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THE IMPACT OF MANAGER-TO EMPLOYEE FEEDBACK ON WORK MOTIVATION

– The case of TOK Prisma employees

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Feedback is a fundamental part of organizational culture. Yet oftentimes one aspect of giving feedback is undermined and –valued. It is an aspect with considerable potential when inspecting well-being at work, job satisfaction, effectiveness and work commitment. For feedback can be simple and yet powerful motivational tool, whereas numerous studies indicate that employees positive work motivation is likely to be beneficial for the whole organization. Motivation is what makes employees make the best use of their abilities and to perform better, having great impact on the outcome of the work.

The purpose of this research is to analyse and examine the topic of employee motivation, in terms of individual feedback given to employees within the Prisma hypermarkets, namely Prisma Mylly and Prisma Länsikeskus of TOK. The research was done using quantitative research method, since conducting an online survey was the most suitable and resource saving option for this particular purpose. A questionnaire was made available for all the employees working in the chosen hypermarkets. Findings of the research indicate that the employees, who replied the survey, feel more motivated to work after receiving praise as a feedback and less motivated when receiving criticism. This thesis will also further examine impact of constructive feedback and importance of different motivational factors affecting work motivation regarding the employees in the given hypermarkets. All the conclusions presented are exclusively valid within the population selection of this thesis and cannot be further generalized outside this thesis due to a low response rate.

KEYWORDS:

Motivation, Feedback, Performance Feedback, Organizational behaviour, Individual management

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ESIMIEHELTÄ-TYÖNTEKIJÄLLE ANNETUN HENKILÖKOHTAISEN PALAUTTEEN VAIKUTUS TYÖMOTIVAATIOON

- Tapaustutkimus TOK Prisman työntekijät

Palate on keskeinen osa organisaatiokulttuuria, siitä huolimatta yksi puoli palautteen annosta on usein aliarvostettu ja harvoin hyödynnetty. Palaute on esimiehelle potentiaalinen keino vaikuttaa positiivisesti työntekijän työhyvinvointiin, työtyytyväisyyteen, työtehokkuuteen, sekä sitoutumiseen. Palaute voi olla paitsi yksinkertainen niin myös tehokas työmotivaation lisääjä. Työmotivaation tärkeys käy ilmi useissa tutkimuksissa, joissa työntekijöiden työmotivaatio voidaan yhdistää koko organisaation hyvinvointiin. Motivaatio on voima joka saa työntekijän työskentelemään parhaiden taitojensa mukaisesti ja suoriutumaan paremmin, täten vaikuttaen työn laatuun ja tulokseen.

Opinnäytetyön tarkoitus on analysoida ja tutkia työmotivaatiota TOK:n henkilökunnan saaman henkilökohtaisen palautteen näkökulmasta. Tutkimuksen kohteena on TOK:n Prisma Myllyn ja Prisma Länsikeskuksen työntekijät. Tutkimusmenetelmäksi valittiin määrällinen tutkimus, sillä verkkokyselyn tekeminen vastasi parhaiten tämän opinnäytetyön tutkimustavoitetta ja tutkijan käytettävissä olevia resursseja. Tutkimuksessa käytetty kysely toimitettiin kyseessä oleviin toimipisteisiin kaikkien työntekijöille saataville.   Tutkimuksen tulokset osoittavat, että ne TOK:n Prismojen työntekijät, jotka ottivat osaa tutkimukseen, tuntevat olonsa motivoituneemmaksi saatuaan kehuja työstään ja vähemmän motivoituneeksi saatuaan kritiikkiä työstään. Tässä opinnäytetyössä on myös laajemmin tutkittu rakentavan palautteen vaikutusta työmotivaatioon, sekä työntekijöiden mielipiteitä eri motivaatiotekijöiden vaikutuksesta työmotivaatioon kyseisissä toimipisteissä. Pienestä vastausprosentista johtuen tutkimuksessa esiintyvät päätelmät ovat sovellettavissa vain kyseessä olevaan väestöotokseen ja eivät täten ole yleistettävissä muualla.

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1 INTRODUCTION

1.1 The objective of the thesis

The importance of employee motivation should not be undermined in the work place as nearly any level of organizational success can be traced to motivated employees. In fact, in many cases, people are considered as the most valuable asset of an organization (Osabiya, 2015) especially in knowledge-intensive industries. However, humans are also likely to be the most difficult resource for an organization to manage since, unlike physical assets, humans have needs, expectations and habits that should be met if they are to contribute to organizational growth and development (Osabiya, 2015). Therefore, it is highly important for managers to know, not only the theoretical standpoint of employee motivation, but also what the "specific" means to actually influence employee motivation positively are. This is important since motivation is what makes employees make the best use of their abilities and to perform better (Armstrong & Taylor, 2014). Knowing how to play to the needs and expectations of an individual employee and how to influence employee motivation positively can, when cumulated, result in a positive outcome for the whole organization.

Although there are numerous "specific means", or management tools, to influence one's job performance and the motivation and engament at workplace. The focus of this thesis is on the eminently important management tool of performance feedback and how an employee responds to such feedback in a given case company. Meaningful feedback plays a central role in performance management, as it guides, motivates and reinforces effective behaviors and acts to reduce or stop ineffective behaviours. (London, 2003) Effective performance management is simply crucial for effective coaching, overcoming marginal performance, directing behaviour. It also provides a basis for setting goals to improve performance and reinforcing excellent performance (London, 2003).

An elaborate example of the importance of feedback and motivation can be found in a study conducted by Market Tools Inc in the U.S with 630 United states employees in 2010. The study showed that 76% of the employees were not satisfied with the recognition that they received from work, while, simultaneously 77% of the population were willing to work harder if they were appreciated. (Gaille, 2017). At the same time, a study on Westminster College U.S employees indicated that only 18% of the employees

valued monetary awards over praise, recognition and morale boost (Gaille, 2017). Similary (Sturt & Nordstrom, 2018) state that "recognition is the number one thing employees say that their manager could give them to inspire them to produce great work". However, it must be noted that these statistics, as fascinating as they may be, are not necessarily directly applicable to a Finnish retail industry. Nevertheless, these statistics makes you truly wonder. How a meaningful transparent feedback and recognition, in terms of praise or a constructive feedback, could impact the work engagement, work motivation and job satisfaction in TOK?

It is these kind of questions and thoughts that make the topic of employee motivation and performance feedback a worthwhile research and overall intriguing and important topic for managers to understand and embrace.

1.2 Research questions

The initial purpose of this research is to analyse and examine the topic of employee motivation in the form of individual feedback given to an employee. The subject of the research is work motivation among the employees working in Prisma hypermarkets, within TOK. This research is limited to two stores in Turku and Raisio, namely, Prisma Mylly and Prisma Länsikeskus. The overall aim is to provide an encompassing insight on employee motivation in the above mentioned Prisma hypermarkets, and what kind of effect manager-to-employee feedback provokes in the employees of these hypermarkets. The thesis aims to answer to the following questions:

1. What are the two primary motivational factors for the employees working in the given Prisma hypermarkets within TOK?

2. Does an employee in Prisma feel more motivated to work, when he or she has received praise or positive constructive feedback, individually from a manager?

3. Does an employee in Prisma feel less motivated to work, when he or she has received criticism or negative constructive feedback, individually from a manager?

These research questions are derived from the researchers hypotheses below:

1. Hypothesis: Majority of the interviewees will be primarily motivated by the factors included in the first two levels in Maslow's hierarchy of needs.

2. Hypothesis: Individually given praise or positive constructive feedback by manager has a positive impact on how motivated an employee feels.

3. Hypothesis: Individually given criticism or negative constructive feedback by manager is likely to affect negatively on how motivated an employee feels.

These hypotheses provided above are mainly based on the researchers personal knowledge of the TOK's working culture and personal work experience in the company as well as assumptions based on the researcher's general understanding of motivational theories and the power of individual feedback. In addition, a secondary objective of this research is to identify whether there are any notable similarities or differences between the form of employement factor impacting employee motivation. As well as, the affiliation of feedback given individually by the manager to work motivation of an employee, in these given hypermarkets.

1.3 Personal motivation

What makes this research personally intriguing is that the researcher has personally been employed by the company for a period of six years, and has worked in both of the two hypermarkets. Therefore, the researcher is well aware of the organizational culture within these two hypermarkets. In addition, the researcher finds the topic at hand particularly interesting, due to a profound general interest in managerial studies, as well as, due to a interest of being employed in a managerial position in the future.

1.4 Thesis structure

The research will be compiled of several chapters that aim to provide a thorough and encompassing coverage of the vital areas for commendable completion of the research. In order to stay in the volume limitations given to thesis the aim is provide as precise and concise information as possible about the chosen topic.

The second chapter will present the coverage of the chosen theoretical frameworks for this research, different concepts of motivation, as well as explain and introduce different forms of individual feedback and its possible impact in motivating an employee. Some of the theories chosen to support this research are somewhat old and should be considered as highly subjective. Nevertheless, as further presented in the chapter 2.1 of this research, they serve to this day as a solid foundation for newer studies and play a central part of the study in 'human motivation'. Therefore, they also contribute as a valuable framework for this particular research. This chapter establishes a theoretical base for the survey and for the fourth chapter to be build on. It aims to clarify the theories that are used in this research in detail and to serve as inclusive literature review to further understand the initial research findings and the analysis itself. In addition, the chapter will provide further base and justifications for the chosen hypotheses.

Literature review is followed by a third chapter with the objective to introduce the methods that are used to gather the data, and the reason why these methods were chosen. In addition, the methodology of the research is introduced and rationalized along with the research design. Finally, the validity of the research, reliability of the study and possibilities for generalization will be discussed in this chapter.

Fourth chapter will include a thorough analysis of the research findings. The chapter presents the research results and connection between the findings and the frameworks presented in chapter two. In addition, this chapter includes the identification and discussion of the possible differences between the different variables. The chapter is formed around the body of the previously conducted survey.

