

Project Dissertation

Motivation at Work -Investigation and Analysis of Motivation Factors In a Private Organization

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CERTIFICATE FROM THE INSTITUTE

This is to certify that the Project Dissertation titled Motivation at Work -Investigation and Analysis of Motivation Factors In a Private Organization, is a bonafide work carried out by Ms. Shobha Saini of MBA 2013-2015 and submitted to Delhi School of Management, Delhi Technological University, Bawana Road, Delhi - 42 in partial fulfillment of the requirement for the award of the Degree of the Masters of Business Administration.

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DECLARATION

I, Shobha Saini, student of MBA 2013-2015 of Delhi School Of Management, Delhi Technological University, Bawana Road, Delhi-42 declare that Project Dissertation on Motivation at Work -Investigation and Analysis of Motivation Factors In a Private Organization submitted in partial fulfilment of Degree of Masters of Business Administration is the original work conducted by me.

The information and data given in the report is authentic to the best of my knowledge. This report is not being submitted to any other university for award of any other Degree, diploma and Fellowship

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ABSTRACT

In today's competitive environment Human Resource Management has become a valuable part of organizations including private sector organizations, with issues of motivation and retention being key to overall corporate performance. The main purpose of the research is to examine the different motivational factors affecting workers in the private sector.

When looked upon the first time, the link between employee motivation and performance seems to be quite obvious. That's because every time when we deem a task to be important and valuable to us, we act with a high level of dedication and enthusiasm to its completion. However, the relationship between these two things is in fact a lot more complex. Realistically speaking, the duties we have at work can be most of the time tedious, repetitive and quite boring. Most of us don't go to work excited that we're going to have another day in which we'll respond to dozens of emails, complete a pile of Excel spreadsheets, or other tasks which fall into the dullness category. With that in mind, managers need to find creative ways in which to consistently keep their employees motivated as much as possible. Motivation is highly important for every company due to the benefits that it's able to bring. There are many theories or approaches to motivation: some claim that the role of social processes in the organization is vital, as long as the need of belongingness is more important than money, others consider organizational rewards system as a possibility to motivate employees. There is not one correct approach to motivation, every individual has its own "needs theory", that is why knowing how to motivate your employees is very important managerial skill. This paper will discuss few theories related to motivation and analyse different motivation factors.

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CHAPTER 1- INTRODUCTION

1.1 Introduction

The first chapter aims to introduce the reader to the research topic. The background, problem, purpose and limitations of the thesis will be discussed.

Background

Work provides products and services, which represent the basis for a company's success (Steers, 1991), but it is also an important and highly central aspect in the lives of individuals due to several reasons.

First, persons receive some kind of reward, extrinsic (such as money) or intrinsic (satisfaction coming from the work), in exchange for their performance (Steers R. M., 1991). The individual holds certain personal expectations in terms of form and amount of reward, which he/she should receive for the provided service. Thereby, the performance of a person as well as the decision to remain in the company is influenced by the extent to which such expectations are met (Steers R. M., 1991). Second, the workplace presents opportunities for socialization with other people (Hall, 1994). Third, the job is often a source of rank, or status, in the society in general (Steers R. M., 1991). In other words, the work may provide a source of social differentiation. Fourth, Steers and Porter (1991) pointed out that work has an individual meaning for each person. This can range from a source of identity and self-esteem, to a source of frustration, boredom, and a feeling of meaninglessness, caused by the nature of the task and the characteristics of the person.

As mentioned before, for some people work is a source of great satisfaction; for many others it is the reason for dissatisfaction. Regarding the fact that employees spend a large part of a day at work for 40 to 45 years, it is important that those employees experience positive feelings towards their tasks. Otherwise, it would be a long time to be frustrated, dissatisfied and unhappy. Moreover, these negative feelings may affect the family or social life as well as the physical and emotional health of an individual (Schultz and Schultz, 1998). Herzberg, Mausner, and Snyderman (1990) pointed out that an employee, irrespective of if he/she is working in an office or on a bench, will experience his/her tasks, as well as the workday totally differently if the attitudes

toward the job are good or if they are bad. In addition, they argued that the employees' feelings toward their work have a significant influence on the success and failure of the company. For instance, during hard times the level of morale within the work force may determine whether a company will survive. In other words, motivated employees contribute to a company's survival. Employee motivation is one of the important factors that can help the employer to improve employee and organizational performance. Motivation acts as a catalyst to an individual's success, and hence corporate team leaders and managers must constantly motivate the employees to bring out the best in them. In a sense, the manager's function is that of a catalyst and as with all catalysts, he is to speed up the reaction between two substances, thus creating the desired end product (Coffman, 1999). Specifically the manager creates performance in each employee by speeding up the reaction between the employee's talents and the company's goals, and between the employee's talents and the customer's needs. Through employee motivation, the employer can encourage the employees by enhancing their skills and also by improving their morale.

A motivated employee is a valuable asset which delivers immense value to the organization in maintaining and strengthening its business and revenue growth. Organizations also need to look out for what motivates and satisfies their employees at work in order to stimulate them to perform their jobs as best as possible and to remain in the organization to help achieve the long term organizational goals.

Employees are a valuable resource that may contribute in several different ways to a company's activities, provided that the company gives them an appropriate chance (Morgan, 1997). In order to be successful, a company needs employees who act toward the goals of the organisation and have a strong desire to remain in the company (Molander, 1996). Such loyalty and commitment may be generated by motivation. Furthermore, motivation is aimed to achieve increases in work productivity and job satisfaction. Particularly, the impacts of motivation on the work performance and productivity attracted attention towards motivation in the work environment. Highly motivated persons tend to work harder and perform more effectively in their jobs than less motivated individuals. In addition, several studies showed that job satisfaction leads to a better performance as well as to more customer orientation (Lau and Huang, 1999). However, according to Molander (1996) and Westerman and Donoghue (1989), the accumulated research evidence suggests that the relation between job satisfaction and performance is quite weak.

The most valuable asset of every business is a stable workforce of competent, dedicated employees. In today's turbulent and unpredictable workplace, a stable workforce becomes a significant competitive advantage. If an organization has unstable workforce conditions, it is forced to invest in recruiting, orienting, and training, it is therefore the responsibility of the employer to retain their best employees, and the job of human resource personnel becomes complete when the right persons for the right jobs are at the right places at the right time.

The knowledge about needs and expectations of employees at work represents the basis for their motivation. Moreover, the structure of the work and the employees' degree of satisfaction with the job are important in order to increase the actual motivation and satisfaction with their work. Thereby, the differences regarding what people want and actually perceive from their job are of significance. The strongest motivator is, according to Wiley C. (1997), something that people value, but lack. The knowledge about those strong motivators is of great value and may serve as a starting point for the re-design of work, in order to increase an employee's motivation and satisfaction.

Problem Statement

Today's business environment has become very competitive thus making skilled employees the major differentiating factor for most organizations. An organization has to be aware of what motivates and satisfies the employees at work in order to stimulate them to perform their job as best as possible and to remain in the organization (Bassy, 2002). As burnout and stress levels rise in today's corporate world, it is crucial for managers to keep employees motivated. Nurturing this motivation becomes even more important when promoting employee loyalty among staff. Motivation is about what makes people tick, what makes people act or behave in particular way. On a basic level, people are motivated towards a desired outcome, such as congratulations from their manager for a job well done, or are motivated to avoid an undesired outcome, such as a rollicking from the boss for work being late.

Our motives for behaving the way we do are many and varied. Whether you stay behind at work to finish a report for your manager will depend on a whole complex of variables: your prediction as to what will happen if you don't finish the report today; what your mental state is at the time-

exhausted or fired with enthusiasm; what arrangements have you made at home for being late, and so on and so on.

Many times a day, consciously or unconsciously, we are making decisions-calculations-as to where to invest our energy. Some of the factors which affect this calculation lie outside the individual – they are extrinsic. In the above example, where you need to stay back at work to finish a report for your manager, the extrinsic factors are, the pressure from the manager to finish the report, and the arrangements you have made at home. Other factors lie within the individual – they are intrinsic –such as how you feel about the pressure from your manager and the arrangement you have made at home, and how you view yourself as an employee and as a family member.

Of course, extrinsic and intrinsic factors are not clearly separated from one another there is a complex interplay between them. The knowledge about what motivates (prompt employees to put efforts into their work) and satisfies people at work may be essential to generate such commitment. In other words, a company has to be aware of what motivates and satisfies the employees at work in order to stimulate them to perform their job as best as possible and to remain in the company.

A person who is satisfied with his/her work may show a higher commitment to put efforts toward the achievement of the company's goals and will not easily change job. However, people differ, they distinguish themselves from each other regarding their needs, backgrounds, expectations, and individual characteristics. In other words, what may satisfy one employee may be different from what will satisfy another, at least in terms of the satisfaction degree. Moreover, some needs may change over time, getting stronger or weaker. How can the company know how to motivate whom in the right way?

1.2 Objectives of the Study

The purpose of this thesis is to investigate and analyse the factors which motivate employees, under consideration of individual characteristics. Specifically, the objectives of the study are to:

1. Examine different factors that can impact employees in the private sector organization.

2. Study the impact of age and gender on different motivational factors.
3. To determine which factor contributes much to the job satisfaction level of employees in the private sector.

CHAPTER 2. - LITERATURE REVIEW

2.1 Motivation

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, (Gottfried, 1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks”. According to (Hong, 2009), motivation is a desire for change. Analoui (2000) sees motivation as a drive within the individual necessary to direct that person's actions and behaviour towards the achievement of some goals, and focuses, according to Luthans (1995) and Mullins (1999), on the fulfilment of certain needs and expectations. Moreover, Johnson, & Johnson refer to Motivation as *“the degree to which individuals commit effort to achieve goals that they perceive as being meaningful and worthwhile”* (2003)

According to Mayer (2011), “Motivation is generally considered to be an internal state that initiates and maintains goal directed behavior”. Particularly, in terms of the organisational aspect, motivation focuses, according to Molander (1996), on an individual's willingness to put efforts into his/her work, and on the amount of efforts, which are made in order to obtain incentives or a special form of incentives. In the field of management the key to understanding the process of motivation lies in the meaning of, and relationship among, needs, drives, and incentives. In their work, Minner, Ebrahimi, and Watchel (1995) elaborate in a system sense that, motivation consists of these three interacting and interdependent elements, i.e., needs, drives, and incentives. These three interacting and interdependent elements of motivation represents the basis for this thesis.

Forms of Motivation

Motivation is in two parts, intrinsic motivation and extrinsic motivation. Intrinsic motivation can be defined as the motivation to perform an activity in order to experience the pleasure and satisfaction inherent in the activity. In today's competitive labour market, intrinsic motivation is crucial, over the long haul, people need intrinsic rewards to keep going and to perform at their

peak (Thomas K. W., 2000). Intrinsic motivation focuses on factors inside the individual which are based on personal needs, a self-motivated person seeks to exceed expectation because he likes to perform the task and the work expectation matches his skills or he feels challenged by it thereby its successful completion satisfies his ego and serves a purpose higher than the task. Barber (1986) finds that the intrinsic nature of work such as achievement, recognition, interesting work, advancement and decision making power are strong predictors of job satisfaction. Employers can use an employee's intrinsic motivations to get the maximum productivity from that employee and help the employee to reach his/her career development goals. For example, if an employee becomes an IT support professional because he wants to learn as much as possible about how users interact with various computer networks, then that employee is driven by an intrinsic motivation for knowledge. The company can encourage the pursuit of knowledge by offering that employee greater training opportunities, the chance to become a highly paid specialist or by offering tuition assistance in the employee's desire for higher education.

