

Self-Identity is a Function of a Good Motivational Model

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Abstract

In this article, I argue for the position that self-identity is a function of a good motivational model. Employee motivational models have a bearing on organisational performance and growth. While I am aware that various motivational models influence employee performance in the workplace, my view is that not enough education has been provided for employees to understand how their performance can be further enhanced. This article therefore presents propositions of a self-identity motivational model as a theoretical model. The propositions were developed from a study that adopted a pragmatic paradigm and a mixed methods research approach and a case study research design. The main purpose of the study was to investigate employees' perceptions of their motivational models at selected government primary teacher-education colleges in Zimbabwe. Convenience and purposive sampling methods were used in selecting three primary teacher-education colleges and eleven lecturers. For triangulation purposes, document analysis, open-ended questionnaire, reflective journals, semi-structured face-to-face interviews and focus group discussion were used as data generation/production instruments. Emails and zoom platform were used since the study was carried out during Covid-19 era. Data that were gathered were analysed through guided analysis and a thematic approach. Furthermore, in order to ensure trustworthiness, issues of dependability, confirmability, credibility and transferability were considered in this study. In addition, ethical issues were employed, such as use of consent letters, anonymity and withdrawals. The study concluded that, employees ought to develop self-identity that would help them to become self-actualised; and become permanently motivated even beyond the workplace.

Keywords: motivation, model, self-identity, self-actualisation, proposition

1. Introduction

Between 2018 and 2021, while in the University of KwaZulu-Natal Humanities department in South Africa, I conducted my doctoral thesis on employee motivational models on organisational performance in government primary teacher-education colleges in Zimbabwe. This thesis sparked my interest in employee motivation beyond the system, process, and personal needs models. I worked with lecturers at teacher-education institutions where I investigated their perceptions and experiences of what motivated them in the workplace (a descriptive question). I discovered that a majority of the lecturers were motivated mainly by following prescribed rules and regulations (system); and also by working with others, as well as seeking recognition from their superiors (process).

It was also noted through reviewed literature that there is a major focus on the use of the system and process models of motivation; with not much said about the personal needs of individuals (Budden, 2017; Pather, 2017; Khoza, 2016a; Khoza, 2019; Mpungose, 2018) and others. As a result of this gap, this article argues for the further understanding of the personal needs model, drawn from integrating the strengths of the system and the process models, to address the self (philosophical view). This article thus strongly suggests that self-identity is key to motivating employees. I propose a self-identity motivational model that draws up propositions to solve the combining of the system and process models to realise personal identity. Through personal identity based on one's individual needs, one may become self-motivated as they would work towards what satisfies them. Employees can then realise their identities, self-actualising so that they can be permanently motivated.

In order for employees to be permanently motivated, they need to identify the self. A combination of system and process employee motivational model produces a personal or pragmatic employee motivation (Khoza, 2020). This suggests that personal employee motivation addresses individual needs through the personal 'who' questions

(Mabutho, 2020; Zuma, 2019; Zuma, 2020). Self-identity has its own principles proposed in this paper. As such, discussing the proposed self-identity motivational model through its propositions may help readers to understand more about this proposed model and its propositions, to apply it in their practices. Khoza (2019) avers that understanding one's personal identity promotes self-directed working that results in self-actualisation. Self-actualised employees self-reflect (in-on-of-for), apply independent thinking, accept self and others, are creative, have integrity, and are well principled, need private space, and are critical thinkers (Khoza, 2020), See Figure 1 below. This suggests that there are specific principles generated by addressing personal questions of employee motivation (who?). A combination of the strengths of the system and process models as in financial-knowledge incentives, transformational-instructional leadership, and people-institutional work environment drive individuals towards managing their lives (Xu et al. 2018; Khoza & Biyela, 2020).