Fifth and the last chapter is the overall conclusion of the research findings. It will stitch together all of the previous chapters and introduce the answers to both research questions and hypotheses. Finally, possible recommendations for further research about this particular topic will be discussed in the end of this chapter.

2 THEORETICAL FRAMEWORKS

2.1 Defining motivation

A vast number of research has been conducted in the field of employee motivation (e.g. Maslow, 1946; Vroom, 1964; Porter & Lawyer, 1968; Adair, 2006). Yet there is still to this day, no one single established definition for motivation. However, simply put, it can be considered as "what causes people to do what they do" (Denhart;Denhart;& Aristigueta, 2013). Still this would be over simplifying the concept of motivation. For instance, Rainey (2014) states that motivation is rather an umbrella concept in the sense that it serves as an exceeding theme for a variety of related topics, such as leadership practices, organizational commitment and job involment to name a few. In addition, Rainey (2014) also notes that a variety of words, often used to describe motivation, also often overlap with other human resource management related themes such as needs, values, incentives, objectives and goals for example.

Considering that motivation is so challenging to define precisely, it may in fact help to understand what motivation is not. (Denhart;Denhart;& Aristigueta, 2013) define four different examples of what motivation is not:

(1) *Motivation is not directly observable*. "Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. It is possible to observe the outward manifestations of motivation but not motivation itself." (Denhart;Denhart;& Aristigueta, 2013, s. 165). For instance, acquisition of money may be extrinsic motivator, yet it is simply a manifesto of an intrinsic need, such as paying for rent or purchasing food (Ching, 2015).

(2) *Motivation is not the same than satisfaction*. "Put simply, satisfaction is past oriented, where as motivation is future oriented." (Denhart;Denhart;& Aristigueta, 2013, s. 165) For instance, an employee might feel motivated by earning a monthly salary of one's job, but it does not necessarily mean that he or she is motivated to continue in the job in the future.

(3) *Motivation is not always conscious*. This is central to Sigmund Freud's theories of human behaviour, the assumption being that human behaviour is a outcome of unconscious repressed memories, impulses and desires. A manifestation of this particular idea would be the "Freudian slip" where an unintentional word slip actually deceives the true feelings and intentions (Ching, 2015).

(4) *Motivation is not directly controllable*. "Motivation is not something that people do to others. Motivation occurs within people's minds and hearts. Managers can influence the motivational process, but they cannot control it". (Denhardt;Denhardt;& Aristiqueta, 2008, s. 165) As a deduction, we could make an assumption that managers could influence employees work motivation via tools like feedback either positively or negatively, but ultimately they cannot force employee to be motivated.

Consequently we cannot precisely define boundaries for the term motivation. Yet we can identify factors affecting employees work motivation and the reason why it is important for any organization. It is particularly important since, ultimately, the relationship between an organisation and its members is influenced by what motivates them to work and the rewards and fulfilment they derive from it (Mullins & Christy, 2013). In regards to motivation, it is usually described as intentional and assumed to be under the worker's control, hence behaviours that are influenced by motivation, such as effort expended, are seen as choices of action (Mullins & Christy, 2013). There are numerous known theories that aim to present where a person's motivation thrive from and often it is explained by 'needs and expectations' of a person. In other words, a person's motivation, job satisfaction and work performance will be determined by the comparative strength of these sets of needs and expectations and the extent to which they are fulfilled. For instance, some people thrive on money so that they could make a deliberate choice to forgo intrinsic satisfaction and social relationships in return for high salary, where as some other people would place psychological well-being and social relationships ahead of money, thus maybe sticking to lower income (Sinokki, 2016) (Mullins & Christy, 2013).

In this regard, the various needs and expectations can be gategorised in many different ways, but one of the simplest divisions divides them into social and psychological motives, or extrinsic and intrinsic motives. (Mullins, 2005)

Extrinsic motivation is being related to 'tangible' rewards, such as salary and frindge benefits, work conditions, security, promotion possibilities. These are usually determined at the organizational level, and therefore are outside the control of individual managers. Extrinsic motivation is simply to be motivated to perform an activity or a task to earn a reward or to avoid something unpleasant. E.g. An employee could work hard just to gain an promotion to gain a possible salary increase. Extrinsically motivated employees are enganging in certain behavior or task not because they find it satisfying or pleasant, but in order to get something in return or to avoid punishment. (Cherry, 2018)

Intrinsic motivation is being related to 'psychological' rewards, such as sense of challenge and achievement, receiving appreciation and positive recognition, along with being treated in a caring and considerate manner. These are the needs that are usually determined by the actions and behavior of individual managers (Mullins, 2005). Since this is something that individual managers can have impact on, unlike extrinsic motivation, it is also central to this thesis and therefore more focused on compared to extrinsic motivation for the purpose of this research. Intrinsic motivation is drive by internal rewards rather than tangible ones. In other words, motivation to engage in a certain behavior or a task arises from within the employee because it may be naturally satisfying to you. E.g. An employee could work hard to gain a promotion, because he or she finds it personally rewarding or satisfying, rather than for the possible salary increase. It is to engage in a behavior because its is personally rewarding, not for an external reward. (Cherry, 2018)

When it comes to motivating the employees, for example money is clearly important to some employees as a motivator at work. But to what extent and how important depends solely upon their personal circumstances and from the other satisfaction they derive from work. There are also a various other important influences on motivation than money. For many people, the feeling of being recognised and valued appears more important than money in motivating them to stay in particular job (Mullins & Christy, 2013). Even if many people may not be cognizant of that, as previously presented in the section 'motivation is not always conscious'.

These influences can be classified in two approaches in today's central motivational theories, one where the presumption is that vast majority of humans seek to satisfy needs that are homogenous among every individual (e.g., Maslow, 1946; Herzberg, 1968; McClelland, 1998) and one that presents that while majority of the humans may share homogenous needs, the importance and placement of those needs is different for everyone (Ching, 2015) (e.g., Skinner, 1935; Adams, 1963; Porter & Lawrer, 1968). This is why researchers such as Maslow have noted that, for instance the hierarchy of needs theory is more theoretical than normative and that it must be viewed as a suggestive programme or a framework for future research and must stand or fall due to its subjectivity. However, to this day, hierarchy of needs, and "theory of human motivation" published by (Maslow, 1943) serves as a foundation for many of todays approaches on motivation and remains as one of the widely cited and well-known theories on motivation (Denhart;Denhart;& Aristigueta, 2013, s. 166). Hence, even though the study of motivation remains highly subjective and specific prediction of these theories are not supported by empirical evidence, as is the case with e.g Maslow's Hierarchy of needs, it would be a mistake to underestimate the impact that these theories have had on research and practice (Armstrong & Taylor, 2014, s. 177).

To summarize, humans can, at least to certain extent, be considered to share homogenous basic needs, but it must be acknowledged that every individual is unique in someway and, thus might be motivated by different things. According to (Chamorro-premuzic, 2013), if companies want to motivate their workforce, they need to understand what their employees really value and the answer is bound to differ for each individual. For instance, different generations are likely to be motivated by different things, a baby boomer would most likely be motivated by different things than a millennial and, in a similar manner, a summer-help employee might be motivated by different things than a permanent employee working in the same organization. (Boumans;De jong;& Janssen, 2012) (Uddin;Hoque;Ibrahim;& Mamun, 2014)

2.1.1 Maslow's Hierarchy of Needs

"Maslow's basic proposition is that people are wanting beings, they always want more, and what they want depends on what they already have" (Mullins & Christy, 2013, s. 252) According to Maslow' there are eight instinctive needs in every person. However, as we can see from Figure 1, the hierarchy of these eight distinctive needs are often

displayed trough a form of five ranging levels in a shape of a pyramid. The pyramid illustrates a thinning needs as people progress up in the hierarchy.
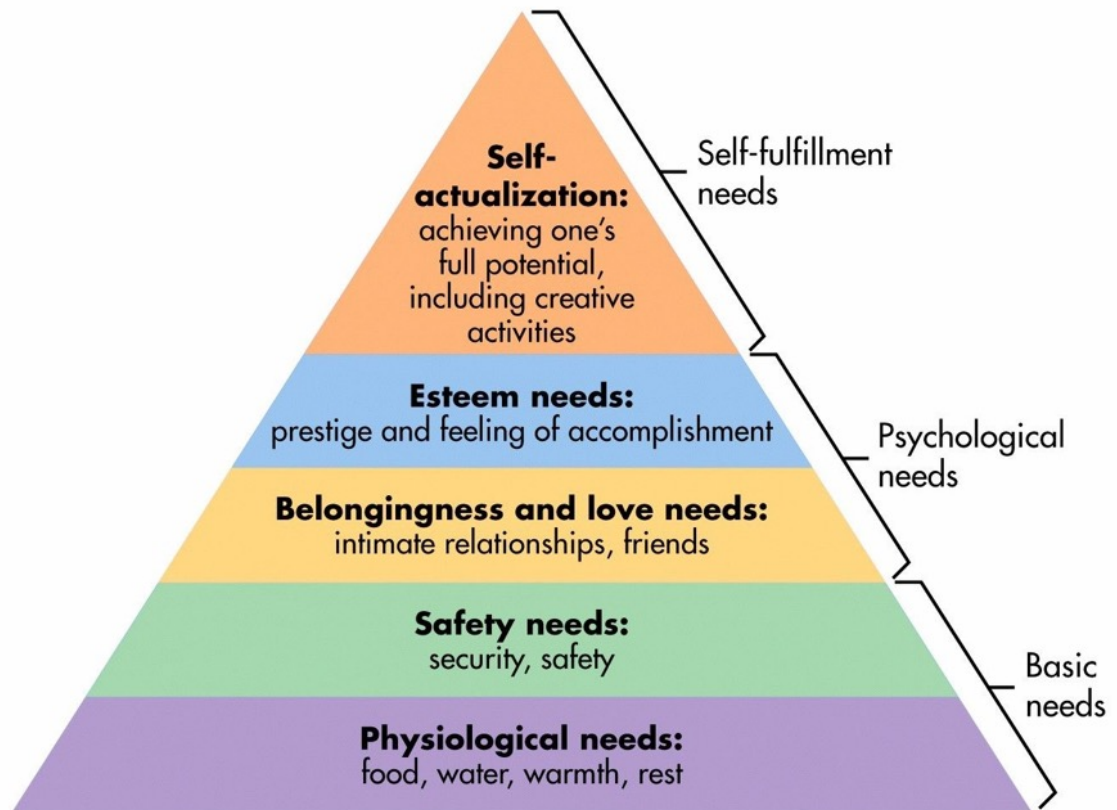
Figure 1 Maslow's Hierarchy of Needs (Mcleod, 2018) (Maslow, 1943)

