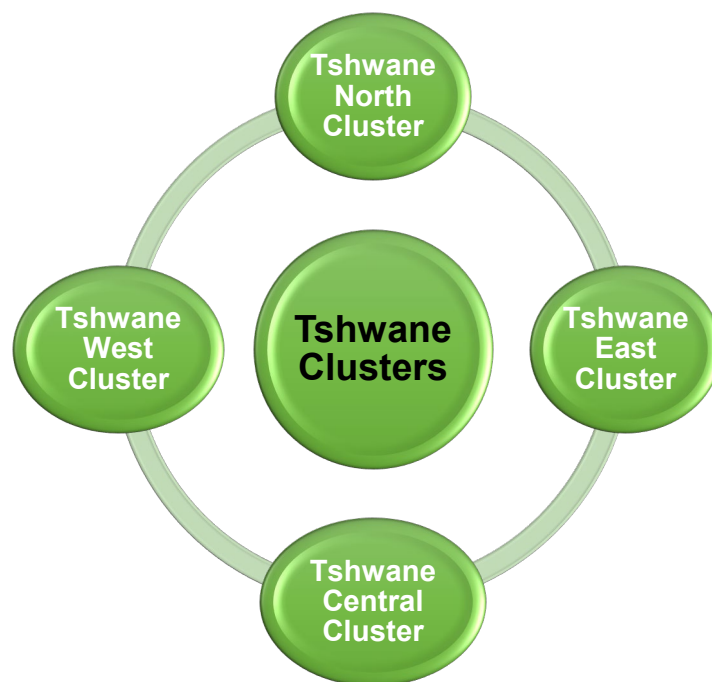
Figure 1.3: A hierarchical dimension

Source: The researcher's compilation

1.10 DIVISION OF CHAPTERS

The content of the five chapters of the dissertation is summarised below:

Chapter 1: Introduction

The foundation of the study, problem statement, and primary and secondary objectives were outlined. The chapter focused on the methodology, research design, validity, reliability, limitations, and ethical considerations. Further, the chapter outlined geographical and hierarchical study demarcations and limitations.

Chapter 2: Literature review

Four main sections, namely, the structure of SAPS and the roles of ASS, motivation, and well-being will be discussed. The history of SAPS will also be discussed to lay the foundation for the population. The chapter will present the role of administrative staff as the unit of analysis. The remainder of the chapter will focus on the factors contributing to the administrative employee, motivational theories, well-being theories and philosophies, and the causes of employee demotivation and benefits of employee motivation for organisations.

Chapter 3: Research methodology

This chapter outlines the methodologies and procedures used. The validity and reliability of the measuring instrument, in addition to the pilot test, will be discussed. Finally, institutional research policies on ethical considerations will be followed.

Chapter 4: Findings and discussion

The information collected throughout the study procedure will be processed, interpreted, and then presented.

Chapter 5: Conclusions and recommendations

The research findings will be summarised, and shortcomings and difficulties will be discussed. In addition to the findings and suggestions derived from the data analysis, avenues for further study will be suggested.

1.11 CONCLUSION

The first chapter included a synopsis of the subject matter under research, the problem statement and objectives, the methods, and, finally, the ethical issues. The contribution of this dissertation to the current corpus of knowledge was discussed within the framework of both SAPS and other government organisations and private sectors. The chapter outlined the necessity of employee motivation and the possible link between well-being and motivation in SAPS. This chapter provides an overview of the role that motivation could play in employee well-being.

In the following chapter, an exhaustive literature review will be provided based on the key variables of motivational factors and PWB. The chapter will outline the theoretical underpinnings for the research and the importance of the measurement tool.

CHAPTER 2: LITERATURE REVIEW
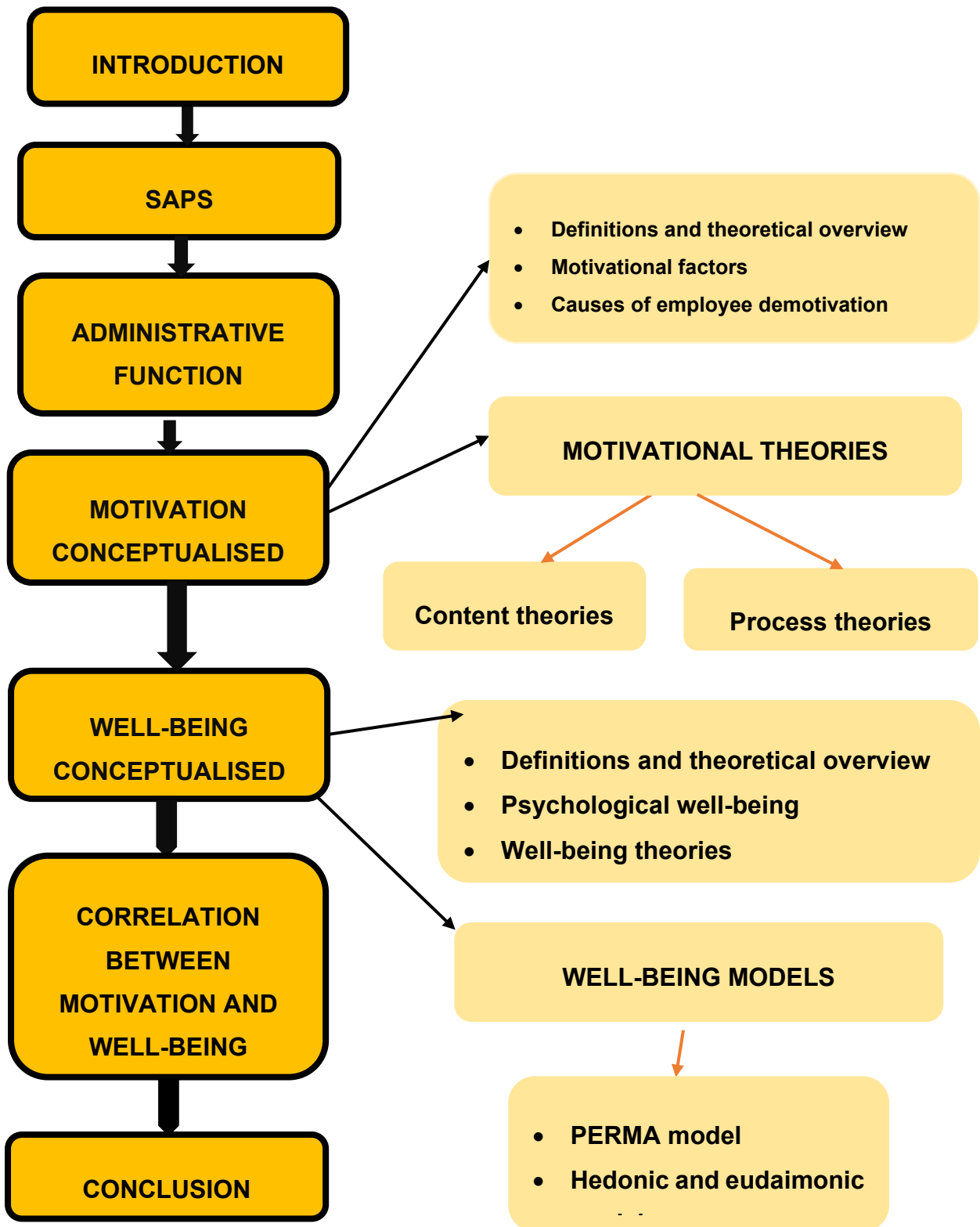
Figure 2.1: Mind map of chapter 2

2.1   INTRODUCTION

Chapter 2 is devoted to reviewing the relevant literature and discussing the constructs. The chapter concentrated on laying a theoretical foundation for the concept of motivation and well-being. It discusses the various theories about each concept, as well as the possible correlations between each of the theories found in the literature.

Motivation and well-being are topics well-researched by psychologists and researchers from different disciplines (Jeno, Adachi & Grytnes, 2019; Janke, 2020; Schade, Digutsch & Kleinsorge, 2021). These concepts are mainly discussed separately; their relation to different environments and the sense of self is understood. As stated by Nwankwo, Okeke, and Okeke (2019:52), motivation is closely related to emotion but is a separate concept; it is driven by a desire to improve overall well-being, reduce physical discomfort, and maximise enjoyment. Alternatively, motivation can also arise from specific bodily needs such as hunger, sleep, or relaxation.

According to Abdullah, Shittu, and Adamu (2022), motivation is a managerial technique that provides workers with reasons to enhance their performance for such greater good of the firm by addressing their unmet needs. Consequently, direct managers are accountable for motivating their employees. Nevertheless, several aspects of well-being span exist within these four basic realms of experience: emotion, conduct, thinking, and connection (Jarden & Roache, 2023:1). Well-being (psychological in particular) as a concept is discussed later in this chapter by focusing on emotional control through PWB.

Well-being and motivation have been related to a variety of optimistic organisational attitudes. Krishantha (2018:34) discovered a favourable association between employee well-being and a variety of human resource activities, including motivation, work engagement, and employee satisfaction performance. These concepts (well-being and motivation) are broad when expanded because they have several meanings, such as theories, and pertain to a specific environment and its elements.

Individuals demonstrate motivation and well-being in organisations to the degree that their psychological needs are addressed according to the SDT (Manganelli & Thibault-

Landry, Forest & Carpentier, 2018:230). However, there is a belief that the theory's applicability in place of work has not yet been tested across cultures (Ryan et al., 2000:3). According to Deci, Ryan, Gagne, Leone, Usunov and Kornazheva (2001:941), the importance of resolving disparities by recognising workers' requirements may be addressed in a variety of work environments and might boost the motivation and well-being of employees.

This research intends to determine which motivation variables have an impact on the PWB of SAPS support personnel. It outlines various variables from the literature – first, motivational factors and second, PWB – to empirically investigate the effect of motivation factors at work and how each factor affects the well-being of employees. Subsequently, the research contributes theoretically, contextually, and empirically to providing evidence for the corpus of knowledge about the influence of motivation on PWB identifying whether this finding coincides with the literature and highlighting possible gaps.

The main goals of this research are to determine how motivated ASS of the SAPS is and how motivation impacts PWB. The research study focused on which intrinsic and extrinsic factors subsidise the level of motivation experienced by the ASS. Generally, people are unique, and what motivates them will be different. This research also sought to ascertain whether the indicated motivating factors had a substantial impact on the PWB of ASS.

Studies conducted on administrative workers and their working environment revealed that both public and private organisations have been included but there has been little focus on ASS in SAPS. The next section introduces SAPS and its function in this study.

2.2   THE SOUTH AFRICAN POLICE SERVICE (SAPS)

The word "police" originates from the ancient Greek phrase "politeia, referring to a state's internal governance and the rules and regulations implemented to preserve order (Mukhtaroma, 2023). The National Development Plan (NDP) and the SAPS Code of Conduct, which guarantee that "Everyone in South Africa is safe," are unanimous regarding the primary duties (Mabasa & Olutola; 2021:3).

SA's first constitutionally elected president was Nelson Mandela in 1994, bringing an end to the "apartheid" era (SAPS, 1994a). The new democratic structure of the country has had a tremendous impact on the police force. Before 1995, SA was divided into what was known as the Transkei, Bophuthatswana, Venda, Ciskei (TBVC) States, Self-Governing Territories (SGT), and Development Regions (SAPS,1994a). Although the TBVC is technically qualified as an independent country, it is not generally recognised internationally. Historically, the TBVC States and SGTs were known together as Homelands.

There were eleven separate law enforcement agencies around the nation, one for each homeland. Regalia, a ranking structure with terms of employment, was crafted independently for each of the eleven police departments. Accordingly, SAPS was established on January 27, 1995, in compliance with Article 214 of the Interim Constitution of 1993 (SAPS, 2015:10). There are now nine provinces in a unified SA that formerly included the Homelands and other rising areas. A specific national police force for SA was established under the new Constitution (Constitution of the Republic of South Africa, No.108 of 1996), which was led by the National Commissioner chosen by the President.

George Fivaz, the newly appointed General of SAPS, was tasked with, among other things, consolidating the country's eleven separate police forces into the unified SAPS (Ivkovich, Sauerman, Faull & Meyer, 2020). Second, he was tasked to guide the reform process in SA and ensure that the new police service complies with the country's new Constitution (Botha, 2021:63). The SAPS Code was designed to assist in the new organisation's transition from an autocratic to a democratic police force, but there are no papers explaining its development (Motsepe, Mokwena& Maluleke, 2022:175). To emphasise the need for true operational strength in police operations that would lead to a decrease in major and violent crimes, the rebranding of the Ministry for Safety and Security to the Ministry of Police was an immediate priority (SAPS, 1994a).

SAPS's modernisation required comprehensive reorganisation and restructuring of management, administration, and service delivery. Because of the unprecedented shift in governance that occurred in 1994, SAPS underwent several strategic changes

(Malupe, 2019:16). With a focus on community policing and participatory decision-making, which required a complete reorganisation and restructuring of management and administration as well as the way services are provided, the transition from a police force to a police service was high on its agenda (Govender and Pillay, 2022:47).

It may be argued that many of the goals set out in 1994 for the new SAPS are still ongoing endeavours. According to Bezuidenhout (2019), many SAPS changes have concentrated on racial and gender equality, which might lead to misconceptions and tension among officers. Many people may have experienced resistance to change, uncertainty, negativity, low motivation, and reduced productivity because of the shift.

SAPS not only solves crimes and deters violence but also further delivers a variety of public services, including the certification of documents, police clearance certificates, and firearm services (SAPS, 1994a). Most effective police officers (POs) engage in some aspect of crime prevention, detection, or investigation.

The five branches of SAPS' career ladder are senior management, the Police Act, the Public Service Act (under which ASS operates), police trainees, and an internship programme. After basic training and tactical policing at SAPS training academies, police trainees work as student constables in uniform for a year (SAPS, 2020a). Many of the new POs are continuing to operate as uniformed POs at stations in the Community Services Centre, while others enter specialised units later in their careers (SAPS, 2011:6). Once again, POs receive further training to prepare them for their selected speciality tasks. Detectives, dog handlers, border patrols, air wings, hostage negotiators, forensic scientists, ballistic analysts, defuse bombs, etc., are examples of specialised units (SAPS, 2011: 1-7). Ranks indicate the seniority of the POs (Figure 2.2). The sequence of SAPS ranks is shown below, from the most senior to the least.
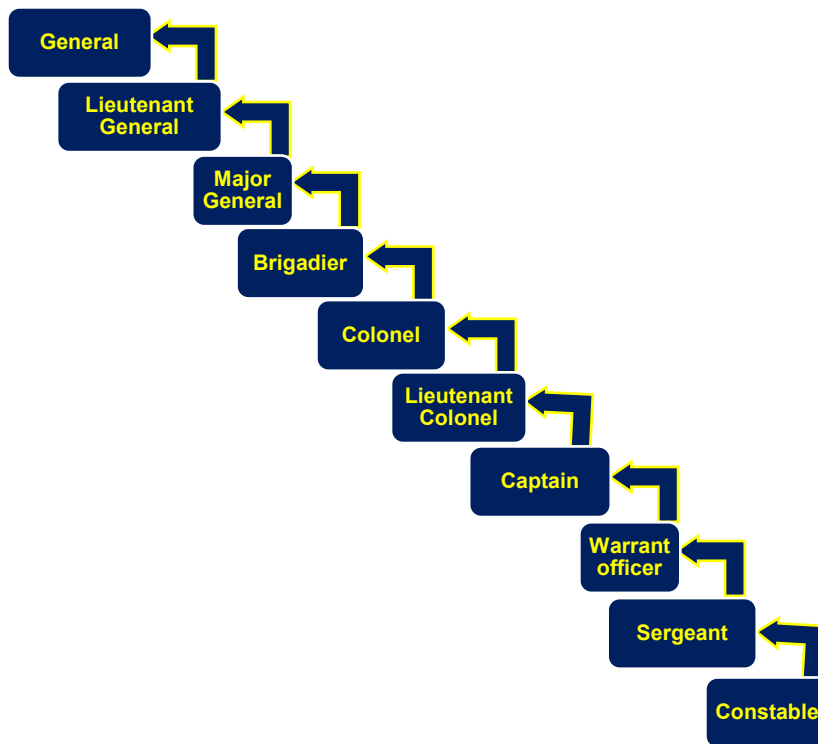
Figure 2.2: SAPS rank structure

Source: SAPS Career booklet part (1- 3)

SAPS's code of conduct aims to make SA a safer and more secure place for everyone to live in (SAPS, 2019). SAPS's National Commissioner, Jackie Selebi, mentioned that to achieve the latter statement, the force is committed to ensuring, with honour, an accountable and competent service of extraordinary excellence that is acceptable for the improvement of this service (SAPS, 2000).

Regarding SAPS governance, service delivery, and resource allocation, the Civilian Secretariat for Police Service (CSPS) acts as the Minister of Police's technical advisor (CSPS, 2020a). Below (Figure 2.3) is the top-level organisational structure extracted from the CSPS (CSPS, 2020a).

High-level organisational structure

Civilian Secretariat for Police

Police Minister

↓

Deputy Minister of Police

↓

Secretary for Police Services

↓

Chief Directorate	Chief Directorate	Chief Directorate	Chief Directorate	Chief Directorate	Chief Directorate
Intersectoral coordinates	Policy & Research	Legislation	Monitoring & Evaluation	Chief Financial officer	Corporate Services and strategic Partnerships

Figure 2.3: High-level organisational structure

Source: Civilian Secretariat for Police Service (CSPS, 2020a)

2.3   ADMINISTRATIVE FUNCTION

At the heart of the government for the provision of competent, efficient, and responsive public services is the Department of Public Service and Administration (DPSA) (2020a). According to regulations issued by the South African government, the DPSA is responsible for setting broad policy guidelines for civil services. In addition, the DPSA mandates that initiatives, such as human resources (HR), institutional development, and governance, be adjusted to meet the needs of people, groups, and communities (SAG, 2020a).

In SAPS, one may serve as either a police officer or a civilian employee. The PSA of 1994 governs the hiring of civil officials (Act No 103 of 1994). Both POs and civilian personnel perform mainly supportive roles (SAPS, 2020b).

The Centre for Learning and Development in Canada under the Public Service Secretariat (PSS) describes the six core competencies of administrative support. Some abilities and habits are essential for each administrative support worker to have, regardless of their unique role or location. These competencies could assist in evaluating personal strengths and areas for progress in one's role as professional administrative support (PSS, 2020a:7), which include the following:

- Organisational competency involves effective management, organisation, and prioritisation of office functions and other stakeholders.
- Verbal, nonverbal, written, and technological communications all play a role in communication, which also requires the ability to receive, understand, and relay such signals.
- The term "service delivery" refers to the process through which the department determines and satisfies the requirements of those who use its services.
- The ability to use email and other office tools successfully and efficiently.
- Adaptive individuals are those who are adaptable in terms of their attitude towards production and in life generally.
- The capacity to successfully communicate and work with others to achieve shared objectives.

The administrative role is recognised in the framework of the SAPS as part of support services. Support services are located inside SAPS and are responsible for various administrative and clerical responsibilities, such as purchasing, typing, secretarial work, messenger services, and cleaning. The role of administrative support professionals has evolved significantly from the era where a 'secretary' was the title that was primarily used (International Association of Administrative Professionals, 2020a). Today, multiple job titles are used to distinguish between different administrative functions.

Administrative job descriptions encompass so much more than the conventional duties that have long been part of the profession, but more specialist tasks have been included and executed. Administrative professionals such as executive secretaries, office coordinators, and information experts are all included in the sphere of expertise covered by the International Association of Administrative Professionals (IAAP) (IAAP, 2020a).

Clerical work generally applies to generic office and administrative support activities, which include clear communication, reading comprehension, time management, logical thinking, problem-solving, and deductive reasoning. Bloom (2018) points out that, on the other hand, financial administration is responsible for handling the organisation's accounts receivable and payable and for preparing financial reports. The duties performed by ASS are often not seen by the public or clients but are critical to providing support to the organisation and their line managers to remain organised and to function optimally (Bloom, 2018).

The following section focuses on the definition of motivation, motivational theories, and the contributing motivational factors identified to the PWB of ASS in SAPS.

2.4   MOTIVATION CONCEPTUALISED

This section includes a thorough description of work motivation and different motivational theories available in the literature.

2.4.1 Definitions and theoretical overview

The concept of motivation comes from the Latin term "movere" -which means move (Rahardjo & Pertiwi, 2020:58), which signifies a person's internal needs, aspirations, and determination (Reeve, 2018). Likewise, Uka and Prendi (2021:270) drew attention to motivation as a concept, claiming that it derives from the word "motive," which is associated with individuals' desires, wants, and needs. Motivation constitutes a process that initiates, oversees, and preserves behaviours with a specific objective, as stated by Cherry (2018). Finally, Hasty (2018:14) offers a similar definition of motivation regarding the procedure of inspiring either a person or a collective to work toward the organisation's goals while simultaneously pursuing their own goals. Several scholars have provided various definitions of motivation. The study will incorporate different definitions (Reeve; Uka and Prendi, Cherry, Hasty) to discover other behaviours related to employee motivation.

The COVID-19 pandemic has triggered modifications in working environments, making organisations' efforts to motivate employees more difficult. Because of diversity, it is unlikely that a single measure of motivation would function in workplaces. It has been established that there is a major difference between lower- and higher-level needs of employees (Maslow, 1943). How and what behaviours should be recognised when motivating through appreciation, praise, and recognition even for the slightest change must be clearly understood.

Motivation is vital in the public sector because of its continued viability and effectiveness. PSM is the degree to which public officials are motivated to serve others or the public (Schott, Neumann, Baertschi & Ritz, 2019:1200). As stated by Mustapa, Noor, and Abdul (2019:1035), it has been challenging to address people who have various life objectives; consequently, identifying factors that impact motivation in public service has and is not an easy task.

When employees are aware of self-motivation and self-management, their performance improves. The research study centred on the motivation levels of ASS employed by SAPS and the effect it might have on their PWB.

2.4.2 Motivational factors

The central component of every organisation is the employee. Consequently, since motivation affects how productive employees perform, managers should grasp it (Tovmasyan & Minasyan (2020:25). The following section will be dedicated to motivational factors identified in the literature.

2.4.2.1 Rewards

An external agent with regulating and informative qualities that is administered when a desired act or task is completed is referred to as a reward (Asaari, Desa, & Subramanian, 2019:50). In return for their efforts or exceptional performance, employees are often rewarded monetarily, materially, or with special gestures. Organisations offer rewards for a variety of reasons. According to Anku, Amewugah, and Glover (2018:624), in the workplace, rewards are often described as monetary and non-monetary benefits offered in acknowledgement of an employee's efforts. Reward systems are central to the HR Management function. Therefore, rewards should be outlined and supported by rules, procedures, and practices for reward management purposes to ensure that managers avoid discrepancies and possibly unethical behaviour (Gallagher, 2021:15). Employees should be treated equally and fairly.

Monetary rewards refer to any form of compensation that does not form part of remuneration. Monetary rewards can be given for exceptional performance or as encouragement to employees to outperform their managers' expectations (Pandey, 2023:536). Salary increases, bonuses, and profit sharing are examples of financial incentives. Non-monetary rewards may include different gestures from an employer to an employee, for instance, recognition and promotions (Agbenyegah, 2019:122). In addition to providing non-monetary rewards, Mohammed, Sebyala, and Micheal (2019:94) suggested providing employment security and personal advancement initiatives. Even small gestures such as working-from-home arrangements and small gifts in appreciation for a job well done potentially have a favourable impact on employees 'attitudes toward work.

There are multiple interdependent variables involved in motivating workers, ranging from monetary to non-monetary rewards (Ismail, 2023). However, individuals value money; thus, monetary rewards are an integral part of the form of rewards (Anku et al., 2018:626).

The mission of professional organisations such as the South African Reward Association (SARA) is to promote rewarding professions and practices (SARA, 2020a). Members of the SARA include corporations, government agencies, and state-owned businesses. SARA is a recognised association providing rewards for professional entities as well as for the designation of support staff investigated in this study, called the 'Reward Administrator' (South African Rewards Association, 2013a). These bodies become of great value to organisations for neutrality.

2.4.2.2   Goal setting

Setting goals is a performance competency that identifies what the organisation hopes to achieve, usually in each amount of time (Latham and Locke 2006). Goals are an integral part of human life and organisations. A goal is the desired outcome of an activity or undertaking that a person intends to attain (Locke & Latham, 2002). It is a typical motivating system applied by businesses as a means of directing employees' efforts at work and providing a baseline along which accomplishment can be measured (Lunenburg, 2011). There are different goals involved in a working environment in which certain goals are undefined, others are binding, and some are backed by monetary incentives.

Cognitive motivational theory, known as goal setting, is predicated on the premise that individuals have wants that may be recast as goals (Locke & Latham, 1990). According to the idea of goal setting and to inspire workers, objectives should be well defined measurable, and within their reach (Vuong& Nguyen, 2022:5). Rather than prescribing goal setting as a safe, over-the-counter remedy for motivation, academics and managers should view goal setting as a prescription drug that needs to be taken seriously, carefully dosed, and closely monitored.

2.4.2.3   Feedback

Feedback is an essential component that managers must implement to motivate their subordinates. Information about an employee's past behaviour is needed to establish standards of employee behaviour, and results are aimed at improving an individual in a variation of areas: team performance, employee engagement, and motivation (Rony, Yasin, Lubis, & Syarief , 2020:9352). Furthermore, providing employees with feedback is intended to inform them of their performance. Employee feedback becomes the centre of personal and professional growth, as it plays a positive role in assisting employees in improving the tasks that they are performing.

Feedback can either be positive or negative, and both are beneficial in making informed decisions. Considering this, inadequate input is a missed chance (Alam & Singh, 2021). good feedback also suggests what can be done in instances where improvement is necessary. In addition, efficient feedback is beneficial not only to the recipient but also to the feedback giver and the broader organisation. The receiver may reject feedback for a various reason, including poor communication between the provider and the recipient, misconceptions, and the receiver's lack of interest in or apathy about the feedback's subject (Xing, Sun, Jepsen & Zhang, 2023:313). As a result, several considerations must be considered when constructing feedback methods to ensure that the feedback provided serves the initial purpose.

2.4.2.4   Job design

In terms of duties and responsibilities, techniques, structures, processes, and methods should be utilised in executing the job, and interactions should exist between the job holder and their superiors, subordinates, and coworkers (Udoh, 2018:11). Job design may also be thought of as the process through which a position's duties, responsibilities, and relationships with other positions within an organisation are established (Putra, Maharani & Sekarwinahyu, 2022: 27988). The primary goal of job design, according to Kapur (2021:99), is to develop job specifications that will inspire enthusiasm in workers and inspire them to give their all on the job.

The job characteristic model (JCM) is a method used in the field of job evaluation and creation. The JCM suggests that job satisfaction and other personal and professional outcomes are influenced by the five main aspects of a job (Hackman & Oldham, 1974). This theory describes how one's reaction to their profession depends on its specifics (Hackman & Oldham, 1976). The evidence for this theory tends to be circumstantial rather than conclusive or definitive.

2.4.2.5   Salary

Salaries are characterized as compensation given to workers on a monthly or yearly basis (Asaari, Desa, & Subramanian,2019:51). Salary is a motivator at first (Herzberg,1959), but it eventually becomes dissatisfier for employees (Alrawahi , Sellgren, Altouby, Alwahaibi, & Brommels, 2020:5). Salary seems to be a desire that cannot be easily fulfilled. Assaari, Desa, and Subramanian (2019:51) note that salary is a benchmark frequently used by employees as a measure of their contribution to the organisation where they are employed and that they regard it as valuable to the organisation.

Compensation is offered to entice qualified applicants and retain and motivate competent employees, and it is at the heart of the employer-employee relationship (Fatma, Adel & Olfa, 2021:1). Nonetheless, attitudes toward money influence various behaviours, but these relationships vary depending on the individual, cultural attitudes, and so forth (Henchoz, Coste & Wernli, 2019:5). Alternatively, working long hours and earning remuneration overtime act as inspirations. According to Asaari, Desa, and Subramanian (2019:51), a reasonable salary is the most important motivator for employees when compared to any other factor.

2.4.2.6   Opportunity for advancement and growth

Career growth opportunities pertain to how workers perceive their prospects for advancement inside a company (Winkler, 2020:21). Similarly, career guidance is crucial for assessing and assisting employees in achieving their unique level. should be more accountable for developing new skills and improving existing ones to meet demands on the job, getting ready for leadership roles, and making sure they are

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employable enough to move and adjust within and between organizations as needed (Dachner, Ellingson & Noe, 2021:100741).

Ideal workplaces would provide employees with possibilities to further their skills in support of professional development and to prepare for potential future roles within an organisation. In the absence thereof, Klongerbo (2019) believes that workers often leave the workplace for other opportunities to get what makes them happy. Al Balushi, Thumiki, Nawaz and Jurcic (2022) note that it is likely that the manager who takes measures for the development of an employee will develop employee's self-confidence, which may lead to dedication to perform.

2.4.2.7 Working conditions

The workplace environment can influence employee productivity and engagement both positively and negatively. Workers are more likely to take pleasure in their jobs when the environment in which they work is pleasant, safe, and motivating (Kibukamusoke & Kibukamusoke 2021:28). Researchers have shown that employees' perceptions of the value of their jobs are significantly influenced by the conditions under which they carry out the job. For example, an office layout, lights, hygiene, and air control are some of the factors that affect employee performance (Efawati, 2020:9). Employees can be more productive when they feel safe and secure in their workplace.

The physical and non-physical work environment has a major impact on whether a person performs to the best of their abilities. Employee performance is also impacted by non-physical aspects of the workplace, such as positive working relationships with supervisors (Rinaldi & Riyanto, 2021:1066).

2.4.2.8 Recognition and appreciation

Employee motivation in the public sector may be greatly aided by praise and recognition. Contrary to recognition, which focuses primarily on behaviour, appreciation emphasises both performance and the employee's values, according to Chapman and White (2019). Supervisors must receive coaching and education regarding how to recognise and value their employers.

Positive acknowledgment of an employee's exceptional work or commendable acts within their field of work is employee recognition (Kariuki & Kiiru, 2021:246). However, because it might be challenging to gauge an individual's performance in some situations, such as an administrative function, offering individual-based recognition may not be feasible (Presslee, Richnins, Saiy & Webb, 2022:1).

Wuetcher (2020:7) indicates that the power of acknowledgement should not be underestimated, and although workers who feel valued are most to put in extra effort, there is nothing worse than empty platitudes. Resentment, stress, fatigue, absenteeism, and unpleasant emotions can all be reduced with appreciation (Kaaeninen, 2023:7). These factors make it crucial for organisations to support and foster an appreciative environment. Employees react favourably to expressions of gratitude for their efforts because gratitude gives them confidence that their efforts are appreciated.

2.4.2.9   *Training and development*

Training, as defined by Alnawfleh (2020:23), involves gaining the information and competencies necessary to complete a specific task, while development is the process by which a person's skills and knowledge evolve and increase over time. Organisations provide employees with the opportunity to attend learning programmes to enhance their capabilities and empower them. Furthermore, newly appointed employees learn important aspects of their duties and how to perform their duties more effectively.

Consequently, training and development initiatives will assist the staff member in improving for both current and future positions of a similar nature. Employers are investing in training and development because they believe it will help their employees develop appropriate behaviour and attitudes. Desta (2021:57) emphasises the importance of these strategic instruments for effective individual and organisational performance. Worker's interest will be balanced, especially if training and development are both work-related and career-driven.

2.4.2.10 Responsibility

Researchers have argued that responsibility can be viewed as either a motivational factor or a stress factor. Having increased responsibilities at work may result in an individual experiencing higher stress levels. Leaders who want to move their organisations ahead should be familiar with the distinction between accountability and responsibility (Cornet, 2018). Workplace responsibility is delegated, task-oriented, and goal-oriented, with an emphasis on clear deliverables, roles, and processes, while accountability is a function of the leader to take ownership that assigned responsibilities are achieved (Cornet, 2018)

Opperman (2018) points out that allowing employees freedom of delegated authority and decision-making would make them feel motivated. Consequently, management should trust their employees and let them make decisions about their jobs (Herzberg, 1959).

2.4.2.11 Job security

The purpose of job security is to increase workers' level of reassurance for their future careers and to bring an end to all forms of anxiety for the future (Sanyal, Hisam & Baomar, 2018:203). Employment contracts, collective bargaining agreements, and anti-unfair termination laws may all serve to protect workers from being laid off without just causing them. However, if there is no job security, employees are at high risk of losing their jobs because this could cause discomfort.

Both the employer and the employee are involved in many facets of job security, such as the likelihood of losing a job and the financial implications involved in losing an employee. According to Nemteanu, Dinu, and Dabija (2021:67), job security is a critical component in determining job satisfaction for both employees and non-employees with higher training, as the former may find it easier to obtain alternative employment in the event of a layoff. The organisation must provide workers with job security (Herzberg, 1959), particularly if they are aware of the expenses of losing a single employee.

2.4.2.12 Performance appraisals

Performance appraisals play a significant role in any working environment (Public/PrivateIt is a routine and methodical procedure to assess workers' performance (Al-Jedaia & Mehrez, 2020:2078). Performance appraisals can take any form that the organisation prefers, such as interviews, paper exercises, or key performance areas. Alternatively, strengths-based performance appraisal can be viewed as a potent positive organisational intervention because it concentrates on recognising, valuing, and encouraging the future use and development of employee strengths (van Woekom & Kroon, 2020:1).

If policies and structures are not in place, performance appraisals can cause more harm than good. Failure to evaluate employee performance critically and objectively frequently leads to the demoralisation of productive employees (Worku, 2019:153). Therefore, systems must be able to assess true performance and be adequate to prevent the loss of employee confidence. Moreover, performance appraisals assist managers in distinguishing between satisfactory and unsatisfactory performers.

2.4.2.13 Leadership styles

Leadership is the competence in directing and guiding one's conduct, motivating the development of creativity, and initiating activities aimed at achieving common goals (Efawati, 2020:10). Understanding how employees respond differently to management styles may shed light on why workers behave on such an extensive scale. This study concentrates on only three distinct forms of leadership: authoritarian, democratic, and laissez-faire.

First, managers who adopt an authoritarian (autocratic) leadership style have a great deal of control over their subordinates. They are perceived as being lazy and unambitious, and as such, they take all decisions and demand that their subordinates carry out their tasks exactly as they see fit (Akonkwa, Lunanga, Mukulu, Bugandwa & Mwaza, 2022:65). Their followers must obey all the orders without a question, and such leaders make all decisions themselves without employee consultation and impose decisions on subordinates.

