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MOTIVATION AND COMMITMENT OF BUSINESS STUDENTS IN THEIR SUMMER JOBS

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Motivation and commitment have been studied and researched vastly and the general assumption is that employee motivation and commitment, in an organizational point of view, will benefit organizations in terms of employee turnover. These two concepts are also positively connected with good job satisfaction. There are variables that can be seen as enhancing factors for employee motivation and commitment such as flexible working conditions and training. However in a practical sense, these two are not that easy to accomplish as they are continuous and complex concepts and no single solution exists. The research done in this area of Human Resource Management has mostly been conducted in the organizational side.

The objective of this research was to study motivation and commitment from a theoretical point of view and apply the theories to an empirical environment of the business students in TUAS (Turku University of Applied Sciences).

In this thesis the quantitative research method was chosen, because conducting a survey was a more suitable option for this particular purpose. The questionnaire was sent to all of the business students in TUAS to maximize the sample size.

The findings of this research indicate that the business students in TUAS, who replied to the survey, have been motivated and committed to their summer job companies. In this thesis also the attitudes and reflections that the business students of TUAS have towards the terms and the factors of motivation and commitment are tested further.

All of the conclusions presented are only valid within the population selection in this thesis and are not to be generalized elsewhere due to the low response rate.

KEYWORDS: Motivation Commitment Summer job Student Students Organizational Behavior Organisational Behaviour Human Resources

Emmi Pirinen ja Reetta Tervo

LIIKETALOUDEN OPISKELIJOIDEN MOTIVAATIO JA SITOUTUMINEN KESÄTÖISSÄ

Työntekijöiden motivaatiota ja sitoutumista on tutkittu laajasti ja yleisen olettamuksen mukaan niillä on positiivinen vaikutus yrityksen työntekijöiden vaihtuvuuteen. Nämä kaksi konseptia ovat myös vahvasti yhdistetty työntekijöiden työviihtyvyyteen. Tietyt tekijät, kuten joustavat työolot ja koulutus, parantavat työntekijöiden motivaatiota ja sitoutumista. Käytännössä motivaatio ja sitoutuminen eivät kuitenkaan ole helposti saavutettavissa, vaan ne ovat monimutkaisia käsitteitä ja yhtä oikeaa ratkaisua niiden saavuttamiseksi ei ole. Henkilöstöhallinnoinnin alalla näihin aiheisiin liittyvät tutkimukset ovat toteutettu enimmäkseen yrityksien näkökulmasta.

Tämän opinnäytetyön tavoitteena oli tutkia motivaation ja sitoutumisen teoreettisia viitekehyksiä ja soveltaa niitä Turun Ammattikorkeakoulun kaikkiin liiketalouden opiskelijoihin.

Tutkimusmenetelmäksi valittiin määrällinen tutkimus, sillä se vastasi parhaiten tämän opinnäytetyön tutkimustavoitteita. Tutkimuksessa käytetty kysely lähetettiin kaikille liiketalouden opiskelijoille Turun Ammattikorkeakoulussa, jotta saataisiin mahdollisimman suuri otos.

Tutkimuksen tulokset osoittavat, että ne Turun Ammattikorkeakoulun liiketalouden opiskelijat, jotka ottiva osaa tutkimukseen, ovat olleet motivoituneita ja sitoutuneita heidän kesätyöyrityksiinsä. Tässä opinnäytetyössä on myös tutkittu laajemmin näiden opiskelijoiden suhtautumista motivaation ja sitoutumisen termejä ja tekijöitä kohtaan.

Pienestä vastauprosentista johtuen, kaikki tässä opinnäytetyössä esiintyvät päätelmät ovat sovellettavissa vain kyseessä olevaan väestöotokseen ja eivät siten ole yleistettävissä muualla.

ASIASANAT:

Motivaatio Sitoutuminen Kesätyö Opiskelijat Organisaatiokäyttäytyminen Henkilöstöhallinnointi

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1 INTRODUCTION

1.1 The objective of the thesis

During the last few decades motivation and commitment have been widely researched (Maslow, 1943; Herzberg, 1959; Vroom, 1964; Meyer & Allen, 1991, etc.) because of their impact on job performance and satisfaction leading to organizational well-being. Most of the researches conducted in this area of organizational behavior and human resources have an organizational point of view. This meaning that the studies have been made in order to the companies to understand employee motivation better and therefore gain higher revenues via i.e. decreased employee turnover.

It should be remarked that motivation, commitment and engagement as ideas are somewhat overlapping. Especially the terms organizational commitment and employee engagement can be confused and used as synonyms. Even though the concepts are highly related and overlapping they can be separated by defining engagement to be more job-oriented and commitment being more organization-oriented. (Armstrong 2009) Therefore it can be said that the factors affecting employees' motivation, commitment and engagement are highly similar.

Motivation and commitment have been studied and researched vastly and the general assumption is that employee motivation and commitment, in an organizational point of view, will benefit the organizations. These two concepts are also positively connected with good job satisfaction. There are variables that can be seen as enhancing factors for employee motivation and commitment such as flexible working conditions and training. However in practical sense, these two are not that easy to accomplish as they are a continuous and complex concepts and no single solution exists. Also the fact that different people need different kind of motivation and commitment factors, make the achievement of these two harder.

Our purpose is to research the subject from the short-term employee point of view. In this thesis we want find out what are the motivation factors of business students in TUAS (Turku University of Applied Sciences) in their summer jobs. In this thesis with business students we mean the following student groups of TUAS: Degree Programs for International Business, Library Services (Kirjasto- ja tietopalvelut), Business Economics (Liiketalous), Business Logistics (Liiketoiminnan logistiikka) Sales (Myyntityö) and Data Processing (Tietojenkäsittely), excluding adult and absent students.

The second purpose for this research is to explore the students' commitment and whether or not there is a relation between motivation and commitment. Thirdly, we want to learn if the students would or would not continue working for their summer jobs after graduation and if not; for what reasons?

What makes this subject personally interesting for us is that we have both worked for the same companies throughout our studies and now that we are close to graduation these decisions are topical for us. From these goals we have determined the research questions introduced in the following chapter.

1.2 Research questions

In this thesis we want to try to answer the following research questions

1. What are the factors that have or have not motivated students in their summer jobs?
2. Do the students feel committed to the companies they have worked for a summer/s; is that commitment affecting their motivation?
3. Have these motivation factors lead to the students wanting to continue in these work places after graduation?

1.3 The structure of this thesis

In the second chapter of this thesis the theoretical frameworks, as in the concepts of motivation and commitment, are introduced and explained. The theories used were chosen based on their principality and their relevance to this subject. Some of the theories are quite old, but nevertheless they have been proven to be a solid base for newer studies. The motivation theories are discussed first and they are followed by the commitment theories and the integrative model.

In the third chapter the methodology choices are presented and justified. This chapter also includes the research design and data collection of this research. Finally, the reliability, validity and generalization of this thesis are discussed and argued.

The fourth chapter is for the empirical analysis of the research findings. The survey results are introduced as well as their reference to the theories. The chapter is divided into nine clusters based on the questionnaire form.

The fifth and final chapter concludes all the aforementioned parts and brings the research findings together. This chapter also collects the answers to this thesis' research questions. It is also the place for the recommendations for further research that could be done based on this study.

2 THEORETICAL FRAMEWORKS

2.1 Motivation theories

The word 'motivation' derives from a Latin meaning to move (Kreitner, 1998). Different researchers have also given their own definitions to the term 'motivation'. Maslow (1943) defined motivation to be the need and the want humans have to satisfy unsatisfied needs. Motivation has also been described to be the ""willingness to exert high levels of effort toward organizational goals, conditioned by effort's ability to satisfy some individual need." (Robbins, 1993) Motivation can also be seen as a force that moves people when they pursuit their goals and it is one of the factors that influence people's behavior when they want to carry out their tasks. (Bovee & Thill, 2005; Armstrong, 2006)

Motivation theories were first researched by Taylor (1911) and Gantt (1913). Both of them based their motivation theories on the argument that money is the main motivator for workforce. The view of this changed later on when more researches were made by i.e. Maslow (1943). The later studies showed that money actually was not the main motivator for middle- and high rank workers (Herzberg, 1959). It must be stated though, that money still is, as a motivator, a central issue for most employees, "but not enough to truly motivate people toward peak performance" (Bovée & Thill, 2005).

