

**Czech University of Life Sciences Prague**  
**Faculty of Economics and Management**  
**Department of Psychology**



**Diploma Thesis**  
**Work Motivation**  
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## **Declaration**

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In Prague on \_\_\_\_\_03/04/2020\_\_\_\_\_

## **Acknowledgement**

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# Work Motivation

## Abstract

This diploma thesis is concerned with the topic of employee's motivation in the learning individual, who is encouraged by external and internal motives. The study also examines the employees to work and reveals the factors influencing this.

The theoretical part of the diploma thesis discusses motivation, and the theories regarding work environment. Motivation theories are divided into ERG theory, two-factor theory of Fredrick Herzberg, Acquired-needs theory of David McClelland's and also comparison of the four motivation theories is also conducted.

The practical part of diploma thesis introduces research conducted among the employee. The questionnaire was circulated via google forms. Subsequent part deals with the resulted with the questionnaire results in research and major differences among the internal and external motivation. The outcome of the result is the concluded from the correlation and regression conducted. The results suggest the motivation for an employee are internal or externally driven.

Keywords: Motivation, employee, internal and external

# Pracovní Motivace

## Abstrakt

Tato diplomová práce se zabývá tématem motivace zaměstnance u jednotlivce, který je povzbuzován vnějšími a interními motivy. Studie také zkoumá zaměstnance, kteří pracují, a odhaluje faktory, které to ovlivňují.

Teoretická část diplomové práce pojednává o motivaci a teoriích týkajících se pracovního prostředí. Teorie motivace jsou rozděleny na teorii ERG, dvoufaktorovou teorii Fredricka Herzberga, teorii nabývaných potřeb Davida McClellanda a také je provedeno srovnání čtyř motivačních teorií.

Praktická část diplomové práce představuje výzkum provedený mezi zaměstnanci. Dotazník byl rozeslán prostřednictvím formulářů Google. Následující část pojednává o výsledku dotazníkového šetření ve výzkumu a hlavních rozdílech mezi vnitřní a vnější motivací. Výsledkem výsledku je závěr provedené korelace a regrese. Výsledky naznačují, že motivace zaměstnance je interní nebo externě řízená.

Klíčová slova: Motivace, zaměstnanec, interní a externí

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## List of abbreviations

Need for Affiliation (nAff)

Need for Achievement (nAch)

Need for Power (nPow)

*Self-determination theory (SDT)*

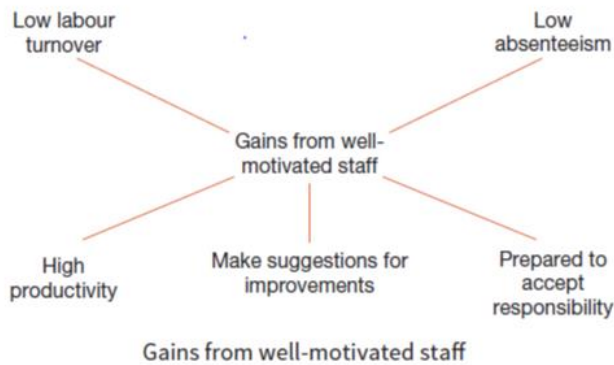
## **1. Introduction**

Motivation of employees has a direct impact on productivity and business efficiency. Managers need to understand what motivates employees to reach peak performance. This is not easy – different workers often respond in different ways to their jobs and the organization's practices. Managing people has never been easy. In current scenario, the success of business enterprises is determined through rising staff expectations of their experience at work and rapid change in the effective management of people has become a major determining factor in influencing. Businesses that manage and motivate staff effectively will gain a loyal and productive workforce – this can be a real competitive advantage. This unit has as its major focus the theory and practice related to the motivation of working people.

In business, motivation means the desire of workers to see a job done quickly and well. Motivation results from the individual's desire to achieve objectives and to satisfy needs. The best-motivated workers will help an organisation achieve its objectives as cost-effectively as possible. Motivated workers will also be trying to reach their own personal goals. Employers need to be aware

of what these are because the greatest motivation levels result from workers feeling that, through working towards the objectives of the organisation, they are achieving their own. Unmotivated staff will be reluctant to perform effectively and quickly and will offer nothing but the absolute minimum of what is expected. The competitiveness of the business has a direct impact on the level of productivity which is determined by motivation levels. Highly motivated staff will be keen to stay with the firm, reducing the costs of labour turnover. They will be more likely to offer useful suggestions and to contribute in ways other than their contractual obligations. They will often actively seek promotion and responsibility. All of these benefits have an impact on business efficiency, levels of customer service and unit costs. A summary can be found in Figure 1.

**Figure 1: Gains from well-motivated staff**



*Source: Peter Stimpson and Alastair Farquharson, Cambridge international AS and A Level, Business.*

These theories focus on the assumption that individuals are motivated by the desire to fulfil their inner needs. These approaches focus on these human needs that energise and direct human behaviour and how managers can create conditions that allow workers to satisfy them.

Employees, the key assets of the organization determine the performance of organization and its continuity. The manager is determined capable on the basis his/her capability to create a motivating environment for their people. On the other hand, it is a challenge for the managers to keep their people and employees motivated and satisfied.

Thus, each manager has to be aware and vigilant about the requirements and needs their employee and what they are looking for. The main objective of the organization is to motivate unsatisfied employees and harness the opportunity from employees who are feeling positively toward the work. This is an ideal situation and called as win-win situation both for employees and manager.

Ulrich in 2002 stated that motivated employee will increase the capability of the organization to achieve its mission, goals and objectives. Motivated employee can be

considered as strategic partners of the organization, where the commitments and loyalty increase every day. Also, Buttner and Moore (1997), based on their research about A study has stated that when an attitude of an employee has improved by 5% customer satisfaction has jumped to 1.3% and thereby revenue also increases by 5%. Hence, customer satisfaction increases as motivated employees produce more than others. They also see that people, who were motivated by sending them to foreign countries in order to live and work, are seen as valuable resource as they give more than usual when they return.

On the other hand, Deci and Ryan (1985), definite that an organization whose employees have low motivation is completely vulnerable to both internal and external challenges because its employees are not going the extra mile to maintain the stability of an organization. A stable organization ultimately overperforms as the employees are major stakeholders of the organization. Firm's needs to keep their employees motivated so as to increase the productivity gains. In certain instance, employees with responsibilities feel motivated and do their best and work hard.

Mansoor (2008) also sees that motivation is about creating the conducive environment where employees will be motivated and hence work with commitment. So, organizations should motivate their employees to enhance competitive advantages and reach the firms vision and mission (Philip, Yu-Fang, Liang-Chih, 2007). Moreover, researchers have stressed that satisfied and encouraged employees are crucial to the organization effectiveness (Rachel, Yee, Yeung, Edwin, 2010). Also, business and company's succession depend on motivated employee; they can make all the difference in the company's ability not to just survive but also to succeed (Hislop, 2003).

According to, Christine, Jonathan, and Yvonne (2002), motivated employees and their commitment are vital to the high deliverables of the work as they provide high quality.

## **2. Objectives & Methodology**

### **2.1 Objectives**

- Empirical work is based on the concept of a learning individual, who is encouraged by external and internal motives.
- The aim of the research work is to examine the motivation of university students to study and to reveal the factors influencing it.
- The analogy of work motivation to study motivation is applicable, as the student's motivation to study is the equivalent of human motivation to work.

### **2.2 Methodology**

This thesis is comprised of two parts which comprises of theoretical part and case studies. Literature review that is covered under theoretical part will be composed of numerous motivation theories which will be used in next part of the thesis. Information will be extracted from the definition which will be extracted from online library sources, academic publishers as well as the related articles. Necessary information will be extracted from online library sources, academic publishes as well as related articles. Furthermore, among the target market, a survey is conducted to determine the motivation amongst employees. Recommendation and suggestion will be based on the results from the conducted survey.

Practical part of the thesis covers theories such as:

- Maslow's
- ERG
- Fredrick Herzberg
- Acquired-Needs Theory of David McClelland's

An analyses on motivation factors and its impact on employee satisfaction includes variety of different topics such as, intrinsic or explicit etc. Since the optimum length of the diploma thesis is 60-70 pages, it is believed that focusing on limited number of theories has brought higher quality of work rather than slightly mentioning all of them. The focus will be on motivation amongst employees.

### 3. Literature review

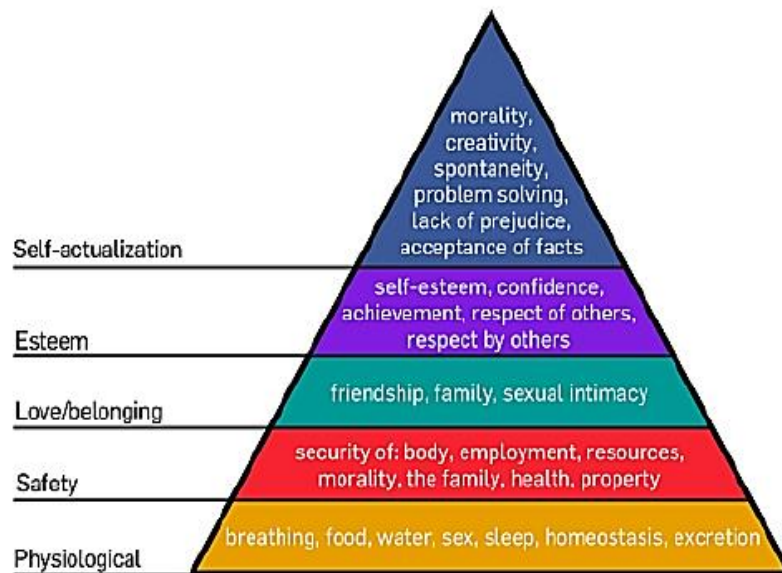
#### 3.1 Theories of Motivation

Psychologists and behavioral scientists have developed some motivation theories and some of these theories have been developed by researchers. There are a number of different views of motivational theories. However, we will be discussing Abraham Maslow Theory, ERG Theory, Two-Factor Theory of Fredrick Herzberg and Acquired-Needs Theory of David McClelland's.

##### 3.1.1 Hierarchy Needs of Abraham Maslow's Theory of Need

Frederick Herzberg (1923) and Abraham Maslow (1908 – 1970) introduced the Neo-Human Relations School in the 1950's, which focused on the psychological needs of employees. Maslow has put forward a theory stating five levels of human needs which employees need to have fulfilled at work (Mary & Ann, 2011). The theory states that the employee can move to the higher level of the hierarchy, only after he/ she has to be satisfied the needs of the previous level.

**Figure 2: Hierarchy Needs of Abraham Maslow's**



*Source: Peter Stimpson and Alastair Farquharson, Cambridge international AS and A Level, Business.*

### 1. Physiological Needs

Physiological Needs are the basic needs that every individual needs to survive. They are like food, air, shelter and water. Unless fulfilling these needs the employee will not be able to climb the ladder. (Mary & Ann, 2011).

### 2. Safety Needs

Factors such as medical insurance and job security makes an employee feel safe and secure. These are some of the factors that make an employee make fulfil safety needs.

### 3. Social Needs – Love & Belonging

An employee has need to be felt related, to be accepted by the peers and having friends in their colleague makes an employee's social needs satisfied. These needs are related to the communication with other.

### 4. Esteem Needs

Esteem is the feeling of being important. Esteem needs are classified to internal and external needs (Vance & Pravin 1976).

### 5. Self-Actualization Needs

It is the need of an employee to reach the full potential. According to Vance & Pravin (1976) this need is never fully achieved. Self-Actualization Needs are like truth, wisdom and justice. There are various ways through which organization can motivate and thereby satisfy the employees. Money is the number one motivation factor that may satisfy the employee's physiological needs as well as the safety needs. The ease of communication and collaboration will satisfy social needs of an employee, which, will in turn increase the satisfaction level of an employee. Recognitions and rewards either verbally or formally will enhance the self-esteem of the employee. Finally, providing a challenging job with somehow interesting aspects will enrich the employee's self-actualization needs (Gardner and Lambert, 1972).

#### **3.1.2 ERG Theory**

According to figure 2, Alderfer re-categorized hierarchy of Maslow needs into three simple classes of needs, which are:



- Existence needs such as safety and physiological needs: These needs are basic and necessary to live like food and shelter.
- Relatedness : Belonging and social needs include the aspiration of an individual to maintain interpersonal relationships (with family, peers or superiors), and attaining public fame and recognition. External component of esteem needs and Maslow’s social needs fall under this class of need (Ryan, & Deci, 2000).
- Growth (Self-esteem and Self-actualization): These include need for self-development and personal growth and advancement (Ryan & Deci, 2000). Maslow’s intrinsic component of esteem needs and self-actualization needs fall under above stated category of need.

### 3.1.3 Two-Factor Theory of Fredrick Herzberg

In 1959 Fredrick Herzberg introduced two factors considered as motivation such as hygiene factors and motivators. The theory explains the factors that motivate employees by identifying their individual needs and desires. The dissatisfaction factor is called “hygiene” and the satisfaction factor is “motivators” (Bradley, 2003).

**Figure 3: Two-Factor Theory of Fredrick Herzberg**



*Source: Peter Stimpson and Alastair Farquharson, Cambridge international AS and A Level, Business.*

#### 1. Hygiene factors

Hygiene factors are organization related. Like the policies and procedures, salary and job security. Dissatisfaction comes if these factors are not existed in the workplace. The physiological needs are expected by the employees and must be satisfied. (Bradley, 2003).

## 2. Motivator factors

Motivator factors determine satisfaction. The intrinsic factors such as sense of recognition, achievement, personal growth, and responsibility, which motivate employees for a greater performance (Bradley, 2003).

### 3.1.4 Acquired-Needs Theory of David McClelland's

In 1961 David McClelland's identified three needs that employees require to be satisfied and motivated in the workplace (Ryan & Deci, 2000).

**Figure 4: Levels of David McClelland's**



*Source: Peter Stimpson and Alastair Farquharson, Cambridge international AS and A Level, Business.*

#### 1. Need for Achievement (nAch)

The employee with high need of achievement tries and does the best to attain challenging goals and objectives. Taking responsibilities is a character of the need for achievement person.

#### 2. Need for Affiliation (nAff)

Certain employees have a higher need of affiliation, for especially those who are more driven by people rather than tasks. As these employees have a deep level of desire and needs of making relationships with people.

#### 3. Need for Power (nPow)

The person who has a need for power is in a managerial level where he wants to give orders and direct employees.