Second, team members are involved in planning and decision-making when a democratic (participative) leadership style is used. This is frequently accomplished through formal information gathering and voting procedures (Akonkwa et al., 2022:65). It is founded on the idea that the best ways to motivate people to give their all are to include them in decision-making, to care for their well-being by fostering a culture of trust within the team, and to support their employees' personal growth by offering moral support.

Lastly, avoidance and inaction are the hallmarks of laissez-faire leaders, who have no regard for their subordinates (Gemeda & Lee, 2020:3). "Laissez-faire" leaders refrain from exercising their positions of authority, defer duties, avoid making judgments, and postpone acting (Robert & Vandenberghe, 2021:535). Laissez-faire leaders have no power or control within their organisation. The core characteristic of this leadership style includes trusting members to make reasonable decisions.

According to Lazim, Salim, and Wahab (2020:30), some leadership style causes low staff morale because they include factors such as ineffective leadership. Leadership style is frequently recognized as the key to increasing employee engagement and as the driving force behind achieving organizational objectives (Abasilim, Gberevbie & Osibanjo, 2019:1).

2.4.3 Causes of employee demotivation

Numerous reasons cause demotivation in the workplace, which differ depending on the individual. Choksi (2018) indicates that motivated employees could bring solutions to the organisation. Often, managers unwittingly build disaffection. Choksi (2018) lists and explains the reasons behind demotivation in the workplace.

- **Lack of appreciation:** When the employer is not appreciative of employees' efforts.
- **Too much work:** Overburdening an employee with a disproportionate amount of work that hinders the performance of duties in an appropriate and timely manner.

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- **Lack of clarity in work:** This creates uncertainty, as the task is not clearly explained.
- **Favouritism:** This refers to unfair practices favouring one worker over another.
- **Mistrust:** When an employer resorts to micromanagement, it displays mistrust of the capabilities of the subordinate.
- **Miscommunication:** Retaining the unrestricted dissemination of information while providing it only on a "need-to-know" basis.

2.4.4 Benefits of employee motivation for organisations

Even though motivation is widely debated in the literature, motivation appears to continue to convey current information to employers when presented at congresses, conferences, and so forth. Juneja (2020) summarises the importance of motivation for an organisation and offers the benefits listed below:

- Activates the use of HR;
- Increases workers' productivity;
- Contributes to the profitability of the organisation;
- Encourages social interaction, and
- Affects stability in the workforce.

Retaining workers may be aided by recognising their value and the significant impact they make on the success of the organisation (Nguyen, 2017:17). The following section looks at motivational theories.

2.4.5 Motivational theories

Several motivational theories aim to comprehend the conceptual core of motivation. There are two main schools of thought regarding the study of motivation, namely, content theories and process theories (Osabiya, 2015:65-66). These categories are presented below.

Content theories seek to describe the basic factors that motivate an individual at work (Kispál-vital, 2016:6). The aim is to determine what exactly motivates people. Process theories, on the other hand, explore how behaviour is induced and prevented by

motivating factors (Zafarullah & Pertti, 2017:212). This approach is an attempt to explain why certain behaviours are being initiated. The primary aim of these theories is to assist in describing people's behavioural reactions.

Diverse theories of motivation are depicted in the diagram presented in Figure 2.4 and are also examined in this chapter.
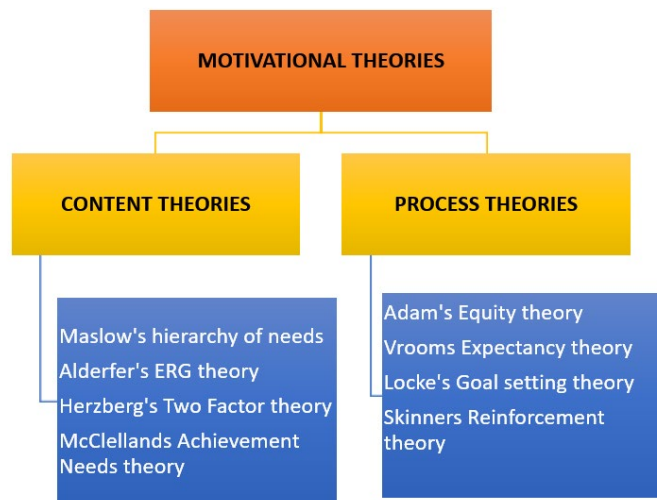
Figure 2.4: Content and process theories

Source: Author's compilation

2.4.6   Content theories

Content theories are discussed in-depth in Section 2.4.5 above. Oban (2018:1) suggests that in the public sector, leaders and administrators cannot necessarily work within an institutional structure constraint; rather, one must learn how to influence these aspects.

2.4.6.1   Maslow's hierarchy of needs

Five needs are assumed to persuade human beings (Maslow, 1943). Refer to Figure 2.5. The needs are ranked in terms of their impact on human behaviour.
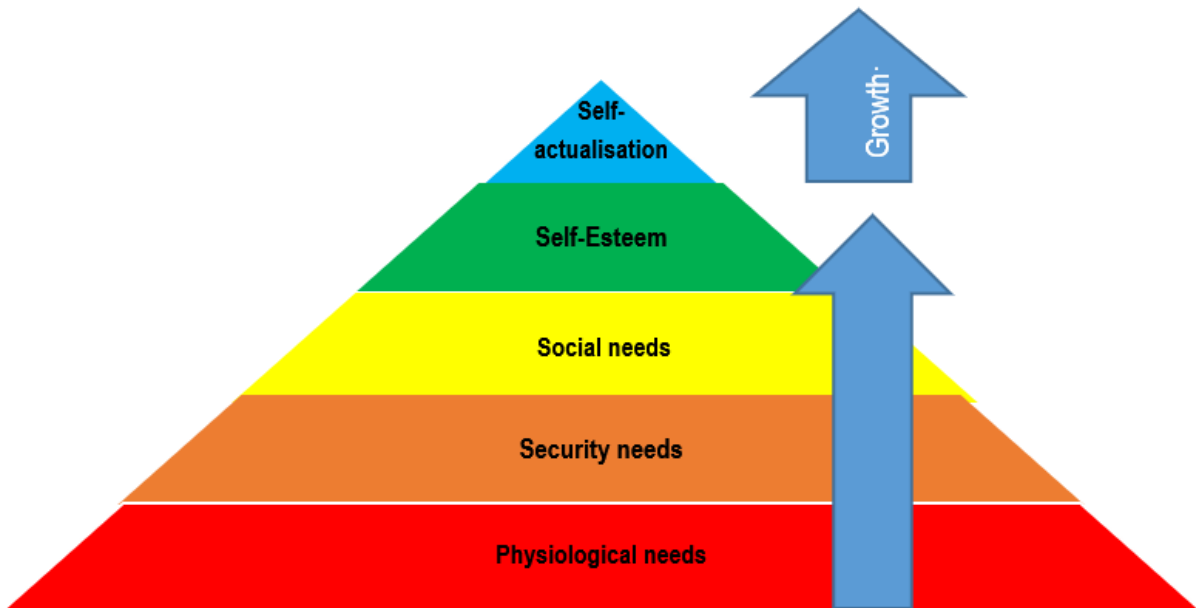
Figure 2.5: Maslow's hierarchy of needs

Source: Maslow (1943) and McLeod (2018)

Physiological needs: These are essentials on the base of the triangle symbolise the necessary minimum to satisfy their ultimate biological needs (e.g., food, shelter, water, and air). When these conditions are not fulfilled, the physical being of an individual is unable to perform optimally, following McLeod (2018:4). The physiological needs and consummatory behaviours involved facilitate a wide range of different uses (Maslow, 1943:373).

Safety needs: Bozigit (2021:54) indicates that safety or security needs to understand the importance of a risk-free workplace for productive work. Needs such as protection from danger, stability, pensions from old age, and job security are needs that an employee wants to be protected from (Trivedi & Mehta, 2019:39).

Social needs: This includes the motivational role of sentiments of belonging and the desire for social connections (McLeod, 2018:4). To address social needs, employers could promote staff involvement in extramural activities that could help employees see belonging and feel love from colleagues.

Esteem needs: The desire to be appreciated and the need for self-appreciation are the two types of esteem needs defined by Bozigit (2021:55). The desire to be valued

refers to other individuals (e.g., status, acknowledgement, and praise), and the need to value and respect oneself (e.g., self-reliance, autonomy, accomplishment, and talent) (Mahta, 2021:913).

Self-actualisation: The top layer refers to growth needs (McLeod, 2018:2), meaning one should strive to attain one's highest capability. Self-actualised employees are valuable assets for the HR of organisations in the workplace (Aruma & Hanachor, 2017:23) through enhanced performance, skills, efficiency, and effective service delivery.

2.4.6.2   Alderfer's ERG theory

Clayton Paul Alderfer established the ERG theory based on a trifold notion of human needs (Alderfer, 1969:142). This theory is depicted in Figure 2.6 and will be discussed thereafter.
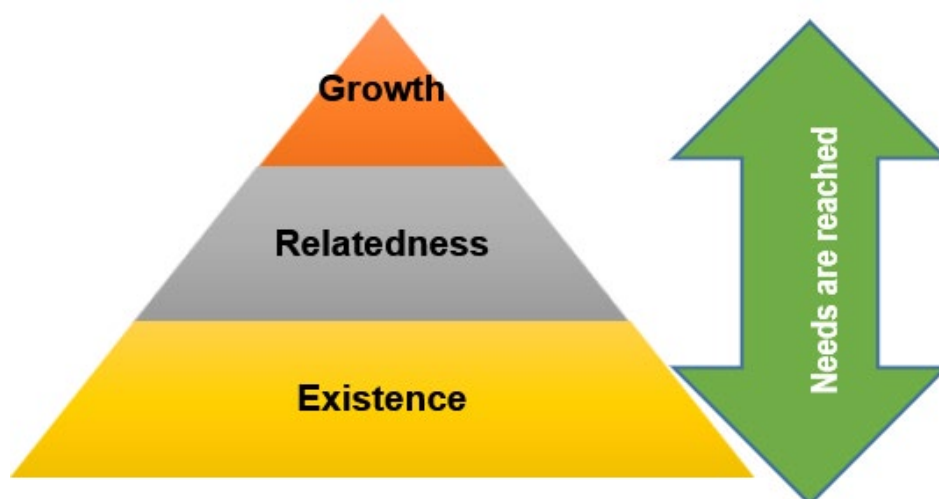
Figure 2.6: Alderfer's ERG theory
Source: Alderfer (1969) and Estaji (2014:27)

Maslow's hierarchy of needs is revised concisely in ERG theory. Alderfer reduced the number of tiers and enabled the order of the needs to be determined by the individual. He also permitted the pursuit of multiple needs at the same time (Alderfer, 1969). Needs are classified into three distinct divisions.

a) **Existence needs:** Levels 1 (physiological needs) and 2 (safety needs) of Maslow's hierarchy constitute the existence needs. The need to work in the workplace should be satisfied by monetary compensation for basic subsistence and other observational needs (Shanmugapriya, 2020:3311).

b) **Relatedness needs:** This layer includes all needs that involve relationships with significant others (Alderfer, 1968:146). Feeling accepted and recognised by one's peers, such as coworkers and superiors, fosters a feeling of belonging to a person's immediate social environment (Shanmugapriya, 2020:3311).

c) **Growth needs:** It is equivalent to self-actualisation; the peak stage in Maslow's hierarchy is related to this layer. A person who has found equilibrium in life and is secure in whom they are may take the next step in their development by becoming more innovative and productive optimally at work (Alderfer, 1969:147). When an employee reaches this tier, they realise that their contributions are helping the organisations reach important objectives.

2.4.6.3   *Herzberg's Two-Factor theory*

Two-factor theory is also described as the motivation-hygiene theory (Herzberg, 1968). Developed to investigate workers' emotional states in an industrial setting, Herzberg et al. (1959) maintained that hygienic aspects only prevent workplace unhappiness, but motivators also contribute to job satisfaction. The theory is presented in Table 2.1.

Table 2.1: Herzberg's two-factor theory

Two-Factor theory	
Motivators	**Hygiene Factors**
Achievement	Company policies
Recognition	Supervision
The work itself	Relationships
Responsibility	Work conditions
Advancement	Remuneration

Source: Jojo (2016:15)

According to this theory, employees need to be motivated to perform their specific jobs by the nature, content, and tasks of their jobs (Yousaf, 2020:00). Thus, when employees' efforts are acknowledged, they experience work satisfaction and drive. The theory examines the premise that individuals have two distinct forms of needs, namely, motivators and hygiene factors. The factors listed above are described as follows (Herzberg, 1957):

a)   **Motivators:** Motivator factors are intrinsic (Herzberg, 1968:56). Motivators are intrinsically linked to employees' positions and contribute to fulfilling their duties through personal expansion (Acquah, Nsiah, Antie& Otoo, 2021:26). The motivational elements satisfied "the individual's need for self-actualisation and self-growth" (Yousaf, 2020:89).

b)   **Hygiene factors:** These factors are primarily intended to prevent dissatisfaction among employees and are extrinsic (Herzberg,1968:57). In addition, hygiene elements do not create growth but rather stop loss; they just serve to maintain the status quo and prevent unhappiness (Zorova, 2019:4).

2.4.6.3 McClelland's achievement needs theory

The motivational theory of McClelland was proposed in 1940; and asserts that when an employee's demand for achievement, power, and affiliation is satiated, they become driven (Rybnicek, Bergner, & Gutschelhofer, 2019:444). McClelland's achievement needs theory is shown in Figure 2.7.

Figure 2.7: McClelland's achievement need theory.
Source: Newton and Bristol (2000a:9)

a) Achievement: Boyatzis (2020:3) describes the need for achievement as an unconscious drive to do well toward the norm of quality and prefers moderate risks, individualistic activities, recreation involving ratings, and occupations with individual performance results. Motivated individuals often prefer to put their skills into activities of intermediate difficulty, where the results are more the consequence of effort than random chance (Vaim, 2021:14).

b) Affiliation: As a personal goal, they aim to influence others, affect others, alter individuals or events, and make a difference (Ramdan, Ali & Kadir 2023:581). Individuals need less power because they are more concerned with social connections (Arquisola & Ahlisa, 2020:166).

c) Power: Vaim (2021:15) asserts that individuals with a strong need for power are forceful, have a low need for connection, and frequently want to train, educate, and motivate others to achieve more. Employees who have a strong desire for

authority may be motivated by career advancement opportunities because they perform well when in charge.

2.4.7 Process theories

According to Oban (2018:3), content theories merely identify variables, whereas process theories use defined variables. The following theories guide and shed light on how to motivate other individuals.

2.4.7.1 Adam's equity theory

This theory explains why employee perceptions about fairness matter (Adam, 1963). Per Kollmann, Stöckmann, Kensbock and Peschl (2020:102), it sees every employment connection is an exchange relationship between the person and the organisation. Figure 2.8 illustrates this theory.

Figure 2.8: Adam's equity theory

Source: Adams (1963:422) and Al-Zawahreh and Al-Madi (2012:159)

Adams (1963:422) claims that equity is a prevalent concern for industry, labour, and government. Furthermore, the theory suggests that workers might become demotivated if the organisation's output falls short of their anticipated contribution.

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There is an aspect of equal justice that overrides the economy and underlies the perceptions of equity or inequity.

As shown in Figure 2.9, the essential elements of Adam's theory of exchange relations are inputs and outcomes. Inputs are anything that an employee brings to an organisation or contributes to the exchange, work experience, education, and effort on the job (Kollmann, Stöckmann, Kensbock, & Peschl 2020:102). Outputs typically include tangible outcomes about financial incentives such as benefits, salaries, bonuses, and seniority advantages and a range of officially and casually sanctioned perquisites (Adams, 1963:423). On the other hand, examples of intangible outcomes can include feelings of pride, accomplishment, appreciation, stimulation, promotion, and job stability.

2.4.7.2   Vroom's expectancy theory

It was proposed as a systematic expectancy theory purposed of workplace motivation (Vroom, 1964). A snapshot of the theory is shown in Figure 2.9.
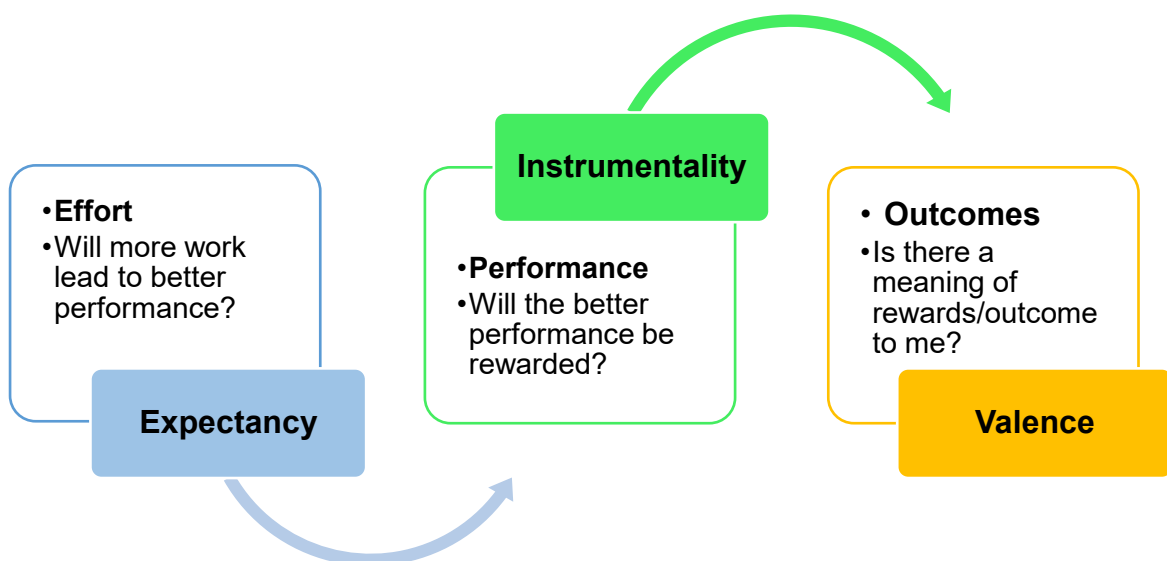
Figure 2.9: Vroom's expectancy theory
Source: Vroom (1964) and Lunenburg (2011:2)

According to the expectancy-value theory (Bandhu, Mohan, Nittala, Jadhav, Bhadauria & Saxena, 2024:6), people are motivated to engage in a behaviour or activity based on their beliefs about the likelihood (expectancy) of success and the

value (importance or desirability) of the outcome. The following are concise descriptions of the three assumptions:

Expectancy: The perceived likelihood that a certain level of performance may be achieved by a specified amount of effort (Rehman, Sehar & Afzal, 2019:432). On the other hand, people lack the motivation to put up effort to achieve unlikely goals when there is little chance of success (Vroom, 1964).

Instrumentality: As described by Lokman, Hassan, Ustadi, Rahman, Zain, and Rahmat (2022:507), this variable is the intensity to which a being considers that achieving one specific performance level is crucial for achieving the intended result.

Valence: Valence measures the weight of the outcome or goal. Simply put, valence explains how much someone wants something. The tendency for people to want rewards is known as valence (Vroom, 1964).

2.4.8 Locke's goal-setting theory

This theory of Edwin Locke is among the most dominant theories about work motivation (Locke, 1968). Initially, it focused entirely on intentionally established objectives (Locke & Latham, 2019:93). Figure 2.10 depicts the theory.

Figure 2.10: Locke's goal-setting theory

Source: Yurtkoru, Bozkurt, Bekta, Ahmed and Kola (2017:797)

The definition of a goal is "what an individual is trying to accomplish; it is the object or aim of an action," such as "to attain a specific standard of proficiency, usually within a specific time limit" (Swann, Rosenbaum, Lawrence, Vella, McEwan & Ekkekakis, 2021:35). The relationship between conscious goals and task performance is explained by goal setting theory, a theory of motivation (Locke & Latham, 2002). It instructs people to avoid pointless activities and concentrate their energies on goal-related tasks (Jeong, Healy & McEwan, 2023:475). Specific objectives paired with demanding performance targets tend to be more prone to boost productivity outcomes than minimal and vague goals (Locke & Latham, 2006:266).

The effective goal-setting theory includes clarity, which needs a clear goal and can be measured, leaving no space for confusion (Bellamkonda, Santhanam & Pattusamy, 2021:13); the challenge of the goal, if it is too easily met, does not result in the expected enhancement of efficiency. The main emphasis should be both demanding and specific to improving performance (Lunenburg, 2011:3). Commitment to the goal is strengthened by self-efficacy and finding the goal to be essential (Locke & Latham, 2006:265). Moreover, employees and managers must both dedicate themselves to using the resources required to accomplish a goal and should decide the nature of the reward.

Feedback is an opportunity to fix or clarify the condition before the target has been reached. Lunenburg (2011:3) identifies two main advantages of feedback: first, it allows workers to gauge their performance; second, it assists individuals in assessing the essence of their performance changes that are required to improve results. Lastly, task complexity was originally suggested as a moderator for the goal effect because, when work is beyond one's capacity, goal setting would be less successful (Jeong, 2023:476), and because the individual completing the task is frequently highly driven due to its complexity or high level of technicality.

2.4.8.1   Skinner's reinforcement theory

The theory was developed in 1957 by Skinner (Skinner, 1957). Skinner's reinforcement theory is depicted in Figure 2.11.

Positive   **Negative**

Applies Stimulus   **Removes Stimulus**

Reinforcement

**Strengthens
The regularity of
positive conduct**

| Positive Reinforcement | Negative Reinforcement |

Punishment

**Reduces the
regularity of
unpleasant
conduct**

| Positive Punishment | Negative Punishment |
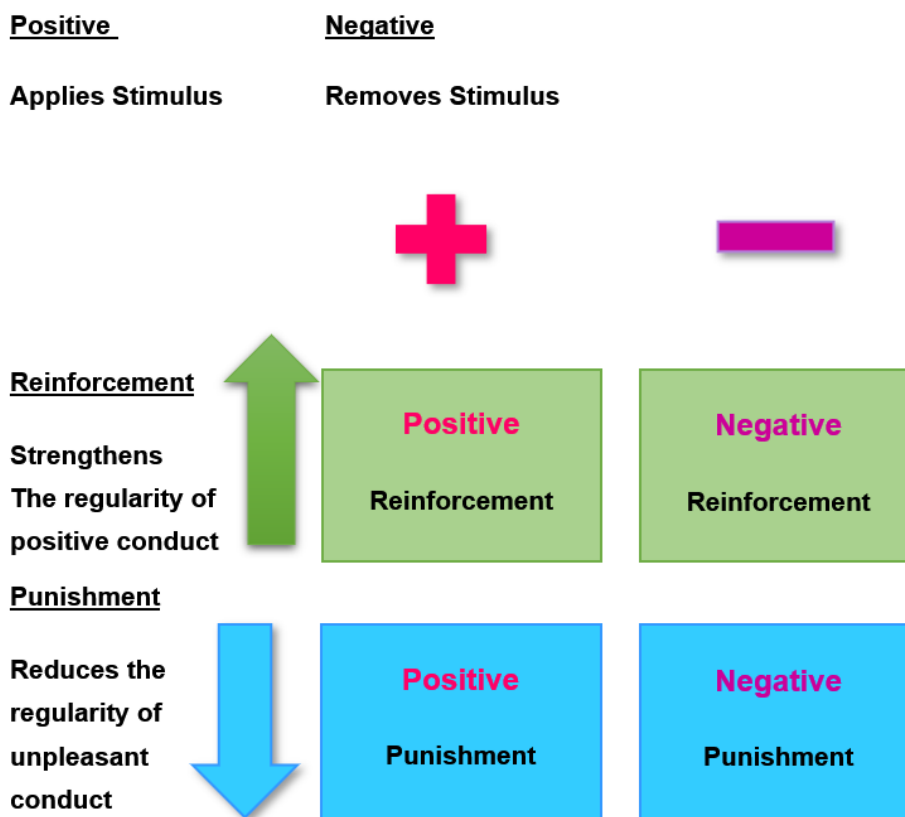
Figure 2.11: Skinner's reinforcement theory

Source: Skinner (1975) and Gordan and Krishanan (2014:684)

In operant conditioning and behaviour evaluation, reinforcement refers to the act of raising the likelihood of a behaviour by responding to it immediately or soon after it has been shown (Younas, Azhar & Urooj, 2019:154). Table 2.2 below presents an overview of the positive and negative aspects of the Skinner's reinforcing theory.

Table 2.2: Skinner's reinforcement theory

SKINNERS REINFORCEMENT THEORY		
	POSITIVE	**NEGATIVE**
Reinforcement	Methods of reinforcing and expanding on existing patterns of behaviour by means other than withholding favourable conditions (Alfonso, Bernardo, De Guzman, Dionisio, Graviles, Medina &Ortega, 2022:1). It may be used in the workplace by adjusting aspects such as bonuses, raises, and other forms of financial reward.	Negative reinforcement often involves eliminating, decreasing, delaying, or avoiding stimuli to elicit the desired response (Alfonso et al. 2022:3). It is often misunderstood as punishment.
Punishment	It reduces the likelihood that an undesirable behaviour will be repeated by giving a negative consequence after the behaviour has been shown (Khandhar, 2018:10).	It happens when a positive reinforcement stimulus is removed. It is the type of operating conditioning that seeks to reduce the rate of undesired behaviour by removing some favourite or desired item from the life of individuals (Aceves, 2019:7).

Source: Authors' compilation

The process theories discussed have shown that outcome is a critical element of these theories. These theories provide "thinking" processes for individuals who intend to achieve job outcomes and allow them to have an impact on their efforts.

It is worth noting that employee well-being primarily relates to how employees feel, whereas employee engagement focuses on workers' perceptions of their role in the company, their work, and their values. Consequently, the following section discusses well-being as a concept in depth.

2.5 WELL-BEING CONCEPTUALISED

This section includes definitions and theoretical foundations for well-being, a discussion of various theories, and, ultimately, employee well-being in the workplace.

2.5.1 Definitions and theoretical overview

There are numerous well-being definitions available in the literature, and they tend to be very broad. Wellbeing (2019:1) refers to well-being as the capacity of people to feel good, productive, and fulfilling lives. The phrase "well-being" denotes an overall level of satisfaction and happiness with one's life (Tov, 2018:1). Traditionally, workplace well-being interventions have been designed to reduce stress among employees.

Baselmans and Bartels (2018:2) noted that for centuries, people have been asking themselves questions about well-being, with hedonic well-being and eudaimonic well-being serving as their major philosophical schools of thought. Past research shows that one cannot describe well-being without considering these two concepts. Tov (2018:3) defines hedonic happiness as a frequent pleasant feeling, a rare unpleasant feeling, and a general judgement that one's life has meaning. However, eudemonic pleasure, In the sense that a happy life is a meaningful life, virtue is viewed by Aydin and Khan (2021:1) as the ultimate good rather than pleasure. Both kinds of happiness are attained and contribute in several ways to well-being in general.

Furthermore, the objectives of well-being and subjective well-being are approaches that dominate the field of well-being studies. The objective approach to well-being is described by Voukelatou et al. (2021:279) as relating to the standard of living variables, including means of subsistence and social qualities. Subjective well-being is determined by how one feels about one's own life (Das, Jones-Harrell, Fan, Ramaswami, Orlove & Botchwey, 2020:2).

As previously mentioned, many different models and ideas have been proposed in the scientific and scholarly literature, each of which attempts to identify and illustrate how various variables might affect individuals' well-being experiences and attitudes towards their jobs. Attitudes are defined as the values, feelings, and behavioural habits of a person or group of people towards ideas or people.

Well-being is influenced by several factors that interact with one another to influence how an individual feels. Bozek, Nowak, and Blukacz (2020) established that spiritual, emotional, physical, social, intellectual, and occupational well-being can enhance or worsen a person's life depending on what happens uniquely with each of them. Brewster and Cox (2019:623) believe that well-being is a dynamic term and multifaceted term; thus, it includes many aspects that are interrelated and permanently at play. In addition to both positive and negative changes in the workplace, there are additional developments that put employees' well-being at risk. One such example is environmental issues that have detrimental effects on workers.

Krishantha (2018:25) emphasises that the dynamics of employee well-being are central to understanding the various dimensions that influence the value of life at work. A community can reap significant benefits from prioritising employee well-being by cultivating a sense of competence, security, and contentment in the work environment (der Kinderen & Khapova, 2020). Workplace well-being continues to demonstrate that it is an evolving concept in nature (Whitmore, Stewart, Pollard, van Belle, Yang & van Stolk, 2019: iii).

People frequently mix well-being and wellness, but there is a distinction between the two. According to Pendell (2021), well-being comprises the larger holistic aspects of a life well lived. In contrast, wellness is something that a person consciously seeks out and is attained through self-awareness and conscious decision-making as a positive and holistic approach to health that emphasises sickness prevention and self-responsibility with an emphasis on optimal health to reach the "optimal self." Grenman (2019:14). Exercise, mindful movement, enough sleep, and nutritious eating are just a few examples of how one might work toward well-being daily (Madden-Nadeau, 2020). It is, however, vital to emphasise that this research study does not focus on wellness but rather on well-being.

2.5.2 Psychological well-being (PWB)

Different dimensions of well-being have been studied by researchers from a vast array of disciplines. PWB is one of the dimensions, according to The Health-Related Quality of Life study (2018). The study also focuses on PWB since the researcher sought to understand whether it influences motivation.

PWB is defined by Sharma, Singh, Sharma, Dhakar, and Bharti (2022:46) as a multifaceted psychological state characterised by contentment, positive functioning, and the absence of mental diseases. The PWB alludes to how we judge our lives every day. As stated previously, there is a need for subjective and objective happiness. By cultivating values, emphasising capacities, and personal development, and realising that happiness is attained through individual self-realisation, PWB aims to enable people to reach their full potential (Piñeiro-Cossio, Fernández-Martínez, Nuviala & Pérez-Ordás, 2021:1).

As briefly explained above, the research study focuses on PWB as one of the factors provided. A psychologist, Carol Ryff, has devoted her career to researching content by focusing on six dimensions that significantly contribute to people's quality of life, expressed in PWB (Ryff, 2014:1-3); this will be further discussed in the subsequent section. This research study will also follow Ryff's approach and measuring instrument during data collection.

2.5.2.1 Autonomy

Baselmans and Bartels (2018:1) note that autonomy is whether people find themselves devoted to a lifestyle that is consistent with their principles. Similarly, Ryff (2014:2) expands on the fact that a fully functioning individual, defined as having an internal evaluation locus, does not seek the approval of others and instead evaluates herself only by one's criteria.

2.5.2.2 Environment mastery

According to Ryff and Singer (2008:14), active involvement in environmental mastery is a fundamental element within an integrated framework that promotes optimal

psychological functioning, as a person should organise his or her life, work, and home circumstances to meet his or her needs and values. If a person does not react in the manner described above, they feel overwhelmed by their circumstances and unable to manage them; additionally, they disregard the achievement as a coincidence and focus solely on what they have failed to do.

2.5.2.3 Personal growth

According to Ryff (2014:2), personal growth consists of an individual attaining self-awareness and developing advanced abilities. However, the person may strive to improve their life yet believe that they will fall short and potentially never attain their goals.

2.5.2.4 Positive relations with others

Ryff (2014:2) states that positive relationships with other individuals relate to the profound relationships people have in ties with significant others. This supportive partnership can often result in increased knowledge and confidence through team interactions. This kind of relationship means that employees now understand human relationships.

2.5.2.5 Purpose in life

Ryff (2014:2) describes it as having probed the level at which respondents perceived their lives to be purposeful, intent, and guided. Nevertheless, when the belief that a person's life has little significance disappears, the person seems to see no point in striving for a better future. Any failure is taken as confirming that any effort is futile.

2.5.2.6   *Self-acceptance*

Baselmans and Bartels (2018:1) explained self-acceptance as understanding and recognition of oneself, including knowledge of personal limits. Life span theories emphasise acceptance of oneself and past existence (Ryff & Singer, 1996:15). Conversely, when such a person does not accept who they are or even feel uncomfortable in their skin, these people believe that they are incapable of performing a task correctly and can exacerbate their feelings of failure by setting unrealistic goals.

2.5.3 Well-being models

Well-being is a well-researched topic that has multiple theories depending on the context and population under investigation. Three theoretical frameworks have been discerned to facilitate comprehension of the human perspective about PWB.

2.5.3.1   *PERMA model*

Seligman's PERMA model (2011) investigates well-being from various perspectives. Several scholars, such as Mayo, Velaz, Nieto and Sanchez (2019), Kovich, Simpson, Foli, Hass, and Phillips (2023), and Farmer and Cotter (2021), have used the model to measure and construct well-being in various environments. Seligman's PERMA model is depicted in Figure 2.12.
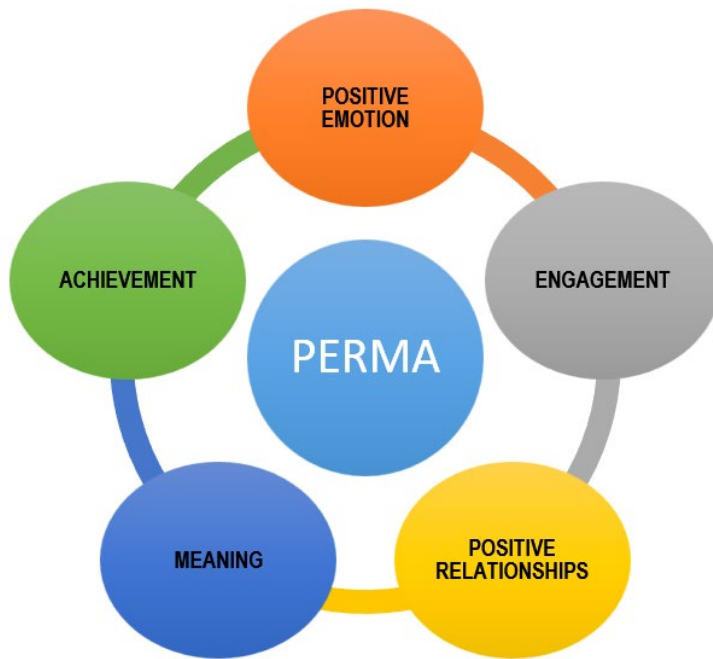
Figure 2.12: PERMA model

Source: Seligman, 2011

This model (PERMA) consists of five distinct elements, namely:

P - 'Positive emotion' presents good ideas, life contentment, and hopeful feelings to come (Seligman, 2011). Furthermore, Goh, Goh, Jeevanandam, Nyolczas, Kun, Watanabe, Noro, Wang, and Jiang (2022:639) indicates that positive emotions contribute to a multiplicity of ways to increase interpersonal relationships, such as boosting collaboration, trust, prosocial behaviour, accuracy in judging friendship networks, and likability.