Maslow also gave a definition for the reason why people do work. His theory backed up his words when he explained that people work in order to get financial compensation, to survive, to belong and feel important in the society, to feel achievement, to have job security and to have job satisfaction. The reason why this has something to do with motivation is that when the needs are satisfied up to a certain level it leads eventually to job satisfaction and the workers who achieve this perform high in their workplaces. (Maslow, 1943)

The process about how motivation works has been described in several occasions. For example Robbins (1993) presented that an unsatisfied need creates tension, which wakes up the drivers that are satisfied through achieved goals and this way they reduce the tension. Furthermore, Bovée & Thill (2005) see the motivation process in the following way: first comes the need for some kind of satisfaction, then the action to fulfill the need and finally the outcome or reward of the action. In addition it can be said that "People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward – one that satisfies their needs and wants." (Armstrong, 2006, 318)

Arnold et al (1991) define three components for motivation:

1. Direction – what a person is trying to do.
2. Effort – how hard a person is trying.
3. Persistence – how long a person keeps trying.

(See Armstrong, 2006, 317)

It should be remembered, that many of these motivation theories are old, but it does not mean that they cannot be used. These theories still contain some of the basic ideas behind motivation and they are still used in managing staff successfully. (Arnold et al, 2005)

To but the motivation introduction together, Ramlall (2004) listed some major critical factors among the respective motivation theories, which will be presented in the following chapters of this thesis. Firstly companies should consider the needs of their employees, which can be based on their individual, family and cultural values among other factors. Working in a productive, respectful and friendly environment is also important to the employees, as well as the amount of responsibility included in work tasks. Also a significant part of employees' motivation is the amount and quality of supervision. In addition employees want to be treated with fairness and equity in their work places. They also want that the

effort they put into their tasks is matched with their own skills and capabilities. The two final aspects that need to be presented here are related to employees' development and feedback. Employees usually want to work in an environment that provides challenges and possibilities to learn. It is also important in terms of employees' motivation that the feedback given is timely and open.

2.1.1 Maslow's Hierarchy of Needs

Maslow's (1943) Hierarchy of Needs theory consists of five different need categories which are arranged in hierarchy. Basic human needs are in the bottom of the hierarchy triangle and more advanced needs are on the top of it. The central idea of this hierarchy triangle is that the needs in the bottom must be satisfied before moving up in the hierarchy.

Below, one can see the hierarchy triangle (Figure 1.):

Figure 1. Maslow's Hierarchy of Needs.

As Ramlall (2004) explains, in Maslow's theory the motivation lies beneath the satisfaction of unmet needs. Also Maslow himself described this theory by defining 'motivation' as a set of unsatisfied needs and that the theory was "a need based framework of human motivation" (Maslow, 1943). It has been stated by Griffin (1999, 216-217) that Maslow's theory provides a sound structure for analyzing needs.

In this theory (Maslow, 1943), it is important to notice that lower needs have to be satisfied and fulfilled before moving up in the hierarchy is possible. General needs such as safety, love and esteem, have to be satisfied before a person can act unselfishly. Otherwise there would exist a deficiency of needs. The final goal for people, according to this theory, is to get on top of the hierarchy and achieve self-actualization. When one reaches the self-actualization phase, it means that they have fulfilled their needs and gained a stable satisfaction, but it is not necessarily permanent. According to Jordan (2000) one may move in the hierarchy according to the situation at the moment, i.e. one can drop to the lower levels because of coming preoccupied with i.e. safety needs. The average person is often only partially satisfied or unsatisfied in all of his/her wants. The idea is that "…when a need is satisfied it no longer motivates and the next higher need takes its place." (Maslow, online © 2005-2009).

There are five set of goals that are referred to as needs in the hierarchy (Maslow, 1943). These are further explained by Jordan (2000) in his article. The first two hierarchy groups are called the Basic needs. The bottom and the most basic one is the Physiological need group; which are the needs for survival; such as food, water and safety. In business context this is for example a salary that gives you the possibility to satisfy these needs. Furthermore the next set, the Safety (security) needs which are also part of the basic needs, belong in the second hierarchy group. They consist of such things as job security and pension funds, which both provide a safety net for the future. Social needs, such as friendship and love, are in the third hierarchy group. Social needs can be explained as the need to feel a part

of something, for instance employees want to be a part of the working community. Self-esteem need is the need for knowing your value and that others recognize it too, such as through business status and promotions. The fifth hierarchy group is self-actualization needs. Those needs are for example self-fulfillment and personal growth, as well as the need to learn and to live up to the full potential of a person. To achieve these needs in business environment, managers should give their employees challenging tasks and encourage them to learn new.

To draw this more into a business context, according to Maslow (1943) the main reasons why people work and are motivated to work are: to get financial compensation, to survive, to belong and feel important in the society, to feel achievement, to have job security and to have job satisfaction. Maslow also stated that workers who have reached job satisfaction perform high in their workplaces. (See Oyedele, 2011)

When motivating work force, it is important to notice that according to this model the "basic, low-level needs such as physiological requirements and safety must be satisfied before higher-level needs such as self-fulfillment are pursued." (Maslow, online © 2005-2009)

Regarding the business side, the implications of this theory advises managers to motivate their workforce by creating practices or programs that aimed to satisfy emerging or unmet needs. (Ramlall, 2004). Kreitner and Kinicki (1998) gave another implication driven from Maslow's theory that the organizations should support groups inside the workplace to help the employees to deal with stress and these ways understand their needs better.

There has also been discussion about how "Managers have the responsibility to create a proper climate in which employees can develop to their fullest potential. Failure to provide such a climate would theoretically increase employee frustration and could result in poorer performance, lower job satisfaction, and increased withdrawal from the organization." (Steers & Porter, 1983, 32) It is also important to

notice that according to Champagne and McAfee (1989), managers who use different kind of employer satisfaction strategies are in general more liked and regarded as more supportive, considerate and interested in their workforces well being.

2.1.2 Herzberg's Two Factor Theory

In the Two Factor Theory the factors that affect employees' motivation and job satisfaction have been divided into two groups - dissatisfiers and satisfiers, in other words hygiene factors and motivators. The basic idea of the theory is that people become dissatisfied by bad environment and on the other hand rarely become satisfied by good environment (hygiene factors). Furthermore, what makes people to become satisfied are the things that they do (motivators). (Herzberg et al 1959)

Herzberg's theory can be considered with the job design approach, where tasks are in the key position when creating employee motivation. (Ramlall 2004) The Job Characteristics Model is discussed in more detail later in this thesis.

Herzberg et al (1959) found out that eliminating the dissatisfying factors would not bring satisfaction and motivation but a neutral state. To create satisfaction one would need to create more motivators (satisfying factors, such as job enrichment) for the workforce. The factors differ from one another and do not affect each other directly. According to Herzberg et al employees can only be truly motivated through fully enriched job. It means that the employees should have the opportunity for recognition, responsibility, achievement and advancement. (See Ramlall 2004)

On a management point of view Herzberg et al (1959) concluded that companies should motivate their employees by enhancing the motivator factors that increase job satisfaction, rather than just focusing on pressure or reward. (See Oyedele 2011) Managers should focus on removing the elements that are considered as dissatisfying, such as unpleasant working conditions or low salary and on the other hand increase the satisfying elements of the work such as interest and professional

recognition. (Bovée & Thill 2005, 225) Effectively applied hygiene factors can only prevent dissatisfaction, not bring motivation itself. On the other hand, if hygiene factors are not well applied, they can create a bad feeling about the job. This means that if for example the salary and employment benefits are right, the employees will only be satisfied, not motivated. Employees will be motivated through enrichment of the job. (Jordan 2000)

The biggest problem with Herzberg's Two Factor theory is that individuals experience hygiene factors and motivators differently. For example for money might be seen as both depending on employee's personal point of view. (Jordan 2000)