As we can see from the Figure 1, the lowest, and the first, part of the pyramid consists of physiological needs. These needs refer to basic needs in order to retain a normal functioning life, such as need for water, food, and shelter. The second step upwards in the hierarchy refer to a sense of security, e.g. staying in a predictable and stable job, getting monthly stable income can be described as safety need, along with security of physical pain or attack (Mullins & Christy, 2013). Therefore, this second category is named safety needs. In the middle of the pyramid is belongingness and love needs. This step of the hierarchy includes love or social needs for instance, in terms of affection, sense of belongingness in a group, having social activities and friends and giving and receiving love (Adair, 2006). Fourth part of the pyramid is esteem needs. These needs cover both self-respect and the esteem of others. Including reputation or prestige, status,

recognition, attention and appreciation. Esteem needs also involve desire for independence, freedom and achievement (Mullins & Christy, 2013). Last step, the top of the pyramid, is self-actualisation needs. According to Maslow, once the previous need is successfully fulfilled, it no longer acts as a powerful motivator. Implying that only unsatisfied needs motivate a person, thus a need of next level in the hierarchy demands the satisfaction becoming the motivating influence, in order to achieve one's full potential. Basically, in Maslow's hierarchy of needs motivation and devotion to creativity and ability to create something new comes only at the top of the hierarchy, once all the other basic – and psychological needs are fulfilled creativity can blossom (Hakala, 2014).

Maslow states that these needs are relatively universal among different cultures, still acknowledging that these are not absolute facts as individuals motive factors could still vary. He also suggest that, even when majority of the people have these basic needs they are not necessarily in the same hierarchical order for every individual. For instance, some people may value status and being recognized more than love needs (Sinokki, 2016).

Despite the fact that Maslow's hierarchy can also be applied to motivational studies outside work life, it remains a particularly popular theory in the study of work motivation, having had a significant impact on management approaches, employee motivation and viewing the needs and expectations of an individual. (Mullins & Christy, 2013)

Needs level	General rewards	Organisational factors
1 Physiological	Food, water, sex, sleep	a Pay b Pleasant working conditions c Cafeteria
2 Safety	Safety, security, stability, protection	a Safe working conditions b Company benefits c Job security
3 Social	Love, affection, belongingness	a Cohesive work group b Friendly supervision c Professional associations
4 Esteem	Self-esteem, self-respect, prestige, status	a Social recognition b Job title c High-status job d Feedback from the job itself
5 Self-actualisation	Growth, advancement, creativity	a Challenging job b Opportunities for creativity c Achievement in work d Advancement in the organisation

Figure 2 Applying Maslow's Hierarchy of needs in work (Mullins & Christy, 2013)

Maslow's hierachy of needs serves to this day as a convenient framework for viewing different needs and expectations, position in the hierachy of this model and different motivators that could be applied to different people in different positions.

Figure 2 illustrates how the Maslow's hierarchy of needs can be applied in work life in terms of organizational factors. First level, or the psychological needs, of the hierarchy accounts for salary, pleasant working conditions, cafeteria or a possibility to eat during the work day. Second level of the hierarchy, safety needs, in a organizational context refer to job security in terms of stable income, predictable job, safe working environment and company benefits. Love needs, or sometimes referred as social needs include: friends at work, friendly supervision and a professional associations. Esteem needs, or the fourth step of the hierarchy, means social recognition, job title, better status at work. It can also include feedback from work itself. On top of the hierarchy self-actualization can be translated to work context as challenging job, opportunities to be creative at your job, work achievements and advancement in organization or professional growth in ones career. (Mullins & Christy, 2013)

Despite the criticism and known subjectivity, mentioned in chapter 2.1, Maslow's hierarchy of needs can be used to understand human motivation and frustration in work environment and for instance, it is still used to target sales and marketing in to right tarket groups. (Sinokki, 2016).

2.1.2 Herzberg's Two-factor model theory

Herzberg's two-factor model theory is quite closely related to Maslow's hierarchy of needs in terms of similiar factors, but in Herzberg's theory the sole focus is on job context. The theory was develepoded as Herzberg studied accountants and engineers trough interviews in Pittsburgh, USA. These particular professions were chosen due to their growing importance in the job market at the time. Herzberg used the critical incident method in order to determine when the interviewees felt exceptionally good or bad about their present or any previous job. (Armstrong & Taylor, 2014, s. 178) Answers revealed two different factors affecting the motivation and work.

The two-factors are categorised as 'Hygiene or maintenance factors' and 'Motivators or growth factors'. First set of factors, if missing, caused dissatisfaction in the work place,

and therefore is a dissatisfier, where as the second, if present, caused satisfaction in the job place and is therefore a satisfier. Motivating factors are related to the job context and consist of opportunities for career advancement, work responsibilities and need of achievement. These needs are the intrinsic factors of this particular theory, that Herzberg summed up as "motivation by the work itself" (Armstrong & Taylor, 2014). Hygiene factors in the other hand relate to the job context in terms of salary and working conditions. In themselves hygiene factors serve neither to satisfy or motivate. However when absent they can cause dissatisfaction to the work. Primary tasks of hygiene factors is therefore to prevent job dissatisfaction (Armstrong & Taylor, 2014), instead of directly motivate. In other words, according to the study the opposite of satisfaction is not dissatisfaction, but rather the lack of satisfaction. As a result of this; removing dissatisfier does not increase satisfaction, but instead it only removes dissatisfaction (Robbins & Judge, 2009).
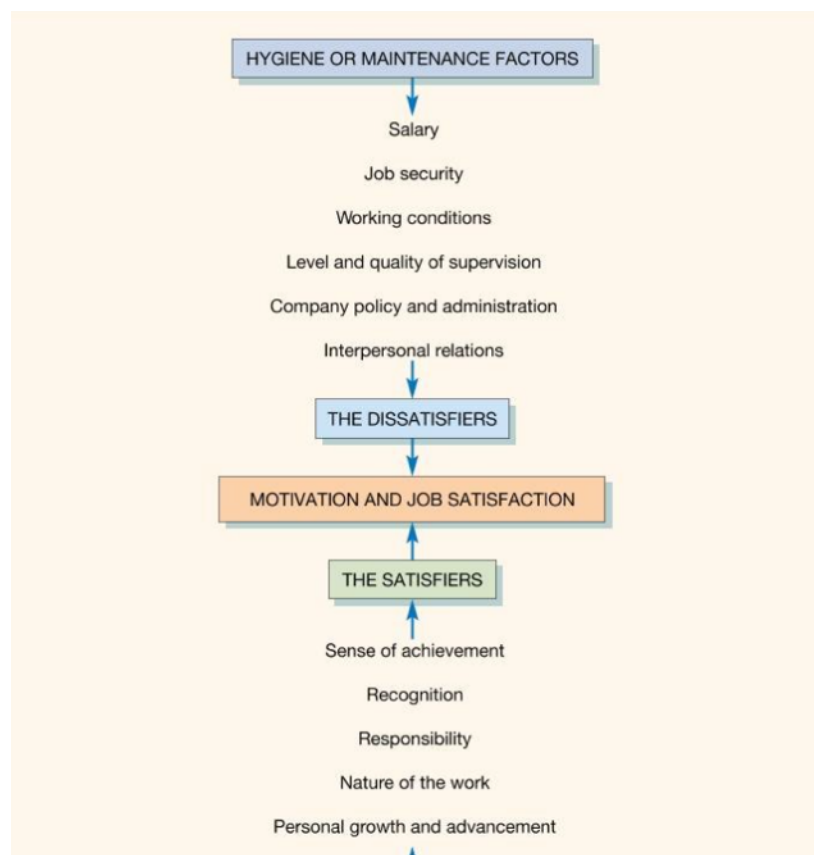

Figure 3 Herzberg's two-factor theory model pictured. (Mullins & Christy, 2013)

From Figure 3 we can identify the close relation to Maslow's model as there are notable similarities in Maslow's physiological, safety and love needs to Herzberg's hygiene factors, and similarities in Herzbergs motivators to Maslow's love, esteem and self-actualisation needs. However, unlike Maslow, Herzberg separated the motivational factors into two entities, that affect each other. Hygiene factors are the foundation for job satisfaction, however that alone is not enough to show that an employees would be motivated (Sinokki, 2016). According to Herzberg, employees job motivation can be improved trough different means, for instance by cycling work tasks or enriching the work itself (Herzberg, 2003). In the other hand, Herzberg has also famously remarked that if you want people to do a good job then give them a good job to do (quoted by (Dowling, 1971)).

The two-factor theory remains a particularly popular and respected theory on motivation, but also as a highly criticised theory. Majority of the critique is based on the method he then chose to use in his research and for splitting the work satisfaction and dissasfaction in to two different entities (Sinokki, 2016). Despite of these objections the theory continues to thrive. Armstrong & Taylor (2014) suggest that the reason for this popularity is partly due to the reason that it is easy to understand and that it is build on real-life rather than academic abstractions. In addition, because the theory "convincingly emphasizes positive value of intrinsic motivation factors and highlights the need to consider both financial and non-financial factors when developing reward systems". While it cannot be concluded that only the given motivators will increase job satisfaction and the hygiene factors will prevent dissatisfaction in practice, employers can still make a good use of these factors when discovering what each individual values and use that to motivate them appropriately (Stello, 2016). In addition, it also accounts as a valuable framework for this thesis.