E - 'engagement,' relates to concentration, interest, or immersion in an action (Kovich et al., 2023:3), also known as entering 'flow' in addition as proposed by Seligman (2011).

R - 'Relationships', as argued by Seligman (2011), are crucial to happiness. Furthermore, relationships involve closeness and connection with family, friends, or colleagues (Kovich et al., 2023:3).

M - 'meaning', which also encompasses doing anything of value while possessing an attitude of intent and direction, is essential to happiness because, as Seligman (2011)

notes, these individuals frequently have the potential to introduce something they perceive to be larger than themselves, such as their families, organisations, or religions; and

A - 'achievement,' relates to one's perception of their achievement and performance. (Goh et al., 2022:633). Pursued by those who establish personal objectives or seek external acknowledgement, such as acclaim or financial success.

After an empirical study conducted by Goodman et al. (2017), Seligman (2018:2) suggests elements that could evaluate the PERMA model. The author hypothesised that if people focused on each aspect in and of itself, rather than in service to others, they would be happier. Each element may be specified and measured independently from the others, and the sum of these measures can be used to determine how each element contributes to subjective well-being (SWB).

2.5.3.2 Hedonic and eudemonic models

The two competing philosophies of hedonism and eudaimonism are traceable to contrasting views on what constitutes humans and the conditions under which societies thrive (Ryan & Deci, 2001:143). Therefore, they stipulate various perspectives on the relationships between human development and societal dynamics and propose alternate approaches to preserving one's quality of life. In their work, Nicomachean Ethics, Aristotle is recognised as the first to elaborate on the hedonic-eudemonic distinction (Aydin et al., 2021). Figure 2.13 is a graphical representation of the two viewpoints on well-being.
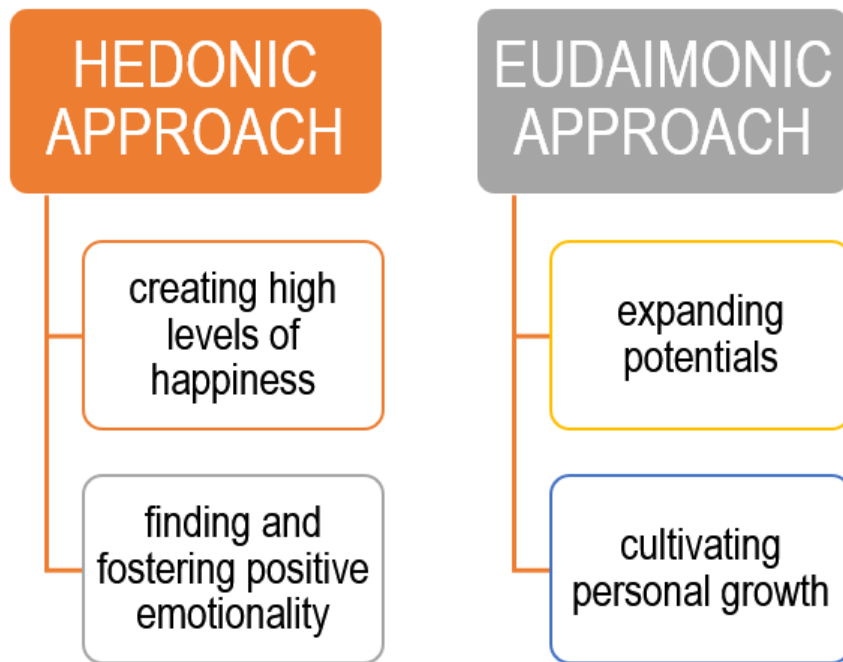
Figure 2.13: Hedonic and eudemonic approaches

Source: Authors' compilation

Psychologists have investigated happiness from a hedonic perspective by focusing on individuals' subjective appraisals of the positive and negative events occurring in their lives (Bartels, Peterson & Reina, 2019:2). It pertains to SWB, which consists of a cognitive element associated with the evaluation of life satisfaction and an emotive component defined by the predominance of happy feelings over adverse emotions.

Eudaimonia was regarded as "the highest of all goods achieved by human action" by Aristotle (1925). According to Ryan and Martela (2016:3), eudaimonia was used to characterise the ideal standard of living that everyone desired to attain, but there were a variety of conflicting interpretations of what it included. Eudemonic well-being is viewed as a fundamentally private experience that highlights the difficulties that adults face in their personal lives (Czerw, 2019:332).

2.5.3.3 Appreciated inquiry (AI) model

The basis for AI as a well-being model is focused on the assumption that the study of any human system should begin with an awareness of what already exists, an understanding of what could be done and what applies to the system in question, the

premise that the attainable should be tempting, and, ultimately, the research should be untaken in a collaborative way (Cooperrider, Whitney & Stavros, 2008). The AI model further breaks down the framework into four different phases (Cooperrider et al., 2008), as shown in Figure 2.14.
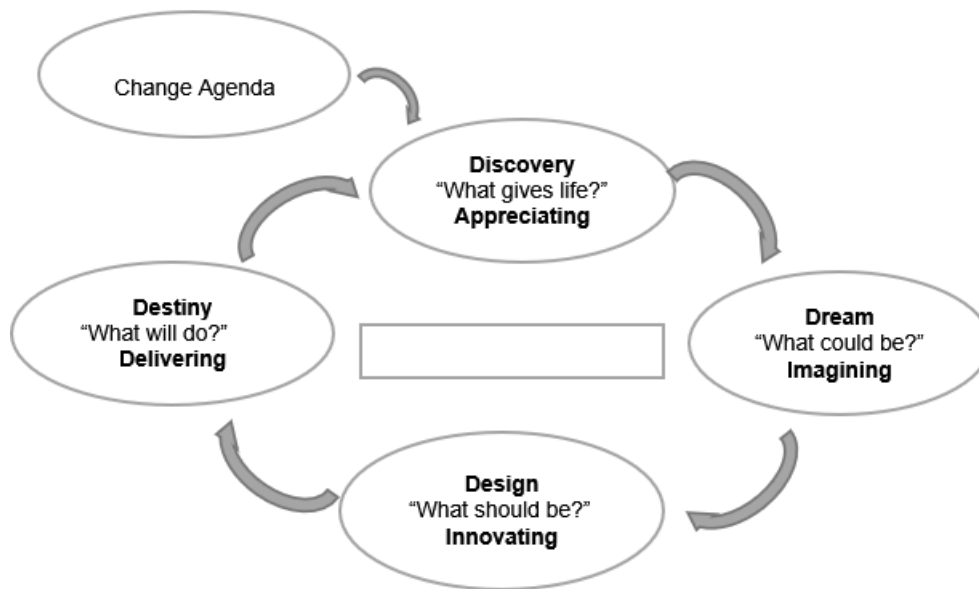
Figure 2.14: AI 4-D model and processes
Source: Whitney and Trosten-Bloom (2010:6)

- **Discovery -** According to Brooks (Haryanto, Rosyidah & Kardianawati, 2019:2), the discovery phase of the AI 4-D cycle involves probing managers about what drives their business and developing a common set of standards for recognising successful past practices. It is a process in which valuable data are gathered on the occasion that workers feel confident and alive in the organisation.

- **Dream -** This step is critical for encouraging everyone to speak up, breaking them out of their comfortable group affiliations, and recognising that they all want the same thing: a thriving community (Matthews, 2023:108). The dream phase would concentrate on imagination, for example, what would it now look like, sound like, feel like, and how all group members work together to make a difference daily.

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- **Design -** In the design phase, the tales of what works best in the team or organisation, as determined in the discovery phase, are combined with the imagination displayed in the dream phase, resulting in structures that help to go forward (Kletter, 2019:9). Innovation of the identified practical ideas to move into the future vision of the organisation.

- **Destiny-** The final stage of AI, according to Dal Corso, De Carlo, Carluccio, Piccirelli, Scarcella, Ghersetti, and Falco (2021:50), is what makes the ideal future attainable by identifying activities and behaviours to support the future and any mysteries it may hold. At this point, the organisation's preparedness to put the assessed changes is put into effect.

AI distinguishes itself from rival visioning and transformation models for organisations because it uses the best of the present as a basis for the future. First, AI encourages individuals to search inside and outside without revealing their strengths and victories, as opposed to the conventional technique of focusing on possible flaws and obstacles. This positive technique, according to Cooperrider et al. (2008), enhances performance by enhancing relationships and culture, defining a common goal, fostering new ideas, and encouraging individuals to take initiative together. Phrases such as "life-affirming," "strongly oriented," and "strength-building" are used to describe the positive orientation of AI (Whitney, Trosten-Bloom & Vianello, 2019:3).

2.6   CORRELATION BETWEEN MOTIVATION AND WELL-BEING

Some studies are seeking to comprehend the processes that initiate people's activities and the motivations behind their behaviour. Past research on motivation and well-being tends to suggest that what motivation and well-being are striving to achieve is the same. Furthermore, such concepts are structured to ensure that employees are fulfilled and happy and that organisations benefit from high efficiency and improved performance.

Motivation and well-being are regarded as a subset of work engagement, and people's behaviours are motivated by a need for growth (Deci, Olafsen & Ryan, 2017:26). Humans need to realise their potential to have an integrated self-concept. Likewise,

people are driven to experience new stimuli, to expand their abilities, and to express their talents to feel whole and to be true to who they are (Moore, 2020). People need more than external incentives, and this author furthermore adds that being intrinsically motivated and behaving autonomously is another important aspect of acting according to one's sense of self.

Understanding the connection between motivation and well-being is crucial if managers want to help their employees survive, flourish, and prosper. Moore (2020) says that positive psychological curiosity pertains to intrinsic motivation and its connection to well-being and self-awareness. The adoption of employee well-being in commercial and public sector companies is likely to result in a shift in the organisational environment, enabling the creation of new ways with the potential to enhance business results (Khrishantha, 2018:27).

Table 2.5 below summarises research studies about motivation, well-being, and a combination of both concepts. Surprisingly, most related articles and related research have focused on motivation as a construct. The table provides studies performed during the past 20 years. Only articles published worldwide in peer-reviewed journals as provided by a Google Scholar search were included, but book chapters were excluded.

Table 2.3: Research studies pertaining to motivation, well-being, and a combination of both

MOTIVATION PUBLICATIONS	AUTHOR AND DATE	WELL-BEING PUBLICATIONS	AUTHOR AND DATE	MOTIVATION AND WELL-BEING PUBLICATIONS	AUTHOR AND DATE
The role of police occupational culture on officers' job satisfaction and work motivation.	Demirkol, 2020	The daily digital practice as a form of self-care: Using photography for everyday well-being.	Brewster & Cox, 2019	Communal motivation and well-being in interpersonal relationships: An integrative review and meta-analysis	Le, Impett, Lemay, Muise, & Tskhay, 2018
Importance of motivation.	Juneja, 2020	Promising practices for health and well-being at work.	Whitmore, Stewart, Pollard, van Belle, Yang & van Stolk, 2019	Employee well-being-effectiveness on motivation and organisational performance	Krishantha, 2018
Social support and career motivation in public service.	Mustapa, Noor, & Mutalib, 2019	The impact of health-oriented leadership on police officers' physical health, burnout, depression and well-being.	Santa Maria, Wolter, Gusy, Kleiber & Renneberg, 2019	Relationship of academic intrinsic motivation and PWB among students	Bhat & Naik, 2016
Enhancing motivation and job satisfaction of police officers: A	Demirkol & Nalla, 2018	Well-being concepts and components.	Tov, 2018	Psychological needs, motivation, and well-being: A	Milyavskaya & Koestner, 2011

MOTIVATION PUBLICATIONS	AUTHOR AND DATE	WELL-BEING PUBLICATIONS	AUTHOR AND DATE	MOTIVATION AND WELL-BEING PUBLICATIONS	AUTHOR AND DATE
test of high-performance cycle theory.				test of SDT across multiple domains	
Theories of motivation and their application in organisations: A risk analysis.	Badubi, 2017	How to foster the well-being of police officers: The role of the employee performance management system.	Van Thielen, Bauwens, Audenaert, Van Waeyenberg & Decramer, 2018	Autonomy support and need satisfaction in the motivation and well-being of gymnasts	Gagne, 2010
Employee motivation and productivity: A review of literature and implication for management practice.	Bawa, 2017	Measuring well-being: A comparison of SWB and PERMA.	Goodman, Disabato, Kashdan & Kauffman, 2017	Work motivation, organisational identification, and well-being in call centre work	Wegge, Van Dick, Fisher, Wecking & Molzen, 2007
Testing Herzberg's Two-Factor Theory of Motivation in the public sector: Is it applicable to Public Managers?	Hur, 2017	Human resource management and employee well-being:	Guest, 2017	The differential effects of intrinsic and identified motivation on well-being and performance: Prospective, experimental, and implicit	Burton, Lydon, D'Alessandro & Koestner, 2006

MOTIVATION PUBLICATIONS	AUTHOR AND DATE	WELL-BEING PUBLICATIONS	AUTHOR AND DATE	MOTIVATION AND WELL-BEING PUBLICATIONS	AUTHOR AND DATE
		towards a new analytic framework.		approaches to self-determination theory	
Police personnel affective profiles: Differences in perceptions of the work climate and motivation.	Arntén, Abd Algafoor, Al Nima, Schütz, Archer & Garcia, 2016	Evaluating a well-being intervention in two settings.	Keeman, Malinen, Naswall & Kuntz, 2017	Need satisfaction, motivation, and well-being in the work organisations of a former Eastern bloc country: a cross-cultural study of self-determination	Deci, Ryan, Gagne, Leone, Usunov & Kornazheva, 2001
Understanding employee motivation through managerial communication using expectancy-valence theory.	Furlich, 2016	Exploring factors that affect the well-being of healthcare workers.	Tomo & De Simone, 2017	SDT and the facilitation of intrinsic motivation, social development, and well-being	Ryan & Deci, 2000
Comparative analysis of motivation theories.	Kispál-Vital, 2016	United for well-being: using appreciative inquiry to increase social cohesion and student well-being in	Litchfield, 2016		

MOTIVATION PUBLICATIONS	AUTHOR AND DATE	WELL-BEING PUBLICATIONS	AUTHOR AND DATE	MOTIVATION AND WELL-BEING PUBLICATIONS	AUTHOR AND DATE
		an ethnically diverse rural school district.			
The effect of quick feedback on employee motivation and performance: A qualitative study on how to formulate effective feedback.	Marthouret & Sigvardsson, 2016	Enhancing the well-being of support services staff in higher education: The power of appreciation.	Van Straaten, du Plessis & van Tonder, 2016		
Motivation as a determinant of employees' productivity: A study of communication network support service limited.	Olatunji, Lawal, Badmus, & Tejideen, 2016	Different types of well-being? A cross-cultural examination of hedonic and eudaimonic well-being.	Disabato, Goodman, Jarden, Kashdan, & Short, 2016		
Motivation in the workplace to improve the employee performance.	Ganta, 2014	Intraindividual models of employee well-being: What	Lllies, Aw, Pluut, 2015		

MOTIVATION PUBLICATIONS	AUTHOR AND DATE	WELL-BEING PUBLICATIONS	AUTHOR AND DATE	MOTIVATION AND WELL-BEING PUBLICATIONS	AUTHOR AND DATE
		have we learned and where do we go from here?			
A review of B.F. Skinner's 'reinforcement theory of motivation'.	Gordan & Krishanan, 2014	Well-being at work a review of the literature.	Jeffrey, Mahony, Michaelson & Abdallah, 2014		
The importance of employee motivation to increase organisational performance.	Achim, Gragolea & Balan, 2013	Role of PWB and its impact on the motivational level of the employees in it sector.	Kaur, 2013		
The impact of monetary and non-monetary rewards on motivation among lower-level employees in selected retail shop.	Harunavamwe & Kanengoni, 2013	How does SWB evolve with age? A literature review.	Lopez-Ulloa, Moller & Sousa-Poza 2013		

MOTIVATION PUBLICATIONS	AUTHOR AND DATE	WELL-BEING PUBLICATIONS	AUTHOR AND DATE	MOTIVATION AND WELL-BEING PUBLICATIONS	AUTHOR AND DATE
Herzberg's two factors theory on work motivation: does its work for today's environment?	Yusof, Kian & Idris, 2013	Hedonic versus eudemonic conceptions of well-being: Evidence of differential associations with experienced well-being.	McMahan & Estes, 2011		
How motivation truly works: Towards an emoto-motivation paradigm.	Hunter, 2012	The evolving concept of SWB: The multifaceted nature of happiness.	Diener, Napa Scollon & Lucas, 2009		
Motivation by monetary rewards - A study about motivation and performance-based salary increase.	Karandish, 2011	Tightening the link between employee well-being at work and performance: A new dimension for HRM.	Baptiste, 2008		
Application of Frederick Herzberg's Two-Factor theory in assessing and	Dartey-Baah & Amoako, 2011	A model of work-related well-being for police	Rothmann & Jorgensen, 2007		

MOTIVATION PUBLICATIONS	AUTHOR AND DATE	WELL-BEING PUBLICATIONS	AUTHOR AND DATE	MOTIVATION AND WELL-BEING PUBLICATIONS	AUTHOR AND DATE
understanding employee motivation at work: a Ghanaian Perspective.		members in the Northwest Province.			
Employees motivation in organisations: An integrative literature review.	Devadaas, 2011	Work-related well-being in the South African Police Service.	Mostert & Rothmann, 2006		
The relationship between motivation and job.	Govender & Parumasur, 2010				
The importance of pay in employee motivation: discrepancies between what people say and what they do.	Rynes, Gerhart, & Minette, 2004				

Source: Author's compilation

Several aspects of HR, including motivation, employee engagement, and productivity in work satisfaction, are clearly linked to employees' well-being (Khrishantha, 2018:34).

2.7   CONCLUSION

Chapter 2 oriented readers about the landscape in which the study was conducted. Utilising this as a foundation, the researcher proceeded to present the chapter to inform readers of the constructs that will be covered as identified inside the study's title. The study's context was set by providing an outline of SAPS and its history and organisational structure. Additionally, the functions of ASS and typical job titles were assessed.

The origin and definitions of the word "motivation" were thoroughly explained. Thereafter, key motivational factors were discussed. The research also identified possible causes of employee demotivation and outlined the benefits of employee motivation for organisations. Motivational theories were identified, and an in-depth discussion explained each theory.

Moreover, the chapter focused on a discussion of employee well-being with definitions, theoretical concepts, and theories. The study focused on PWB as a variable, and its role in the workplace was justified. Several well-being models were identified and discussed, as well as their relevance to the aim of the study. Ultimately, the attention then moved to distinguishing from the literature whether a correlation existed between motivation and well-being. A summary of previous research that engaged on motivation, well-being, and the integration of the two concepts was tabulated by including scholarly articles published between 2000 and 2020 (20-year period).

The methodologies used are discussed in this chapter.
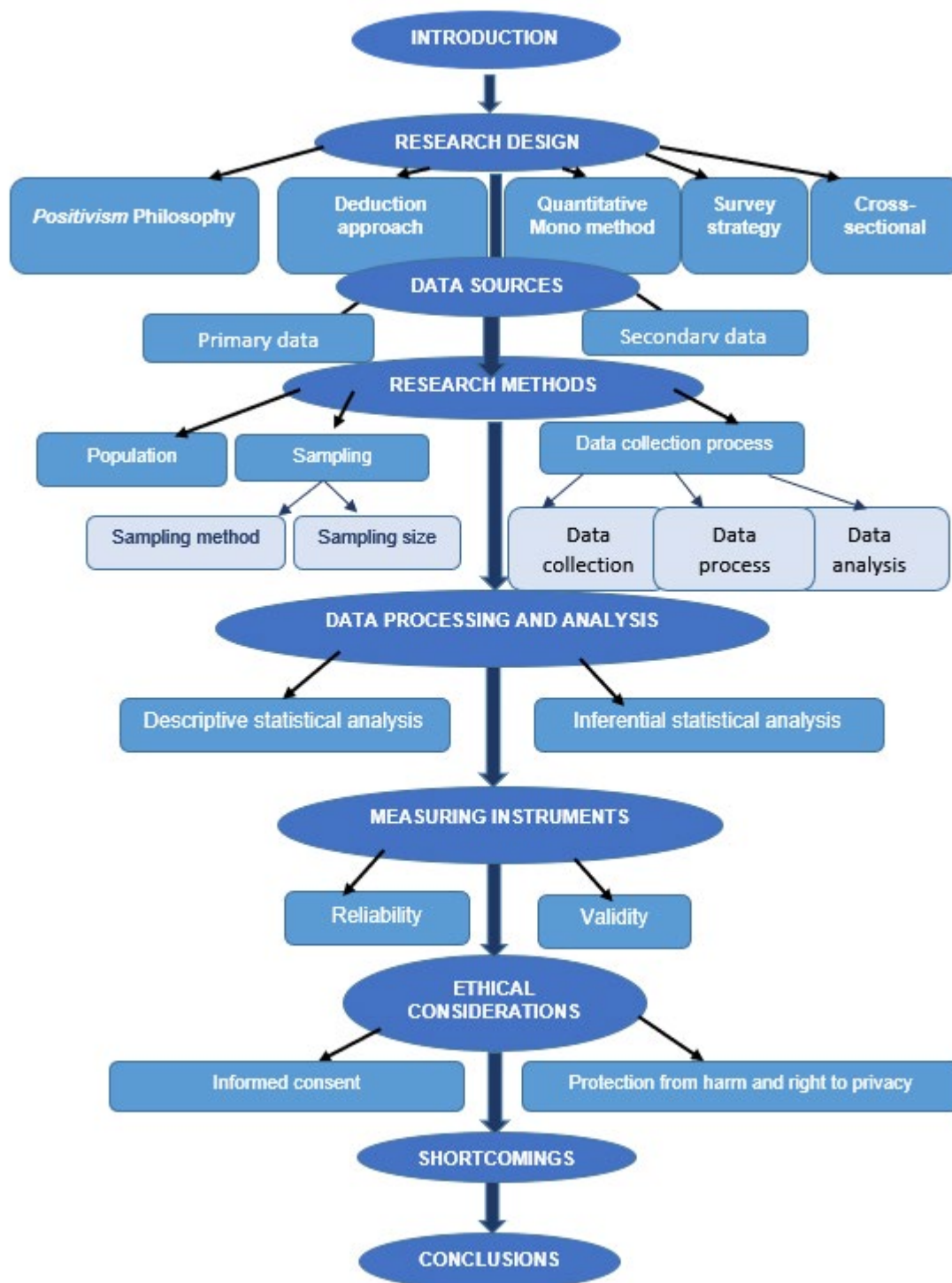
Figure 3.15: Mind map of chapter 3

CHAPTER 3: RESEARCH METHODOLOGY

3.1   INTRODUCTION

Chapter 2 provided an exhaustive analysis of the many factors involved in this investigation and focused on a literature review of motivation and well-being constructs. This chapter describes the research methodologies used for the study; it details and justifies the techniques utilised to gather and analyse the data. According to Bacon-Shone (2020:14), studies may use empirical evidence to address an issue (either by providing answers to questions or providing support for hypotheses).

Mishra and Alok (2019:1) argue that it holds significance to distinctly describe the disparities between research methodology and research methods; even though academics often use them interchangeably, there is a difference between these terminologies. Research methodology comprises a set of established processes for conducting studies. The various means by which a researcher conducts his or her studies are together referred to as "research methods" (Mishra & Alok, 2019:1).

In this chapter, the research objectives were achieved through the employed methods (Table 3.3). Three questions are necessary when performing scientific research: the motivation behind the study (why), the objectives of the study (what), and the methodology used in carrying out the investigation (how) (Zina,2021:5). The scope and objective of the research are discussed in Chapters 1 and 2, respectively, which aim to examine whether motivational factors contribute to the PWB of the ASS.

The validity and reliability of the research were ascertained through the measures performed. All applicable ethical guidelines were followed. An extensive description of the approaches employed to conduct the study is presented. Table 3.1 below details the problem statement and research goals developed for the research.

Table 3.1: Research problem and objectives

Research problem	
There is limited research available regarding motivation factors and well-being of ASS employees in SAPS.	
Research question	
How motivated are ASS employed at SAPS and how does this affect their well-being?	
Research objectives	
Primary objective	**Secondary objectives**
To investigate the relationship between motivating factors and well-being (PWB) of ASS in SAPS.	• To measure levels of agreement regarding motivational factors in the workplace amongst SAPS ASS. • To measure motivation levels amongst members of SAPS ASS. • To measure the PWB of ASS in SAPS. • To establish whether there is a statistical difference in the level of agreement between selected independent ASS on motivational factors in the workplace (self-reported) and PWB. • To determine whether there is a statistical correlation between levels of agreement regarding intrinsic and extrinsic motivational factors and PWB, as well as between motivation levels and PWB.

Source: Authors' compilation

The methodology, data processing, data analysis, measuring instruments, ethical considerations, and conclusions follow the discussion about the study design presented below.

3.2   RESEARCH DESIGN

In the study strategy, attention is given both to the final product and the processes involved in reaching the aims of the research study (Fouche & Roestenburg, 2021:157). In addition to the preceding description, Sileyew (2019:28) offers a similar definition of research design as a research framework, an adhesive that binds a research project's components together, and a comprehensive blueprint outlining

strategies with processes for gathering and analysing the data. This may be thought of as a blueprint for the investigation that will be undertaken.

According to Melnikovas (2018:33), the research rationale is carried out by the study design through clarification of the core philosophy; the variety of procedures, approaches, and strategies; and the determination of timeframes. The research design for the study is shown below (Figure 3.2).

RESEARCH PHILOSOPHY
Positivism

RESEARCH APPROACH
Deductive

METHODOLOGICAL CHOICE
Quantitative Research

RESEARCH STRATEGY
Survey

TIME HORIZON
Cross-sectional

Figure 2.2: Research design for the study
Source: Authors' compilation

3.2.1 Research philosophies

Research philosophies provide the principles and values that govern the design, data collection, and analysis of research (Ryan, 2018:2). The study of epistemology attempts to address the following question: "What constitutes genuine knowledge in a certain field?" (Hirschsohn & Faasen 2021:3). Positivism and interpretivism are two philosophical perspectives that better characterise epistemology (Boru, 2018:6). According to the interpretivist view, reality is complex and ever-changing (Alharahsheh & Pius, 2020:41). Positivist philosophy is characterised by a disconnected approach

to research that systematically examines the causes of any social phenomena (Park, Konge & Artino, 2020:690).

The positivist paradigm is relevant for this research since it sought to identify, quantify, and assess motivating factors that contribute to and logically explain employee PWB. One of the main objectives of positivist research is to produce causal or explanatory linkages that, in turn, enable the prediction and management of the phenomenon under study (Park, Konge & Artino 2020:690). The positivist philosophical paradigm was used because it aided in quickly and objectively gathering data from a substantial sample.

3.2.2 Research approach

The two primary research approaches encompass deductive and inductive (bottom-up) reasoning. As per Mendis et al. (2023), the latter approach commences with gathering data to investigate a phenomenon and facilitate the development of a hypothesis. According to Woiceshyn and Daellenbach (2018:5), deduction reasoning involves moving from the broad to the specific, for instance, when one starts with a theory and then derives hypotheses or goals from it, tests those hypotheses, and subsequently adjusts a concept based on the outcomes. Deductive reasoning presumes that logical inferences will always be correct whenever their conclusions are correct (Saunders, 2019:145). A deductive approach is followed when conducting a quantitative approach, which is followed in this study.

The goals of the investigation were developed from the thirteen discussed motivational factors that may affect the ASS's PWB, proposing a deductive strategy.

3.2.3 Methodological choice

There are a few different ways to approach research, namely, mono-, mixed-, or multi-method. Mono (single) methods, as noted by Saunders et al.(2019). may be either qualitative or quantitative. When conducting a study, researchers who use mixed methods seek to address the constraints of employing one research strategy by making use of both quantitative and qualitative approaches (Melnikovas, 2018:39). However, Delport and Fouche (2020: 439) argue that the use of many methodologies (multiple methods) can be overwhelming and confusing.

This research study is quantitative; hence, a single technique of quantitative selection was used. According to Zina (2021:9), quantitative research is a method of study that heavily relies on quantified data and is frequently associated with a set of realism, empiricism, and positivist presumptions. Quantitative data are used and examined using advanced statistical methodologies to address interrogative inquiries, such as what, when, where, how, and who. In addition, statistical data may be used as a time- and resource-saving tool, which is a positive aspect of this research study's approach; however, it may be challenging to acquire a thorough knowledge of the occurrence of COVID-19 in its natural surroundings owing to researcher distance from respondents.

3.2.4 Research strategy

To tackle the predetermined research inquiry and realise the established goals of the study, the researcher might choose one of seven possible research methodologies.

3.4.4.1   Experiment

It is an examination in which a hypothesis is carefully investigated using either basic or complicated experiments, as well as exploratory and explanatory research, to determine the 'how' and 'why' questions (Abdelhakim, 2021:104).

3.4.4.2   Case study

Case studies, as defined by Fabregues and Fetters (2019:1), include a close and methodical assessment of a timely event in a practical, outside environment. The use of case studies is common in qualitative research (Rashid, Rashid, Warraich, Sabir & Waseem, 2019:1).

3.4.4.3   Action research

As a methodology that bridged the gap between academic research and real-world applications, action research emerged in response to the growing need for more pertinent and useful knowledge in the social sciences (Tindowen, guzman & Macanang, 2019:1788).

3.4.4.4   Grounded theory

Grounded theory was described by Glaser and Strauss (1967) as the theory developed from evidence that is methodically collected and examined in social science research. Canlas and Karpudewan (2020:5) describe it as an inductive approach that offers methodical instructions for obtaining, combining, analysing, and conceptualising qualitative data to develop theories.

3.4.4.5   Ethnography

Methods from the field of ethnography are used to study the manners in which delegates of a particular cultural group interact with one another and their environment throughout time (Creswell, 2018:474). The use of ethnography is prevalent in qualitative approaches.

3.4.4.6   Archival research

Mills and Mills (2018:3) classify archival practices as either modernist or postmodernist, with the former viewing archives as a complex set of practices underlying the selection and ordering of archive materials and the latter viewing archives as a collection of objects and documents typically associated with a physical location.

3.4.4.7   Survey

To help find and examine factors and comparisons of interest, survey research is a helpful and valid technique, for this study. Gitomer and Crouse (2019:27) define a survey as "self-reporting interventions aimed to ascertain knowledge, attitudes, beliefs, and behaviours." A survey is a question-based data collection technique (Mendis, Thayaparan & Kaluarachchi, 2023:587). Information is gathered from a group of people through their responses to a survey.

Descriptive research is defined as a strategy for gathering as precise an explanation of an observed phenomenon as possible (Atmowardoyo, 2018:198). The data were obtained by the researcher, and conclusions regarding the ASS population were drawn with the help of survey research. There are several research approaches, but surveys are considered the most trustworthy and time efficient (Mutepfa & Tapera,

2018:2). Regarding the mode effect, suggests that respondents' answers to identical survey questions may vary depending on the mode used to administer the survey. This study used a survey methodology.

3.2.5 Time horizon

The limitation across which the study is conducted, its temporal design, might be longitudinal or cross-sectional (Saunders, 2019:124). Studies that follow participants for several years (or even decades), as described by Mendis, Thayaparan and Kaluarachchi (2023:588), often fall under the category of "longitudinal research," which makes use of repeated or ongoing treatments.

However, cross-sectional research design is non-experimental since control over the independent variable is not exercised by the researcher. This may be done for ethical or theoretical reasons (for example, age, gender, ethnicity, etc.). The cross-sectional studies used an observational design, as described by Setia (2018:1). Thus, a cross-sectional design was selected because of its cost and speed of implementation (no follow-up failure is required), and the data were gathered at a certain moment in time.

3.2.5.1   Pilot testing

To upgrade the usability and the survey quality, pilot testing was first carried out (with a questionnaire adopted from van Zyl, 2011:119 and a measuring tool by Ryff, 2014). A random selection of ten individuals was made to participate in the pilot study. Pilot testing acts as an essential step in preventing issues with the main research. The use of a smaller sample size of subjects allows us to evaluate the data collection and observation procedures.

Respondents were requested to provide their viewpoints regarding the questions concerning the questionnaire. In addition, the piloting respondents were asked to highlight any unclear language in the questions so that the questions could be redesigned based on the participants' observations and suggestions. After receiving useful criticism from piloting, the questionnaire was adjusted. Section A was redesigned to look more appealing and to be a one-pager. Sections B, C, D, and E

had minor wording changes, especially because the questionnaire was constructed from pre-existing questionnaires that were altered to accommodate the objectives of this investigation. The questionnaire guide is attached to Annexure C.

3.3 DATA SOURCES

Both primary and secondary sources, which are the two varieties of sourcing data, were applied to conduct the research.

3.3.1 Primary data

As defined by Mendis et al. (2023:588), this term refers to first-hand information gathered by the researcher and is not modified or updated. Primary data have better validity than secondary data since they are more dependable, genuine, and objective. Primary information was collected from ASS at each of the twelve SAPS Tshwane police stations identified in Chapter 1 (Section 1.9.2). Methods for gathering primary data are discussed in more depth later in this chapter.

3.3.2 Secondary data

It refers to prior information that has been created (Mendis et al., 2023). The secondary data informed the researcher about what had been researched or observed in the field of study to be investigated. Sileyew (2019:29) distinguishes between internal and external secondary data, explaining that the former comes from inside the organisation, while the latter is gathered from outside it. Chapter 2, the literature review, presents the secondary data employed in the studies to discuss the various constructs of this research study. The study relied on secondary sources for information such as scholarly periodicals, books, online databases, websites, papers presented at conferences, dissertations, and theses, both published and unpublished.

3.4 RESEARCH METHODS

Research methods, as previously defined, include all forms, processes, and strategies used in the gathering of information. The research methodology employed is explored in further depth in the following sections.

3.4.1 Population

It refers to the total of all possible entities from whom researchers might choose a "sample" for analysis (Pandey et al. 2021:40). Tshwane SAPS ASS was the focus of this study. There are thirty-six police stations in the Tshwane clusters according to SAPS official documentation (Joubert, 2020).

All ASS in SAPS from Tshwane's four clusters were considered in the inclusion criteria. Second, non-ranked ASS that work full-time and are employed under the PSA of 1994 (Act No. 103 of 1999). These included typists, data capturers, clerks, filling clerks, receptionists, junior secretaries, office assistants, secretaries, administrative assistants, senior secretaries, office managers, administrative officers, executive secretaries, and personal assistants, depending on the job titles stipulated and referred to by SAPS.

