AN INVESTIGATION INTO THE IMPACT OF ORGANISATIONAL CULTURE ON EMPLOYEE MOTIVATION. A CASE STUDY OF WORLD VISION ZIMBABWE.

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A research project submitted to the Graduate School of Business, Bindura University of Science Education in partial fulfilment of the requirements of Masters Degree in Business Leadership

February 2014

APPROVAL FORM
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February 2014

Abstract
Organisational culture is widely celebrated as the source of employee motivation. This research aimed at investigating the impact of organizational culture on employee motivation. The research sought to investigate the relationship that exists between the two variables. The domains of organizational culture (organizational values, individual beliefs, norms, rituals, procedures, systems, rules working environment and employee relationships) and employee motivation were investigated. The objectives of the research were to investigate the impact of organizational culture on employee motivation as well as to investigate other factors that determine employee motivation other than organizational culture among other objectives. Literature was reviewed from different authors who showed different opinions on organisational culture and motivation. These include Hofstede (1991), Brown (1998), Schein (2004), Robbins (2003), Stone (1998) and Mullins (2010) among other authors.

In order to find the culture and motivation link, mixed method approach for data collection and analysis was used. By using Pearson’s Correlation methods, a positive correlation has been found between the two variables. The study revealed that organizational culture has a direct impact on employee motivation. The study revealed that strong organizational cultures induced higher motivational levels in employees. It was observed that if organizations develop a strong culture, it leads to an increase in employee motivation and their performance would be significantly enhanced. Recommendations were further made in order for WVZ to induce employee motivation through a strong corporate culture.

**Key terms: organisational culture, employee motivation**

**Dedication**
To my husband and best friend Tafadzwa and our lovely daughter TawananyashaNokutenda.

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**Acronyms and Abbreviations**
HEA- Humanitarian Emergency Agency
ADPs- Area Development Programmes
WVI- World Vision International
WVZ- World Vision Zimbabwe
NGOs – Non Governmental Organisations
D,A,M &E – Design, Accountability, Monitoring & Evaluation
WASH – Water, Sanitation & Hygiene
ICT- Information Communication Technology

DEFINITION OF KEY TERMS
Organisational Culture
Organizational culture is the personality of the organization. It is the set of operating principles that determine how people behave within the periphery of the organization. It is a unique feature that differentiates it from other organizations (Johnson, 1990). Organisational culture is “a system of shared meaning held by members, distinguishing the organisation from other organisations” (Martins and Martins, 2002, p380). In relation to that definition, “organisational culture is the distinctive norms, beliefs, principles and ways of behaving that combine to give each organisation its distinct character” (Arnold, 2005, p625).

Organisational culture is “a pattern of basic assumptions invented, discovered, or developed by a given group that has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel”. This description highlights that organisational culture is created assumptions, which are accepted as a way of doing things and are passed on to new members of an organisation.

For new employees this would mean adaptive behaviour within the organisation that leads to new belief systems. This new and adaptive behaviour instilled through organisational values and beliefs are associated with rituals, myths and symbols to reinforce the core assumptions of organisational culture (Hofstede, 1991).

Organisational culture is “the pattern of beliefs, values and learned ways of coping with experience that have developed during the course of an organisation’s history, and which tend to be manifested in its material arrangements and in the behaviours of its members” (Brown, 1998, p 9). This suggests that organisational culture is articulated in the organisation, in order to shape the way in which organisational members should behave.

The working definition of organisational culture in this study was depicted from definitions by Schein (2004), Brown (1998) and Hofstede (1991). Organisational culture is therefore the beliefs, norms, assumptions, artefacts, patterns, values which manifest through behaviours, rituals, symbols and stories adapted by an organisation’s members in order to differentiate it with other organisations.

Motivation
Motivation is an informal state that induces an employee to engage in a particular behaviour or a set of factors that cause employees to behave in certain ways (Stone, 1998).

Motivation is an inspirational process which impels the members of the team to pull their weight effectively, to give their loyalty to the organisation, to carry out properly their work and to play an effective part in their job (Schemerhorn et al, 2000).

Motivation is a passion for work that goes beyond money or status and a propensity to pursue goals with energy and persistence (Hill and Jones, 2006).

The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation (Mullins, 2010).

The working definition of motivation is the driving force that compels employees to work or perform willingly towards obtaining the organisation’s objectives. It is the force that maintains human behaviour towards the organisation’s strategic goals.
INTRODUCTION

1.1 INTRODUCTION

The aim of this first chapter is to introduce the subject of the study. The purpose is to familiarize the reader with motivation, current trends of corporate culture and its role in inducing employee motivation. The chapter will give the background to the study, introduce the organisation of the study as well as highlight the problem statement under which the study was based on. The aim of the research will be clearly outlined by the research objectives and research questions in this chapter.

1.2 BACKGROUND OF THE STUDY

In this contemporary corporate world, organisational culture has gained acceptance as a way to understand human systems. According to Ricky (1997), culture is an important part of an internal environment of an organisation. Every organisation aims to get the best possible performance from its employees. Human Resource Management is one of the important assets of an organisation as it deals with the people working there (Armstrong, 2010). By implementing suitable motivational policies and principles, Human Resource Management buys the commitment of employees. In order to achieve the organisational goals, employees of the organisation need to be motivated properly to get the optimum results out of them. Brown (1998) states that there is an essentially important link between organisational culture and motivational factors and thus both of them are responsible for the performance level of an organisation. Brown (1998) further described motivation as an important element to be present for better performance of an organisation.

According to Armstrong (2010), several innovative motivational practices have been developed in the past years which include reward systems such as promotion, holidays, pay-for-performance and personal achievement. Innovative motivational practices are described
as improvements of the work environment, organization and the job itself. Most common forms of innovative practices include allowing employees to work from home, improving the design of the office environment or having training facilities at the office. The reason why they have been introduced is because of their linkage to productivity and employee satisfaction. These practices have offered some solutions to the changing needs of employees and have been developed in order to induce motivation in employees. Armstrong (2010) further states that, the biggest dilemma with motivating employees still exists because there is no single or universal method for motivating an individual. Methods have changed over time and depend on situations. Thus, managers have a crucial responsibility in locating subordinate’s motivational factors and implementing them into corporate culture in order to motivate employees.

Hofstede (1991) refers to corporate culture as a deeply rooted value or shared norm, moral or aesthetic principles that guide action and serve as standards to evaluate one’s own and others’ behaviours. Corporate culture itself has a significant role in providing a framework where motivational factors operate. Besides motivation, corporate culture facilitates such crucial aspects of organisational life as unity among employees and overall wellbeing. In general, corporate culture can be seen as the total sum of all needed organisational activities that aim at fulfilling its purpose. It symbolizes the phrase “this is the way we do things around here”.

1.3 THE ORGANISATION OF THE STUDY

World Vision Zimbabwe was founded in 1972. The organisation is an international non-governmental organisation which was founded in 1947 by Doctor Reverend Bob Pierce who was an American evangelist, who was moved by the plight of children in Asia. The Global Centre office for World Vision International today still stands in United States of America. World Vision Zimbabwe is a registered non-governmental organisation operating in Zimbabwe. The organisation has a total of 750 employees, as at January 2014 (adopted from www.wvi.org). World Vision Zimbabwe is made up of two regions, that is the Northern and Southern regions in Zimbabwe. The Northern region is in the northern parts of the country that is Mashonaland and Manicaland, while the Southern region is in the southern parts of the country that is from Midlands, Matebeleland North and South. The organisation has two main
programmes that are being implemented in Zimbabwe in both regions. These are Area Development Programmes (ADPs) as well as Humanitarian Emergency Agencies (HEA/GRANTS).

The Area Development Programmes mainly deal with sponsorship of children’s education, health, food, shelter and advocacy of child rights. Every Area Development Programme in Zimbabwe supports approximately two thousand (2000) children depending on the size of the area of operation. Each Area Development Programme has funding from another country for example in the southern region Lupane ADP is funded by Canada. Sponsors in Canada identify children that they want to sponsor and the funds are administered by the Area Development Programme. The administration involves ensuring the child is well catered for in terms of education, health, food and shelter among other rights. Periodic reports are sent to the donors to update them on the development of the particular child.

The Humanitarian Emergency Agencies (HEA/GRANTS) operates in the marginalised and most vulnerable areas in the country. The Humanitarian Emergency Agencies/ Grants mainly deal with response to emergencies for example hunger, floods, HIV/AIDS pandemic, illiteracy rates on the girl child, poverty reduction, water, sanitation and hygiene, agricultural and livelihoods improvement. This programme is different from the other programme in the sense that it has seasonal funding which is called for a particular problem. These are also called Grants because they are Grants funded, for example Global Fund may offer funding for HIV/AIDS Behaviour Change programme for three (3) years. This means that the funding is only used for the particular project it is meant for and also for the time duration the funding has been offered. This also means that organisation will have massive recruitment for that particular project on temporary basis, after the three years, staff is laid off and wait for another grant to be offered for the same project or other different projects. Other donors include The European Union, UK Aid, Emergency Response, Education for Girl Child, UNICEF, Water, Sanitation and Hygiene among other grants.

World Vision Zimbabwe has its National Office housed in the capital city of Harare. This is where the Directors and the Board members of the organisation reside. The National Office
has a sub-office in Bulawayo which mainly caters for and offers services to the southern region staff. However, decision-making is centralised at the National Office, the Bulawayo sub-office facilitates approvals of documents at the National Office. In terms of corporate governance, the organisation has a Board which consists of a balance of members from diverse backgrounds ranging from Health, Education, Law, Accounting sectors among others. The organisation in all its operations appreciates and respects that in all its operations there is need for participation. By so doing engagement with local authorities is done before any implementation of projects or programmes. The members of the community are involved in the development of their community.

The organisation has a total staff compliment of 750 employees in both northern and southern regions. In all annual reports, World Vision states that it is an employer that is committed to ensure that it provides a workplace, work culture and work environment that engages the emotional and intellectual commitment of its staff as alluded to earlier on.

1.4 PROBLEM STATEMENT

World Vision Zimbabwe is a non-governmental organisation that operates in the welfare and humanitarian industry. The organisation is well funded in all its programming and funds are coming from different donors for example the European Union, UK Aid, Australian Aid, and Global Fund among other donors that are supporting development projects in Zimbabwe. The organisation offers attractive rates to the employees in terms of salaries and benefits. The organisation has also managed to position itself in the sector and has gained a strong corporate image in the country. People outside the organisation perceive the organisation as a good employer. However, despite all the facilities, and how outsiders perceive the organisation, the employees are not motivated to produce. A strong organisational culture brings out the positive energy of people to perform with loyalty and at deeper level while having emotional bonds of attachment with the organisation (O’Reilly et. al, 1991). Organisational culture therefore plays a pivotal role in inducing employee motivation in order to produce results.

World Vision Zimbabwe perceives a bleak future with regards to employee motivation especially the Humanitarian Emergency Agencies employees if not attended to. This is
because of the weak organisational culture which is prevailing within the organisation which is opposite to what the core values of the organisation entail. The work environment and workplace is not conducive to induce employee motivation. Employees, especially new employees are not inducted which makes the prevailing culture passed on to the next generation of employees. The demarcation of World Vision Zimbabwe to Northern and Southern Regions as well as Humanitarian Emergency Agencies and Area Development Programmes has eroded a sense of partnership which the core value ‘we are partners’ entail. Humanitarian Emergency Agencies deal with Relief (immediate response to disasters and needs) whereas Area Development Programmes deal with development (assisting communities on sustainable development). This difference is made to respond to community needs but being done by the same organisation. Strategically, World Vision Zimbabwe is doing well in both areas but it brings power struggles among employees. The procedures within World Vision Zimbabwe are too hierarchical. The weak corporate culture as highlighted has prompted an enquiry into the relationship between culture and motivation. It therefore remains to be seen whether organisational culture has impact on employee motivation.

1.4 RESEARCH OBJECTIVES

1.5.1. To evaluate the impact of World Vision’s organisational culture on employee motivation.

1.5.2. To investigate how employees understand and perceive organisational culture.

1.5.3 To establish factors which determine employee motivation besides organisational culture.

1.5.4 To make recommendations on how best World Vision can induce motivation in employees through effective organisational culture.