### 3.1.5 Comparison of the four motivational theories

**Table 1: Comparison of the four motivational theories**

MASLOW Need Hierarchy Theory	Fredrick Herzberg – Two Factors Theory	David McClelland’s Acquired Needs Theory	ALDERFER ERG Theory
Self-actualization	Motivators	Power	Growth
Esteem		Achievement	Relatedness
Social			
Physiological	Hygiene	Affiliation	Existence
Safety			

*Source: Author’s understanding*

### 3.2 Types of motivation

There could be two types of motivation i.e. intrinsic and extrinsic Richard M. Ryan and Edward L. Deci (2000). A motivation that rises out from the action itself is intrinsic motivation, the act itself gives some kind of satisfaction to the doer. Stimulators for this kind of motivation could be – empowerment, feedback, recognition, relationships, and trust (Deci E., 1975). A behaviour that is accomplished for its own sake, rather than for getting something valuable or material in return is also described as intrinsic motivation. An individual engages in a task to receive some moral satisfaction and gratification it is a type of motivation that is driven by force of enjoyment.

Pinder (2008) states that an employee must feel free of pressures, for intrinsic value kind of motivation to work utterly such as rewards and admonition. When employee’s intrinsic motivation is to perform tasks competently. The unequal power distribution manager-employee work relationship. For instance, in authoritative leadership pattern which might be stirring the employee’s intrinsic motivation. When manager’s feedback involves a

comparison of the employee's competency with other members of staff, the feedback is constructive or discouraging determines whether the effect on intrinsic motivation may be either positive or negative (Harackiewicz & Larson, 1986).

The intrinsic motivation to perform the certain task, may be subsided, in cases where the employee interprets supervisors' feedback as dominating (Deci & Ryan, 1980). Gagné and Deci (2005) the employee should be treated with power that he/she has power to act, outside the control of other forces, this will help the employee preserve intrinsic motivation.

Motivation is a performance stimulation which acts as an incentive, and it stimulates performance. According to the studies conducted states that there is only one way to get work done when the employee himself wants to do it. The work can be done from the individual himself/herself. (Babcock & Morse, 2002).

Tangible and perceptible compensation or reward drives the type of motivation, it implies extrinsic motivation that is doing a task to get money out of conducting the task. Salary, raise in salary, financial benefits, and promotion is driven by extrinsic motivation. According to Gagné and Deci (2005) when an employee finds the tasks monotonous and mundane, extrinsic motivation is necessitated. In such cases, the employee's work performance and thereby results are measured by the employee's perception of association between behaviour and desired outcome, such as tangible rewards (Vroom, 1964). Consequently, work performance is induced by the anticipation of rewards apart from the satisfaction of a job well done. Eisenberger, Rhoades and Cameron (1999) debate that the employees' performance-reward expectancy and work activity interest has a positive relationship. It is considered that employees are motivated to work harder to earn rewards when extrinsic rewards are offered by the management level (Mahaney & Lederer, 2006). Indulging both types of motivation for their employees would bet the main road to a successful performance and outstanding results (Mackay, 2007).

### **3.2.1 Motivation approaches and their effect on employee's satisfaction and performance**

Despite the variety of number of theories have been studied by researchers, they have come to increasingly emphasize on the importance of different motivation approaches

toward employee's performance. approaches have been defined as tools and techniques which can be used to motivate employees. Some of the approaches are:

1. Salary / wages/ increments: All these are temporary approaches used to motivate employees. Most of the researches and studies have proved that money and payments are important to employees relative to other motivators as earning a lot of money is an advantage for pushing toward motivation. It clarifies that when employees are satisfied financially, they motivate at work and work hard.

Financial aspects like payments, allowances, salaries and bonuses increase and affect employee's productivity positively as a result of a study which has been done by Locke, Feren, McCaleb, Shaw and Denny (1980), they have concluded that introducing of individual pay, increase productivity rate from 9% to 17%. So, it is obvious that when employees are motivated and satisfied, their productivity increases which adds value to the whole business. Also, Guzzo, Jette, and Katzell (1985), have done analysis on motivation programs and productivity, they found that financial aspects and payments are the largest effect on employee's productivity. Furthermore, Judiesch, 1995 stated that paying and salary increments for individuals from the organizations, increases the productivity.

Furthermore, for employees to feel safe in terms of work, they prefer getting good salaries and allowances rather than receiving appreciation (Trank, Rynes, & Bretz, 2002). Yes, appreciation is important in order for employee's motivation, but the previous statement explains that good salaries are more important.

On the other hand, when employees get high performance rate and a very good appraisal, they appear to be sensitive to whether their performance will be rewarded by money and pay increase or not. So, money concerns are always there and it is important for employees to work and give.

2. Appreciation: One of the effective methods is being used to motivate individuals. Appreciating and admiring individuals is the most commonly ways of motivating employees. Looking on the employee's eyes in front of others and say thanks, really means a lot (Salasiah, Zainab, Rosmawati, Ermy, 2011). Employees appreciate being

recognized for doing a great job and the feeling of being valued as an individual. The motivation level is even when appreciated and has an greater lasting effect in terms of productivity. (David, Louis, Micheal, 2004). (ID, 1983) stated that praise was the considered as an highly motivating factor for the most employees, which helped them to stay motivated. Furthermore, teh same factor was validated by the attendees from different seminars about motivation agreed relationship between praise and employees. In addition to that, ID clarified that appreciation is the most powerful of human needs.

According to Salasiah, Zainab, Rosmawati, Ermy, 2011), employees feel that their managers appreciate the employee's contribution. Employees tend to perform better which leads to better business productivity. So, the more managers' praise their employees, the easier the tasks will be and the more productive they will be. Furthermore, when managers look around for a way to complement their employees on their work, it is a large drive shot. It is served to let employees know that their work and what have been accomplished by them so far is appreciated (David, Louis, Micheal, 2004).

3. Assigning New roles: Usually satisfied employees who are given higher roles and responsibilities work as motivators toward unsatisfied employees. Specific directions and expectations must be given to the employees to successfully take the new role. When the employees feel supported and have all the resources to perform the job, they feel more open to the new responsibilities (Jurgensen, 1978). Employees who are given new role and high responsibilities are motivated to work harder because they see that all their effort in work will accomplish positive results and based on that they will get recognition (David, Louis, Micheal, 2004).

4. Recognition: It is a useful positive tool where usually people get recognized by their work and job done and based on that they receive recognition. For that, leaders should develop recognition system which is empowering for both organization and employees (Hsiu-Fen, 2007).

5. Management communication style: Communication is an integral part of motivation. Effective communication affemancts the employee's satisfaction and motivation. Thus, choosing the best communication style to apply on employees when going for motivation is an important factor on motivation approach. For example, when

management communicates with their employees face to face is a motivated approach to people than sending those emails (Helen, & Jacques, 2003). A clear picture of the status of the company to the employees from their boss helps them to increase the trust for the company. By this, they can take the important decisions toward their job and work (Helen, & Jacques, 2003). Furthermore, implementing the “open door policy” for employees to share their ideas and issues. This policy will enable the employees to understand the main issues of their employees, it also strengthens motivation process. (Zakeri, Olomolaiye, Holt, & Harris, 1996).

6. Management style: Most researchers agreed that in order to motivate employees and get the desired outcome from them, we need leaderships, not managers. Hence, instead of being a manager a leader like figure helps and is important for motivation. (Yongsun, Barbara, and Christy, 2002).

**Figure 5: Style of leadership and its features, drawbacks and possible applications**

Style	Main features	Drawbacks	Possible applications
Autocratic	<ul style="list-style-type: none"> <li>■ leader takes all decisions</li> <li>■ gives little information to staff</li> <li>■ supervises workers closely</li> <li>■ only one-way communication</li> <li>■ workers only given limited information about the business</li> </ul>	<ul style="list-style-type: none"> <li>■ demotivates staff who want to contribute and accept responsibility</li> <li>■ decisions do not benefit from staff input</li> </ul>	<ul style="list-style-type: none"> <li>■ defence forces and police where quick decisions are needed and the scope for discussion must be limited</li> <li>■ times of crisis when decisive action might be needed to limit damage to the business or danger to others</li> </ul>
Democratic	<ul style="list-style-type: none"> <li>■ participation encouraged</li> <li>■ two-way communication used, which allows feedback from staff</li> <li>■ workers given information about the business to allow full staff involvement</li> </ul>	<ul style="list-style-type: none"> <li>■ consultation with staff can be time-consuming</li> <li>■ on occasions, quick decision-making will be required</li> <li>■ level of involvement – some issues might be too sensitive (e.g. job losses) or too secret (e.g. development of new products)</li> </ul>	<ul style="list-style-type: none"> <li>■ most likely to be useful in businesses that expect workers to contribute fully to the production and decision-making processes, thereby satisfying their higher-order needs</li> <li>■ an experienced and flexible workforce will be likely to benefit most from this style</li> <li>■ situations that demand a new way of thinking or a new solution, then staff input can be very valuable</li> </ul>

Paternalistic	<ul style="list-style-type: none"> <li>■ managers do what they think is best for the workers</li> <li>■ some consultation might take place, but the final decisions are taken by the managers – there is no true participation in decision-making</li> <li>■ managers want workers to be happy in their jobs</li> </ul>	<ul style="list-style-type: none"> <li>■ some workers will be dissatisfied with the apparent attempts to consult, while not having any real power or influence</li> </ul>	<ul style="list-style-type: none"> <li>■ used by managers who have a genuine concern for workers' interests, but feel that 'managers know best' in the end – when workers are young or inexperienced this might be an appropriate style to employ</li> </ul>
Laissez-faire	<ul style="list-style-type: none"> <li>■ managers delegate virtually all authority and decision-making powers</li> <li>■ very broad criteria or limits might be established for the staff to work within</li> </ul>	<ul style="list-style-type: none"> <li>■ workers may not appreciate the lack of structure and direction in their work – this could lead to a loss of security</li> <li>■ the lack of feedback – as managers will not be closely monitoring progress – may be demotivating</li> </ul>	<ul style="list-style-type: none"> <li>■ when managers are too busy (or too lazy) to intervene</li> <li>■ may be appropriate in research institutions where experts are more likely to arrive at solutions when not constrained by narrow rules or management controls</li> </ul>

Source: (Simpson & Farquharson, 2015)

The key concern of leaders is helping employees to become more successful on their career and to be appreciated and recognized (Holly, Buttner and Dorothy, 1997). A basic role of leaders is that they have to understand their employee's needs and rank the importance of them. The knowledge of things that motivate employees will enable them be aware of what their employees enjoy most (Kuratko, Hornsby, and Naffziger, 1997). To be a motivator, it is important to be a leader in order to discover what really motivates employees and it is necessary to discover the fundamental needs of the employees.

One of the reasons that motivators can successfully be motivators because they understand that every employee should be motivated differently which are not the characteristics of the managers and time is needed to outline it (Naffziger and Kuratko, Hornsby, 1997). True and real motivational leaders are those who are self-motivated to energize others. Also, they demonstrate qualities that develop responses to success (Chadwick, Hunter, & Walston, 2004).

In today's work environment, increasing the motivation of employees has become a norm followed by the human resources (HR). Several organizations are developing, maintaining and improving their HR strategies, to be able to keep their employees become more motivated, therefore high performing and successful in both the short and long run. In terms of research, many predictor variables, including organizations



themselves and related support systems were infocus. As obvious examples, we can list increasing the quality of feedback systems (Whitaker and Levy, 2012) improving the performance management process, enabling autonomous work environments (Hackman and Oldham, 1980), applying job enrichment methods (Pan and Werblow, 2012), introducing job rotation programs and many others. For instance, Barrick and Mount (2005) suggested that personality as an individual factor has is widely accepted as a predictor of work outcomes such as performance. Here, they have strongly argued that motivation has a major mediating role between personality (as a distal motivational actor) and performance meaning that personality influences behavior through performance motivation (proximal) agents such as goals, self-efficacy and expectancies (Craig C. Pinder, et.al; 2005). Judgments made regarding individual capabilities necessary to perform in their jobs are considered as occupational self-efficacy (Jungert et al., 2013). In their analysis, that explored the roles of intrinsic interest and self-efficacy through proximal self-motivation over competence. In the thesis, we are approaching self-efficacy as a critical resource for individuals in workplaces that might provide a possible internal environment for intrinsic motivation to take place.

Practically all people are concerned with motivation to some extent, and something all employees have in common is that they are people; and people work best when they are motivated (Whiteley, 2002). However, to get employees to do their best, during all conditions, is one of the most difficult challenges managers are facing (Nohria, Groysberg & Lee, 2008). Motivation refers to all aspects of behavior and action, but also intention to act (Ryan & Deci, 2000b); it energizes and directs behavior (Deci & Ryan, 2008; Ryan & Deci, 2000b). “*To be motivated means to be moved to something*” (Ryan & Deci, 2000a, p. 54). Throughout history, researchers have known that two main drives have rationalized behavior and motivated people towards a goal, which can be connected to work motivation (Pink, 2011). The first drive, *biological drive*, comes from within (Pink, 2011), and the second drive, *extrinsic motivation*, refers to the drive to seek rewards and avoid punishments from the surroundings (Deci, 1972; Pink, 2011; Ryan & Deci, 2000a). Later, a third drive called *intrinsic motivation* was discovered (Harlow, Harlow & Meyer, 1950), which relates to the enjoyment of performing the task (Deci & Ryan, 1985; Gagné & Deci, 2005; Harlow, Harlow & Meyer, 1950; Ryan & Deci, 2000a). First, intrinsic motivation was seen as subordinate to the other two drives, but later Harlow (1953) noted that this

drive appeared to be as basic and strong as the other two, and to really understand why people behave like they do, intrinsic motivation needs to be considered. Other researchers ignored Harlow's early finding, but twenty years later this finding was confirmed by Deci (1971; 1972). Other researchers have later claimed that it is a matter of different types of motivation (Deci & Ryan, 2008; Gagné & Deci, 2005) and a degree of self-determination and true self-regulation, called autonomy (Ryan & Deci; 2006), rather than just distinguishing between extrinsic and intrinsic motivation (Deci & Ryan, 2008; Gagné & Deci, 2005; Ryan & Deci; 2006).