ASS with less than one year of experience in SAPS, hired under the Police Act (SAPS Act, no: 68 of 1995), and ASS managers and supervisors were not eligible to participate and were thus excluded. The researcher thought that the abovementioned excluded group may have been skewed for several reasons and hence could not have met the intended objective. Those who have been with ASS SAPS for less than a year may also lack relevant familiarity with the organisation's operations. ASS employed under the Police Act (SAPS Act, no: 68 of 1995) may have hampered the outcome because their benefits differ from those employed under the PSA (PSA No; 103 of 1994). Because the focus is on subordinates, managers and supervisors may have reacted unilaterally, jeopardising the study's conclusions.

3.4.2 Sampling

The subject of examination is the permanent ASS of SAPS. The sample consisted of individuals chosen from the research population (Bacon-Shone, 2020:37). Below is a comprehensive description of the sampling procedure and the selected group size.

3.4.3 Sampling method

The total population for the specified population and the sample taken represented the topic matter being studied. Total population sampling, as described by Crossman

(2020), occurs when a researcher decides to look at the entire population due to certain shared traits.

Random or probability sampling, as described by Pandey and Pandey (2021:47), ensures that every possible entity has equal potential for participation in the sample. In contrast, non-probability sampling deviates from these guidelines by including units with a probability that is either unknown or zero (Cornesse et al., 2020:6). As a result, non-probability does not depend on random sample selection as probability sampling does.

Non-probability or judgement-based sampling was utilised in the research. The non-probability sampling methods include the ones listed below.

3.4.3.1   Purposeful sampling

Purposeful sampling is often chosen based on the researchers' subjective evaluations or hunches about what constitutes a "representative" sample; occasionally, units are added until the researchers meet a predetermined criterion (Pandey et al., 2021:54).

3.4.3.2   Quota sampling

Quota sampling is effective when the researcher understands the research goal and has extensive knowledge about the population (Lamm & Lamm, 2019: 55). When the accuracy of the research outcome is not crucial, the quota sampling strategy is preferable (Rahman, 2023:50).

3.4.3.3   Snowball sampling

It is a procedure in which the first subject is recognised, followed by other respondents, and the process is repeated until the total sample is completed (Khan, 2020:2). Snowball sampling is entirely about networking (Rahman, 2023:49).

3.4.3.4   Convenience sampling

According to Khan (2020:2), employing the complete population would be ideal in any type of study, however this is sometimes not practical due to the population's confined size. The research study employed a convenience sampling method and a non-probability sampling strategy for the reasons mentioned earlier. While convenience

sampling is sometimes skewed, has the advantages of being low-cost, quick to collect, and convenient for individuals (Rahman, 2023:49). Thus, with convenience sampling, respondents were chosen because of willingness and accessibility to participate in the research. This, however, limits the sample's ability to be representative of the community at large, but it provides relevant data that may be applied to assess the research's hypotheses and objectives (Creswell, 2018:143).

3.4.3.5 *Census sampling*

A census examines everyone, entities, or units within a given population. The term for this is "full enumeration," which translates to "complete count." Units are selected according to their accessibility. Census sampling offers several advantages. First, it ensures a precise representation of the population by minimising sampling error (Lohr, 2021:19). Second, this approach increases the likelihood of obtaining detailed information regarding small subgroups within the population, which can serve as benchmarks for future research.

3.4.4 Sample size

A statistician was contacted to confirm that the parameters used in determining the sample size were adequate. The next stage, as pointed out by Majid (2018:5), is to determine the appropriate significance and power levels for the research.

The sample framework includes the four Tshwane clusters and selected police stations used for data collection. Furthermore, the total population represented the total ASS per police station; in proportion to the overall population, the sample size represented the number of responders per police station and the sampling method (convenience sampling technique) used for the entire study. A description of the Tshwane clusters with selected police stations is shown in Table 3.5.

Table 3.3: Sample framework

Tshwane cluster	Police station	Consented respondents	Sample size per cluster	Sample method
Tshwane Central	Brooklyn	03	21%	
	Lyttelton	09		
	Sunnyside	06		
Tshwane East	Eersterust	10	25%	
	Mamelodi	05		
	Mamelodi East	07		
Tshwane North	Ga-Rankuwa	14	20%	Convenience sampling
	Pretoria North	01		
	Soshanguve	02		
Tshwane West	Atteridgeville	16	34%	
	Pretoria Central	10		
	Wierdabrug	04		
4 clusters	**12 police stations**	**86**		

Source: Authors' compilation

The above table lists only the consented respondents who participated in each police station. It is time-consuming and expensive to recruit more respondents hence the

convenience sampling technique was used. Although, Creswell and Creswell (2018:251) suggest that larger samples are more likely to provide accurate conclusions. The researcher used the validated instrument for this study.

3.5   DATA COLLECTION PROCESS

Next, the researcher's data-gathering procedure is presented, including a discussion on the measuring tool, pilot testing, and distribution of the measuring tool. Furthermore, this section describes the technique of data gathering and the processes used for data examination. Quantitative data were used for the research study.

3.5.1 Collection of data method

The research used a structured questionnaire as its instrument instead of other widely used data-gathering techniques, such as questionnaires and surveys (quantitative) and interviews, focus group interviews, observations, case studies, and diaries.

3.5.1.1   Questionnaire

The questionnaire, as defined by Pandey et al. (2021:57), consists of questions and prompts constructed to obtain responses from the respondents. Authorisation was obtained by employing surveys developed by van Wyk (2011:119) for the first three sections and measuring the PWB scale Carol Ryff, as presented in Section D (refer to Annexure C). Similar questionnaires were adapted from Maake (2016).

Three open-ended questions were included, which, as Stockemer (2018:42) notes, allow for a broad variety of responses. Among the many closed-ended questions, Stockemer (2018:42) emphasised that "the open-ended questions may be utilised to motivate responders by providing them a chance to convey their ideas honestly and in their own words".

Biographical information in Section A of the questionnaire included respondents' race, gender, age, education, number of years spent in SAPS, job title, and employment position. The biographical information was utilised to assess the presence of

substantial variance among the driving factors between each question and to use the data for potential rehabilitative reasons.

Section B consisted of 26 motivational factors designed by van Wyk (2011). The two statements per factor were designed to elicit information from respondents regarding their level of agreement. The following 5-point Likert scale was used for Section B: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5=Strongly agree. One open-ended question was included, namely, "Is there anything else you would like to share about motivational factors in your working environment?". The open-ended question was deemed appropriate for the section and has assisted in considering the research study's stated aims.

In Section C, a set of 13 questions that aimed to assess the ASS's level of motivation was provided. A 5-point Likert scale was used. The following options were used: 1 = not at all motivated, 2 = slightly motivated, 3 = somewhat motivated, 4 = moderately motivated, and 5 = extremely motivated. An open-ended question, namely, "How do you feel about the fact that research studies are mostly directed at police officers?", was included. The inquiry at hand is related to Section C of the survey.

Section D, adapted from Ryff (2014), includes 42 well-being statements about how respondents feel about themselves, their lives, and their jobs according to their experience. The 6-point Likert scale was used as follows: 1 = Strongly disagree, 2 = Disagree somewhat, 3 = Disagree slightly, 4 = Agree slightly, 5 = Agree somewhat, and 6 = Strongly agree. The last open-ended question provided allowed respondents to comment on the following statement: "Is there anything else you would like to share about well-being in your working environment?".

The Ryff (2014) measuring instrument was employed to measure the PWB dimensions. A variety of articles have been published using this tool (Díaz, Stavraki, Blanco & Bajo, 2018). Section E includes three open-ended questions, as mentioned in the discussion of Sections B, C, and D above, as they pertain to the main sections of the questionnaire. Although this information was provided above, it is noteworthy that it was presented in Section E, which was dedicated to open-ended questions.

Self-administered questionnaires were used because the COVID-19 pandemic restrictions were eased. Based on the suggestions of the SAPS research component,

which included poor past experiences with online feedback, the technique of data gathering was chosen. The researcher ensured safety and adhered to all the restrictions. It is also worth mentioning that SAPS, as a public organisation, does not provide access to the Internet to all employees but rather makes use of an intranet to distribute important information to employees. This is the main motivation to make use of hard copies. The respondent had to complete the survey within the specified time frame and thereafter return it to a dedicated person from whom the researcher collected the completed questionnaires. Due to the low response rate, a request was made for follow-up to increase the response rate, especially for data analysis.

3.5.2 Data processing

The four main phases required for transforming raw data into a form that a computer can understand are outlined here, with reference to Lutabingwa and Auriacombe (2018:529).

3.5.2.1 Data capturing

The raw data were manually inputted into a spreadsheet in Excel due to the distribution of hardcopy surveys. The researcher verified that all necessary information was included in each completed questionnaire and discarded those that were incomplete. The researcher employed methods of double-checking questions related to some of the missed questions to fill in the blanks for those with few missing replies. Some questionnaires, however, had one or two open-ended items left blank, but they were nevertheless counted as valid.

3.5.2.2 Coding

According to Chun Tie, Birks, and Francis (2019:4), coding is an analytical method used to find concepts, similarities, and conceptual recurrences in data. Answers are coded by giving them numbers or other symbols to sort them into a small set of predetermined categories. The questionnaire is indicative of race and gender biographical data codes (refer to Annexure F).

3.5.2.3 Data entry

Data entry is the act of inputting information into a computer system. However, before starting the data input, the researcher decides how the data will be organised in the questionnaire format. A specialised data entry tool should limit the invalid response options check, indicate missing data, do automatic comparisons, and directly identify data that is inconsistently double entered, according to Paulsen, Harboe, and Dalen (2020:2). The data were entered into a spreadsheet in Excel manually and subsequently transferred to IBM SPSS version 27 for data analysis.

3.5.2.4 Cleaning

According to Costanzo (2023), data cleaning is a crucial step in ensuring that the researcher has high-quality data for analysis by enhancing the accuracy and quality of the data before data analysis. The researcher went through all the questionnaires and checked those that were incomplete or had obvious mistakes with the support of the statistician.

3.5.3 Data analysis

A series of interconnected steps are described, and conducted with the intention of summarising, and organising the information gathered to resolve research probes (Bhatia, 2018). The process of gathering data for statistical analysis is crucial. The following is an in-depth description of two common forms of statistical analysis used in quantitative studies:

3.5.3.1 Descriptive statistical analysis

As stated by Sharma (2019:3), descriptive statistics serve two purposes: (1) to highlight the potential link between variables in a dataset and (2) to provide basic information about variables. Mishra et al. (2019:67) define descriptive statistics as the type of information that is provided briefly to characterise the fundamental characteristics of the data in a study, such as the mean and standard deviation (SD).

3.5.3.2 Inferential statistical analysis

The purpose of inferential statistics, according to Van Elst (2019:42), is to assess the acceptability or probability of hypotheses derived from empirical data. The focus of inferential statistics is on inferences formed from the available data. Inferential statistics, as defined by Sharma (2019:4), involve drawing deductions regarding the entire population using data collected from a representative sample (an estimate). A sample is an observation, the estimated population is the inferred value without observations. Following consultation with a statistician, the findings were presented by the methods utilised to carry out inferential statistical analyses. In support of the last objective, correlation and mediation analyses will be undertaken to address the specific objectives, and as a result, hypotheses will be formed (refer to Chapter 4).

The correlations between Kendall's tau-B values were evaluated according to Table 3.4 below, with an emphasis on the correlation or degree of difference between the contrasted variables.

Table 3.4: Absolute size of correlation effect sizes - Kendall's tau-B values

Size of correlation	Interpretation
Less than + or - 0.10	Very weak
+ or -0.10 to 0.19	Weak
+ or - 0.20 to 0.29	Moderate
+ or - 0.30 or above	Strong τ_B (tau-B)

3.5.3.3   Conceptual research model

Figure 3.3 illustrates the conceptual research model incorporating the thirteen identified motivational factors represented by the independent variables (IV or X).

These factors were classified as intrinsic motivational factors (MF_Int) or extrinsic motivational factors (MF_Ext). The five PWB factors are then the dependent variables (DV or Y) presented as a single construct, namely, PWB, and motivation level (ML) serves as the mediator. As an additional technique to support the last secondary objective, hypotheses will be developed using mediation analysis.
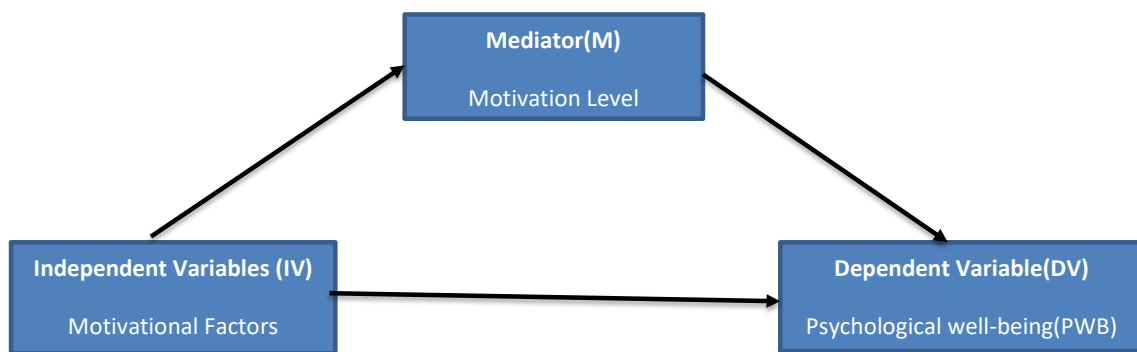
Figure 3.3: Conceptual research model

3.6   VALIDITY AND RELIABILITY

The significance of assessing the precision and consistency of scientific inquiry equipment is referred to as validity and reliability (Surucu &Maslakci, 2020:2696). For research to be effective, validity and reliability are the most fundamental aspects of measuring instrument evaluation. The following is a description of the evolution of the measuring instrument.

3.6.1 Validity

It is in what measure notion is exactly quantified, particularly in the context of quantitative studies (Surucu &Maslakci, 2020:2696). Thus, the most important factor to consider while creating and assessing tests is validity (Clark & Watson, 2019:4). Although an exhaustive examination of motivating variables has been undertaken, some studies show the impact motivational factors have on employees' PWB.

Common and helpful categorisation methods that seek to categorise the validity of the measures are outlined by Delport and Roestenburg (2021:173-174) as content, face, criterion, and construct validity. The study was first validated through content validity. By definition, a validity study that demonstrates the degree to which each item in the

measuring instrument fulfils its intended purpose can be used to determine the content validity of a measuring instrument (Surucu & Maslakci, 2020:2697). The validity of the content can be determined by expert judgement. A statistician evaluated the content validity of the questionnaire. All sections of the survey included relevant content guiding the attainment objectives of the research.

The external appearance or perceived value of a measurement method is what face validity attempts to capture (Roestenburg, 2021:202). Ahmed and Ishtiaq (2021:2403) explain that criterion validity is the association between a test result and another criterion of interest, examining how the scale distinguishes the person depending on the criterion that it is meant to predict. Therefore, conducting empirical testing of postulated relationships between theory-based constructs and their observable manifestations is a necessary step in determining the construct validity of a measure (Clark & Watson, 2019:4).

3.6.2 Reliability

According to Surucu and Maslakci (2020:2707) reliability in quantifying the following characterises research: the degree to which one can depend on a collection of results upon being the same or similar under varied conditions. In brief, reliability is concerned with the stability of a measure. The same results were obtained using different measuring systems, and the results were consistent for this study (refer to Chapter 4).

According to Ahmed et al. (2021:2404), equality, stability, and similarity are three characteristics of reliability that may be used to assess consistency. These attributes can be assessed using diverse methods contingent on the nature of the instrument. The prevalent types of data included test-retest data, internal coherence data, and scorer reliability data (Hussey & Drake, 2020:2). Homogeneity was evaluated through item-to-total correlation and split-half reliability measurements. To ensure the consistency of the research responses, the responses were divided into two halves. Split-half reliability, as described by Hussey and Drake (2020:3), compares half of the findings from a set of scaled items to the other half to gauge the extent of internal coherence.

The reliability of the responses was confirmed since established questionnaires were used to compile the final questionnaire; however, Cronbach's alpha is a metric that indicates the internal coherence of a group of items. Ryff's well-being questionnaire has the following reliability for each item: .83 for autonomy, .86 for environmental mastery, .85 for personal growth, .88 for positive relations with others, .88 for purpose in life, and .91 for self-acceptance (Ryff, 2014:10-88). A high PWB indicates that employees are emotionally stable and have a positive outlook on life. A low PWB indicates emotional distress or a negative outlook on life's challenges.

Test stability, as determined by test-retest reliability, is the test's consistency across multiple measurement sessions (Revelle & Condon, 2019:14). Equivalence concerns are assessed using interrater reliability. This section describes the measuring instrument and its development. Ethical considerations will be considered in the next part.

3.7   ETHICAL CONSIDERATIONS

This study assigned the researcher the duty to perform ethical research. Ethics constitutes the branch of philosophy concerned with human conduct and the rules or standards by which people should act toward one another and the environment (DePloy & Gitlin, 2019:23). Morality, or the study of ethics, explained by Abrar and Sidik (2019:186), is the study of what actions are good or bad. The adherence of a researcher to any ethical guidelines or ideals that were considered throughout the research is further discussed below.

3.7.1 Informed consent

The informed consent procedure served as an agreement between the researchers and the respondents. Respondents should know exactly what information will be gathered from them, the reason for its collection, and what (if any) consequences there may be (Fleming & Zegwaard, 2018:210). These authors further argue that not only must each respondent offer explicit, informed permission to engage in the study but also that they must fully understand their permissions to access data and capacity to discontinue any time.

The researcher provided respondents with an informed consent letter as well as a participation information letter. The letter briefly defines the research's objectives and incorporates the terms and prerequisites for study participation. Respondents had to provide their signature on an informed consent document as evidence that they had perused the conditions and comprehended what engaging in scientific study entails.

3.7.2 Protection from harm and right to privacy

Physical pain, damage to individuals' growth or self-esteem, mental anguish, and lost opportunities in the workplace are all forms of harm (Hirschsohn & Faasen, 2021). With either technique for data collection or the questionnaire design, no bodily or mental damage is anticipated to responders. Each respondent completed the questionnaire following COVID-19 standards. There were no cases reported to the researcher that jeopardised the respondent's health or emotional or psychological integrity; this matter could have been referred to the supervisor or the university's college research ethics committee (CRERC).

Although they are sometimes confused with one another, privacy and confidentiality are distinct but connected concepts. Strydom and Roestenburg (2021:124) describe privacy in the context of research that safeguards the right to privacy of respondents as "concerning persons." The respondents' identities were protected by replacing their names with pseudonyms to protect their anonymity; participation was entirely voluntary, and at any time, respondents had the option to discontinue their involvement in the research. The researcher has received authorisation (Annexure B) from SAPS Research Division to carry out the research. The Unisa Departmental Ethics Committee has granted ethical authorisation, and a clearance certificate has been issued (Annexure A). The research study is identified as a low-risk study, and details can be accessed from an ethical clearance certificate.

To ensure that study participants' privacy is protected, the researcher must possess admirable traits. These include honesty and decency. Data confidentiality refers to the care taken by researchers in collecting, storing, and disseminating study information so that the personal details of research participants are protected from unauthorised disclosure (University of Nevada, 2019). The survey was constructed so that it

guaranteed that respondents were anonymous to enhance the authenticity of the responses received.

Furthermore, the research's contents and findings were exclusively conveyed to the institution, and all related information was kept confidential. Hardcopy data were retained in a lockable filing cabinet. The researcher alone, statistician, and supervisor have access to computer-based records. Furthermore, to ensure the ethical use of secondary research or data, full citations, and references have been acknowledged for all the secondary sources. After the study is completed, the results should be preserved for another five years for audit purposes and as prescribed by the relevant policy. Encryption will be applied to digital data before its deletion from the computer's hard drive and memory stick after five years.

3.8   LIMITATIONS OF THE STUDY

To assist prospective researchers in preventing the same deficiencies, the limitations encountered are as follows:

- Biases of the responses: Respondents may not be conscious of the significance of how important the study is to the researcher and might not provide a true reflection of their response, perhaps by not wanting to display the negative aspects and respond positively for a variety of reasons.
- The researcher had to conduct follow-up interventions to increase the rate of reaction.
- The generalisability of the research or its conclusions is limited due to the exclusion of the whole population from RSA (geographic limitations).

Prospective researchers conducting similar studies should ensure that two or three methods of data collection are used to obtain additional findings. Furthermore, respondents were requested to provide truthful answers as much as possible.

3.9   CONCLUSION

The research methodology was outlined and justified as being suitable for the study. Piloting was performed to improve the relevance and the questionnaire quality for the primary data collection. Furthermore, it is crucial to verify the length of the

questionnaire responses. Thereafter, the data were processed and analysed through descriptive and inferential statistical analysis facilitated by a statistician using relevant statistical programmes. The validity and reliability of the collected data were assessed to ensure the accuracy and steadfastness of the data.

Ethical considerations were followed to protect not only the respondents but also the researcher and Unisa's reputation, integrity, and so forth. The researcher obtained all the necessary approval from SAPS as a gatekeeper with the respective police stations attached at the end of the dissertation (refer to Annexure A). The elaboration of outcomes in the next chapter describes how the study's collected data were analysed, interpreted, and presented.
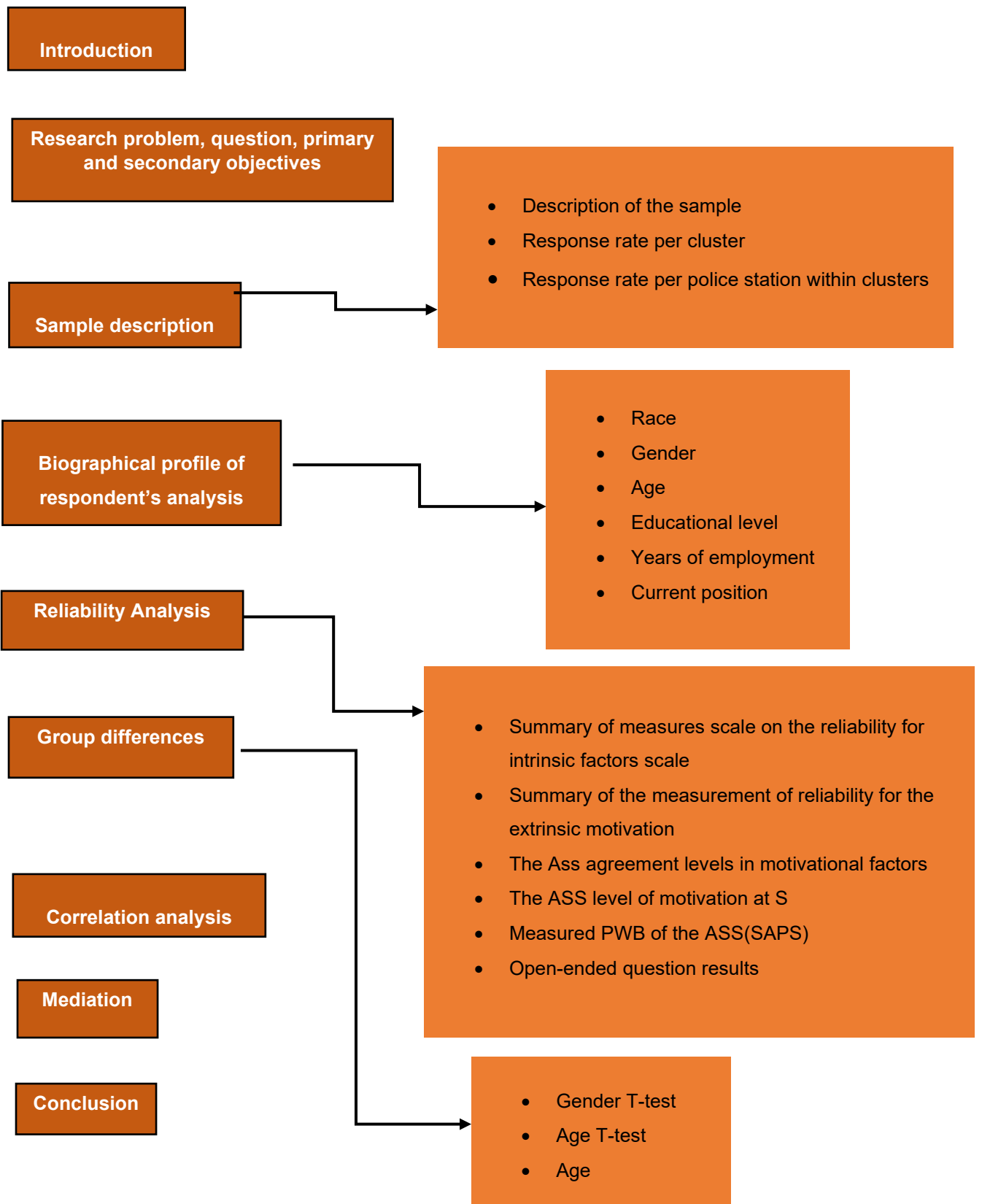
Figure 4.1: Mind map of chapter 4

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Chapter 3 delineated the research methodology employed in the research. The research approaches, designs, population and sampling, development of measuring instruments, analyses of the data, and ethical concerns were established. Chapter 4 describes the process of showcasing and elaborating on the data analysis. Two statistical analyses are thus performed to present the research findings, namely, descriptive, and inferential. The results will be shown in textual, tabular, and graphical formats. IBM SPSS version 27 was used for the data analysis.

The presented data are based on a self-administered questionnaire completed by 87 (n=87) respondents from 12 police stations in Gauteng. The analysis and interpretation included Section A, which contains biographical information. Section B consisted of motivational factors on how participants agreed/disagreed with the provided statements through a 5-point Likert scale. Section C consisted of motivational levels on a 6-point Likert scale. Section D consisted of 42 questions on well-being on a 6-point Likert scale, and Section E included three open-ended questions. The raw data were documented by the researcher. The data were examined by a statistician, who aided the researcher in answering the research questions, that are described in the upcoming discussion.

4.2 RESEARCH PROBLEM, QUESTIONS, PRIMARY AND SECONDARY OBJECTIVES OF THE STUDY

Table 4.1: Research problem and primary and secondary objectives

RESEARCH PROBLEM	
There is limited research available regarding motivation factors and well-being of ASS personnel in SAPS.	
RESEARCH MAIN QUESTION	
How motivated are ASS employed at SAPS and how does this affect their well-being?	
PRIMARY OBJECTIVE	
To investigate the relationship between motivating factors and the well-being of ASS personnel in SAPS.	
SECONDARY OBJECTIVES(SO)	**SECTION**
1. To measure levels of agreement regarding motivational factors in the workplace amongst SAPS ASS.	4.4.2.1
2. To measure MLs amongst members of SAPS ASS.	4..4.3.1
3. To measure the PWB of ASS in SAPS.	4.4.4.1
4. To establish whether there is a statistical difference in the level of agreement between selected independent ASS on motivational factors in the workplace(self-reported) and PWB.	4.5.1
5. To determine whether there is a statistical correlation between levels of agreement regarding motivational factors (intrinsic/extrinsic) and PWB, as well as between motivation levels and PWB.	4.5.3.1
6. To investigate the role of motivation level as a mediator in the statistical relationship between Motivating factors and PWB.	4.8

4.3 SAMPLE DESCRIPTION

The section described the sample, response rate per cluster and breakdown of the response rates per police station within the clusters.

4.3.1 Description of the sample

Tshwane SAPS is divided into four clusters. The researcher chose twelve police stations and distributed twenty questionnaires per police station, with extras provided as requested by certain police stations. Eighty-seven (n=87) respondents completed the questionnaire. Figure 4.2 provides information about the clusters and police stations involved in this study.
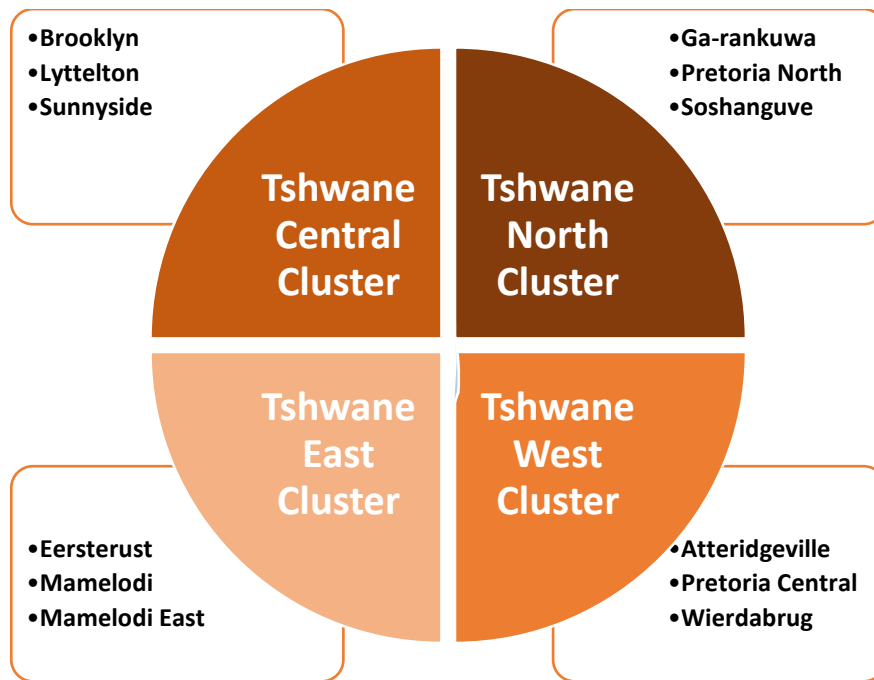
Figure 4.2: Different clusters with selected police stations

4.3.2 Response rate per cluster

The following represents the cumulative response rate per cluster: 18 (20.6%) respondents in Tshwane Central, 22 (25.2%) in Tshwane East, 17 (19.5%) in Tshwane North and 30 (34.4%) in Tshwane West. Figure 4.3 provides a breakdown of the response rate per cluster.

Interactions between the researcher and respondents were limited because of the constraints imposed by the pandemic of COVID-19 that affected the entire world, including SA. Because of the contagious character of the pandemic, some restrictions included the prohibition of travel and unnecessary contact. This could have been one of the reasons for the low participation rate. Furthermore, SAPS advised that printed questionnaires could be distributed because the employees, depending on the police station, had limited internet access but intranet.
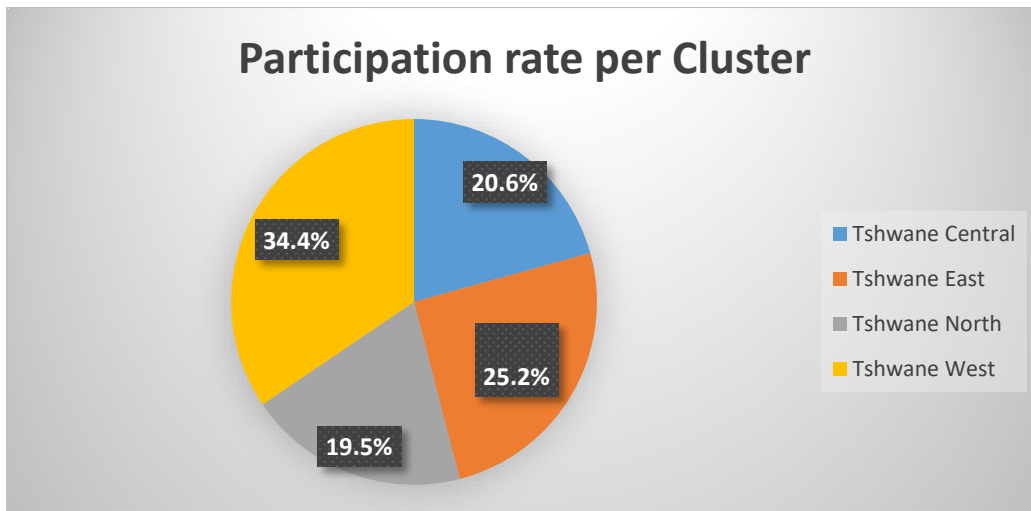
Figure 4.3: Participation rate per cluster

4.3.3 Response rate per police station within clusters

The police stations in each cluster are labelled with different colours. Red represents the Tshwane Central cluster, orange represents the Tshwane East cluster, green represents the Tshwane North cluster, and purple represents the Tshwane West cluster. Figure 4.4 below depicts a breakdown of the response rates per police station within each cluster in Tshwane, as outlined in Figure 4.3.
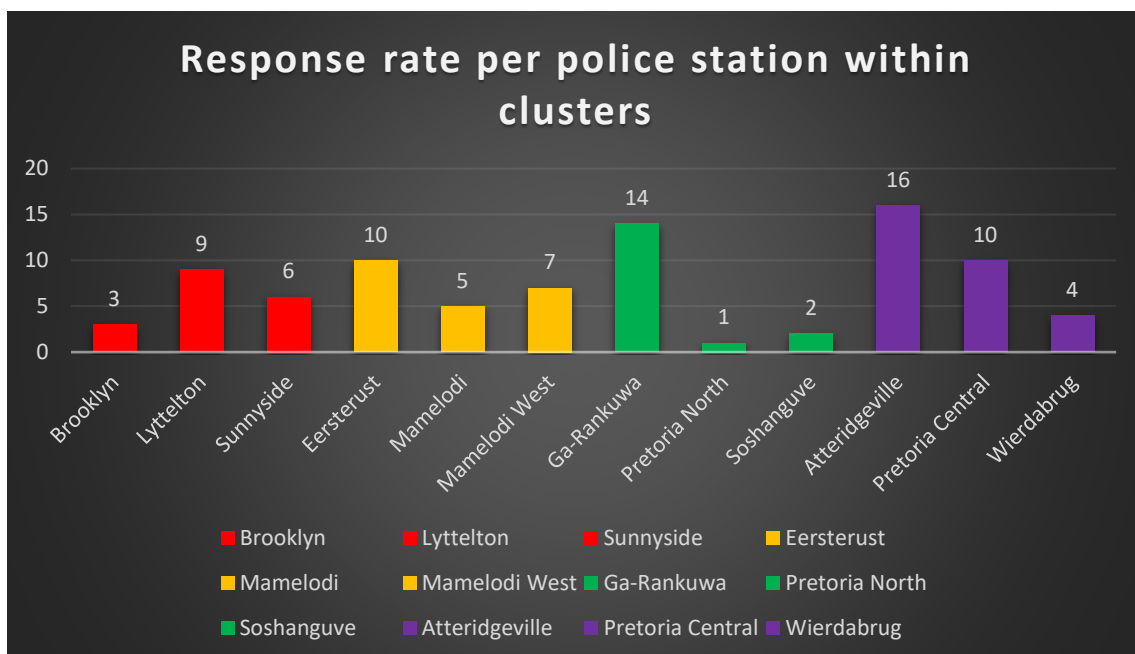
Figure 4.4: Response rates per police station within clusters

4.4   BIOGRAPHICAL PROFILE

Descriptive data analysis is commonly used in quantitative studies. Descriptive statistics focuses on describing the contents of the sample; it aids in understanding the details of the sample. Descriptive data are presented as frequencies and percentages in either tables or graphs. Descriptive statistics are used to communicate as much information as possible in the simplest way possible (Mishra, Singh, Sahu & Keshri, 2019:67).