1.6 RESEARCH QUESTIONS

1.6.1 What is the impact of World Vision organisational culture on employees’ motivation?

1.6.2 How do World Vision employees perceive the organisational culture?

1.6.3 What factors determine employees’ motivation besides organisational culture?

1.6.4 How can management induce motivation in employees through an effective organisational culture?
1.7 JUSTIFICATION OF THE RESEARCH

World Vision Zimbabwe has its unique organisational culture. There are many artefacts, beliefs, values, stories, routines and rituals that differentiate it from other non-governmental organisations. The culture includes its Christian values, the rituals of a Day of Prayer when its financial year begins every 1 October which is an international event, the routines of morning devotions every day before staff get on to their work. The organisation has a better rewarding system which makes it perceived highly in the non-governmental organisations sector. The organisation has also established systems in order to motivate employees. These include the recognition scheme which encourages innovation. At the end of the year, innovative employees or departments are awarded, performance-based-salary increase among other activities. Despite all these factors, it has been noted that World Vision Zimbabwe employees are not motivated to produce results. This was the main aim of the research, to establish whether organisational culture has an impact on employee motivation and also to establish how World Vision Zimbabwe employees understood and perceived their organisational culture.

The organisation, among other modes of organisational culture, has an annual activity called Our Voice survey where employees evaluate the organisational culture and make recommendations. As per Our Voice survey conducted in 2012, employees were not happy with the work culture and the developmental climate; they were dissatisfied with many routines that were monotonous. Most of the employees felt that creativity and innovation was discouraged and complained that senior managers adopted secretive attitudes. In addition, it was felt that the organisation adopted an active organisational culture (adopted from www.wvi.org). This brought the justification to the need of this study. This study sought to investigate whether the culture of World Vision Zimbabwe impacts on employees’ motivation as well as to investigate on how employees of World Vision Zimbabwe perceive their organisational culture. Organisational culture plays a significant role in an organisation regarding to how people feel about their work, levels of motivation, commitment and in turn job satisfaction. A strong organisational culture brings out the positive energy of people to perform with loyalty and at deeper level while having emotional bonds of attachment with the organisation (O’Reilly et. al, 1991).

1.8 ASSUMPTIONS OF THE STUDY
In this study, the researcher assumed that:

- The respondents would be honest in their responses about the issues that were raised in the questionnaire and interviews.
- The respondents would be highly literate enough to understand all issues that were raised in the questionnaire.

1.9 LIMITATIONS AND DELIMITATIONS OF THE STUDY

1.9.1 LIMITATIONS OF THE STUDY

- Financing the project (self) was a limitation as a substantial amount was needed to cover the project as the organisation which was studied was quiet widespread.
- Employees who were the main respondents were not ready or fully cooperative with the researcher as research was often viewed with suspicion and the researcher being their employer.

1.9.2 DELIMITATION OF THE STUDY

The research made an investigation into the impact of World Vision Zimbabwe’s organisational culture on employees’ motivation. The study focused on and was limited to World Vision Zimbabwe, Southern Region employees.

CHAPTER TWO

LITERATURE REVIEW
2.1 INTRODUCTION

This aim of this chapter besides describing the vital concepts of forming the backbone of the thesis by introducing those theories. In order to comprehend the concepts and theories presented in this study it is imperative to define issues such as motivation, corporate culture and give a link to the two variables. This chapter will thus seek to bring out the relationship between the two variables and to establish their link.

2.2 THEORETICAL FRAMEWORK

2.2.1 Organisational Culture

According to Hofstede (1991) different concepts of culture, stemming from two distinct disciplines (anthropology and sociology), have been applied to organizational studies since the early 1980s. These two underlying disciplines represent different paradigms in Burrell and Morgan’s (1979) framework, and have contributed to the emergence of the different theories and frameworks of organizational culture in the academic literature. Anthropology takes the interpretivist view and sees culture as a metaphor for organizations, defining organizations as being cultures. On the other hand, sociology takes on the functionalist view and defines culture, as something an organization possesses. Despite the separate definitions of organizational culture, there seems to be a movement towards a general consensus.

The most widely used organizational culture framework is that of Schein (1988), who adopts the functionalist view and described culture as a pattern of basic assumptions, invented, discovered, or developed by a given group, as it learns to cope with its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore is to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Hofstede, 1991).

2.2.2 Industry Culture
Corporate culture draws its roots from various sources. These include issues such as the national, regional and the industrial field where the organization operates. These aspects form the organization’s culture, which in turn can be categorized into various categories. For this study the relevant cultural roots come from Zimbabwean, Non-Governmental Organisations industry (Welfare and Humanitarian sector). The reason why industry culture is relevant in this study is that cultural differences vary between industries and these differences can affect the chosen motivation to management style. Overall, corporate culture has a significant role to play. It provides a framework where managers can implement motivational tools, which affect the way employees behave and in turn induce employee motivation. To create a culture that fosters individual motivation is not easy because it takes time to figure out the factors that motivate each employee (Hosfede, 1991).

According to Armstrong (2010), the environment has long been recognized as a source of influence on the individual’s behaviour. Until recently, researchers had made few systematic attempts to explore the influences of an organization’s culture on the behaviour of employees. It is often suggested that culture operates as a unitary “main effect” on all people. In today’s highly dynamic and rapidly changing environment, the non-profit making organisations are continuously trying to update themselves by acquiring or developing new technologies and as a result, it has become essential, to study the role that culture plays in motivating the diverse work force. Here, an important question to be answered is: “What drives human beings to behave and condition themselves to align with the organization?” Since organizational culture varies in different organizational environment; it may have varied influence on the behaviour of members and have a role in creating a sense of commitment, loyalty, involvement and identity towards the organization, (Armstrong, 2010).

Brown (1998, p 2) further states that “current interests in organisational culture stems from at least four different sources: climate research, national cultures, human resource management and from conviction approaches which emphasise the rational and structural nature of the organisational behaviour”. Interests in organisational culture from the human resource management and performance point of views stems from the fact that organisational culture was perceived to be offering a flexible and imaginative approach to understanding how
organisations work. Consequently, organisational culture is considered to be the great “cure-all” for most organisational problems (Wilson, 1992). Brown, (1998) states that other theoretical development of the concept organisational culture includes studies conducted within the field of organisational theory. These studies focused on the description and understanding of the concept organisation culture by using typologies or classifications, which include the following:

- Handy (1985) described organisational culture by using four types of classification, namely power, role, task and person cultures.

- Schein (1985) used three levels to explain organisational culture, namely artefacts, values and basic underlying assumptions.

- Hofstede (1991) highlighted that cultures differ based on five dimensions namely, power distance, individualism/collectivism, uncertainty avoidance, masculinity/femininity and confusion dynamism.

- O’Reilly et al (1991) presented seven primary characteristics to describe organisational culture, namely innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation aggressiveness and stability.

The main function of organisational culture is to define the way of doing things in order to give meaning to organisational life (Arnold, 2005). Making meaning is an issue of organisational culture, because organisational members need to benefit from the lessons of previous members. As a result, organisational members are able to profit from whatever trials and errors regarding knowledge others have been able to accumulate (Johnson, 1990). Organisational culture also determines organisational behaviour, by identifying principal goals; work methods; how members should interact and address each other; and how to conduct personal relationships (Harrison, 1993).

2.2.3 Past and Present studies on organisational culture
According to Schneider and Barsoux (2003), the interest towards corporate culture began in the 1980s when North-American commerce began to investigate the success behind Japanese organizations. The reason for their success was thought of being in their unique corporate culture. The Asian economic boom that occurred during that same time period introduced the theory Z, which is another name for the so-called “Japanese management” style that emphasizes employee loyalty and workers overall well-being, regardless whether the employee is on or off the job. On the other hand, the strong interest towards corporate culture accumulated from a previous overemphasis on strategic issues, such as planning and structure, which did not seem to provide motivation, mission and course anymore (Schneider and Barsoux, 2003). Organisational culture has received much attention in the last two decades due to its effects and potential impact on the organisational success.

2.3 THE CONCEPT OF ORGANISATIONAL CULTURE

2.3.1 Definition of Organisational Culture

Diverse definitions of corporate culture have been developed. However, for this study, the working definition of organisational culture depicted from definitions by Schein (2004), Brown (1998) and Hofstede (1991). Organisational culture is the beliefs, norms, assumptions, artefacts, patterns, values which manifest through behaviours, rituals, symbols and stories adapted by an organisation’s members in order to differentiate it with other organisations. All the members regardless of their position in the organization share them. Corporate culture can also include how the organization sees itself and its environment for example organizational structure, hierarchy, management practices and the work style. It also influences the set of personal and professional goals of people and the ways to manage them by allocating beneficial resources in order to achieve and perform in different tasks. Authors on management and organizations have suggested that aspects of organizational culture, particularly cultural values, have an impact on the motivational level of the employees.

According to Schneider and Baroux (2003), usually a mix of explicit and implicit rules and behaviours, a corporate culture can be enunciated in both written and unwritten ways through norms and values, which are important for an organization. Culture generates but also
proposes boundaries in such a way that certain activities may become impossible to implement in a particular organisation. A very simple example of this is the nature of buildings where individuals exercise their occupation. Buildings’ very basic structures, for example walls and floors set constrains so that an individual is not able to do everything that they will desire. According to Shneider and Baroux (2003), “culture can also affect motivation at lower physical levels, in that cultures produce artefacts and alter the environment in such a way that other mental processes that serve motivational states are also affected.” Therefore, corporate culture provides two implications to motivation: it limits its existence and it also provides a framework where to alleviate it. In general, corporate culture is determined by three characteristics related to the organizational structure:

- The general relationship between employees and organization.
- The authority system which defines managers and subordinates by a vertical or hierarchical system.
- The employees’ opinions about their place in the organization’s future, purpose and goals.

Hofstede (1991), states that corporate culture has a goal of forming cohesion in an organisation. Companies with strong corporate culture are more able to improve their performances by committing members of the organization in a stronger way. Thus, corporate culture highlights values, beliefs and behaviour that should be followed by the employees. Despite this it is up to the employees to decide whether to follow them or not. However, cultural considerations work the other way as well. Employees have an impact on the organization by bringing with them their own beliefs and values. Hence, their level of commitment will depend on these individual factors. If employees adopt the values and beliefs that the corporate culture stands for, the result will be a high level of commitment and motivation. On the contrary, if personal values and beliefs do not fit with the corporate culture, the gap can impact negatively on the employees. Obviously, the optimal result is achieved when the organisation’s culture and the employee’s beliefs and values match (Hofstede, 1991).

Culture in an organization evolves out of collective perceptions of employees on various aspects of the organizational work life. It is shaped through their day-to-day experiences.
while dealing with various facets of the organizational realities such as its goals and objectives, policies and practices, leadership, structure, work design, technology adopted, people, dominant modes of communication, motivational and reward mechanisms, working conditions, etc. It provides dynamic interface to the employees in the organization in the form psychologically meaningful and behavioural pertinent perceptions, which impels them to think, feel and act in consistently similar ways (Schein, 1985). Numerous studies have shown organizational culture as indisputably a major contributing factor for changing employees’ attitudes and behaviour towards superior job performance and satisfaction. Several measured aspects of culture such as communication flow, decision-making practices, relationship with colleagues, work design and supervisory support have shown significant positive relationship with many outcome variables like organizations’ financial performance Hofstede (1991), states that culture is based on languages, economy, religion, policies, social institutions, class, values, status, attitudes, manners, customs, material items, aesthetics and education, which subsequently influences managerial values.

2.4 THEORIES OF ORGANISATIONAL CULTURE

2.4.1 Organisational Learning Theory

Organizational learning is a field of academic research and professional practice with a relatively recent development. Organizational learning is understood here, from an academic point of view, as the study of learning processes of and within an organization. Particularly, organizational learning is a process based on individual learning through private and public organizations engaged in creating and obtaining knowledge for the purpose of institutionalizing it in order to adapt as an organization to the changing conditions of the environment or to change the environment proactively, depending on its level of development (Argyris, 1998).

2.4.1.1 The organizational learning Theory of Crossan, Lane and White (1999)

The theory of Crossan, et. al. (1999) of organizational learning is well-known and often used in academic contexts. The value of the proposal lies in its integration of three levels of learning into the same model, namely individual, group and organizational learning, and of
two routes of learning: from the individual to the organization and from the organization to the individual. Individual learning itself does not guarantee organizational learning; it is necessary a transference process of knowledge among people, with the purpose of institutionalization. The theory identifies four processes of learning: intuiting, interpreting, integrating and institutionalizing.

The first process, intuiting, takes place at the individual level. Crossan et al. (1999), defined intuiting as “the preconscious recognition of the pattern and/or possibilities inherent in a personal stream of experience”. It is critical to understand the subconscious in order to understand how people comprehend something new for which there was no prior explanation. A limitation of the model, however, is the belief that intuiting is the unique process that explains individual learning; most of human learning is a conscious process. Later on in this paper the relevance of conscious processes in organizational learning will be defended from the perspective of the social cognitive theory of Bandura (1986).