2.1.3 Expectancy Theory, Vroom, Porter & Lawler

Where Maslow's and Herzberg's theories are need based, Vroom's expectancy theory is process based. The concept of expectancy theory is originally based on Viktor Vroom's valence-instrumentality-expectancy concept. In which valency stands for value, instrumentality translates to an assumption or a belief where if we do one thing, it will lead to another thing and expectancy is the probability that effort or an action will lead to an outcome (Armstrong & Taylor, 2014). Expectancy theory was originally formulated by Vroom in 1964 and then further developed by Porter and Lawrer in 1968 (Sinokki, 2016).

According to the expectancy theory an employee will be motivated if a certain task or an action will lead to a desired outcome for the employee (Sinokki, 2016). The theory infers that motivation is cognizant and based on reason, thus the level of motivation is dependent on how appealing does an employee feel that reward is in relation to the task or action at hand (Sinokki, 2016). An employee is motivated to do an high-level task, if it is likely that it will lead to a good performance and hence to a good reward. However, achieving the outcome can not be too hard nor too easy, thus the 'expectancy'. In case the possible reward or an outcome is too easy to achieve, it does not motivate an employee to work harder. In the other hand, where the reward is too hard to obtain and not it relation with the effort needed to achieve the reward or an outcome, it will not motivate an employee to work harder either. Hence, expectancy theory can explain why not all employees are motivated to do their best and therefore do only what is needed. Motivation stipulates that an employee must believe in his or her abilities (Sinokki, 2016). Effort obliges, that he or she can improve his or her work performance and thus get some added value. If the reward or outcome is not important to the employee or not realistically available it will not motivate to perform better.

The controversy with this theory, as with so many other motivational theories, is that it is highly subjective as every employee could valuate the outcome and the reward differently. For instance, while some could value appreciation and positive feedback and others could value financial compensation as a reward. In addition, (Shields, 2007) stated that the assumption that behavior in work place is rational and premeditated, when it is known that often it is impulsive and emotional instead, makes the theory problematic. Despite these objections, the message remains that Vroom's, Porter's and Lawler's theory is based on the trust that the goal can be attained, goal matters to the employee and that with effort an reward is achievable (Sinokki, 2016). As we can see from figure

4. Finally, it remains as a popular and often cited theory in process based motivation theory as well as a tool to asses the effiency of motivational instruments such as incentive based salary (Armstrong & Taylor, 2014).
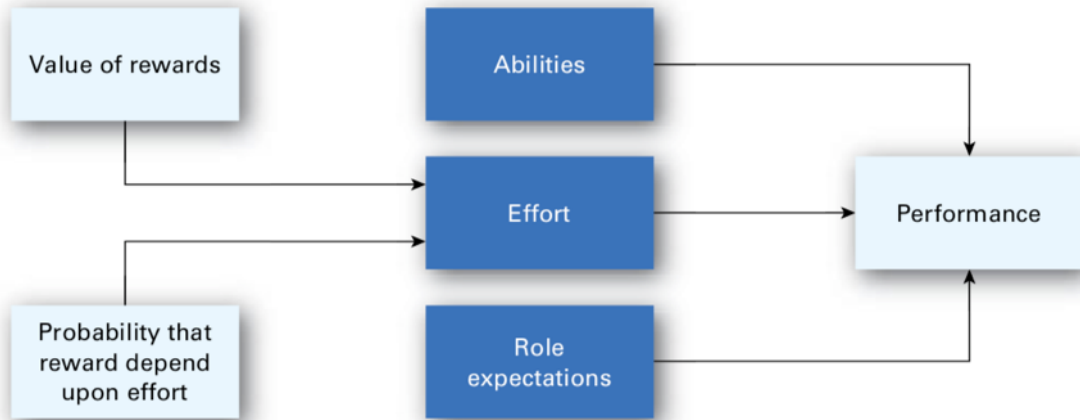

Figure 4 Motivation Model, Porter & Lawrer (Armstrong & Taylor, 2014)

2.2 Feedback

General understanding of employee motivation indicates that employees positive work motivation will likely be beneficial for the whole organization. Since work motivation has a great impact on the outcome of the work, effectiveness of the employee, quality of the work and on the well being of an single employee and of the whole job environment (Sinokki, 2016). Fedback is one of the most important tools that managers can directly use to positively influence employees' motivation. As mentioned in chapter 2.1, Denhart (2013) states that "managers can influence employees motivation process, however they can not control it." In other words, motivation can not be forced, but with a meaningful positive and constructive feedback you could influence ones work motivation positively.

Feedback, and particularly feedback given from tasks which one is motivated to do, has been described as one important factor shaping human motivation, especially the interest towards different tasks. (Vartiainen & Kauhanen, 2005, s. 137) Furthermore, it is thought that one factor regulating the relationship between feedback and motivation is the self-image that an employee posses of oneself, (Vartiainen & Kauhanen, 2005) as people have a tendency to view themselves in a 'positive light' and a success for instance in a work related task's may influence the image by strengthening it. On the contrary, a

failure in such a task might influence the self-image negatively, leading to a situation where employee might purposefully avoid similar tasks in the future. This is why it is not only important to know when and how to give feedback, but to also acknowledge the personality of an employee when giving feedback. (Vartiainen & Kauhanen, 2005) The importance of this is highlighted especially when giving individual manager-to-employee feedback, instead of giving general feedback simultaneously to a number of employees.

2.2.1 Types of Feedback

The types of feedback are thought to have a significant impact on employees subsequent performance (Gerathy, 2013) and the leaders are typically an important source of feedback. There are however, also different sources of feedback such as, colleagues, subordinates and customers, and all of these are equally important sources of feedback. For instance, subordinate-to-supervisor feedback should be considered important since a manager that does not understand value of feedback and therefore does not seek nor accept is destructive for the whole organization and for the work community (Ranne, 2006). In addition, it is possible to give feedback to a number of people at the same time or to a single employee at the time. In spite of who is giving the feedback or the number of persons that are receiving the feedback, there are three main categories of feedback. (Gerathy, 2013)

The first type is praise. This means a positive statement about a person, and according to (Gerathy, 2013) most employees respond to praise with a increase in self-esteem, self-efficacy or with self-confidence. This reaction might then play as an increasing factor in work performance. This statement significantly correlates with the hypotheses 2 introduced in chapter 1.2. The second type of feedback is known as criticism. This is a way of giving feedback that is sometimes thought as a negative statement about a person or as a judgment, even though it is not, in most cases, meant as a negative statement. This is opposite to praise and generally thought to be inefficient at increasing performance in the workplace. Third type of feedback is constructive feedback. This is often issue-focused way of giving feedback, that contains specific information and is always based on observations and the past behaviour of the person. Unlike the other types of feedback, this can be categorized into four sections;

- Negative Feedback – Comments on what should be improved about past behaviour. Focuses on unsuccessful behaviour that should not be continued.
- Positive Feedback – Encouraging comments about past behaviour. Focusing on successful behaviour in the past.
- Negative feed forward – corrective comments about the future performance, focusing on performance that should be avoided in the future.
- Positive feedforward – Encouraging comments about future behaviour, focused on behaviour that will improve performance in the future.

These three types of feedback's are known to have varying effects. Gerathy (2013) suggests that in order for the managers to positively impact employee motivation and self-esteem, and thus performance, managers should focus on giving constructive feedback and praise (when it is due). Managers, should also decrease the amount of criticism if they are to impact positively on one's work motivation. This seems to be in line with other studies, like (Sinokki, 2016) where it was presented that 70% of people feel paralyzed when getting negative feedback or criticism, whereas 20% will not react in anyway and only 10% of the people are able to use the negative feedback or criticism to their advantage. This also highly corresponds with hypotheses 3 introduced in chapter 1.2 and imply that this is likely to be the least effective way of giving feedback when the goal is to improve employees work motivation.

2.2.2 Work motivation & Feedback

Feedback is very much a fundamental part of organizational culture, yet so often one aspect of giving feedback is undermined and –valued. It is an aspect with considerable potential when inspecting well-being at work, job satisfaction, effectiveness and work commitment. Feedback can be simple and yet powerful motivational tool. In addition, with effective and precise feedback an employer can correct harmful ways of acting or encourage the positive ways of acting. (Sinokki, 2016).

Constructive and appreciating feedback is an important resource and motivation boosting factor at work. Employees hope feedback from work that is well done and succeeding, but also from possible failures. (Sinokki, 2016) Feedback can be thought as a form of rewarding that is becoming eminently important as a management tool. Rewarding is a pursue for employees positive work motivation, commitment and good work performance and -quality among other things. In the core of rewarding is feedback and appreciation that are vital for successful rewarding. (Hakonen;Hakonen;Hulkko-Nyman;& Ylikorkala, 2014) Whereas rewarding motivates and guides activities, motivation is strengthened by expectation that achieving different tasks is possible and that it will further lead to rewarding (Hakonen et al., 2014). In a similar manner as presented in Vroom's expectancy theory in chapter 2.1.3.

In addition, it must be noted that not all professions have a foreseeable 'line of sight' (e.g expert, scholar). However most people will expect that good and astonishing performance in work is followed by some sort of reward, whether being a monetary compensation or something as simple as appreciation or positive feedback. In the other hand it is also important to note what happens in case of a failure in certain task. If the consequences are too frightening an employee may 'play it safe' and not try anything new (Hakonen et al., 2014). For instance, harsh criticism may in fact demotivate employees and lead to a situation where an employee feels paralyzed, as mentioned in chapter 2.2.1. Finally, not receiving feedback at all, or when feedback is nonspecific, may lead to a situation where an employee feels that he or she is not appreciated at workplace or his or her work effort has no value to the employer (Hakonen et al., 2014). Therefore, it could be thought that there is an hierarchy of feedback, which is: Positive, negative and no feedback.