Extrinsic motivation on the other hand originates from outside the individual worker and his/her behaviour is influenced by rewards obtained. Extrinsic motivation is significantly important under several circumstances like routine and non challenging task. Motivation here is formulated by observing how different rewards cause a shift in behavior leading to satisfaction of predefined goals. An extrinsic motivator that helps develop confidence in the company is the provision of quality and up-to-date work tools for the staff, whether it is the latest in customer management software or the newest forklift technology for the warehouse, providing quality work tools acts as a strong external motivator (London 2009). Other extrinsic job factors which affect job satisfaction are the worker's relationship with co-workers and their salaries. In the organizational context, incentives are means of motivation for its employees, an incentive is something which stimulates a person towards some goal, and creates the desire to work. In organizations, increase in incentive leads to better performance and vice versa. There are financial and nonfinancial incentives, the financial incentives are termed Extrinsic while the non financial incentives are termed intrinsic. Financial incentives or motivators are those which are associated with money, they include wages and salaries, fringe benefits, bonus, retirement benefits etc. Non- financial incentives or motivators are those which are not associated with monetary rewards. They include ego-satisfaction, self-actualization and responsibility. Incentives, both financial and non-

financial, provide one tool the private sector and other employer bodies can use to develop and sustain a workforce with the skills and experience to deliver the required result. The implementation of effective incentive packages represents an investment through which that vital asset can be protected, nurtured and developed. Financial incentives are integral to the employment contract, it involves —direct monetary payment from employer to employee such as wages, bonuses or loans, and they fall into three main categories. First, there are the basic wages and conditions that are offered to staff related to their role description and work classification. Second, there are additional payments or bonuses that are linked to the achievement of performance outcomes, with access to the payment either specified in advance or retrospectively assessed as part of a staff review or supervision process. Third, there may be additional financial incentives that are not directly related to the performance of the person's duties, such as access to financial services or credit unions.

Literature on the application of incentive schemes acknowledges that financial incentives alone are not sufficient to retain and motivate employees; research has confirmed that non-financial incentives play an equally crucial role. Non-financial rewards are particularly vital for organizations where limited funding constrains their capacity to provide financial rewards. Nevertheless, non-financial approaches require a significant investment of time and energy, as well as commitment across the whole organization. They should be developed through consultative planning and aligned with strategic objectives, local and personal norms and values, and circumstances. While the importance and potential of non-financial incentives is widely recognized, it is important to note that there are limitations to what can be achieved with non-financial incentives alone. Both intrinsic and extrinsic concepts can be used with some effects in designing motivational practices within an organization.

Employees' motivation factors

Organization productivity is influenced by employees' motivation, therefore managers need to understand what influences employees to reach a high performance (Claydon, 2007). There are several factors that can influence employees' motivation. Porter and Miles (1974) identify four major variables that influence work motivation: individual characteristics, job characteristics, work environment characteristics, and external environment characteristics.

Individual characteristics

Essentially every individual has different motives and objectives. By understanding individual characteristics, managers attempt to understand the needs and wants of each of their employees. Mischel (1981) classifies competencies, constructs, expectations, values, self-regulatory plans as a five factor model of individual characteristics. In summary: competencies concern the abilities and skills of the individual; constructs represent an individual's ability to combine several pieces of information to form an idea; expectations are an individual's belief about how he and others should behave; values concern what individuals believe to be important and self-regulatory plans concern the goals an individual sets and the plans they make to achieve them. A study of Schoonover, Schoonover, Nemerov, and Ehly (2000) prove that competency is a set of success factor in employee behavior required for an outstanding performance. As noted by Mankoff (1974) values play a crucial role of human motivation. But there is evidence that expectation to be an important factor influencing employee turnover (Pearson, 1995).

Job characteristics

(Claydon, 2007) describe job characteristics as the aspect of the job which determines its limitations and challenges. Job characteristics have been defined by Organizational sciences as significant influencing factors of employees' motivation. For example Hackman and Oldham (1974) proposed a model that can give a useful perspective on the factors affecting job design and motivation. The model states that job characteristics of skill variety, task identity, task significance, autonomy and feedback impact three critical psychological states which are: experienced meaningfulness, experienced responsibility for the outcome and knowledge of the actual results. This in turn influences work outcomes such as job satisfaction, absenteeism, work motivation, etc. Hackman and Oldham's model has been proven by a study by Buboltz (Thomas, 2004) . They state that a specific job design influences the attitudes, belief, and feeling of employees. In addition Robertson et al (1992) describe that the model's elements are based in the realm of personal reward and reinforcement. This is furthermore reinforced by studies from Ward (1988), Muchinsky (1977) and Mowday, Portes and Steers (1982), which state that job satisfaction is an important factor of employees' performance because it reduces turnover, absenteeism and increase organizational commitment, respectively.

Work environment characteristics

An organization where the employees work is likely to impact their motivation: a work environment can influence both the level and the frequency of creative behavior (MacKinnon, 1965). Amabile (1988) designed a componential model of creativity and innovation in the organization. Amabile proposed three organizational factors in the model: firstly, organizational motivation to innovate, which is a basic goal of the organization, as well as supporting creativity throughout the organization. Secondly, resources refers to everything that the organization has available to aid work in a specific area intended for innovation, for example, sufficient time for producing new work in the area, and providing training. Thirdly, management practices involve giving freedom and self determination in the conduct of work, providing challenging, interesting work, giving clear general strategic goals, and bringing employees together in teams according to their skills and work experience.

External environment characteristics

Employees' motivation does not only rely on the environment where they work. There appears to be some evidence that the external environment may also impact employees' motivation. However, in this category an organization cannot directly change employees' motivation (J.L. Perry, 1982). (J.L. Perry, 1982) divided external environment characteristics into several major categories: political, economic, technological, demographic and socio-normative.

2.2 Theoretical Framework of Motivations

Early explanations of motivation focused on instincts. Psychologists writing in the late 19th and early twentieth centuries suggested that human beings were basically programmed to behave in certain ways, depending upon the behavioral cues to which they were exposed. Sigmund Freud, for example, argued that the most powerful determinants of individual behavior were those of which the individual was not consciously aware.

Understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne study results (Terpstra, 1979). Some researchers focused on internal drives as an explanation for motivated behavior. Others studied the effect of learning and how individuals base current behavior on the consequences of past

behavior. Still others examined the influence of individuals' cognitive processes, such as the beliefs they have about future events. Over time, these major theoretical streams of research in motivation were classified into two major schools: the content theories of motivation and the process theories of motivation.

Major Content Theories

Content (or need) theories of motivation focus on factors internal to the individual that energize and direct behavior. In general, such theories regard motivation as the product of internal drives that compel an individual to act or move (hence, "motivate") toward the satisfaction of individual needs. The content theories of motivation are based in large part on early theories of motivation that traced the paths of action backward to their perceived origin in internal drives. Major content theories of motivation are Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory, and McClelland's learned needs or three-needs theory.

1. Maslow's Hierarchy Of Needs

Abraham Maslow developed the hierarchy of needs, which suggests that individual needs exist in a hierarchy consisting of physiological needs, security needs, belongingness needs, esteem needs, and self-actualization needs. Physiological needs are the most basic needs for food, water, and other factors necessary for survival. Security needs include needs for safety in one's physical environment, stability, and freedom from emotional distress. Belongingness needs relate to desires for friendship, love, and acceptance within a given community of individuals. Esteem needs are those associated with obtaining the respect of one's self and others. Finally, self-actualization needs are those corresponding to the achievement one's own potential, the exercising and testing of one's creative capacities, and, in general, to becoming the best person one can possibly be. Unsatisfied needs motivate behavior; thus, lower-level needs such as the physiological and security needs must be met before upper-level needs such as belongingness, esteem, and self-actualization can be motivational.

Applications of the hierarchy of needs to management and the workplace are obvious. According to the implications of the hierarchy, individuals must have their lower level needs met by, for example, safe working conditions, adequate pay to take care of one's self and one's family, and

job security before they will be motivated by increased job responsibilities, status, and challenging work assignments. Despite the ease of application of this theory to a work setting, this theory has received little research support and therefore is not very useful in practice.

2. Alderfer's ERG Theory

The ERG theory is an extension of Maslow's hierarchy of needs. Alderfer suggested that needs could be classified into three categories, rather than five. These three types of needs are existence, relatedness, and growth. Existence needs are similar to Maslow's physiological and safety need categories. Relatedness needs involve interpersonal relationships and are comparable to aspects of Maslow's belongingness and esteem needs. Growth needs are those related to the attainment of one's potential and are associated with Maslow's esteem and self-actualization needs.

The ERG theory differs from the hierarchy of needs in that it does not suggest that lower-level needs must be completely satisfied before upper-level needs become motivational. ERG theory also suggests that if an individual is continually unable to meet upper-level needs that the person will regress and lower-level needs become the major determinants of their motivation. ERG theory's implications for managers are similar to those for the needs hierarchy: managers should focus on meeting employees' existence, relatedness, and growth needs, though without necessarily applying the proviso that, say, job-safety concerns necessarily take precedence over challenging and fulfilling job requirements.

3. Motivator-Hygiene Theory

Frederick Herzberg developed the motivator-hygiene theory. This theory is closely related to Maslow's hierarchy of needs but relates more specifically to how individuals are motivated in the workplace. Based on his research, Herzberg argued that meeting the lower-level needs (hygiene Factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. Only if higher-level needs (motivators) were met would individuals be motivated.

The implication for managers of the motivator-hygiene theory is that meeting employees lower-level needs by improving pay, benefits, safety, and other job-contextual factors will prevent

employees from becoming actively dissatisfied but will not motivate them to exert additional effort toward better performance. To motivate workers, according to the theory, managers must focus on changing the intrinsic nature and content of jobs themselves by "enriching" them to increase employees' autonomy and their opportunities to take on additional responsibility, gain recognition, and develop their skills and careers.

4. McClelland's Learned Needs Theory

McClelland's theory suggests that individuals learn needs from their culture. Three of the primary needs in this theory are the need for affiliation (n Aff), the need for power (n Pow), and the need for achievement (n Ach). The need for affiliation is a desire to establish social relationships with others. The need for power reflects a desire to control one's environment and influence others. The need for achievement is a desire to take responsibility, set challenging goals, and obtain performance feedback. The main point of the learned needs theory is that when one of these needs is strong in a person, it has the potential to motivate behavior that leads to its satisfaction. Thus, managers should attempt to develop an understanding of whether and to what degree their employees have one or more of these needs, and the extent to which their jobs can be structured to satisfy them.

Major Process Theories

Process (or cognitive) theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behavior is energized, directed, and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making processes. The major process theories of motivation are expectancy theory, equity theory, goal-setting theory, and reinforcement theory.

