



Exploring influence between employee motivation and service quality in the South African Police Service



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ABSTRACT

The South African Police Service (SAPS) Training College, Paarl is facing challenges to reward, motivate and ensuring service delivery at the Academy. In any organisation, employees are working to provide service to both internal and external clients for this it is important to take care of employees because they are interacting with these clients. Thus, a cardinal question is how can organisations retain and motivate employees in order to offer a quality service to their clients? The aim of this study was to determine the influence between rewards, motivation and service quality at the SAPS Training College, Paarl. Semi-structured interviews with 10 managers and supervisors utilising a purposive sampling were conducted. The findings revealed that participants at the Training College, Paarl are motivated by only intrinsic as the morale is slow due to a lack of extrinsic factors with particular emphasis on pay or remuneration. Lack of recognition or perceived favouritism with the SAPS where rewards are not linked to performance, was identified to be the best de-motivating factor for employees at the SAPS Training College, Paarl. The quality of academic services has a significant effect on consumer behaviour of customers, the students.

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Introduction

Policing in South Africa started in 1913, when the South African Police (SAP) was established to prevent and combat crime in the country. Then after the first democratic elections in 1994, in the Republic of South Africa (RSA) the South African Police Service (SAPS) was established. De Vries (2008) postulates that after democracy in South Africa in 1994, like its predecessor the SAP, the SAPS had to deal with the increase in crime and the increase of the community's needs as well as transformation from political, organisational and policy changes. Chapter 11 of the Republic of South Africa (RSA) Constitution, 1996 outlines the functions and duties of the SAPS as well as in the SAPS Act 68 of 1995 as amended. According to the SAPS (2016), the SAPS Paarl Academy was established in 1990 to provide management and leadership training to all officers in the SAPS. The Academy, then known as a college, opened its doors on 2 January 1990 and was known as the SA Police College for Advanced Training. Training presented was Detective Training and what was formerly known as the Candidate Officers Course. On 22 July 1996 the college's name was changed to the SAPS Training College, Paarl. The training of candidate officers was ceased and focus shifted to supplying functional skills training. Thus, the SAPS Training College, Paarl is characterised as labour-intensive, which means that the effectiveness of the training college that operates within its context is inextricably linked to the level of employee performance. Therefore, an essential condition, in order to achieve higher standards, in terms of the effectiveness of the teaching and learning units, as well as set the foundations of a solid internal basic and advanced training system, is to take maximum advantage of the full potential of human resources. This goal can only be accomplished by providing the appropriate incentives, which will naturally cause the adoption of the desired attitude and behaviour. Mensah (2018), posits that training is the first most common (HRD activity). It focuses on the

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trainee learning the skills, knowledge and attitude required initially to perform a job or enhance on the performance of a current job or task.

Police academy training has two general aspects. The academic component takes place in classroom settings and requires recruits (or, in some academies, “cadets”), to learn the basics of law, procedures, radio codes, penal codes, etc (Blumberg, Schlosser, Papazoglou, Creighton & Kaye, 2019: 4941). Moreover, previous research has shown that a combination of lectures and theoretical classroom discussions along with practical application of theoretical knowledge into a simulated training environment has been proven to be quite efficient in improving learning, health promotion, job performance, and officers’ capacity to translate theoretical knowledge into police practice. For instance, such training programs were developed for experienced police trainers to help them incorporate resilience promotion techniques in their police training curricula with police trainees (Aphane & Mofokeng, 2021; Paoline, Terrill & Rossler, 2015). Society is therefore, paying, through income tax, the price for all the SAPS training colleges including the SAPS Training College, Paarl to develop effective and up-to-date police training curriculum.

During June 2000 the college received instructions to develop and present an officers’ course focusing on functional skills. November 2001 saw the college going through yet another change when the Component Leadership Development and the college amalgamated. Head Office Training restructured during 2002. This led to the transformation of the College to the SAPS Management and Leadership Development Institute, Paarl. The SAPS Management and Leadership Development Institute was then a component with a diverse skill base and had a considerable responsibility towards the larger police service. The daily task of this institution was to train, educate and develop the officers’ corps of the South African Police Service in support of the operational, as well as organisation priorities of the SAPS (SAPS, 2016). On 12 September 2006 the name of the institution changed from the SAPS Management and Leadership Development Institute, Paarl to the SAPS Training Institution, Paarl. The daily task of the Academy is still to train, educate and develop the officers’ corps of the SAPS in support of the operational, as well as organisational priorities of the SAPS. The Nelson Mandela University in Port Elizabeth developed a new officers’ programme for the SAPS, focusing on training, educating and developing the candidate officers. The pilot programme was launched on 30 April 2007 and is known as the Junior Management Learning Programme (SAPS, 2016).