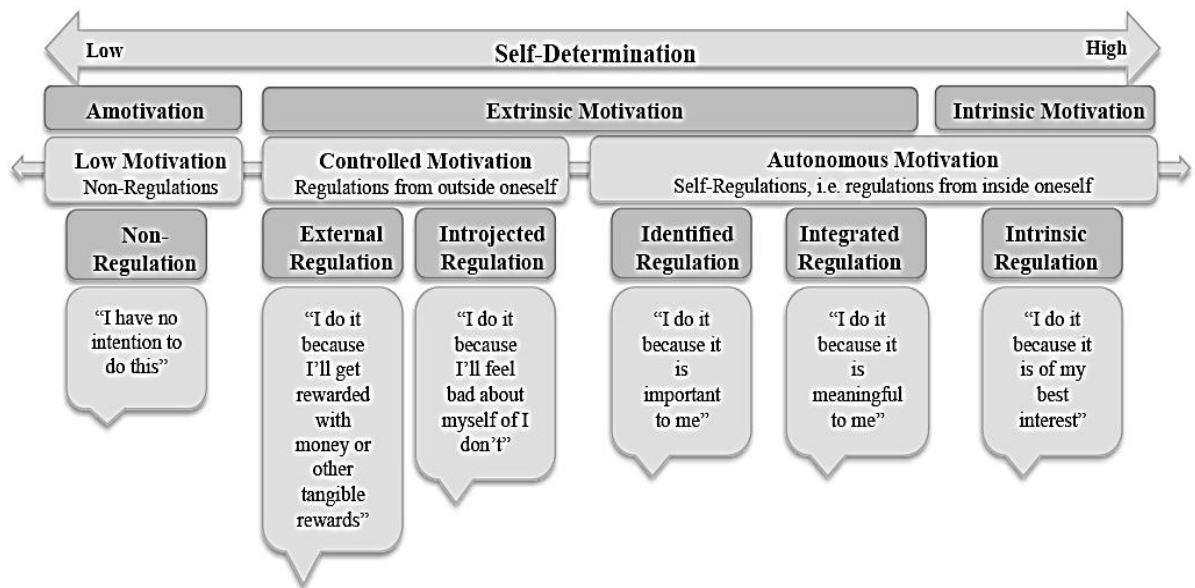
### 3.3 Work Motivation:

Work motivation can be either extrinsically motivated or intrinsically motivated (Gagné & Deci, 2005; Deci, 1972; Ryan & Deci, 2000). If extrinsic motivation is dominated, a person is doing something because it leads to apparent external rewards (Deci, 1972; Deci & Ryan; 1985), such as money and status (Ryan & Deci, 2000). When intrinsic motivation is the reason for performing an activity, the activity itself is rewarding enough (Deci, 1972), the task is carried out because it is enjoyable and interesting (Gagné & Deci, 2005; Ryan & Deci, 2000).

*Self-determination theory (SDT)* is a macro theory of human motivation that distinguishes between many different types of motivation rather than just extrinsic and intrinsic motivation (Deci & Ryan, 2008; Gagné & Deci, 2005). SDT is about the degree of self-determination and the degree of autonomy, the degree of self-regulation (Deci & Ryan; 1985; Ryan & Deci, 2006).

SDT is developed from research on individual differences (Gagné & Deci, 2005) and the analysis made by Ryan, Connell, and Deci in 1985 that, by using the concept internalization, describes how behavior, which are extrinsically motivated, can be developed to autonomous motivation (Gagné & Deci, 2005). *Internalization* is a term that means to embed a behavior and the underlying values of that behavior into a person's own beliefs and values. Thus, something that is done for extrinsic reasons can be developed to autonomous. (Gagné & Deci, 2005)

### **Figure 6: Self-determination**



The Self-Determination Continuum presenting a motivation, which means low or non-existing motivation and is lacking in self-determination; four types of extrinsic motivation, which vary in the degree of self-determination; and intrinsic motivation, which is completely self-determined (Modified from Ryan & Deci, 2000; Gagné & Deci, 2005).

However, SDT propose to distinguish between different types of extrinsic motivation (Ryan & Deci, 2000) and stresses that there is a degree of self-determination and autonomous (Deci & Ryan, 1985; Ryan & Deci, 2006) and that some externally rewards represent impoverished forms of motivation, while other actually can enhance intrinsic motivation and the feeling of autonomy (Ryan & Deci, 2000). An example can be found in the findings of Deci's studies (1971; 1972) that indicate that money, used as an external tangible reward, reduce intrinsic motivation, while verbal reinforcements and feedback that are positive. These are external intangible rewards that tend to increase intrinsic motivation.

SDT presents self-determination and motivation in a continuum, and ranges a motivation, to autonomous motivation, with controlled motivation in between. It is about the degree of self-determination in a person's behavior, from low or non-self-determination to high and completely self-determination (Deci & Ryan, 2008; Gagné & Deci, 2005; Ryan & Deci, 2000).

*Controlled motivation* refers to regulation from outside oneself (Deci & Ryan, 1985; Ryan & Deci, 2000; 2006) and includes two types of regulation styles that are considered as extrinsic motivated: external regulation and introjected regulation (Ryan & Deci, 2000). *External regulation* is the form of motivation that is most regulated, and refers to when the behavior is a result from external rewards and punishments (Ryan & Deci, 2000) and is considered low self-determined. For example, a person does something because it results in tangible rewards.

Within SDT, *autonomy* refers to true self-regulation, i.e. regulations from inside oneself (Deci & Ryan, 1985) and includes two types of regulation styles that are considered extrinsic motivated, identified regulation and integrated regulation, but also intrinsic motivation that is intrinsic regulated (Deci & Ryan, 2008; Gagné & Deci, 2005). *Identified regulation* is viewed as moderately autonomous and self-determined, and is when a person identifies oneself with the value of the activity and acts because it is important for that person (Deci & Ryan, 2008; Gagné & Deci, 2005). *Integrated regulation*, which is considered as autonomous, is when an activity is integrated into a person's sense of oneself, a person do something because it is meaningful for oneself (Deci & Ryan, 2008; Gagné & Deci, 2005). *Intrinsic motivation* is considered as integrally autonomous and completely self-determined (Gagné & Deci, 2005) and viewed as an inherent organismic propensity that is not caused but catalysed when a person is in environments that conduce toward that person's expression, i.e. a person that is intrinsic motivated do something because it is of that person's best interest (Ryan & Deci, 2000).

### Needs and Expectations at Work

But what is this driving force and what is it that people really want from work? What are people's needs and expectations and how do they influence behaviour and performance at work? Motivation is a complex subject, it is a very personal thing, and it is influenced by many variables. Farren (2000) reminds us of the 12 human needs that have been around since the beginning of recorded history: family, health and well-being, work/career, economic, learning, home/shelter, social relationships, spirituality, community, leisure, mobility, and environment/safety. 'Work and private life in the new millennium will continue to revolve around the 12 human needs.' The various needs and expectations at

work can be categorised in a number of ways – for example the simple divisions into physiological and social motives or into extrinsic and intrinsic motivation.

- Extrinsic motivation is related to ‘tangible’ rewards such as fringe benefits, salary, security, contract of service, promotion, conditions of work and the work environment. At the organisational level such tangible rewards are often determined may be largely outside the control of individual managers.
- Intrinsic motivation is dependent on the ‘psychological’ needs such as an ability to use a sense of challenge, achievements, and positive recognition on ability of an employee. The manner in which they are treated in a considerate and humanitarian manner. The psychological rewards are those that can usually be determined by the actions and behaviour of individual managers.

### **Higher set of motivational needs**

According to Kets de Vries (2000) the best-performing companies possess a set of values that creates the right conditions for high performance; he questions whether in such best companies there is something more going on that touches upon a deeper layer of human functioning, causing people to make an extra effort. The emphasis is on widening choice that enables people to choose more freely, instead of being led by forces of which they are unaware; and it is a motivational needs system on which such choice is based. Kets de Vries suggests that in addition to the motivation needs system for physiological needs, sensual and enjoyment needs, and the need to respond to threatening situations, companies that get the best out of their people are characterised by a system based on a higher set of motivational needs:

- attachment/affiliation – concerning the need for engagement and sharing, a feeling of community and a sense of belonging to the company;
- exploration/assertion – concerning the ability to play and work, a sense of fun and enjoyment, the need for self-assertion and the ability to choose.

### **A three-fold classification**

Given the complex and variable nature of needs and expectations, the following is a simplistic but useful, broad three-fold classification as a starting point for reviewing the motivation to work:

- Economic rewards: It is an instrumental orientation to work such as material goods, fringe benefits, pay, security, and pension rights.
- Intrinsic satisfaction: derived from the interest in the job, nature of the work, employee's growth and development. The concern with 'oneself' is a personal orientation to work.
- Social relationships: such as team work, companionship, the desire for status, affiliation, and dependency. This is a relationship concerned with 'other people' and orientation to work.

Motivation of person, performance to their work and satisfaction at their job will determine the extent to which they are fulfilled and by the comparative strength of these sets of needs and expectations. For example, some people may make a deliberate choice to forgo intrinsic satisfaction and social relationships (particularly in the short term or in the earlier years of their working life) in return for high economic rewards. Other people are happy to accept comparatively lower economic rewards in favour of a job that has high intrinsic satisfaction and/or social relationships. Social relationships would appear to be an important feature for many people, especially, for example, for those working in the hospitality industry where interactions with other people and the importance of supportive working relationships and good teamwork can be strong motivators at work.

- Money as a Motivator

F. W. Taylor is a classical writer believed in economic needs motivation. Through working in the most efficient and productive way, employees are motivated by obtaining the highest possible wages. F.W. Taylor states that motivation was stimulated by higher wages. This approach is the rational-economic concept of motivation.

When the job offers less opportunity for career advancement, challenge faced at personal level, employee seems to be motivated by money, if not exclusively by money. Weaver suggests that for many hourly workers in the hospitality industry, such as dishwashing,

waiting or housekeeping staff, the work does not change much among different companies and there is little attachment to a particular company. ‘Theory M’ programme suggests that motivation is directly proportionate to direct cash rewards with above-average performance.

*Work is about letting people know they are important, their hard work and efforts matter, and they’re doing a good job. And this kind of recognition, in fact, can sometimes be more important than money.*

Gary Kusin, CEO, FedEx Kinko’s<sup>10</sup>

The short answer appears to be that for the vast majority of people, money is clearly important and a motivator at work but to what extent and how important depends upon the other satisfactions they derive from work and their personal circumstances. The bottom line is surely the extent to which money motivates people to work well and to the best of their abilities. Apart from payment there are other number of important factors that influence motivation. For many people, the feeling of being recognised and valued appears more important than money in motivating them to stay in a particular job.

### **Frustration-Induced Behaviour**

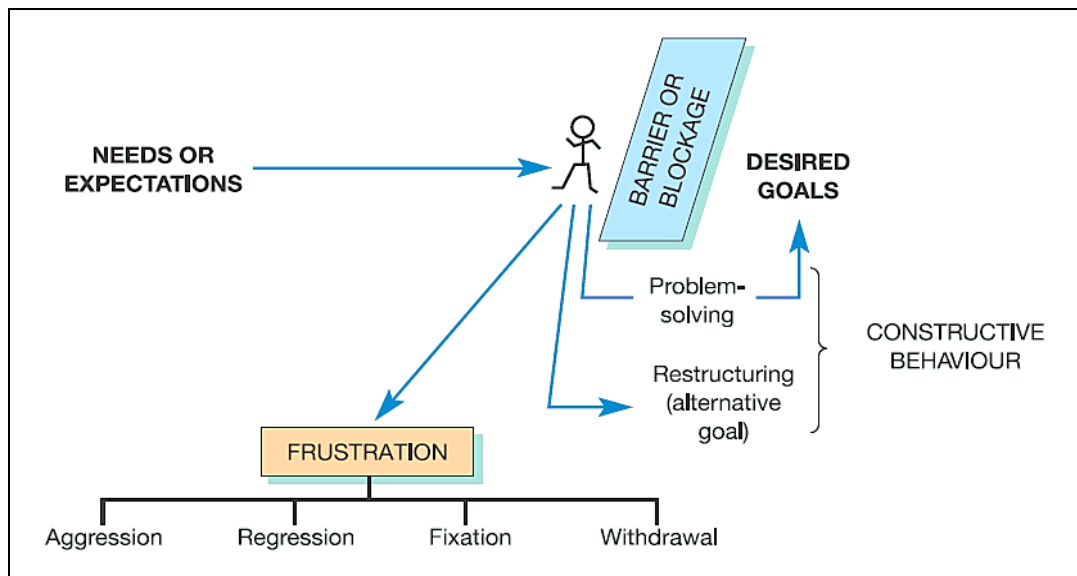
An employee’s motivation when blocked can lead to two sets of reaction such as constructive behaviour or frustration (see Figure 7).

Constructive behaviour

To the blockage of a desired goal and that can take two main forms: problem-solving or restructuring which is a positive reaction to constructive behaviour

- Problem-solving is the removal of the barrier – for example finding an alternative means of undertaking a task, repairing a damaged machine or bypassing an uncooperative superior.
- Restructuring, or compromise, is the substitution of an alternative goal, although such a goal may be of a lower or different order – for example taking an additional part-time job owing to the failure to be promoted to a higher position.

### **Figure 7: Basic Model of Frustration**



### Frustration (negative responses)

A negative response to the blockage of a desired goal and results that is frustration is a defensive form of behaviour. There are many possible reactions to frustration caused by the failure to achieve a desired goal. These can be summarised under four broad headings: aggression, regression, fixation and withdrawal. However, these categories are not mutually exclusive. Most forms of frustration-induced behaviour at work are a combination of aggression, regression and fixation.

Aggression is a physical or verbal attack on some person or object, for example striking a supervisor, rage or abusive language, destruction of equipment or documents, or malicious gossip about a superior. This form of behaviour may be directed against the person or object that is perceived as the source of frustration, that is the actual barrier or blocking agent. However, where such a direct attack cannot be made, because, for example, the source of frustration is not clear or not specific, or where the source is feared, as with a powerful superior, aggression channeled towards sub-ordinates.

With displaced aggression the person may find an easier, safer person or object as a scape goat for the outlet of frustration – for example picking arguments with colleagues, being short-tempered with subordinates, shouting at the cleaners or kicking the waste-paper bin. A more constructive form of aggression is the feelings that are frustrated



through demand of physical work or sport, or perhaps by shouting/cursing when alone or in the company of an understanding colleague.

Regression is responding in childlike manner and as a more primitive form of behaviour – for example throwing tantrums or kicking a broken machine or piece of equipment, sulking, and crying.