1. Expectancy Theory

In the early 1960s, Victor Vroom applied concepts of behavioral research conducted in the 1930s by Kurt Lewin and Edward Tolman directly to work motivation. Basically, Vroom suggested

that individuals choose work behaviors that they believe lead to outcomes they value. In deciding how much effort to put into a work behavior, individuals are likely to consider:

- Their expectancy, meaning the degree to which they believe that putting forth effort will lead to a given level of performance.
- Their instrumentality, or the degree to which they believe that a given level of performance will result in certain outcomes or rewards.
- Their valence, which is the extent to which the expected outcomes are attractive or unattractive.

All three of these factors are expected to influence motivation in a multiplicative fashion, so that for an individual to be highly motivated, all three of the components of the expectancy model must be high. And, if even one of these is zero (e.g., instrumentality and valence are high, but expectancy is completely absent), the person will have not motivation for the task. Thus, managers should attempt, to the extent possible, to ensure that their employees believe that increased effort will improve performance and that performance will lead to valued rewards.

In the late 1960s, Porter and Lawler published an extension of the Vroom expectancy model, which is known as the Porter-Lawler expectancy model or simply the Porter-Lawler model. Although the basic premise of the Porter-Lawler model is the same as for Vroom's model, the Porter-Lawler model is more complex in a number of ways. It suggests that increased effort does not automatically lead to improved performance because individuals may not possess the necessary abilities needed to achieve high levels of performance, or because they may have an inadequate or vague perception of how to perform necessary tasks. Without an understanding of how to direct effort effectively, individuals may exert considerable effort without a corresponding increase in performance.

2. Equity Theory

Equity theory suggests that individuals engage in social comparison by comparing their efforts and rewards with those of relevant others. The perception of individuals about the fairness of their rewards relative to others influences their level of motivation. Equity exists when individuals perceive that the ratio of efforts to rewards is the same for them as it is for others to

whom they compare themselves. Inequity exists when individuals perceive that the ratio of efforts to rewards is different (usually negatively so) for them than it is for others to whom they compare themselves. There are two types of inequity—under-reward and over-reward. Under-reward occurs when a person believes that she is either puts in more efforts than another, yet receives the same reward, or puts in the same effort as another for a lesser reward. For instance, if an employee works longer hours than her coworker, yet they receive the same salary, the employee would perceive inequity in the form of under-reward. Conversely, with over-reward, a person will feel that his efforts to rewards ratio is higher than another person's, such that he is getting more for putting in the same effort, or getting the same reward even with less effort. While research suggests that under-reward motivates individuals to resolve the inequity, research also indicates that the same is not true for over-reward. Individuals who are over-rewarded often engage in cognitive dissonance, convincing themselves that their efforts and rewards are equal to another's.

According to the equity theory, individuals are motivated to reduce perceived inequity. Individuals may attempt to reduce inequity in various ways. A person may change his or her level of effort; an employee who feels under-rewarded is likely to work less hard. A person may also try to change his or her rewards, such as by asking for a raise. Another option is to change the behavior of the reference person, perhaps by encouraging that person to put forth more effort. Finally, a person experiencing inequity may change the reference person and compare him or herself to a different person to assess equity. For managers, equity theory emphasizes the importance of a reward system that is perceived as fair by employees.

3. Goal-Setting Theory

The goal-setting theory posits that goals are the most important factors affecting the motivation and behavior of employees. This motivation theory was developed primarily by Edwin Locke and Gary Latham. Goal-setting theory emphasizes the importance of specific and challenging goals in achieving motivated behavior. Specific goals often involve quantitative targets for improvement in a behavior of interest. Research indicates that specific performance goals are much more effective than those in which a person is told to "do your best." Challenging goals are difficult but not impossible to attain. Empirical research supports the proposition that goals that

are both specific and challenging are more motivational than vague goals or goals that are relatively easy to achieve.

Several factors may moderate the relationship between specific and challenging goals and high levels of motivation. The first of these factors is goal commitment, which simply means that the more dedicated the individual is to achieving the goal, the more they will be motivated to exert effort toward goal accomplishment. Some research suggests that having employees participate in goal setting will increase their level of goal commitment. A second factor relevant to goal-setting theory is self-efficacy, which is the individual's belief that he or she can successfully complete a particular task. If individuals have a high degree of self-efficacy, they are likely to respond more positively to specific and challenging goals than if they have a low degree of self-efficacy.

4. Reinforcement Theory

This theory can be traced to the work of the pioneering behaviorist B.F. Skinner. It is considered a motivation theory as well as a learning theory. Reinforcement theory posits that motivated behavior occurs as a result of reinforcers, which are outcomes resulting from the behavior that makes it more likely the behavior will occur again. This theory suggests that it is not necessary to study needs or cognitive processes to understand motivation, but that it is only necessary to examine the consequences of behavior. Behavior that is reinforced is likely to continue, but behavior that is not rewarded or behavior that is punished is not likely to be repeated. Reinforcement theory suggests to managers that they can improve employees' performance by a process of behavior modification in which they reinforce desired behaviors and punish undesired behaviors.

CHAPTER 3 - METHODOLOGY

This chapter focuses on the research methodology. It will cover research design, population and sample procedure, research instrument, data collection procedure and data analysis.

3.1 Research Design

The data collection methods applicable with this method include questionnaires and documentary analysis. The approach to the analysis is however based on the descriptive research design. This is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. The study also combines both the qualitative and quantitative method analytical approaches. The qualitative method permits a flexible and iterative approach, while the quantitative research method permits specification of dependent and independent variables and allows for longitudinal measures of subsequent performance of the research subject. The value of qualitative research is that it is more open to the adjusting and refining of research ideas as an inquiry proceeds.

3.2 Population and Sampling Procedures

The population of the study was limited to a private company, precisely the office in Gurgaon. A total of One hundred and Twenty (80) survey questionnaire was randomly mailed to employees at various departments with different job functions and position. The Research and Development Unit of the Company assisted the researcher to distribute the questionnaires to most of the department. This was to enable every member of the selected population have an equal chance of been selected. However, a total of 54 questionnaires were returned, giving a response rate of 70%. It was these responses that were actually used for the research.

3.3 Research Instrument

A questionnaire on the “How Motivational Factors affect the level of Job Satisfaction of Employees ‘ was designed on the basis of Motivator-Hygiene Theory. The study of motivators and hygiene factors led to the drafting of the questionnaire. A closed-ended question was used to elicit responses that are within the scope of the study. The Likert scale was used, a set of attitude statements were presented, where subjects of the study were asked to express agreement or

disagreement using a five-point scale. The degree of agreement is given a numerical value ranging from one to five, thus a total numerical value can be calculated from all the responses.

3.4 Data Collection Procedure

This comprised of a primary and secondary data. Primary source of data was collected through the use of questionnaires. The secondary source of data was collected from published articles, business journals, and related studies as mentioned in the literature review. A letter of Introduction was sent explaining what the study was about and what the respondents were required to do. The researcher provided fifty (80) copies of the questionnaires and received Thirty (54) completed questionnaires after five days.

CHAPTER 4 - DATA ANALYSIS

The data collected was analyzed, and then a statistical technique, Excel were used to organize the data according to the items under the various sections in the questionnaire. The responses were tabulated showing the frequencies and percentages.

4.1 Data Analysis & Interpretation

The factors examined in this study are analyzed according to individual characteristics of the sample - age, gender, marital status, income, managerial position and the years in the company. Two factors i.e. age and gender has been taken as individual characteristics for the analysis in this study. The relationship between the two individual characteristics (age and gender) and the Herzberg's factors individually have been analyzed. A sample of 54 employees from a private organization has been taken.

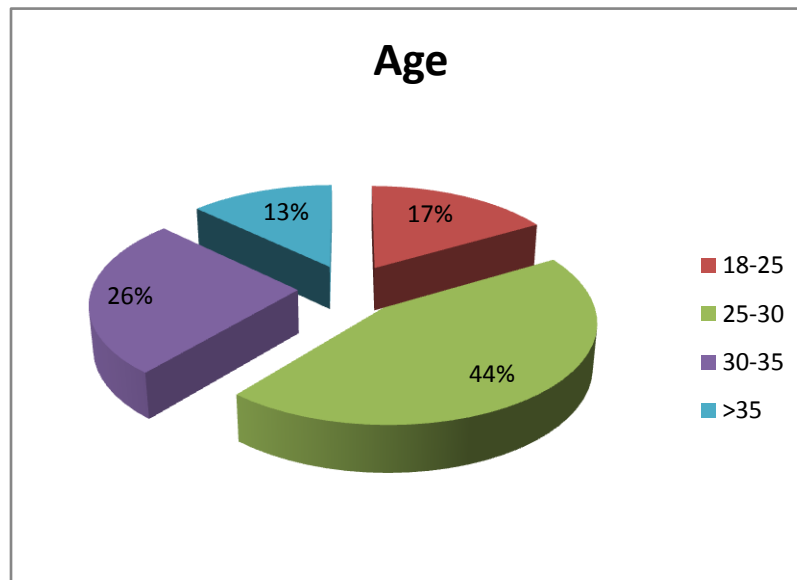


Figure 4.1: Chart representing different age groups

From a sample of 54 employees, 17% are from the age group of 18-25, 44% from 25-30, 26% from 30-35 and 13% from >35. The maximum respondents belong to the age group of 25-30 yrs. It can be concluded that the youth is more in the sample.

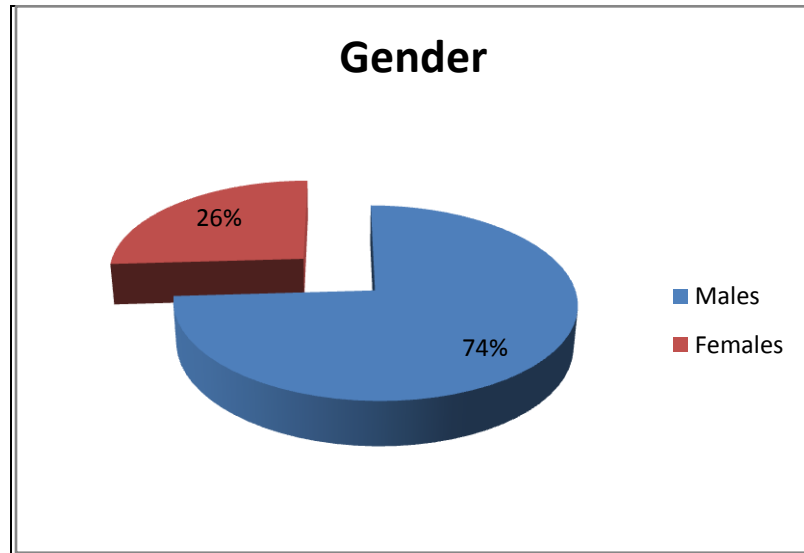


Figure 4.2: Graph representing percentage of males and females

From the sample of 54 respondents, 74% of the respondents are males and 26% of the respondents are females. The males are more in number among the respondents.

Analysis of different Herzberg's factors

Different Herzberg's factors are analysed regarding two individual characteristics i.e. Age and Gender.