This suggests that from the benefits of the financial incentives and knowledge incentives (training for the job) one can generate more funds to motivate self even further to live a comfortable life. In the case of leadership, if one combines the strengths of the transformational leadership style (team work) with those of instructional leadership style (adhering to pre-planned objectives, rules and regulations) one may be motivated to satisfy the self. Furthermore, if the leadership is such that it recognises its employees (respect) and provides adequate tools of the trade for employees to perform their mandate, such a scenario would create a conducive work environment and thus the employees would be motivated. In other words, today's employee requires a favourable working environment to motivate self only if they know what is good for them.

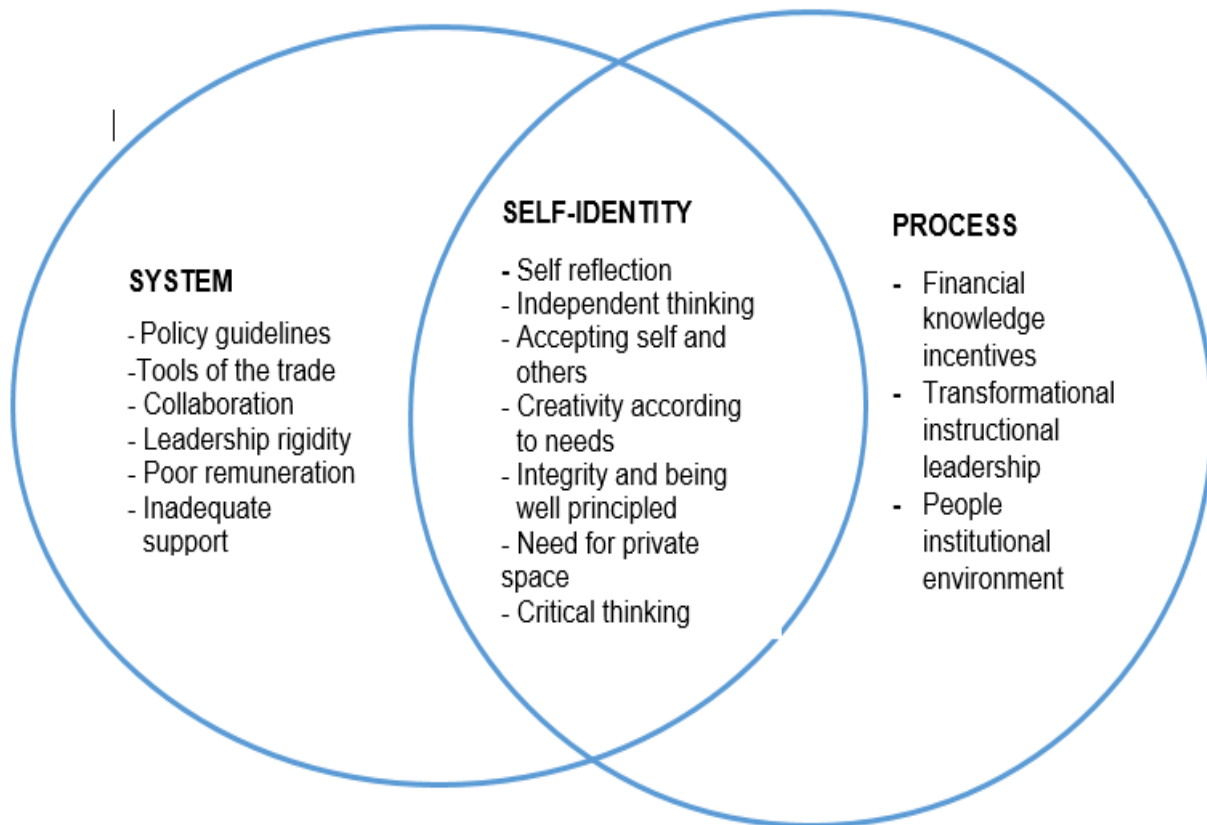


Figure 1. Self-identity model of motivation

2. Proposition 1: Self-Reflection (In-on-of-for)

As part of the first proposition for the self-identity motivational model, this article finds it necessary for employees to reflect on their experiences of motivation in the workplace. For employees to be permanently motivated, they need to reflect on their past system, process, and personal-needs motivational experiences. Reflection thus is the ability of an employee to think about what they are doing in the process of doing it and use the experiences gained for other conditions to improve their motivational needs. Reflection has to do with examining past and present experiences in

order to shape future experiences. This is why Mabuza (2018) discusses that reflection involves critically inspecting one's practices in order to learn from past experiences, and thus to perform better in the present and the future. Reflection therefore provides one with the opportunity of analysing experiences, tackling challenges, and finding solutions for more challenging situations.