The second process, interpretation, occurs at the individual and group levels. It is defined by Crossan et al. (1999) as “the explaining through words and/or actions, of an insight or idea to one’s self and to others. This process goes from the pre-verbal to the verbal, resulting in the development of language”. Individuals think about their intuitions and share them with others, thus transferring them to individual and collective interpretation (Crossan, et al, 1999). Preverbal intuitions are shaped and shared through conversation, imagery, and metaphors (Crossan, et al., 1999). In a broad vision Huff (1990) suggests that individuals develop cognitive maps from their context while at the same time these maps affect what part of the context is selected and interpreted. This conception is compatible with the concepts of social cognitive theory previously called theory of social learning and later changed to social cognitive theory (Bandura, 1986), which proposes a more comprehensive explanation of individual learning.

The social cognitive theory of Bandura (1986) has some advantages. On the one hand, it describes and integrates human cognitive capabilities and their relation to learning, which goes beyond the concepts of intuition and interpretation; on the other hand, it explains the reciprocal influence between cognition, behaviour and environment. Additionally, it explains how learning occurs in a social context.
The third process of the model of Crossan, Lane and White (1999) is integrating, defined as “the process of developing shared understanding among individuals and of taking coordinated action through mutual adjustment. Dialogue and joint action are crucial to the development of shared understanding”.

The fourth concept, institutionalizing, “is the process of ensuring that routinized actions occur. This is the process of embedding learning that has occurred by individuals and groups into the organization and it includes systems, structures, procedures and strategy” (Crossan, et al., 1999, p.525).

2.4.1.2 The social cognitive theory of Bandura
According to the social cognitive theory of Bandura (2001), individuals are not governed by internal forces or by external stimuli. Human function is explained by a triadic reciprocity where personal factors, environment and behaviour interact. Bandura (2001) declares that people are producers as well as products of their social environment. Internal personal factors (in the form of cognitive, affective, and biological events), behaviour and environmental events all operate as interacting determinants that influence each other (Bandura, 2001).

With regard to organizational learning, Bandura (2001) states that organizations are changed by people’s behaviour. The impact of socio-structural factors on organizational performance is mediated by individual learning. Organizational learning occurs through interactive psychosocial processes, not only in the context of organizational attributes operating independently of human behaviour. Organizational learning is a collaborative effort where individuals create new ideas by sharing their knowledge through interaction with others.

According to Bandura (2001) there is the component of the process governing observational learning. He further states that most of human behaviour is learned in a conscious way by observing others. Observational learning is governed by four component processes: attention, retention, motor preproduction and motivation. First, an individual cannot learn much by observation alone unless he or she attends to and perceives accurately the significance of
reality. Second, what it is learned has to be represented to memory in symbolic form. Thirdly, symbolic representations have to be converted into appropriate actions. Finally, people do not work without motivation.

Attention is a cognitive process which regulates exploration and perception. Attention determines in a selective way what is chosen and depends on the characteristics of observers, on the situation and models. Perceptions are guided by preconceptions, so that the cognitive skills of the observer and their perceptive tendencies lead the individual to observe some things and ignore others. At the same time, observational skills influence the amount and quality of learning. People learn not only activities or tasks but also rules. Retention is the second process which consists of transforming the information of an event in order to be represented to memory as rules or concepts. Learning is supported by two systems of representation: image and verbal constructions. Bandura, (2001) has demonstrated that learning involves active construction of symbols by the individual and also that codification structures affect retention.

Motor reproduction or production is the third process and it is about conversion of symbolic representations into actions. In order to act, it is necessary for the individual to organize answers in space and time. Finally, motivation is the fourth process. Bandura (2001) distinguishes between cognitive acquisition and behaviour. An existing learning turns into behaviour depending on the importance of the perceived consequences. All of the following play an important role in human motivation: external social and tangible incentives, modelled incentives, (that is, observed benefits awarded to others for their behaviour), as well as self-initiated incentives. Bandura (2001) found that in the presence of incentives a not yet shown learning can be transformed into action. Employees can act on everything they learn, but behave according to their motivation.

2.4.2 Schein’s Theory of Culture

In Schein’s (1988) theory, culture exists on three levels:

1. **Artifacts** – Artifacts are difficult to measure and they deal with organizational attributes that can be observed, felt and heard as an individual enters a new culture.
2. **Values** – This level deals with the espoused goals, ideals, norms, standards, and moral principles and is usually the level that is usually measured through survey questionnaires.

3. **Underlying assumptions** – This level deals with phenomena that remain unexplained when insiders are asked about the values of the organizational culture. Information is gathered in this level by observing behavior carefully to gather underlying assumptions because they are sometimes taken for granted and not recognized. According to Schein, the essence of organizational culture lies in this level.

### 2.4.2.1 The levels of organisational culture and their relationship

Schein (2004) states that artefacts are the surface level of an organisational culture, tangible, easily seen and felt manifestations such as products, physical environment, language, technology, clothing, myths and stories, published values, rituals and ceremonies, etc. Espoused beliefs and values are the next level of organisational culture, including strategies, goals, shared perceptions, shared assumptions, norms, beliefs and values instilled by founders and leaders. Basic underlying assumptions are the base level of organisational culture, and are the deeply-embedded, unconscious, taken for granted assumptions that are shared with others. Any challenge of these assumptions will result in anxiety and defensiveness.

The most visible symbols should not be the only aspects used to interpret culture, due to the ease with which they can be misinterpreted. Focusing only on visible symbols will result in a failure to grasp the underlying basic assumptions that are fundamental to understanding the culture. Similarly, it is important to recognise that even espoused beliefs and values may only reflect the aspirations of a culture, and not the actuality (Schein, 2004).

### 2.4.3 The Purpose of Organisational Culture

The main function of organisational culture is to define the way of doing things in order to give meaning to organisational life (Arnold, 2005). Making meaning is an issue of organisational culture, because organisational members need to benefit from the lessons of previous members. As a result, organisational members are able to profit from whatever trials and errors regarding knowledge others have been able to accumulate (Johnson, 1990). Organisational culture also determines organisational behaviour, by identifying principal
goals; work methods; how members should interact and address each other; and how to conduct personal relationships (Harrison, 1993). Brown (1998, p 89-91) states the following functions of organisational culture:

- **Conflict reduction.** A common culture promotes consistency of perception, problem definition, evaluation of issues and opinions, and preferences for action.

- **Coordination and control.** Largely because culture promotes consistency of outlook it also facilitates organisational processes of co-ordination and control.

- **Reduction of uncertainty.** Adopting of the cultural mind frame is an anxiety reducing device which simplifies the world of work, makes choices easier and rational action seem possible.

- **Motivation.** An appropriate and cohesive culture can offer employees a focus of identification and loyalty, foster beliefs and values that encourage employees to perform.

- **Competitive advantage.** Strong culture improves the organisation’s chances of being successful in the marketplace.

In addition to the above functions, Martins and Martins (2003, p382) also mention the following as functions of organisational culture:

- It has a boundary-defining role, that is, it creates distinctions between one organisation and the other organisations.

- It conveys a sense of identity to organisational members.

- It facilitates commitment to something larger than individual self-interests.
- It enhances social system stability as the social glue that helps to bind the organisation by providing appropriate standards for what employees should say and do.

- It serves as a meaningful control mechanism that guides or shapes the attitudes and behaviours of employees.

These functions of organisational culture suggest that an organisation cannot operate without a culture, because it assists the organisation to achieve its goals. In general terms, organisational culture gives organisational members direction towards achieving organisational goals (Martins and Martins, 2003).

2.5 EMPLOYEE MOTIVATION

2.5.1 Definition of Motivation

A motive is a reason for doing something. Motivation is concerned with the strength and direction of behaviour and the factors that influence people to behave in certain ways. The term ‘motivation’ can refer variously to the goals individuals have, the ways in which individuals chose their goals and the ways in which others try to change their behaviour. High performance is achieved by well-motivated people who are prepared to exercise discretionary effort. Even in fairly basic roles, Hill et al (1990) found that the difference in value-added discretionary performance between ‘superior’ and ‘standard’ performers was 19 percent. For highly complex jobs it was 48 per cent. To motivate people it is necessary to appreciate how motivation works. This means understanding motivation theory and how the theory can be put into practice. Contemporary theories of motivation centre more specifically on the relation of beliefs, values, and goals with action.

2.5.2 Past and Present research on Employee Motivation

Since 1960, researchers have started showing great interest in motivation. Along with the research in the areas like Human Resource Management and organisational behaviour, employee motivation has become a fascinating topic (Gunkel, 2006). The researchers have
been placing focus on the process of employee motivation as well as on the factors like rewards, work culture and work environment responsible for their motivation. It is not possible for an organisation to achieve desired results without motivated staff. Staff motivation is critical in order to get the optimum outcome from the employees for the sake of organisational goals. Incentives (intrinsic or extrinsic), rewards, leadership style and more importantly organisational culture need to be paid strong attention in order to create an environment where the employees are committed to give their best for the sake of organisational goals (Armstrong, 2010).

According to Harrison (1993), in this contemporary world, organisations have been experiencing a speedy change regarding their outcomes and performance. Companies must ensure the motivation of their employees so as to make them committed for best outcomes, in order to compete in the global competition. Flick et al. (1998) backed this view and suggested that human factors are equally responsible as others for the excellence of an organisation. They stated that it is in the essence of the companies to understand the behaviour of their staff and provide the motivating factors in order to achieve success. In this regard, Gay (1981) states that there is a psychological and behavioural uniqueness present in humans and that is why people tend to choose and get engaged in desired pattern of behaviours.

2.6 THE CONCEPT OF MOTIVATION

According to Mullins (2010), the study of motivation is concerned, basically, with why people behave in a certain way. The basic underlying question is ‘Why do people do what they do?’ In general terms, motivation can be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems. Mullins (2010) identifies four common characteristics which underlie the definition of motivation:
Motivation is typified as an individual phenomenon. Every person is unique and all the major theories of motivation allow for this uniqueness to be demonstrated in one way or another.

Motivation is described, usually, as intentional. Motivation is assumed to be under the worker’s control, and behaviours that are influenced by motivation, such as effort expended, are seen as choices of action.

Motivation is multifaceted. The two factors of greatest importance are: (i) what gets people activated (arousal); and (ii) the force of an individual to engage in desired behaviour (direction or choice of behaviour).

The purpose of motivational theories is to predict behaviour. Motivation is not the behaviour itself and it is not performance. Motivation concerns action and the internal and external forces which influence a person’s choice of action.

According to Mullins (2010) on the basis of these characteristics, motivation is defined as ‘the degree to which an individual wants and chooses to engage in certain specified behaviours’. Mullins states that a fuller definition of motivation is given by the Chartered Management Institute; “motivation is the creation of stimuli, incentives and working environments that enable people to perform to the best of their ability. The heart of motivation is to give people what they really want most from work. In return managers should expect more in the form of productivity, quality and service.”

2.7 THEORIES OF MOTIVATION

This section will deal with motivational theories. Individuals’ behaviour differs based on what they want. There are various theories of motivation which include Maslow’s Hierarchy of Needs, Vroom’s Expectancy theory, Herzberg’s Theory, McGregor’s Theory X and Y, B.F. Skinner’s Reinforcement Theory among other theories. Nevertheless, for the purpose of this thesis, Abraham Maslow’s theory is the only example, which will be more deeply analysed. The reason for this is its universal reputation. Frederick W. Taylor in Earle (2003) implied that motivation should be encouraged by the use of monetary rewards. Another early motivation theory, which was introduced by B.F. Skinner’s Operant Learning and
Reinforcement Theory, supported the idea of altering workplace behaviour. Thus, behaviour methods were produced and work environment were improved in order to generate stronger employee motivation. According to Earle (2003) motivational theories can be classified into three groups, which are:

1. Personality-based views
2. Cognitive choice / decision approaches
3. Goal/self-regulation perspectives

### 2.7.1 Personality-Based Views

Motivational factors are driven by individual characteristics as they affect the individual’s choice of objectives. There are different types of motivational theories that take the personality-based view into consideration. One type considers how psychological motives affect behaviour and performance. This focuses on differences between people that determine the strength of each different aspect and how they affect work motivation. Another one is concerned with theories of individual personality. A good example of this is Abraham Maslow’s hierarchy on needs (Earle, 2003).