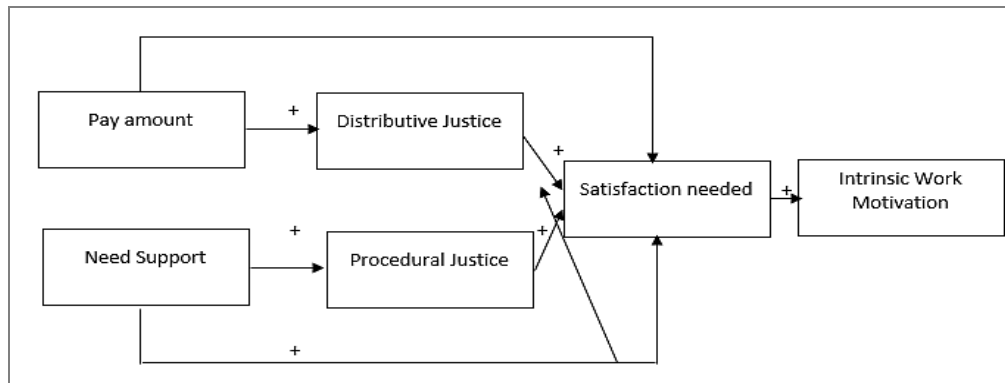
Fixation is persisting in a form of behaviour which has no adaptive value and continuing to repeat actions which have no positive results – for example the inability to accept change or new ideas, repeatedly trying a door that is clearly locked or a machine which clearly will not work, or insisting on applying for promotion even though not qualified for the job.

Withdrawal is apathy, giving up or resignation – for example arriving at work late and leaving early, sickness and absenteeism, refusal to accept responsibility, avoiding decision making, passing work over to colleagues or leaving the job altogether.

### **3.3 Perspective of Self Determination Theory**

SDT is a motivational theory that stands in contrast to the economic agency perspective on human behavior. This theory suggests that greater pay does not necessarily yield better outcomes, it is done through various types of motivation,. Specifically, it assumes that people are naturally inclined toward intrinsic motivation and the integration of goals. Supporting environments, but not by money or other rewards, have been found to facilitate such integration. SDT is the distinction between autonomous motivation and controlled motivation (Anja H. Olafsen, et.al; 2015). Autonomy involves acting with the experience of choice and a sense of volition. In contrast. The use of extrinsic rewards tends to induce controlled motivation, which can motivate behaviors, but the quality and persistence of the behaviors tends to be poorer than for autonomous motivation (Deci & Ryan; 2000). Activities that are not interesting require extrinsic motivation, so their initial enactment depends upon the perception of a contingency between the behavior and a desired consequence such as implicit approval or tangible rewards. Another central concept of SDT is that people have fundamental, evolved psychological needs. The theory specifies three– competence, autonomy, and relatedness.

**Figure 8: SDT Theoretical Model**



- Competence: It concerns the experience of being effective in interacting with the environment.
- Autonomy: It concerns the experience of acting with volition, willingness, and choice, the point being that people have a need to behave in this way.
- Relatedness: It concerns the feeling of being cared for and respected, and in turn caring for and respecting others.

Research indicates that all three basic need satisfactions are necessary for the type of autonomous motivation that results from internalization and integration of extrinsic motivation.

### 3.4 Basic Needs and Individual Differences

Every individual has varying ‘psychological needs’ as discussed in the motivation theories in the thesis (Deci & Ryan, 2008). However, the needs that SDT views as basic and universal are *competence*, *relatedness* and *autonomy*, which need to be satisfied for healthy conditions of well-being, and to enhance intrinsic motivation (Gagné & Deci, 2005). The focus is the degree to which these basic needs are satisfied or thwarted and to which extent an individual is able to satisfy the needs within social environments (Gagné & Deci, 2005). If the basic needs are not satisfied that can result in conditions of poor health and lack of well-being (Gagné & Deci, 2005; Ryan & Deci, 2000).

Intrinsic motivation and internalization are enhanced and maintained if the basic needs are fulfilled. The feeling of competence and autonomy are related to improved

intrinsic motivation, while competence and relatedness are needed to improve internalization. The degree to which the need autonomy is fulfilled determines if identification or integration will appear, rather than just introjection. (Gagné & Deci, 2005).

Within in SDT, there are two main concepts when it comes to individual differences: causality orientation and aspirations. *Causality orientation* refers to how a person orient to the environment when it comes to information related to what starts and regulate a behavior or action, and it also refers to the overall extend to which an individual is self-determined. *Aspirations* refer to people's long-term life goals (Deci & Ryan, 2008), and are divided into two different categories, intrinsic aspirations and extrinsic aspirations. These life goals assist people in their behavior and activities (Deci & Ryan, 2008). *Intrinsic aspirations* include life goals such as the feeling of belongingness, personal development, and the desire to make a difference and give back to the society, while goals such as having a good reputation, possess a fortune, and to be attractive are examples of *extrinsic aspirations* (Deci & Ryan, 2008).

### **3.5 Work Environment and Social Context**

When predicting what will support intrinsic motivation and enable internalization of extrinsic motivation in a social context, the basic psychological needs will represent a basis of the prediction. When it comes to predicting identification and integration, and thereby autonomous behavior, the most important social-contextual factor to consider is the autonomy support. In fact, many studies support the assumption that interpersonal environments that involve autonomy support promote internalization and integration of extrinsic motivation and thereby positive outcomes. A sense of choice, meaningful positive feedback, and the interpersonal atmosphere, which can be connected to the culture within the organization and the interpersonal style of managers, are examples of support for autonomy. (Gagné & Deci,2005) Gagné and Deci (2005) argue that work environments that support satisfaction of the basic needs competence, relatedness and autonomy, will result in employees with increased intrinsic motivation, and also enhanced internalization of extrinsic motivation. Owing to the factors will generate outcomes of positive attitudes in work, thereby resulting to job satisfaction, effective performance, organizational affiliation, and well-being. (Gagné & Deci, 2005).

### **3.6 Tangible and Intangible Rewards**

There are suggested that feelings of autonomy can be reduced by some external factors, for example tangible rewards as money, while other external factors, like intangible rewards, actually tend to enhance intrinsic motivation and feelings of autonomy (Gagné & Deci, 2005). Deci, Koestner and Ryan (1999) confirm this argument and make it clear in their meta-analysis that intrinsic motivation is enhanced by intangible rewards, while tangible reward undermine it. Examples of intangible rewards that can enhance intrinsic motivation and feelings of autonomy are positive feedback (Deci & Ryan, 1985; Gagné & Deci, 2005) and when one is provided with alternatives instead of controlling through task engagement.

According to Bewley (1999), not all managers believe that monetary rewards and coercions alone is the best way for motivation. Managers claim that even though employees have the opportunity to take initiatives and to be creative, the employees that do not possess these characteristically features will not do so. A manager needs to improve the employees' motivation. In certain situations, money can be seen as a motivator when it is seen as a symbol of respect rather than a way to control. Since everyone is different and has various requirement and preferences in their life, it is also implied, as an employee, that they also will respond different to incentives (Frey & Osterloh, 2002).

### **3.7 The Current Motivational Paradox at Workplace**

Now in the uncertain economy of the 21st century, more than ever, organizations face the dilemma of becoming more effective by improving performance, but without increasing costs. Since this is the era of artificial intelligence-computer-aided designs, computer-aided manufacturing, and e-business-the typical response in recent years has been downsizing, engineering and the extensive use of product, process, and information technology (Lyman W. Porter, et.al, 2003). However, largely overlooked and even degraded by downsizing, e-engineering, and the spur for the use of information technology have been human resources and the role they can play in meeting competitive demands. In the recent developments, a strange paradox has been noticed. One possible answer to this paradox is that we have tended to take a criticism as a negative rather than a constructing approach to manage performance at work. We have concentrated too much on what is wrong with employees and managers, their

dysfunctions and weaknesses (e.g., how to motivate inept employees, overcome resistance to change, cope with stress) rather than emphasize and build on their strengths. Whatever other factors may operate as motivators, they are rooted in the core belief that one has the power to produce the desired results". Thus, we offer self-determination theory, social cognitive theory and its main construct of self-efficacy (Bandura; 1986) as a needed positive approach to motivation theory and practice.

### **3.8 Different type of employees**

According to Frey and Osterloh (2002), there are five different types of employees: Status seekers, Income maximisers, Formalists, Autonomists, and Loyalists. These five types of employees are connected to intrinsic and extrinsic motivation and the increase and decrease of performance when it comes to monetary means. The extrinsic motivated employees are the persons that are Status seekers and Income maximisers and these individuals increase their performance for monetary rewards. The Status seekers compete with their colleagues, sub-ordinates but their interest is not to consume their money. They can increase their performance if they earn more money, just as long as they feel that they can win against their co-workers. The Income maximisers are only concerned about their salaries; the work is something that is only a necessity, to earn more money. (Frey & Osterloh, 2002). The Formalists, Autonomists and Loyalists are all intrinsic motivated, and their performance are reduced with monetary rewards.

The *Formalists* follow the 'right' procedures, like medical doctors or lawyers. These people are hard to motivate with external incentives. They are more concerned that the right procedure has been followed than their own actions. Their relation towards money is that they can feel unappreciated and start to question themselves and their performance if they do not get enough paid for following the procedures. The *Autonomists* want to save and improve the world. These employees do not care about materials things or money; they want to fulfil their goals as correct as possible according to themselves. These people's intrinsic motivation can decline, or even be destroyed, if they are offered monetary incentives for their performance, since they see their work as a self-fulfilment. Last are the *Loyalists*. They identify themselves with the value and goals that the

organization they work for display. These employees tend to stay within the organization a long time and to offer them monetary incentives would be an assault towards their performance. (Frey & Osterloh, 2002)

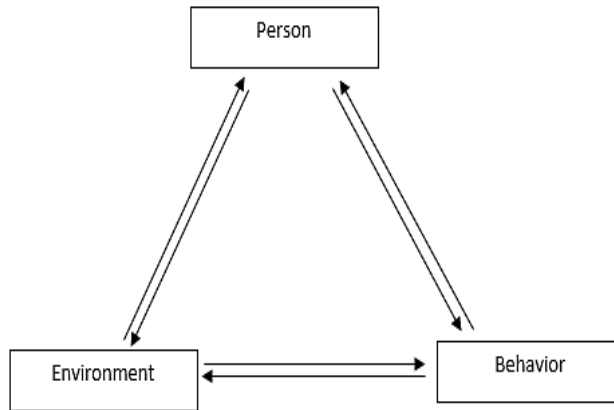
### **3.9 The power of Social Cognitive Theory**

The widely recognized cognitively based work motivation theories closely associated with needs, equity, or expectancies concentrate on a process-oriented analysis of the factors influencing the relationship between human action and environmental outcomes. However, they generally do not specify the underlying mechanisms that mediate or can affect the strength of the proposed relationships. On the other hand, the SCT factors determine human action. It also defines several basic human capabilities through which the cognitive motivational processes operate to execute, initiate, and maintain work behavior.

SCT explains behavior in organizations in terms of the reciprocal causation among the person (unique personal characteristics such as ability), the environment (consequences from the organizational environment such as pay for performance), and the behavior itself (previous successful or unsuccessful performances (Lyman W. Porter, et.al; 2003).

As shown in Figure 1.5, because of these combined, reciprocal influences, under SCT organizational participants would at the same time be both products and producers of their motivation, their respective environments, and their behaviors. In SCT, the triangular influences among the person, environment, and behavior do not necessarily imply symmetry in the strength of the bidirectional influences. It is vital to examine that the influences exerted by various interacting factors on motivated behavior will vary. The amount of variance is dependent on factors such as different activities, individuals, and circumstances.

**Figure 9: SCT Triadic Influence**



### 1.5.1 Self Efficacy: An element of SCT

Self-efficacy refers to an individual's belief (confidence) about his or her capabilities to execute a specific task within a given context. As a work motivation process, self-efficacy operates as follows. The organization participants select their choices and initiate their efforts, as they integrate and evaluate information about the perceived capabilities. Self-efficacy determines whether an employee's work behavior will be initiated, how much effort will be expended, and how long that effort will be sustained, especially in light of disconfirming evidence. Employees with high self-efficacy will perform their work with sufficient effort, when well executed, produces successful outcomes, this is critical to work performance. On the other hand, employees with low self-efficacy are likely to cease their efforts prematurely and fail on the task.

### 3.10 Work Performance and Self Efficacy

Self-efficacy has a relatively established body of research showing its positive impact on work-related performance. For example, our 1998 meta-analysis included 114 studies and 616 subjects. The results indicated a significant 0.38 weighted average correlation between self-efficacy and work-related performance. This average correlation explains 14.44% of the variance, but when converted to the commonly used effect size statistic used in meta-analysis, the transformed value represents a 28% average increase in performance due to self-efficacy (Gregory A. Bigley, et.al; 2013).

### 3.11 Work Motivation and Self-efficacy

Self-efficacy also makes a contribution to work motivation beyond its positive impact on work performance. SCT acknowledges that employees base their actions on both desires i.e. intrinsic and contingent consequences from the environment (i.e. extrinsic) motivation. However, in addition, SCT posits that employees also act on their self-efficacy beliefs of how well they can perform the behaviors necessary to succeed. Thus, under SCT employee behavior cannot be fully predicted without considering his/her self-efficacy. For example, employees with low self-efficacy doubt that they can do what is necessary to succeed. By the same token, a sense of high personal efficacy may help sustain motivated efforts, even in light of adverse conditions and uncertain outcomes

#### 1.5.4 Dimensions and Determinants of Self Efficacy

##### Dimensions

- Three types of dimensions have been identified as follows:
- **Strength:** How certain an employee is about performing at the level of difficulty and complexity of a task indicated by the magnitude of self-efficacy. The higher the strength of self-efficacy, the greater is the likelihood of successful performance.
- **Magnitude:** What level of task difficulty and complexity (for e.g., low, moderate, high) an employee believes he or she can accomplish. Levels of task difficulty and complexity represent different degrees of challenge for successful task performance.
- **Generality:** Self-efficacy is generalized across similar activity domains. They can vary on modalities on which ability is expressed (behavioural, cognitive), characteristics of the situations, or people receiving the behaviours.