Hygienic Factors taken into consideration are:

- Work Hours
- Ambiance
- Work Culture
- Organizational Policies
- Support from other staffs members
- Performance Appraisal Activities
- Job Security

Motivational Factors taken into consideration are:

- Challenging Job
- Feeling Stressed

- Counseling Programs
- Promotional Opportunities
- Recognition of Work
- Necessary Authority given to the employees

Analysis of different Hygienic Factors regarding the AGE

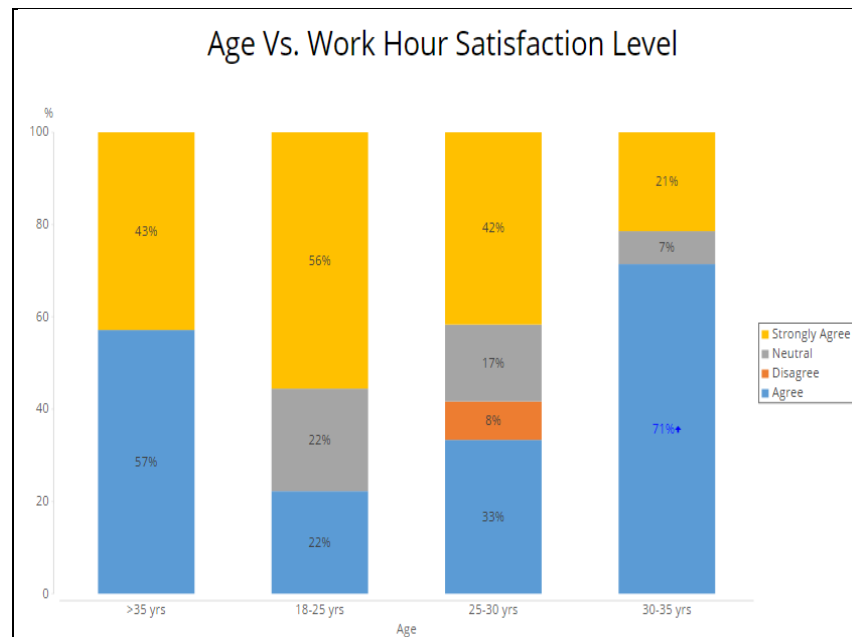


Figure 4.3: Working Hour satisfaction with the work regarding the Age

As is evident from Figure 4.3, in our study, the people of the age group 30-35 seem to be satisfied with the working hours in the organization and the people of the age group 18-25 seem to be strongly satisfied with the working hours. There are many few people who are dissatisfied with the working hours.

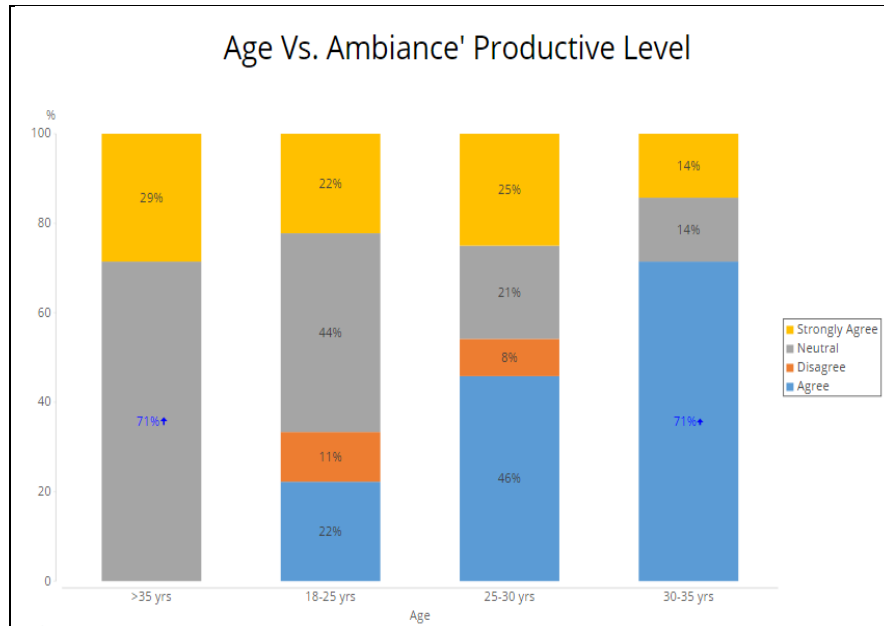


Figure 4.4: Ambiance production level with the work regarding the age

As is evident from Figure 4.4, in our study, people from the age group 30-35 yrs seem to be happy with the ambiance of the organization which also helps to increase the productivity. Again there are very few people who are dissatisfied with the ambiance.

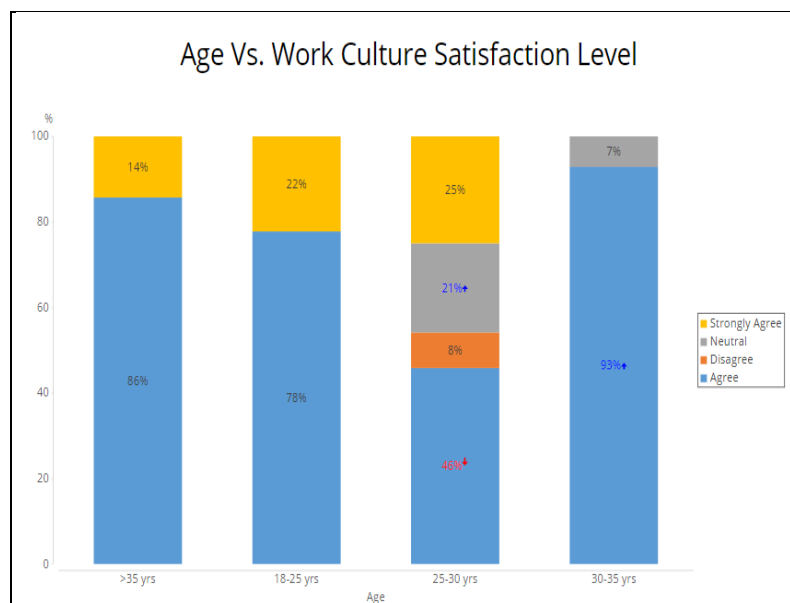


Figure 4.5: Work Culture satisfaction level with the work regarding the age

As is evident from Figure 4.5, in our study, people from the all the age groups are satisfied with the work culture of the organization.

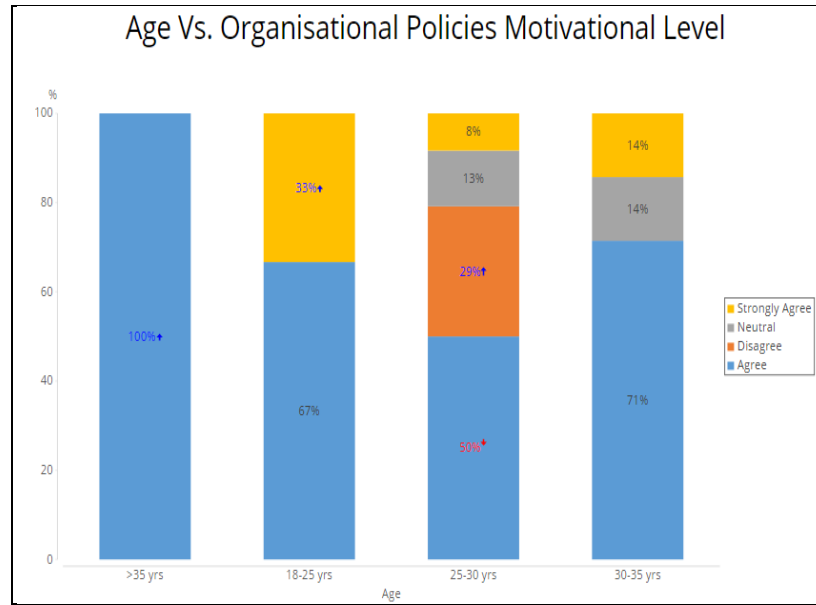


Figure 4.6: Organizational Policies Motivational level with the work regarding the age

As is evident from Figure 4.6, in our study, all people from the age group >35 yrs agree that the organizational policies are motivational for the employees.

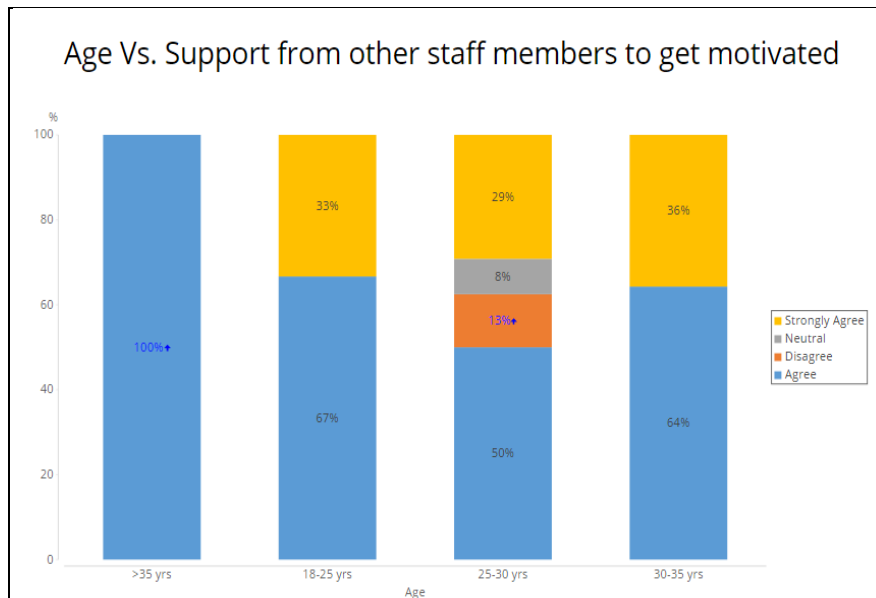


Figure 4.7: Interpersonal Relationship Motivational Level with the work regarding the age

As is evident from Figure 4.7, in our study, people from the age group >35 agree that the support from the other staff members motivate the employees to work and most of the people from other

age groups also agree with the same. Only 13% of age group 25-30yrs of the total sample disagree with the statement.

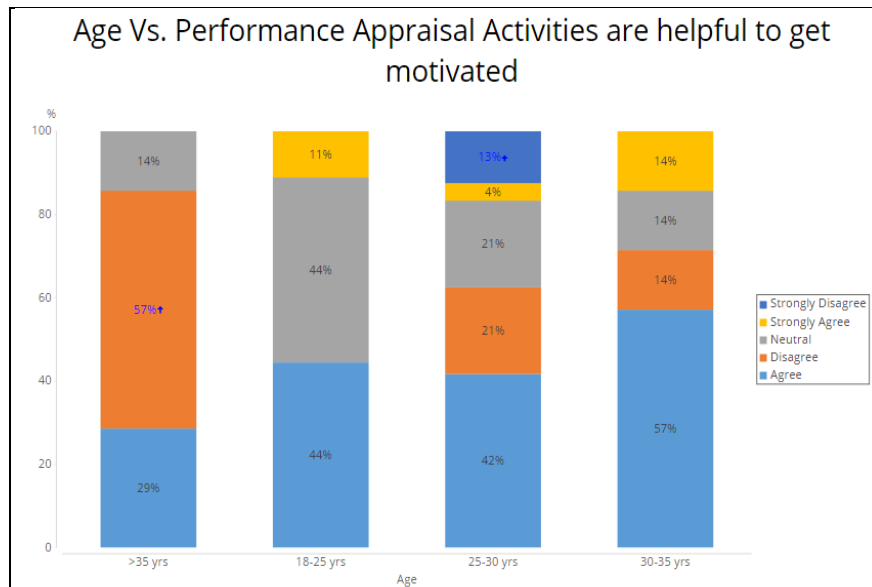


Figure 4.8: Performance Appraisal Activities Motivational Level with work regarding the age

As is evident from Figure 4.8, in our study, 57% of the sample from the age group 30-35 agree that the performance appraisal activities in the organization motivate the employees to work. 57% of the sample of age group >35 disagree with the statement.