Herzberg's Two Factor theory is closely related to Maslow's Hierarchy of needs as can be seen in the Figure 2. (Jordan 2000)
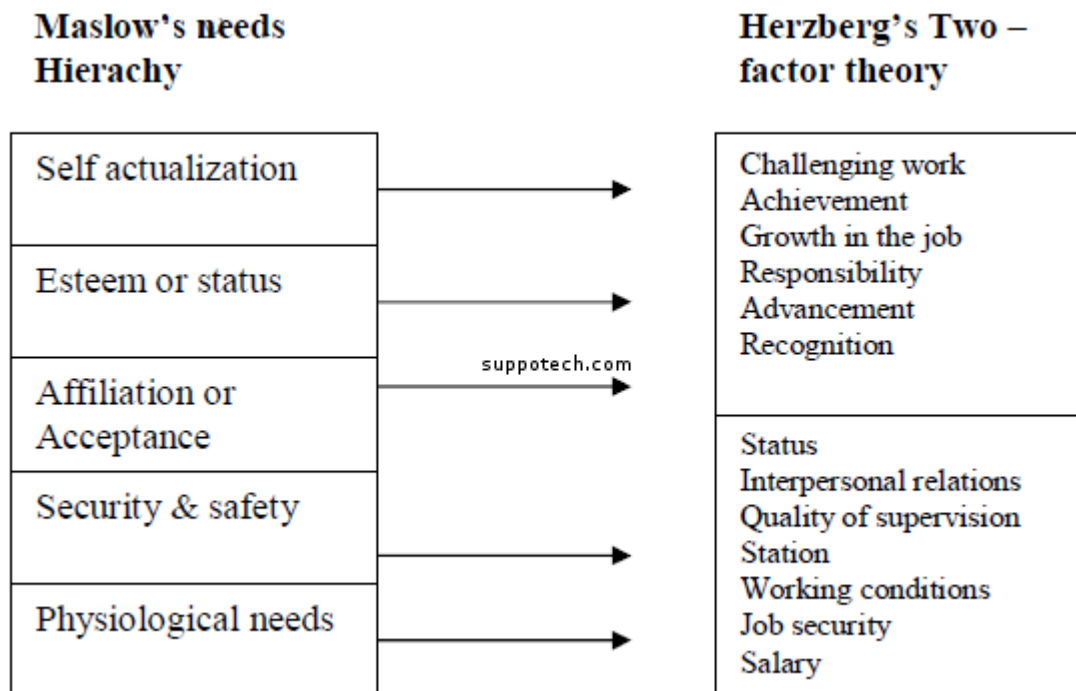

Figure 2. Maslow versus Herzberg.

2.1.3 Expectancy Theory

Expectancy theory (first Vroom 1964) is based on the idea that employees' work effort is linked to the outcome the employee is expecting to achieve from that work. The theory concentrates on the process that employees go through when they are trying to obtain job satisfaction, not on the actual motivating forces. The amount of effort that employees are willing to deliver is dependent on three aspects; the expectation the employee has about his or her own abilities, the expectations about the reward and the desirability of the reward in relation to the employees own goals. (Bovée & Thill 2005, 226) The expectancy theory has been further developed by Porter and Lawler (1968) with the model that identifies the source of people's expectancies and links the effort with performance and job satisfaction. In other words, expectancy theory holds that employees' effort, which can be seen as their motivation, depends on the fact that the effort is likely to result desirable outcomes or rewards for the employee. (See Armstrong 2006, 320; Ramlall 2004)

Expectancy theory presents that there are three mental components that cause and direct behavior. Those components are valence, instrumentality and expectancy and therefore the theory can be also called the VIE theory. Valence can be seen as the value, instrumentality is the assumption that one thing will lead to another and expectancy is the expectation that an action or an effort will lead to a particular possible outcome. (Armstrong 2006, 325-326; Ramlall 2004)

Based on the expectancy theory, employees' motivation arises from the fact that there is visible relationship between an effort and an outcome, and that the outcome will be satisfying. For example financial rewards, such as bonuses, will only be motivating if the link between performance and reward is clear and the employee sees the reward being sufficient. It has to be noted that the desired performance will only be accomplished by effective effort. In addition the desired performance will be affected by two things: employee's abilities (experience, knowledge, etc.) and role perception (what employee's want to do or what they

think they are expected to do). (Armstrong 2006, 326) Expectancy theory can be used to explain why some individual would go with one behavioral option over another one. (Ramlall 2004) The process of how motivation is build, based on the Expectancy theory, can be presented as in the Figure 3. below.
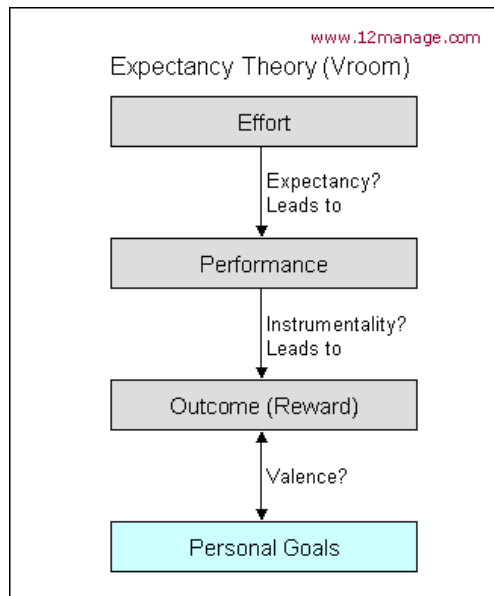
Figure 3. Expectancy theory.

2.1.4 Equity Theory

Equity theory describes the importance of justice and fair treatment at workplaces (Bovée & Thill, 2005). The founder of this theory, John Adams, outlines it as how the result comes from "perceived ratio of inputs to outputs" (Adams, J.S. 1965).

In Ramlall's review article the equity theory, as a motivation theory, is based on the reward that creates motivation, but also on the comparison to other employees' rewards against their work input. Ramlall also discusses the components of this theory being the input versus the outcome and because of that "The challenge

therefore for the organizations is to develop reward systems that are perceived to be fair and equitable and distributing the reward in accordance with employee beliefs about their own value to the organization" (Ramlall, 2004).

According to Robbins (1993), if an imbalance exists in this outcome-input ratio then tension is created at the workplace. The basic motivation lies in the want of the people to be treated with equity.

2.1.5 Job Characteristics Model

Job Characteristics Model was first developed by R. Hackman, Greg Oldham and associates (Pinder, 1984). It is also known as Characteristics Model of Motivation (See Ramlall, 2004).

The main idea in this model is that employees can only become motivated if the job generates three critical psychological states. (Hackman & Oldham, 1980) The first state is that the employees feel personal responsibility for the outcomes of their jobs. Secondly the employees must feel that the job is meaningful. Thirdly the employees' should be aware of the effectiveness in context of when they convert their efforts into performance. (Pinder, 1984)

In this model, the bottom idea is that jobs should be designed to create experiences for the employees. These experiences are such as responsibility, meaningfulness and knowledge of the outcome of the employees' efforts. (Pinder, 1984)

Making a job meaningful has three core factors according to Hackman & Oldham (1980, 78). The first core factor is 'skill variety', which means how much the job requires the usage of different kind of activities, skill and talents from the employee. 'Task identity' is the second core factor and it can be described as a job with a visible outcome, done from the beginning to the end. The third and final core factor in making a job meaningful is 'task significance'. This can be seen as the level of impact the job has to the lives of others; both in the immediate distance

and in the world in general. (Ramlall, 2004) In addition to these three factors, there is 'autonomy' which is "the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedure to be used in carrying it out" (Hackman & Oldham, 1980, 79).

This theory is also supported by Porter (1962, 1963), one of the higher-order need in his adaption of Maslow's theory. It has also been stated that "The more frequent and satisfying these psychological states are, the higher the internal motivation, the better quality the performance, the greater the satisfaction, and the lower the absenteeism and turnover." (Griffin, 1999, 328). The Job Design theory also proposes that jobs requiring the use of multiple skills are more motivating than the ones that only use one or two types of skills (Hackman & Oldham, 1980).