#### 2.6.1.1 Maslow’s Hierarchy of Needs

*Fig. 1: Maslow’s Hierarchy of Needs.*
According to Earle (2003), Maslow’s theory takes into consideration how individuals satisfy different needs in their work environment. Maslow argued that there is a broad outline of needs, appreciation and satisfaction that individuals follow, in a more or less similar pattern. The theory also presupposes that a person cannot pursue the next need in the hierarchy, before the current one is satisfied. When climbing up towards the peak of the pyramid, one gets closer to the self-actualisation needs. Occasionally managers have used Maslow’s pyramid as a sort of a guideline. The reason for this is that employees often find it difficult to express what they want from a job. Therefore, employers have begun to dismiss what employees say, instead they tell the employees what they want based on what majority of people would desire in that situation. Earle, (2003) states that one can relate Maslow’s theory to traditional and innovative motivational practices so that the higher one goes up in the pyramid the closer he/she gets to the innovative practices. Physiological and safety elements are more directly linked to basic issues such as having a job and getting financial compensation in return for the services provided at work. In contrast, self-esteem and self-actualisation are more related to work environment and the job itself.

2.7.2 Cognitive Choice / Decision Approaches

According to Earle (2003), the cognitive decision approaches highlight two determinants of choice and action, which are expectations and personal valuations of the consequences related with each choice. The aim of expectancy theories is to foresee a person’s choices or decisions. In the recent years wider expectancy theories have been formulated that integrate, besides the normal assumptions, individual differences in personality and other motivational processes, including self-regulation. This type of theory is related to things that individuals appreciate. Those aspects can come from various issues, such as location, type of work, culture in the company or financial compensation. Such an issue can form a strong motivational attraction, and when correctly managed can be a huge asset for an organization to have (Earle, 2003).
2.7.3 Goal / Self-Regulation Perspectives

According to Earle (2003), the goal perspectives are concerned with aspects that persuade an individual to strive for goals. Therefore, the attention is on the relationship between behaviour at work and objectives. The idea behind goal setting theories is that each individual’s objectives are determinants for motivation, since those objectives guide how that individual behaves. In order to have a positive correlation between objectives and performance, an individual has to accept the assignment leading to that objective and feedback from performance. According to Hofstede (1991), studies have shown that there are few important things that decide the success of objective setting techniques. Those are task demands, orientation to the task and self-efficacy as well as commitment to the objective. Assumption is made that this type of activity is mostly controlled by management since they are the ones that control what kind of objectives have to be met, even though they can be slightly influenced by a single employee. One can make the judgment that in general it is not the objective that motivates an employee but the rewards received when that objective is met. An example of this type of activity is the pay-for-performance, which is a classic traditional motivational tool.

2.7.4. Traditional Motivational Practices

According to Earle (2003) defining traditional motivational tools is difficult because of the different expectations that people have regarding for example the region, industry, position, job characteristics, and so on. However, a decision was made to consider the traditional motivational tools as, the practices that are connected to the reward system such as promotion, pay-for-performance, holidays and personal achievement. Armstrong (2010), postulates that in general, managers face challenging dilemmas when they try to find tools for motivating wider audiences. Great effort has been put in trying to identify the reason why motivation is such a difficult concept to measure and evaluate. One reason for this is that besides being a highly dependent on culture, motivation is influenced by individuals living in that culture and their current life situation. Sometimes, certain motivational tools work for specific individuals but at times the same motivational factors may not function because of changed circumstances. Traditionally, financial rewards and holidays have been considered
the main options on how to motivate employees. Some managers even think that using fear as a motivational tool facilitates in creating success. Other traditional conceptions about how to motivate employees include company car and feedback from management (Earle, 2003).

2.7.5 Innovative Motivational Practices

Sometimes, organizations provide for their employees incentives that are not financial benefits. According to Earle (2003), these incentives are known as “perks” and are used to strengthen the employees’ quality of life by providing pleasure and relaxed time. But not all the perks are perceived as important for the employees. The most valuable factors are those, which raise the employees’ quality of life and make it easier. There are different kinds of incentives, notably activities related to health and stress relief such as massages or sport-centre or health clinic and structures related to the children such as on-site childcare.

Earle, (2003) further states that, motivating employees is a difficult task to take because in order for any motivational factor to accomplish its aim, it has to act as a motivational force for employees. A better individual motivation will hinder employees to take unnecessary sick leaves, which causes enormous expenditure for the company. In addition, motivation enhances individual’s interest towards work, thus making it easier for companies to increase the retirement age. In general, improved motivation functions for the benefit of the current employees but it also generates attraction from potential employees. Traditional motivational practices have not always succeeded in fulfilling their tasks; therefore innovative measures have been developed. These innovative means can provide several benefits, including:

- Providing a solid base for the individual to stay productive the whole working day.
- Enabling to cut expenses through reduced number of health insurance costs.
- Attracting high potential employees.
- Functioning as a part of the solution on how to increase the number of employees who reach retirement age.

Earle (2003) alludes that letting employees sleep during the day has been proven to improve employees daily work performance and it also generates health benefits. A study conducted in Greece demonstrated the benefits that taking a nap in the middle of the day provides health benefits by reducing 37 percent of heart related sicknesses. If this kind of activity were
allowed on a wider basis at the workplace, it would have strong implications on health insurance costs as well as on the possibility to increase the number of employees who reach retirement age.

On the whole, already mentioned perks, innovative methods and even traditional methods are developed in order to motivate people. To make them appreciate their job, their workplace and even to give more value to the employer. Thus, the aim is to make the employee more satisfied at work (Earle, 2003).

2.7.6 Job Satisfaction

Job satisfaction and organizational commitment are correlated. Dissatisfaction at work carries to less committed attitudes towards the organization and can lead to an emotional and mental withdrawal from it. Studies have shown that the physical workplace is ranked as the third factor which impacts on the job satisfaction of the employees. Dollars bring people in the door but they do not keep them in the company. The workplace affects the attraction of talents and their decision whether to accept employment or not. The reason why work environment is also important is its ability to retain employees by providing them a stimulant and pleasant environment. Job satisfaction is thus very important and is influenced by work itself, but also by the workplace. These are factors which induce motivation in employees by the stimulation that they bring. The consequences can impact on the performances of the organization and on its competitiveness on the market. So, these factors are not negligible for organization when thinking to retain talent and implement employees’ job satisfaction and motivation. Thus, job satisfaction and motivation are linked with innovative work environment.

2.7.7 Work-Life Balance and Flexibility

In addition, job satisfaction is related to the work-life balance. Indeed, companies with the highest rate of satisfaction among the employees are those where the professional and personal life is well balanced. This can be implemented by new ways to manage the company and the various perks. Several factors can influence the work-life balance and impact on motivation and job satisfaction. The importance of stimulant and innovative workplace impacts on motivation Earle (2003) indicates that flexibility is also an important agent of motivation and satisfaction at work. The possibility to arrange one’s own agenda and take
into account personal life, e.g. children’s school schedule. Occasionally individuals may receive these kinds of benefits but in order to get it they may have to lower their salary.

According to Earle, (2003), flexibility is not always related to the time but can be linked to the place to work. Technology brings a high amount of flexibility and independence for an employee. But this kind of flexibility and independence can affect organizations activities. Flexibility like teleworking takes away some of the formal and informal communication at work. This might lead to the fact that the knowledge that individuals have is not shared, thus decreasing the exchange of new ideas, face-to-face interaction, as well as exchange of opinions, therefore limiting the possibilities for employees to learn. This personal development is highly valuable for employees and need to be taken into account when a company decides whether to apply teleworking. There is also a risk for the teleworker not to see the limit between personal and professional life, thus increasing the chance that the border between these two worlds disappears. Thus, even though innovative practices can increase employees’ satisfaction and motivation they can also have some disadvantages when they are climaxed, (Earle, 2003).

2.8 THE IMPORTANCE OF EMPLOYEE MOTIVATION

According to Robbins (2003), motivated employees are always looking for better ways to do a job. A motivated employee generally is more quality oriented. Highly motivated workers are more productive than apathetic worker. Armstrong (2010) suggests that every organization requires human resources in addition to financial and physical resources for it to function. Armstrong (2010) also states the three behavioural dimensions of human resources that are significant to organizations: (i) People must be attracted not only to join the organizations but also to remain it. ii) People must perform the tasks for which they are hired and must do so in a dependable manner. (iii) People must go beyond this dependable role per performance and engage in some form of creative, spontaneous, and innovative behaviour at work. Mullins (2010) suggests that motivation as a concept represents a highly complex phenomenon that affects and is affected by a multitude of factors in the organization.
2.9 ORGANISATIONAL CULTURE AND EMPLOYEE MOTIVATION

Motivation is the key component of organisational culture. Organisational culture plays a significant role in an organisation regarding how people feel about their work, levels of motivation, commitment and in turn job satisfaction. A strong culture brings out the positive energy of people to perform with loyalty and at deeper level while having emotional bonds of attachment with the organisation (O’Reilly et. al, 1991). People are the key factors for the competitiveness and organisations can demonstrate highly complex social structure because of their cultural strength. There is a clear mutual interdependence between organisational culture and motivation (Schein, 2004). From an organisational point of view, organisational culture is manifested in employee behaviour with an existence at both cognitive as well as emotional level. There has to be an explicit flow of individual objectives within the strategies of an organisation so as to motivate their employees in the best way (Schein, 2004). From these authors, it can be depicted without doubt that there is a great link between organisational culture and motivation. Bandura (2001) states that learning turns into behaviour. He further states that in the presence of incentives not yet shown, learning can be transformed into action. Employees can act on everything they learn, but behave according to their motivation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This is an important chapter of the research, which aims to provide an overview of the methodology and research design selected to investigate the impact of organisational culture on employee motivation. According to Kumar (2008), research is an intensive and purposeful research for knowledge and understanding of social and physical phenomena. He further described it as a scientific activity undertaken to establish something, a fact, a theory, a
principle or an application. According to Hudson (in Kumar, 2008), “all progress is born out
of enquiry. Doubt is often better than overconfidence, for it leads to enquiry, and enquiry
leads to invention”. This is one of the best quotes that will help to understand the significance
of research (Kumar, 2008).

This chapter will outline the research methodology used in conducting the research, study
setting and approach, population and sampling methods, descriptions of the instruments used
for data collection, the methods used to process and analyse the data, the discussion on the
validity and reliability of the methods used and ethical considerations of the research.

3.2 Research Methodology

According to Hartle, (1995), methodology is the philosophical basis on which research is
founded. This is normally determined after a detailed analysis of the methods that one can use
and these are particular techniques used in collecting data and information. Research
methodology is the process, instruments, and procedures to be used in the research (De Vos,
2002). It also comprises the procedural rules for evaluation of the research claims and the
validation of the knowledge gathered, while research design functions as the research
blueprint (Creswell, 2003). Cooper and Schindler (2003) state that the determination of the
research methodology is one of the most significant challenges which confront researchers
because the quality and value of a research are largely predicated on the extent to which the
researcher has clearly expressed his methodology, on the one hand, and has selected the most
appropriate research approach, on the other.

3.3 Research Paradigm

The research used a realist paradigm approach which largely relies on both quantitative and
qualitative methods. Guba & Lincoln (1994) defined a paradigm as “a belief system/ theory
worldview that guides the way we do things or more formally establishes a set of practices.
This can range from thought patterns to actions”. They propound that, paradigms can be
characterized through their ontology (what is reality?), epistemology (how do you know
something?) and methodology (how do you go about finding out?). Kuhn T.S. (1970:175)
defined a paradigm as “the entire constellation of beliefs, values and techniques shared by the
members of a community” whilst Burrell & Morgan (1979:24) defined a paradigm as “the progress of scientific practice based on people’s philosophies and assumptions about the world and the nature of knowledge. Paradigms are said to offer a framework comprising an accepted set of theories, methods and ways defining data.

3.3.1 Ontological Assumption

The realist ontology assumes that there are real world objects apart from the human knower. In other words, there is an objective reality which critical realists assume that our ability to know this reality is imperfect and claims about reality must be subject to wide critical examination to achieve the best understanding of reality possible whereas subtle realists assume that we can only know reality from our own perspective of it. Guba and Lincoln (1994) state that reality is assumed to exist in this ontology but exists to only imperfectly apprehensible because of flawed human intellectual mechanisms and the fundamentally intractable nature of phenomena. The ontology is labelled as critical realism (Cook and Campbell, 1979) because of the posture of proponents that claims about reality must be subjected to the widest possible critical examination to facilitate apprehending reality closely as possible (but never perfectly). The realist paradigm ontology assumes a real world exists out there independent of the human mind. This world cannot be perfectly understood but we can come to a fair understanding of it when we triangulate different viewpoints.

3.3.2 Epistemological Assumption

According to Burrell and Morgan (1979) the epistemology in this paradigm is modified transactional or objective. This means we cannot separate ourselves from what we know. The researcher and the object of investigation or research are linked such that who we are and how we understand the world is a central part of how we understand ourselves, others and the world. Objectivity remains as an ideal that researchers attempt to attain through careful sampling and specific research techniques. Burrell and Morgan (1979), state that it is possible to evaluate the extent to which objectivity is attained. This can be evaluated by the community of scholars as well as by the community of people who are studied. Guba and Lincoln (1994) concur that realism epistemology has modified objective findings which
probably true. Knowledge can be probably true and it is gathered by a researcher who is neither objective nor subjective. The researcher is also part of the research process through the triangulation process. Therefore people’s perceptions, attitudes, experiences and motives are triangulated in trying to explain a reality that fleeting and attentively generalization.