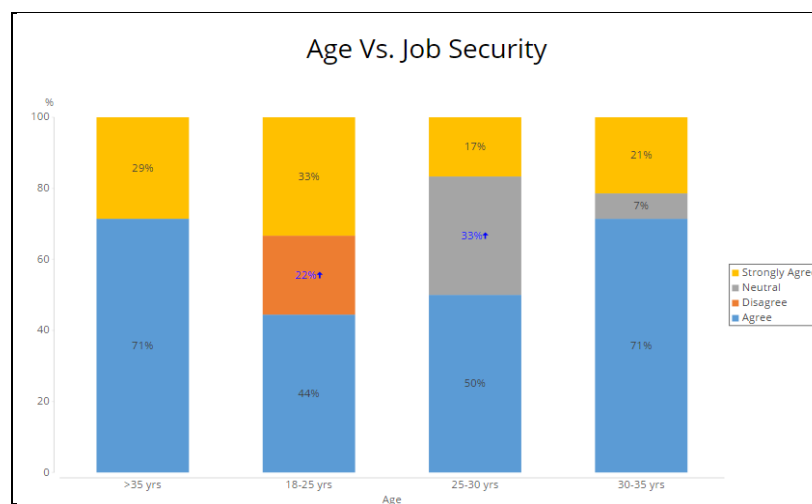


Figure 4.9: Job Security with work regarding the age

As is evident from Figure 4.9, in our study, 71% of the sample of the age group >35yrs and 30-35yrs are satisfied with the job security provided by the organization.

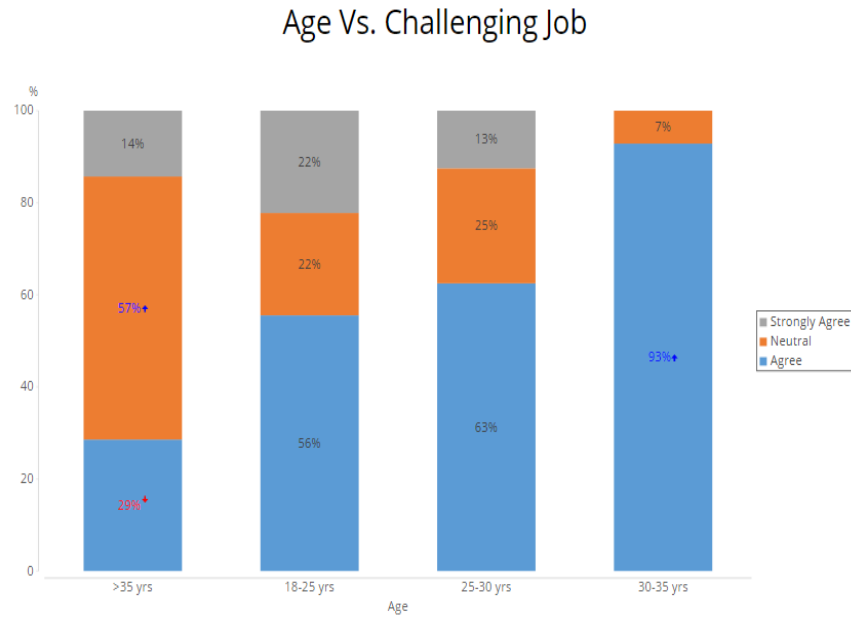


Figure 4.10: Challenging Job Motivational level with work regarding the age

As is evident from Figure 4.10, in our study, most of the people of the age group 30-35yrs agree that the challenging job motivate the employees to work.

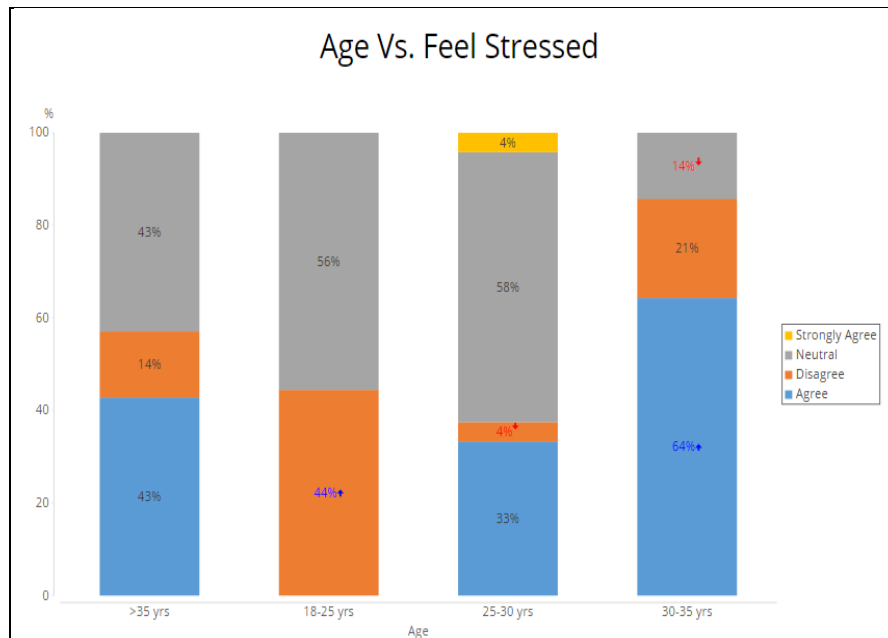


Figure 4.11: Feeling Stressed with work regarding the age

As is evident from Figure 4.11, in our study, people from the age group 30-35 agree that the work at office make them feel stressed and most of the people from other age groups have

neutral opinion with the statement. 44% of the age group 18-25 disagree with the statement so it can be concluded that youth is much motivated to work.

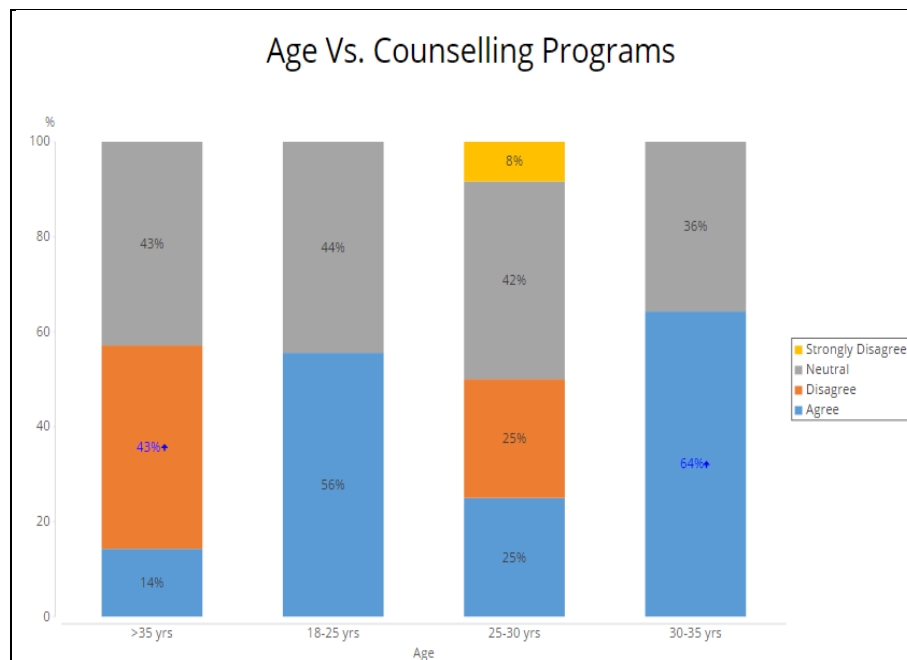


Figure 4.12: Counselling Programs Motivational Level with work regarding the age

As is evident from Figure 4.12, in our study, 56% of the age group 18-25yrs and 64% from the age group 30-35yrs feel motivated with the counseling programs. Most of the people from different age groups are neutral about the statement..

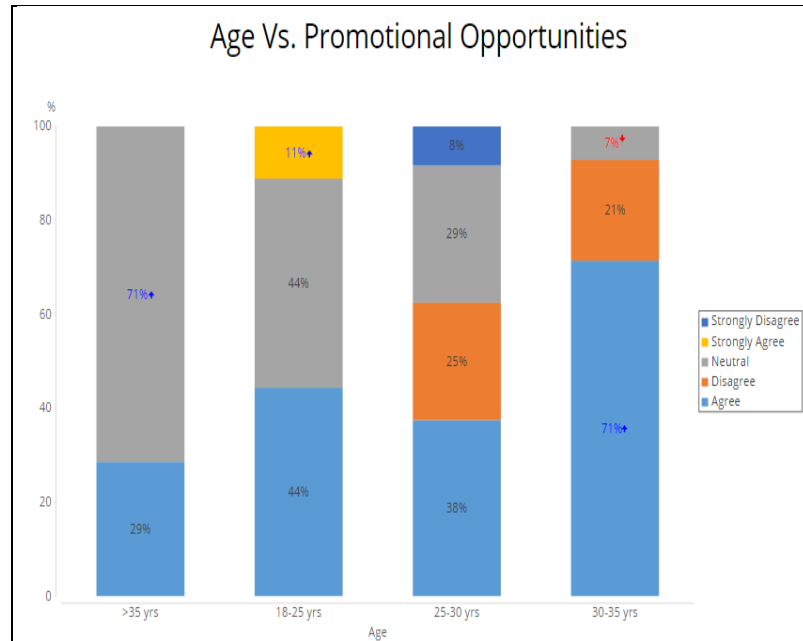


Figure 4.13: Promotional Opportunities with work regarding the age

As is evident from Figure 4.13, in our study, 71% of the people from the age group >35 are neutral about the; promotional opportunities. Most of the people from age group 30-35yrs are satisfied and feel motivated with the promotional opportunities. So it can be inferred that the youth are not getting the expected promotional opportunity.

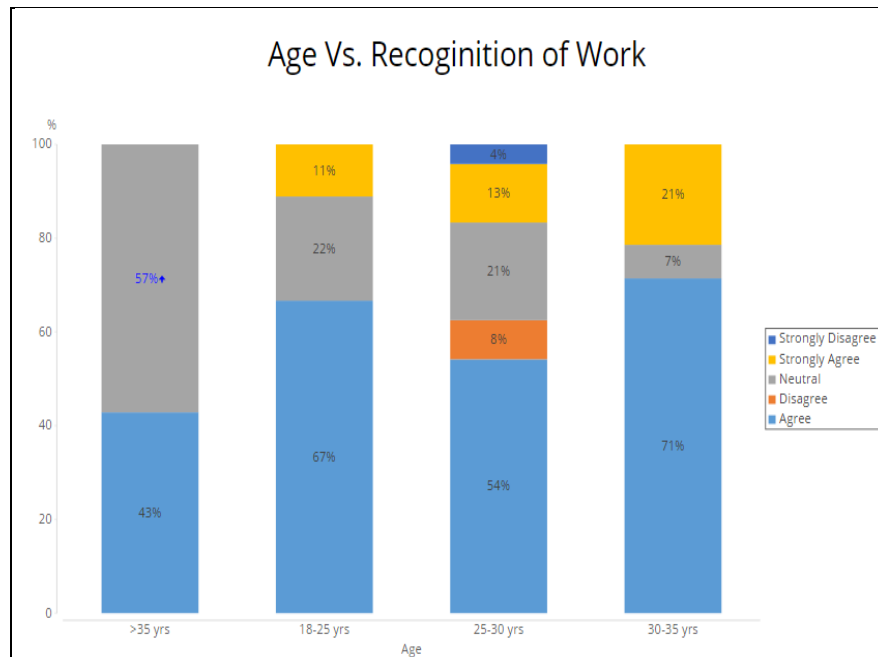


Figure 4.14: Recognition with work regarding the age

As is evident from Figure 4.14, in our study, most of the people from the different age groups >agree that their work gets recognition in the organization.