Schon (1983) conceptualises reflection as "reflection-on-action" and "reflection-in-action" which refers to motivation as a continuous reflective practice. Employees reflect and act simultaneously (in-action) 'thinking on their feet' and when they reflect after gaining the experience (on-action), 'after an event has occurred'. Mpungose (2018) and Khoza (2016) extended Schon's (1983) ideas of reflection to include that people also reflect-on-action when they reflect on the system practices. On the other hand, reflection-in-action negotiates reflection derived from process practices in order to improve experience. On the other hand, reflection-on-action means that one has to interrogate one's actions according to the system experiences. Reflection-on-action is driven by what employees experience in the system on motivation that could possibly improve their current experiences.

Employees may reveal their reflection-on-action when they express their perceptions on how the system directs them in the workplace, through prescribed work plans, and how they are motivated. For instance, some may attest to being driven to perform their duties by the vision, mission, core values, goals, and objectives of the organisation. These pre-planned work plans generate in them the desire to work hard to achieve the mandate of the institution. Reflection-on-action helps teachers realise their obligations to the institution. However, each time one attempts to exceed the set targets, the paltry remuneration for efforts come to mind, demotivating one from any extra exertion. Additionally, anyone who has bought into the organisation is involved in the crafting of the work plans. Employees who are able to reflect-on-action are influenced by the system to address their personal needs, thus meeting the organisational mandate.

On the other hand, "reflection-in-action" suggests that, for employees to have attained motivation through the system model, they need to interrogate their experiences according to the process model of motivation. In this way, they would have gained through the process the benefit of their motivational model. Employees would have reflected on their skills and knowledge developed from their process model to enhance their personal-needs experiences with motivational model. This kind of reflection is evoked when employees are rewarded for their work and the effort they put into achieving the set goals of the institution. Employees then feel joy, leading them to find pleasure in extending their efforts even further. Therefore, the appreciation they receive from the workplace motivates them to redouble their efforts, in that they believe they are doing the right thing. Employees reflect-in their ability to perform, developing such from the appreciation they receive, leading to enhanced personal experiences. When employees reflect-on-in action they are bound to combine the strengths of the system model with those of the process model, and in that way address the personal needs, and develop self-identities.

Employees develop reflection-of-action when they consider how they can use the kinds of incentives, the type of leadership styles, and the work environment at their disposal, to their advantage so that they motivate themselves at the workplace. For instance, an employee who views both financial incentives (benefits) and knowledge incentives (staff development workshops and training) as valuable may cause them to generate more funds to improve their work performance as well as their livelihoods. Furthermore, an employee who views instructional and transformational leadership styles in a complementary manner would use these to advantage and would be motivated enough to meet their organisational goals. Employees also develop reflection-of-action when they consider the people work environment (ability to work with others) and institutional environment (ability to use facilities available) as always favourable in helping them to achieve their organisational goals. They would be motivated to work towards the accomplishment of the vision of the institution. This type of reflection-of-action requires an individual who understands exactly what they need at work and in life in general (self-identity) without having to wait for someone to compel them to be motivated.

In addition to the multiple types of reflections, Khoza (2016) further developed a concept of "reflection-for-action". This concept is of people enhancing their experiences with motivation models from either the system (on-action) or process (in-action) reflections. Employees can use either system or process reflections to address their individual motivational needs. For instance, an employee who adheres to pre-planned organisational policies, objectives, rules and regulations (system) to achieve their goals would feel motivated. This same employee may be motivated by working with colleagues as a team (process) to achieve the organisational goals and thus feel joy in working with others to address their individual needs. Motivation is used for many reasons, such as organisational needs and aspirations; also career development and guidance. This would, in the long run, help one to achieve organisational goals.