The final important aspect of this theory in this context is that feedback is considered to be crucial in terms of employee turnover and reducing absenteeism (Hackman & Oldham, 1979). In other words, the importance of knowing the result of an action is highlighted (See Ramlall, 2004).

2.1.6 Theory X and Theory Y

Theory X and Theory Y were developed by McGregor in the 1960s. The basis of his theory is that "The distinctive potential contribution of the human being... at every level of the organization, stems from his capacity to think, to plan, to exercise judgment, to be creative, to direct and control his own behavior" (McGregor, 1960, 114).

Theory X assumes that workers have little ambition and that rewards and punishments are needed to gain productivity. The assumption is that workers hate their job and because of that they avoid it. Theory Y in the other hand assumes that workers want responsibility and want to satisfy their need for self-actualization and esteem. (McGregor, 1960)

On a management point of view Theory X-oriented managers assume that the workforce can only be motivated by the fear of losing their jobs or rewards such as salary raise (extrinsic reward). That is because employees dislike their work in general. Theory Y-oriented managers would believe instead that workers like their jobs and hence can be motivated by goals and causes (intrinsic rewards). Therefore, Theory X stands for authority and Theory Y for growth and self-direction. (Bovée & Thill, 2005)

2.2 Commitment theories

Organizational commitment, when simplified, can be defined as the loyalty and attachment employees feel towards the organizations they work in. Furthermore, commitment can be seen as the force that attaches an individual to a certain action and can be accompanied by different mind sets that shape behavior. It has been recognized that commitment is a multidimensional concept – it can take different forms and be directed towards various targets. Organizational commitment has an important role in improving work performance and in decreasing employee turnover. It is also strongly linked to job satisfaction and employee engagement. (Meyer & Herscovitch 2001, 301; Armstrong 2009, 336, 345)

Porter et al (1974) defined the meaning of commitment to be "The relative strength of the individual's identification with and involvement in a particular organization." (See Armstrong 2009, 336)

In addition Porter et al (1974) characterized commitment as in believing and accepting the organizational values and goals. It also is the level of willingness to put effort to achieve those values and goals and be a part of the organization. .

Mowday et al (1982) identified the three characteristics of commitment quite similarly. According to them organizational commitment can be identified with employees' strong desire to stay in the organization, with the strong belief they

have towards organizational goals and values, and thirdly with the readiness the employees have to work on behalf of the organization.

Meyer & Allen (1991) see commitment being a psychological state that "characterizes the employee's relationship with the organization, and has implications for the decision to continue or discontinue membership in the organization."

Organizational commitment can be approached from two different ankles when determining what makes it important. "From control to commitment" approach was discussed by Walton (1985) and the "Japanese/excellence" approach by Ouchi (1981), Pascale & Athos (1981) and Peters & Waterman (1982). (See Armstrong 2006, 345)

In Walton's model the basic idea is that employees reach the best performance and creativity when given more responsibilities and possibility to contribute, not when they are tightly controlled and given narrow defined tasks. Giving employees more responsibilities and possibilities to contribute would lead to better employee commitment and mutuality that would enhance the interdependency between management and employees and be beneficial for both sides. The Japanese/excellence approach states that the best way to motivate employees is to get them fully committed to organizational values through leadership and involvement. Peters and Waterman (1982) summarized this point of view with the following: "Trust people and treat them like adults, enthuse them by lively and imaginative leadership, develop and demonstrate an obsession for quality, make them feel they own the business, and your workforce will respond with total commitment." (See Armstrong 2006, 345-347)

Armstrong also points out that the concept of commitment has problems, as did Robinson (2003). Firstly the concept of commitment can be seen as a framework that has been simplified too much; meaning that it is assumed that all employees have the same interests. Secondly, if employees are expected to tie themselves to

specific values and goals it might prove to be difficult to adapt to uncertainties and organizational changes that are inevitable in today's business environment. Also if employees are tied to certain values it might prevent creative problem solving. A solution to these problematic effects could be to put emphasis on general strategic directions rather than on rigidly set values and plans. Thirdly, some might question if high commitment among employees really results in better organizational performance. (Armstrong 2006, 347-348)

2.2.1 Forms and Foci of Commitment

The three model theory of organizational commitment has gained the most support through empirical testing (Meyer et al 2004). In this theory commitment has been divided into three categories by the nature of it. Affective commitment (desire) is the emotional attachment an employee has towards the organization. Continuance commitment (need) is the awareness an employee has about the costs that would follow leaving the organization. Finally, the normative commitment (obligation) is the feeling of obligation an employee has to stay with the organization.

All three forms of commitment have a negative impact on employee turnover but the impacts on work behavior can vary from component to component; affective commitment effects most positively on employees' performance, normative commitment has the second strongest positive impact and continuance commitment tends to have neutral or negative impact. Employees are able to experience all three components of commitment at the same time and in different levels. (Meyer & Allen 1991)

Besides the different forms, another characteristic of organizational commitment is that it can have various foci. Employees' commitment can be targeted towards organization, top management, unit, unit manager, work team or team leader. Furthermore the linkage between different forms and foci of commitment can have a complimentary or conflicting impact on employees' work behavior. (Meyer & Allen 1997)

Compared to motivation and employee engagement, organizational commitment is not as likely to directly and immediately result in better performance and as a concept it is wider and more stable. (Armstrong 2009, 349)

2.2.2 Commitment Variables

There are certain aspects that affect employees' commitment towards the organization they work for. Purcell et al (2003) list the policy and practice factors that influence employees' level of organizational commitment. The first aspect is the timing of training that employees have received. In terms of organizational commitment, it is important that the employee receives training on a regular basis, preferably every year. If the employees are satisfied with the career opportunities inside the organization and the performance appraisal system the organization has, their commitment tends to strengthen. In addition, one important aspect is the quality of leadership in the organization; employees are more committed if they think that their managers are good in people management. Furthermore, finding their work challenging is one of the aspects that can increase commitment. The last two commitment enhancing factors are related to how employees perceive the organizations in general; employees who think that the organization helps them to achieve work/life balance and are satisfied with the communication and the company performance are more likely to have higher commitment levels. (See Armstrong 2009, 350)

In his preview article on organizational commitment also Robinson (2003) points out the variables affecting employees' commitment that have been found in the previous researches. These variables are age - younger employees having higher commitment; gender – women being more committed compared to male employees and marital status – married being more committed that singles. Also variables such as training, relations to managers and colleagues, organizational justice and trust and work/life balance have an effect on employees' commitment.

As one can see, the aspects and variables that affect organizational commitment and are presented in this chapter are very similar to the ones that affect employee's motivation. This is further explained in the following chapter.

2.2.3 Motivation and Commitment – Integrative Model

Due to the fact that motivation and commitment research has not been cross-examined as extensively as possible, Meyer et al (2004) present a new integrative framework in which commitment can be regarded as one of the "energizing forces for motivated behavior." They argue that commitment and motivation are separate, but related concepts and that commitment can be in fact seen as a component of motivation.

Also O'Malley has pointed out in his work that there is a relation between motivation and commitment. In his own words: "Commitment is critical to organizational performance, but it is not a panacea. In achieving important organizational ends, there are other ingredients that need to be added to the mix. When blended in the right complements, motivation is the result" (O'Malley, 2000, 13)

3 METHODOLOGY

3.1 Research Methodology

The term research stands for the action of finding something out in a systematic way and also interpreting those findings systematically. The research methodology itself explains how a certain research can be conducted. There are multiple techniques and methods of collecting and analyzing data; such as questionnaires, interviews and observation. These methods can be divided into two categories: qualitative- and quantitative method. (Saunders et al, 2007)

The objective of this research was to answer the following questions regarding the business students in TUAS:

1. What are the factors that have or have not motivated students in their summer jobs?
2. Do the students feel committed to the companies they have worked for a summer/s; is that commitment affecting their motivation?
3. Have these motivation factors lead to the students wanting to continue in these work places after graduation?