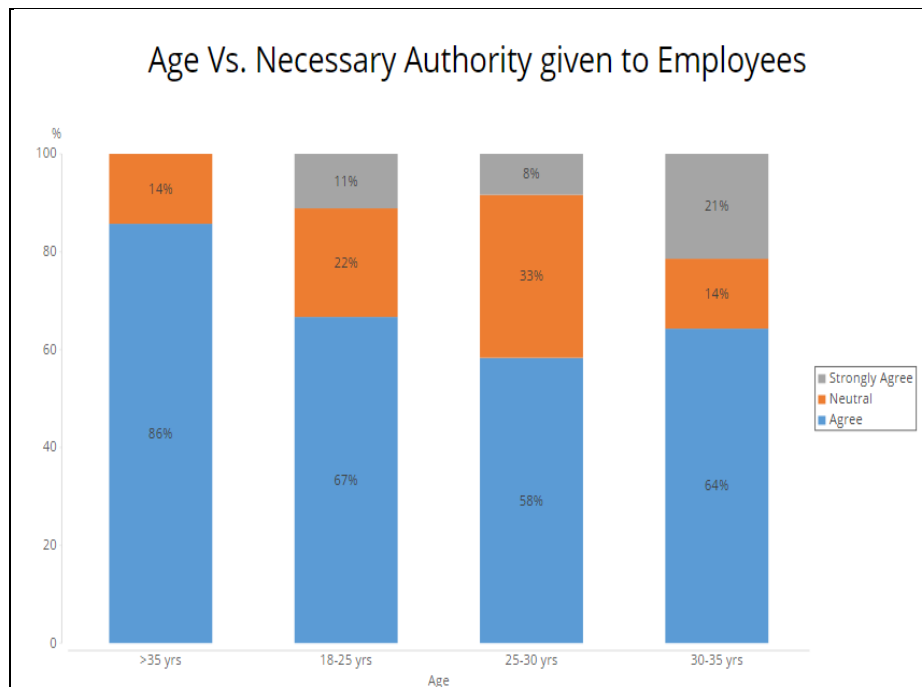


Figure 4.15: Necessary Authorities given to employees with work regarding the age

As is evident from Figure 4.15, in our study, most of the people from the different age groups agree that necessary authorities are given to the employees at work . None disagree with the statement.

Analysis of Motivational factors regarding the Gender

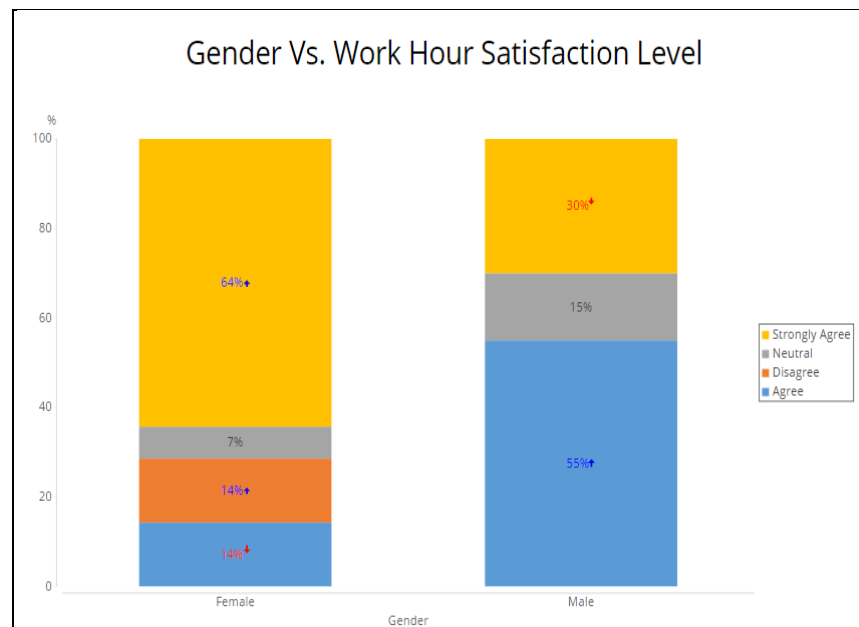


Figure 4.16: Work Hour Satisfaction Level regarding the gender

As is evident from Figure 4.16, in our study, significant number of the females are strongly satisfied with the working hours and most of the males are satisfied with the working hours.

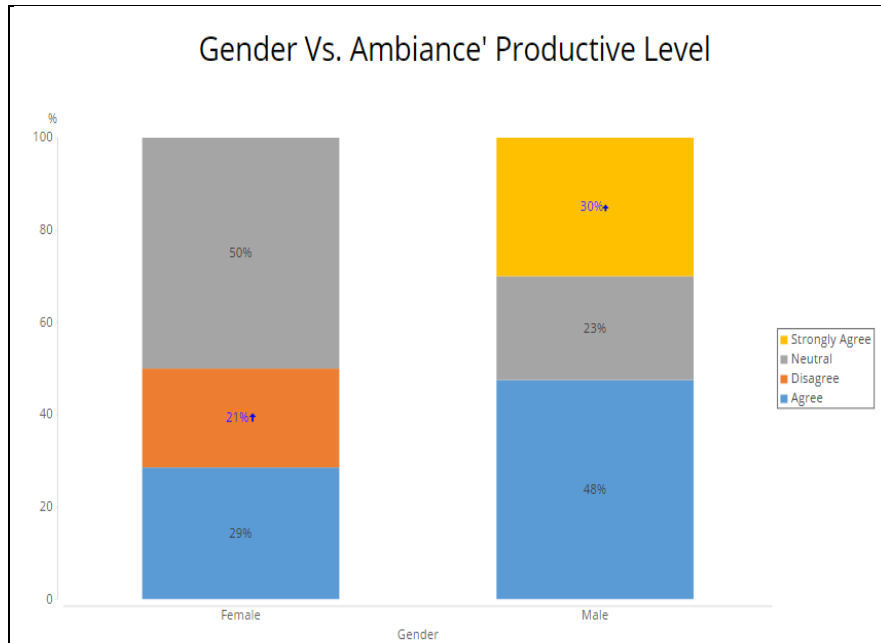


Figure 4.17: Ambiance Production level with work regarding the gender

As is evident from Figure 4.17, in our study, most of the females are neutral about the ambiance and most of the males feel satisfied with the working hours

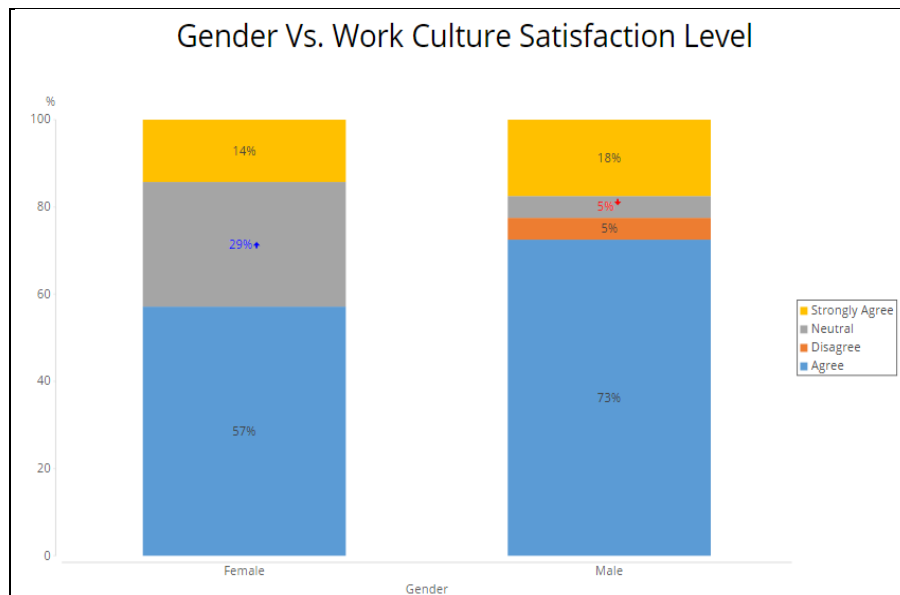


Figure 4.18: Work Culture Satisfaction level regarding the gender

As is evident from Figure 4.18, in our study, significant number of the females and males are satisfied with the working culture and a negligible number of males are feel dissatisfied with the work culture.

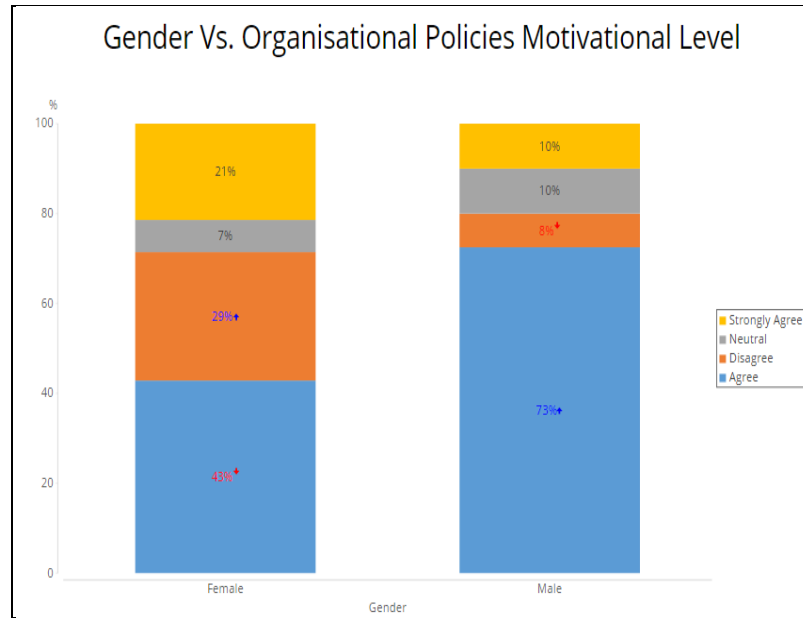


Figure 4.19: Organisational Policies Motivational Level with work regarding the gender

As is evident from Figure 4.19, in our study, 43% of the females agree with the statement that organizational policies motivate the employees and 29% of the females disagree with the same. Most of the males are satisfied with the organizational policies.