By positing a reality that can be separate from our knowledge of it (separation of subject and object), the realist paradigm provides an objective reality against which researchers can compare their claims and the extent to which they ascertain truth. This is sometimes called credibility or trustworthiness of an account. However, the realist paradigm also realizes and recognizes the researchers’ values are inherent in all phases of the research process. Truth is negotiated through dialogue. Thus this objective reality cannot be apprehended in a perfect way. Objectivity is an ideal to strive for and can be achieved through the use of rigorous qualitative research methods.

3.3.3 Methodological Assumptions

Realist approaches tend to rely on a combination of both qualitative and quantitative methods. Research is conducted in more natural settings and more situational or contextual data is collected. For example, it incorporates methods to elicit participants’ ways of knowing and seeing (interviews, observations, text). Research designs provide opportunities for discovery (emergent knowledge) as opposed to operating by testing on a priori hypotheses.

According to Guba and Lincoln (1994) emphasis is placed on critical multiplism or triangulation as a way of falsifying rather than verifying hypotheses. The methodology aims to redress some problems by doing an inquiry in more natural settings as an element in inquiry and in the social sciences particularly soliciting epic viewpoints to assist in determining the meanings and purposes that people ascribe to their actions as well as to contribute to grounded theory (Glaser and Strauss, 1967, Strauss and Corbin, 1990).
3.4 Research Method

This study is both investigative and descriptive type of research and made use of qualitative and quantitative research methods (Guba and Lincoln, 1994).

3.4.1 Qualitative and Quantitative methods

Merriam (2009) suggests that qualitative research is interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. Leedy, (2005) outlines the following purposes and assumptions which are served by qualitative research designs:

- They can reveal the nature of certain situations, settings, processes, relationships, systems, or people.
- They enable a researcher to gain new insights about a particular phenomenon, develop new concepts or theoretical perspectives about the phenomenon, and/or discover the problems that exist within the phenomenon.
- They allow the researcher to test the validity of certain assumptions, claims, theories, or generalisations within the world contexts.
- They provide a means through which a researcher can judge the effectiveness of particular policies, practices and innovations

This methodology is suitable for the researcher’s case study as the researcher will need to describe, interpret, verify and evaluate certain assumptions, situations, relationships and practices when looking at the impact of organizational culture on employee motivation. The challenge is that there is an argument on the difficulty researchers have to objectively measure qualitative designs. However, according to Guba and Lincoln (1985) qualitative research has a major weakness in its ability to be replicated and also be generalized. This weakness is reduced by triangulation. Therefore in this study quantitative methods are also to be used.

The researcher also used the descriptive survey method of research as a quantitative method. The method was suitable for the researcher’s case study as it relies on self-report data, the respondents are reporting on how they view and have experienced the situation at hand. The
survey method is a common approach to research used with more or less sophistication in many areas of human activity. It however, captures a fleeting moment in time, which moment may not remain the same so at best there is the use of extrapolation to which in itself according to Leedy (2005) is a conjecture at best. By drawing conclusions from one period of time, we may draw conclusions on the state of affairs of things over a long period of time, such conclusions which may not be generalizable after a period.

3.5 Research Design

A research design is the plan and structure of investigation so conceived to obtain an answer to research problem. Schein, (2005) also defined it as a detailed blueprint used to guide the implementation of research study towards the realization of its objectives. Research design, articulates the tools through which the empirical data are gathered and analysed (Punch 2006). However, Singh (2008) defines research design as a mapping strategy and maintained that it is essentially a statement of the object of the enquiry and the strategies for collecting the evidences, analysing them, and finally reporting the findings. More importantly, Punch (2006) states that it helps in relating the data collected with the research objectives, hence facilitating the means to achieve the end results. This study was a case study that made use of a survey approach and it provided the researcher with the opportunity to have easy access to information and also minimize cost.

3.5.1 Case Study

As the area of study of organizational culture on employee motivation is not very common in Zimbabwe, the case study method is appropriate because owing to its extensive and in-depth nature and the fact that the researcher will have to identify the context of the case, others may be able to read the case study and draw conclusions about the extent to which its findings may be generalisable to other situations
According to Leedy, (2005) the advantages of the case study design are that case study design is very suitable for learning about a little known or poorly understood situation or area. Yin (1994) distinguishes between single and multiple case designs and Stake (2000) classifies types of case studies as intrinsic, instrumental and collective instrumental. As explained by Stake an instrumental case is a case examined to provide insight into an issue spells out the specific role of the cases studied in this research. But because several instrumental cases will be used it becomes a collective case design. A multiple case design is when the same study contains more than a single case. Each participant will be the subject of an individual case study and the study as a whole used a multiple case design (Yin, 1994).

3.5.2 Justification on the use of Case study

In the case study design the researcher collected extensive data on the individual(s), program(s) on which the investigation is focused. These data often include observations, interviews, and documents. The researcher also records details about the context surrounding the case, including information about the physical environment and any historical, economic and social factors that have bearing on the situation, Leedy, (2005). As the area of organisational culture is not very common in Zimbabwe, the case study method is appropriate because owing to its extensive and in-depth nature and the fact that the researcher will have to identify the context of the case, others may be able to read the case study and draw conclusions about the extent to which its findings may be generalisable to other situations. The advantages of the case study design are according to Leedy, (2005)’s assertions; that a case study design is very suitable for learning about a little known or poorly understood situation or area. The researcher will be able to carry out in-depth study of the area of focus as case study design allows for in-depth study. Major weaknesses include; when one single case is involved, one cannot be sure that the findings are generalisable to other situations. (Leedy, 2005). The researcher’s primary focus will be on investigation the impact of organisational culture on WVZ employees’ motivation.

3.5.3 Research Surveys
Survey research involved the collection of information from a sample of individuals through their responses to questions. According to Leedy (2005) surveys are efficient in that many variables can be measured without substantially increasing the time or cost. Survey data can be collected from many people at relatively low cost and, depending on the survey design, relatively quickly. Surveys make use of data collection instruments such as a questionnaire which is a survey instrument containing the questions in a self-administered survey and a moderator’s guide for in depth interviews and also focus groups’ discussion.

Burns (1994) view questionnaires as a data gathering instrument that involves asking relatively large number of people the same set of standardised questions. These questions are asked in paper and pencil format. He goes further to suggest that questionnaires are the cheapest method of gathering data and further suggested that a questionnaire may be completed by individuals at their own pace and time.

Leedy (2005) suggests that surveys can be administered in at least five different ways: mailed, group administered, by phone, in person and also electronically. In this study the surveys were administered in person to the employees who are not on email and also through email. In depth interviews were conducted with managerial employees. In-depth interviews conducted were considered as the most appropriate way of soliciting information about what a person thinks (attitudes and feelings) and what a person likes and dislikes (values and preferences). The advantages of using an interview are that it is flexible in repeating, rephrasing and explaining and it is a face to face conversation which ensures high level response rate. The limitations of the interview are that it is costly and time consuming. To cater for these limitations, interviews were conducted in two days. Focus group discussions were engaged with employees during their tea and lunch breaks. The researcher was more of a moderator in the discussions as employees often tended to be drift away from the thrust of the matter, however the moderator maintained control on the course of discussion. The limitations of focus group discussions was that employees may have taken these with suspicion and also the tea breaks were short and the researcher was not be able to exhaust all the issues in the short breaks.
3.6 POPULATION AND SAMPLING APPROACH

According to Cooper and Schindler (2003), a population is the total collection of elements from which one can make some inference. A population is generally a homogenous group of individual units. It contains definite strata that are equal in size and consist of discrete clusters with similar characteristics but individual units within each cluster show variability in a characteristic that is similar to the variability in the overall population. As the researcher is going to use the case study method, the population is all World Vision Zimbabwe employees.

3.6.1 Population

The total population for WVZ is 750 employees of which total population of the WVZ Southern Region is 450 employees. The participants will be selected from World Vision Zimbabwe Southern Region from three levels of employees. These are middle management, senior management and non-managerial employees. The participants will be drawn from Southern Region because of better accessibility and limited resources. They will also be selected based on their willingness to participate in the survey.

3.6.2 Sample and Sampling method

According to Powell (2000), sampling is often one of the most crucial steps in research. In fact, rigorous sampling methods have been developed and used primarily within the context of survey research. However, according to Lancaster (2005), the basic logic and many of the specific techniques of sampling are equally applicable to other research methods such as content analysis, experimentation, and even field research. According to Marshall (1996) studying a random sample provides the best opportunity to generalize the results of the population. A stratified random sampling was used to draw a sample of 50 respondents from a population of 450 employees of World Vision Zimbabwe Southern Region. The researcher distributed questionnaires to the 50 respondents; the researcher had drawn 30 respondents from non-managerial members of staff and 10 from middle managers and the remaining 10 from the senior leadership team as the researcher felt this sample would be representative of the levels in the organisation which were bound to give the researcher the information she
needs. The researcher applied to World Vision Zimbabwe through the People and Culture department for permission to use the institution as a case study.

### 3.6.3 Research instruments

Leedy, (2005) states that one of the main characteristics of a descriptive survey method is that it deals with a situation that demands the technique of questioning, interviewing and focus group discussions and documentary review. In this study, the main data collection instruments were the questionnaire, interview and focus group discussions. Leedy, (2005) suggests that using more than one instrument to collect data is often a prudent procedure. The advantages of using a questionnaire are that it can be pre-coded, respondents can state the truth without bias. It also allows time and space for respondents to think and assimilate questions.

Such an instrument facilitates the process of data tabulation and analysis. However, the questionnaire is marred by some limitations which are that it may be inapplicable to illiterate people, questionnaires may be withheld and lost which may delay the research process and the researcher may not be certain who actually complete the questionnaire and it can be delegated to a person who will not be targeted by the research. Being aware of these limitations, the researcher was on the lookout for these so as to keep the limitations at minimal level. All questionnaires were returned to the researcher. The questionnaire (Appendix A) had both open-and close ended in order to solicit and get more information. The questionnaire used a 5 point Likert scale and also had other questions which required narrative responses. The questionnaire was piloted to 4 random respondents in order to test it. Based on the feedback from the 4 respondents the researcher edited the instrument before administering it to the respondents.

### 3.7 Validity Assessment of the research instruments

#### 3.7.1 Validity and reliability
According to Leedy, (2005) Validity is defined as the meaningfulness and credibility of the research project as a whole. Validity can be defined as the extent of dependability, confirmability, verification and transferability of the project as a whole.

3.7.2 External validity
Leedy, (2005) defines external validity as the extent to which a research study’s results can be applied to situations beyond the study itself and the ability of conclusions to be generalized in other contexts. In this study this was achieved through having a representative sample. To further enhance external validity the researcher’s study should be able to be replicated in a different context.

3.7.3 Internal validity
Leedy, (2005) describes internal validity as extent to which the design and data yielded from a research study allows the researcher to draw accurate conclusions about the cause and effect and other relationships within the data. In this study, in order for the researcher to enhance internal validity she had to collect multiple sources of data through triangulation of methods of data collection.

3.7.4 Reliability
Leedy, (2005) describes reliability as the consistency with which a measuring instrument yields a certain result when the entity being measured hasn’t changed. In order to maximise reliability the researcher used a 5 point Likert scale on her questionnaires.

3.8 Data analysis techniques
According to Jeffs (2008) “data collected by any means or any methods, means very little until they are presented, analysed and evaluated”. In the light of this understanding, the researcher will communicate her findings in an effective way. The analysis was made in light of the research objectives so as to keep the discussion focused. The researcher principally focused on the data gathered from interviews and questionnaires. This data was explained in terms of respondents on each response. Frequency distribution tables will be drawn to show
frequency occurrences at each category followed by a brief explanation or description. Data collected will be presented in summary tables showing quantitative data in numerical scores and percentage values for ease of comparison and validation of findings. Descriptive statistics are to be used for data analysis. Data collected from interviews, documentary reviews and focus group discussions though not quantifiable are to be used in the discussion. Content analysis will be used to analyse qualitative data. Content analysis as a method of data analysis is a systematic and objective means of describing and quantifying phenomena (Krippendorff 1980). It is also known as a method for analyzing documents.

3.8.2 Biographical data of the respondents

It is very important to analyse biographical data of the respondents like sex, age, marital status, professional qualifications and employment experience as these have a bearing on motivation of employees. Perception, attitudes and motivation are often influenced by these variables.