There are two kinds of data to be found; Primary- and Secondary data. Primary data as a term stands for data collected specifically for a certain research. Secondary data in the other hand stands for data collected originally for some other purpose. It can be anything from documentary secondary data such as public records, TV-programs and governmental reports. (Saunders et al, 2007)

In this thesis the questionnaire results are being considered as the primary data and the conclusions will be mostly drawn from those findings. The theoretical frameworks of motivation and commitment are regarded as the secondary data.

Those frameworks are used to design the questionnaire and to help in interpreting the raw data from the survey.

There are two kinds of techniques to collect data; quantitative and qualitative methods. Quantitative "is predominantly used as a synonym for any data collection technique (such as questionnaire) or data analysis procedure (such as graphs or statistics) that generates or uses numerical data." (Saunders et al, 2007, 145) Quantitative data is based on findings drawn from numbers and the collections result as standardized and numerical data. The analysis based on this kind of data is done by the use of statistics and diagrams. (Saunders et al, 2007, 472)

Qualitative data collection method on the other hand is "…used predominantly as a synonym for any data collection technique (such as an interview) or data analysis procedure (such as categorizing data) that generates or use non-numerical data." (Saunders et al, 2007, 145). This method can refer also in other things than words; such as pictures or videos. In Qualitative method the findings are verbal and the results therefore require categorizing. The actual analysis of this kind of data is done by conceptualization. (Saunders et al, 2007, 472)

For this thesis quantitative method was chosen, because it fitted the purpose of the research better. With a survey it was possible to reach all the business students in TUAS and get a wider perspective on the research questions. It is acknowledged that a combination of quantitative and qualitative method could have given wider and more profound results. However, since theses in general are quite narrow researches, it was decided not to add interviews or such to this study.

3.2 Research Design

Analysis techniques such as graphs and statistics help to interpret the results gained by quantitative research method. These techniques can be used to transfer the collected data into information. (Saunders et al, 2007)

There are many respectable ways of designing questionnaire questions. The questionnaire for this thesis was designed and created based on the theoretical frameworks that were presented in the previous chapters of this thesis. To narrow down the amount of questions, not all theories were included in the questionnaire. The selection was based on the suitability of each theory compared to our research questions; these selections will be further discussed in the following empirical chapter.

The structure of the questionnaire was based on clarity. It was built to be easily followed and effortless to fill in. The questions were divided into nine main clusters: general background, working background, background to motivation and commitment, motivation, commitment, job characteristics, organizational values and goals, commitment continues and future continuance.

The questionnaire was made by using a free online tool kwiksurveys.com. The website was chosen based on the facts that it was free, simple to use, easily accessible and it provided good statistics for the results.

3.3 Data Collection

The questionnaire was sent to all business students in TUAS by using e-mail. The definition for business students can be found in chapter 1.1 The objective of the thesis. In addition the questionnaire was shared in Facebook group for International Business students of TUAS. After two weeks also a reminder was sent. The email sent to the business students can be found from the appendices (appendix 2.).

The population selection was made based on the fact that it was natural to be interested in the motivation and commitment of students particularly in the same areas as the authors of this thesis study in.

The questionnaire was sent to 1761 students and 301 replied, which makes the total response rate of 17,09%. However, the total amount of finished surveys was 178, which results to 10,11% final response rate. Usually in order to generalize one's research findings the response rate should be at least between 20–25%. Therefore, in this case a true generalization cannot be made without further research.

The questionnaire started with general background questions. Those questions were selected because of the general interest towards answerers' sex, age and year of study. Based on those questions, the majority of the answerers (62,79%) were female and the age groups were quite evenly divided; a slight majority (43,85%) of the answerers was aged between 22 and 24 years. Furthermore, a vast majority (58,47%) of the answerers was in their third or more years of studies. Please find the more detailed figures in the beginning of the chapter 4 Empirical Analysis of the research.

3.4 Reliability, Validity and Generalization

Reliability of a research means to what extend can the data collected and the analysis of it be consistent. Reliability can be explored by asking the three following questions by Easterby-Smith et al. (2002: 53):

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?"

(See Saunders et al, 2007, 149)

There are four main threats to reliability; subject or participant error, subject or participant bias, observer error and observer bias. These concern timing, attitudes, autonomy and interpretation of the questionnaire. (Saunders et al, 2007)

Validity is the extent to which the data analyzing methods measure what they were intended to measure. It describes whether or not the relationship between two variables is a casual relationship or not. Causal relationship in this context explores if one variable is affecting the changes in another. To validity there are five main threats; history, testing, instrumentation, mortality, maturation and ambiguity about causal direction. (Saunders et al, 2007)

Generalization means whether or not the research findings can be equally applied in other circumstances; in other words whether or not the results can be generalized. (Saunders et al, 2007) As aforementioned in chapter 3.3 Data Collection, the findings of this thesis cannot be generalized without further research hence the final response rate was only 10,11%.

The results and analysis of this research can only be reliable, valid and generalized inside this thesis. In case there would be a need to generalize the results on a wider scale, one would need to conduct a survey with a bigger population selection, including i.e. business students from other Universities of Applied Sciences, and also a better response rate would be required. Better in this case meaning minimum 20–25% of the total sent surveys.

In needs to be noted here, that this research was conducted in TUAS and only for the business students of it. The group 'business students' was identified with the help of student office and the info provided by them. This means that the only generalizations, if made, concern the aforementioned population selection.

4 EMPIRICAL ANALYSIS OF THE RESEARCH

4.1 Introduction and General Background

The theories mentioned here can be found from the chapter 2 THEORITICAL FRAMEWORKS. The theoretical background for each question thought in the process of questionnaire making can be found from appendix 3. These theories are furthermore explained in the following subchapters. The response options given are based on these theories, but they have been modified to suite the questionnaire purposes and to be clear to the respondents.

The results about the general background are introduced earlier in the chapter 3.3 Data Collection.

4.2 Working Background

In this part of the questionnaire, we wanted to ask the business students of TUAS about their general working background. The reason behind this was a general interest towards our fellow students working experience and whether or not they had been working during their studies. The questions were linked to the previous General Background question chapter. We asked before the respondents in which year of their studies were they and this is what we were referring to in the questions including the use of the "summer/s". This way we will be able to figure out some connections between years attended and summers that they have worked of those years. The final question was out of our general interest to explore if the business students preferred to stay in the same company during their summer jobs each year or change.

First question in this cluster, question number four, was about the respondents' working background industry wise. It was narrowed to only include the summers when the respondents have attended TUAS. The selection of the industry sectors

provided was based on the listings in the internet page of the Statistics Finland (Tilastokeskus).

The options that most of the respondents chose, were c) commercial sector with 35,69% and e) other, please specify with 30,20% of the respondents. Most of the specified other answers fell into one of the aforementioned options such as "store" falling under the commercial sector and "travel" under restaurant / tourism sector. The few answers that did not fall into the provided options were; work in construction, library, theater and cleaning. The rest of the options provided and their response rates were: banking/insurance sector with 12,16%, restaurant/tourism sector with 16,47% and real estate sector with 5,49%. It can be seen that among business students of TUAS the restaurant/tourism sector and banking/insurance sector are both popular in terms of summer work industries.

With the second question in this cluster, question number five, the purpose was to find out in which field have the respondents worked during those summers. The options were: customer service, sales, marketing, human resources, finance, invoicing, warehousing, logistics, communications and other. These were also based on the listing in Statistics Finland (Tilastokeskus) website.

In the responds to this question it can be seen that almost a third of the respondents, 31,95%, have worked in customer service during their summer jobs. Also almost a fifth, 18,39%, has worked in sales; rest of the options competes evenly with around three to ten percentage of the respondents. Only a few of the open answers state that the respondents have not worked in any field, thus not worked at all which is interesting considering the age and the education of the respondents. Nevertheless it cannot be generalized since there are only few of those answers.

The question number six was about how many summers have the respondents worked out of the years attended in TUAS. The options were one, two and three or more years. The option that got the most responses was a) one with 45,09%. This

is interesting since from the respondents over a half, 58,47%, were on their 3rd or more year of studies. It means that a surprisingly large amount of these students have not worked every summer of their studies as our own prediction was. Still, almost a fourth of the respondents had worked two (26,34%) or three or more (28,57%) of those summers so it can be seen that working for the summers between school years is still quite common.