The Executive Management and Leadership Development Centre, Paarl, officially opened its doors on 11 June 2009. The Executive Centre was developed to train senior officers (Generals and Brigadiers) of the SAPS in the Executive Management and Leadership Programme. The SAPS Academy, Paarl and the Boland Academy, Paarl amalgamated on 1 April 2011. The Boland Academy was renamed the SAPS Operational Centre, Paarl. Personnel moved to the main campus and a renovation project was initiated to upgrade the facilities to host the operational programmes. On 22 October 2013 the announcement of the partnership between the Department of Police Practice and the University of South Africa (UNISA) in the establishment of a police university in Paarl, was celebrated at the SAPS Academy, Paarl. The Academy was intended to enable the SAPS members to study full-time towards an undergraduate Bachelor degree in Policing or Police Practice. UNISA and the SAPS officially opened the so-called ‘first police university’ at the SAPS Academy Paarl on 30 January 2014. The institution has enrolled 125 students for the 2014 academic year (SAPS, 2015). Due to political challenges and internal instability within the SAPS, this idea of turning the SAPS Academy Paarl into fully fledged ‘police university’, never took off. There are currently (2022) talks to pursue that idea, based on the State of the Nation Address (SONA) by the President, Honourable Cyril Ramaphosa, to look at the feasibility of establishing a ‘Detective Service University’, in the Gauteng Province, at the current Hammanskraal College. This study was motivated by general dissatisfaction frequently expressed by the SAPS Academy, Paarl about service quality. It examines the link between motivation and service quality using a sample of employees at the Training College, Paarl in the Western Cape Province, South Africa.

While there have been studies involving employee motivation as a tool as a tool to achieve sustainability of business processes (Lorincová, Štarchoň, Weberová, Hitka & Lipoldová, 2019) and factors affecting employee performance (Pawirosumarto, Sarjana, & Muchtar, 2017), there have not been adequate studies examining the connection between employee motivation and service quality in the public sector. In the growing public sector like the SAPS, there is still the most problematic challenge how to deal with service quality. Quality is one of the most expected by customers’ aspect of almost all service products. Improved service quality to the communities, is a way to win customers and make them loyal to work with the SAPS, for a long time. Management literature proposes many concepts and approaches concerning how to deal with service quality. This paper contributes to close the gap on how the notions of employee motivation and service quality is understood and how the SAPS managers might deal with declining motivation and the impact thereof on service quality.

The SAPS Training College, Paarl went through many organisational and structural changes which occurred at the Training College, Paarl from 1990 and 2015. The ever-changing restructuring of the SAPS Training College, Paarl, has brought uncertainty for the officers regarding the future of the academy. As if it is not enough, the management of the academy fails to implement an effective rewards system for the employees. The problems highlighted have negatively affected most recipients of the services offered by the SAPS Training College, Paarl, which experiences challenges in delivering high-quality services and meeting the SAPS officers’ expectations. In addition, the SAPS Training College, Paarl is incapable of keeping its experienced and skilled staff. The high labour turnover rate can be attributed to demotivation amongst employees. Employee motivation is a challenge, evident in unprecedented labour turnover. Employees, especially those occupying critical positions, are leaving the College for other organisations, which has affected service delivery arising from delays in service provision. Despite advances in service delivery, progress in delivering services and quality of services delivered do not meet officers’ expectations in most cases. Motivation acts as a catalyst for an organisation’s

success and helps the individuals to remain productive and deliver better results every time (Choudhary & Arrawatia, 2016). An organisation will not succeed even with the most talented and professional staff members too, if it is not able to retain its employees motivated and interested in their jobs (Gechbaia, Tchilaia, Goletiani & Muskudiani, 2020).

The objectives of this study were, firstly, to determine employee motivation levels at the SAPS Training College, Paarl; secondly, to examine the influence between employee motivation and service quality at the SAPS Training College, Paarl; and thirdly, to provide recommendations to address employee motivation and service quality based on the results. Based on the research objectives, three questions were posed: What is the level of motivation amongst employees at the SAPS Training College, Paarl? What is the influence between employee motivation and service quality at the SAPS Training College, Paarl? What recommendations can be provided to address employee motivation and improved service quality?