Furthermore, an effective organisation has a highly committed, dedicated, and motivated workforce. Reflection-for-action further reveals that employees would render their services in full within an organisation when they believe that their efforts are recognised and rewarded. In such a case, employees would be committed even to working overtime in order to achieve organisational goals. Employees would reflect-for-action when they appreciate a system that provides regular training and development. Such a system would refresh and renew knowledge and skills, motivating employees to maximise their potential within the organisation. In addition, employees need adequate materials and equipment so that they can be motivated to perform their tasks. Regular training and provision of tools of the trade would result in an objective performance-management system that would aim to improve efficiency and effectiveness of employees. Therefore I argue that reflections are among the essential practices that shape personal experiences in motivational models on organisational performance. When employees address their self-identities they would be self-actualised and be able to motivate themselves permanently for both organisational and personal growth.

This article indicates that reflections enable employees to use their prior experiences (system or process) to improve their motivational models on organisational performance. When employees reflect ‘on-in-of-for’ action, they develop self-identities that help them become permanently motivated in the workplace. Employees use their self-reflections to satisfy their individual needs and in that way become independent thinkers. The proposition of independent thinking is addressed in the next section.

3. Proposition 2: Independent Thinking

The second proposition for a self-identity motivational model is for employees to have independent thinking. Independent thinking suggests that one is influenced by external factors and their impact on motivation. However, independent thinking indicates individual beliefs on the right thing to do. Spacey (2020) describes independent thinking as the ability of one to offer original ideas and interpretations of situations independently, with or without the influence of external factors. External factors may emanate from the system or the process model in the workplace. When an individual combines the aspects that motivate them of the system and the process model, personal needs may be addressed. Similarly, Spacey (2020) suggests that independent thinking requires that the employee look for weaknesses or strengths in situations, believing they have the power to interpret things for themselves. **Self-reflection** helps people to develop self-identity, address personal needs, and to think independently both in the workplace and in life in general. Upon **reflecting** on the system, an employee should realise that organisational goals and objectives may generate the desire to achieve them. This becomes the impetus for them to work hard. Furthermore, independent thinking indicates that if the organisation fails to fulfil one’s needs, one would ‘vamoose’ (leave the job), seeking greener pastures. This would be the reason for some employees leaving with the diaspora. This is evidence that employees **reflect** to find a need to address their personal needs; and make their own decisions on what action to take, as an independent thinker. In this way, one is likely to be permanently motivated. One would have developed personal identity to be able to think independently about what would or would not work for them.

Moreover, this article reveals that an independent thinker would not wait for administration to motivate them at the workplace. An independent thinker would have the ability to combine the pre-planned objectives and tools of the trade of the instructional leadership style with those of the transformational leadership style. In this way, the employee would become motivated through the transformational-instructional leadership style. An employee would thus be permanently motivated, knowing what is best for the self in terms of the leadership style. The prescribed plans combined with the participatory approach motivate employees to meet organisational goals. An employee who is influenced by the transformational-instructional leadership style would be permanently motivated in the workplace. The employee would identify self with working with other people. At the same time, the person would willingly follow whatever would help best to accomplish the work in terms of policies, rules, and regulations. Such individuals would engage in self-evaluation of their work, and continuously apply introspection for the benefit of meeting their mandate in the workplace. Employees would thus find joy in performing their work – they would be influenced by their self-identity as independent thinkers.

Furthermore, employees who are independent thinkers would be in a position to create a work environment that would help them enjoy their work. Employees would create an institutional environment that would benefit them. They would not have to wait for an external factor to create an environment for them. Such employees are likely to enjoy working with colleagues, creating teams and working in a collaborative manner to make their work environment enjoyable. A people-institutional environment would thus permanently motivate such employees. They would have self-identity – they would know what exactly they want and wish for to be able to perform their duties in

the workplace. In this scenario, it would mean that an employee would appreciate a leader who respects and accommodates employees and at the same time providing for the employees' well-being so that they feel comfortable and motivated at the workplace.