The final question of this cluster, question seven, asked the respondents how many summers have they worked for the same companies during those summers. The idea behind question six and seven was that if the respondents would have worked for all the summers for the same company during their studies it might positively affect the motivation and commitment they feel towards those companies. The options were again one, two and three or more. In reality however, the variety between one to three summers is too small to make this kind of comparison.

In the responds of this question there can be a connection drawn to the previous question's answers; 58,04% had worked only one summer for the same company, but 45,09% of the respondents had only worked for one summer only. So it cannot be generalized since there is only 29 respondents' difference between these two. On the other hand, the similarity between the previous question's answers and this question's answers can be seen in that as stated before, over a half of the respondents had worked for two or three or more summers and in this question 27,68% had been working two summers for the same company; 14,29% for three or more. With this it can be interpreted that the respondents have felt some kind of a commitment or easiness in continuing with the same company. However, regarding the aforementioned reasons behind this question and question number six it is impossible to draw consistent conclusions about the matter, because there was a majority of the respondents that had worked for only one summer in the same company.

4.3 Background to Motivation and Commitment

The purpose of this chapter was to introduce the concepts of motivation and commitment to the respondents. In addition the idea was to find out why do the respondents work and what do the terms 'motivation' and 'organizational commitment' mean to them.

The question number eight explored the meaning of work and the reasons to work for the respondents. The options and the response rates can be seen from the pie chart (Figure 4.) below.

Figure 4. The meaning of work.
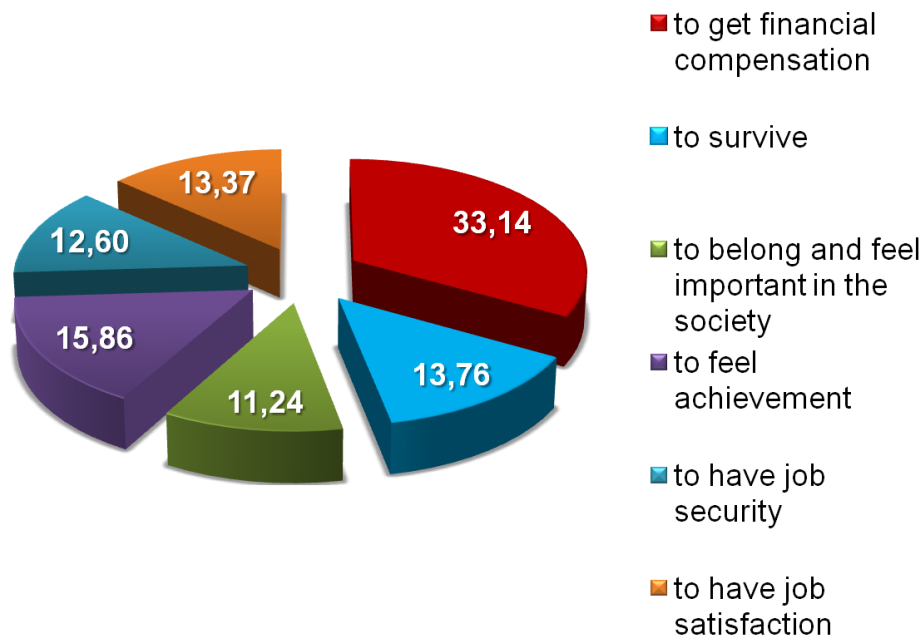
The theory behind this question is a part of Maslow's (1943) Hierarchy of Needs theory. As one can see from the table above, the principle reason for working among the respondents is 'to get financial compensation' with 33,14%. Nevertheless, one can see that as in Maslow's theory, as well as here, all the reasons are quite evenly divided, since all the other options gained quite similar

percentages. Taking into account the fact that all the respondents are students, it is quite natural that the financial compensation is the number one among this audience.

The aim of question nine was to find out what does the term "motivation" mean to the respondents. This question is based on the motivation term definitions provided in the chapter 2.1 Motivation theories.

Of the choices provided, almost a half (47,08%) went with the definition given by Robbins (1993) so the 'willingness to put effort towards certain goals'. The second popular choice was based on Armstrong's (2006) definition and gained 22,46%. The interpretation is that the choices with a more positive starting point gained more support than the ones with a negative tone such as 'need and want to satisfy unsatisfied needs' (13,85%) and 'actions to pursuit individual objects' (16,00%). It projects that human beings, generally speaking, find motivation as a positive feeling. There was also an option to choose 'other' and specify what did the respondent mean by it. The option 'other' gained only 0,62% and therefore is not relevant to this study.

With the tenth question the purpose was to find out what does the term "organizational commitment" mean to the respondents.

The answer alternatives given for this question are based on the chapter 2.2 Commitment theories and the definitions introduced there. It can be seen here, as well as in the previous question, that the more clear and positively toned definitions have gained more support. These are 'the loyalty and attachment you feel towards the company' with 44,38% 'recognizing oneself as a part of the company' with 25,36% and 'the relationship between you and the company' with 22,19%. The rest of the options gained clearly less support from the respondents. Option 'a force that shapes your behavior towards different targets' gained 4,03%, 'a force that attaches you to a certain action' gained 3,75% and 'other' gained only 0,29%.

It should be remarked that, in both questions nine and ten, there was the option to choose one or more of the definitions. Therefore the preference between the options is even more visible.

4.4 Motivation

In this cluster of the questionnaire the aim was to get a direct answer to the first research question 'What are the factors that have or have not motivated students in their summer jobs?' The questions were organized and built to serve this purpose as well. One should keep in mind that the results in this cluster are affected by the meaning of motivation for the respondents studied in question number nine.

The question 11 asked the respondent to rate their level of motivation in their summer jobs.
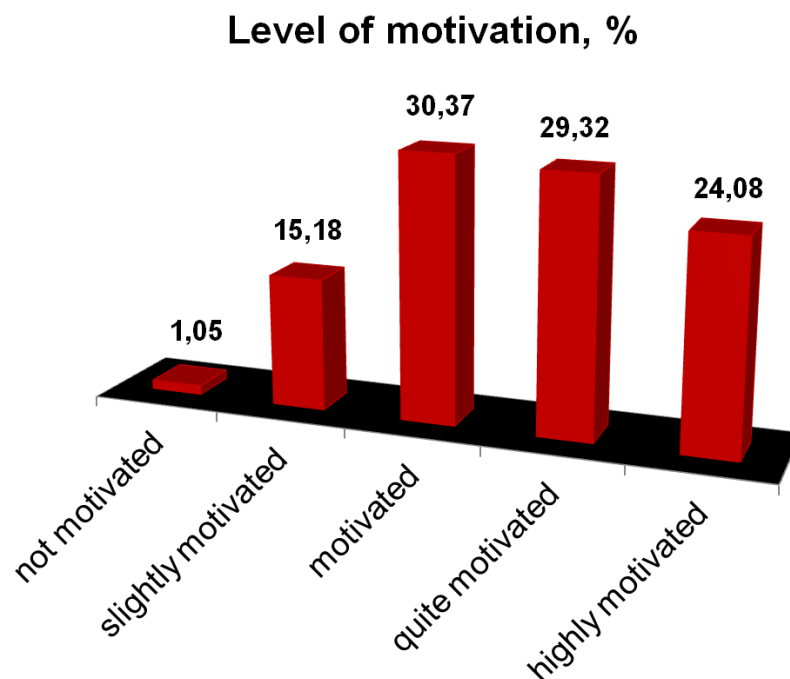

Figure 5. Level of motivation.

This question is an introduction for the following one, and they both answer to the first research question of this thesis. The results implicate, as seen in Figure 5, that the majority (98,95%) of the business students at TUAS have been motivated in some level in their summer jobs. Only 1,05% of the respondents, so two of them, were not motivated at all.

In the follow-up question the respondents needed to rate the importance of each factor effecting their motivation, with 1 being not important at all and 5 being very important.

Table 1. Factors of motivation.