3 METHODOLOGY

3.1 Research objective

The main purpose of the thesis is to provide an encompassing analysis based on questionnaire answers and on the theoretical framework of the thesis. The thesis aims to identify possible influences between the variables in the theoretical framework and in the answers provided by the employees. Specifically, the thesis aims to answer the following research questions:

1. What are the two primary motivational factors for the employee's working in the given Prisma hypermarkets within TOK?

2. Does an employee in Prisma feel more motivated to work, when he or she has received praise or positive constructive feedback, individually from a manager?

3. Does an employee in Prisma feel less motivated to work, when he or she has received criticism or negative constructive feedback, individually from a manager?

3.2 Research design

The form of research used in this thesis is explanatory. Empirical research is conducted, along with literature review regarding the topic, in order to gain a profound understanding of the primary cause of the motivation and the possible influence to individual feedback given by the managers. The focus here is on studying the situation in order to identify, and explain possible influencing factors between the variables. (Saunders;Lewis;& Thornhill, 2009, s. 144) This is done in order to gain profound understanding of the topic and to gain answers to the research questions mentioned above.

Data for this thesis was collected trough a questionnaire. The basis of the questionnaire designed for this thesis lies on the theoretical frameworks presented in the previous chapter of this thesis. Therefore the theoretical frameworks also serve as a secondary data in thesis, where as the questionnaire results are the primary data used in this thesis.

The structure of the questionnaire was designed in a manner that a respondent could easily follow the questions, feel effortles while answering and keep concentration troughout the questionnaire. The questions were divided into four clusters: general background, work background, employees reflection of feedback and employees reflection of work motivation. The questionnaire was made by using Google Forms as a platform. The website was chosen for the questionnaire based on the facts that it is well known, user friendly, easily accessible, free and provided good statistics for the results.

3.3 Data collection and analysis

As already stated, data were gathered from the answers of a carefully constructed online survey. Not only was the survey a highly economical and efficient way for the researcher to gather information, but it also allowed the researcher to gather a fair amount of quantitative data, that was then analysed using descriptive statistics. (Saunders;Lewis;& Thornhill, 2009, s. 144). This is particularly important in order to make valid conclusions out of the analysis done from the gathered data. The data collected can then be used to suggest and produce a models of relationships between the variables. (Saunders;Lewis;& Thornhill, 2009, s. 144). The questions in the survey were formatted with caution and with the extra thought on keeping the survey questions wording neutral and non bias. Questionnaire was done in order to get a number of answers from the respondent's that could then be used to get a clear image of what the respondents feel about something or think about something. The questionnaire included ranking questions, rating questions, category questions and an open ended question to leave a further comment on. The aim was to provide a sample that reflected relatively well the total amount of full-time and part-time employees within the chosen retail stores. For the sole purpose of this thesis the research only focusesed on the feedback given from the managers individually to single employee at the time, thus narrowing down other forms of giving feedback. This was also done in order to keep in the volume limitations of the thesis.

Initially, the questionnaire that consisted of 11 questions was left in the chosen retailer stores for a period of two weeks. The cover letter was first introduced and pitched to part of the employees, after which it was left in the employees 'coffee room' with a link and thus access to the online questionnaire. The stores have a total of 265 employees and 27 of them replied the questionnaire, making the final response rate 10,18%.

Further demographics of the respondents will be inspected more in detail in chapter 4.1 of this thesis.

3.4 Reliability, Validity and Generalization

Reliability of the research refers to what extent the data collected can be trusted. Reliability of the ones research can be examined by asking the following questions.

1. Will the measures yield the same results on other occasions?

2. Will similar observations be reached by other observers?

3. Is there transparency in how sense was made from the raw data?

(Saunders;Lewis;& Thornhill, 2009)

Possible conflicts to research's reliability are; biased participant data, subject or participant error, observer error or observer bias (Saunders;Lewis;& Thornhill, 2009). This makes designing the questionnaire in a well thought and accurate way particularly important for the reliability of ones research. Hence, it was also in central position for the researcher while designing the questionnaire for this research. In addition, in order to achieve reliable results for the research, researcher took the extra time of trying to collect a more sizable sample of the population, that would ensure higher reliability of the analysis. However, as previously mentioned, the answers remained quite limited. On that basis, the extent to which this research can be considered reliable was determined by calculating the margin of error. For this calculation the confidence level, or the probability that the sample accurately reflects the attitudes of the population, was set to a 85%. This level of confidence, although under industry level standard of 90%, is enough to make exploratory research and general sentiments (Sauro, 2015). With the population size of 265 and with the sample size of 27 this resulted to a 13% margin of error. Hence, due to the margin of error and particularly due to the low response rate of 10,18%, the results of this research are only valid and generalizable within this sample.

Validity refers to the causality of the variables, in terms of whether they affect each other. It is a judgement based on various types of evidence. Including the reliability of the measure, wheter it covers the construct of intrest and whether the scores it produces are causal with other variables. Causal in this case meaning that the scores are correlated with other variables they are expected to be correlated with and not correlated with

variables that are conceptually distinct. (Price;Jhangiani;& Chiang, 2015) Content validity was ensured in this thesis by taking the extra time to design the questionnaire questions in a manner that the results actually measure the construct of intrest that researcher originally intented to measure. In addition, prior to publishing the survey all the questionnaire questions were assessed in terms of how essential they were to the research. Eventually resulting in questionnaire design where the questions were not only essential or useful for the research, but precise and on point also.

Generalization is a measurement of whether the research findings can be generelized and therefore equally applied in other circumstances (Saunders;Lewis;& Thornhill, 2009). Ideally, in order to make valid generalizations the response rate should be high for reduced margin of error and to improve the generalizability of the research. This means that the response rate of 10,18%, mentioned in the previous section, cannot be used to generalize within TOK, inside the chosen hypermarkets nor outside it. Hence must be noted that the results of this thesis are subjective, and only reliable, valid and generalizable within this thesis.

If there would be a need to make further generalizable, valid and reliable research in the future, one would need to include a bigger sample population in the research. In other words, I would suggest including more hypermarkets in the research and take further measures to achieve higher response rate in order to achieve better generalizability.

4 ANALYSIS

4.1 General background

At the time of this research the total combined population of the chosen hypermarkets, named Prisma Mylly and Prisma Länsikeskus, was 265 employees. Majority of the total combined employees work in Prisma Mylly (69,05%) whereas minority of the employees (30,95%) work in Prisma Länsikeskus. The vast majority (82,65%) of the total combined employees working in the chosen hypermarkets, and generarily in TOK, are women. This is also directly reflected in the questionnaire answers where out of the total 27 respondents 11,12% are men and 88,88% are women.

Age demographics within the respondents were relatively evenly divided. In the questionnaire the age groups were divided into four variables. Out of all the respondents 33,33% are aged below 25 years, making this second biggest age group after respondents aged 25 – 34 years that accounted for 37,04% of all the answers. Respondents between 35 – 44 years accounted for 11,11% of the answers and ages 45 and above accounted for 18,52% of the total sample population.
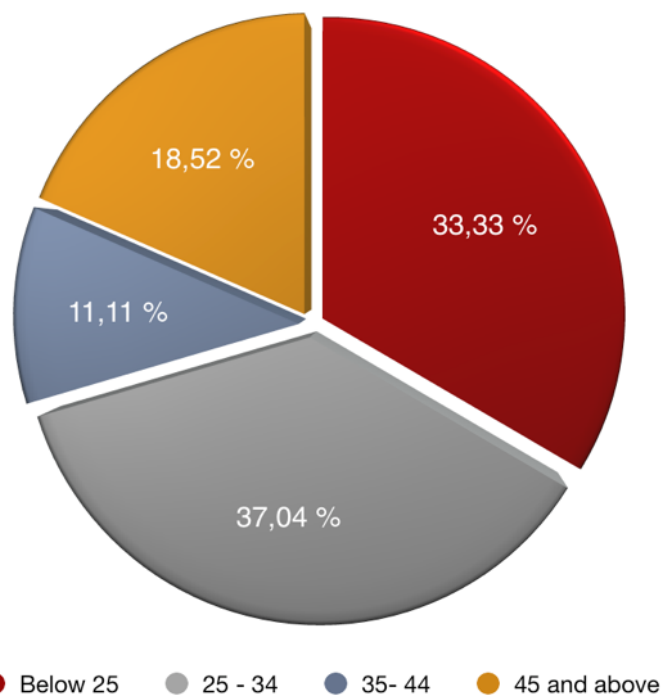

Figure 5 Respondent Age (Saarinen, 2018)

The general background demographics were collected by the researcher in order to gain further insight of the two hypermarkets as an employer and to form a first cluster of demographic questions. This was done with the intention of identifying the gender of the respondents and the different age groups within the respondents.

4.2 Work background

Second cluster of questions dives into the working demographics of the respondents. The reason behind this was for the researcher to determine the workplace of the respondents out of the two different variables. Additionally, a question about the form of employment was created to identify and examine possible differences regarding the respondents perception of work motivation and influence of supervisor-to-subordinate feedback. The two variables in this case were full-time employees and part-time employees.

First question in this cluster, or question number three, measured what percentage of the respondents worked in which store. The collected answers revealed that 40,70% of the respondents work in Prisma Länsikeskus, thus making the employees that work in Prisma Mylly a slight majority with 60,30%. Following question in the questionnaire, numerically question number four, sought to find out the form of the respondents employment. The form of employment was quite evenly divided between all of the respondents; 55,60% of the employees work full-time and 44,40% of the employees work only part-time in the given hypermarkets. Out of the full-time employees majority (92,0%) of the respondents were under 35 years of age, similiarly a majority (60,0%) of the full-time employees were under 35 years of age. As a secondary objective of the thesis. The possible differences and similarities between the form of employments regarding frequency, type and perceived importance of received feedback are further viewed in this analysis. As well as, the form of employment's impact on normal level of motivation and other motivation factors.