The biographical information of the sample is critical for understanding long-term trends. In Section A, the biographical data were used to outline a more precise picture of the group of respondents included in the study. The use of biographical information made it possible for the present research to determine who the sample was. The profiles of the research respondents gathered from biographical data are used to understand the composition and representativeness of the sample. A summary of the biographical information from Section A is shown in Table 4.2.

Table 4.2: Biographical information summary response

VARIABLE		FREQUENCY	PERCENTAGE %
1. Race	Asian	1	1.1%
	Black	63	72.4%
	Coloured	6	6.9%
	White	17	19.5%
	Total	**87**	**100.0%**
2. Gender	Female	54	62.1%
	Male	31	35.6%
	Other	2	2.3%
	Total	**87**	**100.0%**
3. Age (Grouped)	29-39	28	32.2%
	40-49	34	39.1%
	50-59	24	27.6%
	Total	**86**	**98.9%**
	Missing	1	1.1%
Total		**87**	**100.0%**
4. **Educational level**	Grade 8-11	8	9.2%
	Grade 12/Matric	49	56.3%
	Higher certificate	2	2.3%
	Diploma	12	13.8%
	Degree/B-Tech	8	9.2%
	Honours degree	1	1.1%
	Master's degree	1	1.1%
	Other	1	1.1%
	Total	**82**	**94.3%**
	Missing	5	5.7%

VARIABLE		FREQUENCY	PERCENTAGE %
Total		**87**	**100.0%**
5. Years of employment (Grouped)	1-11	16	18.4%
	12-23	53	60.9%
	24-34	15	17.2%
	Total	**84**	**96.6%**
	Missing	3	3.4%
Total		**87**	**100.0%**
6. Current position	Groundman	1	1.1%
	Cleaner	5	5.7%
	Data Typist	3	3.4%
	Secretary	5	5.7%
	Administrative Clerk	18	20.7%
	Administrative Officer	23	26.4%
	Communication Officer	1	1.1%
	Provision Administrative Clerk	6	6.9%
	Senior Accounts Clerk	4	4.6%
	Senior Personnel Officer	1	1.1%
	Chief Admin	2	2.3%
	Personnel Officer	6	6.9%
	Registry Clerk	1	1.1%
	Accounting personnel	2	2.3%
	Financial Clerk	1	1.1%
	Investigator	1	1.1%
	Senior Personnel Practitioner	1	1.1%
	Total	**81**	**93.1%**
	Missing	6	6.9%
Total (n=87)		**87**	**100.0%**

4.4.1 Race

Figure 4.5 depicts the various race/ethnic groups of SAPS respondents (ASS).
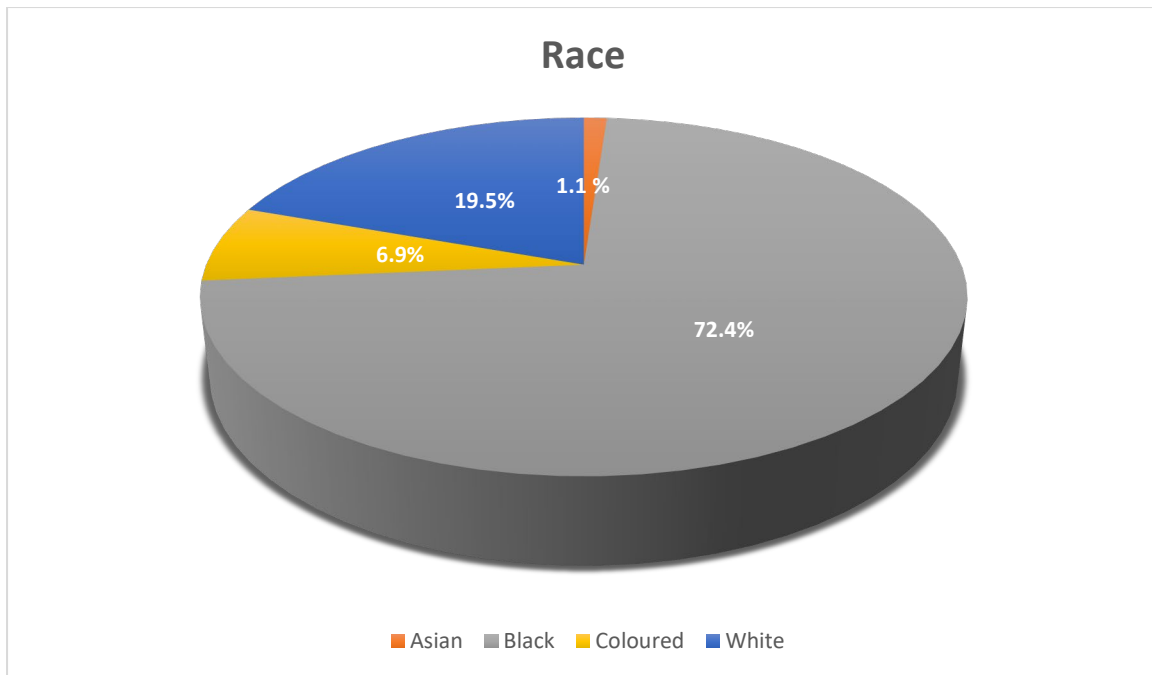
Figure 4.5: Race

The findings from Table 4.2 indicate that a significant majority of the respondents were 63 (72.4%) blacks (Africans). The second highest group included white individuals (17 [19.5%]; Asian individuals, 1 [1.1%]; and coloured individuals, 6 [6.9%].

4.4.2   Gender

Figure 4.6 summarises the gender groups that were included in this research (refer to Table 4.2).
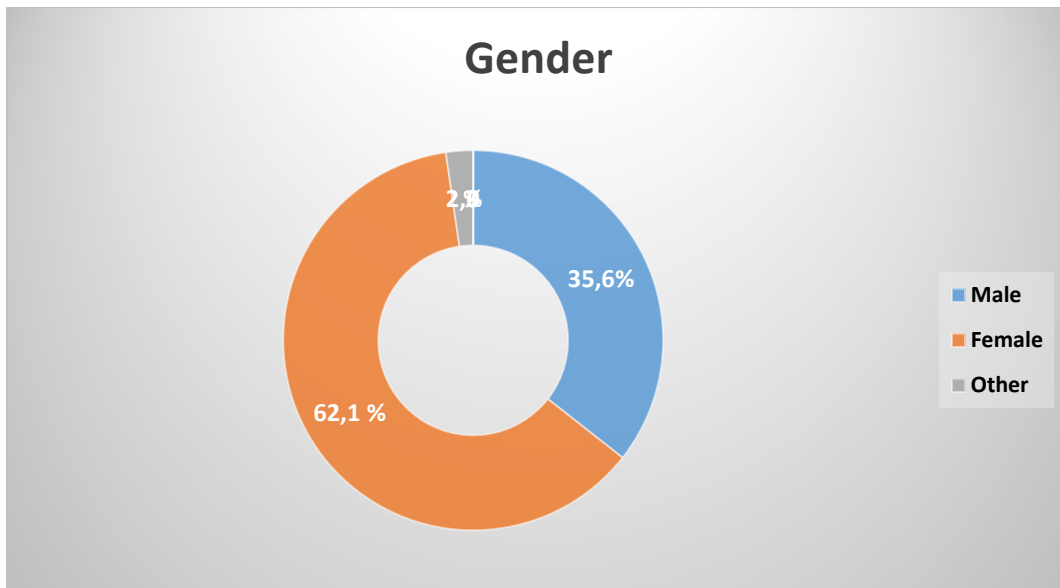
Figure 4.6: Gender

The results show that 54 respondents (62.1%) were females, followed by 31 males (35.6%). Those selected the 'Other' were two (2.3%), an option to be selected of any gender who are neither male nor female or unwilling to disclose their gender.

4.4.3   Age

The exact age of the respondents was requested rather than age intervals. A decision was made in consultation with the statistician to use intervals to group the responses to determine inferential statistics based on the responses received. The intention behind this question was to ascertain the age range in which the workforce participated. The quantity of responses from the age-related questions is depicted in Figure 4.7.
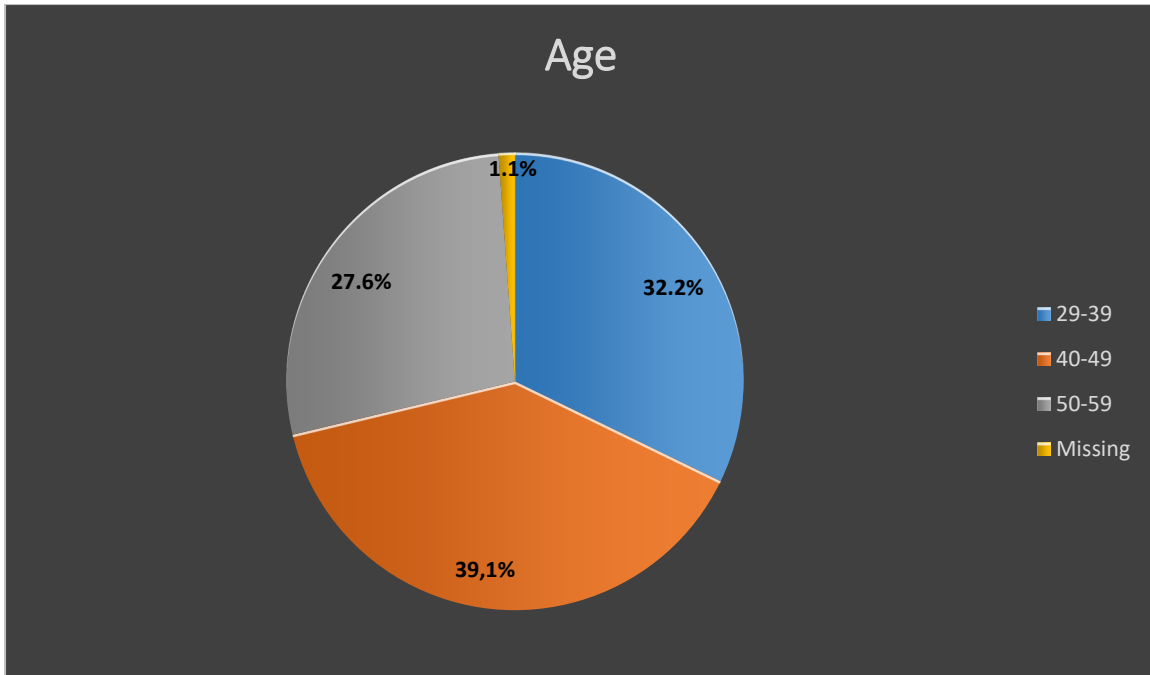
Figure 4.7: Age groups

The responses were grouped into three age brackets, namely, 29-39, 40-49, and 50-59 years. The highest number of respondents in the group was 40–49 (34 [39.1%]). The youngest age group ranged from 29–39 years (28 [32.2%]). Finally, the 50-59 age group had the lowest number of responses (24 [27.6%]). The missing value is 1 (1.1%), which resulted in n=86 rather than n=87 and could have a detrimental influence on the data findings.

4.4.4 Educational level

Figure 4.8 shows the education level of SAPS ASS respondents.
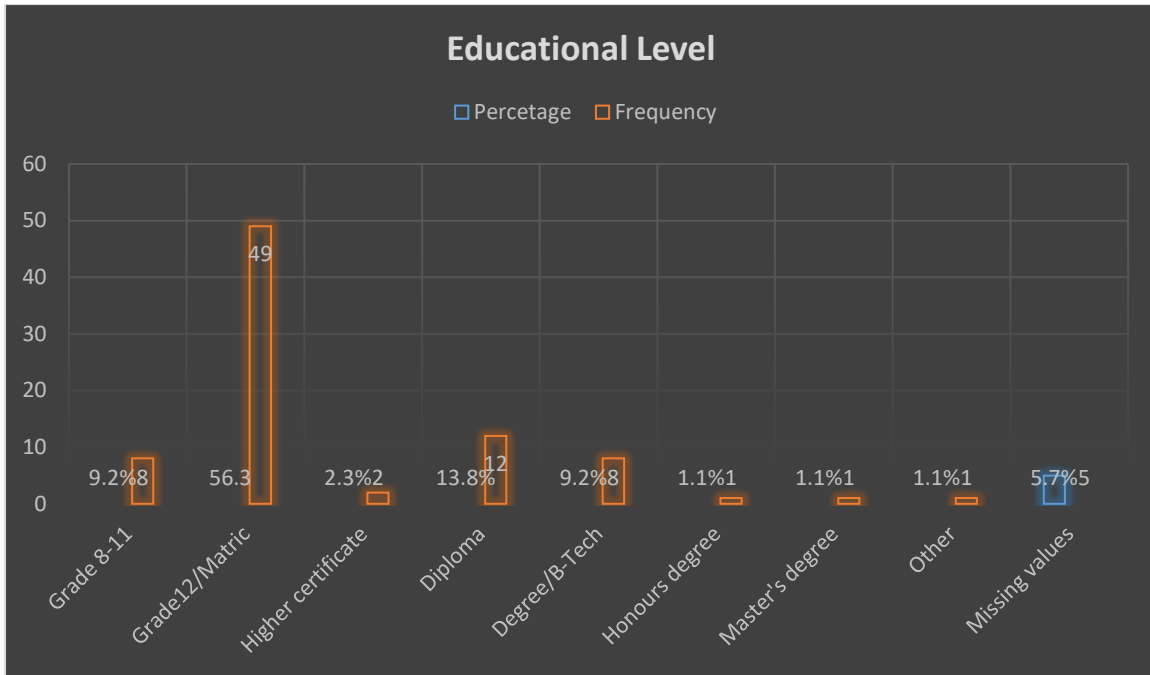
Figure 4.8: Educational level of the respondents

The largest proportion of respondents were in Grade 12 (49, 56.3%); Diploma 12 (13.8%), and 8 (9.0%) were in Grade 8-11 and Grade/B-tech, respectively. A missing value of 5 (5.7%) represents those who did not indicate their highest educational level; a higher certificate, 2 (2.3%); and one (1.1%) respondent possessing an honours degree, a master's degree, or other qualifications, respectively.

4.4.5 Years of employment

The exact number of years worked for SAPS was requested from the respondents. After receiving all the questionnaires, the statistician classified the years of service at SAPS into three categories, namely, 1-11, 12-23, and 24-34 years of service, for statistical analysis as well as for reporting purposes. Figure 4.9 reports the years of employment of respondents at SAPS.
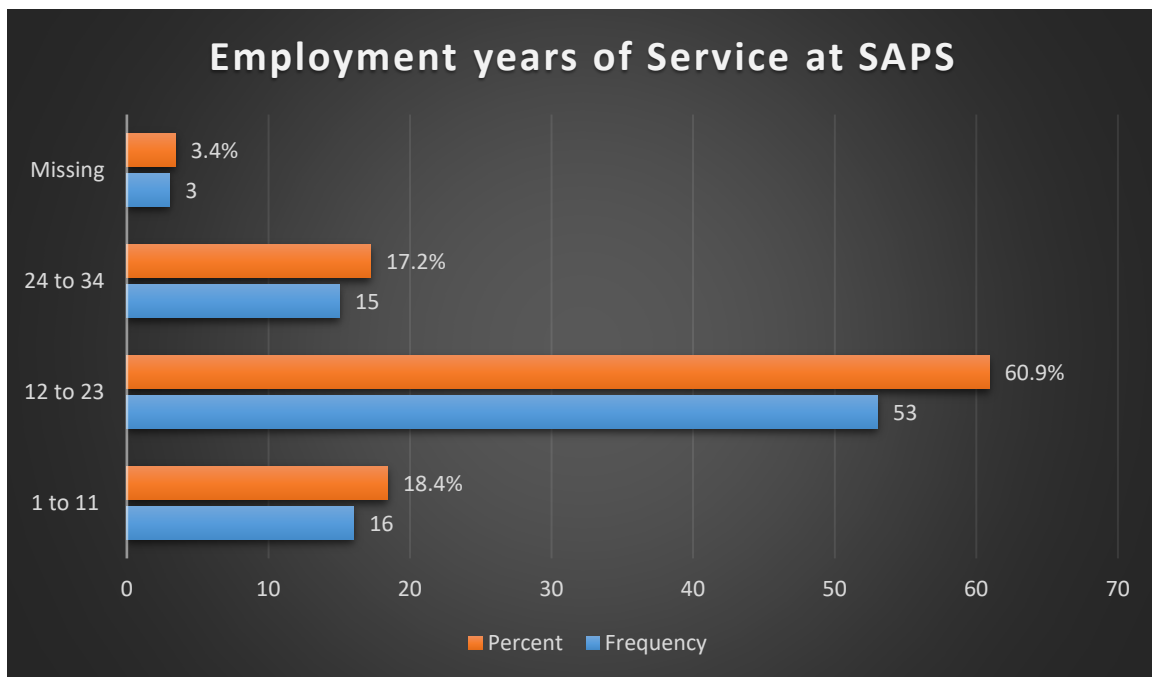
Figure 4.9: Employment years of service at SAPS

The distribution of the different categories depicted in Figure 4.9 shows that the most common option was 53 (60.9%) for the 12-23 years of service category, followed by 16 (18.4%) for the 1-11 years category. Among the lowest number of respondents, 15 (17.2%) were between 24 and 34 years of service, and 3 (3.4%) had missing values.

4.4.6 Current (job) position

According to Table 4.2, the administrative officer position had the highest proportion of respondents (23; 26.4%), followed by the administrative clerk position (18; 20.7%). Those with a missing value of 6 (6.9%) did not indicate their current position. Personnel officers and provision administrative clerks were related to 6 (6.9%). There were 5 (5.7%) each in the Cleaners and Secretary groups. The senior account clerk 4 (4.6%) and data typist 3 (3.4%) represented the sample. The chief administrator and accounting personnel accounted for 2 (2.3%) of the participants. The number of groundsmen, communication officers, senior personnel officers, registry clerks, financial clerks, investigators, and senior personnel practitioners was 1 (1.1%).

The following section focuses on ASS agreement levels concerning the reliability and descriptive analysis of motivational factors (intrinsic and extrinsic).

4.5 RELIABILITY AND DESCRIPTIVE ANALYSIS

Cronbach's alpha is frequently utilised for assessing internal consistency (Section 3.7). For internal consistency to be considered acceptable, a minimum value of 0.7 was used. Therefore, scores less than 0.7 indicate poor reliability of the scale's construct. A score greater than 0.7 indicates good dependability or excellent reliability, and a score greater than that indicates very good dependability. Since its values can impact the amount of product inside the scales, interitem correction is reported instead (Pallant, 2020:116).

Motivating factors (MFs) are distinguished below as intrinsic or extrinsic motivations, as presented in Table 4.4 and Table 4.5. These tables summarise the descriptive data for the intrinsic and extrinsic factors (refer to Section 4.5.1). It is categorised as high Coefficient of Variation (CV) when the coefficient variation (CV) is 50% or more; otherwise, it is categorised as moderate CV (>30%) and low CV (<29%).

4.5.1 Measures of scale on the reliability of intrinsic factors

Intrinsic motivations are factors that drive employees to act solely for internal rewards such as enjoyment or satisfaction. A summary of the intrinsic reliability measurements is provided below (Table 4.3).

Table 4:3: Summary of the reliability of the intrinsic factor measurement scales

Intrinsic factors	Number of items	Cronbach's alpha	Scale construct reliability
Goal setting	2	0.651	Moderate
Feedback	2	0.968	Excellent
Job design	2	0.466	Poor
Opportunity for advancement and growth	2	0.899	Very good
Recognition and appreciation	2	0.852	Very good
Responsibility	2	0.810	Very good
Intrinsic motivational factors (Alpha=0.968)	**12**	**0.968**	

As shown in the table, the outcomes show acceptable dependability for the following factors: feedback, opportunity for advancement and growth, recognition and

appreciation, and responsibility. However, poor reliability for job design (0.466) and moderate reliability for goal setting (0.651) were found. The Cronbach's alpha values for intrinsic factors yielded an overall reliability of 0.968, indicating excellent reliability.

4.5.2 Measures of scale on the reliability of extrinsic factors

Employees are motivated to perform their duties in exchange for external elements such as rewards, salaries, and working conditions. A summary of the measurements of the reliability of the extrinsic factors is displayed (Table 4.4).

Table 4.4: Summary of the reliability of the extrinsic factor scale

Extrinsic factors	Number of items	Cronbach's Alpha	Scale construct reliability
Rewards	2	0.832	Very good
Salary	2	0.846	Very good
Working conditions	2	0.747	Good
Training and development	2	0.768	Good
Job security	2	0.824	Very good
Performance appraisals	2	0.921	Excellent
Leadership	2	0.897	Very good
Extrinsic motivational factors (Alpha=0.921)	**14**	**0.921**	

The overall reliability for the extrinsic factors, as indicated by Cronbach's alpha values, is 0.92, as depicted in the preceding table. First, the rewards, salaries, job security, and leadership status are all greater than 0.8, indicating very good reliability. Second, working conditions and training and development scores greater than 0.7 indicated good reliability. Finally, a value greater than 0.9 indicates excellent reliability for performance appraisal. An overall score of 0.921 indicates that Cronbach's alpha value is excellent, with individual items ranging from good to excellent.

A comparable investigation conducted by Maake (2016) revealed that, on average, Cronbach's alpha coefficient values for the scale exceeded the minimum acceptable range of 0.50. This provisional approval signifies that the measuring instrument exhibited satisfactory reliability.

4.5.3   The ASS agreement levels for motivational factors

> **SO 1: To measure levels of agreement regarding motivational factors in the workplace amongst SAPS ASS**

Secondary objective 1 (SO1) of the study (refer to Section 4.2) addressed the respondents' level of agreement with the 13 motivational factors, each of which had two statements. The respondents had to state their level of agreement on a 5-point Likert scale, namely, 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree and 5 = Strongly agree. The mean/average score was interpreted as follows: 0.01 to 1.00 for strongly disagree, >1.00 to 2.00 for disagree, >2.00 to 3.00 for neither agree nor disagree, >3.00 to 4.00 for agree, and >4.00 to 5.00 for strongly agree options. The itemised findings analysis is shown in Table 4.6 below.

Table 4.5: Level of agreement with intrinsic motivation factor- item descriptive (n=87)

No:	Factors	INTRINSIC FACTORS Statement	Mean	Standard deviation	CV
1	Goal setting	**B3** You feel the goals you are supposed to achieve are realistic	3.52	0.833	23.66%
		B4 You assist your manager/supervisor in setting your goals			
2	Feedback	**B5** You receive adequate feedback from your manager/supervisor	3.42	1.035	30.26%
		B6 Feedback from your supervisor/manager is clear			
3	Job design	**B7** Your job is challenging	3.11	0.936	30.10%
		B8 Employees are rotated in the organisation to learn to perform new tasks			
4	Opportunity for advancement and growth	**B11** There are good promotion opportunities for employees within SAPS	2.40	1.242	51.75%
		B12 The advancement and growth opportunities within SAPS motivate you to perform better			

INTRINSIC FACTORS					
No:	Factors	Statement	Mean	Standard deviation	CV
5	Recognition and appreciation	**B15** You receive recognition for your achievements from your supervisor/manager	**2.74**	**1.069**	**39,01%**
		B16 Employee achievements are revealed throughout the organisation			
6	Responsibility	**B19** Your manager/supervisor lets you take responsibility for the tasks you perform	**3.64**	**0.852**	**23.41**
		B20 Your manager/supervisor allows you to make your own decisions on how to perform your tasks in order to achieve your goals			

The mean scores (MS) for the intrinsic motivational factors listed above (Table 4.6) ranged from 2.40 to 3.64. The table shows that the level of agreement is on the agree option for responsibility (MS=3.64, SD=0.852) with a high coefficient of variation(CV), goal setting (MS=3.52, SD=0.833), low CV, feedback (MS=3.42, SD=1.035), moderate CV and job design (MS=3.11, SD=0,936), moderate CV. The participants expressed neither agreement nor disagreement with the results of recognition and appreciation (MS=2.74, SD=1.069), Moderate CV or opportunity for advancement and growth (MS=2.40, SD=1.242), and high CV. The data on the opportunity for advancement and growth had the highest standard deviation, SD=1.242, indicating that these data are more spread out than the other data. The mean of all the intrinsic factors is MS=3.14. The descriptions of the extrinsic motivation factors are shown below (refer to Table 4.6).

Table 4.6: Level of agreement with extrinsic motivation factors - Item descriptive (n=87)

EXTRINSIC FACTORS					
No:	Factors	Statement	Mean	Standard deviation	CV
1	Rewards	**B1** SAPS's current incentive scheme motivates you to perform better	2.57	1.066	41.48%

		EXTRINSIC FACTORS			
No:	Factors	Statement	Mean	Standard deviation	CV
		B2 SAPS is aware of what rewards employees' value as important			
2	Salary	**B9** You are of the opinion that your salary is market related	2.48	1.060	**42.74**
		B10 You feel that your current salary motivates you to perform			
3	Working conditions	**B13** You are provided with the necessary equipment to adequately perform your duties	3.05	1.015	33.28%
		B14 You work under pleasant working conditions			
4	Training and development	**B17** You receive ongoing training to improve your ability and skills	2.63	1.041	39.58%
		B18 You are cross-trained in order to perform duties in other departments			
5	Job security	**B21** You have no fear about the financial stability of SAPS	3.03	1.019	33.63%
		B22 You feel secure about your future within SAPS			
6	Performance appraisals	**B23** You feel that the current performance appraisal system used by SAPS adequately measures your true performance	2.74	1.080	39.42%
		B24 The current performance appraisal system motivates you to achieve your goals			
7	Leadership	**B25** You receive adequate support from your manager/supervisor	3.57	0.894	25.04%
		B26 Your supervisor/manager is trustworthy			

An overall MS of 2.87 for extrinsic motivational factors represents a lower overall average than the overall average for the intrinsic data mean (MS=3.14). Table 4.7 displays the mean average scores for leadership (MS=3.57, SD=0.894) and has a low

CV, working conditions (MS=3.05, SD=1.015) with a moderate coefficient of variation (CV) as indicated in Table 4.6 and job security, CV>33% proving moderate scale and (MS=3.03, SD=1.019) to indicate agreement because they are all between MS=3.03 and MS=3.57. The performance appraisal factor had MS =2.74 (SD=1.080), moderate CV and MS=2.63 (SD=1.041) and moderate CV for training and development, MS=2.57 (SD=1.066) for rewards with a moderate CV, and MS=2.48 (SD=1.060) for salary with a moderate CV, indicating neither agreement nor disagreement.

The sections that follow describe ASS's level of motivation at SAPS.

4.5.4 The ASS level of motivation at SAPS

A Cronbach's alpha value of 0.906 signifies the level of motivation at SAPS regarding the ASS, indicating excellent acceptable reliability of the 13 motivational factors.

SO 2: To measure MLs amongst members of SAPS ASS

Section C of the questionnaire consisted of 13 statements allowing respondents to indicate their level of motivation on a 5-point Likert scale, namely, 1 = not at all motivated, 2 = slightly motivated, 3 = somewhat motivated, 4 = moderately motivated, and 5 = extremely motivated. For this study, the researcher used motivation level as a mediator between MFs and PWB. A score of 5 indicates that ASS is extremely motivated, while a score of 1 indicates that ASS is not at all motivated. The average values of each item's mean and standard deviation are shown in Table 4.7.

Table 4.7: Level of motivation item descriptive (n=87)

Number	Statement	Mean	Standard deviation	Coefficient variation(CV)
C1	I feel motivated at work because of **rewards** that are linked to performance.	2.15	1.281	59.58%
C2	I find day-to-day tasks stimulating; **feedback** on progress towards work standards.	2.87	1.246	43.41%
C3	I am inspired by my work **goals** since they are challenging but achievable. **Goal setting.**	3.20	1.129	35.28%

Number	Statement	Mean	Standard deviation	Coefficient of variation (CV)
C4	It is most satisfying growing in my work role. **Opportunity for advancement and growth.**	3.00	1.151	38.37%
C5	I enjoy coming to work for the **salary** I get monthly.	2.64	1.294	49.02%
C6	The quality of equipment and my **office environment**/workplace allow me to perform my work efficiently. **Working conditions.**	3.08	1.287	41.79%
C7	My achievement thus far is **recognised and appreciated**.	2.78	1.156	41.58%
C8	My skills are enhanced through **training and development.**	2.74	1.271	46.38%
C9	I am trusted and given **responsibility** to own my work.	3.74	1.062	28.39%
C10	I have a healthy relationship with **my boss** and fellow employees. **Job design.**	3.89	1.050	26.99%
C11	I feel confident about **my future** within the organisation. **Job Security.**	3.25	1.164	35.82%
C12	I have a trustworthy leader who is respected and who leads by example. **Leadership.**	3.69	1.134	30.73%
C13	The measures of **performance appraisal** are non-subjective and accurate.	3.05	1.011	33.15%
ML (Cronbach's Alpha=0.906)		**3.08**	**0.81**	

The lowest MS were obtained sequentially for C1 (MS=2.15, SD=1.282), C5 (MS=2.64, SD=1.294), C8 (MS=2.74, SD=1.271), C7 (MS=2.78, SD=1.156), and C2 (MS=2.87, SD=1.246). The results also indicate that C10 (MS=3.89, SD=1.050) has the highest mean score. As shown in Table 4.8, the remaining items C3 (MS=3.20, SD=1.129), C4 (MS=3.00, SD=1.151), C6 (MS=3.08, SD=1.287), C9 (MS=3.74, SD=1.062), C11 (MS=3.25, SD=1.164), C12 (MS=3.69, SD=1.134), and C13 (MS=3.05, SD=1.011) had a mean score greater than 3.00. The overall MS is 3.08, exhibiting a range of standard deviations from 1.011 to 1.294. As a result, the level of motivation granted an excellent Cronbach's alpha score of 0.906.

The relative variability of motivation levels across several objects is shown by the coefficient of variation values. The only item with considerable variability, C1, indicates that respondents' ratings of these things varied more and were less consistent. Moderate variability is shown in C2, C3, C4, C5, C6, C7, C8, C11, C12, and C13

responses, suggesting a compromise between consistency and diversity. Then, low variability in C9 and C10 indicates that replies from respondents are more consistent and grouped closer to the mean.

The PWB data are presented in the following section.

4.5.5 Measured psychological well-being (PWB) of SAPS ASS

Table 4.8 includes a breakdown of the constraints on Cronbach's alpha coefficient utilised, by which the PWB will be measured. Only Section D of the questionnaire had questions, and reverse scoring was applied.

Table 4.8: Scale reliability of psychological well-being

Dimensions of PWB	No of items	Cronbach's alpha	Scale construct reliability
Autonomy	7	0.601	Moderate
Environmental mastery	7	0.562	Poor
Personal growth	7	0.614	Moderate
Positive relation with other	7	0.718	Good
Purpose in life	7	0.578	Poor
Self-acceptance	7	0.595	Poor

SO 3: To measure the level of PWB of ASS in SAPS

The third SO from Section D was adapted from the Ryff (2014:10-28) questionnaire and aimed at assessing how SAPS ASSs feel about themselves, their lives, and their work. The Ryff scale comprises 42 items that measure six subconstructs, namely, autonomy (PWB_A), environmental mastery (PWB_EM), personal growth (PWB_PG), positive relationships with others (PWB_PRO), purpose in (PWB_PL), and self-acceptance (PWB-SA). A Likert scale ranging from 1 to 6 was used: 1 = Strongly disagree, 2 = Disagree somewhat, 3 = Disagree slightly, 4 = Agree slightly, 5 = Agree somewhat and 6 = Strongly agree. Scores closer to 6 indicate strong agreement on the specified dimension, while scores closer to 1 indicate strong disagreement.

The item analysis of each subconstruct is presented in tables 4.9, 4.10, 4.11, 4.12, 4.13 and 4.14. Section D of the questionnaire is represented by the alphabet letter D in the first column below; for example, D1 is the same as Question 1 of Section D.

Table 4.9 depicts the average MS and standard deviation for autonomy. The reverse-scored items are indicated with the letter "R" in the tables that follow.

Table 4.9: Autonomy item descriptive (n=87)

Items	Statements	Mean	Standard deviation
	AUTONOMY [PWB_A]		
D.1	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people	4.48	1.509
D.7	My decisions are not usually influenced by what everyone else is doing	4.48	1.501
D.13r	My decisions are not usually influenced by what everyone else is doing	4.49	1.764
D.19r	I tend to be influenced by people with strong opinions	3.74	1.755
D.25	I have confidence in my opinions, even if they are contrary to the consensus	4.91	1.254
D.31r	It is difficult for me to voice my own opinions on controversial matters in the workplace	4.15	1.506
D.37	I judge myself by what I think is important, not by the values of what others think is important	4.31	1.693
	Autonomy overall scores	**4.38**	**0.90**

The negatively phrased D13r, D19r, and D31r were reverse scored to ensure consistent responses.

As shown in the table above, the item MSs varied between 4.91 and 3.74. The highest SD=1.764 (D13r) and the lowest SD=1.254 (D25) indicate that the responses are consistent. Among the other dimensions, autonomy (MS=4.38, SD=0.90) had the lowest overall mean, implying concern about other people's expectations and evaluations; it critically evaluates and formulates conclusions on the opinions of others and accepts the influence of society to think (Ryff's, 2014:10-28).

Table 4.10 represents the scores obtained from environmental mastery and will be discussed.

Table 4.10: Environmental mastery item descriptive (n=87)

ENVIRONMENTAL MASTERY [PWB_EM]

Items	Statements	Mean	Standard deviation
D.2	In general, I feel that I oversee my work situation	4.18	1.317
D.8r	The demands of everyday life often get me down	3.74	1.498
D.14r	I do not fit in very well with the people and the community around me	4.69	1.602
D.20	I am quite good at managing the many responsibilities of my daily work	5.11	1.214
D.26r	I often feel overwhelmed by my responsibilities	3.45	1.764
D.32r	I have difficulty arranging my life in a way that is satisfying to me	4.33	1.675
D.38	I have been able to establish a home and a lifestyle for myself that are much to my liking	4.63	1.479
	Environmental Mastery overall scores	**4.50**	**0.94**

To ensure response consistency, D8r, D14r, D26r, and D32r were reverse scored

Compared to the other dimensions, environmental mastery came in fourth place in terms of the mean average (MS=4.50, SD=0.94). Table 4.11 shows that D20 (MS=5.11, SD=1.214) had the highest item average. While the item exhibiting the least average score of 3.45 (D26r) was self-reported by the ASS, it is about how overwhelmed employees frequently feel concerning their responsibilities. Item D26r (SD=1.764) had the highest standard deviation, while item D20 (SD=1.214) had the lowest. Table 4.11 reports on the findings about personal growth.