3.9 ETHICAL ISSUES

Ethics are the code of behaviour that is said to be appropriate to conduct academic research. Throughout the whole research process from seeking access to the organisation to data collections, analysis and reporting, ethical considerations emerged. The following ethical issues were to be taken into account by the researcher before, during and after the research study.

3.9.1 Confidentiality

The confidentiality of data collected and anonymity of participants were to be upheld by the researcher. Participants’ names and identity were neither requested nor documented. In the publication and analysis of the results, some information that could reveal company secrets
and that which could tarnish the image of the organisation or expose the company to competitors was left out.

3.9.2 Property Rights

The researcher sought by all means at all costs to avoid infringing legal property rights. The researcher obtained permission to conduct the research in writing and to have access to other relevant materials such as the Our People system, a Human Resources database on such information as the human resource reports and Our Culture system which were essential to the research.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

Data was analysed and interpreted using both qualitative and quantitative analysis techniques. Frequency distribution tables were also used for easy interpretations. Qualitative approach differs markedly from the quantitative approach and is underpinned by very different
epistemological and ontological foundations. Consideration of human behaviour and perception is the significant factor for the reason that researchers adopt this approach (Cresswell, 2003). Quantitative research focuses more on numbers. It tends to decentralize human behaviour, leading to the criticism by the people preferring qualitative research (Cresswell, 2003). Cresswell (2003) further explained that qualitative research helps in understanding a phenomenon more deeply by analysing the reasons behind it, whilst quantitative tools analyse the phenomenon itself, without bothering about the human perception of reason ‘why’. According to Cresswell and Clarke (2007), the combination of quantitative and qualitative approaches has been advocated by researchers to study various social phenomena in the fields of social and behavioural sciences, which is most commonly known as mixed method approach (Cresswell, 2003).

Punch (2000) also advocates in favour of exploiting both the approaches so as to maximize the validation of the research. In order to provide more validation to the research, the researcher employed the combination of both qualitative and quantitative approaches for data collection. In addition, according to Bryman (2003), quantitative approach is mostly used by researchers to establish relationships or links between two or more variables. As the main objective of the research is to investigate the impact of organizational culture on employee motivation, the researcher found it convenient to go with both qualitative and quantity research approaches.

In order to enhance reliability of the measures, a 5-point Likert scale was employed for the items in the questionnaire. Questionnaires were distributed among employees in the ten departments in the organisation namely Water Sanitation & Hygiene (WASH), Design, Accountability, Monitoring & Evaluation (D, A, M&E), Education, Behaviour Change/Nutrition, Food Security & Livelihoods, People & Culture, Information, Communication Technology (ICT), Finance, Area Development Programme (ADP) and Food Assistance. Managers for these departments were also formally interviewed. Informal and unstructured discussions with employees were held during tea and lunch breaks.

4.2 Data Presentation and Analysis

Description of the sample
4.2.1 Respondents’ age

<table>
<thead>
<tr>
<th>Age range</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 to 30 years</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>31 to 40 years</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>41 to 50 years</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>51 to 60 years</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>61+ years</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Table 1: Source:* Field data, 2014

The data shows that 22 respondents representing 44% were of the ages between 31 and 40 years. Data further revealed that 10 respondents representing 20% each were of ages between 20 and 30 years as well as 41 to 50 years, while 6 respondents representing 12% are aged 51 to 60 years and 2 respondents were aged 61 years and above which represented 4%. Data clearly shows that majority of respondents were in the ages between 31 and 40 years (table 1 above shows). Average age of respondents was 32 years.

4.2.2 Length of service in the organisation

<table>
<thead>
<tr>
<th>Length of service</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1 to 4 years</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>5 to 10 years</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>11 to 14 years</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>15+ years</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Table 2: Source:* Field data, 2014
The data on the respondents’ length of service shows that 25 out of 50 respondents representing 50% served between 5 and 10 years, whilst 9 respondents representing 18% have served between 1 and 4 years. The data further revealed that 8 respondents representing 16% have served between 11 and 14 years, while 5 respondents representing 10% have served 15 years and above and 3 respondents representing 6% have not yet attained 1 year in the organisation. Data clearly shows that the majority of the respondents have served between 5 and 10 years in the organisation.

4.2.3 Respondents’ Level of Education

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>O’ Level/A’ Level</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Diploma/HND</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>First degree</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Higher degree (Master/PhD)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Professional</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Table 3: Source: Field data, 2014*

The data on respondents’ level of education showed that 27 out of the 50 respondents representing 54% were Diploma/HND holders, while 9 respondents representing 18% were First degree holders. The data further revealed that 7 respondents representing 14% were Professionals and 5 respondents representing 10% were ‘O’ level/ A’ level holders. However, 2 (4%) respondents were higher degree (Masters’/PHD) holders. The analyses clearly revealed that majority of the respondents were Diploma/HND holders (see table 3 above). This is mainly because, some employees have been seconded to work in other countries within World Vision global and they might have a better appreciation of the partnership policies.

4.3 An understanding and perception of the organisational culture
Table 4 below shows how the participants responded to the assertion that they have a good understanding of their organisation’s corporate culture. According to Brown (1998) the culture of an organization can be best learnt through nine elements. These are artefacts, language, behaviour patterns, norms of behaviour, symbols/ symbolic action, heroes, beliefs, values and attitudes, basic assumptions and history. The researcher asked questions along these elements to ascertain the employees’ understanding as well as perception of the organizational culture.

| H. I have a good understanding of the organization’s rules and regulations |
|-------------------------------------------------|---------|----------|----------------|
|                                                | Frequency | Percent | Cumulative percentage |
| Strongly Disagree                              | 3        | 6        | 6               |
| Disagree                                       | 2        | 4        | 10              |
| Neither agree nor disagree                      | 4        | 8        | 18              |
| Agree                                          | 20       | 40       | 58              |
| Strongly agree                                 | 21       | 42       | 100%            |

| 1. I have a good understanding of the organization’s rituals and celebrations |
|-----------------------------------------------------------------------------|---------|----------|----------------|
| Strongly Disagree                                                          | 2        | 4        | 4               |
| Disagree                                                                    | 6        | 12       | 16              |
| Neither agree nor disagree                                                  | 4        | 8        | 24              |
| Agree                                                                       | 22       | 44       | 68              |
| Strongly agree                                                              | 16       | 32       | 100             |
| J. I have a good understanding of the organization’s accepted norms of behaviour |
|---------------------------------|-----|-----|-----|
| Strongly Disagree               | 7   | 14  | 14  |
| Disagree                        | 11  | 22  | 36  |
| Neither agree nor disagree      | 3   | 6   | 42  |
| Agree                           | 16  | 32  | 74  |
| Strongly agree                  | 13  | 26  | 100 |

| K. I have role models in the organization |
|-------------------------------------------|-----|-----|-----|
| Strongly Disagree                        | 22  | 44  | 44  |
| Disagree                                 | 15  | 30  | 74  |
| Neither agree nor disagree               | 5   | 10  | 84  |
| Agree                                    | 5   | 10  | 94  |
| Strongly agree                           | 3   | 6   | 100 |

| L. I have a good understanding of the meaning of the organization’s logo |
|------------------------------------------------------------------------|-----|-----|-----|
| Strongly Disagree                                                      | 15  | 30  | 30  |
| Disagree                                                               | 13  | 26  | 56  |
| Neither agree nor disagree                                             | 1   | 2   | 58  |
| Agree                                                                  | 11  | 22  | 80  |
| Strongly agree                                                         | 10  | 20  | 100 |

*Table 4, Source:* Field data, 2014
Table 4 above show that 82% of the respondents understood the rules and regulations of the organization whilst only 10% indicated that they did not have a good understanding and 8% of the respondents were indifferent to the assertion. This may stem from the fact that some of the employees in the sample were quite new to the organization. Interviews from the management show that the organisations code of conduct is readily accessible to the employees and also new employees’ induction were being effective in passing on this vital component of the organisational culture. This indicates a high understanding of the organizational culture with regards to rules and regulations.

However, employees were of the view that induction is done for managerial positions, the low level staff are recruited and shown their work station then they start work without a proper induction programme. Employees also indicated that, when they are appointed, they are asked to sign a lot of acknowledgement forms for Policies which they are not given. Employees felt that the organisation was supposed to create an environment whereby new employees are inducted on the regulations, rules and policies before they sign the acknowledgement forms. It was noted that acknowledgement forms for Code of Conduct, Sexual Harassment policy, Vehicle Policy, Vision, Mission and Values were supposed to be signed after a new employee has been given the policies to go through them. This indicates a weak organisational culture.

It was further discovered that the organisation’s rules and regulations are international. This makes it difficult to apply the rules and regulations in different countries because of different operating environments. The employees shared sentiments that World Vision Zimbabwe adopts international rules and regulations which makes it difficult to apply in their context. Some respondents were of the view that issues are dealt with at Southern Regional level and World Vision Zimbabwe adopts from the southern regional office based in South Africa.

The researcher noted that, the Human Resources Manual being a regulation document within the organisation has been undergoing revision since 2013 after having been revised in October 2007. The manual is always going under amendments. The 2013 amendments have
not yet been finished, which makes it difficult for employees to know which Policy to apply. This has been a source of demotivation in employees who feel that the revision of the Human Resources Policy is not being finalised and it has brought much suspicion in employees.

The table further shows that 76% of the respondents also indicated that they had good understanding of the organisations rituals and celebrations which include daily morning devotions, day of prayer amongst other rituals. Only 16% did not have a good understanding and 8% were indifferent. It is noted that 58% of the respondents had a good understanding of the accepted norms of behaviour in the organization. The table also shows that 36% of the respondents did not have a good understanding of the accepted norms of behaviour whilst 6% neither agreed nor disagreed. This stems from the fact that the organisation’s Recruitment and Selection Policy purports to employ only Christians. Also one of the values of the organisation is that “we are Christian”. These values might not be shared by all employees, thus other respondents indicated that they neither agreed nor disagreed to the assertion.

The table shows that 74% of the respondents indicated that they had no role models in the organization and 10% neither agreed nor disagreed whilst only 16% indicated that they had role models. This can be explained from the fact that most of the employees have never had a direct contact with the founding members of the organization and also implies that the organizational leadership may have drifted from the founding values and thus have little confidence in their existing leaders to derive inspiration from them. The in depth interviews with Managers also assisted in explaining the fact that even the management had no role models of their own and the most recurring theme was that there is contention in accepting the merit of their leaders in as far as their qualifications are concerned.

On the assertion about the organisation’s logo, 56% of the respondents cited that they do not understand the meaning of the organization’s logo whilst 2% neither agreed nor disagreed. The logo according to Brown (1998) is a symbol of the organization’s culture. Only 42% have some understanding on the meaning of the logo. This implies that the symbolism of the colours and signs on the logo have not been clearly defined and explained to the employees.
for them to understand. The 42% of the respondents that understand the meaning of the organisation’s logo may be employees that have been seconded before to the global office in United States of America, which is the founding nation of World Vision International. This is where the logo was originated and employees might have had an opportunity to get an understanding of the organisation’s logo clearly.

Fig 2 below summarises the results on the employees’ understanding and perception of the organization’s culture.

**Fig. 2 Understanding of organization’s corporate culture**

Fig.2 above shows the percentage of employees who cited a good understanding of the organisation’s corporate culture. The chart shows that 19% of the respondents disagree to the notion that they have a good understanding of the organisation’s organisational culture. This is mainly because the culture of the organisation is not clearly explained and the employees are not well educated about the organisational culture. 55% of the respondent’s agree and strongly agree that they have a good understanding of the organisational culture, while 19% strongly disagree and 7% of the respondents neither agreed nor disagreed to the statement.

However, in overall 55% of the respondents show that they have an understanding of the organizational culture. According to Brown (1998), there are nine elements in which one can learn an organisational culture. These are values, rituals, norms, heroes, history among other elements. The results show that the respondents who indicated that they have a good understanding of the corporate culture might have an understanding of one or two of the nine elements. It can also be noted that among these respondents are employees who have served the organisation for a long time, so much that they are aware of the heroes of the organisation, they are aware of the rituals of the Day of Prayer, which is held every 1 October of every year when the financial year for World Vision global begins, among other elements as alluded to by Brown (1998).