Spacey (2020) avers that an independent thinker is one who thrives on divergent thinking (process of solving a problem with no single solution) as opposed to convergent thinking (where there is a well-accepted correct solution to a challenge). As such, administrators should encourage divergent thinking in the workplace lest they destroy creativity and innovation in solving challenges. An independent thinker would thus be an employee who accepts self and also accepts others as they are. He or she would understand that all employees are different, having different needs.

4. Proposition 3: Accepting Self and Others

The third proposition for a self-identity motivational model is an employee who accepts self as a unique individual and at the same time accepts other people (colleagues) as they are (unique individuals). Each person has unique characteristics; no two people are identical. While they may be working toward the same goal, each one has their own characteristics, and uniqueness, thus would behave differently. It is therefore important that employees first learn to accept themselves as individuals who may be motivated in their own unique way. When they understand themselves (self-identity), they will be in a position to understand and respect other people. Employees would be motivated to work with a leader who identified personally with them, because individuals want to be heard. When their views are considered, they believe that they belong to the organisation. Employees prefer administrators who support employees' family social occasions such as funerals and weddings: this motivates and encourages them. This would be supported by the biblical saying: 'Do unto others as you would have them do unto you' (Matthew 7:12). Furthermore, this article reveals that an understanding head of institution is one who tries to find ways of motivating the employees. This kind of a leader may be considered a positive 'boss' who takes care of employees' needs, filling in the gaps, and providing comfort to the employees as a motivating factor. Such a leader accepts self as a leader, showing consideration to others in the workplace. Employees are motivated by colleagues who accept self and then accept other people as having individual needs.

Moreover, love for teamwork by the leader and employees indicates that employees appreciate one another's efforts, hence accept working together to achieve organisational goals. Accepting oneself as a person who needs other people to work with as a team is evidence that together employees can achieve more. Even those who may have difficulty working with others would eventually realise that they need to work with others to be able to meet organisational goals. Self-identity in the workplace is therefore critical in helping to accept self and others. Accepting self is described by Joubert (2017) as the ability to recognise own strengths and limitations, and the capacity to express our needs. Self-identity thus helps individuals have an understanding that people are motivated differently. Such understanding may create harmony, peace, and honesty among colleagues in the workplace. Lack of understanding of oneself would result in lack of understanding and appreciation of other people. Such could lead to conflict, disharmony, and lack of honesty among employees.

This article reveals that there are employees in the workplace who are motivated by the adherence to prescribed plans of action (system). Others are motivated by working with colleagues in a participatory manner (process model). There are also employees who prefer knowledge incentives (system model) as opposed to financial incentives (process model). Those who combine the system and process models would be trying to address their personal needs by identifying exactly who they are. This kind of scenario shows that people make their own choices; and therefore, should be accepted and respected as they are. However, I argue that using the strengths of both the system and process models in the workplace would develop an individual who is self-actualised, and accepting self and others as they are found. Such an individual would build confidence in themselves and be able to motivate themselves permanently to achieve both organisational and personal goals. By understanding that people are unique, one would realise that even the way they perform their duties and their expectations will be different. Therefore each one will develop own creativity according to their personal needs in the workplace.

5. Proposition 4: Creativity According to Needs

People being different, their motivational needs are also different. Self-identity helps one know and understand individual needs. This would therefore call for creativity, according to one's needs. If an individual fails to be creative in addressing their own needs, their motivational levels in the workplace would be jeopardised. Such employees would be waiting for other people to address their needs, failing to be permanently motivated. Those who understand what motivates them in the workplace are creative thinkers who can address their various needs.

Creativity in the workplace is necessary. One learns to do things differently every time, avoiding the boredom of repetition that could result in demotivation. Creativity thus is a way of generating ideas that may be useful in solving challenges and turning new ideas into reality. Van Gundy and Naiman (2019) posit that creativity is characterised by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions.