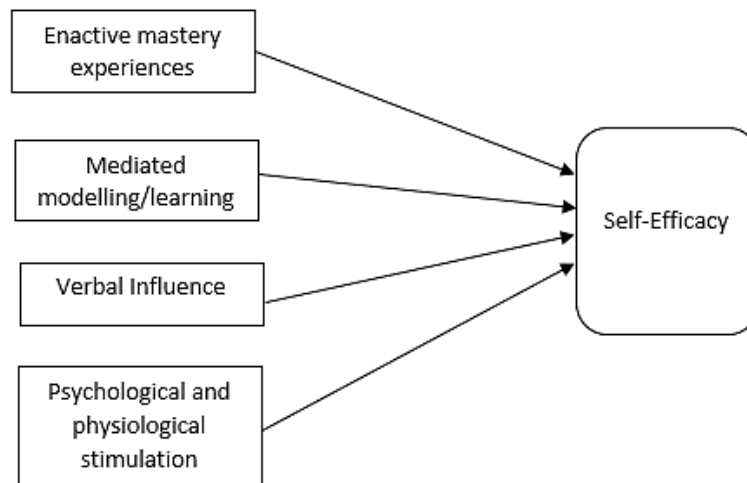
##### Determinants

1. **Enactive Mastery Experience:** Research has indicated that succeeding on a challenging task (i.e., successful enactive mastery experience) provides the strongest information for the development of self-efficacy beliefs. This is because enactive



mastery is the only antecedent of self-efficacy that provides direct performance information for the formation of stable and accurate efficacy beliefs.

**Figure 10: Determinants of Self-efficacy**



This does not mean, however, that changes in self-efficacy will occur as a direct result of performance accomplishment. Rather, self-efficacy formation will depend on how employees psychologically process the information that the previous performance generated.

2. Mediated Learning: self-efficacy assessments are also influenced by vicarious learning, or more commonly called modelling, which occurs by observing competent and relevant others perform a similar task and be reinforced for it. The greater the perceived similarity between the model and the observer in terms of personal characteristics relevant to the task performance, the greater the model's influence on the observer's learning and subsequent self-efficacy.

3. Verbal Influence: The purpose of self-efficacy enhancement by verbal persuasion does not necessarily involve increasing the level of skill and ability, but rather focusing on the cognitive appraisal of an individual's self-efficacy in terms of enhancing the beliefs as to what employees can do with what they already have.

4. Psychological and Physiological stimulation: The fourth major source of self-efficacy is the state of physiological and/or psychological/emotional arousal. This source of efficacy information is important because people tend to perceive physiological and/or psychological emotional activations as signs of vulnerability and dysfunction. Since, for example, high levels of stress at work are likely to impair performance, employees may be more inclined to feel efficacious for the successful performance when not preoccupied by fatigue and emotional agitation.

### **3.12 Work Motivation and Job Satisfaction**

The work motivation is understood by the key concept of job satisfaction, with an example of work motivation satisfaction model. In which needs are the core elements determining the level of satisfaction which arises. Motivation is principally concerned with the goal directed behavior, and job satisfaction related to the fulfilment. Internal driving model includes only driving forces of work motivation. Organisational culture belongs to the external components.

A need is a state brought on by the lack of necessary conditions for the subject and which therefore induces him to take action in order to attain what is missing (Costley & Todd, 1991). Psychological needs are evolved tendencies to seek out certain basic types of psychosocial experiences and to feel good and thrive when those basic experiences are obtained.

Self-determination theory distinguishes between two kinds of needs: needs as requirements and needs-as-motives bearing in mind that individual differences in certain basic need motives predict a wide variety of purposive behaviours. Self-determination theory states that there is the set of universal psychological needs that must be satisfied for effective functioning and psychological health: needs for competence, autonomy, and relatedness (Deci & Ryan 2008). Nine criteria for identifying basic needs are described (Baumeister & Leary, 1995).

Outstanding results and excellent work performance, will be achieved only when employee is motivated (Martin, 2004). Concept of communication and motivation flow simultaneously. An overall positive attitude towards the company and work - at the same time increase in job satisfaction, motivation and willingness to work can be enhanced with

the help of powerful effective internal communication (Smith & Mounter, 2005). Employees deliver better results when they can communicate smoothly and fully trust each other and their sub-ordinates in hierarchy. In service industry where employee motivation is required to enhance and promote company's service quality, contribute to development and growth, as well as to receive greater efficiency from employee's daily tasks.

A combination of various factors that encourage people to perform certain actions is the motivating factor. Unmotivating employees, will not give outstanding results and excellent work performance will not be achieved (Martin, 2004). It is necessary to maintain motivation as a factor, providing new stimulus continually. According to several studies-one of the best ways to impose employees to do what you want them to do - is a need to ensure that they want to do it. Motivation is a feeling that comes from within and must come from the individual himself/herself (Babcock & Morse, 2002). the purpose of motivation is to create a desire to stimulate the employee's efforts at the highest level. Subsequently, the employee by using his/her efforts would improve the performance of the organization and at the same time also meet his/her own needs and objectives, as performing meaningful job.

The objective of motivation is to create a desire to stimulate the employee's efforts at the highest level, subsequently the employee by using his/her efforts would improve the performance of the organization. Simultaneously meet his/her own needs and objectives, as performing meaningful job (Timm and Peterson,2000).

Arthur Schopenhauer, German philosopher, in an article written by him "On the Fourfold Root of the Principle of Sufficient Reason." used the word "motivation" for the first time. in psychology and sociology, it became a counter- term to explain causes and effects of human behaviour (Wicks, 2015). Motivation is a well-researched topic developed by many researchers. Hierarchy theory by Abraham Maslow and Herzberger's two – factor theory by Frederick Herzberg and Goal setting theory of motivation by Edwin Locke are some of the most famous.

The use of legal methods and tools, psychological, social as well as economic, contributes to employee's and organization's goals through a dynamic process is motivation. Motivating employees and persuading them to do their utmost so that it promotes the organizations and achieves group goals. Employees are the most valuable resource of the organization; however, they are the only resource that is able to act against the organization's objectives. Thus, enormous emphasis should be put on employee motivation so that consequently they can use their skills and experience for the benefit of the organization (Timm & Peterson, 2000).

The behavior of employees and direct it in the desired direction is explained by motivation theories. The link between motivation theory and practice will determine the success of management. Substantial effort should be implemented to use energy of employees for benefit of the organization as they are the vital part of an organisation (Armstrong, 2003).

Many researchers have many different definitions about motivation and motivating. However, the central idea remains the same- that motivation is obligatory for each employee to do the job more efficiently, thereby improving the company's operations and increasing the revenue. This would help not only the company but also the level of job satisfaction and life in general

When management pays heed and listens to the ideas and suggestions of an employee it is considered to be a great motivating factor (Miles, Patricks, & King, 1996). The process of being heard makes the employees feel that the workplace is interested in him/her as an individual, his/her opinions and ideas matter (Mayo, 1949).

Motivation possess several rewards that can be listed as an outcome of effective internal communication:

1. Job satisfaction even in mundane work makes employee happy.
2. It is cost-effective, as the work can be done with a smaller number of employees;
3. There will be lesser labour turnover as the loyal and creative employees are kept motivated (Armstrong, 2003).

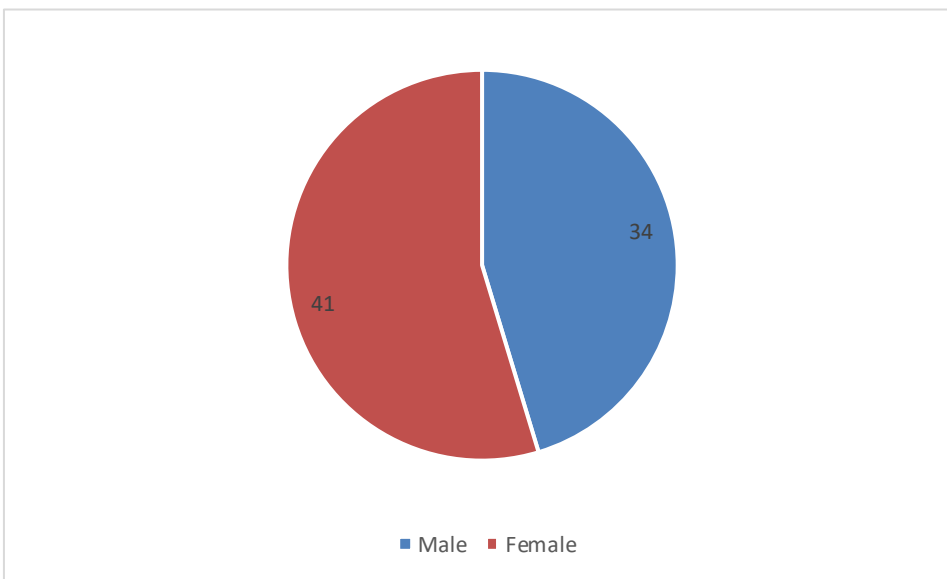
Long term motivation is stimulated by a sense of stability for which management is responsible for providing the maximum care possible for employees' (Lu, 1999). In ever changing business environment keeping employees motivated is quite challenging.

It can be concluded that motivated employees are also self-righteous, complacent and a team worker. They will strive to work with greater passion and produce better results and returns (Judge, Locke, & Durham, 1997). Since the employee is assured that his/her contribution to the company will be assessed and appreciated. Thus, it should be done accordingly to their type of motivation - intrinsic or extrinsic.

#### 4. Practical Part

Furthermore, as a primary research practice there was a questionnaire which can be seen in appendix part was conducted to estimate the understanding of an employee's and their motivation. Results from survey that was conducted among the target market can be seen below. As we wanted to consider view of all the respondents, we have considered all the aspects of the employees and the motivation factors.

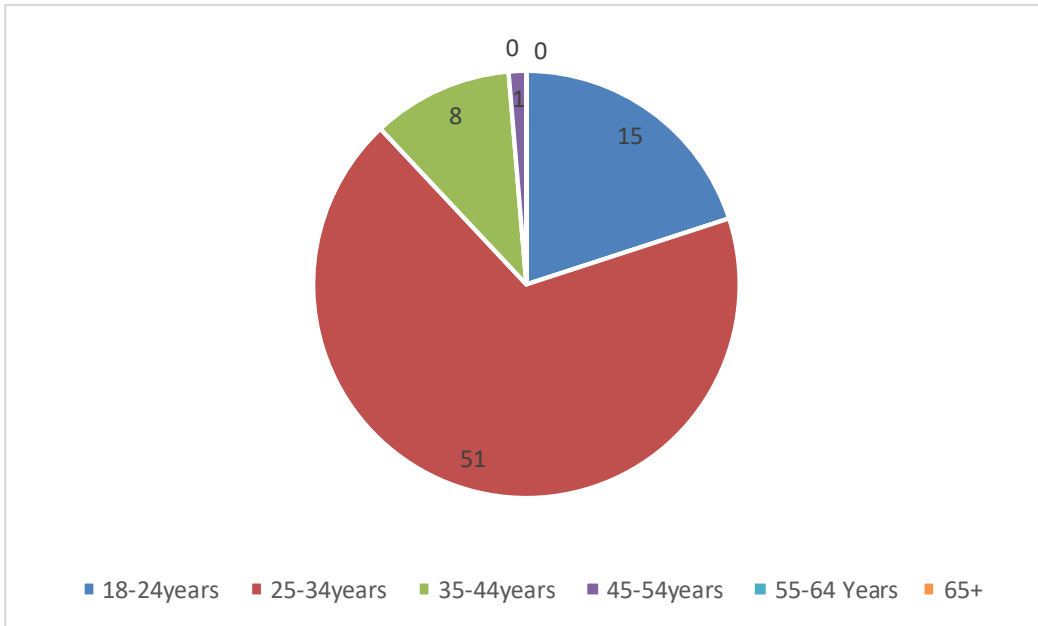
**Figure 11: Gender of the respondents**



*source: primary survey, 2019*

There were 41 female respondents and 34 male respondents as the researcher wanted to consider all the views so balance of male and female was kept while conducting the survey.

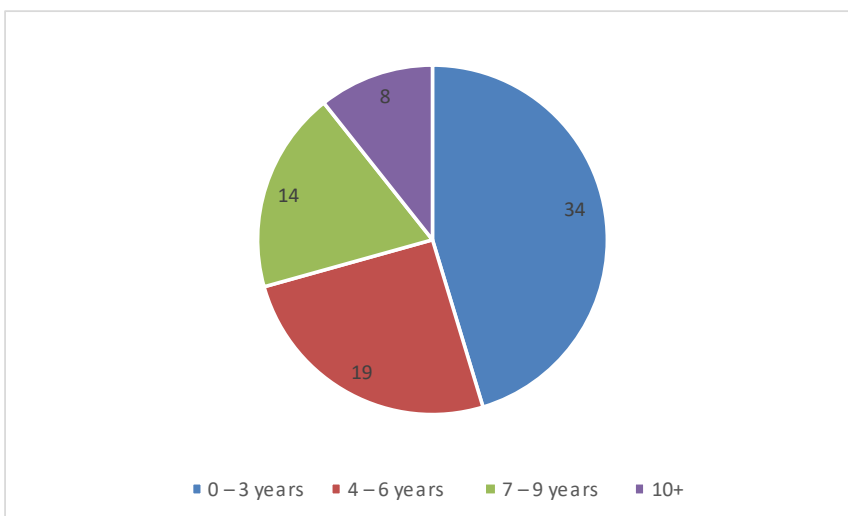
**Figure 12: Age of the respondents**



source: primary survey, 2019

The age structure of the respondents was majorly from the age group of 25-34 almost 68 percent of the respondents belonged to this group. On-fifth of the respondents belonged to 18-24 years. The respondents had worked majorly for less than 4 years. Their motivation at work differed from elder generation

**Figure 13: Number of years served in an organization**



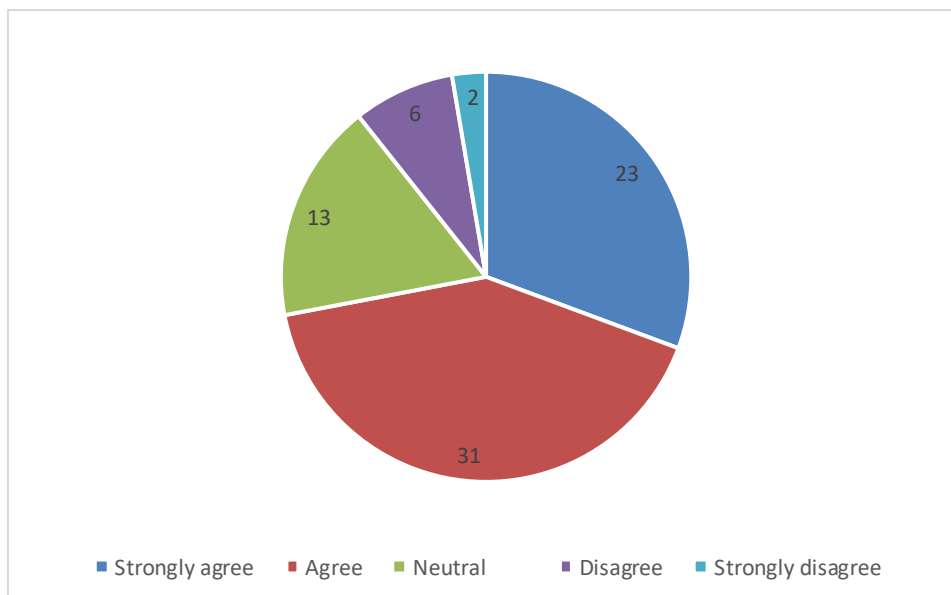
source: primary survey, 2019

Majority of respondents belonged to 0-3 years served in the organization. The next class of major respondents belong to 4-6 years of service. Almost 70 percent respondents belonged to 0-6 years. As the motivation levels are directly related to the number of years in the service. It is an important factor to be considered.