**4.4 Organizational culture and motivation to work**
Table 5, Organizational culture and motivation to work

<table>
<thead>
<tr>
<th>A. My office space motivates me to work</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>18</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>28</td>
<td>64</td>
</tr>
<tr>
<td>Neither agree nor disagrees</td>
<td>2</td>
<td>4</td>
<td>68</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>16</td>
<td>84</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Organisations rules, systems and procedures motivate me to work</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>16</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>30</td>
<td>62</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
<td>6</td>
<td>68</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>20</td>
<td>88</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Organization’s rituals, celebrations and accepted norms of behaviour motivates me to work</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>22</td>
<td>52</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8</td>
<td>16</td>
<td>68</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>20</td>
<td>88</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

**D. Role Models in Organization motivate me to work**

| Strongly Disagree | 17 | 34 | 34 |
| Disagree | 11 | 22 | 56 |
| Neither agree nor disagree | 4 | 8 | 64 |
| Agree | 9 | 18 | 82 |
| Strongly agree | 9 | 18 | 100 |

**E. The language used in communication in the organization motivates me to work**

| Strongly Disagree | 12 | 24 | 24 |
| Disagree | 10 | 20 | 44 |
| Neither agree nor disagree | 8 | 16 | 60 |
| Agree | 10 | 20 | 80 |
| Strongly agree | 10 | 20 | 100 |

**F. Values symbolised in organisations logo motivates me to work**

| Strongly Disagree | 12 | 24 | 24 |
| Disagree | 14 | 28 | 52 |
| Neither agree nor disagree | 4 | 8 | 60 |
| Agree | 12 | 24 | 84 |
The results further gathered from other questions indicate that 64% of the respondents disagree strongly and do not agree with the fact that their offices motivated them to work. This stems from the fact that office space is deemed to be quite small in the majority of cases and this is across the whole organization. Only 32% of the respondents indicated that they are motivated to work as a result of their offices and 4% neither agreed nor disagreed.

According to Brown (1998), organisational culture can be learnt through artefacts and the way offices are set up. At World Vision Zimbabwe, southern region offices, office space is limited. This could be mainly because of expenses attached to office rentals especially for such a big organisational. The in-depth interviews with Managers depicted repeated themes like issues to do with high office rentals. It can be noted that office environment can induce motivation in employees and as such limited office space may demotivate employees.

32% of the respondents strongly disagreed that the organisations rules, systems and procedures motivated them to work and 30% disagreed as well. 6% neither disagreed nor agreed whilst 20% agreed and 12% strongly agreed. The results show that the greater constituent of the sample (62%) felt that the existing organisations rules, systems and procedures did not motivate them to perform better. As alluded to earlier on, some respondents indicated that the policies for example the Human Resources Manual, has been going through amendments which makes it difficult for employees to know which policy is functional because policies are always being refined and fine-tuned to suite the prevailing environment. The results gathered from interviews with Managers indicated that some of the organisation’s policies and procedures are international (they apply to World Vision globally) which makes it difficult to apply to the Zimbabwean situation. Respondents also cited that the systems of the organisations are not clear when it comes to employment status which makes them not motivated to work. It is noted that WVZ does not have any single permanent employee. Most of the employees, who have been with the organisation for a long time, are
on fixed term contract basis. Some employees have reached 10 years but on fixed term contracts which make employees feel insecure in their jobs.

Respondents also highlighted that the procedures for recognition scheme awards are not objective but rather subjective. As part of its culture, World Vision Zimbabwe has a recognition scheme which rewards employees who would have been innovative during a particular year. Nominations are run and the awards are given to the most innovative individuals. Some of the respondents indicated that they were not aware of the procedures of the nominations as well as the final nominations of the winners. This indicates that employees understand the prevailing culture in the organisation although some processes and procedures are not clear to employees.

The table shows that 42% of the respondents strongly disagreed (20%) and disagreed (22%) to the notion that states that the organization’s rituals, celebrations and accepted norms of behaviour motivated them to work, whilst 16% of the respondents which is quite significant neither agreed nor disagreed and 42% of the respondents agreed and strongly agreed to the notion. The results are quite similar and indicate a great indifference although inconclusive. This indicates that although the rituals, celebrations and accepted norms of behaviour are quite important to the organization the employees are possibly not in full understanding of why they are being done. The rituals and celebrations of Day of Prayer and morning devotions everyday are the accepted norms that every employee should attend. The results gathered imply that accepted norms of behaviour are not universally agreed upon in the organization.

This result also concurs with the above results that the organization had no clear role models, mostly emanating from the fact that the founding father of the organization was not based in Zimbabwe and also implying that role models in the organization if they exist are not being recognised. The managers who were interviewed concurred with this finding as they note that although the organization honoured performers’ and innovators a lot can still be done in order to motivate employees. That table further indicates that 24% of the respondents disagreed that
language used in communication within the organization was a motivator to work. 20% disagreed and 16% neither agreed nor disagreed whilst 20% agreed and 20% strongly agreed. There is no significant difference between the responses. The language according to Brown (1998) refers to the fundamental way in which the organisation comprehends its world and examples of language include jokes, metaphors, stories, myths and legends. The language is mainly depicted through electronic mails, face to face through announcements that are regularly made at morning devotions and also at seminars. This finding implies that there is largely indifference on whether the language so prevailing in the organization is inspiring and motivating.

The table further indicates that 52% of the respondents indicated that they disagreed and also strongly disagreed that the values symbolised in the logo did not motivate the employees to work. 8% of the respondents neither agreed nor disagreed whilst 40% of the respondents agreed and strongly agreed to the assertion. This result is consistent with the finding that most of the respondents were not in the knowledge of the values symbolised by the organization’s logo. In-depth interviews with managers indicated that most managers were aware of the values symbolised in the logo but had anticipated that when employees go through induction that was the duty of the People & Culture (Human Resources) department to explain to new employees the logo and its symbolism.

Figure 3 below summarises the results on how organizational culture is motivating employees to work.

**Fig 3 Organizational culture and motivation to work**

*Source: Field data, 2014*

Fig 3 above shows that 52% of the respondents strongly disagreed (27%) and disagreed (25%) to the assertion that the organizational culture which is promoted in the organisation motivates them to work. This means that corporate values are there but they are not explained to employees so much that employees understand how meaningful they are and how the corporate values are linked to employees’ work. The results further show that 11% of the respondents neither agreed or disagreed, while 37% of the respondents agree (19%) and
strongly agreed (18%) to the assertion. The respondents in other questions explained the phenomenon and it appears that the developments in the organisation are not communicated to employees well. Interviews with managers indicated the repeated themes as employees who were on email (internal Lotus notes) were fully aware of the developments in the organisation. Managers however, indicated that most low level employees (e.g Drivers, Facilitators, Technicians, and Office Orderlies) are not on the Lotus notes so communication on developments might pass them.

4.5 Employees motivation to work

Table 6, Employee motivation

<table>
<thead>
<tr>
<th>A. I am motivated to work for my organisation until I reach pension age.</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>18</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>28</td>
<td>64</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>2</td>
<td>4</td>
<td>68</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>16</td>
<td>84</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

| B. I do my job with quality and excellence |
|---|---|---|
| Strongly Disagree | 17 | 34 | 34 |
| Disagree | 15 | 30 | 64 |
| Neither agree nor disagree | 3 | 6 | 70 |
### C. I do my job with creativity, innovativeness and spontaneous behaviour

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>9</td>
<td>8</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>8</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>16</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8</td>
<td>16</td>
<td>16</td>
<td>62</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>16</td>
<td>18</td>
<td>80</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source:* Field data, 2014

The respondents indicate that 36% strongly disagreed with the idea of working for the organisation until pension age and also 28% disagreed. 4% neither agreed nor disagreed whilst only a total of 32% strongly agreed and agreed. This is quite indicative of the employees’ lack of motivation to work for the organisation. The table indicates that 34% of the respondents showed that they strongly disagreed that they were doing their job with excellence and quality and 30% also disagreed. 6% neither agreed nor disagreed whilst 18% agreed and 12% strongly agreed.

According to Robbins (2003), motivated employees are always looking for better ways to do a job. A motivated employee generally is more quality-oriented. The researcher sought to find out whether World Vision employees were motivated to work for their organisation. The results indicate a low level of motivation. According to Brown (1998), motivation is one of the functions of organisational culture. Brown (1998) states that an appropriate and cohesive culture can offer employees a focus of identification and loyalty, foster beliefs and values that encourage employees to perform. The results show that employees are not motivated to work.
The table further indicates that 24% of the respondents strongly disagree that they do their job with creativity, innovativeness and spontaneous behaviour. 22% disagreed whilst a significant 16% neither agreed nor disagreed and 38% strongly agreed and disagreed. Armstrong (2010) states the three behavioural dimensions of human resources that are significant to organizations (i) people must be attracted not only to join the organizations but also to remain it (ii) people must perform the tasks for which they are hired and must do so in a dependable manner and (iii) people must go beyond this dependable role per performance and engage in some form of creative, spontaneous, and innovative behaviour at work. The results above indicate a low level of motivation amongst the respondents.

Figure 4 below shows a summary of employee motivation.

**Fig 4 Employee motivation**

*Source*: Field data, 2014

The figure above shows that a total of 58% of the respondents strongly disagreed (31%) and disagreed (27%) that they were motivated to work. 9% of the respondents neither agreed nor disagreed, whilst 33% of the respondents agreed (17%) and strongly agreed (16%) that they were motivated to work. The results indicate that the greater portions of the respondents are not motivated to work. The results correspond very well with the other above findings which explain that the organisational culture is impacting negatively on employee motivation. It is however important to also note that there are other motivational factors besides organisational culture that affects employee motivation.

### 4.6 Other tools that induce employee motivation other than organisational culture

Respondents were asked an array of questions that sought to find out other tools that respondents felt management may implement and motivate them. The factors covered were Hygienic and motivational according to Herzberg (Landy and Conte, 2010).
Fig 5 Other motivational factors

Source: Field data, 2014

Fig 5 above shows the percentages of employees who sighted other motivational factors. The figure shows that 57% of the respondents agree, while 20% of the respondents strongly agree that there were other factors that can motivate them besides culture. The figure further shows that 10% of the respondents disagree, while 10% of the respondents again strongly disagree and 3% neither agreed nor disagreed. This shows that in as much as organisational culture impacts on employee motivation, however, there are other factors that impact on employee motivation.

Other factors such as salary, job security were predominant features that the employees felt would motivate them should they be improved. Most of the contracts in the organisation are fixed term thus resulting in less motivation. However some of the hygienic factors such as company policies, management style, relationship with others and working conditions are also determined by organisational culture. Motivational factors such as need for achievement, career advancement, recognition and responsibility were also other factors that employees felt would motivate them. It can be noted however that these factors cannot entirely be divorced from managing them through the organisational culture for instance the rules, systems and procedures can create an environment for recognition and career advancement.

4.7 Employees willingness to teach other new employees on corporate culture

Hofstede (1991) defines organisational culture as, for new employees this would mean adaptive behaviour within the organisation that leads to new belief systems. This new and adaptive behaviour instilled through organisational values and beliefs are associated with rituals, myths and symbols to reinforce the core assumptions of organisational culture. According to Fig. 5 below, it shows how respondents are willing they are to teach it to new employees.
Fig 6 Motivation to teach new employees the corporate culture

Source: Field data, 2014

Fig 6 above shows the percentages of respondents who cited that they are motivated and willing to teach new employees their corporate culture. The figure shows that 42% of the respondents disagreed to the assertion that they are motivated and willing to teach new employees the corporate culture, while 34% of the respondents strongly disagreed to the assertion. The figure further shows that 12% of the respondents agreed to assertion that they would teach new employees the corporate culture, while 8% of the respondents indicated that they strongly agree. However, 4% of the respondents were indifferent; they neither agreed nor disagreed to the assertion.

The main function of organisational culture is to define the way of doing things in order to give meaning to organisational life (Arnold, 2005). Making meaning is an issue of organisational culture, because organisational members need to benefit from the lessons of previous members. As a result, organisational members are able to profit from whatever trials and errors regarding knowledge others have been able to accumulate (Johnson, 1990). This shows that organisational culture can be passed from one generation of employees to the other through experiences and coaching. From the findings, it is noted that most respondents are not motivated to teach new employees the prevailing corporate culture. Employees that are willing to teach new employees the corporate culture are those that are assumed to have stayed in the organisation for a while and have learnt the corporate culture and are willing to teach new employees.

4.8 Strength of organisational culture

The organisational culture differentiates the organisation from others. Respondents were asked questions that sought to see whether the organisation culture was strong or not.