Table 4.11: Personal growth response item descriptive (n=87)

PERSONAL GROWTH [PWB_PG]

Items	Statement	Mean	Standard deviation
D.3r	I am not interested in activities that will expand my horizons	4.52	1.470
D.9	I think it is important to have new experiences that challenge how you think about your work, yourself and the world	5.06	1.145
D.15r	When I think about it, I haven't really improved much as a person over the years	4.13	1.771
D.21	I have a sense that I have developed a lot as a person over time	4.89	1.252
D.27r	I do not enjoy being in new situations that require me to change my old/familiar ways of doing things	4.24	1.663

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D.33	For me, life has been a continuous growth process of learning and changing	4.91	1.197
D.39r	I gave up trying to make big improvements or changes in my life a long time ago	4.37	1.692
	Personal Growth overall score	**4.59**	**0.81**

To ensure response consistency, D3r, D15r, D27r and D39r were reverse scored.

All the reverse-scored items, namely, D3r (MS=4.52, SD=1.470), D15r (MS=4.13, SD=1.771), D27r (MS=4.24, SD =1.663), and D39r (MS=4.37, SD=1.692), had similar response distributions ranging from 4.13 to 4.52. The remaining items, D9 (MS=5.06, SD=1.145), D21 (MS=4.89, SD=1.252), and D33 (MS=4.91, SD=1.197), received higher scores ranging from 4.89 to 5.06, exceeding the mean score of the dimension, namely, 4.59. The maximum standard deviation is 1.771, while the minimum is 1.145. Table 4.12 reports on the findings about positive relationships with others in the SAPS.

Table 4.12: Positive relationships with others' descriptive statistics (n=87)

POSITIVE RELATIONS WITH OTHERS [PWB_PRO]

Items	**Statements**	**Mean**	**Standard Deviation**
D.4	Most people see me as loving and affectionate	4.74	1.316
D.10r	Maintaining close relationships has been difficult and frustrating for me	4.54	1.554
D.16r	I often feel lonely because I have few close friends with whom to share my concerns at work	4.47	1.717
D.22	I enjoy personal and mutual conversations with family members or friends or colleagues	5.15	1.253
D.28	People would describe me as a giving person, willing to share my time with others	4.97	1.205
D.34r	I have not experienced many warm and trusting relationships with others in the workplace	4.08	1.615
D.40	I know that I can trust my friends, and they know they can trust me.	4.34	1.561
	Positive Relations with Others scores	**4.61**	**0.90**

To ensure response consistency, D10r, D16r and D34r were reverse scored.

Positive relationships with others had the highest MS (4.61) when contrasted with the other dimensions. Question D22 (MS=5.15, SD=1.253) elicited the greatest degree of agreement from respondents. There was a lower level of agreement for not having numerous sincere and trustful work relationships with others. A high overall level of self-reported agreement on ASS implies the following: fulfilling, having confidence in other people; having an affected employee regarding the well-being of others; and having strong compassion (Ryff's, 2014:10-28).

Table 4.13 summarises the purpose of life responses with the MSs and the respective standard deviations.

Table 4.13: Purpose-in-life response item descriptive (n=87)

<div align="center">

PURPOSE IN LIFE [PWB_PL]

</div>

Items	Statements	Mean	Standard deviation
D.5r	I live life one day at a time and I don't really think about the future	4.47	1.676
D.11	I have a sense of direction and purpose in life	5.09	1.263
D.17r	My daily activities often seem trivial and unimportant to me	4.75	1.349
D.23r	I do not have a good sense of what it is I'm trying to accomplish in life	4.57	1.530
D.29	I enjoy making plans and working to make them a reality	5.08	1.133
D.35	Some people wander aimlessly through life, but I am not one of them	4.43	1.647
D.41r	I sometimes feel as if I have done all there is to do in life	3.70	1.578
	Purpose-in-life scores	**4.58**	**0.78**

To ensure response consistency, D5r, D17r, D23r and D41r were reverse scored.

The items are presented in Table 4.13. Purpose in life was measured if respondents had a feeling of direction and life objectives or lacked a detection of meaning and direction in life. The MSs varied from 3.70 to 5.09, while the standard deviation ranged between 1.133 and 1.676. Table 4.14 reflects the self-acceptance response rates by revealing the MSs and standard deviation.

Table 4.14: Self-acceptance response rates

SELF-ACCEPTANCE [PWB_SA]

Items	Statements	Mean	Standard Deviation
D.6	When I look at the story of my life, I am pleased with how things have turned out	4.00	1.785
D.12	In general, I feel confident and positive about myself	5.17	1.193
D.18r	I feel like many of the people I know have gotten more out of life than I have	4.08	1.651
D.24	I like most aspects of my personality	5.10	1.191
D.30r	In many ways, I feel disappointed about my achievements in life	4.17	1.637
D.36r	My attitude about myself is probably not as positive as most people feel about themselves	4.36	1.577
D.42	When I compare myself to friends and acquaintances, it makes me feel good about who I am	4.54	1.508
	Self-Acceptance	**4.49**	**0.82**

To ensure response consistency, D18r, D30r and D36r were reverse scored.

Items D12 (MS=5.17, SD=1.193) and D24 (MS=5.10, SD=1.191) showed high levels of agreement, scoring higher than the total dimension mean. Conversely, D6 (MS=4.00, SD= 1.785) has the lowest level of agreement, signifying that the lower the mean is, the greater the standard deviation.

Finally, for PWB, the average response MS was 4.52, and the average SD was 0.70. Higher well-being was measured as 1.5 standard deviations above the mean, while lower well-being was measured as 1.5 standard deviations below the mean.

The following section presents the responses to the open-ended questions.

4.5.6 Results of open-ended questions

Table 4.15: Open-ended question analysis

OPEN-ENDED ANALYSIS								
RESPONSE TO QUESTION E1			**RESPONSE TO QUESTION E2**			**RESPONSE TO QUESTION E3**		
Feeling about research focused on SAPS police officers	**Frequency**	**Percentage (%)**	**Motivational Factors themes**	**Frequency**	**Percentage (%)**	**PWB**	**Frequency**	**Percentage (%)**
Perspectives of respondents that support research being primarily conducted for police officers in SAPS	35	30%	Rewards	17	14.79%	Working environment is not conducive	7	6.09%
Views of respondents concerned that little research is conducted for ASS in SAPS	13	11%	Feedback	1	0.87%	Respect for each other	4	3.48%
Views of respondents suggesting research to be conducted on both police officers and ASS in SAPS	7	6%	Job design	1	0.87%	Employee health services/covid-19	7	6.09%
Not answered	32	28%	Salary	6	5.22%	Managers and supervisor interest/support to employees	3	2.61%
			Opportunity for advancement	1	0.87%	Salaries	1	0.87%
			Working conditions	4	3.48%	Inequality/favouritism/racial/nepotism	5	4.35%
			Recognition and appreciation	4	3.48%	No recognition/SAPS demotivation ASS	1	0.87%

OPEN-ENDED ANALYSIS								
RESPONSE TO QUESTION E1			**RESPONSE TO QUESTION E2**			**RESPONSE TO QUESTION E3**		
Feeling about research focused on SAPS police officers	**Frequency**	**Percentage (%)**	**Motivational Factors themes**	**Frequency**	**Percentage (%)**	**PWB**	**Frequency**	**Percentage (%)**
			Training and development	7	6.09%	Limited promotion	2	1.74%
			Responsibility	1	0.87%	no trust to each other and no communication among employees	2	1.74%
			Performance appraisals	4	348%	Not answered	43	37.41 %
			Leadership	3	261%	None	18	15.66 %
			Not answered	38	33.06%			
			None	12	10.44%			

The questionnaire included three open-ended questions. According to Roestenburg (2021:220), this is due to their advantageous range of possible responses, which allows the researcher to comprehend the thought processes of the respondents and discover what is important to them. The methodology of theme analysis was used to capture the essence of what respondents say, the key points expressed, similar perspectives, and what they have in common (Lochmiller, 2021:2035). The results (n=87) are presented and analysed below. A series of quotes from respondents are included verbatim and in italics. Table 4.16 includes all three questions.

Question E1: How do you feel about the fact that research studies are mostly focused on police officers?

- Perspectives of respondents who support research being primarily conducted for police officers in SAPS.

Most ASS (30%) support research focused on SAPS police officers. The dominant viewpoint states that research conducted on police officers includes verbatim feedback, such as "*I feel that it is good for researchers that are focusing on police officers because maybe they will bring a lot of changes to SAPS*", "*because police officers are the pillars of the SAPS*"; "*police officers are on the forefront*"; "*research studies can put clarification in a more factual side than what police officers are perceived to be*", "*It is good so that problem areas can be identified and rectified*", "*I feel strongly about it because most people rely on the police for protection and other matters*", "*It might be the fact that most challenging issues are more focused and directed to police officers as first responders*" and "*research can bring about police development and identification of areas that could bring change to the department*". According to the responses above, most of the ASS members do not object to the observation from the literature review that many studies conducted on SAPS are primarily on police officers.

- Several respondents were concerned that little research has been conducted on ASS in SAPS.

Eleven percent (11%) of the respondents expressed concern that research should not be limited to police officers only. The feelings of respondents are evidenced by the following excerpts: *"between civilians and police officers, there is a lot of discrimination. Civilians are not being taken seriously", "it has a totally negative impact when Public Service Acts members (in SAPS) are excluded", "I feel useless in the organisation", "I feel demoralised and unimportant since most work is done by personnel members", "I feel bad about it ,it looks like they really don't recognise us", "I feel that SAPS do not take the PSA members serious as they take SAPS Act members" and "It seems as if SAPS is only run by police".* There is a general feeling that it has been the practice.

- Views of respondents suggesting that research be conducted on both police officers and ASS in SAPS

Six percent (6%) of respondents suggest that "*it is good for research to be conducted for police officers, but civilians must be treated the same".* The respondents emphasised the importance of research in addressing issues that affect all SAPS employees. Twenty-eight percent (28%) of the respondents refrained from responding to the question.

The second question was intended to determine the level of motivation of SAPS ASS. The thirteen (13) motivational factors discussed in Chapter 2 (Section 2.4.2) were used as themes. Notably, respondents repeated multiple themes in their responses (refer to Table 4.15).

Question E2: Is there anything else you would like to share about motivation in your working environment?

- **Rewards   (14.79%) -** Respondents indicated the need for incentive rewards, monetary or non-monetary, quoted as *"To acknowledge worker with rewards".* Numerous respondents also raised concerns about promoting ASS. Respondents indicated that there is no promotion, as evidenced by the quotation from respondents below that *"police officers have more promotion opportunities with the system called post promotion that limits the growth of*

ASS in SAPS", indicating disparities in the promotion. It is a tendency that promotions for police officers are given every ten years. However, respondents feel *"People with capabilities must be promoted or recognised with work performance", "Promotion take forever in SAPS", "incentives and overtime money", "Promotion should be considered for members/employees that are long in the same position not being promoted" and "promotion and incentives need to be considered".*

- **Feedback (0.87%) -** One respondent indicated that there is a desire in terms of supervisor feedback because it is rarely received, *"it's good if somebody appreciates you and if you are doing more inform you about the good work you are doing".*

- **Job Design (0.87%) -** Even though the job design is known from the following respondents, they believed that ASS is treated as if they are unaware of their responsibilities. Who would not want more responsibility shared in the workplace? The extracts, "there is *no rotation of duties to improve some work-related skills."*

- **Salary –** Five percent (5.22%) of respondents were unhappy about their current salary. Respondents indicated that *the salary scale of SAPS is far lower than that of other government* departments. Several respondents indicated *"more salary",* while others mentioned *"salary increase"* or *"no salary increase".* The current salary level and non-movement of salaries appear to be sources of concern for the ASS, as the highest-level post is at level 7. There is the belief that a change in salaries can motivate *"more salary will motivate more people".*

- **Working conditions (3.48%) -** The working conditions are portrayed as limited with no resources: *"Our workplace is a very small area,"* and *"resources are a big problem"* and *"If you constantly struggle to do your work, you easily get tired and start to be negative."*

- **Recognition and appreciation (3.48%) -** Respondents expected recognition and appreciation even as the smallest gestures, as evident from the following excerpt: *"Our commanders must motivate us by giving us a certificate for a good job well-done, for example, being punctual at work, doing your returns in time and not having received complaints about one's performance".*

- **Training and development (6.09%)** - Respondents indicated dissatisfaction with training and development as follows: *"Employer must introduce career development"*, *"More training"*, *"I want to learn more to further my studies in life, and I am willing to learn more activities to expand".* The revelations of the need for work-related training courses as well as exposure to duties outside of the designated position.

- **Performance appraisals (3.48%)** – Respondents are concerned about measuring their job performance, stating *"Incentive rewards must be implemented in all salary levels based on the performance of SAPS members"*, *"We would like performance bonus"*, *"Employees are not motivated according to their performance"* and *"better incentives".*

- **Leadership (2.61%)** - Respondents wish to be listened to when bringing new ideas and yearn for their superiors' support*: "If our commanders can listen and understand their subordinates"* and *"managers must go for managing courses, so they can know how to treat fellow workers".*

Unresponsive individuals comprised 33% of the total, as did the 10.44% who responded *"none"* to the question that the researcher treated as unanswered. For the opportunity for advancement, a response indicated the lack of opportunity for advancement and growth within the support staff component. Verbatim responses such as *"No opportunities for growth"* and *"In the first place, SAPSs do not take into consideration qualifications, and they do not give first preference to members with higher qualifications".* Similarly, *responsibility was only one indication that "No rotation of duties to improve some of skills work-related" one responded.*

The third question observed the detailed feelings of the respondents about the state of their PWB. Themes were identified using content analysis.

Question E3: Is there anything else you would like to share about well-being in your working environment?

According to the respondents listed in the following excerpts, untidiness and a lack of resources are factors in PWB: *"My working environment is not conducive for our well-being we work without some resources e.g., air conditioner or fans and water"*, *"My*

working environment is not human-friendly because is not spacious", *"It is a disaster because the yard is dirty outside, the grass is too long and this is bad for our health"*, *"The environment is not clean at all which is not good for my health"* and *to be equipped with physical resources for effective service delivery"*,

One respondent mentioned *"We respect each other and to be together at work"*. While most people disagree, *"people do not value other people's opinion"*, *"Lack of communication between members and members and between managers and members, everyone for themselves"*, and *challenges of not trusting each other"* and *"Just trying to survive and keeping a low profile"*.

The respondents were asked that employees be educated on well-being, as mentioned: *"SAPS must provide for well-being by having employee health service"*, *"Managers and supervisors should take interest in the life improvement, motivation and the well-being of members working under their supervision"*, *"The psychological services should be enhanced to operational members"*, *"I think COVID-19 created challenges times and having significant impact an employee's well-being"*.

Inequality is one of the factors influencing negative well-being. *"Everything happens according to who you are"*, *"unfortunately, there are still certain groups in life that are not looked at equally"*, *"Sometimes I get depressed a lot due to the work environment since there is lack of support from our senior, favouritism and nepotism around station"*, and *"We still encounter racial tension between employees"*.

Promotion is also considered a source of concern*: "Promotion is limited"*, *"Best person for a job must be promoted, race or gender must not play a role"*, *"The well-being of the SAPS members must be attended by promotion and giving better salary"* and *"Unfortunately, one does not really receive recognition at work"*.

Group differences between gender and age are discussed in the following section.

4.6   GROUP DIFFERENCES

Using the t-test, it was ascertained whether the means of the two independent groups differed significantly. According to Pallant (2020:127), a t-test contrasts the MS on a constant distinction between two groups, which in this study will be males and females. Consequently, this comparison will aid in answering the 4th objective of the research, which intends to ascertain whether there is a significant variance in the level of agreement between ASS and motivational factors in the workplace (self-reported) and PWB.

SO 4: To establish whether there is a statistical difference in the level of agreement between selected (demographic groups, gender, and age) independent ASS on motivational factors in the workplace (self-reported) and PWB.

4.6.1   T-test for gender group differences

On the questionnaire, respondents answered irrespective of their gender. Table 4.16 contains the total MS summary of intrinsic and extrinsic MFs, MLs, and PWB. Appendixes H, I, J, K, and L are used for the full analysis.

Table 4.16: Independent sample t-test summary for gender groups

Variables	Gender	N	Mean	SD	Std. Error Mean	t	df	Sig.(2-tailed)
Intrinsic Motivational Factors	Male	31	3.2500	0.64907	0.11658	1.127	83	0.263
	Female	54	3.0818	0.66990	0.09116	1.137	64.299	0.260
Extrinsic Motivational Factors	Male	31	2.9286	0.68760	0.12350	0.376	83	0.708
	Female	54	2.8704	0.68639	0.09341	0.376	62.554	0.708
Motivati	Male	31	3.1290	0.84087	0.15102	0.347	83	0.730

Variables	Gender	N	Mean	SD	Std. Error Mean	t	df	Sig.(2-tailed)
	Female	54	3.0655	0.79695	0.10845	0.342	59.901	0.734
Psychological Well-being	Male	31	4.4924	0.77379	0.13898	-0.288	83	0.774
	Female	54	4.5383	0.66771	0.09086	-0.276	55.400	0.783

A t-test assuming equal variances was performed because the average means were all greater than .05. However, only goal setting demonstrated a statistically significant difference among the seven intrinsic motivational factors studied (p = 0.022). There were greater average scores for both intrinsic and extrinsic motivational factors in males than in females, as indicated in Table 4.17. Similarly, males presented higher average MSs on the ML than females did. However, the average score was slightly greater for females than for males.

There are thus no notable differences in scores for intrinsic motivational factors (t (83) = 1.127, p = 0.263) between males (MS = 3.2500, SD = 0.64907) and females (MS = 3.0818, SD = 0.66990). The scores did not significantly differ for extrinsic motivational factors (t(83)= 0.376, p = 0.708) between males (MS = 2.9286, SD=0.68760) and females (MS = 2.8704, SD = 0.68639). There were also no significant differences in ML (t(83)= 0.347, p= 0.730) between male (MS = 3.1290, SD = 0.84087) and female (MS = 3.0655, SD = 0.79695) participants. No statistically significant differences were detected in the scores of males (MS = 4.4924, SD=0.77379) or females (MS = 4.5383, SD = 0.66771) in PWB (t(83)= -0.288, p = 0.774).

According to the findings, males are more strongly driven than females by both intrinsic and extrinsic motivational factors. Similarly, the MLs of males are greater than those of females. A similar study performed by Maake (2016:94) reveals that males are more motivated than females are. The outcomes of the PWB analysis indicate that females

are more likely to have good well-being than males, Pumpuang, Vongsirimas and Klainin-Yobas (2021:216) study revealed no difference in PWB between genders,

The table illustrates the significance of the abovementioned relationships. A large effect size (0.8) indicates that the study findings have a significant practical, a medium effect size (0.5), and a small effect size (0.2); on the other hand, these findings indicate limited practical application. Table 4.18 reflects the independent sample effect sizes.

Table 4.17: Independent sample effect sizes

Variables		Standardizer[a]	Point Estimate	95% Confidence Interval Lower	Upper
Intrinsic Motivational Factors	Cohen's d	0.66245	0.254	-0.190	0.696
	Hedges' correction	0.66851	0.252	-0.188	0.690
	Glass's delta	0.66990	0.251	-0.194	0.694
Extrinsic Motivational Factors	Cohen's d	0.68683	0.085	-0.357	0.526
	Hedges' correction	0.69311	0.084	-0.354	0.522
	Glass's delta	0.68639	0.085	-0.358	0.526
Motivation Level	Cohen's d	0.81310	0.078	-0.364	0.520
	Hedges' correction	0.82054	0.077	-0.361	0.515
	Glass's delta	0.79695	0.080	-0.363	0.521
Psychological Well-being	Cohen's d	0.70789	-0065	-0.506	0.377
	Hedges' correction	0.71437	-0.064	-0.502	0.374
	Glass's delta	0.66771	-0.069	-0.510	0.373
a. The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control group.					

The magnitude of the influence is medium for seven of the intrinsic motivational factors and is calculated as follows: Cohen's d (0.662), Hedges' correlation (0.668), and Glass's delta (0.669). Extrinsic motivation factors had a medium effect on Cohen's d (0.686), Hedge's correction, and Glass's delta. While Cohen's d (0.813) and Hedges correction (0.820) had large effects on motivation, Glass's delta had a medium effect

(0.796). The average PWB exhibited medium effects of 0.667 (Glass's delta), 0.707 (Cohen's d), and 0.714 (Hedge's correction).

The analysis of variance between the three different age groups is discussed on the next section.

4.6.2 One-way analysis of variance

Analysis of variance (ANOVA) was used when comparing more than two groups. The respondents were requested to indicate their age in years, which was grouped into three categories for easy interpretation. The section that follows aims to assess whether there are substantial variations between intrinsic and extrinsic MFs, ML, and PWB across age groups 29-39, 40-49, and 50-59 using a one-way analysis. For a concise overview of the findings, see Table 4.18.

Table 4.18: Age-one-way ANOVA

	Age Groups	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Intrinsic motivational factors	29-39	28	3.0833	0.65066	0.12296	2.8310	3.3356	1.92	4.33
	40-49	34	**3.2108**	0.67490	0.11574	2.9753	3.4463	1.92	4.50
	50-59	24	3.1424	0.66643	0.13603	2.8610	3.4238	1.58	4.25
	Total	**86**	**3.1502**	**0.65913**	**0.07108**	**3.0089**	**3.2915**	**1.58**	**4.50**
Extrinsic Motivational Factors	29-39	28	2.8342	0.62272	0.11768	2.5927	3.0756	1.79	4.00
	40-49	34	2.8782	0.77582	0.13305	2.6075	3.1488	1.14	4.43
	50-59	24	**2.9315**	0.70537	0.14398	2.6337	3.2294	1.14	4.14
	Total	**86**	**2.8787**	**0.70209**	**0.07571**	**2.7282**	**3.0293**	**1.14**	**4.43**
Motivation Level	29-39	28	2.8874	0.75208	0.14213	2.5957	3.1790	1.38	4.23
	40-49	34	3.1652	0.76763	0.13165	2.8973	3.4330	1.85	5.00
	50-59	24	**3.2500**	0.86353	0.17627	2.8854	3.6146	1.23	5.00
	Total	**86**	**3.0984**	**0.79571**	**0.08580**	**2.9278**	**3.2690**	**1.23**	**5.00**
Psychological Well-being	29-39	28	**4.6700**	0.67350	0.12728	4.4089	4.9312	3.45	5.72
	40-49	34	4.4240	0.69541	0.11926	4.1814	4.6666	3.42	5.62
	50-59	24	4.5444	0.70123	0.14314	4.2483	4.8405	3.03	5.79

| | Age Groups | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
						Lower Bound	Upper Bound		
	Total	86	4.5377	0.68981	0.07438	4.3898	4.6856	3.03	5.79

Because Levene's statistics are not significant, equal variance was assumed. The 40-49 age group had the highest average MS (MS = 3.2108, SD = 0.70537) for intrinsic motivational factors, followed by the 50-59 age group (MS = 3.14240, SD = 0.66643) and the 29-39 age group (MS = 3.0833, SD = 0.65066). For the extrinsic MFs and ML of the respondents, the 50-59 age group had the highest average score (MS = 2.9315, SD = 0.70537 and MS = 3.2500, SD = 0.86353), followed by the 40-49 age group (MS = 2.8782, SD = 0.77582 and MS = 3.1652, SD = 0.76763), and the 29-39 age group (MS = 2.8342, SD = 0.62272 and MS = 2.8874, SD = 0.75208) had the lowest average score. Among PWB, the youngest (29-39) age group (MS = 4.67000, SD = 0.67350) had the highest average mean score, followed by the 40-49 age group (MS = 4.42400, SD = 0.69541) and the 50-59 age group (MS = 4.5444, SD = 0.70123).

To test for individual differences between groups, post hoc comparisons with Bonferroni and Tamhane tests were performed.

A summary of the post hoc tests determining which age groups varied substantially from one another is provided in the table below. Table 4.19 displays the ANOVA results for the age groups post hoc test.

Table 4.19: ANOVA age groups - Post hoc test

Variables		df	Mean Square	F	Sig.
Intrinsic motivational factors	Between Groups	2	0.126	0.285	0.753
	Within Groups	83	0.442		
	Total	85			
	Between Groups	2	0.061	0.122	0.886

Variables		df	Mean Square	F	Sig.
Extrinsic motivational Factors	Within Groups	83	0.503		
	Total	**85**			
Motivation level	Between Groups	2	0.975	1.560	0.216
	Within Groups	83	0.625		
	Total	**85**			
Psychological well-being	Between Groups	2	0.465	0.978	0.381
	Within Groups	83	0.476		
	Total	**85**			

In terms of intrinsic (p = 0.753) and extrinsic (p = 0.886) MFs, as well as ML (p = 0.216) and PWB (p = 0.381), there were no statistically significant differences between the age cohorts, as displayed in Table 4.20. The multiple comparisons for age groups are presented in Table 4.20.

Table 4.20: Multiple comparison: Age groups

Variable	Type	(I) Age groups	(J) Age group	Mean differences	Sig.	95% confidence	
Intrinsic motivational factors	Bonferroni	29-39	40-49	-0.12745	1.000	-0.5420	0.2871
			50-59	-0.05903	1.000	-0.5109	0.3928
		40-49	29-39	0.12745	1.000	-0.2871	0.5420
			50-59	0.06842	1.000	-0.3646	0.5015
		50-59	29-39	0.05903	1.000	-0.3928	0.5109
			40-49	-0.06842	1.000	-0.5015	0.3646
	Tamhane	29-39	40-49	-0.12745	0.837	-0.5425	0.2876
			50-59	-0.05903	0.984	-0.5125	0.3945
		40-49	29-39	0.12745	0.837	-0.2876	0.5425
			50-59	0.06842	0.974	-0.3728	0.5096
		50-59	29-39	0.05903	0.984	-0.3945	0.5125
			40-49	-0.06842	0.974	-0.5096	0.3728
Extrinsic motivational factors	Bonferroni	29-39	40-49	-0.04397	1.000	-0.4864	0.3984
			50-59	-0.09736	1.000	-0.5796	0.3849
		40-49	29-39	0.04397	1.000	-0.3984	0.4864
			50-59	-0.05340	1.000	-0.5156	0.4088
		50-59	29-39	0.09736	1.000	-0.3849	0.5796
			40-49	0.05340	1.000	-0.4088	0.5156
	Tamhane	29-39	40-49	-0.04397	0.993	-0.4803	0.3923
			50-59	-0.09736	0.937	-0.5580	0.3633
		40-49	29-39	0.04397	0.993	-0.3923	0.4803
			50-59	-0.05340	0.990	-0.5369	0.4301

Variable	Type	(I) Age groups	(J) Age group	Mean differences	Sig.	95% confidence	
Motivational level		50-59	29-39	0.09736	0.937	-0.3633	0.5580
			40-49	0.05340	0.990	-0.4301	0.5369
	Bonferroni	29-39	40-49	-0.27780	0.517	-0,7707	0.2151
			50-59	-0.36264	0.309	-0.9000	0.1747
		40-49	29-39	0.27780	0.517	-0.2151	0.7707
			50-59	-0.08484	1.000	-0.5998	0.4301
		50-59	29-39	0.36264	0.309	-0.1747	0.9000
			40-49	0.08484	1.000	-0.4301	0.5998
	Tamhane	29-39	40-49	-0.27780	0.401	-0.7541	0.1985
			50-59	-0.36264	0.309	-0.9237	0.1984
		40-49	29-39	0.27780	0.401	-0.1985	0.7541
			50-59	-0.08484	0.973	-0.6300	0.4603
		50-59	29-39	0.36264	0.309	-0.1984	0.9237
			40-49	0,08484	0.973	-0.4603	0.6300
PWB	Bonferroni	29-39	40-49	0.24602	0.498	-0.1842	0.6763
			50-59	0.12563	1.000	-03434	0.5946
		40-49	29-39	-0.24602	0.498	-0.6763	0.1842
			50-59	-0.12038	1.000	-0.5699	0.3291
		50-59	29-39	-0.12563	1.000	-0.5946	0.3434
			40-49	0.12038	1.000	-0.3291	0.5699
	Tamhane	29-39	40-49	0.24602	0.415	-0.1827	0,6748
			50-59	0.12563	0.886	-0.3482	0.5994
		40-49	29-39	-0.24602	0.415	-0.6748	0.1827
			50-59	-0.12038	0.890	-0.5808	0.3401
		50-59	29-39	-0.12563	0.886	-0.5994	0.3482
			40-49	0.12038	0.890	-0.3401	0.5808

As demonstrated in Table 4.20, for the age groups, no significant differences were found. As a result, it can be deduced that respondents' years of service have no bearing on what motivates them, their level of motivation, or their PWB.

4.7   CORRELATION ANALYSIS

This section assisted the researcher in answering the 5th secondary objective. Kendall's Tau_b was applied to measure the correlation intensity or interconnection among intrinsic and extrinsic motivational factors, which are the independent variables, and the dependent variable, well-being. Kendall's T b (B) is a nonparametric correlation measurement based on the number of concordances and discordances

between paired data. A correlation of 0 denotes no relationship, +1 denotes a perfect positive correlation, and -1 denotes a perfect negative correlation (Pallant, 2020:134).

| SO 5: To determine whether there is a statistical correlation between levels of agreement regarding motivational factors (Intrinsic and extrinsic) and PWB. |

For the SO5 reaction, a hypothesis was proposed.

H(1): There is a statistically significant link between intrinsic and extrinsic motivational factor levels and PWB.

4.7.1 Kendall's tau-B correlation analysis

The Kendall's tau correlations among these constructions measured in this study are summarised in Table 4.21 for 13 motivational factors (MF_Int and MF_Ext) and six dimensions of PWB (refer to Chapter 3, Table 3.4).

The colour coding in the correlation table is intended to effectively emphasise the relationship that is most relevant and significant to this study. Green indicates significant positive correlations at the 0.01 level (2-tailed), implying a strong positive association between the variables. Orange represents substantial positive correlations at the 0.05 level (2-tailed) for a moderate positive link between the variables. For correlations that are not significant, the remainder is left uncoloured.

Table 4.21: Kendall's Tau_b correlation analysis

Correlations	MF_Rew	MF_GS	MF_F	MF_JC	MF_S	MF_AG	MF_WC	MF_RA	MF_TD	MF_Res	MF_JS	MF_PA	MF_L	MF_Int	MF_Ext	ML	PWB_A	PWB_EM	PWB_PRO	PWB_PL	PWB_SA	PWB_PG	PWB
MF_Rew	--																						
MF_GS	.259**	--																					
MF_F	.236**	.317**	--																				
MF_JC	.239**	.237**	0,162	--																			
MF_S	.220**	.246**	.277*	.216**	--																		
MF_AG	.474*	.304**	0,107	.308**	.297**	--																	
MF_WC	.204*	.252**	.403**	0,162	.332**	.178*	--																
MF_RA	.475**	.315**	.341**	.205*	.278**	.433**	.413**	--															
MF_TD	.442**	.223	.266**	.276**	.297**	.340**	.322**	.499**	--														
MF_Res	.264**	.233**	.312**	.171*	.211*	.261**	.275**	.343**	.201*	--													
MF_JS	.201*	.268**	.363**	0,115	.330**	.286**	.355**	.305**	.218**	.298**	--												
MF_PA	.366**	.294**	0,156	.304**	.299**	.440**	.178*	.389**	.469**	.200*	.374**	--											
MF_L	.202*	.282**	.513*	0,095	.226*	0,136	.454**	.335**	.179*	.455**	.356**	.234**	--										
MF_Int	.494*	.500**	.441**	.436**	.356**	.603**	.387**	.620**	.446**	.478**	.386**	.442**	.402**	--									
MF_Ext	.500**	.368**	.424**	.271**	.526**	.453**	.514**	.548**	.576**	.352**	.530**	.568**	.472**	.641**	--								
ML	.321**	.399**	.433**	.271**	.431**	.366**	.549**	.477**	.392**	.418**	.377**	.425**	.499**	.589**	.648**	--							
PWB_A	-0,115	0,149	.187*	-0,121	-0,001	-0,121	.177*	-0,015	-0,132	0,033	0,132	-0,060	.209*	0,000	0,020	0,066	--						
PWB_EM	-0,082	-0,009	0,123	-0,123	0,013	-0,113	0,100	-0,065	-.222**	0,080	0,040	-0,120	.241**	-0,040	-0,021	0,100	.414**	--					
PWB_PRO	-0,131	0,063	0,152	-.207**	-0,003	-.165*	.166*	-0,070	-.190*	0,100	0,094	-.165*	.225**	-0,057	-0,025	0,057	.487**	.550**	--				
PWB_PL	-0,064	0,082	0,049	-0,119	-0,043	-0,119	0,066	-0,037	-.176*	0,038	0,034	-0,047	.199*	-0,040	-0,017	0,036	.407**	.464**	.441**	--			
PWB_SA	0,045	.181*	.191*	-0,102	0,144	0,065	0,149	0,060	-0,107	0,133	0,143	-0,016	.168*	0,109	0,120	.173*	.385**	.488**	.417**	.345**	--		
PWB_PG	-0,075	0,050	0,037	-0,087	-0,060	-0,061	0,025	0,042	-0,133	0,065	0,136	0,030	0,152	0,025	0,016	0,034	.407**	.498**	.447**	.555**	.434**	--	
PWB	-0,093	0,096	.164*	-0,148	0,010	-0,094	0,142	-0,015	-.184*	0,094	0,126	-0,068	.246**	0,009	0,038	0,111	.609*	.691**	.661*	.598**	.590**	.656**	--

**. Correlations are significant at the 0.01 level (2-tailed).

*. Correlations are significant at the 0.05 level (2-tailed).