Literature Review

Employee motivation

Kleinginna and Kleinginna (1981) posit that motivation has up to 102 definitions, but is often seen as a condition that energizes (or de-energizes) behaviours. Organisations, regardless of industry and size, strive to create a strong and positive relationship with their employees. However, employees have various competing needs that are driven by different motivators. For example, some employees are motivated by rewards while others focus on achievement or security. Therefore, it is essential for an organisation and its managers to understand what really motivates its employees if they intend to maximise organisational performance (Lee & Raschke, 2016). Employee motivation is a management process undertaken to encourage employees to work better through providing them with motives to fulfil their unfulfilled needs for the benefit of an organisation (Renard, 2015 cited in Sibonde & Dassah, 2021). A healthy employee relationship leads to an increased level of satisfaction among the employees and in turn an increased productivity. Workplace becomes a much happier place and employees tend to concentrate more on work rather than unproductive things (Choudhary & Arrawatia, 2016). Thus, motivation of customer-oriented employees is important to improve service quality that is the function of internal marketing. Employee management plays a critical role in ensuring the improvement of organisational service quality

Service quality and training

A service is defined as an activity between two parties where one party offers an activity that is intangible and does not result in the party owning anything (El Saghie, 2015 cited in Sibonde & Dassah, 2021: 56). Zeithaml and Bitner (2003), (cited in Khoo, 2020: 2) posit that service quality refers to consumers' evaluation of the excellence and superiority of the service encountered. When employees are not motivated to do their job and are not satisfied with their work environment in general, the tendency is to slack at work, fall short of deadlines, repeat work done due to errors and consequently, fail to deliver the promised product or service at the highest standards of quality. What follows is of course, customer dissatisfaction, which may lead to animosity and eventually to withdrawal of loyalty from the company and making the switch to the next acceptable competitor (Admasu, 2014). Customers who experience positive feelings and attitudes toward the services during the service consumption process are more likely to perceive favorably toward the service provider, which subsequently leads to customer loyalty (Ishaq, 2012 cited in Khoo, 2020: 2). Therefore, service quality is all about customer perceptions of the service interaction process. This is further indicated in Awan, Bukari and Iqbal's (2015) definition of service quality as a customer's evaluation of the superiority of the interaction experience. The SAPS's strategies consist of operational priorities and organisational priorities. The SAPS's strategic plan of 2014-2019 is clearly rooted in the National Development Plan (NDP) Vision 2030 on building safer communities. The NDP Vision 2030, clearly emphasizes the police as being a well-resourced professional institution staffed with highly skilled officers who value their work, serve the community, protect the peaceful against violence, and respect the rights of all to equality and justice (South Africa, 2011).

This futuristic plan focuses on professionalising the police through strategic outcome-oriented goals, which include an efficient, effective, and developmental-oriented public service. In order to improve employee performance and motivation, the SAPS managers should utilise training to improve police officers' capabilities. Therefore, there should be a paradigm shift regarding the quality of training programmes offered by the SAPS. In fact, the call regarding the nature of police education and training with a particular focus on theoretical knowledge linking with the professional practice of police work with less or no emphasis on physical education (Shohel, Mahruf, Uddin, Parker-McLeod & Silverstone, 2020). Training and formal qualifications may be seen as a waste of time, yet are advanced. Blom and Alvesson (2015), Abdelhamied (2019) as well as Gathungu, Iravo, and Namusonge (2015), argue that training is deliberately aimed at improving performance and facilitating promotions. Collinson and Tourish (2015), concur that training enables individuals to perform their work more effectively. The NDP Vision 2030, also highlights the importance of training and skills development (South Africa, 2011). Different pieces of legislation and authorities in South Africa govern training and development in the SAPS. These pieces of legislation and authorities are outlined as follows:

The Constitution of the Republic of South Africa (1996)

Section 195 of the Constitution states that public administration must be governed by democratic principles and values, such as good human resource management and career development (South Africa, 1996). This can only be achieved through training and continuous development of SAPS employees.

SAPS Act (No. 68 of 1995) as amended

The SAPS Act of 1995 states that the minister may make regulations with regard to training, appointment, promotion, and transfer of members. Chapter 8 of the Act stipulates that the Minister can further obligate members to attend training courses (Naidoo, 2004, as cited in Mokoena, 2018).

Skills Development Act (No. 97 of 1998)

The Skills Development Act of 1998 forms part of the National Skills Development Strategy, which is aimed at addressing social and economic problems in South Africa (Mnisi, 2015). Mohlala (2004), as cited in Mnisi, (2015), states that the development of skills through training and development has been the most important tool for improving both individual and institutional competitiveness. Skills development and training in the South African context should be addressed against the social, political, and economic background where reconstruction and development still occupy the highest status on the national agenda.

Skills Development Levies Act (No. 9 of 1999)

The Skills Development Levies Act of 1999 states that every employer must pay a skills development levy to the South African Revenue Service, which is responsible for administering the Act. The SAPS has a registered skills development facilitator (SDF) at police station level (Masilela, 2012). The purpose of the SDF is to consolidate workplace learning needs at station level and report them to the provincial SDFs so that they can nominate members with skills deficiencies for workplace learning programs, monitor individuals' skills needs, and assist members to compile individual development plans (Mokoena, 2018; Mokoena, Pheiffer & Mofokeng, 2022).