Why do you or would you put effort into your current job?\*

As, each employee is driven by different reasons, that is motivation for each employee varies according the socio-economic condition and personal preference. There are intrinsic and extrinsic values that drive the motivation for an employee. Intrinsic recognition is the value which is driven from within such as need to prove oneself, satisfaction to oneself. Extrinsic recognition is the value which is driven by the outside such as money and job security as a factor.

**Figure 14: As I have to prove myself that I can**

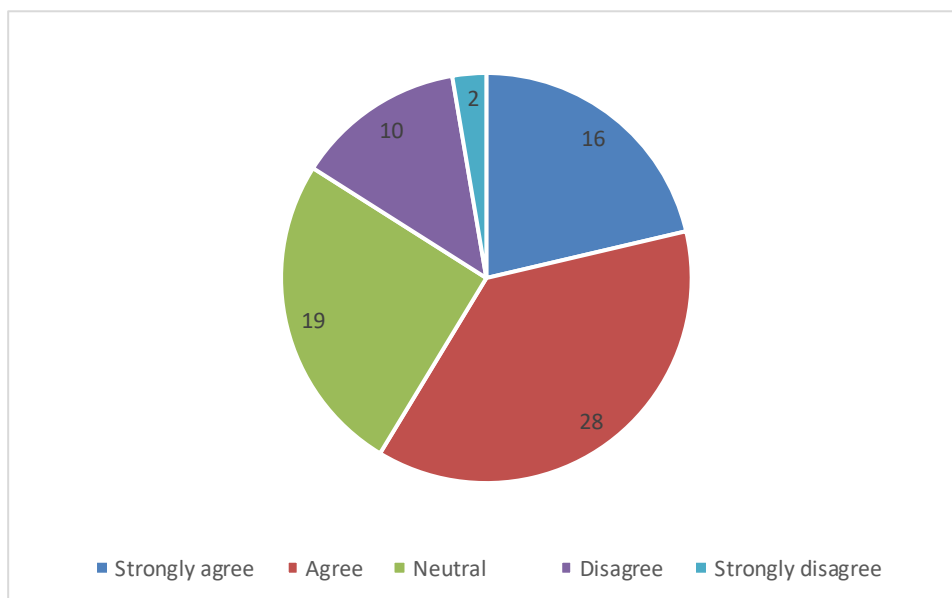


source: primary survey, 2019



Motivation to prove oneself is considered to have an impact of it on job performance is directly related. Interjected regulation is considered to be motivating factor for more than 70 percent of the employee. More than 70 percent of the employee work hard as they are driven by the need to prove oneself related to work environment. 17 percent of the employee are neutral to the fact of proving oneself in the organisation. However, only 11 percent of the employees disagree with this factor as a motivation to work hard.

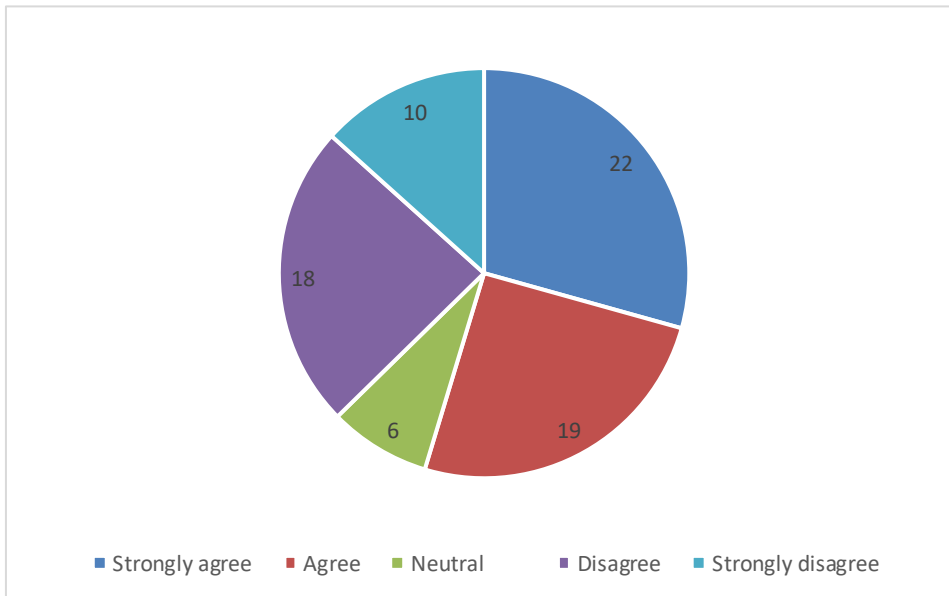
**Figure 15: Financial rewards**



*source: primary survey, 2019*

Almost 60 percent of the employee are driven by financial stability as a major factor motivator. One-fourth of the respondents are not affected by the financial recognition. Almost 16 percent are not at all in view of getting motivated due to financial rewards.

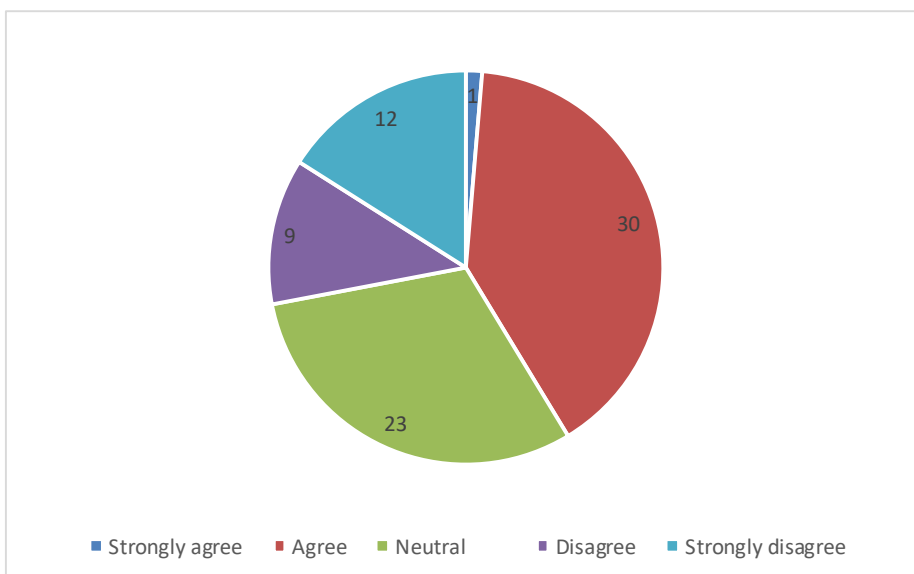
**Figure 16: Job satisfaction**



source: primary survey, 2019

Motivation to work hard and the impact of it on job performance is directly related. Job satisfaction is considered to be motivating factor for more than 55 percent of the employee. They consider financial stability as a major factor motivator. 8 percent of the respondents are not affected by the financial recognition. Almost 37 percent are not at all in view of getting motivated due to job security.

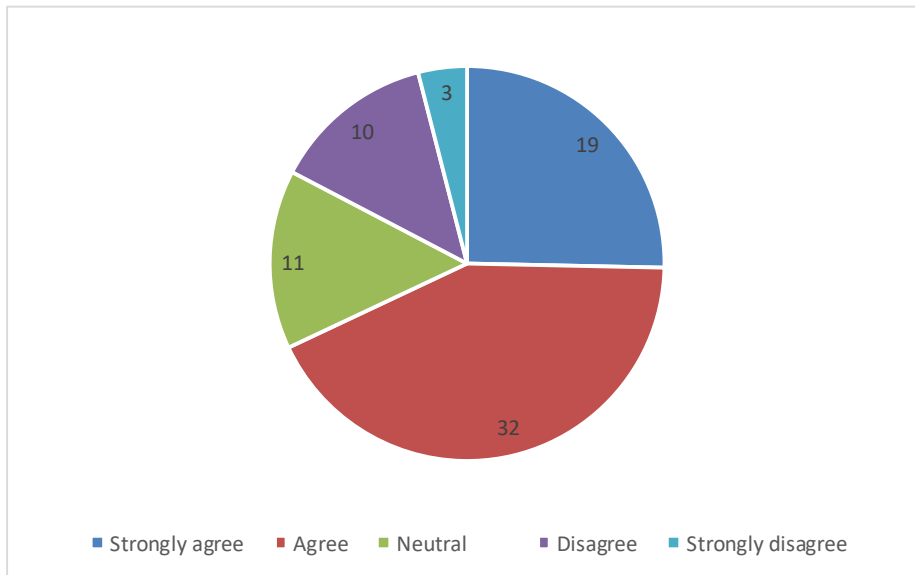
**Figure 17: I do little because I don't think this work is worth putting effort into.**



source: primary survey, 2019

40 percent of the respondents have stated that they agree that they dont put in efforts as they dont find the work worth teh efforts. Almost one-fifth of the respondents have stated that they do not agree with the statement. Lack of self-worth is an important segment to inclination towards working hard for a company.

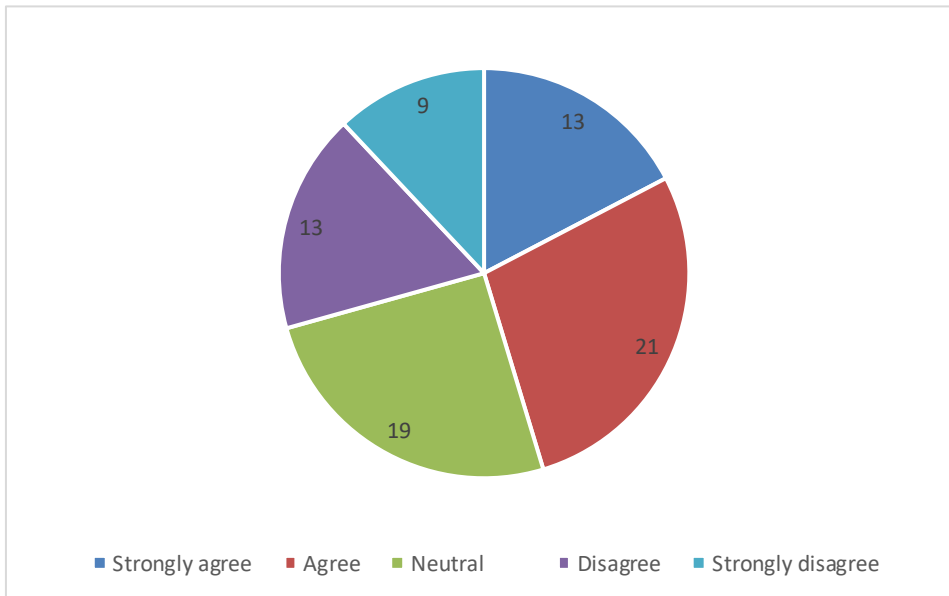
**Figure 18: Job Security**



*source: primary survey, 2019*

Motivation theories such as Maslow, Herzberg has termed it as a safety needs and hygiene factor respectively. They have considered job security as an important factor. Almost 70 percent of the respondents have stated that they agree that they dont put in efforts as they dont find the work worth teh efforts. Almost 15 percent of the respondents have stated that they do not have job security as an important factor.

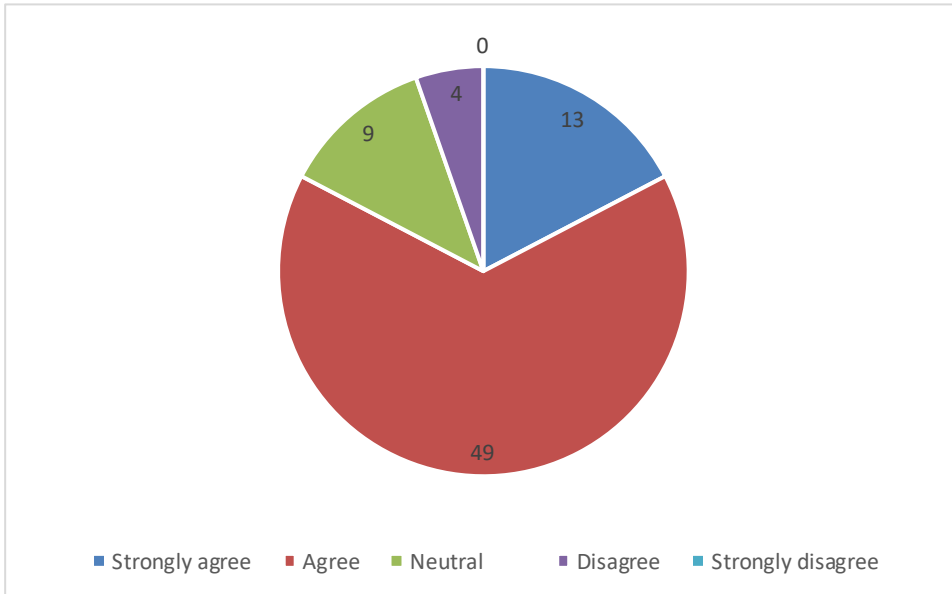
**Figure 19: When otherwise I will feel bad about myself.**



*source: primary survey, 2019*

Motivation to make oneself feel better is considered to have an influence of it on performance, which is directly related. Interjected regulation is considered to be motivating factor for 45 percent of the employee. One-fourth of the employee are neutral towards making themselves feel better about them. Almost one-third employees stated that their motivation to work hard is not at all related to the feeling that they have about themselves.