All the intrinsic motivation factors had a p-value of 0.001, and all the variables explored had a positive relationship ranging from τ_B = .356 to τ_B = .620. Similarly, for extrinsic motivation factors, all the variables presented positive relationships ranging from τ_B = .271 to τ_B = .641, with a statistically significant value of p=0.000 (2-tailed). Furthermore, the total ML demonstrated a statistically significant difference (p=0.001), with all variables exhibiting a positive relationship ranging from τ_B = .271 to τ_B = .648. However, PWB was not statistically significant with the following factors: reward (τ_B =- .093, n=87, p= .230), job design/characteristics (τ_B =-.148, n=87, p=0.057), advancement and growth (τ_B=-.094, n=87, p=0.229), recognition and appreciation (τ_B=-.015, n=87, p=0.843), or performance appraisal (τ_B =-.068, n=87, p=0.386). Furthermore, PWB had a statistically nonsignificant correlation with goal setting (τ_B =.096, n=87, p=0.223), salary (τ_B = .010, n=87, p=0.894), working conditions (τ_B = .142, n=87, p=0.068), responsibility (τ_B = .094, n=87, p= 0,242), and job security (τ_B =.126, n=87, p=0.108). Feedback has a positive but weak relationship (τ_B =.164, n=87, p=0.040); thus, increased levels of feedback result in increased PWB and vice versa. Training and development had a weak negative relationship (τ_B = -.184, n=87, p=0.018), and low levels of training and development resulted in low levels of PWB, implying that personal development, work, and career-related areas are important to ASS at SAPS. However, leadership has a positive relationship (τ_B =.246, n=87, p=0.002) with PWB.

The sum of the PWB dimensions has a statistically significant difference (p= 0.001) across all five dimensions, with a strong positive relationship ranging from τ_B = .590 to τ_B =.691. Having a higher PWB suggested that respondents could handle stress better and could make healthier choices. As a result, the relationship between intrinsic motivational factors and PWB was weak (τ_B =.009, n=87, p=0.904). Similarly, a weak positive correlation existed between extrinsic motivational factors and PWB (τ_B =.038, n=87, p=0.602). According to the responses, the weak relationship suggests that both intrinsic and extrinsic factors have an insignificant correlation with PWB. The correlation between motivation levels and PWB (p=0.133) indicates a weak positive linear relationship. This finding indicates that the level of motivation on ASS does not correlate PWB.

4.8   MEDIATION ANALYSIS

The outcomes of the mediation analysis are detailed in this section. The outcomes directly relate to research objective five, which states that the statistically linear relationships between intrinsic (MF_Int) and extrinsic (MF_Ext) motivating factors and PWB are mediated by ML. It is then hypothesised (H) that:

H1$_a$: Higher MF_Int or MF_Ext levels are associated with higher PWB levels.

H1$_b$: Higher MF_Int or MF_Ext levels are not associated with higher PWF levels.

H2$_a$: Higher MF_Int or MF_Ext levels, are associated with a higher level of ML

H2$_b$: Higher MF_Int or MF_Ext levels are not associated with a higher level of ML.

H3$_a$: Higher ML is associated with higher PWB levels.

H3$_b$: Higher ML is not associated with higher PWB levels.

H4$_a$: The relationship between MF_Int and MF_Ext as independent variables and PWB as dependent variables is mediated by levels of ML.

H4$_b$: The relationship between MF_Int and MF_Ext as independent variables and PWB as dependent variables is not mediated by levels of ML.

Mediation occurs whenever a third entity, called a mediator construct, mediates between two other related entities (Hair, Hult, Ringle & Sarstedt, 2022:152). Figure 4.10 shows the expected relationship between the independent variable (IV) and dependent variable (DV) when a mediator variable is included.
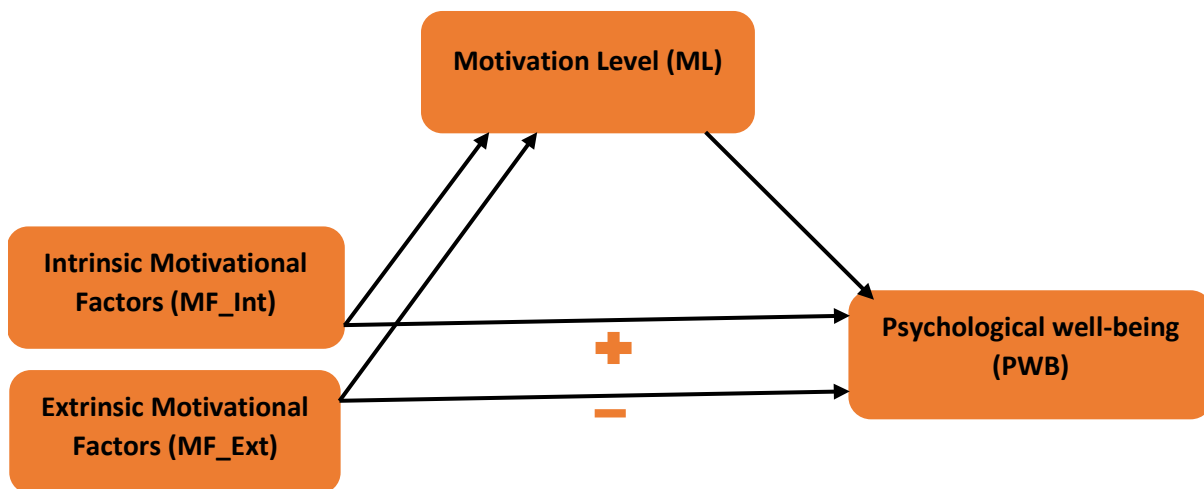
Figure 4.10: Empirical research model

From a statistical perspective, the total effect constitutes the estimated linear connection among the independent variables, MF_Int and MF_Ext, and the dependent variable, PWB, in the absence of the mediator. This is often presented as the standardised beta coefficient in a regression model. The direct effects relate to the statistical relationships that exist between MF (Int and Ext) and PWB but in the presence of the mediator (MED), namely, the ML. The statistical distinction between total and direct effects constitutes indirect effects. If the indirect effects are statistically significant from zero, then a mediated or indirect effect is supported.

In their seminal paper, Baron and Kenny (1986) argued for a causal step approach to testing for mediation. To do so, it is necessary to estimate each route in the model and check whether certain statistical conditions hold, namely, (1) a significant linear relationship must exist between the independent variable (IV) and the dependent variable (DV) without the mediator (MED); (2) the IV must also have a significant linear relationship with the MED; and (3) last, the linear relationship between the IV and the DV when the MED is present should be lower or closer to zero when compared to the first condition. According to Hayes (2009:410), the causal approach has been criticised by various researchers for numerous reasons. These include the fact that this approach has been shown in simulation studies to be positioned below the rest of the

methods. Therefore, if the influence of the IV on the DV is conveyed in part by MED, the causal stages technique has the lowest probability of success compared to the other approaches. Another drawback is that the influence of the intervention cannot be quantified using this method. The deduction of an indirect impact is a relatively logical inference made according to the findings of an iteration of hypothesis testing.

This research study follows the approach prescribed by Hayes (2012:412), where the mediation or indirect effect is calculated. Conditions (1) and (2), as set out by Baron and Kenny (1986:108), are also not prerequisites for mediation or indirect effects to exist. Hayes (2022:121) notes that the days of meeting these "conditions of mediation" are long gone. Nonetheless, the results about the various paths are reported, given the contribution to understanding the relationships. These paths are also important for quantifying indirect effects.

The reader is referred to Annexure M for a full report of the mediation analysis. The explanation will be expanded upon below.

> **SO 5: To investigate the role of ML as a mediator in the statistical relationship between MFs and PWB.**

4.8.1 Relationship between the independent variables and dependent variables in the absence of the mediator: Total effects

The total effect refers to the statistically linear relationships or effects between MF_Int and MF_Ext variables as independent variables on PWB as the dependent variable, nevertheless without the mediator (refer to Figure 4.11). In testing the first hypothesis, a substantial positive association between these variables is examined. The null hypothesis is thus rejected.
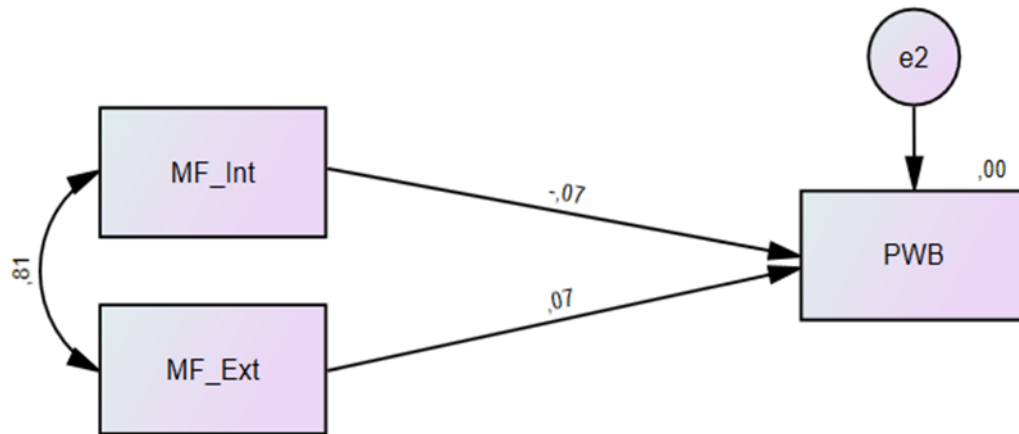
Figure 4.11: Total effect

The path analysis results demonstrated that neither MF_Int (Std Beta=-.07, p=0.707) nor MF_Ext (Std Beta=.07, p=0.688) had a statistically significant relationship with PWB. These results indicate the absence of a direct correlation between MF_Int, MF_Ext, and PWB, implying that a mediator is required. Furthermore, the limited sample size reduces the statistical capacity to identify a substantial relationship at some point.

4.8.2 Relationship between the independent variables and the mediator

The empirical research model presented in Figure 4.10 hypothesise relationships between MF_Int and MF_Ext with ML. The results revealed significant paths between MF_Int (Std Beta=.398, p<0.05) and MF_Ext (Std Beta=.651, p<0.05) as predictors and ML. These two variables explained approximately 72.4% of the variation in ML. Higher MF_Int scores are therefore connected with higher levels of ML; similarly, higher MF-Ext scores are related to higher levels of motivation. Furthermore, based on the standard beta coefficients, MF_Ext has a stronger explanatory relationship with ML than does MF_Int. Consequently, the null hypothesis is deemed to be valid.

4.8.3 Relationship between the independent and dependent variables in the presence of the mediator: Direct effects model

The direct effects models assess the statistical connection between the IV and DV in the presence of the mediator. The diagram below indicates the relationship of one variable on the other.
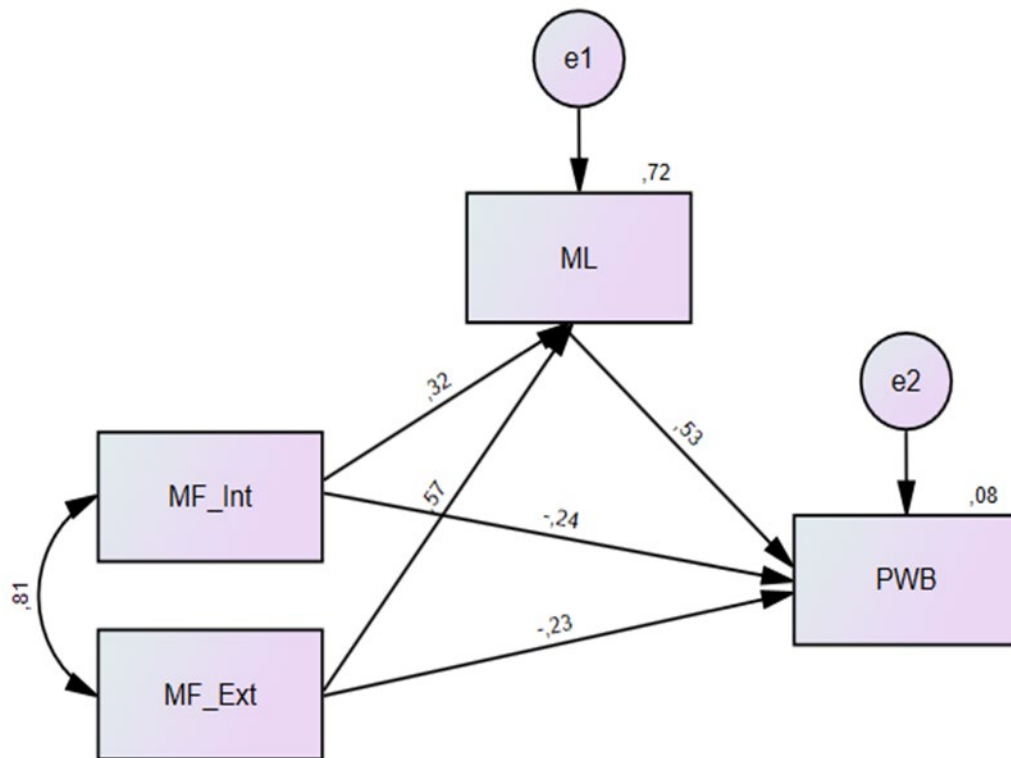
Figure 4.12: Direct effects

This section measured direct effects. In contrast to the total effect results in Figure 4.11, Figure 4.12 shows that when a mediator is added to the model, the relationships among the independent variables and dependent variable become negative (MF_Int to PWB Std Beta =-.24 and MF_Ext to PWB Std Beta =-.23), implying that the direct effects are nonsignificant (p>0.05). This demonstrated that in the presence of the mediator, higher levels of MF_Int and MF_Ext were associated with lower levels of PWB. This is likely because different respondents have different relationships with motivational factors; the literature indicates that one size does not fit all in motivational factors due to diversity.

The coefficient effects of both MF_Int (.32) and MF_Ext (.57) had significant direct effects on ML. Furthermore, there was a notable correlation between ML and PWB, with a coefficient of .53 (p<.05). ML plays a role in explaining the relationship between MF_Int and MF_Ext. A slight statistical relationship on PWB is observed, as both coefficients are nonsignificant (p>.05), which explains a small percentage of the variance (R-squared =.08). Therefore, the ML fully mediates the relationship between MF_Int and between MF_Ext and PWB.

4.8.3.1   Indirect effect

The indirect effect of X on Y is the effect of X on Y that goes through the mediator variable ML. The indirect effect of MF_Int on the PBW through ML was .182, while the indirect effect of MF_Ext on the PWB through ML was .298. Both indirect effects are statistically significant (p <0.05), indicating that the effect of MF_Int and MF_Ext on PWB goes through ML. The latter explains a small coefficient of variation in the outcome variable (R-Squared=.08), indicating that the PWB has no illustrative value. Furthermore, the level of motivation appears to have an indirect effect on PWB.

The mediation analysis findings did not support H1; however, they did support H2, H3, and H4 (refer to 4.8). Chapter 4 concludes with the following section.

This study focuses on the link between the variables mentioned in Figure 4:10. The researcher solely looked for correlations. This approach enabled the researcher to determine how IV may be associated with changes in DV. However, it has been seen that correlation does not imply causality. While the study's title and certain objectives implied causality, this was because the propositions were formed using a theoretical framework; there was no inquiry into whether one variable caused changes in the other.

4.9   CONCLUSION

In this chapter, the empirical outcome was showcased, aligning with both the primary and secondary objectives in conjunction with the problem statement. The statistical techniques and methods reviewed in Chapter 3 were practically applied in Chapter 4.

Tables, graphs, figures, and cross-tabulations were used to present the sample profile, reliability, descriptive construct, group differences, correlation, and mediation analysis. To assess the significant differences among variables, hypotheses were developed. The study revealed a weak correlation between variables, implying that both intrinsic and extrinsic motivational factors have an insignificant relationship with PWB.

Chapter 5 delves into the conclusions of the study in detail concerning each objective and makes recommendations, both for SAPS and for future research.
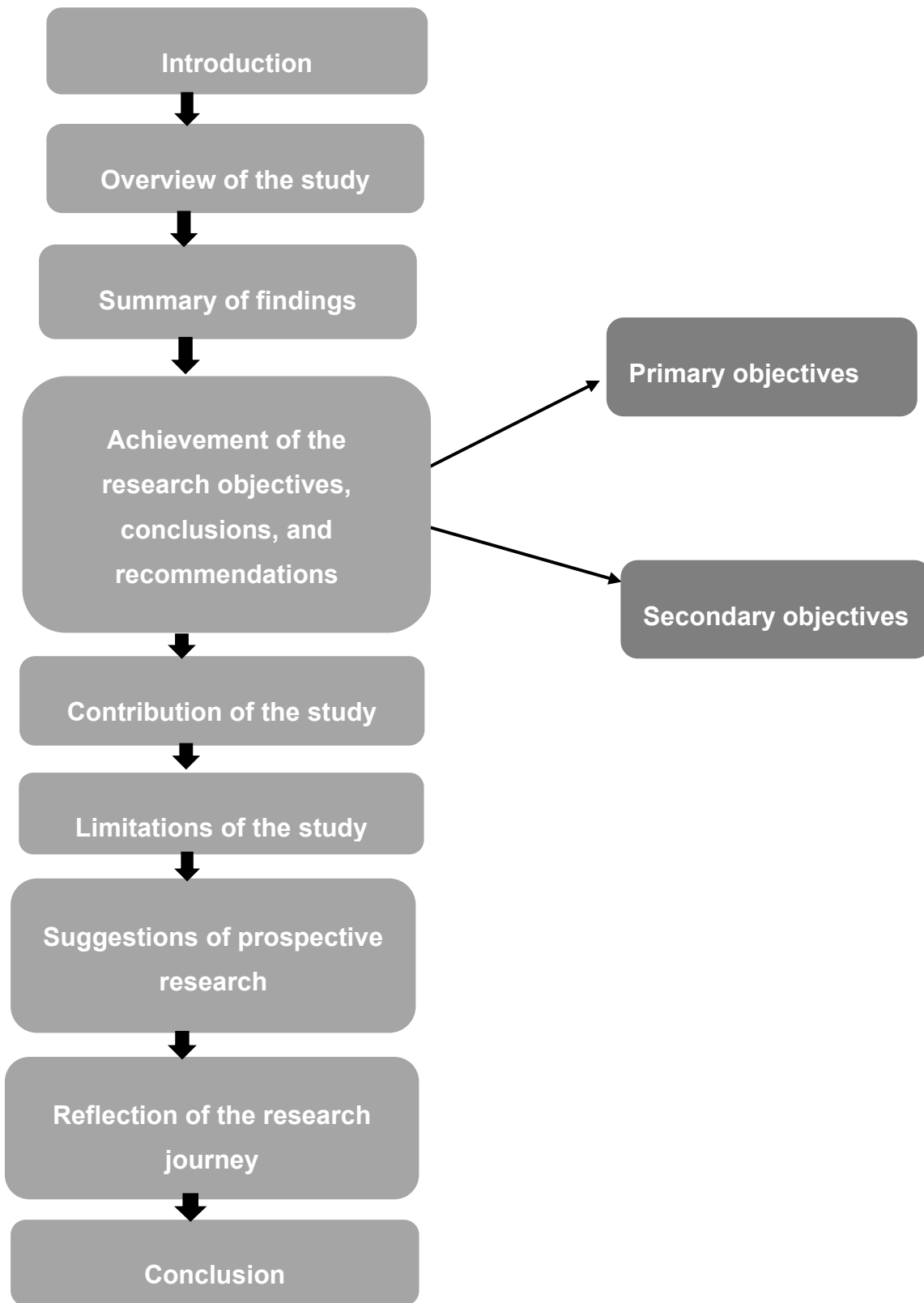
Figure 5.1 Mind map of chapter 5

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

The statistical analysis and results are presented in Chapter 4. The study aims to determine the variables of motivation that could contribute to the PWB of ASS in SAPS. The study's concluding remarks and recommendations are provided in this chapter with proposals for the benefit of ASS in SAPS. The results obtained from an empirical inquiry of the literature research served as the fundamental information for developing and providing solutions to the problem statement stated in Chapter 1.

This research observed limited studies on ASS in SAPS, which led to the following questions, "How motivated are the ASS, and how does this affect their PWB?" To fill these gaps in the study, research objectives and hypotheses were developed. Topics for potential research are advised. This chapter concludes by highlighting the study's contribution to the literature.

5.2   OVERVIEW OF THE STUDY

ASS are the five senses of any workplace; they ensure that the day's operations run as smoothly as possible. Employers have reportedly found it difficult to find the best ways to motivate their employees. This is because MFs and balancing the PWB of workers appeared to be the slippery soap in both private and public workspaces. Furthermore, it is necessary to stabilise the employee's motivation and PWB levels as an ongoing process. If this is not the case, low motivation, and PWB are usually associated with poor performance at work.

The research aimed to examine the association between ASS MFs and well-being. This included measuring the level of agreement regarding the motivational factors, motivation levels, and PWB in the workplace, particularly on ASS, as well as determining statistical differences and statistical correlations between the level of agreement regarding motivational factors and PWB. Furthermore, the research explored whether the perceived motivation levels mediate the correlation between extrinsic or intrinsic motivational factors and PWB.

The chapters are summarised:

Chapter 1: A problem statement, the research aims, objectives, the background and rationale of the study, and hypotheses were analysed in the introductory chapter. A comprehensive literature review was undertaken, during which the four concepts in the study, namely, motivation, well-being, administrative support function, and SAPS, were briefly discussed. The results also highlighted the research methodology and ethical factors. Finally, the study's potential limitations and planned demarcation are mentioned.

Chapter 2: A detailed literature review of SAPS and its administrative function is provided. Motivation conceptualisation was further discussed using content and process motivational theories to assist the researcher in identifying the thread and understanding these theories concerning the findings from previous studies. Similarly, different models for conceptualising well-being were discussed for the applicable theories to the population in question. Furthermore, the chapter concludes by describing the correlation between motivation and well-being found in the literature.

Chapter 3: The methodology for the study was described. To define, measure, and evaluate motivational factors that contribute to and rationally explain employee PWB, a quantitative approach was used, which informs the following designs: the positivist paradigm, deductive approach, survey approach, and cross-sectional time horizon. Primary and secondary sources were consulted to support the subject under investigation. ASS in Tshwane SAPS were conveniently sampled, and non-probability sampling was applied. Van Wyk's (2011:119) and Ryff's (2014) questionnaires for the PWB were adopted in Section D (refer to Annexure F). The questionnaires were piloted by the researcher to ensure that they elicited the expected responses and that respondents were aware of the ethical considerations. The validity and reliability of the questionnaires were also discussed.

Chapter 4: Examination of the data was reported according to the questionnaire's structure (Sections A, B, C, D, and E). Descriptive statistics and inferential statistics were calculated. Gender and age group differences were calculated using appropriate methods, and correlation and mediation analyses were also performed. The findings

in Chapter 4 are used to develop concluding remarks and recommendations inside the present chapter.

5.3 SUMMARY OF FINDINGS

The principal results are presented below, followed by a brief discussion in tabular format (Table 5.1).

Table 5.1: Findings synopsis

No.	Key findings
1	Blacks or African race were the highest respondents (72.4%). The largest employment implemented after 1994 democracy to reduce racial imbalances could have increased the number of black workers in other occupations (Van Antwerpen & Ferreira, 2016:91).
2	Two-thirds (62.1%) of the respondents were females indicating that it is still a female-dominated profession.
3	The majority (56.3%) of the respondents were between 40-49 of age.
4	Grade 12 (or matriculation) is the highest level of education. It should also be noted that most respondents have a basic education (Grade 12), which may influence their perspective on life and self-perception, given that several factors influence the understanding of ML and PWB.
5	Years of employment/service of the 12 to 23 years service category group are the majority at 60.9%. Employee loyalty in the category, despite the low level of education discovered, which can make finding new opportunities difficult, could only indicate employees' need for stability and trustworthiness.
6	With a score of 26.4%, the administrative officer position is the most common. Respondents' dominant position title of "administrative officer" falls into stratum 3 as defined by Van Antwerpen and Ferreira (2016:291).
7	The Cronbach's alpha values for **intrinsic factors** yielded an overall reliability of greater than 0.968, indicating excellent reliability, while **extrinsic factors** yielded an overall reliability of 0.92 excellent reliability but slightly lower than intrinsic factors.
8	The overall MS for extrinsic motivational factors (MS=2.87) represents a lower overall average compared to the overall average for the intrinsic data mean score (MS=3.14).
9	Cronbach's alpha values of 0.906 indicate ASS level of motivation at SAPS, representing excellent acceptable reliability on the thirteen motivational factors.
10	SAPS has a moderate level of PWB of the ASS, average MS=4.52, and average SD 0.70. Higher well-being was measured as 1.5 SD beyond the mean and lower well-being was measured as 1.5 standard deviations below the mean.
11	It is therefore found that there is no significant difference between intrinsic and extrinsic motivational factors, ML, and PWB between males and females.

No.	Key findings
12	It can be deduced that respondents' age has no bearing on what motivates them and their level of motivation. Therefore, there is no statistically significant difference between age groups.
13	There is no correlation between intrinsic, and extrinsic ML on PWB
14	PWB mediates MF_Int and MF_Ext through ML.

Source: Researcher's own compilation

5.4   ACHIEVEMENT OF THE RESEARCH OBJECTIVES AND CONCLUSIONS

This section provides the conclusion and recommendations following the primary objectives, secondary objectives, questions, and formulated hypotheses.

5.4.1 Primary objective

To investigate the relationship between MFs and the PWB of ASS in SAPS

The literature review laid the foundation because secondary information is available inside the territory of public use. Furthermore, the primary objective was expanded into six SOs to answer the main research question.

5.4.2 Secondary objectives (SO)

SO 1 - To measure the levels of agreement regarding motivational factors in the workplace among SAPS ASS (Section B of the questionnaire – Annexure F).

Referring to Section 4.5.3 (Chapter 4), the first secondary objective was met as follows: the researcher divided the motivational components into two categories, namely, intrinsic, and extrinsic factors, to determine which type of factor had higher levels of agreement than the other.

Intrinsic factors - Nearly all the responders strongly agreed on four of the six intrinsic factors, namely, responsibility (62%), goal setting (41%), feedback (39%), and job design (40%). Moreover, respondents indicated that recognition and appreciation (36%), as well as the opportunity for advancement (32%), are not as important to them. The results showed that the first four factors mentioned had mean scores of more than three (MS between 3.11% and 3.64%), while the latter two had mean scores of less

than three (MS = 2.40 to 2.70). As a result, the overall average MS (3.14) is greater (Refer to Table 4.6).

Extrinsic factors - Working conditions, job security, and leadership had higher MS (3.03–3.57) than did the other six extrinsic factors, which were rewards, salary, training and development, and performance appraisals (MS = between 2.48 and 2.74) have a lower MS. The overall average score was 2.87. Refer to Table 4.7. According to Vroom's expectancy theory, excellent performance will result in a specific reward, such as bonuses or promotions. Salary has the potential to prevent employee dissatisfaction, as indicated by the hygiene factor in the two-factor theory from Herzberg.

Conclusion and recommendations: The extent to which respondents agreed with the questions suggested that intrinsic motivation outweighs extrinsic factors. The respondents' favoured method of motivation is to express their natural human desire to learn and assimilate, as supported by Locke and Schattke (2019) and Abdullah, Sofyan, Roslan and Roslan (2022). Intrinsic motivation appears to be more of a content theory (Section 2.4.5.2) than a process theory (Section 2.4.5.3), according to what has already been found and mentioned in this research through a review of the literature (refer to Chapter 2). A lack of agreement on extrinsic factors not only negatively influences employee motivation but also reveals the nonexistence of this type of motivation within SAPS ASS. Extrinsic motivation, which is thought to be instrumental (Zeigler-Hill & Shackelford, 2016; Locke & Schattke, 2019), encourages employees to perform their work in a certain way in the hope of receiving rewards or performance appraisals. As a result, SAPS is advised to consider the following factors under intrinsic motivation: recognition and appreciation and opportunity for advancement and growth. According to SDT, it is important to consider not only how much employees are motivated or whether they are intrinsically or extrinsically driven but also the kind of intrinsic or extrinsic drive they possess (Van den Broeck, Howard, Van Vaerenbergh, Leroy, & Gagne, 2021:258). Maslow's hierarchy of needs defines esteem needs as appreciated by employees, which SAPS currently does not provide, according to the responses (Maslow, 1943). As a result, according to two-factor theory, SAPS must have a platform for highlighting achievements throughout the institution.

Herzberg's two-factor theory justified the need for development or self-actualisation; however, findings indicate that opportunities for advancement and employee growth are not practiced within SAPS specifically of the ASS. According to Adam's equity theory, employee inputs must be equalised by either promotion opportunities or compensation to motivate employees (Adams, 1963).

Nakash and Bouhnik, (2022) emphasised that skilled, devoted, and productive personnel are the most important and risky assets of any organisation. Both intrinsic and extrinsic motivation contribute to employee satisfaction, which leads to improved accomplishment and productivity (Noviant & Ramli, 2023; Aljumah, 2023). Employee motivation may be regarded as the most important element for organisations to attain achievement in both the public and private sectors (Lee, Petovsky & Walker 2020:182).

Furthermore, employers should focus on all the listed extrinsic factors to improve employee motivation, which may include awards, incentives, and job security; these findings are supported by Romzek (2018). According to Skinner's reinforcement theory (Skinner, 1969), adding rewards such as fringe benefits, promotions, and compensation can help encourage and strengthen current good behaviour. Similarly, if cross-training is not performed to improve and empower employees, both new and existing employees will become demotivated to perform the same job repeatedly. Rewards are considered forerunners of employee motivation (Thirusanku & Yin, 2022), and providing incentives for motivation is crucial. According to the findings, employees are not motivated by the existing performance assessment system, prompting SAPS to investigate why this is the case.

Secondary objective 2 - To measure the MLs among members of SAPS ASS (Section C of the questionnaire – Annexure F).

All the items were positively structured (refer to Section 4.5.4). This was accomplished by conducting an exhaustive literature review and presenting the results in Chapter 4. Internal consistency was determined with the use of Cronbach's alpha. Its value of 0.906 represents SAPS ASS's level of motivation to have excellent reliability on all the

motivational factors. Looking at SO 1, these results represent a consistency of 91% reliability.

Conclusion and recommendations: Each item contributed significantly to the achievement of this objective. Of the 13 motivational factors, the following five, namely, rewards, salary, training and development, recognition and appreciation, and feedback, received a higher response sequentially, indicating a slight level of motivation. Alternatively, the remaining eight motivational factors, which include goal setting, the opportunity for advancement and growth, working conditions, responsibility, job design, job security, performance appraisals, and leadership, had a moderate response on motivation level. These findings are consistent with those of the study conducted by Baljoon, Banjar, and Banakhar (2018), suggesting that extrinsic job factors are more powerful than intrinsic job factors in motivating employees, which contradicts their findings, as opposed to the view of respondents from this study. The uncertainty surrounding extrinsic motivation speaks volumes, highlighting the level of motivation for ASS in SAPS as being moderate. In conclusion, according to the respondents, the lack of rewards factor (46%) appears to be the most prominent factor that negatively influences motivation, followed by the salary factor (25%). Refer to Table 4.9 for a presentation of the results. Notably, many such factors pertain to extrinsic motivational factors that affect respondents' levels of motivation. These assisted in determining which motivating elements are more common among responders and which ones differ considerably from one another.

Secondary objective 3 - To measure the PWB of ASS in SAPS (Section D- Annexure F).

The PWB scale was used to assess and quantify the participants' well-being on various psychological dimensions in SAPS. According to Section 4.5.5, the level of PWB among the ASS in SAPS is considered moderate, with an average MS = 4.52 and an SD = 0.70.

In Section 4.4.3, different age groupings aided in determining the preferences or perceptions of individuals who held the same or similar beliefs about the state of their PWB; it was found that age has no bearing on their PWB. Srivastava, Valkov, Russell,

Gutmann, and Sutton's (2017:253) study refutes the above by finding a significant difference in PWB between age groups 46 to 55 and younger age groups. For gender, females (MS = 4.5383) had slightly greater average mean scores for PWB than males (MS = 4.4924). The findings for females in this study portray the state of happiness and contentment described by the hedonic and eudemonic approaches (Section 2.5.3b). According to Lambert, Hotchkiss, and Passmore (2019:209), one reason why well-being must be measured and studied longitudinally is that age and gender reversal appear to be common, with women reporting higher levels of happiness and feeling rested before the age of 50 but then dropping and being surpassed by men. This approach is supported by the AI 4-D model and processes, which use a positive approach to existing strengths and successes (refer to Section 2.5.3c).

Conclusion and recommendation: When considering PWB, both females and males may have similar experiences or effects on their overall well-being, regardless of whether they are influenced by internal (intrinsic) or external (extrinsic) factors. This finding relates to the results of Bhat and Naik (2016), who also found no statistically significant differences in PWB scales for measures of intrinsic motivation. Regarding age, it can be concluded that respondents' years of service have no bearing on their PWB, as there is no statistically significant difference between the age groups. The table shows that there is a constant association between motivation and PWB throughout these three age brackets (29–39, 40–49, and 50–59 years). As balanced as it appears, the researcher then suggested well-being workshops and regular PWB assessments for the ASS, as the results indicate that there is space for improvement. It is clear from the literature review and well-being models that employee satisfaction and happiness are important, as indicated in the PERMA model (Seligman, 2011).

Secondary objective 4 - To establish whether there is a statistical difference in the level of agreement between the selected independent ASS on motivational factors in the workplace (self-reported) and PWB (Refer to Section 4.1 and Annexure H)

Group differences - T-test for gender group findings

The SA mid-year population estimates for 2022 show that females constitute 51.1%, while males constitute 48.9% (StatsSA, 2022), which could explain why females

outnumber males in other occupations. It is clear from the results that in the administrative field, females are the preferred gender to be appointed. This is still a female-dominated profession. Several studies, such as those of Van Antwerpen and Ferreira (2016:91), have found this to be true, including Maake (2016:74) and Hlungwani (2021:85).

Age one-way (ANOVA) findings

Refer to Annexures for the results. Age is an important demographic factor because it might influence how certain questions/statements are understood. MFs and well-being are perceived differently by individuals of different age groups. It also appears that middle-aged individuals (40-49 years of age) are more open to change in the workplace. The data reveal that employees who have been in the same position for several years fall into this category. It might be that respondents from the middle-aged group are more content with their responsibilities. In one of the questions posed (refer to the open-ended question in Annexure X) about whether there is anything else they would like to share about motivation in their working environment, the two primary themes for feedback include *"To get a promotion and learn more to further my studies in the life and I am willing to learn more activities to expand".* These findings represent almost a third of the total sample.

Regarding the older generations (50-59 years of age), these individuals are in their golden years with little interest but to retire. For the open-ended questions, most of the respondents responded with "no comment". IBM SPSS version 27 was used to perform a more in-depth analysis and identify any correlations ranging from one age group to another and respondents' interpretations of the constructs of motivation and PWB.