Sector Education and Training Authority (SETA)

SETA is a body that comprises representatives of labor, employees, key government department members, professional bodies, and bargaining forums from business industry sectors (Masilela, 2012). The main function of the SETA is to contribute to the development of skills.

The South African Qualifications Authority (SAQA)

SAQA is responsible for the establishment of the NQF and national standards bodies to set training standards that ensure progression and portability, which means that a qualification earned in a workplace training environment has value in the formal system and vice versa (Mohlala, 2011). The SAPS attempts to improve service delivery, such as arrests and investigation of crimes. It is therefore necessary that the learning programs offered must be needs based and relevant to circumstances.

National Qualifications Framework (NQF)

The NQF is a framework that provides a vision and structure for the creation of a national qualification system. It is a national effort of integrating education and training into a unified structure of recognized qualifications. All qualifications and competencies are registered with the NQF according to their field of learning and level of progression (Botha, Kiley & Truman, 2007, as cited in Mokoena, 2018).

Safety and Security Sector Education and Training Authority (SASSETA)

SASSETA is a SETA that was established to facilitate education and training specifically for the wide range of safety and security providers in South Africa, such as the military, police, and the diplomatic sector. According to the SAPS Education, Training and Development Policy (2007, as cited by Mokoena, 2018), in the SAPS, the Divisional Commissioner: Training must ensure that a quality management system is developed, implemented, and managed according to the criteria provided by SAQA or SASSETA. Every education, training, and development institution in the SAPS must, on a quarterly basis, report to the Divisional Commissioner: Training on all the learning interventions offered.

Methodology

An exploratory qualitative cross-sectional study design was adopted for this research. This study is part of a larger project that focused on exploring the relationship between rewards, motivation and service delivery at the SAPS Paarl Academy. Semi-structured interviews with 10 supervisors and managers, were held to collect data to grasp the variation of perspectives and to deepen understanding through the interaction among the participants. Purposive sampling was utilized. The interview schedule consisted of the following questions: What is the level of motivation amongst the employees at the SAPS Training College, Paarl? What are the constraints to career advancement? What strategies can be used to minimise constraints to retention of the talented employees in the SAPS Training College, Paarl? All audio data were transcribed verbatim by an experienced qualitative research assistant. The transcripts were verified by comparing the audio files and transcripts with the field notes. Once this process was completed, the transcripts were sent to all individual study participants for member-checking to ensure that the participants' views were correctly captured.

This process also allowed the participants to identify content they preferred to be removed from the analysis, such as individual characteristics and statements that they felt might easily identify them. Following the member-checking process, all participants asked to have their identities and stations they were deployed at, as well as years of service and duties performed, withheld for confidentiality purposes. To protect the participants' anonymity and confidentiality, all identifiers were replaced with pseudonyms. Thereafter, the data were organized and coded in QSR International's NVivo 11 qualitative data-management software, and analyzed inductively based on emergent themes and the relationships between them as presented in a conceptual framework, as reflected in the findings and discussion section below. The authors utilized a grounded theory approach and employed constructivist grounded theory research guidelines (Charmaz, 2014; Charmaz & Thornberg, 2021), and a checklist of saturated concepts (Corbin & Strauss, 2015). These efforts may provide detailed information on some aspects, such as how to produce a saturated theory. All illustrative quotations were carefully reviewed for their potential to reveal individual identities.

Empirical Data and Analysis

The authors analyzed the empirical data in an attempt to assess the factors that hinder employee rewards and how it affects staff motivation. They also set out to identify strategies that have the potential to minimize the constraints to career advancement and retention. The interpretation, discussion, and assessment of the data were laid out in relation to the objectives of the research and in comparison with the literature study. The need for this study was evident based on the perceived low morale within the SAPS in general, due to the lack of effective implementation of a sound reward system such as but not limited to promotion policy, particularly for police officials. The various themes that relate to the specific research objectives and research questions are discussed in detail below.