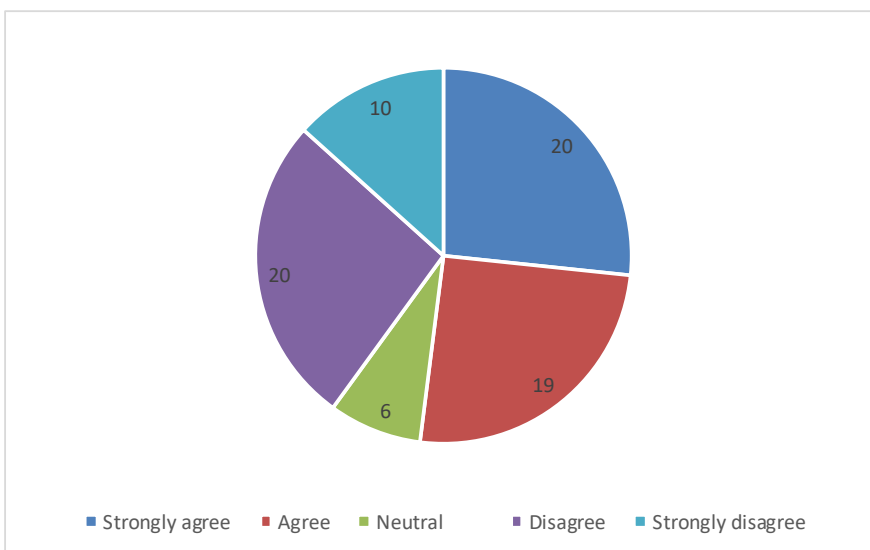
**Figure 20: Job profile is exciting**



*source: primary survey, 2019*

More than 80 percent of the respondents stated that they are motivated to work hard as they find their job exciting. The excitement of the work that they do is what drives them to work. Maslow's theory states that it satisfies the psychological need, that is self-actualization states that excitement and creativity at work what drives the employees to work hard.

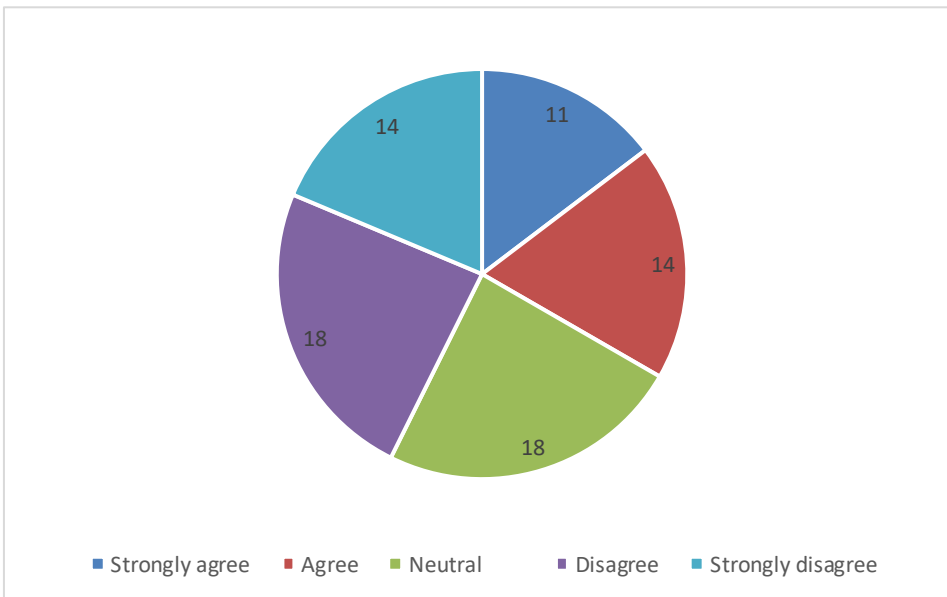
**Figure 21: Work ethics**



*source: primary survey, 2019*

Almost half of the respondents have stated that their personal affiliation towards work ethic drives them to work hard. Almost 40 percent of the respondents have stated that their work ethics has no effect on the amount of hard work they are pursue.

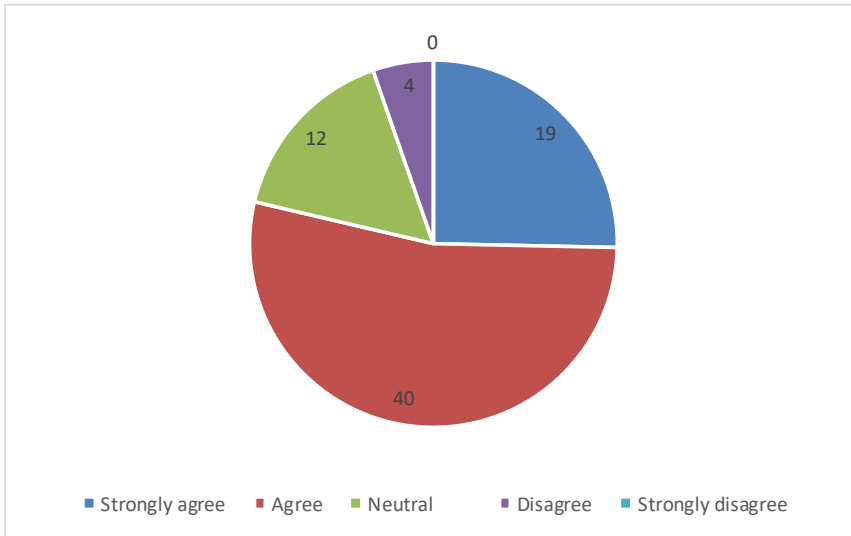
**Figure 22: I don't because I really feel that I'm wasting my time at work**



source: primary survey, 2019

One-third of the respondents agree that they do not put in their hardwork as they feel they are wasting their own time. When the employees are dissatisfied , due to lack of appreciation , they are unable to perform well.they lack motivation if they are not apprecaited enough.

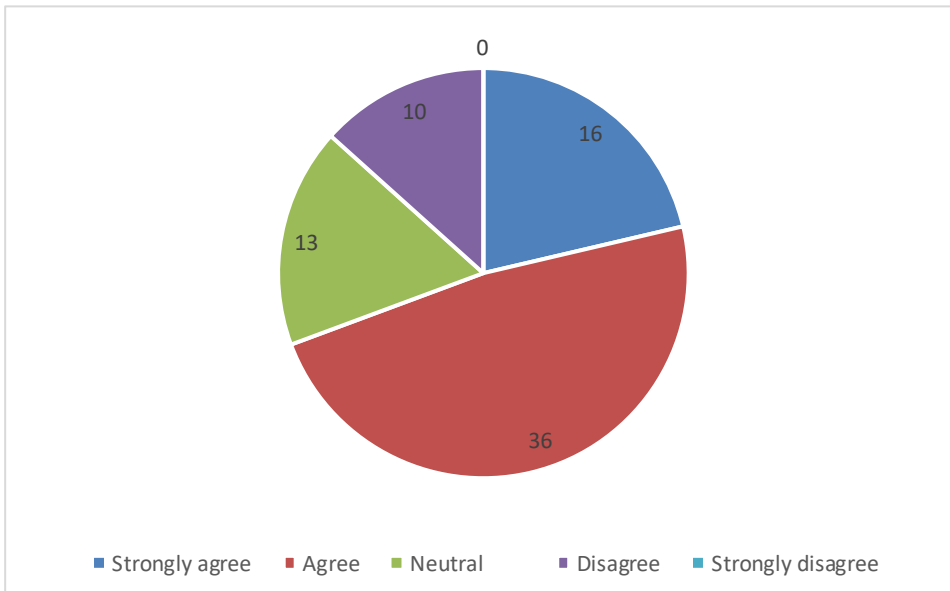
**Figure 23: The work I do is interesting.**



*source: primary survey, 2019*

Almost 80 percent of the respondents stated that they are motivated to work hard as they find their job interesting. The interest of the work is what drives them to work harder. Certain jobs such as research is one where people work hard as they find the job to be interesting.

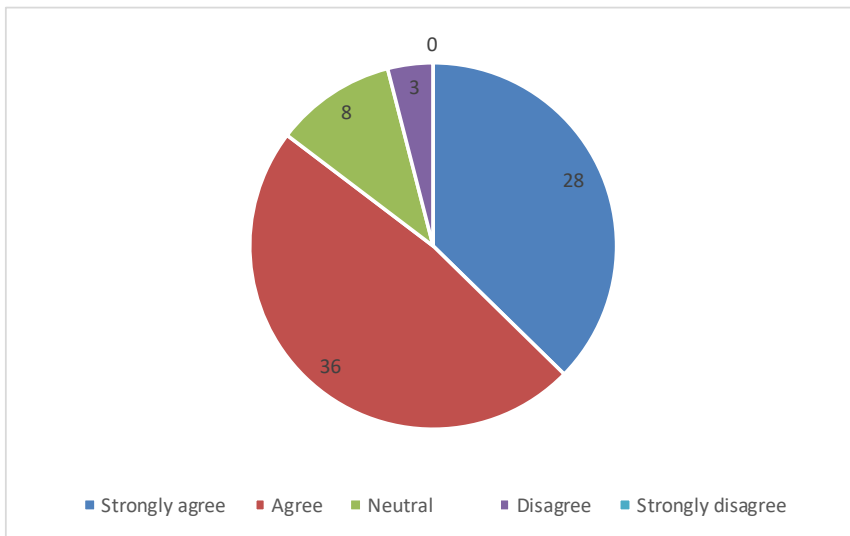
**Figure 24: I personally consider it important to put effort into this job**



*source: primary survey, 2019*

Almost 70 percent of the respondents agree that they have put in their hardwork as they consider it crucial to be a vital part of the organisation. When the employees are motivated, to work efficiently so as to have fulfill their own work ethics.

**Figure 25: Because I have fun doing my job**



source: primary survey, 2019

Certain creative jobs such as radio jockey, entertainment field are preferred and respondents have stated that they tend to work hard to be in the industry as they have fun doing their job. Almost 85 percent of the employees find their work motivating as it is fun to be at their work.



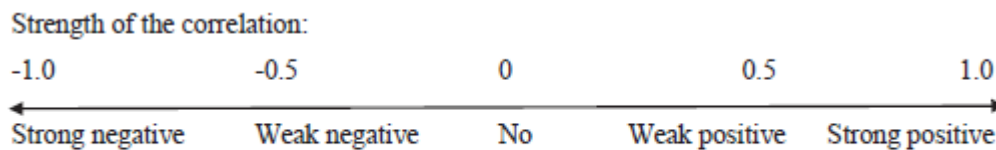
## 5. Discussion and Conclusions

### 5.1 Regression analysis

Regression analysis is a statistical method that allows exploring the relationship between two variables - independent variable (X - called regresand) and dependent variable (Y - regressor). It helps to understand how to change the value of the dependent variable in response to changing one of the independent variables (while other independent variables remain constant). The final estimate is based on so-called. Regression function.

### 5.2 Regression statistics

**R (Correlation coefficient)** = Correlation coefficient determines the association between the variables. The range of R is always between 1 and -1.



Strong negative Weak negative No Weak positive Strong positive

**R<sup>2</sup> (Coefficient of determination)** = It is a percentage that explains the extent to which the independent variable explains the movement of the dependent variable. The value of R-square is between 0 to 1.

**Adjusted R-square** = Adjusted R-square shows the percentage of the explained variables, but it considers only the independent variables, which really affect the dependent variable. Adjusted R-square range is also between 0 to 1.

**Standard error** = Standard error shows the average distance between the real values and the regression line. In other words, it shows how wrong the model is on average. The smaller the value, the better since it means, that the real values are closer to the regression line. (Montgomery, Peck and Vining, 2012)

### **5.3 Hypothesis of the regression analysis**

- H1: Intrinsic values such as the willingness to prove oneself is a factor that motivates the employees to work hard, sense of pride is related to work are some of the factors that drive employee to work at their full potential.
- H2: Financial rewards such as job security, financial rewards are driving an employee to work hard. These factors are considered as motivating factors for putting in efforts in the organisation.

**Table 2: Correlation of variables (01-04)**

Variables		VAR00001	VAR00002	VAR00003	VAR00004
Correlation	VAR00001	1.000	0.105	0.339	0.233
	VAR00002	0.105	1.000	-0.244	-0.149
	VAR00003	0.339	-0.244	1.000	-0.004
	VAR00004	0.233	-0.149	-0.004	1.000
	VAR00005	-0.082	0.143	-0.267	0.228
	VAR00006	-0.090	-0.129	0.106	-0.163
	VAR00007	0.092	0.056	0.278	-0.276
	VAR00008	-0.204	0.168	-0.009	-0.478
	VAR00009	-0.224	-0.096	0.070	0.029
	VAR00010	-0.079	0.127	0.020	-0.295
	VAR00011	0.293	0.366	0.048	-0.537
	VAR00012	0.076	0.192	-0.121	0.208
Sig. (1-tailed)	VAR00001		0.269	0.020	0.083
	VAR00002	0.269		0.073	0.190
	VAR00003	0.020	0.073		0.492
	VAR00004	0.083	0.190	0.492	
	VAR00005	0.314	0.199	0.055	0.088
	VAR00006	0.298	0.223	0.266	0.168
	VAR00007	0.294	0.371	0.048	0.049
	VAR00008	0.113	0.160	0.480	0.001
	VAR00009	0.092	0.286	0.340	0.432
	VAR00010	0.321	0.228	0.454	0.038
	VAR00011	0.039	0.013	0.388	0.000
	VAR00012	0.328	0.128	0.239	0.108

*Source: author's analysis*

**Table 3: Correlation of variables (05-08)**

Variables		VAR00005	VAR00006	VAR00007	VAR00008
Correlation	VAR00001	-0.082	-0.090	0.092	-0.204
	VAR00002	0.143	-0.129	0.056	0.168
	VAR00003	-0.267	0.106	0.278	-0.009
	VAR00004	0.228	-0.163	-0.276	-0.478
	VAR00005	1.000	-0.158	0.034	-0.199
	VAR00006	-0.158	1.000	0.192	0.228
	VAR00007	0.034	0.192	1.000	0.330
	VAR00008	-0.199	0.228	0.330	1.000
	VAR00009	0.283	0.402	0.054	-0.174
	VAR00010	-0.047	0.168	0.320	0.327
	VAR00011	-0.011	0.207	0.263	0.336
	VAR00012	0.371	0.161	0.499	-0.012
Sig. (1-tailed)	VAR00001	0.314	0.298	0.294	0.113
	VAR00002	0.199	0.223	0.371	0.160
	VAR00003	0.055	0.266	0.048	0.480
	VAR00004	0.088	0.168	0.049	0.001
	VAR00005		0.176	0.421	0.119
	VAR00006	0.176		0.128	0.087
	VAR00007	0.421	0.128		0.023
	VAR00008	0.119	0.087	0.023	
	VAR00009	0.045	0.007	0.376	0.151
	VAR00010	0.392	0.160	0.027	0.024
	VAR00011	0.474	0.110	0.058	0.021
	VAR00012	0.012	0.170	0.001	0.471