4.3 Employees reflections of feedback

Third cluster of the questionnaire focused solely on measuring and collecting data of the respondents perceptions of feedback. The four different questions within this cluster were designed to probe and measure respondents opinions and feelings about the

importance of manager-to-employee feedback. In addition, the respondents were asked how often they receive feedback and what type of feedback they normally receive from their manager.

The question number five, and the first in this cluster, measured the frequency of how often a respondent receives personal work related manager-to-employee feedback. Most of the respondents chose option monthly with 46,43% of the total answers. After which two most chosen options were yearly (21,43%) and weekly (21,43%) with even percentages. Finally, only 10,71% of the respondents answered that they receive daily feedback from their managers. However, on a positive note, none of the respondents answered that they do not receive feedback at all or they do receive it less than once a year. In other words, all of respondents do receive some sort of feedback from the employer on annual basis.
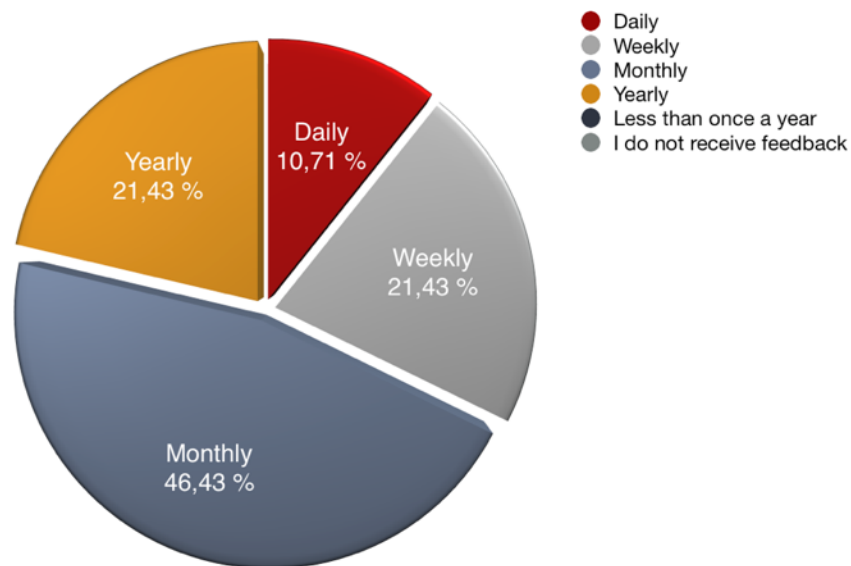
Figure 6 Frequency of received feedback (Saarinen, 2018)

After further analysing the differences between received feedback and the form of employment. It was realized that part-time employees responded receiving only monthly (58,0%) or yearly (42,0%) feedback. Therefore, only the full-time employees responded getting weekly (53,0%) and daily (20,0%) feedback, with a minority of full-time employees receiving only monthly or yearly feedback (27,0%). This is most of all a negative results, as none of the part-time employees did not respond getting even monthly feedback. This can however be a results of numerous reasons, for instance of different working hours,

thus fewer opportunities to interact with a mangers on weekly basis. On the other hand, it could also be due to a different understanding of experienced feedback.

The answers to question number six infer that eventhough all of the respondents, in this case, receive personal annual feedback only part of respondents are satisfied with the frequency of it. For a minority (25,90%) of the respondents felt that they do not receive enough work related feedback, in the other hand a clear majority (74,10%) of the respondents felt that they receive enough work related feedback from their managers. The responses were similar regardless of the form of employment. As majority the part-time (58%) and full-time (87%) employees both responded feeling satisfied with the amount of feedback that they receive. These findings are clearly positive and seem to be quite in line with previously presented literature review, where it was stated that people hope to receive feedback from work that is well done, but also from possible failures that might occur (Sinokki, 2016). In addition, the slightly lower satisfaction level on received feedback of part-time employees compared to full-time is most likely due to previously mentioned lesser frequency of received feedback.

Next question, or question number seven, measured the types of feedback normally given by the manager and received by the employee. Results showed the more than three out of four employees that answered the survey receive either constructive positive feedback (40,70%) or praise (40,74%). This is most definitely a positive result. Since as expressed in the literature review of this thesis, if managers are to positively impact employees work motivation, self-esteem and thus performance positively. They should focus on giving praise and constructive positive feedback, instead of criticism or constructive negative feedback. (Sinokki, 2016) (Gerathy, 2013) Nevertheless, a portion of the employees answered that they normally do receive criticism (7,41%) or constructive negative feedback (11,11%). After a further analysis it was noticed that this particular portion consist of only part-time employees. Eventhough majority of the part-time employees normally responded receiving praise (50,0%) or constructive positive feedback (17,0%). A minority of 33,0% respondent receiving normally negative constructive feedback or criticism. Whereas of the full-time employees a majority of 67,0% responded receiving prase and remaining 33,0% responded having constructive positive feedback. Thus, only part-time employees responded normally receiving criticism or constructive negative feedback.
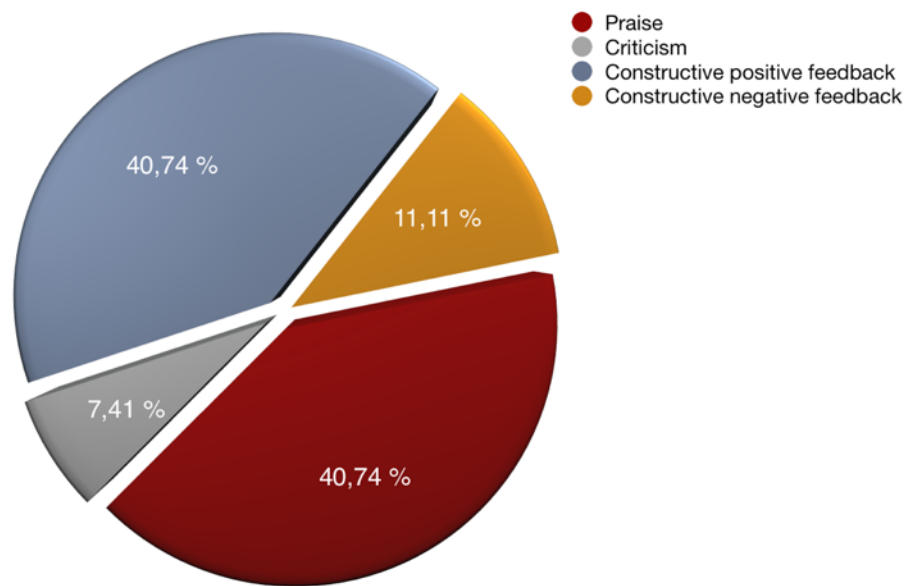
Figure 7 Types of feedback received (Saarinen, 2018)

Previous statement about the importance of feedback at workplace, presented in the literature review, is further supported by the results of question number eight. In this questions results, 33,30% of the respondents considered personal feedback received from a manager very important. In addition, 48,10% of the employees considered personal feedback received from a manager fairly important. Lastly, 14,80% of the respondents considered it not important nor useless, and only 3,70% considered it fairly unimportant. Hence, could be thought that majority thinks that personal manager-to-employee has a significant importance at the given hypermarkets, this is also supported by the theoretical framework of this research (Vartiainen & Kauhanen, 2005) (Sinokki, 2016). In addition, these results are shared by both full-time and part-time employees as majority of the both groups full-time (93,0%) and part-time (66,0%) employees considered it either fairly important or very important.

4.4 Employees reflections of work motivation

The last cluster of questions have to do with the link between received feedback and respondents work motivation. How motivated does an employee normally feel at work and whether he or she considers different variables important regarding maintaining good work motivation. This cluster consist of three questions, that are also significant for inspecting the hypotheses of this research.

First question of this cluster, and nineth question of the survey, included four different statements and each statement had one different type of feedback received from work. Respondents were to determine whether receiving that type of feedback would make them feel more motivated at work. Each respondent had to decide weather they agree, fairly agree, not agree nor disagree, fairly disagree or disagree with the given statements. This question serves to answer researchers hypothesis number two and number three.

The first statement and the third statement within the question corresponds with hypothesis two, where as statement number two and number four correspond with hypotheses number three. After inspecting first statement, we can identify that vast majority (88,88% combined) of the respondents agree or fairly agree that they feel more motivated when they have received praise from their work. Whereas only three respondents (11,11%) disagreed with the statement. Similarly with statement number three a vast majority (92,59%) of the respondents agree or fairly agree feeling more motivated when receiving constructive positive feedback from the work that they have done, whereas only two persons disagree (7,41%) with the given statement. The results from these statements are highly in line with the previously presented literature review (E.g. Sinokki; 2016, Gerathy; 2013) and with hypotheses number two that was introduced in the chapter 1.2 of this thesis.

Furthermore, statements regarding criticism and constructive negative feedback, in other words statement number two and number four, seem to require more thorough reviewing as the results are not as clear as with the statements related to hypotheses number two. Statement number two, "I feel more motivated at work, when I have received criticism from my work" resulted in somewhat mixed outcomes. Although, a slight majority (59,25% combined) of the respondents, as expected in hypotheses number three, disagrees (25,92%) or fairly disagrees (33,33%) with the statement, nearly one thirds (33,32%) of the respondents agree or fairly agree with the given statement, leaving only 7,40% of the respondents not agreeing nor disagreeing.