Theme 1: Attitude and behaviour of employees

It emerged that the majority of the participants reflected a negative attitude. Only two participants indicated that their morale is very high and that their attitude is positive. The majority of the participants were in agreement that they have a low morale and their attitude is negative. Participant 3, that indicated her high morale, was the only participant that indicated all the different reward systems at the SAPS Training College, Paarl, within the Division Human Resource Development (HRD) and within the SAPS as an organisation. The rest of the participants indicated that their morale is extremely low and that they only do the bare minimum in order to perform their daily tasks. Participant 2 indicated that *my performance goes unnoticed and because of that my morale is extremely low. I was never considered for promotion or any other rewards at the SAPS Training College, Paarl.* Participant 1 indicated that *my morale is very low, because of the reward system at the SAPS Training College, Paarl.* The performance of the SAPS Training College, Paarl, as well as managers, determines to a large extent, the quality of employees' as expressed by Sibonde, and Dassah (2021), that low job satisfaction can result in costly turnover, absenteeism, tardiness, and even poor mental health. This is further supported by Bin Shmailan (2016) and Ahmad and Manzoor (2017), that teamwork, empowerment, reward and communication have a very positive effect on employees. An institution's willingness to care for her employees strongly motivate them to deliver quality service. According to participant 1, the recipients of rewards are identified incorrectly because the people receiving the rewards do not deserve it. Therefore participant 1 indicated that only certain people benefit from the rewards system and others do not. The same participant said that promotion or rewards will not change her performance or motivational levels. Some of the comments are:

Very low, especially when people received rewards when they do not deserve it (Participant 1).

Nobody take note of my work... (Participant 2).

My morale is still high with or without receiving or being considered for a reward... (Participant 3).

Low morale. I do not mind if someone else deserves the award. It is problematic if know that the system is unfair... (Participant 4)

I am fine. I do not need recognition from my supervisor. I am happy if I could assist somebody and solve a problem... (Participant 5).

Very low and it is obvious that actual performance is not rewarded... (Participant 6).

I am negative when I am not taken into consideration for rewards at the SAPS Training College, Paarl. I do not want to walk the extra mile in my working environment after the rewards are made known and I see who the people are that receive the rewards. I have personnel experience of the work that most of the people do in the working environment and they do not deserve the rewards. The rewards are given without any guide lines and the criteria that is used is also unknown to the participants. Rewards are rewarded on the basis of who you know and nepotism. How can a rewards system are implemented if the participants do not know the criteria (Participant 7).

Unfortunately the management at the SAPS Training College, Paarl are excluded to be considered for rewards, except the Commander. A best Commander for all academies in SAPS is chosen at Head Office (Participant 8).

I feel down, especially when I am the one that do most of the work and I am always willing to do the work when others cannot or is not available to do the work. When it comes to rewards others then get rewarded (Participant 9).

I feel very disappointed, because I work very hard. I give and do more than I am supposing to and the SAPS give the award to someone only doing the bare minimum... (Participant 10)

The above responses painted a bleak picture regarding the morale of the participants at the SAPS Training College, Paarl. The negative attitude as highlighted in the responses could determine the negative tendency to act in a particular way due to both an individual's experience and temperament. Attitude has a direct impact on employee's performance. For an organisation to be effective, it requires its employees to be happy and content with their job profiles so that they can put in their efforts for the overall growth of the organisation (Rahiman & Kodikal, 2017). Based on the previous explanation, the researcher can safely assume that a lack of motivation based on the negative perception by the participants could result to poor service delivery. Participants in this study viewed the awarding of incentives in the form of promotion as biased. Attitudes are critical to decision-making and behaviour as people tend to engage in relationships with those they like and avoid behaviours that are viewed negatively (Petty & Brinol, 2017). The negative attitude from the participants, as highlighted in the findings, might negatively affect the performance of the College to produce quality output, namely to design quality training material as well as offering quality training for the SAPS.

Theme 2: Intrinsic and extrinsic motivational factors

Participants were asked to define the current reward system in the SAPS as to determine what motivate them to perform, and also to identify factors that need urgent attention to remedy the emerged challenges. Thirdly, the responses would assist the researcher to determine the participants' attitude towards the reward system, as well as to determine participants who are motivated by either intrinsic or extrinsic factors. From the research findings, it emerged that the majority of the participants agreed that they are self-motivated. Although earlier the findings in this study indicated that, although the morale is low in order to complete their duties, it is encouraging to observe that the majority of the participants agreed that they have to motivate themselves. Participants' responses are:

The only reward system is for long in rank who receive gratuity every three years. Otherwise the three years is only rewarded for a few people whom Management decided at the end of the year to be rewarded. There are no other incentives... (Participant 1).

Unfair, if you are a friend or family of the management, then you receive an award (Participant 2).

The are two reward systems running – STICQ awards (members can nominate one another for good work done throughout each month – they are nominating members according to the following values – service orientation, teamwork, integrity, commitment and quality). The other reward system is the excellence awards handed over at the yearend function annually. These rewards are according to different categories. In SAPS in general there are other rewards systems such as excellence rewards for Men for Change, Women's' Network and monetary awards for members who made arrests or performed acts of bravery, HRD had an excellence awards in the past where amongst other rewards, the best trainers and commanders for the year were announced – there could be more systems in place... (Participant 3).