An employee needs to identify their own needs and create own environment to be able to be permanently motivated. This article reveals that people perform better if the work environment is good. In an environment that creates teamwork, employees are likely to be creative. Teamwork improves work performance; and members are likely to have great concern for organisational success. Each member of the team would want to contribute towards work performance, sharing their commitment and communication, thriving in such an environment. The environment may be in various forms: creating new knowledge, making use of what is locally available, and making the best of such; engaging colleagues to work in a collaborative manner, and satisfying own needs and the needs of others in the workplace interalia, self-satisfaction, joy, sense of achievement. When members combine their thoughts, they are likely to be motivated to become creative for the betterment of the organisation.

Moreover, a democratic or participatory leadership approach would make employees feel important within an organisation. The broad participation would create a sense of commitment and dedication. This is likely to make employees explore greater avenues of creativity so that they achieve organisational goals. An employee, when recognised by administration and given an opportunity to explore in their area of specialisation, may excel, to the betterment of the organisation. Creative thinkers should excel in their work; and their thinking should lead to new knowledge, approaches, and problem-solving. Creativity can lead one to perform even beyond expectation because one would be engaging in what motivates one best. For one to be creative, among other things, one ought to have integrity and be well principled.

6. Proposition 5: Integrity and Being Well Principled

Integrity is the ability to know what is good and what is bad in life or in the workplace, regardless of the circumstances. Moreover, integrity is the characteristic of being honest and trustworthy oneself and towards others, as well as displaying a principled dedication to what is valued and believed in. Waghid (2019) posits that individuals with integrity build trusting relationships with others involving care, fairness, and respect. Once one is able to differentiate between good and bad practices, one is bound to be well principled. Being well principled guides one to do that which is fair, just, and acceptable in the eyes of self and all humanity. An individual of integrity is one with a character that people can trust and believe in – one who is consistently transparent, honest, reliable, and ethical. Failure to be well principled would lead one to lose direction in life or in the workplace. One would live a life of regret, possibly even blaming other people for own mistakes. Integrity, therefore, is integral in developing a self-identity that would help one address permanent motivational models. Integrity is a characteristic that stems from an individual's way of thinking and doing things. Such can only happen if one understands self and if this is a prerequisite for personal success. Such requires self-control, in which one would independently decide on doing things right in the workplace, even when nobody is monitoring them.

The ability for an employee to understand and abide by the policies, rules, and regulations of the workplace requires one to have integrity and be well principled. Every system has its own policy framework that requires employees to understand and follow. One reveals integrity when one follows clearly set out rules that motivate him or her. One would work within the parameters of what is expected. This would be an indication that the self is identified with what is expected in the workplace. The employee even expects to be rebuked if deviating from what is right. Such behaviour can only be found in people with integrity and who are well principled. They would want to associate self with what is right, and would appreciate being told where they are going wrong. If one fails to identify self with work policies, such an individual is likely to be hostile and to commit acts of misconduct such as absenteeism and insubordination to mention but a few. When reprimanded, such people fail to find joy in the workplace, possibly even losing their jobs. However, there are employees who may resist working in collaboration with their colleagues. Such employees may fail to believe that other people can contribute meaningfully in the workplace. They believe that only they have the correct answers. If one fails to accommodate other people's ideas, others will be demotivated in the workplace, and will always be less than satisfied. However, those who are willing to listen to other people's views and can tap into their ideas can benefit from them, and find joy in sharing knowledge. In this way such people become permanently motivated in the workplace.

Employees with integrity are those who appreciate that the rules and regulations in the workplace guide their conduct. The rules and regulations of the organisation may help them to become disciplined. Someone who is disciplined is

well principled and displays integrity. A well-behaved employee is one who adheres to the demands of work and meeting deadlines. However, if the rules are too strict they hinder progress. In other words, rules ought to be flexible so that employees work with ease but at the same time achieve organisational goals. Employees should be made to understand reasons behind rules and regulations of the workplace. Involving employees in crafting some rules and making sure that they are understood helps employees to work towards organisational goals. Broad participation would help make employees committed to their work. Waghid (2019) avers that integrity is an important principle in the process of being self-actualised. Gaining of integrity and good principles requires one to apply introspection. Thus, one must create private space.