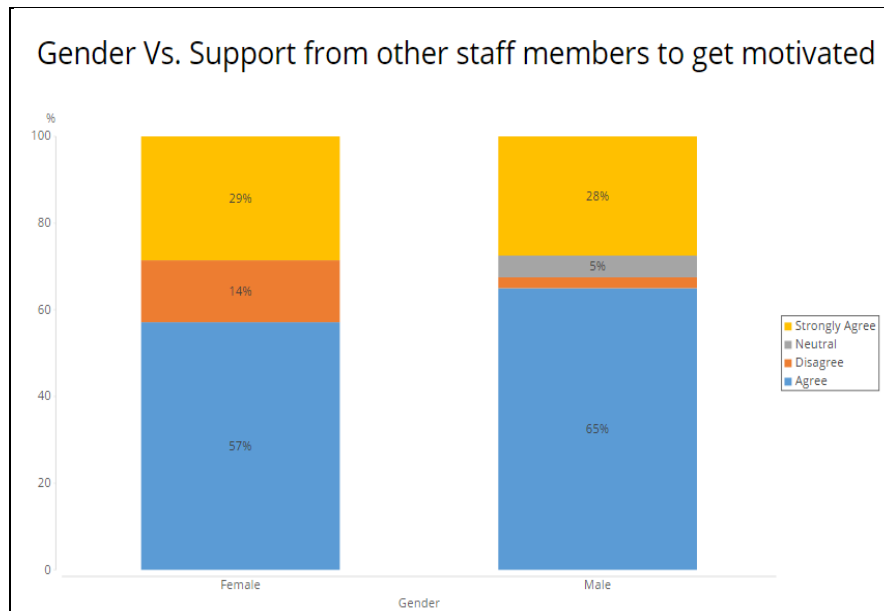


Figure 4.20: Interpersonal Relationship Motivational level with work regarding the gender

As is evident from Figure 4.20, in our study, most of the females and males agree that the interpersonal relationship motivate the employees at work.

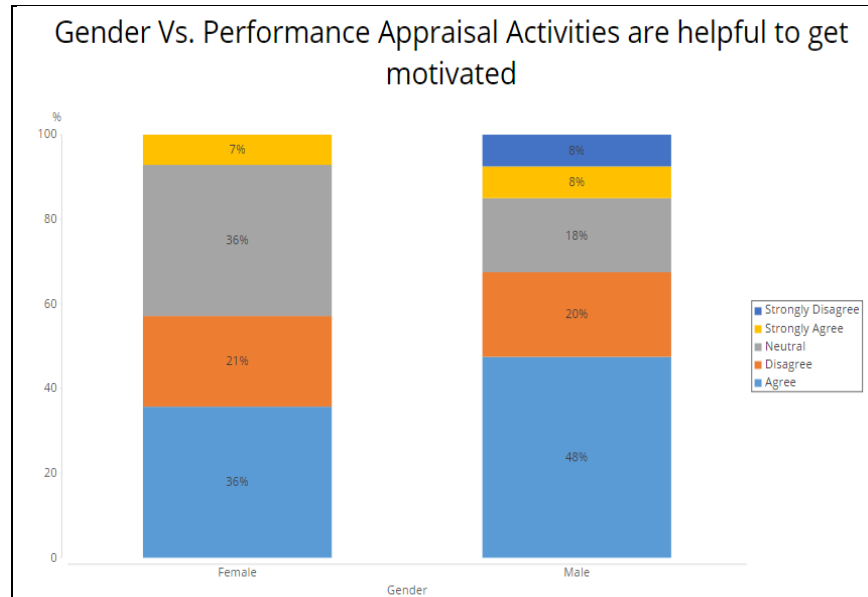


Figure 4.21: Performance Appraisal Activities Motivational level with work regarding the Gender

As is evident from Figure 4.21, in our study, 36% of females and 48% of males feel motivated with the performance appraisal activities of the organisation and around 20% of males and females disagree.

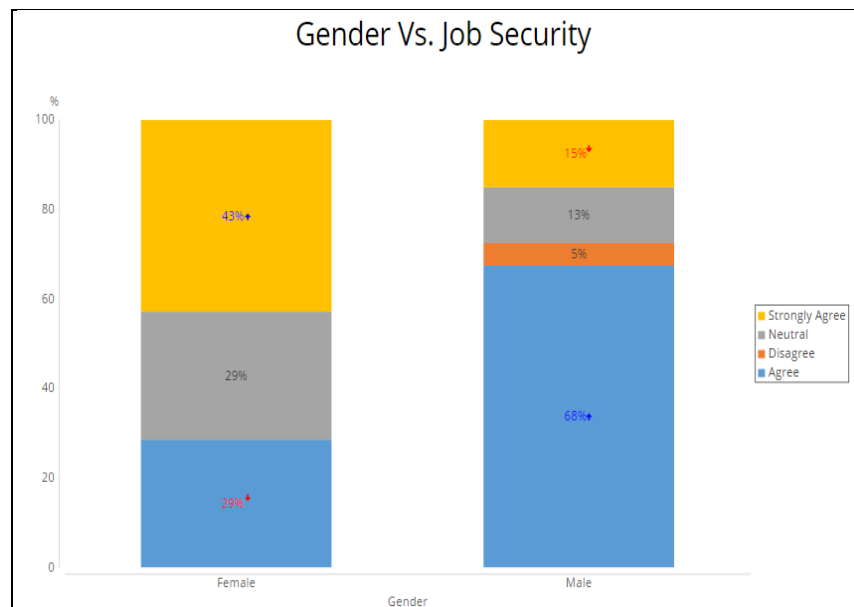


Figure 4.22: Job Security with work regarding the Gender

As is evident from Figure 4.22, in our study, 68% of males agree that the organization provide job security to the employees. 43% of the females are strongly satisfied with the job security.

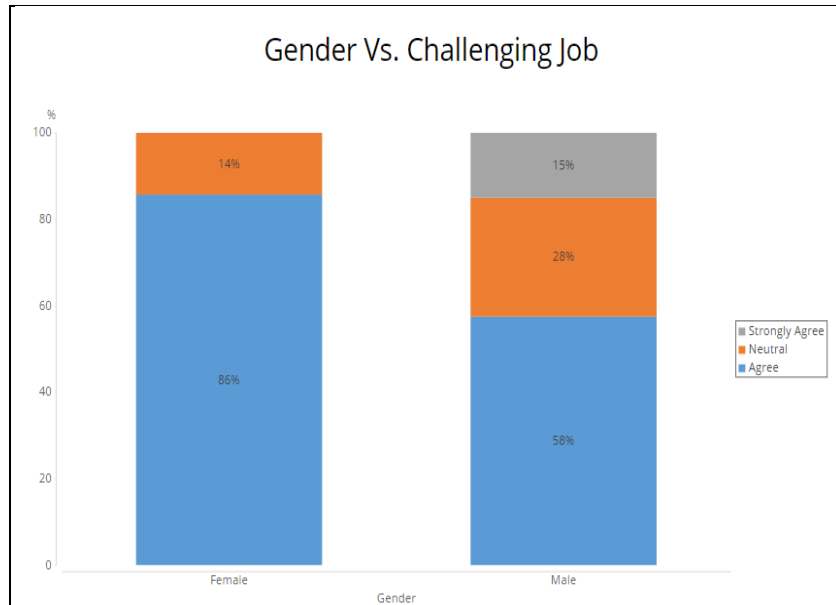


Figure 4.23: Challenging Job Motivational Level with work regarding the Gender

As is evident from Figure 4.23, in our study, most of the females and males feel motivated with the challenging job.

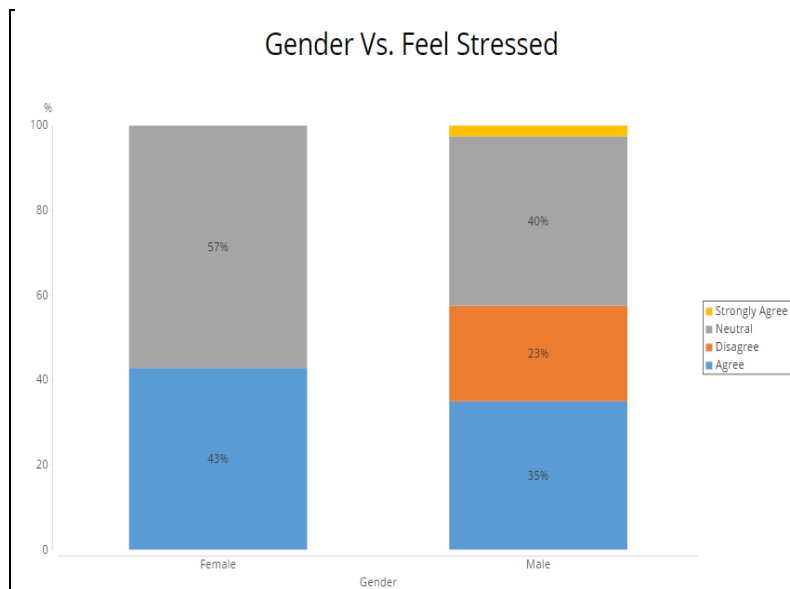


Figure 4.24: Feeling Stressed with work regarding the Gender

As is evident from Figure 4.24, in our study, most of the females and males are neutral about the stress they feel at work. 25% of males say that they don't feel stressed at work. None of the female disagree with the statement.

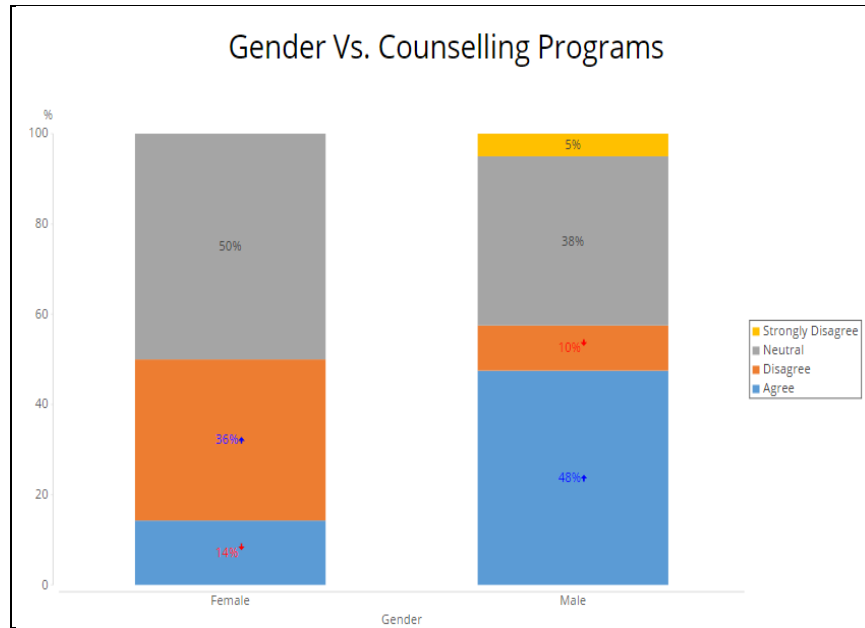


Figure 4.25: Counseling Programs with work regarding the Gender

As is evident from Figure 4.25, in our study, most of the females and males are neutral about the counseling programs. 48% of the males are satisfied with the counseling programs.