The reward system in the SAPS is based on personal opinion, favouritism and equity... (Participant 4).

Currently only pay progression for SAPS members every three years, if members maintained a score of a three in the performance over three years... (Participant 4).

To my knowledge there is no reward system in the organisation of the SAPS. Rewards the systems are being implemented in divisions. Rewards, if it is monetary of otherwise is funded out of that division. If a division do not take the lead to implement a reward system, nothing will exist. The organisation of the SAPS does not budget for a reward system. If a reward system exists, I am not aware thereof. Promotions cannot be seen as a reward system... (Participant 7).

The reward system on national level is called the Excellent Awards. Members from all the provinces are invited to participate. The best employee is awarded, who done exceptionally work in their daily tasks. The awards are normally done on a yearly basis... (Participant 8).

The reward system in the SAPS is not dealt with in the right way by Managers or Supervisors. Managers and Supervisors does not have clear guidelines that they can use to guide them on how and to whom they need to give rewards based on the work that workers are doing. Most of the time when rewards are given to workers, it will normally goes to favourites, friends, relatives, people that are not even doing the work, people that is not even at work for a period of time, absent or on a course for a long period of time or workers are doing the work for their Managers and then those managers get rewarded as if they were the ones that did the work... (Participant 8).

The findings indicated that a motivated workforce can be a significant factor in the Academy success. Based on the findings, though the morale is low, the participants were motivated to work at higher levels of productivity despite the unfulfilled expectations by the SAPS towards the participants. According to Gerhart and Fang (2015), rewarding employees is a major policy lever that organisations use to motivate their employees to perform and boost the organisation's growth. From the study, the intrinsic factors showed a strong significant difference on the motivation which suggests that, once workers are paid very well, they will appreciate the intrinsic factors. The following two participants tend offered conflicting views:

I have received rewards in the past; it did not increase my level of motivation. Due to the fact that everybody knows that the rewards system is not a true reflection of good work, even that in my heart I feel I do deserve it I do not feel proud about it... (Participant 7).

... People are dragging their feet and are not proud of the Academy. Their work and they are not taking care of their assets. They don't care if the place falls down around them. If they were motivated it would not be like this... (Participant 5).

The following participant was of the view that it is the responsibility of the managers to see to it that their subordinates are motivated constantly:

Motivation must be applied correctly. What specific tool of motivation is used? When an amount of money or paid holiday is given to an individual as a reward, the motivation last only while you still have the money or the holiday is over. Motivation must be given on a daily basis and motivation must have a lasting effect on the individual. People are motivated when they move forward in the working environment when they work hard... (Participant 8).

The majority of participants therefore, based on the findings displayed intrinsic motivation as they are willing to offer themselves and is driven by personal interest or enjoyment in the work itself, rather than external motivation in the form of incentives. Because intrinsic motivation exists within the individual, achieving it does not depend on the SAPS to offer them incentives. Research indicates that employees who are intrinsically motivated tend to work at higher levels of productivity and strive to develop professionally. The strength of expectations may be based on past experiences (reinforcement), but individuals are frequently faced with new situations, a change in job, payment system, or working conditions imposed by management, where past experience is not an adequate guide to the implications of the change. In these circumstances, motivation may be reduced (Davidescu, Apostu, Paul & Casuneanu, 2020).

Motivation is only likely when a clearly perceived and usable relationship exists between performance and outcome, and the outcome is seen as a means of satisfying needs. This explains why extrinsic financial motivation, for example an incentive or bonus scheme, works only if the link between effort and reward is clear [in the words of Lawler (2003) as cited in Kuranchie-Mensah and Amponsah-Tawiah (2016: 270) there is a "line of sight"] and the value of the reward is worth the effort. It also explains why intrinsic motivation arising from the work itself can be more powerful than extrinsic motivation. Intrinsic motivation outcomes are more under the control of individuals, who can place greater reliance on their past experiences to indicate the extent to which positive and advantageous results are likely to be obtained by their behaviour.

Theme 3: Reward system and performance

It emerged from the findings that the majority of the participants agreed that the current reward system at the SAPS Paarl Academy is ineffective and do not enhance service delivery. Participant 1 indicated that the current rewards system needs to be reviewed in order to reflect the employee's worth and to increase performance. According to Participant 10 the current rewards system needs to be revisited in order to address the performance and the worth of the member. Participant 8 feels that the current rewards system can be improved by including different categories and rewarding employees with monthly floating trophy's to increase performance. According to participant 5 the current rewards systems need to have a total change because currently the reward system is not working. The same participant added that performance, a clean disciplined record and evidence of work done should be included as criteria for rewards.