Fig 6 Organisational culture and other NGO’s
Fig. 6: Source: Field data, 2014

Fig 6 above shows the percentages of employees who sighted that the organisation’s corporate culture is not different from other organisations in the NGO sector. The figure shows 30% of the respondents agree while 24% strongly agree, while 3% of the respondents were indifferent that World Vision’s corporate culture is not different from other organisations in the NGO sector. A total of 43% of the respondents strongly disagreed (21%) and disagreed (22%). The non-governmental sector is made up of most international companies, for example World Vision, Heifer, Oxfam GB, Care International, ICRISAT, SNV, IRD, CRS, International Relief Development etc which have similar global policies and corporate cultures. Employees in the NGO sector rotate organisations. The reason why respondents strongly agree and agree to the assertion may be because they have been employed in most of the organisations in the sector and maybe aware of the prevailing organisational cultures which make them almost the same. The respondents who disagreed and strongly disagreed to the notion, may be because this proportion of the respondents has not been employed by other organisations in the sector and may strongly feel that the organisation’s culture is different from other organisations in the NGO sector.

The results therefore indicate that the organisational culture in World Vision is not distinct from others therefore implying that it is not strong. Landy and Conte (2010) argue that strong organisational cultures create a feeling of belonging, increased job satisfaction and commitment. Furthermore, Towers (2006) argues that strong organisational cultures will often result in motivated employees. This finding therefore further affirms that the organisational culture at the organisation is related to the low levels of motivation prevailing.
4.9 Coefficients of Correlation

<table>
<thead>
<tr>
<th>Corporate culture affects employee motivation</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th>There are other factors that affect employee motivation besides culture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.211 (**)</td>
<td>0.000</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are other factors that affect employee motivation besides culture</td>
<td>Pearson Correlation</td>
<td>0.053</td>
<td>0.103 (**)</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.066</td>
<td>0.070</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.248</td>
<td>0.084</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7, Source: Field data, 2014

From the table above, the researcher drew a correlation between organisational culture and employee motivation from the research finding to further explain the relationship between the two aspects and the above results confirmed the findings. The test showed a Pearson correlation value of 0.211 and significance asymptotic or probability value of 0.000. This implies that there is a positive relation between the two variables. Given the probability value, it is evident that the correlation is significant. This indicates that the strong, the organisational culture, the more employees are motivated to perform well and this inextricably improves the overall efficiency or productivity of the organization.

The test further confirmed that there is a positive correlation between the assertions that organisational culture affects or impacts on employee motivation and employees are motivated by other tools other than organisational culture. This showed an asymptotic value
of 0.066 which made the claim not significant. This could imply that employees’ motivation is influenced by organisational culture but this might not necessarily be as a result of organizational culture prevailing in the organisation. Thus, the results indicate that there are factors other than organizational culture that motivate and make employees perform.

**Conclusion**

The purpose of this study was to present and analyse data gathered from the respondents. The findings were presented and analysed in accordance with the theoretical framework. The objective was to investigate the impact of organisational culture on employee motivation and base the findings to the theories. Triangulation was used to analyse the data gathered so as to strengthen the validity and reliability of the data. The study showed that organisational culture impacts highly on employee motivation. The research showed a positive relationship between the two variables. It was also found that the organisational culture in the organisation is not established to induce employee motivation. However, it was noted that better working environment is essential to induce employee motivation. Irrespective of these, employees are motivated to perform well because they live by the corporate culture of the organisation. This shows that the organizational culture have due influence on employees’ motivation. It was further revealed that full potential of employees can be determined when motivational level is high. Additionally, employees’ motivation to work depends on how management or the organisation put effort in creating a good corporate culture which in turn contributes significantly to the achievement of organizational objectives. Therefore, it can be noted that organizational culture has a great impact on employee motivation.
CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

In investigating the impact of organizational culture on employee motivation, at World Vision, the study sought to address the following objectives; assess the impact of organizational culture on employees’ motivation, determine the factors that affect employee motivation other than organisational culture and also to assess the influence of organizational culture on and motivation. The research questions that the study sought to answer are as follows:

1. What is the impact of World Vision organisational culture on employees’ motivation?
2. How do World Vision employees perceive the organisational culture?
3. What factors determine employees’ motivation besides organisational culture?
4. How can management induce motivation in employees through an effective organisational culture?

The study sought to answer all the research questions and to come up with recommendations. The last research question will be answered by the recommendations that the researcher recommended to the organisation.

CONCLUSIONS

5.1.1 The impact of World Vision organisation culture on employees’ motivation

The research revealed that organisational culture has a great impact on employee motivation. This was brought about by the results of the research. Employees showed sentiments that if the organisational culture is good, their motivational levels to perform are also boosted. It was also found that better working environment is essential to achieve organizational goals smoothly. This shows that the organizational culture have influence on employee’s
motivation. It was further revealed that full potential of employees can be determined when motivational level is high. Additionally, employees’ work performances depend to some degree on level of motivation given by the managers and that corporate culture contribute significantly to the achievement of organizational objectives in the company. Also, the more employees are motivated the more they perform well and this improves the overall efficiency or productivity of the company. Therefore, organizational culture has got an impact on employee motivation.

5.1.2 How World Vision employees perceived the organisational culture

It was established that employees of the company recognise the existence of organizational culture within the organization and that management of the company is committed to the cultural values and demonstrates them. In that respect, there exists the culture of the company orienting new employees on the norms and values of the company and that employees avoid actions which contradict their cultural values. However, respondents felt that they were not fully educated on the organisational culture, hence adversely affecting motivation of such employees. This implies that organizational culture influences the level of motivation of its employees which makes them not leave the organization. Better motivation of employees results in an efficient workforce and it eventually increases the overall efficiency of the organization and this can be enhanced by a strong corporate culture.

It can be noted that there is a prevailing organisational culture at World Vision which needs to be educated to employees through effective and comprehensive induction programmes as well as trainings and workshops to acquaint the employees with the knowledge of the vision, mission, values, policies, rules, regulations, procedures and systems of the organisation. Rituals and celebrations of morning deviations and Day of Prayer are observed at World Vision, but employees do not have a good understanding of the symbolism of all these. New employees are appointed and join the culture of rituals and celebrations but without any significance to what they symbolise.
It can thus be concluded that World Vision employees do not fully understand the organisational culture. This is because they are not educated about the organisational culture. Employees perceive the prevailing organisational culture with indifference because it is not well laid down for all employees to understand.

5.1.3 Other factors impact on employee motivation other than organisational culture

The research showed that organisational culture has impact on employee motivation. However, the study is certain that there might be factors other than organizational culture that motivate employees to perform well on their job. These are factors such as salary, working conditions, job security were predominant features that the employees felt would motivate them and they should be improved. Most of the contracts in the organisation are fixed term thus resulting in less motivation. However, some of the hygienic factors such as company policies, management style, relationship with others and working conditions are also determined by organisational culture, which takes us back to the conclusion that organisational culture has impact on employee motivation. Motivational factors such as need for achievement, career advancement, recognition and responsibility were also other factors that employees felt would motivate them. It can be noted however that these factors cannot entirely be divorced from managing them through the organisational culture for instance the rules, systems and procedures can create an environment for recognition and career advancement.
5.2 RECOMMENDATIONS

The following are recommendations that the researcher recommends the management of World Vision Zimbabwe to consider as they re-engineer and re-define the organisational culture in order to induce employee motivation:

5.2.1 Organisational culture

- All new employees should go through an extensive induction programme during the first week of their appointment before they start work.

- The rules and regulations (Code of Conduct, Policies) should be explained to employees before they sign the acknowledgement of receipt forms.

- The Human Resources Manual which has been undergoing amendment for the past 12 months should be finalised so that employees are acquainted to the revised Manual.

- The morning devotions and Day of Prayer programmes should embody activities around the corporate vision, mission and values.

- The organisation logo must be fully explained to employees. The organisation should make an effort to have banners in all offices that explains the symbolism of the corporate logo and how it should be placed on soft documents as well as differentiating between an imitation and a genuine logo.

- The founding fathers or their successors should make an effort to visit World Vision national offices in different countries across the globe especially Zimbabwe National Office so as to revive the original corporate culture.

- Employees who have served the organisation for a long time need to become role models to new employees by teaching them the corporate culture as well as promoting good language in communication.
The organisation needs to incorporate all employees into the internal Lotus Notes e-mail system, so that all developments are communicated well to all employees at the same time. Communication flow is vital to manage in any organisation.

**5.2.2 Employee motivation**

- Employees need to be continuously assured of their importance in the organisation.

- The organisation should acquire land and build offices for employees so that working environment is conducive in order to induce employee motivation to work.

- The organisation needs to introduce a culture of excellence and innovativeness in employees and recognise and reward those innovations objectively so as to motivate employees.

- Employees contracts should be directly linked to funding and ensure job security in employees so as to gain their loyalty. Short fixed term contracts should be given to short term projects, whereas long term contracts should be given to employees on long term projects.

- The organisation should include other motivational tools such as salary increments, the 13\(^{th}\) cheque bonus, job security, good management style, good relations amongst departments, objective recognition awards as well as good and favourable working conditions that apply to the country’s prevailing environment.

**5.3 DIRECTION FOR FUTURE RESEARCH**

The results of this study should not be generalised extensively since the participants of this study came from a part of World Vision Zimbabwe, which is the Southern Region. Future research should include:-

- A good number of respondents from across the country or across the globe since World Vision is an international and multi-cultural organisation.

- Employees who have served the organisation since WVZ was founded and the recently recruited employees so as to reveal how the organisation’s culture has changed since it was founded and also to investigate whether the culture has been diluted over the years.
- A link between organisational culture, employee motivation and performance
- A link between organisational culture, employee motivation and the overall organisation’s performance
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Pfeiffer & Company.


APPENDIX 1

INTERVIEW GUIDE FOR MANAGERS

1. What is your position title and Department?
2. Please describe the organization’s corporate culture?
3. What kind of values does the corporate culture stand for?
4. How do you think that the culture of your company influences employees’ motivation?

5. How do you motivate your employees?

6. Which of the motivational practices used meet most of the employees’ stimulation?

7. Do you think there are any special motivational tools in the NGO sector?

8. How do you think that a manager could improve employees’ motivation?

9. How are organisational developments communicated in your organisation or department?

10. How could you define the behaviour of people in your organization? Would you consider them to have typical characteristics of the employees in the NGO sector?

11. Do you have some general practices given by the company in order to motivate people?

12. Can you describe the company’s work environment and do you think it influences employees’ motivation?

13. Do you think that your employees are motivated?

Thank you for participating in this interview

APPENDIX 2

QUESTIONNAIRE FOR EMPLOYEES

This survey is meant to gauge your engagement in relation to the issues identified in each question. Most response options range from low to high in agreement. Indicate your response
by circling the number corresponding to your answer. If you change your response make sure your final choice is clear.

- The responses in this questionnaire are **private and confidential**. Only the researcher has access to completed questionnaires.
- Please ensure that you submit your questionnaire directly to the researcher ONLY.

1. What is the name of your Department?

<table>
<thead>
<tr>
<th>Food Assistance</th>
<th>A,M &amp;E</th>
<th>Education</th>
<th>IT</th>
<th>Finance &amp; Admin</th>
<th>People &amp; Culture</th>
<th>ADP</th>
<th>WASH</th>
<th>Behaviour Change/Nutrition</th>
<th>Food Security</th>
</tr>
</thead>
</table>

2. How long have been working in the organisation?

| Less than 1 year | 1-4 years | 5-10 years | 11-15 years | 20 years + |

3. What is your age range?

| 20-30 years | 31-40 years | 41-50 years | 51-60 years | 61 years + |

4. What is your highest qualification?

| O’ level | A’ level | Diploma | Degree | Masters | PhD |

5. Gender

| Male | Female |

6. Do you understand your organisational culture? Yes | No

If YES Please describe the organization’s corporate culture?

........................................................................................................................................
........................................................................................................................................
...........................................................................................................................................
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a good understanding of my organisation's rules and regulations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have a good understanding of the organisation’s rituals, celebrations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have a good understanding of the accepted norms of behaviour</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have a good understanding of the values of the corporate logo</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have role models in the organisation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have a good understanding of the organisation’s corporate culture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My organisation's corporate culture is not different from other organisations in the NGO sector.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My office space motivates me to work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My organisation’s rules, systems and procedures motivate me to work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
My organisation’s rituals, celebrations and accepted norms of behaviour motivate me to work.

Role models in my organisation motivate me to work.

The language used in communication in the organisation motivates me to work.

Values symbolised in the logo motivates me to work.

The organisation’s culture motivates to work.

My office environment is conducive for me to carry out my work well.

I am motivated to work for my organisation until I reach pension age.

I do my job with quality and excellence.

I do my job with creativity, innovativeness and spontaneous behaviour.

25. List 3 characteristics of your organisational culture.

1……………………………………………………………………..

2……………………………………………………………………

3……………………………………………………………………

26. Which areas of your corporate culture would you want your organisation to improve on?

1……………………………………………………………………

2……………………………………………………………………

3……………………………………………………………………

27. What are the things you consider as motivators to you?
Thank you for participating in this survey