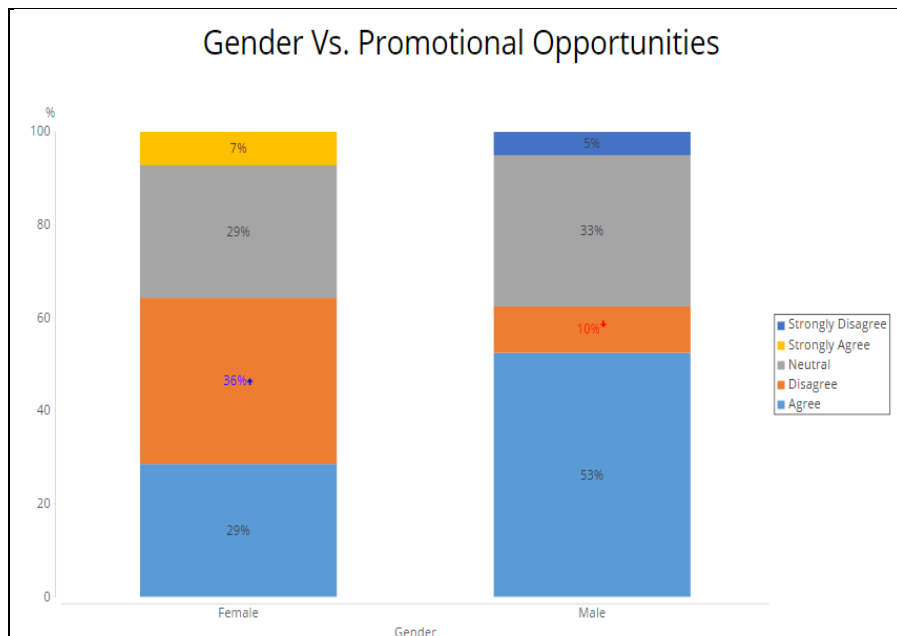


Figure 4.26: Promotional Opportunities with work regarding the Gender

As is evident from Figure 4.26, in our study, 36% of the females are not satisfied with the promotional opportunities and 29% are satisfied. 53% of the males are satisfied with the promotional opportunities and feel satisfied.

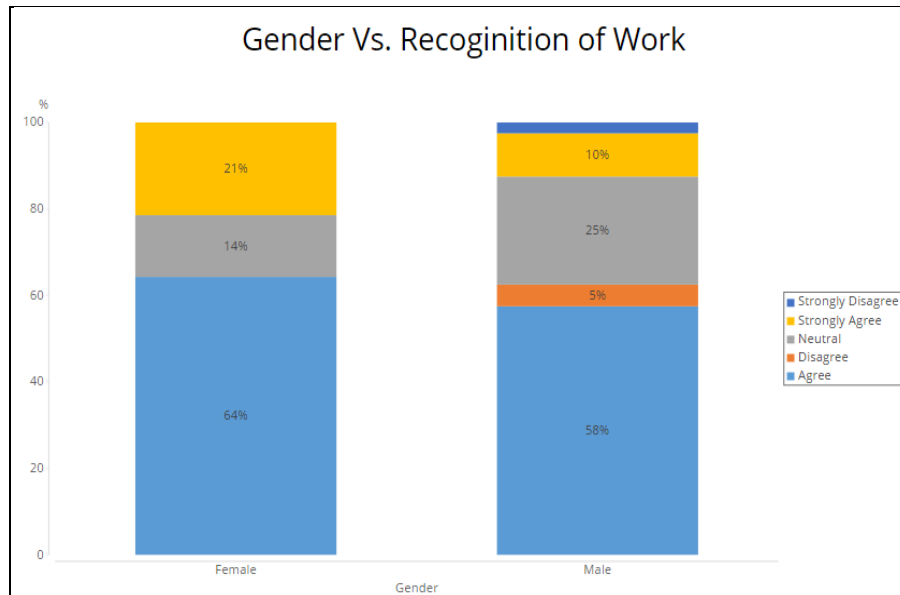


Figure 4.27: Recognition of work regarding the Gender

As is evident from Figure 4.27, in our study, most of the females and males agree that their work gets recognition in the organization.

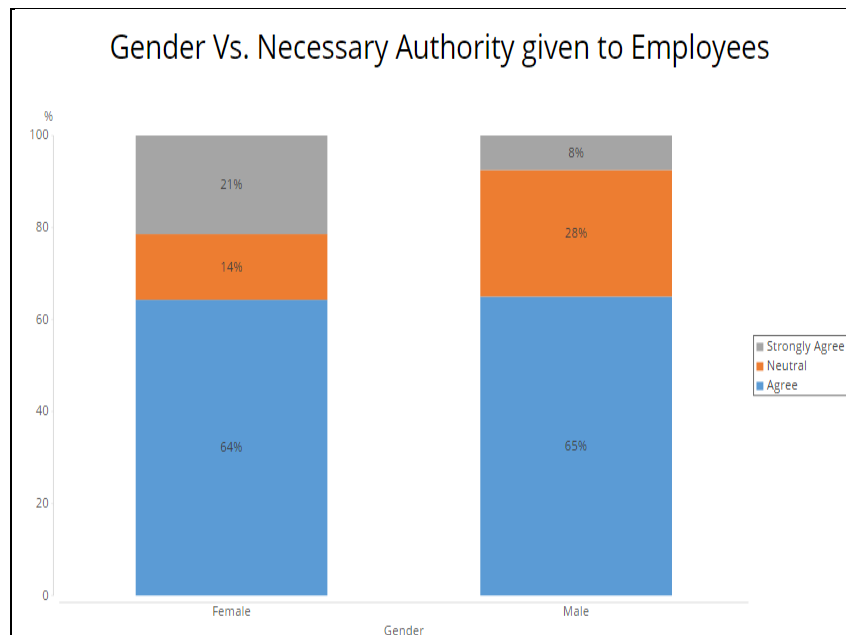


Figure 4.28: Necessary Authorities given to employees with work regarding the Gender

As is evident from Figure 4.28, in our study, 64% of the females and males agree that necessary authorities are given to employees at work. 14% of the females and 28% of the males are neutral about the statement.

Relationship Analysis of hygienic-motivational factors and Job satisfaction

Correlation of different hygienic-motivation factors and job satisfaction has been done to study the relation between the factors and Job satisfaction.

Abbreviations used for the factors are:

WH- Working Hours

CJ- Challenging Job

A-Ambiance

S- Stress

WC- Work Culture

PO Promotional Opportunities

OP- Organizational Policies

Athrty- Authority given to employees

IR- Interpersonal Relationship

Rec- Recognition

PA- Performance Appraisal

CP- Counselling Programs

JS- Job Security

JOB-SAT- Satisfaction

	JOB-SAT	A	WC	OP	IR	PA	JS	CJ	S	PO	Athrty	Rec	CP
JOB-SAT	1												
A	0.13	1											
WC	0.12	0.30	1										
OP	-0.11	0.10	0.68	1									
IR	0.15	0.38	-0.07	0.11	1								
PA	-0.30	0.04	0.23	0.48	-0.05	1							
JS	-0.12	-0.16	0.23	0.48	-0.10	0.32	1						
CJ	-0.27	0.37	0.34	0.21	0.26	0.27	-0.049	1					
S	0.27	-0.22	-0.30	-0.27	-0.06	-0.25	0.008	-0.143	1				
PO	-0.21	0.14	0.39	0.71	0.15	0.66	0.236	0.463	-0.07	1			
Athrty	0.02	-0.16	0.39	0.48	0.13	0.24	0.256	0.447	-0.10	0.39	1		
Rec	0.01	-0.06	0.35	0.52	0.18	0.41	0.218	0.385	-0.23	0.46	0.79	1	
CP	0.01	0.39	0.38	0.45	0.40	0.30	-0.026	0.273	-0.54	0.40	0.27	0.45	1

Figure 4.29: Correlation matrix of hygienic-motivation factors and Job satisfaction.

Figure 4.29 represents the correlation matrix of hygienic factors-motivation factors and Job satisfaction. The table shows that there is a weak relationship between the Herzberg's factors and Job satisfaction.

4.3 Findings

The results of this study indicate that Herzbergs theory may be questionable. The findings indicated that the respondents received job satisfaction and job dissatisfaction from both the motivating and the hygiene factors but the relationship is very weak.

4.4 Conclusions and Recommendations

The private organization place very less emphasis on motivators factors and hygiene factors. No factor defined by Herzberg was found to be significant in this survey. The following for important conclusions concerning job satisfaction and dissatisfaction were made;

1. The given factors can cause job satisfaction for one person and job dissatisfaction for another person, and vice versa.
2. A given factor can cause job satisfaction and dissatisfaction on the same sample.
3. Most of the people of the age group >35yrs are satisfied with the organization.
4. Most of the males and females are satisfied with the organization.

4.5 Limitations

The present study is subjected to following limitation:

1. The sample unit was only 54 respondents.
2. Time and cost constraint in the study, the period was for 20 days only.
3. Only Age and gender of the people working in the company are considered as individual characteristics and are examined in this study. These individual characteristics are not individual traits; instead, they are general personal features that can be easily used to distinguish individuals from each other without research or personal assessments.
4. In addition, in this thesis no distinctions are drawn between managers and workers in terms of the role-play in motivation. That means the word "employee" includes managers as well as all the other persons working in the company. Managers are also considered employees since they are hired by contract like every other employee.

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ANNEXURE

Annexure 1: Questionnaire

Survey on How Motivational Factors affect the level of Job Satisfaction of Employees

This survey asks questions about your experience working for The Company. It comprises of some questions about your satisfaction with respect to different motivational factors and contains other questions about how you think and feel about The Company. Thank you for sharing your opinions.

*** Required**

Age *

- ☐ 18-25 yrs
- ☐ 25-30 yrs
- ☐ 30-35 yrs
- ☐ >35 yrs

Gender *

- ☐ Male
- ☐ Female

What is your marital status? *

- ☐ Single
- ☐ Married

Annual Income *

- ☐ Upto 5 lacs
- ☐ 5-7 lacs
- ☐ 7-10 lacs
- ☐ >10 lacs

Since how many years you have been working in this organization *

- ☐ 0-5 yrs
- ☐ 5-10 yrs
- ☐ 10-15 yrs
- ☐ >15 yrs

Do you hold a managerial position? *

- ☐ Yes
☐ No

How is the working environment? *

- ☐ Participative
☐ Autonomy
☐ Whimsical
☐ Red Tapism

Please indicate your level of agreement with each of the following statements *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Working hours at the Company is satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambiance of my work place is productive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel satisfied with the work culture of the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational Policies motivates for achieving its aims and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from the other staff members is helpful to get motivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance appraisal activities are helpful to get motivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with each of the following statements *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My job is challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel stressed often	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The company					

offers effective promotional opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees in the organization have necessary authority to perform their duties effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization recognize and acknowledge your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization organizes counseling programs for the employees regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following factors motivates you the most ? *

- ☐ Salary increase
- ☐ Promotion
- ☐ Leave
- ☐ Motivational talks
- ☐ Recognition

How motivated are you to see the company succeed? *

- ☐ Very motivated
- ☐ Somewhat motivated
- ☐ Not very motivated
- ☐ Not at all motivated
- ☐ Not sure

How likely are you to look for another job outside the company? *

- ☐ Extremely likely
- ☐ Very Likely
- ☐ Moderately likely
- ☐ Slightly likely
- ☐ Not at all likely

Overall, how satisfied are you working in your department? *

- ☐ Extremely Dissatisfied
- ☐ Dissatisfied
- ☐ Neutral
- ☐ Satisfied

☐ Extremely Satisfied

Submit