Participant 6 indicated that *actual performance should be rewarded with new development and opportunities*. Participant 4 indicated that *the rewards system should be based on productivity and clean absenteeism record and good disciplinary record*. Participant 5 stated that *the rewards system should be changed that everyone receives the same reward*. According to Participant 3 *the rewards system at SAPS is effective and explained in detail the reward system*. Participant 3 further stated that *the Division HRD also have excellent awards as a reward system*. The same participant also indicated that *more systems of rewards can be put in place to reward employees*. Participant 7 indicated that *the current reward system should be communicated to the employees so the criteria are clear*. *Race and gender should not be part of the criteria when rewards are awarded*.

Rewards are given based on race and not on performance. Favouritism and personal opinions are common criteria used... SAPS should consider a 360% degree voting system. Lower, same rank and higher rank levels nominated who they think should receive a reward. Based on performance, clean disciplinary record and evidence of work done. (Participant 5).

Any system will only be effective if linked to actual performance... It will only motivate members if it improve and reward performance linked to output standards aligned to strategic objectives that impacts on the core responsibilities of the police... Other than the usual, outstanding performance should be rewarded with new development and opportunities (Participant 6).

Results and Discussion

It is a general conjecture that the motivation of an employee plays an essential role in intensifying individual throughput and performance. Gechbaia *et al.* (2020), posit that the use of motivational methods in the practice has shown that the outcomes can be both positive and negative and this is normal, since in management theories and practices, there does not exist an ideal method or model that will fit all situations. It seems as if each individual in an organisation has different motivations. Thus, the aim of

organisations is, therefore, to ensure that motivational instruments to promote programmes and employee contributions, are incorporated for improved efficiency and quality of service quality. The manager should be able to inspire and motivate employees to do this. Existing motivation techniques do not provide an exact answer to the question of what motivates a person, his/her readiness to act and to work for achieving success. At present, the most actual problems related to management and motivation still are: relationship with management, unsatisfactory pay, living and working conditions (Mushkudiani, Gechbaia, Gigauri & Gulua, 2020). Gechbaia *et al.* (2020), point out that the main hampering factor for eliminating these problems is the ignorance of these problems from the senior management, while in market conditions, it becomes necessary to pay attention not only to material incentives but also to introduce non-material motivation techniques. The importance of the problems related to motivation is confirmed as by the science, as well as by practice, because establishing a sound and effective motivation system will result not only in social and creative engagement of a particular employee (whether manager or an ordinary employee), but also the successful performance of the organisation (Gechbaia *et al.*, 2020).

The level of performance, behaviour and attitude of supervisors at the SAPS Paarl Academy

The findings of this study found that the performance and service quality at the SAPS Training College, Paarl, was of good quality regardless of the motivation levels and rewards system at the workplace. The majority of participants concurred that employees were self-motivated and their performance continued to provide essential service to its clients regardless of rewards or motivation from somewhere else. However, participants also disagreed that rewards will impact the employees' performance. But also it should be stated that the SAPS still need to analyse carefully its own specific quality gaps regardless of the above findings, preferably beginning from customers' expectations and customers' complaints. Then the concept will be really useful in management. And still there is a lack of guidelines dedicated exactly to quality gaps, namely how to deal with gaps that could be identified with the future study where a bigger research population is realised.

The influence between relationship between rewards and motivation

The majority of the participants concurred that not only will rewards will not motivate the employees, but a sense of worth and importance as well, will be felt and thus, will go a long way to increase the level of commitment, drive, and energy that the SAPS' employees bring to their jobs on a daily basis. Without it, the SAPS Training College, Paarl, will experience decreased productivity, lower levels of output, and are more likely to fall short of important goals. And therefore when rewards are presented and motivation are increased, service quality will increase. This links with the statement of Barkhuizen, Schutte and Smit (2015), regarding motivation that requires signs of changing behaviour when reaching the goals and objectives of an organisation. Therefore the SAPS Training College, Paarl, needs to maintain motivational levels. The growth of every employee is important and everyone needs to assume responsibility at the workplace. The current reward system at the SAPS Training College, Paarl, is implemented and put in place to measure performance, but whether the managers recognise the contribution of the employees is questionable.

The influence between service quality and rewards

The findings of this study also found that rewards have an influence on service quality. The majority of the participants concurred that the review of the current reward system will have a positive influence in improved service quality as well as retention of talented employees. Employees who are motivated are more likely to stay in their jobs because they can see the results of their efforts and believe that they can continue to make a difference in the company. Employee churn can be reduced, resulting in lower training and recruitment costs for the SAPS. Mofomme (2001), indicated that promotion and reward is not always determined by competency in the SAPS, but rather favouritism and seniority. The majority of the participants indicated that the reward system is not fair and needs to be evaluated. Currently at SAPS Paarl Academy, transparency and fairness are implemented when rewards are awarded. The concept of perceived service quality arises when considering quality from an approach focused on technical aspects (objective quality focused on the service provider perspective); it evolves toward a more subjective approach based on customer perceptions (external or provision dimension). It is a more appropriate approach in the context of services. (Parasuraman, Zeithaml & Berry, 1985).