Options	1	2	3	4	5
Salary	1%	2%	22%	35%	40%
Possibility to learn	3%	3%	13%	41%	40%
Amount of responsibility	4%	7%	30%	38%	21%
Amount of training	5%	16%	26%	35%	18%
Relationships to co-workers	2%	5%	17%	34%	42%
Relationship to supervisor/boss	2%	10%	21%	39%	28%
Fair tratment and feeling equal	1%	3%	14%	28%	54%
Flexible working conditions, i.e. Flexible hours	5%	16%	30%	25%	25%
Atmosphere at the workplace	1%	2%	14%	30%	54%
Variety in work tasks	2%	10%	19%	41%	28%
Amount/quality of feedback	5%	12%	30%	36%	18%
Rewardingness of the job	2%	9%	27%	37%	26%

This question completes the answer to the first research question as aforementioned. The answer options were selected from all of the theories in chapter 2.1 Motivation theories and can be seen in Table 1. All the options were somewhat important factors, as anticipated since they all were part of the motivation theories. Nevertheless, some factors were more popular than others as the 'very important' option; atmosphere at the workplace and fair treatment and feeling equal both gained 54% of the responses, relationship to co-workers 42% and finally salary and possibility to learn both gained 40% of the 'very important' choices. From this it can be interpreted that good social conditions at the workplace are highly appreciated among the respondents. The salary and learning possibilities are also important; but surprisingly not the most valued. It seems like all of the options are fairly important and the conclusion of the "worst" choice cannot be withdrawn – thus the theory base holds.

4.5 Commitment

This part of the questionnaire was designed to answer the second research question of this thesis: 'Do the students feel committed to the companies they have worked for a summer/s; is that commitment affecting their motivation?' The questions themselves have been placed in such order that they build up the final answer to this research question little by little. Also in this cluster the results are affected by the respondents' opinions about what commitment means to them (question number 10). The commitment related aspects will be later on studied in the becoming clusters of the questionnaire.

The starting question of this cluster, question number 13, studied how the respondents would rate their level of commitment in their summer job companies.

Level of commitment, %
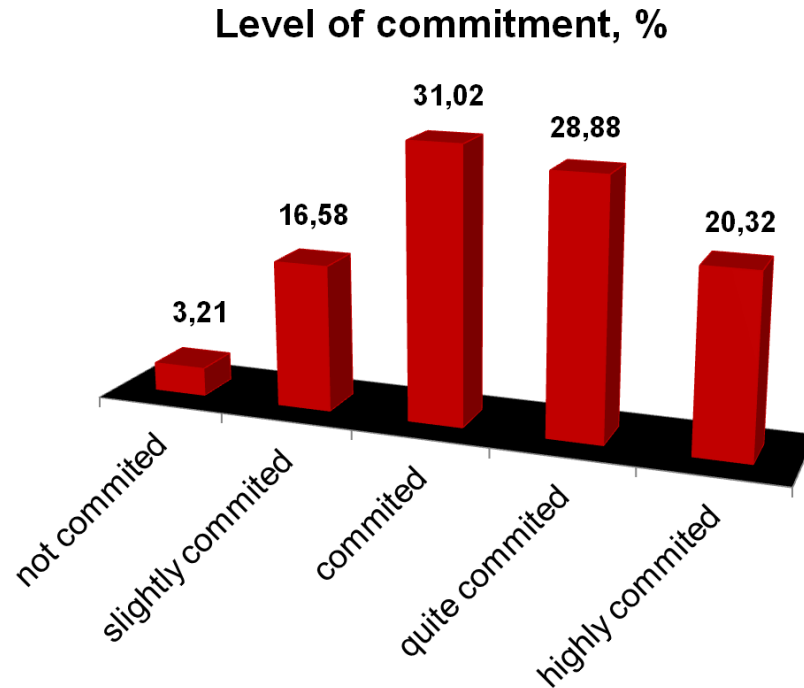
Figure 6. Level of commitment.

The results of this question go along with the question number 11 about the motivation level; most of the respondents feel somewhat committed to their summer job companies (96,79%), as visible in Figure 6 above. The slight difference compared to the question 11 is that there are more people who do not feel committed at all (3,21%), than there were people not feeling motivated.

The question 14 was linked to the previous one and it required the respondents to rate the importance of each factor effecting their commitment, with 1 being not important at all and 5 being very important (Table 2. Factors of Commitment can be found from the next page).

Table 2. Factors of commitment.

Options	1	2	3	4	5
Receiving training	4%	10%	30%	34%	22%
Being satisfied with career opportunities	4%	7%	31%	40%	19%
Being satisfied with performance appraisal system	4%	12%	43%	32%	10%
Thinking managers are good in people management (leadership)	5%	8%	26%	36%	25%
Finding work challenging	2%	12%	26%	42%	17%
Thinking the company helps to achieve a work-life balance	4%	9%	30%	38%	19%
Being satisfied with communication or company performance	2%	10%	37%	39%	12%

The results of this question show the factors that the respondents find important and that affect their commitment. The options were based on the commitment variables by Purcell et al (2003) in chapter 2.2.2. The opinions of the respondents vary on a wide scale, so it is impossible to conclude which factor is the most important. Although it can be said that when looking at the scales better end from 3-5, it seems like all the factors are somewhat important. Here again the results support the theory behind the question, because all of the options gained almost equal support.

With these two following questions the aim was to complete the aforementioned second research question; the purpose was to study if the respondents felt that it was important to be committed to their workplaces and whether that commitment had affected their level of motivation. In question 15 the answering options were 'yes' and 'no', and in question 16 they were 'a little', 'some' and 'a lot'.

The questions were linked together to gradually find out whether or not the integrative model (Meyer et al, 2004) discussed in chapter 2.2.3 is applicable to this research. The results show that a great majority (93,55%) think that feeling committed is important and 89,14% find that commitment affects their motivation in some or a lot of ways. Therefore it can be stated that the theory holds with superiority.

4.6 Job Characteristics

The questions in this cluster were mostly based on the Job Characteristics model (Hackman&Oldham 1980) in chapter 2.1.5 and Expectancy theory (Vroom, 1964 and further developed by Porter&Lawler, 1968) in chapter 2.1.3. The cluster was added to the questionnaire because of the personal interest of the authors and also to test the validity of those theories for this population selection.

The three questions, numbers 17, 18 and 19, studied whether or not the respondents felt that their work had a personal meaning to them, which were the factors that negatively affected the meaning of the job for them and did they feel that they saw the results of their own work.

In the question 17 about work's personal meaning to the respondents a majority of 74,46% answered yes. The minority, who answered no, is still quite big (25,54%). It needs to be notified that the target group of this questionnaire were students and therefore the nature of their jobs have most likely been short term this far. Also one explanation could be that the jobs that students do during their summers are usually to fill in for the permanent employees' holidays. Another possible reason

could be that students often do not work in the business field of their studies before graduation, but in jobs that do not require a special degree such as grocery stores or fast food restaurants. It could be assumed that when the jobs become more permanent and closer to their educational background also the personal meaning of the job to the respondents rises.

The question 18 on the other hand is about factors that negatively affect work's meaning to the respondents. It can be seen, from the Figure 7 on the next page, that the number one reason for the business students of TUAS is 'The job is not interesting for me' with 21,17%. The near follow up is 'I do not feel that the work tasks match my capabilities and experience' with 17,97%. From these answers it could be interpreted that the respondents would want a job which interests them and matches their skills and experience. The similar reasons behind the answers as in question 17 could apply here too. The fact that with experience there comes more variety in work tasks and more responsibility could be explaining the 13,88% of the answers given to the option of not having enough responsibilities. In addition, it is interesting to notice that the respondents want their work to have an impact on something (14,95%).

The negative factors affecting works meaning, %

Figure 7. The negative factors affecting work's meaning.

The answers to the 19th question show that nevertheless the findings of the question 18, the majority of the respondents (79,35%) see the results of their work.

The results in this questionnaire cluster go along with Hackman's and Oldham's (1980) list of the factors that make a job a meaningful. These are 'Skill variety', 'Task identity' and 'Task Significance' (chapter 2.1.5) and the responds to the question 18 highly support these factors. The forth one in this list is 'Autonomy' and although the option about freedom and individuality in question 18 got the least responses, it still gained 54 hits and 9,61% of the total answers which still is a notable amount.