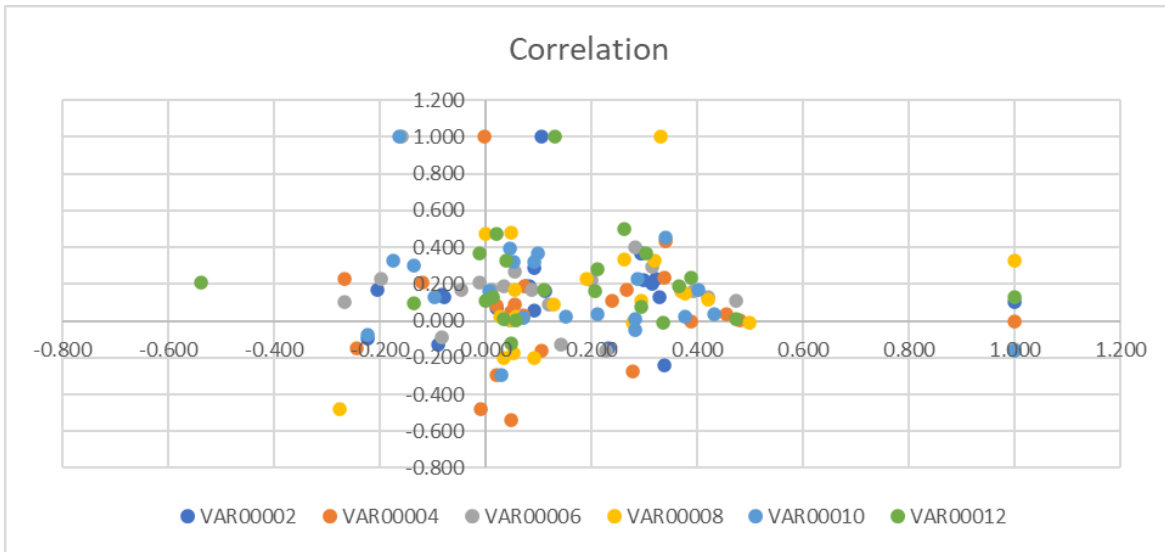
Source: author's analysis

**Table 4: Correlation of variables (09-12)**

Variables		VAR00009	VAR00010	VAR00011	VAR00012
Correlation	VAR00001	-0.224	-0.079	0.293	0.076
	VAR00002	-0.096	0.127	0.366	0.192
	VAR00003	0.070	0.020	0.048	-0.121
	VAR00004	0.029	-0.295	-0.537	0.208
	VAR00005	0.283	-0.047	-0.011	0.371
	VAR00006	0.402	0.168	0.207	0.161
	VAR00007	0.054	0.320	0.263	0.499
	VAR00008	-0.174	0.327	0.336	-0.012
	VAR00009	1.000	-0.163	-0.135	0.098
	VAR00010	-0.163	1.000	0.302	0.365
	VAR00011	-0.135	0.302	1.000	0.132
	VAR00012	0.098	0.365	0.132	1.000
Sig. (1-tailed)	VAR00001	0.092	0.321	0.039	0.328
	VAR00002	0.286	0.228	0.013	0.128
	VAR00003	0.340	0.454	0.388	0.239
	VAR00004	0.432	0.038	0.000	0.108
	VAR00005	0.045	0.392	0.474	0.012
	VAR00006	0.007	0.160	0.110	0.170
	VAR00007	0.376	0.027	0.058	0.001
	VAR00008	0.151	0.024	0.021	0.471
	VAR00009		0.168	0.212	0.282
	VAR00010	0.168		0.034	0.013
	VAR00011	0.212	0.034		0.218
	VAR00012	0.282	0.013	0.218	

*Source: author's analysis*

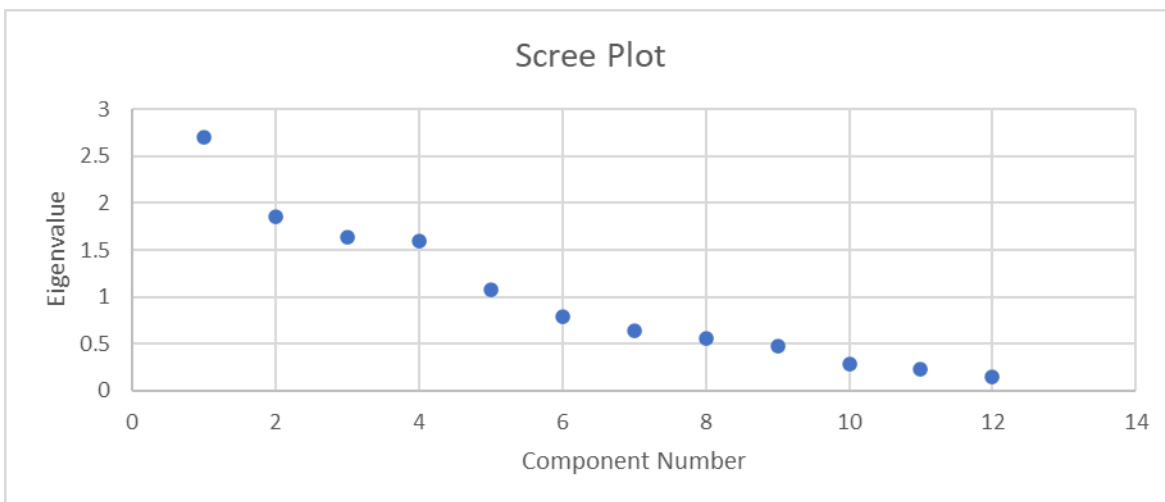
**Figure 26: correlation and significant location between effective factors**



Source: *autors' analysis*

The above mentioned analysis and figure, is done the factors correlation, and significant correlation. In a relationship, find the relation between factors, it will show the dependency between factors or not .its value varies from -1 to 1. These factors are highly independent as well as significant, variable 2,4,6 and 8 show these type of results and these factors show intrinsic and extrinsic factors. Hence, this analysis show intrinsic and extrinsic factor plays an essential role in hypothesis acceptance.

**Figure 27: Component Eigen values and variance of Eigen value**



Source: *Autors' analysis*

Table 5: Component Initial Eigen values

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
VAR00001	2.704	22.535	22.535
VAR00002	1.853	15.443	37.978
VAR00003	1.639	13.656	51.634
VAR00004	1.593	13.276	64.910
VAR00005	1.079	8.990	73.900
VAR00006	0.793	6.608	80.508
VAR00007	0.641	5.343	85.851
VAR00008	0.562	4.686	90.537
VAR00009	0.479	3.993	94.531
VAR00010	0.284	2.364	96.894
VAR00011	0.226	1.879	98.774
VAR00012	0.147	1.226	100.000

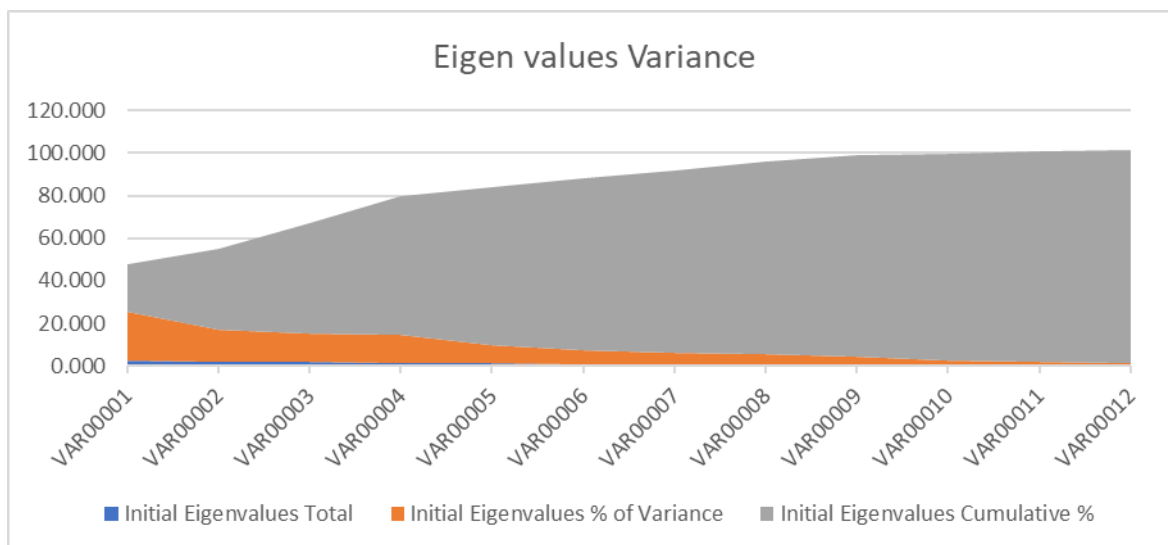
Source: Authors' analysis

**Table 6: Variance of Eigen value**

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
VAR00001	2.704	22.535	22.535	2.253	18.772	18.772
VAR00002	1.853	15.443	37.978	1.903	15.857	34.629
VAR00003	1.639	13.656	51.634	1.629	13.574	48.203
VAR00004	1.593	13.276	64.910	1.564	13.035	61.238
VAR00005	1.079	8.990	73.900	1.520	12.663	73.900

Source: Autors' analysis

**Figure 28: Eigen Value for the component**



Source: Autor's analysis

Factor analysis is a statistical technique for identifying which underlying factors are measured by a (much larger) number of observed variables. In table 2 “exploratory factor analysis”. The simplest possible explanation of how it works is that the software tries to find groups of variables that are highly inter correlated. An underlying common factor is represented by each such group. There's different mathematical approaches to accomplishing this but the most common one is **principal components analysis** or PCA.



In table 2 show the eigen values . eigen value should be one ,if less than one those component weak component and more than one strong component. In fig28 show the component eigen value. Four variable more than one and these factors are intrinsic factor. Hence, intrinsic factors impact on work motivation and reject null hypothesis.

## **Conclusion**

The research results have exemplified many ambiguous motivators and definite motivators. The results have stated that intrinsic and extrinsic factors such as self-efficacy, interest, job satisfaction, feeling of association with the employer, and preferred aspect of work motivates the work. Employees have also stated that flexibility, and trust are also intrinsic values that drive the employees. Employees have also stated that flexibility, and trust are also intrinsic values that drive the employees.

The primary response was conducted keeping in mind that the results should be exhaustive and inclusive of salary structure and age of the employees. One of the factors that was considered important was the number of years served in an organisation. A large part of the employees said that they have to prove their self-worth, and exciting job profile. Financial rewards which are extrinsic factors are also considered to be having a huge impact on the productivity of the employees.

Employees are stated to be underperforming when they feel lesser association with the organisation and they feel bad about themselves. Work ethics and the factor of wastage of time is also a major reason when employees do not find motivating enough to work hard. In comparison to the results of the research with a diploma thesis the results are almost in the same lines. An aspect that differed was the readiness to work hard and the monetary benefits.

Correlation was applied on the factors that are considered such as intrinsic and extrinsic factors. These instrinsic and extrinsic factors are independent and significant. Variables such as 2,4,6 and 8 depict these findings of intrinsic and extrinsic factors. Therefore, intrinsic and extrinsic factors play a crucial role in acceptance of the hypothesis.

The findings from the Eigen value of variance describes that intrinsic values are strong as the results of it are more than one, which involves strong correlation. Whereas, extrinsic values are weak components thus there is lesser impact of work motivation through extrinsic variation. The results also present that as there is more impact of work motivation through intrinsic factors. Thus, the study rejects null hypothesis and accepts alternative hypothesis.

Another study of graduates from CULS, FEM desire expect to draw 10 thousand Czech crowns net per month more than students from Palacký University Olomouc. Owing to the lack of time and resources, the research does not go into such a depth and detail as it would desire. The various aspects that can be worked on first is improved sample design and method of sampling. The betterment in that aspect would result in better representative sample and generalize the results and findings. In addition, the questionnaire can be shortened and the questionnaire can be modified as per the results of pilot study. Furthermore, a pilot study should be conducted of the questionnaire to find out the authenticity and the usability of the questionnaire. Finally, Advanced statistical analysis and representation methods can be used to present the data.

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## 7. Appendix

<https://www.surveymonkey.com/r/KMJV8VB>

I am Student of Masters of Business Administration. This survey will help me in conducting a survey related to the study understated. The aim of this questionnaire is to investigate the motivation to work. This survey will hardly take 5 minutes from your time, Please feel free to express your opinion. Thank you for your valuable time and effort.

### SECTION A

#### Personal Data

Please complete this section by ticking the applicable box

1. Gender:      Male                       Female
  
2. Age: 18-24years  25-34years  35-44years  45-54years  55-64 above  
[ ] 65+
  
3. Organization Name  
.....  
.....
  
4. Number of years served in the service  
0 – 3 years     4 – 6 years     7 – 9 years     10 years and above

## SECTION B

### Factors that Motivate Employee

#### Why do you or would you put effort into your current job?\*

Please rate your level of agreement for each statement by choosing one alternative

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Because I have to prove to myself that I can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because others will reward me financially only if I put enough effort into my job (e.g., employer, supervisor...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do little because I don't think this work is worth putting effort into.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because others offer me greater job security if I put enough effort into my job (e.g., employer, supervisor...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Because otherwise I  
will feel bad about  
myself.

Because what I do in  
my work exciting.

Because I putting  
effort into this job  
aligns with my  
personal values.

I don't because I  
really feel that I'm  
wasting my time at  
work

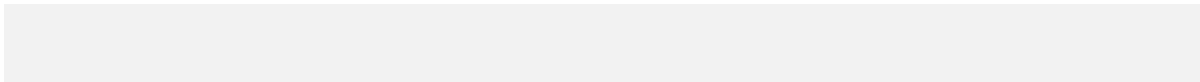
Because the work I do  
is interesting.

Because I personally  
consider it important  
to put effort into this  
job.

Because I have fun  
doing my job



Because it makes me  
feel proud of myself.