7. Proposition 6: Need for Private Space

For one to understand self, developing self-identity, one needs private space. Private space is that immediate surrounding that a person considers rightfully theirs. Private space would assist one in introspection without disruption or being disrupted in one's thinking. Most people value their personal private space and are likely to feel discomfort, anger, or anxiety when their personal space is invaded. Therefore, this article reveals the importance of employees' need for private space and the need to be given an opportunity to work without interference, for example, when working on projects. Those who have self-identity are likely to know what works for them and will work hard to accomplish their goals. Employees enjoy being given an opportunity to excel in their area of specialisation for as long as there is the necessary support. One can only excel in work if there is private space to think and do what they can without interference. Administrators ought to allow employees to make use of opportunities in the organisation and give them the necessary support. Some heads of institutions, however, fail to do this. A leader who gives employees the chance to explore whatever they can is considered a good leader – who gives employees private space in the public sphere. For instance, this kind of a leader would allow employees to work on their own in their offices and staffroom without interference.

An employee ought to be alone at times, seriously getting to grips with who exactly they are. In this realm of private space one would, in this case, interrogate the system and the process model. One could then combine their strengths and position oneself in the best way possible to identify self in the workplace. When one has self-identity, one would thus make the right choices to be able to motivate oneself permanently. If one fails to create private space, one would fail to reflect 'on-in-of-for' the job. This would result in a failure to pay enough attention to what would motivate one best to perform even beyond the call of duty.

Private space would help one to think carefully about how financial-knowledge incentives can impact positively on the organisation as well as the self. Space is necessary for thinking carefully how to combine the strengths of instructional and transformational leadership; thus causing permanent motivation of transformational-instructional leadership. One could reflect on how to create an enabling people-institutional environment; thus becoming permanently motivated in the workplace. A private space is a platform to reflect 'on-in-of-for', to allow one to identify self, to apply introspection, to self-actualise, building self-control, and developing self-identity. Private spaces are those owned by individuals and not open to other people unless approved by the owner. An employee should create an environment conducive to fulfilling organisational and personal needs. Self-identity thus becomes a vehicle for permanently motivating employees and creating space for critical thinking in an attempt to address personal needs.

8. Proposition 7: Critical Thinking

As part of the proposals on self-identity in motivational models on organisational performance, this article finds it necessary for employees to be critical thinkers. Critical thinking is an intellectually disciplined process of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from or generated by observation, experience, reflections, reasoning, or communication, as a guide to belief and action (Scriven & Paul, 2007). Furthermore, Flavel (1979) refers to critical thinking as metacognition or the process of thinking about thinking. Critical thinking skills are, therefore, important; they enable employees to deal effectively with the system, process, and personal problems in the workplace. Simply put, employees who are able to think critically are likely to be able to solve challenges in an effective manner. This means that critical thinking and problem-solving go hand in hand. Critical thinking and problem-solving reflect one's ability to analyse and evaluate the root cause of a problem to form the most viable solution.

Leaders should not adhere to only one type of motivation in the workplace. One ought to think deeply and critically about the motivational models used in the workplace that are either from the system or from the process model; with some possibly from the personal needs model. These motivational models also apply to employees. Some employees

are motivated by following pre-planned policies, rules, and regulations; while others are motivated by working with others and sharing ideas in a collaborative manner. This shows that no one form of motivation can work in isolation. The strengths of the system and process models combined would help address the personal needs and develop self-identity. A critical thinker should be able to weigh up situations, choosing that which works best for them. Those employees who blindly adhere to one motivational model would run up against challenges. They would deprive themselves of the flexibility for permanent motivation by combining the motivational models.

Moreover, an employee who employs critical thinking would be in a position to solve problems independently when faced with a challenge, knowing what would work for them. Such employees would find the best solution to the challenge, thus addressing their personal needs. I therefore suggest combining different models in the workplace. If one model fails to solve a problem one can rely on the other. Failing that one can combine strengths of both models, the system and process models. Individuals who employ critical thinking automatically apply problem-solving skills that would motivate them to address their personal needs and the needs of others. I stress the importance of employees in the workplace employing critical thinking as a way of solving the challenge of staff turnover. This article further reveals that some employees may solve their problems of poor remuneration by leaving with the diaspora. What this suggests, however, is that a critical thinker should be able to solve challenges within or without the organisation as long as their needs are fulfilled.