Conclusions and recommendations: Almost two-thirds of the sample were female (62.1%), corroborating Maake's (2016:74) claim that women continue to dominate administrative roles in modern times. Government agendas have contributed to gender imbalances; now is the time for the South African government to ensure that male and female administrative environments are represented proportionally. Therefore, there was no statistical difference in intrinsic and extrinsic motivational

factors, motivational levels, and PWB between males and females. These findings are in line with the findings of a study undertaken by Bhat and Naik (2016) but contradict the findings from Gonzalez Olivares, Navarro, Sánchez-Verdejo and Muelas (2020) that gender does not influence the impact of motivation on PWB. SAPS should embark on establishing a balance regarding equity in this domain. Gómez-Baya, Lucia-Casademunt and Salinas-Pérez (2018) mention that if employees experience intrinsic motivation due to psychological need satisfaction within their respective work environments, positive consequences for their PWB develop. For the age groups, it can be deduced that respondents' years of age have no bearing on what motivates them or their level of motivation. ML does not differ significantly across age groups. However, research on age-related variations in job motivation showed that people in older age brackets placed greater emphasis on extrinsic motivators.

Secondary objective 5 - To determine whether there is a statistical correlation between levels of agreement regarding motivational factors (intrinsic/extrinsic) and PWB, as well as between MLs and PWB. (Refer to Section 4.7.)

Kendall's tau-B correlation analysis was subsequently performed. According to the findings, the higher p-values between motivational factors (intrinsic (p=0.904) and extrinsic (p=0.602)) and PWB indicate that the correlation is not statistically significant. Similarly, a correlation between ML and PWB of p=0.133 signifies that the correlation is not statistically significant.

$H1_a$: There is a statistically significant link between intrinsic and extrinsic motivational factor levels and PWB. The null hypothesis was rejected. In support of the alternate theory ($H1_b$), Higher MF_Int or MF_Ext levels are not associated with higher PWB.

Conclusion and recommendations: Higher p-values suggest that the observed relationships are more likely to occur by chance. This study revealed that there was no significant difference between males and females in terms of intrinsic or extrinsic motivation. Multiple studies have shown that when individuals are internally driven, their likelihood of perseverance is greater, demonstrating progress, and attaining their objectives (Ryan & Deci, 2017:1). According to the findings, a weak relationship indicates that both intrinsic and extrinsic factors do not affect PWB, which contradicts

the findings of Ryan and Deci (2017:1). SAPS should introduce interventions aimed at the PWB of ASS to increase awareness of the importance of these interventions. It is further proposed that managers be equipped to address issues on well-being. The reality that both intrinsic and extrinsic motivational factors remain unaffected by the PWB of the ASS can probably be seen as these factors not having a remarkable influence on PWB, putting weight on the employee being aware of aspects related to PWB.

Secondary objective 6 - To investigate the role of motivation level as a mediator (MED) in the statistical relationship between MFs and PWB. Once this objective formed part of the data analysis, the following hypotheses were included to perform a thorough examination.

Testing of Hypothesis (Refer to Section 4.8 and Annexure)

H1$_a$: A higher MF_Int or MF_Ext is associated with higher PWB.

H1$_b$: Higher MF_Int or MF_Ext is not associated with higher PWB.

Conclusion and recommendation: Testing of the relationship between intrinsic and extrinsic motivational factors (IVs) with PWB (DV) in the absence of a mediator (MED) is often called total effects. Findings with high p-values propose that a direct connection does not exist between the MF_Int and MF_Ext with PWB. The statistical condition of mediation, that there must be a significant linear relationship between the contrasts mentioned above, is not met in this hypothesis. The null hypothesis is thus rejected.

H2$_a$: Higher MF_Int or MF_Ext is associated with higher ML

H2$_b$: Higher MF_Int or MF_Ext is not associated with higher ML

Conclusion and recommendations: The second condition of the mediation analysis examined the associations between the independent variables and the mediator (MED) and revealed significant correlations among the variables MF_Int, MF_Ext, and ML. The null hypothesis is therefore deemed to be supported. This result corresponds

with Herzberg's two-factor theory, as both the independent variables (with the subconstructs) are found in this theory as motivational and hygiene factors. MF_Ext (rewards, salary, working conditions, among others) has emphasis and value on motivation levels. Refer to Table 4.8.

H3$_a$: Higher ML is associated with higher PWB.

H3$_b$: Higher ML is not associated with higher PWB.

Conclusion: The relationship between the IV and MED is put to the test in this hypothesis. Figure 4.12 shows that when a mediator is added to the model, the negative correlation between the IV and the DV becomes negative, in contrast to the total effect results in Figure 4.11. As a result, ML completely mediates the relationships among MF_Int, MF_Ext, and PWB. Therefore, the null hypothesis is accepted. Individuals with intrinsic motivation are internally motivated to achieve a desired goal, as emphasised by Bhat and Naik (2016). These authors mention that between extrinsic motivation or intrinsic motivation and PWB, a significant negative connection exists. This finding contradicts the results obtained in this research.

H4$_a$: Relationship between MF_Int and MF_Ext as IV and PWB as DV is mediated by levels of ML

H4$_b$: Relationship between MF_Int and MF_Ext as IV and PWB as dependent variable is not mediated by levels of ML

Conclusion and recommendations: The hypotheses examined the correlation between IV and DV in the presence of MED. Both indirect effects were statistically significant, indicating that MF_Int and MF_Ext influence PWB via ML. The latter constitutes a minority fraction of the variation in the outcome variable. As a result, PWB has no illustrative value. ASS in SAPS relies on both inner and extrinsic drive to operate. It is proposed that the institution plays the role of ensuring that the PWB of ASS is regarded as valuable. This study's results contradict those of Lahat and Ofek (2022:51), who showed that public-sector workers experience more emotional well-being than private-sector workers. When workers are pleased with their employment

and the company for which they work, it leads to greater productivity and job satisfaction. According to Van Antwerpen and Ferreira (2016), a worldwide comparative analysis of the productivity and happiness of administrative public sector personnel suggests that the South African state is not awful; however, this does not explain the continued dismal level of service delivery. Therefore, the null hypothesis is accepted.

Table 5.2 shows the research problem and the primary and secondary objectives of this research. In addition, it summarises the overall suggestions derived from the results.

Table 5.2: How the objectives were met

Research problem: There is limited research available regarding motivation factors and PWB of ASS in SAPS.	
Research objectives	**Recommendations**
Primary objective To investigate the relationship between MFs and PWB of ASS in SAPS. **Research objectives (SO)** **SO1:** To measure levels of agreement regarding motivational factors in the workplace amongst ASS in SAPS. **SO2:** To measure MLs amongst members of ASS in SAPS. **SO3:** To measure the PWB of ASS in SAPS. **SO4:** To establish whether there is a statistical difference in the level of agreement between selected independent ASS on motivational factors in the workplace(self-reported) and PWB. **SO 5:** To determine whether there is a statistical correlation between levels of agreement regarding motivational factors (intrinsic/extrinsic) and PWB, as well as between motivation levels and PWB. **SO6:** To investigate the role of motivation level as a mediator in the statistical relationship between MFs and PWB.	▪ Under intrinsic motivation, SAPS should consider the following factors: recognition and appreciation, as well as opportunities for advancement and growth. ▪ Furthermore, the employer should prioritise all the extrinsic factors listed earlier in this chapter to improve employee motivation, which may include awards, incentives, and job security, among other things. ▪ A recommendation for performance appraisal systems, to be reviewed at SAPS concerning the ASS. ▪ According to respondents, the lack of rewards as a motivational factor appears to be the factor that negatively influence motivation, followed by salary factor. SAPS could implement a reward system to improve employee morale. ▪ As there appears to be little exposure in PWB segment, the researcher suggests raising awareness about PWB for ASS. ▪ It is suggested that SAPS embarks on establishing a balance regarding gender equity in this domain. ▪ It is recommended that SAPS introduce interventions aiming at the

Research problem: There is limited research available regarding motivation factors and PWB of ASS in SAPS.	
Research objectives	Recommendations
	PWB of ASS to make them more aware of the importance thereof.
	▪ It is further recommended that managers are equipped to deal with issues pertaining to well-being.
	▪ It is proposed that the institution play the role of ensuring that the PWB of ASS are valued.
	▪ To avoid bias, the replication of the research is advised using the different methods.
	▪ It might be of value to conduct a similar research study by including ASS from SAPS in urban and rural areas.
	▪ A study comparing public servants' and police officers' understanding of intrinsic and extrinsic motivational factors that contribute to PWB levels could yield valuable results.
	▪ The researcher suggests conducting a study to determine whether there are any significant differences in between various factors that motivate employees across provinces.

The next section provides more details on how the study's results contribute to the current catalogue of related knowledge.

5.5   CONTRIBUTION OF THE STUDY

The study examined the relationship between motivational factors and PWB among the ASS in SAPS. The motivational factors that contribute to PWB are also highlighted; therefore, the management of SAPS stands to gain from the outcomes of this research study, pointing out which of these factors should be investigated to balance the PWB of their employees. From the discussed results, employees can be intrinsically and extrinsically motivated, and the research emphasised the MFs that seem preferable to the ASS. The discoveries made in the present study contribute to the corpus of

academic knowledge by providing insights into the connections between MFs and PWB, especially in the public service domain. Therefore, it can be deduced that a happy and content workforce will positively impact service delivery. In essence, the more ASS is psychologically balanced, the more it will contribute to the success of SAPS. Moreover, the study trusts that motivation has a substantial influence on the PWB of ASS from SAPS.

Several constraints are elaborated upon in the following section.

5.6   LIMITATIONS OF THE STUDY

Limitations are an inevitable part of the research process because not everything the researcher could have hoped for will occur exactly as planned. One of the contributors to the limitations encountered was the COVID-19 pandemic. Even though an online questionnaire was originally planned, self-help questionnaires were used to gather information instead. Moreover, the self-help questionnaire is a result of SAPS staff only having access to the intranet rather than the Internet.

Because the sample was drawn from only six police stations with a small number of respondents, the context must be considered only for the population. These findings cannot be generalised because the police stations from SAPS nationwide were not included, which may have provided great insights as well. One potential constraint on the turnaround responders may have been their fear of identification, despite being assured of their anonymity and secrecy. The possibility exists that respondents at the other five stations, where the researcher merely dropped the questionnaire without a little guidance, misinterpreted some of the questions.

The following section aims to suggest further research that can be conducted based on the findings and final thoughts of this research.

5.7   SUGGESTIONS FOR PROSPECTIVE RESEARCH

Although the findings of the present investigation provided valuable insights into the relationships among motivational factors, motivation levels, and PWB, additional research should be conducted by including other provinces from SA. To avoid bias, it

is advisable to execute the research using contrasting methodologies, such as qualitative methods, and longitudinal study. It might be valuable to conduct a similar research study by including ASS from SAPS in urban and rural areas. It is also suggested that the study be expanded to include other government departments.

According to the responses from Section D of the questionnaire, which dealt with PWB, a study on the topic is recommended because it appears to be frequently confused with wellness. A study comparing the understanding of intrinsic and extrinsic motivational factors that contribute to PWB levels among public servants and police officers might provide valuable results. Motivational variables may not have the same impact on PWB in this organisation as other aspects. These could include the SAPS's basic working environment, the political landscape, South Africa's crime rate, and many more. An investigation using SDT from Deci (1975) as a foundation could yield interesting results, in addition to the current dependent and independent variables. Certain aspects of the theory have been effectively used to explain job motivation in previous studies.

The researcher suggested conducting a study to determine whether there are any significant differences in the factors that motivate employees across provinces. A study solely on PWB among the ASS in SAPS might yield informative results. The inclusion of Police Act employees (constables, sergeants, warrant officers, captains, etc.) in the sample might provide interesting results.

The following section delves into why I chose the focus area, a reflection of my journey thus far, and an appreciation for everything I have learned.

5.8   REFLECTION ON THE RESEARCH JOURNEY

What an adventure! This has been a humbling process. As an administrative officer for more than 15 years, I have desired that this profession be valued and appreciated. It is an opportunity that my supervisor, Prof. Sumei, and I considered this research on ASS in SAPS. It is only now that I understand the phrase "no one will take your education," which is commonly used to encourage people to study. I used to believe that I would never understand research, its techniques, methods, or dos and don'ts.

My life has changed because of the tight deadlines, sacrifices, late nights, and early mornings. How it all began, and my attitude evolved. Now, I know what it takes to take it home from the master holders.

5.9   CONCLUSION

This chapter concludes and makes suggestions based on the data presented in Chapter 4. In terms of motivational factors and PWB, the literature review introduced several important elements in the form of the various theories discussed. These two constructs have demonstrated that employee motivation and PWB are complex phenomena. The ability to continuously measure employee motivational levels to identify areas of concern that may result in lower PWB within an ASS might significantly affect the overall performance of employees.

The study supported that those days of meeting "mediation conditions" for mediation to exist are long gone. This means employers should motivate employees and a shift can be witnessed in the dependent variable. A mediator may be unnecessary if the independent variable is addressed from the start. This research might provide SAPS management with insights into the type of motivational factors that respondents least agreed with as a sign that they are not actively used to motivate employees. The primary research and several secondary objectives were successfully met, and the research void was closed. Perhaps more significant was the fact that, according to respondents' desires, they indicated that the findings be communicated to serve as guidelines for the management of SAPS. Finally, no other similar studies were found during a database search on motivation factors, motivation levels or psychological well-being. The findings contribute to a new field of research.

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ANNEXURE A: ETHICAL CLEARANCE CERTIFICATE

UNISA | university of south africa

COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES

DEPARTMENTAL ETHICS REVIEW COMMITTEE

OPERATIONS MANAGEMENT

Date: 14 December 2020

Dear Ms LT Chabalala

Decision: Ethics Approval from 14 December 2020 until 14 December 2025

NHREC Registration # : (if applicable)
ERC Reference # : OPS/2020/008
Name : LT Chabalala
Staff # : 90120140

Researcher(s): Prof S van Antwerpen
Department of Operations Management
College of CEMS
Email address: vanans@unisa.ac.za
Contact number: 012 429 4899

Title: Motivating factors contributing to employee well-being in the South African Police Service: a case of administrative support staff

Thank you for the application for research ethics clearance by the Unisa Department of Operations Management Ethics Review Committee for the above-mentioned research. Ethics approval is granted for 5 years (**see period mentioned above**).

The minimum risk application was reviewed by the Department of Operations Management:

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the Department of Operations Management Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

ANNEXURE B: PERMISSION LETTER FROM SAPS TO CONDUCT STUDY

South African Police Service — Suid-Afrikaanse Polisiediens

| Privaatsak | Pretoria | Faks No. | |
| Private Bag X94 | 0001 | Fax No. | (012) 334 3518 |

Your reference/U verwysing:

My reference/My verwysing: 3/34/2

THE HEAD: RESEARCH
SOUTH AFRICAN POLICE SERVICE
PRETORIA
0001

Enquiries/Navrae: Lt Col Joubert
AC Thenga
Tel: (012) 393 3118
Email: JoubertG@saps.gov.za

APPROVED

Ms TL Chabalala
UNIVERSITY OF SOUTH AFRICA

RE: PERMISSION TO CONDUCT RESEARCH IN SAPS: EXPLORING EMPLOYEE WELL-BEING OF ADMINISTRATIVE SUPPORT STAFF IN THE SOUTH AFRICAN POLICE SERVICE (SAPS): GAUTENG: UNIVERSITY OF SOUTH AFRICA: MASTERS DEGREE: RESEARCHER: TL CHABALALA

The above subject matter refers.

You are hereby granted approval for your research study on the above mentioned topic in terms of National Instruction 1 of 2006.

Further arrangements regarding the research study may be made with the following office:

The Provincial Commissioner: Gauteng:

- **Contact Person:** Col Peters
- **Contact Details:** (011) 547 9131
- **Email Address :** PetersNS@saps.gov.za

- **Contact Person:** SAC Mphatse
- **Contact Details:** (011) 547 9131
- **Email Address :** MphatseB@saps.gov.za

Kindly adhere to paragraph 6 of our attached letter signed on the 2020-11-25 with the same above reference number.

_____   MAJOR GENERAL
THE HEAD: RESEARCH
DR PR VUMA

DATE: 2021-03-08

I

ANNEXURE C: QUESTIONNAIRE

SECTION A: **BIOGRAPHICAL INFORMATION** (Information about yourself)

GENERAL INFORMATION/INSTRUCTIONS

I.   Information requested for statistical purposes **ONLY**.

II.   Responses provided will be strictly **CONFIDENTIAL and ANONYMOUS**.

III.   Please mark the most suitable option with a cross (X) in the space provided.

1. RACE*

Asian	1	
Black	2	
Coloured	3	
White	4	
Other	5	

*to determine if there is any significant difference in motivation between race groups and to use information for possible remedial purposes.

Male	1	
Female	2	

2. GENDER

Other ……………………………………	3	

3. AGE

	Age
How old are you?	

4. EDUCATIONAL LEVEL

(indicate your highest qualification)

e.g. Grade 11, Diploma, Degree, etc.   …………………………………………..

Number of years at SAPS	

5. EMPLOYMENT YEARS OF

- **SERVICE AT SAPS**

6. CURRENT POSITION

e.g. Secretary, Administrative officer, etc.   ………………………………………….

SECTION B: MOTIVATIONAL FACTORS

1.   State your level of agreement regarding the following motivational factors with a cross (X) in the relevant option next to the questions provided. Please ensure that all the questions are answered.

	STATEMENTS • •	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	Rewards					
B1	SAPS's current incentive scheme motivates you to perform better.	1	2	3	4	5
B2	SAPS is aware of what rewards employees' value as important.	1	2	3	4	5
	Goal setting					
B3	You feel the goals you are supposed to achieve are realistic.	1	2	3	4	5
B4	You assist your manager/supervisor in setting your goals.	1	2	3	4	5

	STATEMENTS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	Feedback					
B5	You receive adequate feedback from your manager/supervisor.	1	2	3	4	5
B6	Feedback from your supervisor/manager is clear.	1	2	3	4	5
	Job characteristics					
B7	Your job is challenging.	1	2	3	4	5
B8	Employees are rotated in the organisation in order to learn to perform new tasks.	1	2	3	4	5
	Salary					
B9	You are of the opinion that your salary is market related.	1	2	3	4	5

	STATEMENTS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
B10	You feel that your current salary motivates you to perform.	1	2	3	4	5
	Opportunity for advancement and growth					
B11	There are good promotion opportunities for employees within SAPS.	1	2	3	4	5
B12	The advancement and growth opportunities within SAPS motivate you to perform better.	1	2	3	4	5
	Working conditions					
B13	You are provided with the necessary equipment to adequately perform your duties.	1	2	3	4	5
B14	You work under pleasant working conditions.	1	2	3	4	5
	Recognition and appreciation					

	STATEMENTS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	• •					
B15	You receive recognition for your achievements from your supervisor/manager.	1	2	3	4	5
B16	Employee achievements are revealed throughout the organisation.	1	2	3	4	5
	Training and development					
B17	You receive ongoing training to improve your ability and skills.	1	2	3	4	5
B18	You are cross-trained in order to perform duties in other departments.	1	2	3	4	5
	Responsibility					
B19	Your manager/supervisor lets you take responsibility for the tasks you perform.	1	2	3	4	5
B20	Your manager/supervisor allows you to make your own decisions on how to perform your tasks in order to achieve your goals.	1	2	3	4	5

	STATEMENTS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• •						
• •	STATEMENTS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	Job security					
B21	You have no fear about the financial stability of SAPS.	1	2	3	4	5
B22	You feel secure about your future within SAPS.	1	2	3	4	5
	Performance appraisals					
B23	You feel that the current performance appraisal system used by SAPS adequately measures your true performance.	1	2	3	4	5

	STATEMENTS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• •						
B24	The current performance appraisal system motivates you to achieve your goals.	1	2	3	4	5
	Leadership					
B25	You receive adequate support from your manager/supervisor.	1	2	3	4	5
B26	Your supervisor/manager is trustworthy.	1	2	3	4	5

Source: Adapted from van Wyk (2011)

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SECTION C: MOTIVATION LEVEL

1. Please indicate to level of motivation by inserting a "X" in the appropriate box next to each question. Please do not skip a question.

No.	STATEMENTS	Not at all motivated	Slightly motivated	Somewhat motivated	Moderately motivated	Extremely motivated
C1	I feel motivated at work because of rewards that are linked to performance.	1	2	3	4	5
C2	I find day-to-day tasks stimulating; feedback on progress towards work standards.	1	2	3	4	5
C3	I am inspired by my work goals since they are challenging but achievable.	1	2	3	4	5
C4	It is most satisfying growing in my work role.	1	2	3	4	5

No.	STATEMENTS	Not at all motivated	Slightly motivated	Somewhat motivated	Moderately motivated	Extremely motivated
C5	I enjoy coming to work for the salary I get monthly.	1	2	3	4	5
C6	The quality of equipment and my office environment / workplace allow me to perform my work efficiently.	1	2	3	4	5
C7	My achievement thus far is recognised and appreciated.	1	2	3	4	5
C8	My skills are enhanced through training and development.	1	2	3	4	5
C9	I am trusted and given responsibility to own my work.	1	2	3	4	5

No.	STATEMENTS	Not at all motivated	Slightly motivated	Somewhat motivated	Moderately motivated	Extremely motivated
C10	I have a healthy relationship with my boss and fellow employees.	1	2	3	4	5
C11	I feel confident about my future within the organisation.	1	2	3	4	5
C12	I have a trustworthy leader who is respected and who leads by example.	1	2	3	4	5
C13	The measures of performance appraisal are non-subjective and accurate.	1	2	3	4	5

SECTION D: WELL-BEING

The following 42 questions deal with how you feel about yourself, your life and your work. Please remember that there are no right or wrong answers. **<u>Please complete all the questions.</u>**

STATEMENTS	Strongly disagree	Disagree somewhat	Disagree slightly	Agree slightly		
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	1	2	3	4	5	6
2. In general, I feel that I oversee my work situation.	1	2	3	4	5	6
3. I am not interested in activities that will expand my horizons.	1	2	3	4	5	6

STATEMENTS	Strongly disagree	Disagree somewhat	Disagree slightly	Agree slightly		
4. Most people see me as loving and affectionate.	1	2	3	4	5	6
5. I live life one day at a time and I don't really think about the future.	1	2	3	4	5	6
6. When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5	6
7. My decisions are not usually influenced by what everyone else is doing.	1	2	3	4	5	6

STATEMENTS	Strongly disagree	Disagree somewhat	Disagree slightly	Agree slightly		
8. The demands of everyday life often get me down.	1	2	3	4	5	6
9. I think it is important to have new experiences that challenge how you think about your work, yourself and the world.	1	2	3	4	5	6
10. Maintaining close relationships has been difficult and frustrating for me.	1	2	3	4	5	6
11. I have a sense of direction and purpose in life.	1	2	3	4	5	6

STATEMENTS	Strongly disagree	Disagree somewhat	Disagree slightly	Agree slightly		
12. In general, I feel confident and positive about myself.	1	2	3	4	5	6
13. I tend to worry about what other people at work think of me.	1	2	3	4	5	6
14. I do not fit in very well with the people and the community around me.	1	2	3	4	5	6
15. When I think about it, I haven't really improved much as a person over the years.	1	2	3	4	5	6

STATEMENTS	Strongly disagree	Disagree somewhat	Disagree slightly	Agree slightly		
16. I often feel lonely because I have few close friends with whom to share my concerns at work.	1	2	3	4	5	6
17. My daily activities often seem trivial and unimportant to me.	1	2	3	4	5	6
18. I feel like many of the people I know have gotten more out of life than I have.	1	2	3	4	5	6
19. I tend to be influenced by people with strong opinions.	1	2	3	4	5	6

STATEMENTS	Strongly disagree	Disagree somewhat	Disagree slightly	Agree slightly		
20. I am quite good at managing the many responsibilities of my daily work.	1	2	3	4	5	6
21. I have a sense that I have developed a lot as a person over time.	1	2	3	4	5	6
22. I enjoy personal and mutual conversations with family members or friends or colleagues.	1	2	3	4	5	6
23. I do not have a good sense of what it is I'm trying to accomplish in life.	1	2	3	4	5	6

STATEMENTS	Strongly disagree	Disagree somewhat	Disagree slightly	Agree slightly		
24. I like most aspects of my personality.	1	2	3	4	5	6
25. I have confidence in my opinions, even if they are contrary to the consensus.	1	2	3	4	5	6
26. I often feel overwhelmed by my responsibilities.	1	2	3	4	5	6
27. I do not enjoy being in new situations that require me to change my old/familiar ways of doing things.	1	2	3	4	5	6

STATEMENTS	Strongly disagree	Disagree somewhat	Disagree slightly	Agree slightly		
28. People would describe me as a giving person, willing to share my time with others.	1	2	3	4	5	6
29. I enjoy making plans and working to make them a reality.	1	2	3	4	5	6
30. In many ways, I feel disappointed about my achievements in life.	1	2	3	4	5	6
31. It is difficult for me to voice my own opinions on controversial matters in the workplace.	1	2	3	4	5	6

STATEMENTS	Strongly disagree	Disagree somewhat	Disagree slightly	Agree slightly		
32. I have difficulty arranging my life in a way that is satisfying to me.	1	2	3	4	5	6
33. For me, life has been a continuous growth process of learning and changing.	1	2	3	4	5	6
34. I have not experienced many warm and trusting relationships with others in the workplace.	1	2	3	4	5	6
35. Some people wander aimlessly through life, but I am not one of them.	1	2	3	4	5	6

STATEMENTS	Strongly disagree	Disagree somewhat	Disagree slightly	Agree slightly		
36. My attitude about myself is probably not as positive as most people feel about themselves.	1	2	3	4	5	6
37. I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6
38. I have been able to establish a home and a lifestyle for myself that are much to my liking.	1	2	3	4	5	6
39. I gave up trying to make big improvements or changes in my life a long time ago.	1	2	3	4	5	6

STATEMENTS	Strongly disagree	Disagree somewhat	Disagree slightly	Agree slightly		
40. I know that I can trust my friends, and they know they can trust me.	1	2	3	4	5	6
41. I sometimes feel as if I have done all there is to do in life.	1	2	3	4	5	6
42. When I compare myself to friends and acquaintances, it makes me feel good about who I am.	1	2	3	4	5	6

Source: Adapted from Ryff (2014:10–28)

SECTION E: OPEN-ENDED QUESTIONS

The open-ended questions below provide you the opportunity to add any inputs on the following questions. **Please provide answers to the best of your knowledge.**

1. How do you feel about the fact that research studies are mostly focusing on police officers?

-

2. Is there anything else you would like to share about motivation in your working environment?

3. Is there anything else you would like to share about well-being in your working environment?

~Thank you for taking the time to complete the questionnaire ~

ANNEXURE D: PARTICIPANTS INFORMATION SHEET

PARTICIPANT INFORMATION SHEET

Ethics clearance reference number: OPS/2020/008

Research permission reference number: 3/34/2

Date: 16 March 2021

MOTIVATING FACTORS CONTRIBUTING TO EMPLOYEES' PSYCHOLOGICAL WELL-BEING IN THE SOUTH AFRICAN POLICE SERVICE: A CASE OF ADMINISTRATIVE SUPPORT STAFF

Dear prospective participant

My name is **Mrs Tintswalo Lucert Chabalala** and I am doing research with **Prof Sumei van Antwerpen,** a professor in the Department of Operations Management, towards a master's degree (MCom) in Business Management at the University of South Africa. I am inviting you to participate in a study titled "Motivating factors contributing to employees' psychological well-being in the South African Police Service: a case of administrative support staff".

WHAT IS THE PURPOSE OF THE STUDY?

I am conducting this research to find out:

- How motivated are the administrative support staff employed by the South African Police Service (SAPS) and how does this affect their well-being?

- What are the intrinsic and extrinsic factors which might contribute to the psychological well-being of SAPS administrative support staff (ASS)?

- Is the well-being of the ASS a priority to the management of SAPS?

- What is the significant relationship between employee well-being and motivation?

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited to participate because you meet the requirement for the sample study. I requested permission to conduct the study with your organisation from Lt Col Gideon Joubert from the Research Department of SAPS. Thereafter, your details and the particulars of other participants whom I can approach for the online questionnaire were provided by your supervisor/line manager. I chose to include the entire population of the ASS from each police station by using the convenience sampling method. It is anticipated that the entire ASS of the 36 police stations in the Tshwane clusters form part of the participants due to limited numbers representing ASS.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves voluntary questionnaires to be sent online for your attention. Your role is to answer as honestly and as possible. The questions you will be asked to comprise five sections. Section A requires information about yourself; it is requested for statistical purposes only and will be treated as strictly confidential. Section B refers to motivational factors and you will be requested to indicate your level of agreement to the statements. Section C consists of a set of questions that deals with how you feel about yourself, your life and your work through a six-item Likert scale focusing on well-being, adapted from Ryff (2014) for this study. Section D seeks to determine the extent of your motivation levels according to a six-point Likert scale. Section E includes three open-ended questions to allow you the opportunity to convey any additional information that were not covered in the closed-ended questions from the previous sections. The completion of the questionnaire will require a maximum of 30 minutes.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

There is no penalty for non-participation. Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be requested to sign a written consent form. You are free to withdraw at any time and without providing a reason. The way in which the questionnaire is structured ensures that participants are anonymous – to enhance the authenticity of the responses received.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There are no benefits for the participants. However, the findings will be beneficial to SAPS management to improve employee motivation and well-being of the Administrative Support Staff.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

No negative consequences are foreseen from participation in this study. However, depending on each participant, some could possibly experience distrust since they do not know whether the researcher will properly manage matters pertaining to confidentiality. Other than natural discomfort in responding truthfully, there are no foreseeable risks of harm or side effects to the potential participants. The questionnaire is structured to ensure anonymity. Nevertheless, should anything happen that affects the emotional or psychological integrity of the participants, report it to the researcher, and the matter will be referred to the supervisor and the University's ethics committee. Alternatively, any serious unethical behaviour can be reported at the University's toll-free hotline number: 0800 86 96 93.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER – AND MY IDENTITY – BE KEPT CONFIDENTIAL?

The researcher holds professional qualities of integrity and respect for the participants and promises extreme confidentiality to be maintained. You have the right to insist that your name will not be recorded

anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Answers will be given a code number, or a pseudonym and you will be referred to in this way during data analysis, any publications, or other research reporting methods such as conference proceedings. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

The researcher, the statistician and the supervisor have access to computer-based records. Electronic data is stored in a password-protected format and hardcopy data will be retained in a lockable cupboard in the researcher's office. Both the statistician and the technical and language editor completed a form of confidentiality stating that they would not divulge any information to any external party. Confidentiality agreements had been submitted to the Research Ethics Review Committee of the College of Economic and Management for consideration and approval. Your answers may be reviewed by people responsible for ensuring that research is conducted according to Unisa's Research Ethics Policy, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard or filing cabinet in the researcher's office for future research or academic purposes; electronic information will be stored in a password-protected format. Future use of the stored data will be subject to further research ethics reviews and approval if applicable. Electronic copies will be permanently deleted from the hard drive of the computer using a relevant software programme after a period of five years.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

Payment or incentives are not applicable for this study.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has been reviewed and obtained a written approval from the Research Ethics Review Committee of Unisa's CEMS. A copy of the approval letter and certificate can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Mrs Tintswalo Lucert Chabalala, the researcher, on 012 352 4376 or email me at chabatl@unisa.ac.za. The findings are accessible for a period of five years. Should you require any further information or want to contact the researcher about any aspect of this study, please contact 072 747 7692.

Should you have concerns about the way in which the research has been conducted, you may contact my supervisor, Prof Sumei van Antwerpen on 012 429 4988 or email vanans@unisa.ac.za. Contact the research ethics and integrity chairperson of the CEMS, Dr Marianne Engelbrecht at engelm1@unisa.ac.za or 012 429 4502 if you have any ethical concerns.

Thank you for taking time to read this information sheet and for participating in this study.

Tintswalo Lucert Chabalala

Researcher

ANNEXURE E: CONSENT FORM

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained on the information sheet.

I have had sufficient opportunity to ask questions and I am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the **questionnaire**.

I have received a signed copy of the informed consent agreement.

Participant's name & surname…………………………………… (please print)

Participant's signature…………………………………………..Date…………………

Researcher's name & surname: **Mrs Tintswalo Lucert Chabalala** (please print)

Researcher's signature   Date: 16 March 2021

ANNEXURE F: STATISTICIAN CERTIFICATE

CONFIDENTIALITY CLAUSE BETWEEN

Student: Tintswalo Lucert Chabalala

AND

Statistician: Dr D van Zyl

Research Title:

MOTIVATING FACTORS CONTRIBUTING TO EMPLOYEE PSYCHOLOGICAL WELL-BEING IN THE SOUTH AFRICAN POLICE SERVICE: A CASE OF ADMINISTRATIVE SUPPORT STAFF

The research code of ethics mandates that confidentiality should be maintained throughout data collection, data analysis and reporting.

As a **statistician,** I understand that I have access to confidential information. By signing this statement, I am indicating my understanding of this responsibility and agree to the following:

- I understand that all information obtained or accessed by me in the course of my work is confidential. I agree not to divulge or otherwise make known to unauthorised persons any of this information, unless specifically authorised to do so.

- I understand that names and any other identifying information about study sites and participants are completely confidential.

- I agree to use the data solely for the purpose stipulated by the client.

- I agree to maintain the confidentiality of the data at all times and keep the data in secure, password-protected location.

- I agree to shred all hard copies of data in my possession on completion of the project. All electronic copies will be permanently deleted from the hard drive of my computer upon completion of this project.

Dr D van Zyl   07 October 2020

Printed name   **Date**   **Signature**

(Statistician)

Tintswalo Lucert Chabalala   07 October 2020

Date   **Signature**

(Researcher)

ANNEXURE G: RELIABILITY ANALYSIS

Reliabiity
Analysis.xlsm

ANNEXURE H: GROUP DIFFERENCES

group differences
Gender and Age.xlsm

ANNEXURE I: TURNITIN DIGITAL RECEIPT

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

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Submission ID:	2308201808

ANNEXURE J: CERTIFICATE OF LANGUAGE EDITING

This certificate confirms that the study entitled "MOTIVATIONAL FACTORS CONTRIBUTING TO EMPLOYEE PSYCHOLOGICAL WELL-BEING IN THE SOUTH AFRICAN POLICE SERVICE: A CASE OF ADMINISTRATIVE SUPPORT STAFF" was edited by Ms Sehlodimela, who has over 10 years of scholarly publishing and editing experience.

The services provided include:

1. Ensuring accuracy in grammar and punctuation to improve readability and clarity
2. Consistency and structural enhancements to aid in creating a cohesive article

Ms Sehlodimela is contracted by the University of South Africa's College of Economic and Management Sciences to provide academic editing services. She holds a Masters in TESOL.

FOR ANY ENQUIRIES RELATING TO THE ABOVE, SEE BELOW CONTACTS

CT SEHLODIMELA, MA(TESOL), PMP
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Tshegofatso.s@outlook.com