Last statement measured how the respondents feel about constructive negative feedback. A total of 70,36% of the respondents answered that they agree or fairly agree feeling more motivated after receiving constructive negative feedback. While only 11,11% disagreed or fairly disagreed with the statement, leaving 14,81% of the respondents neither agreeing nor disagreeing with the statement. The answers to statement two and four are slightly conflicting as the result to statement four is contradictory to the hypothesis number three, whereas the statement number two

supports the hypothesis. Hence, resulting in to conflicting findings in terms of the hypotheses number three. However, in the end the results of all the four statements indicate that employees within the chosen hypermarkets respond better to praise and positive (or negative) constructive feedback than to criticism, as seen in the table 1. On a further note, it is a positive result that a majority of the respondents react positively even to constructive negative feedback, instead of feeling less motivated.

Table 1 Feedback / Motivation matrix (Saarinen, 2018)

Options	Agree	Fairly agree	Not agree nor disagree	Fairly disagree	Disagree
I feel more motivated at work, when I have received praise from my work.	74,07 %	14,82 %	0 %	0 %	11,11 %
I feel more motivated at work, when I have received criticism from my work.	7,40 %	25,92 %	7,40 %	33,33 %	25,92 %
I feel more motivated at work, when I have received constructive positive feedback from my work.	40,74 %	51,85 %	0 %	0 %	7,41 %
I feel more motivated at work, when I have received constructive negative feedback from my work.	14,81 %	55,55 %	14,81 %	3,70 %	11,11 %

All of the presented statements were, on average, similarly responded by both part-time and full-time employees. Only notable exception being that the part-time employees disagreed slighty more on feeling more motivated after receiving criticism. This could be due to the reason that only the part-time employees within this population responded receiving criticism as their normal type of feedback, as previously presented. Furthermore, as presented in the literature review, criticism is often the least effective way of giving feedback when motivating employees and is sometimes misinterpreted as a negative statement. Hence, criticism might provoke a strong disagreement particularly in those employees who normally receive it as their normal type of feedback.

Second question, within this cluster of motivation related questions, measured how motivated a respondent normally feel at work. Majority (85,20%) of the respondents answered that they normally feel either really motivated or fairly motivated at work, whereas rest of the respondents felt fairly unmotivated (11,10%) or did not know (3,70%) whether they normally feel motivated at work or wether they do not. Lastly, the responses remained similiar after reviewing full-time and part-time employees. Since, a vast majority of both full-time (93,0%) and part-time (75,0%) employees felt normally either very motivated or fairly motivated.
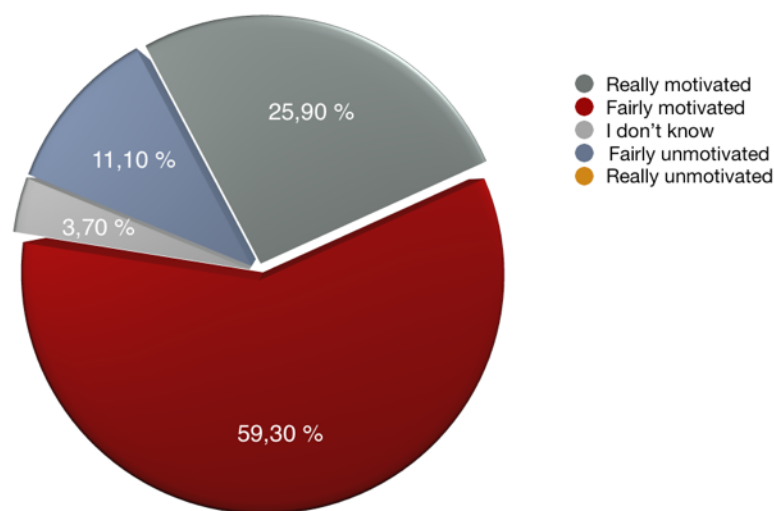

Figure 8 Respondents normal level of motivation at work (Saarinen, 2018)

Last question of the questionnaire aimed to answer the hypothesis number one. It was particularly designed to measure and rate the importance of different motivational factors derived from Maslow's hierarchy of needs. In order to answer the question the respondents needed to rank how important they perceive each of the given factors regarding their own work motivation. The different factors were directly derived from the figure 2 'applying Maslow's hierarchy of needs at work'. Complete detailed results to the question 'How important do you perceive the following factors regarding your work motivation?' can be seen from the figure 10.

The answers support the hypothesis number one and seems that majority of the employees are primarily motivated by the factors included in the first two levels of Maslow's hierarchy of needs. In fact, it seems that the further we advance in the hierarchy the less important the respondents rate the motivational factors. However, must be noted that majority of the respondents rate the importance of social needs (both coworkers and managers) either important or fairly important as well.

Table 2 Work motivational factors (Saarinen, 2018)

Needs level	Motivational factors	Unimportant	Fairly unimportant	Not important nor needless	Fairly important	Important
1 Physiological	Regular Income	0 %	0 %	7 %	11 %	81 %
	Cafeteria (opportunity for lunch)	7 %	7 %	41 %	30 %	15 %
	Pleasant working conditions	0 %	7 %	0 %	48 %	44 %
2 Safety	Company benefits	0 %	4 %	11 %	41 %	44 %
	Safe working conditions	0 %	4 %	4 %	52 %	41 %
	Job security (steady job)	0 %	0 %	4 %	15 %	81 %
3 Social	Coworkers	0 %	0 %	7 %	26 %	67 %
	Managers	0 %	0 %	11 %	41 %	48 %
4 Esteem	Recognition received from the work	0 %	0 %	11 %	37 %	52 %
	Job title	4 %	7 %	59 %	22 %	7 %
	Feedback from the work	0 %	0 %	41 %	26 %	33 %
5 Self-actualisation	Challenging job	0 %	0 %	26 %	44 %	30 %
	Opportunities for creativity at work	0 %	0 %	37 %	26 %	37 %
	Advancement in the organisation	0 %	0 %	26 %	44 %	30 %
	Achievements at work	0 %	0 %	30 %	26 %	44 %

In addition, majority of all the respondents rate all of the factors important for work motivation to some extent. However, generally the least important motivational factor seems to be job title, as only 29% of the respondents feel that it's either important or fairly important regarding their work motivation. Nevertheless, the two most highly rated motivational factors seem to do with either safety and physiological needs in terms of salary and job security and in the end 81% of the respondents feel that both of these given factors are important for their work motivation. These findings are highly similar with both full-time and part-time employees.

Majority of the respondents seem to be primarily motivated to work by extrinsic factors, rather than intrinsic factors. As presented in the literature review, people therefore could be seen as engaging in work not because they find it extremely pleasant or satisfying but in order to get something in return (Cherry, 2018). In this case, it is primarily job security, salary and social relationships that play as the key motivational factors for the respondents. This could be due to a numerous reasons. It could be that the employees actually value more free-time and are satisfied as long as the basic needs are met. In the other hand, as explained in the literature review, if the reward or outcome is not important to the employee or not realistically available it will not motivate to perform better (Sinokki, 2016) For instance, general and personal knowledge indicates that

further advancement in the organization, in this case TOK, is unlikely without a further higher degree education. Therefore it might not be realistically available at the given moment and hence it does not act as powerful motivational factor. This is in relation to Vroom's expectancy theory. In a similar manner, if an employee does not consider job title important it is unlikely to motivate them. This could explain why the answers are skewed towards the bottom of the Maslows hierarchy of needs. On the other hand, the long-term motivation potential of these particular factors could be questioned. Since, Herzberg's two-factor theory presents that hygiene factors, that are similar to Maslow's basic needs, in themselves serve neither to satisfy or motivate. As presented in the literature review, the primary tasks of hygiene factors is to prevent job dissatisfaction, rather than directly motivate. (Armstrong & Taylor, 2014). The hygiene factors are the foundation for job satisfaction, but that alone is not enough to show that an employees would be motivated (Sinokki, 2016). Therefore, wether these factors really serve to motivate employees on daily basis or wether they serve only as factors simply to prevent job dissastifaction can be questioned.

Lastly, it must be noted once more that due to the subjectivity of the topic. The values and needs of every individual are bound to differ from one another. Therefore, some might consider for instance, job title as highly motivating factor. Eventhough, majority of the employees did not consider it as an important factor regarding work motivation in this case.

5 CONCLUSIONS OF THE STUDY

The overall objective of the thesis was to examine and study the work motivation and the impact of manager-to-employee feedback on work motivation. Subject of the research were the employees situated in the two given hypermarkets introduced in the introduction of this thesis. The focus was to answers the research questions and to examine the validy of the presented hypotheses. The research questions examined were:

1. What are the two primary motivational factors for the employee's working in the given Prisma hypermarkets within TOK?

2. Does an employee in Prisma feel more motivated to work, when he or she has received praise or positive constructive feedback, individually from a manager?

3. Does an employee in Prisma feel less motivated to work, when he or she has received criticism or negative constructive feedback, individually from a manager?

Secondary objective of the thesis was identify possible similarities and differences regarding the form of employment and perceived feedback and motivation.

5.1 Research findings

Initial research findings showed that the research hypotheses, that were derived from both personal work experience and knowledge of the researcher and from literature review, were mostly in line with the eventual results.

The first matter of the thesis examined the primary motivational factors in regards of work motivation of the employees within the two hypermarkets. The hypothesis being: "Majority of the interviewee's will be primarily motivated by the factors included in the first two levels in Maslow's hierarchy of needs." These research hypotheses were supported by a vast majority of the employees who considered payment and steady job as the most important motivational factors, and these two factors are included in the first two steps of Maslow's hierarchy of needs. It must also be noted that a majority of the respondents considered co-workers and friendly managers as highly important factor for good work motivation. Nevertheless, in the end, financial compensation and job security persevered as the two most dominant factors for work motivation within the respondents. However,

when viewing these factors as Herzberg's hygiene factors, instead of Maslow's needs. It can be questioned, wether the factors truly serve to motivate the respondents on daily basis or wether they simply decrease the risk of dissastisfaction at work. Instead of direcly motivating the employees on daily basis. (Robbins & Judge, 2009)

The second objective was to inspect how an employee perceives or experiences manager-to-employee feedback in terms of work motivation. Initial hypotheses was: "Individually given praise or positive constructive feedback by manager has a positive impact on how motivated an employee feels." This hypothesis was supported, as vast majority of the employees agreed or fairly agreed feeling more motivated after receiving praise or constructive positive feedback. This is undoubtedly a positive result, since more than three out of four employees answered that the type of feedback that they normally receive is either praise or constructive positive feedback.