The influence between service quality and motivation

The majority of the participants agreed that there is a relationship between service delivery and motivation, because they are all self-motivated. Mofomme (2001), indicated that the SAPS can change the culture of the organisation by implementing a personal commitment from management, a system that empowers people, a method that develops and rewards employees, ability to think and live long-term, and forceful culture change. The intrinsic motivational levels of the managers and supervisors at the SAPS Training College, Paarl, are very high and because of that service delivery continues.

Motivation predicts the level of service quality at the Paarl Academy

The majority of the participants still perform and service delivery continues regardless of the level of motivation at the workplace. Service delivery as guides by the Batho Pele Principles as stated 1997 and amended 2012. The levels of motivation will determine the level of service delivery. Nkomo (2013) posits that intrinsic motivational factors as an attitude and behaviour because of his/her contentment and individual values. Nkomo further stated that extrinsic reward or motivation is implemented by external sources that will involve the organisation to provide, for example, pay progression or promotion. The study findings proved a positive relationship between employee motivation and service quality. The preceding discussion shows that none of the studies focused on the mediating

effect of employee motivation on the effect of employee empowerment on perceived service quality. Motivation acts as a catalyst that drives individual employees to perform better and achieve organisational goals or to perform in tandem with management expectations (Pawirosumarto, Sarjana & Muchtar, 2017). Moreover, employee behavior and performance are determined by the level of employees' motivation (Hitka, Kozubíková & Potkány, 2018).

Practical Implications

In order to improve the level of service delivery within the area of the study, it is essential that the SAPS management pay attention to employee training, empowerment, and motivation as well as ensuring that internal communication is encouraged among workers at all levels within the organisational structure. Employee training could be improved through continuous training, job rotation practice, intensive coaching or mentoring, on-job-training, instructor-led-training, and off-the-job training. The findings revealed the relationship between rewards, motivation and service delivery at the SAPS Training College, Paarl. The findings can be utilised by the management of the SAPS Training College, Paarl, in order to motivate employees, review the current reward system and increase service delivery.

Conclusion

This study illustrated in determining the attitude of the participants to determine the relationship between rewards, motivation and service delivery at the SAPS Training College, Paarl. The study revealed that the satisfaction of employees' leads to better performance. It is essential that, in order for the service delivery at the SAPS Training College, Paarl, to be of a good quality, the current reward system must be re-looked. This will go a long way in ensuring that the employees in their attitude and morale improved. The relationship between rewards, motivation and service delivery is important in order to reach the vision and mission of the SAPS. Based on the findings, the authors recommend that the management and supervisors of the SAPS Training College, Paarl, communicate the rewards system to the employees in order to improve motivational levels and service delivery. In order for the SAPS Paarl Academy, to reach their vision and mission as stated in the Constitution and the SAPS Act, the motivational levels and reward system need to be increased and implemented.

The behaviour of the managers and supervisors at the SAPS Training College, Paarl, is crucial. The Management needs to have regular meetings and teambuilding exercises to change the negative and bad behaviour. Active two-way communication from top to bottom and bottom to top is recommended. An informed employee will be a productive and happy employee. The negativity of the managers and supervisors will leak down to the rest of the employees and soon all the employees will be negative. The managers and supervisors are self-motivated, because of their value system and proud feeling, to be a member of the SAPS. In order to increase performance the researcher recommends an increase of extrinsic motivational factors. The managers and supervisors at the SAPS Training College, Paarl, have intrinsic motivation, but the service delivery will increase if the management recognise outstanding performance. The behaviour of the managers and supervisors at the SAPS Training College, Paarl, will change positively if they receive rewards and recognition. The current reward system needs to be evaluated and monitored. Currently no transparency and fairness is implemented. All employees at the SAPS Training College, Paarl, must be informed of the reward system and the criteria thereof. The management should consider including more categories of rewards and include all the salary levels. Performance, good disciplinary record and good attendance, should be included as criteria for rewards.

This research had some limitations due to the small sample group. The findings are only applicable to a specific area. Only ten participants were interviewed at the SAPS Training College, Paarl.

The researcher recommend that a follow-up should be done at SAPS Paarl Academy in order to investigate the attitude of the employees, the motivation levels of the employees, the rewards system and the service delivery at the SAPS Training College, Paarl.

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