The above propositions are all intertwined: Without different types of reflection (in-on-of-for), independent-thinking, accepting self and others, creativity according to needs, integrity and being well-principled, need for private space and critical thinking, an employee may fail to claim permanent motivation on organisational performance in the workplace. This brings me to the title of this article, “Self-identity is a function of a good motivational model”

The aspect of bringing together the **strengths** of the system and process motivational models to develop self-identity interested me most. The 4IR requires employees and administrators to undergo staff development training programmes that would help them to understand employee motivational models based on their needs and drawing from both the system and process models (Ilonga, Ashipala & Tomas, 2020). Employees therefore need to be helped to understand why self-identity is key to helping one to become motivated. In other words, when employees fail to identify self as individuals, they will always seek external forces to motivate them, which may not satisfy them. For this reason, employees will always complain that they are not sufficiently motivated in the workplace. Self-identity helps individuals to know who they really are and what they want, so that they work towards achieving their goals. By so doing, they become self-actualised and are likely to be permanently motivated. For example, combining knowledge incentives (system) and financial incentives (process) would help one develop financial-knowledge incentives; combining strengths of instructional leadership (system) and transformational leadership (process) would help one develop transformational-instructional leadership; and combining institutional environment (system) and people environment (process) would develop the people-institutional environment: that would help one become permanently or naturally motivated. By integrating the system and process models the individual would, in this case, use the finances to continuously generate the needed finances to satisfy their need, create a user-friendly leadership style; and also create a conducive work environment in the workplace. What this means is that employees propel their own motivational models and would not wait for anyone to initiate them. Therefore, if employees can be made to understand their self-identity this would go a long way to helping them develop characteristics of a self-actualised individual who would be permanently or naturally motivated in the modern work environment in the 21st century. The modern work environment requires a self-driven employee who understands who they are and what their individual needs are both at the workplace and in life as a whole. This suggests that one ought to understand one's own needs and how the demands of the Fourth Industrial Revolution can be addressed (Khoza & Biyela, 2020; Mpungose, 2020c).

9. Concluding My Thoughts on Self-Identity as a Function of a Good Motivational Model

Life has been changing fast from the First Industrial Revolution (ancient times) in 1760 moving through the Second Industrial Revolution (the 19th century into the 20th century) in 1900 and the Third Industrial Revolution (introduction of technology) in 1960, to the Fourth Industrial Revolution (advanced technologies, artificial intelligence, among other things) in 2000 (Khoza, 2020; Xu, et al., 2018; Schwab, 2017; Sutherland, 2020). These changing times have led to more advanced educational changes and the way employees in Higher Education Institutions (HEIs) perceive their motivational models in the workplace (Khoza & Biyela, 2020; Mpungose, 2020c). Schwab (2015) and Jee (2017) aver that the Fourth Industrial Revolution (4IR) focuses on being creative to achieve organisational objectives in an effective manner, to improve their lives. The 4IR brings good opportunities for collaboration of ideas that help employees to address their personal needs. This suggests that the 4IR requires

individuals who are self-actualised and are able to manage their own lives to become permanently or naturally motivated (Xu, etal, 2018; Miller, 2015).

My view is that employees need to be assisted to understand that they first need to develop self-identity, in order to be self-actualised. An employee thus needs to be aware and understand one's needs and the demands of the 4IR before they can apply the motivational models in the workplace. No one model (system, process nor personal needs) can be used independently. The philosophical and pragmatic underpinning in line with the 4IR helps one to see beyond personal needs. Thus, self-identity becomes key to developing a self-actualised individual as a function of a good motivational model. The propositions discussed in this article present natural behaviours to cope with the 4IR (Mpungose & Khoza, 2020a).

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