In addition, a vast majority of the employees answered that they normally feel either motivated or fairly motivated at work. Even though, it cannot be directly said that it is due to receiving positive feedback or constructive positive feedback, it is reasonable to assume that receiving such feedback could be considered as one component playing in favour of generally feeling motivated at work in this case.

The final objective dealt with perceptions of negative feedback, with hypothesis being: "Individually given criticism or negative constructive feedback by manager is likely to affect negatively on how motivated an employee feels." This hypothesis and the research question itself resulted in conflicting findings. On the one hand, majority of the respondents disagreed or fairly disagreed that they feel more motivated to work after having received criticism from their work, therefore this actually having a negative effect on work motivation. On the other hand, a majority of the employees also fairly agreed feeling more motivated after receiving constructive negative feedback. Resulting in conflicting outcome for the hypotheses. The conflicting findings are due to double-barreled formulation of the hypothesis itself. However, when the hypothesis is split in two halves, where half 3A deals with criticism and half 3B with constructive negative feedback. It could be stated that hypothesis 3A, dealing with criticism, is supported. As majority of the respondents disagreed or fairly disagreed with feeling more motivated when having received criticism from work. Whereas, hypothesis 3B is not supported as majority of the employees fairly agreed feeling more motivated after receiving constructive negative feedback.

Nevertheless, these results support the literature review, where criticism was seen as the least effective way of giving feedback. In addition, the overall results infer that the employees value praise and constructive feedback in general over criticism.

Secondary findings of this thesis dealt with similarities and differences between part-time and full-time employees. In regards of how they responded to each of the presented questions. Overall, the the responses were quite homogenous regardless of the form of employment. Yet, few notable differences were identified in the analysis.

The most notable findings seemed to be that the part-time employees who answered the questionnaire responded receiving less frequently feedback compared to full-time employees. Where the full-time employees responded to receive weekly and daily feedback, along with monthly and yearly. The part-time employees only responded to receive monthly or yearly feedback. Yet, at the same time the part-time employees were the only respondents to answer receiving criticism and constructive negative feedback as the normal type of feedback. Although, a majority of them did respond normally receiving praise. Nonetheless, the results are slightly alarming as majority of the both groups still responded feeling that individual manager-to-employee is important for them.

On a positive note, Majority of the both groups felt that they normally receive enough feedback and normally feel motivated at work. These are undoubtedly positive results. Although, full-time employees did feel slightly more satisfied with the amount of feedback that they receive. In addition, they did feel more motivated normally when comparing to part-time employees. Lastly, when inspecting the secondary findings of the thesis, must be noted that these answers cannot be generalized outside of the sample size of this thesis. This is due to a low response rate of the thesis and due to the subjectivity of the topic of motivation in general. Furthermore, it should be questioned wether the respondends have a similar outlook on what they perceive as feedback.

5.2 Suggestions for further research

Due to the limited time, volume of the thesis and number of received answers mentioned in the methodology, a further research would be needed in order to make more valid and generalizable results. As a result, if one were to make a more thorough and in-depth analysis of the topic, one could start by including more related motivational theories as a part of the literature review. This would serve as basis for a wider analysis.

In addition, the researcher suggests that one could conduct the survey for a wider audience, for instance to all the employees within TOK. Most of all, one should use extra time to gather more responses for the survey, thus gathering a better basis for the analysis. This would be desirable if one were to make survey that could be generalized within TOK. Furthermore, the researcher suggest that the survey should be done in a manner that it would elude possible conflict of results, as was the case with hypothesis number three in this research.

Lastly, it would be interesting also to get the managerial perspective of this particular topic. Perhaps one could gather qualitative data, for instance in form or interviews done with the managers and compare it to the results received from the employees.

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Appendix 1. Questionnaire form

1. **Sukupuoli?**

   Mies_

   Nainen_

2. **Ikä?**

   Alle 25_

   25 – 34_

   34 – 44_

   45 +_

3. **Työpaikka?**

   Prisma Mylly_

   Prisma Länsikeskus_

4. **Työsuhteesi muoto?**

   Osa-aikainen_

   Kokoaikainen_

5. **Kuinka usein saat työhösi liittyvää henkilökohtaista palautetta esimieheltäsi?**

   Päivittäin_

   Viikoittain_

   Kuukausittain_

   Vuosittain_

   Harvemmin kuin kerran vuodessa_

   En saa palautetta_

6. **Saatko mielestäsi riittävästi työhösi liittyvää henkilökohtaista palautetta esimieheltäsi?**

   En saa riittävästi palautetta_

   Saan riittävästi palautetta_

   En saa palautetta_

7. **Minkälaista palautetta saat useimmiten esimieheltäsi?**

   Kehuja / Positiivista palautetta_

   Kritiikkiä / Negatiivista palautetta_

   Rakentavaa, mutta kannustavaa (keskittyy aikaisempiin onnistumisiin työssä, joita tulisi harjoittaa)_

   Rakentavaa, mutta korjaavaa (keskittyy aikaisempiin epäonnistumisiin työssä, joita tulisi välttää)_

   En saa palautetta_

8. **Kuinka tärkeää sinulle on esimieheltä saatu henkilökohtainen palaute?**

   Ei lainkaan tärkeä_

   Ei kovin tärkeä_

   Ei tärkeää eikä tarpeetonta_

   Melko tärkeää_

   Erittäin tärkeää_

9. **Mitä mieltä olet seuraavista väittämistä?**

   a) *Tunnen olevani motivoituneempi töissä saatuani kehuja / positiivista palautetta tekemästäni työstä.*

   Eri mieltä_

   Jokseenkin eri mieltä_

   Ei samaa eikä eri mieltä_

   Jokseenkin samaa mieltä_

   Samaa mieltä_

b) *Tunnen olevani motivoituneempi töissä saatuani kritiikkiä / negatiivista palautetta tekemästäni työstä.*

Eri mieltä_

Jokseenkin eri mieltä_

Ei samaa eikä eri mieltä_

Jokseenkin samaa mieltä_

Samaa mieltä_

c) *Tunnen olevani motivoituneempi töissä saatuani rakentavaa, mutta kannustavaa palautetta tekemästäni työstä.*

Eri mieltä_

Jokseenkin eri mieltä_

Ei samaa eikä eri mieltä_

Jokseenkin samaa mieltä_

Samaa mieltä_

d) *Tunnen olevani motivoituneempi töissä saatuani rakentavaa, mutta korjaavaa palautetta tekemästäni työstä.*

Eri mieltä_

Jokseenkin eri mieltä_

Ei samaa eikä eri mieltä_

Jokseenkin samaa mieltä_

Samaa mieltä_

10. Kuinka työhön motivoituneeksi koet olosi normaalisti?

En lainkaan motivoitunut_

En kovin motivoitunut_

En osaa sanoa_

Melko motivoitunut_

Erittäin motivoitunut_

11. Kuinka tärkeäksi koet seuraavat asiat työssäsi työmotivaan kannalta?
(Vaihtoehdot: Ei lainkaan tärkeä, Ei kovin tärkeä, Ei tärkeä eikä tarpeeton, Melko tärkeä, Erittäin tärkeä)

Säännöllinen tulonlähde_

Mahdollisuus lounaaseen_

Miellyttävät työolosuhteet_

Henkilökunta edut_

Hyvä työturvallisuus_

Vakituinen työ_

Työkaverit_

Esimiehet_

Työstä saatu tunnustus_

Työ titteli_

Työstä saatu palaute_

Työn haastavuus_

Mahdollisuus luovuuteen töissä_

Työssä etenemis mahdollisuudet_

Saavutukset töissä_

Appendix 2 Cover letter of the questionnaire form

Juho Saarinen

Turun Ammattikorkeakoulu

15. Lokakuuta 2018

Hei,

Olen Juho Saarinen, entinen TOK:lainen ja opinnäytetyötä vaille valmistunut tradenomi Turun ammattikorkeakoulusta. Pyytäisinkin nyt ystävällisesti teidän kaikkien apuanne vastaamalla lyhyeen 11 kysymyksen kyselytutkimukseen. Kysely on osa opinnäytetyötäni ja se käsittelee esimieheltä saatua palautetta ja sen mahdollista suhdetta työmotivaatioon TOK:n prismoissa. Kysely toteutetaan täysin anonyymisti ja nimettömät vastaukset jäävät vain minun tietooni. Kyselyyn vastaamiseen menee n. 5 minuuttia ja vastanneiden kesken arvon 2 x 2 Finnkinon elokuvalippua.

Kyselyyn voit vastata alla olevassa osoitteessa joko puhelimella tai tietokoneella:

tiny.cc/oppari

Kiitos paljon ja mukavaa syksyn jatkoa!

Ystävällisin Terveisin,

Juho Saarinen

Appendix 3 Question and theory / literature relations

Question number:	Theory / Literature related:
1	General demographics
2	General demographics
3	Work demographics
4	Work demographics
5	Feedback as rewarding (Hakonen; Hulkko; Nyman; Ylikorkala, 2014)
6	General interest of possible lack of feedback
7	Importance of types of Feedback (Gerathy; 2013, Ranne; 2006)
8	Importance of feedback (Denhart; 2013, Sinokki; 2016)
9	Hypotheses 2 & 3, Feedbacks influence on work motivation (Sinokki; 2016, Hakonen;Hakonen;Hulkko-Nyman & Ylikorkala; 2014, Vartiainen & Kauhanen; 2015)
10	General interest, Status quo
11	Hypothese 1, Maslow's Theory of human needs / Herzberg's two-factor theory / Vroom, Porter & Lawrer Expectancy Theory