4.7 Organizational Values and Goals

This questionnaire cluster was made to test the attitudes the business students of TUAS have towards organizational values and goals in the company they have worked in, since it is one of the main factors creating organizational commitment. The questions are based on the chapter 2.2 Commitment Theories. These definitions are further discussed in the analysis of these following questionnaire results.

The first question in this cluster, question number 20, was about whether or not the companies the students had worked in during their summers had communicated their organizational values and goals clearly to the employees. The second question asked the respondents if they believe in those values and goals, and the third was if not; why.

Question number 23 studied if the company values mattered to the respondents and the next one was about how much the respondents were ready to put effort in achieving those goals and values.

Based on the results of questions 20 and 21, 71,82% of the respondents, feel that the company they have worked for has communicated their organizational values and goals to them clearly (question 20). Out of those, 80,74% believes in those goals (question 21).

The question 22, which was about the reasons why the respondents answered no to the question 20, shows that the main option chosen was 'the values in the company are not realistic in my opinion' with 47,89%. Nevertheless the option 'the company values do not match my own' gained almost one third (29,58%) of the responses and the option 'other' gained 22,54%. Most of these open answers are either related to the fact that the values and goals have not been communicated at all or that the communication has not been clear.

The questions 23 and 24 studied whether or not the organizational values and goals matter to the respondents and how much effort are they willing to put to

achieve those goals. Two thirds of the respondents (67,96%) feel that the company values do matter to them personally. Surprisingly many, 32,04%, seem not to feel that those values matter to them at all. What makes it surprising is the fact that nowadays people seem to be really conscious about social responsibility and other factors that are usually a part of modern corporations' value-mix.
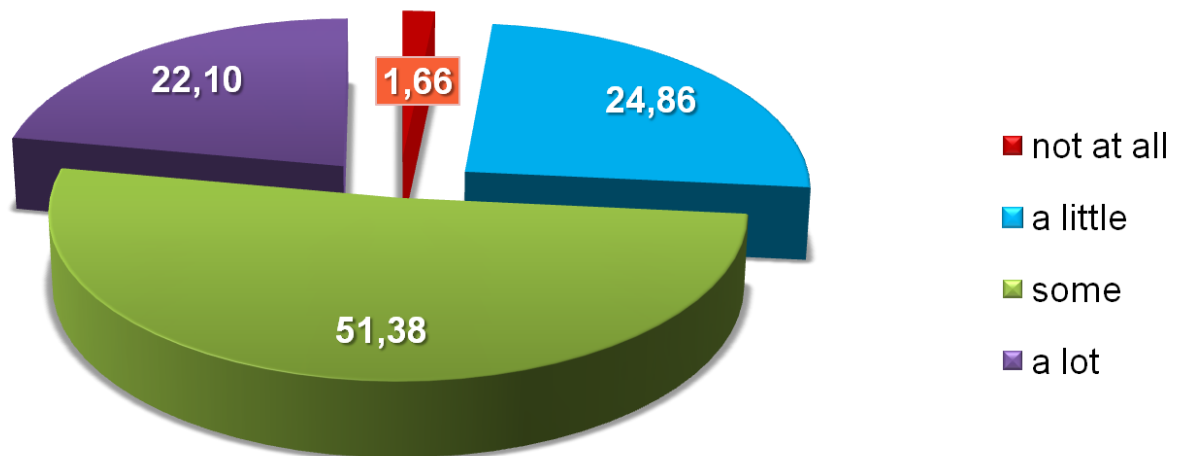
Figure 8. Meaning of company values.

The results of the question 24 (Figure 8 above), indicate that although many of the respondents do not have a personal interest towards the company values, they are still willing to work for the achievement of those same values. 98,44% of the respondents have some level of interest to do that and only 1,66% do not have any.

The results in this cluster go well with the ones from the question 13; the fact that most of the respondents know about the organizational values and goals, as well as are willing to put effort to achieve them can be seen as a sign of commitment based on commitment characteristics by Porter et al (1974) and Mowday et al (1982). These characteristics can be found in chapter 2.2.

It was interesting to learn that even though one third of the respondents do not find the goals and values of the company personally meaningful, they are still willing to work towards the achievement of those values and goals on behalf of the companies they work for.

4.8 Commitment Continues

In this questionnaire cluster the purpose was to get a more profound understanding about the respondents' types and targets of commitment. The questions were related to the theories by Meyer et al (1991, 1997, 2004) in chapter 2.2.1 Forms and Foci of Commitment. The questionnaire results in this cluster would be more useful in a company point of view, because they reflect the performance levels of employees and tell where employees' commitment is targeted. However, these findings are generally interesting, as well as personally interesting for the authors, and therefore this cluster was included in the research.

The aim of the first question in this cluster was to find out how the respondents would describe their commitment and therefore study how the commitment forms by Meyer et al would apply to this thesis. In this question the respondents had the possibility to choose one or more options (Figure 9. Commitment forms, next page).
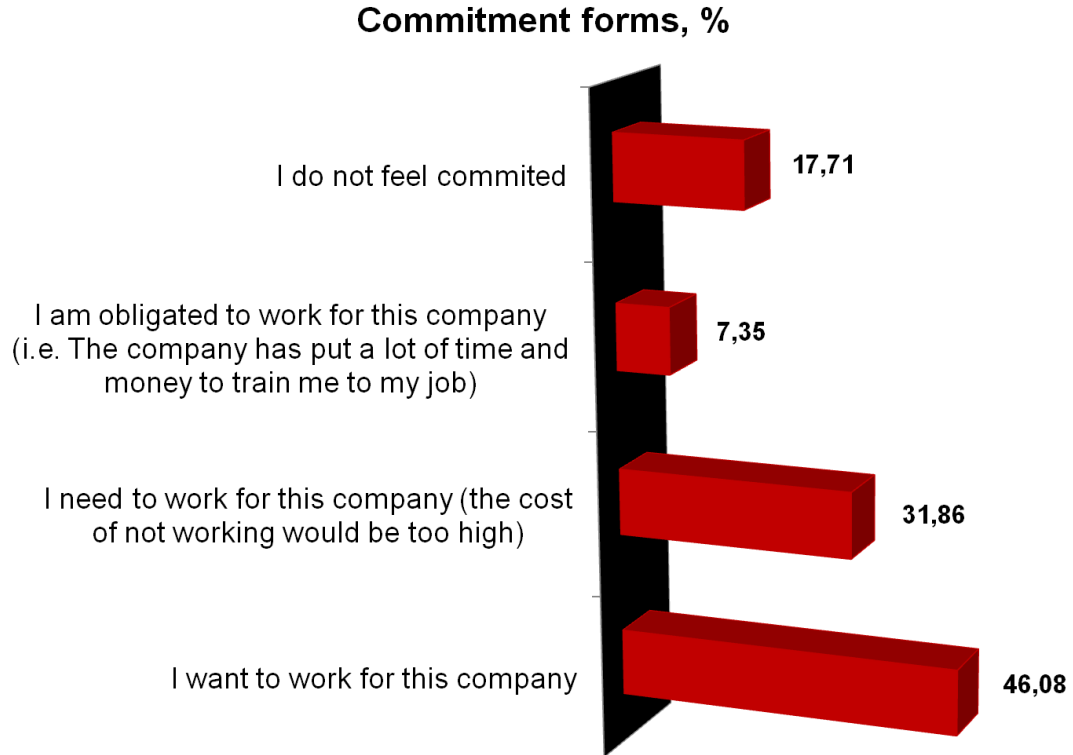
Commitment forms, %

Figure 9. Commitment forms.

The results for this question are that option 'I want to work for this company' gained 46,08% of the answers. The second most hits got the option 'I need to work for this company (the cost of not working would be too high)' with 31,86%. Strangely, compared to question number 13 where only six did not feel committed at all, now 14,71% of the respondents chose the option 'I do not feel committed'. This might be because of the lack of options or the fact that this question was more complex. The option with obligation gained only 7,35% of the responses.

Secondly this cluster was meant to study the foci of commitment with question number 26. The respondents were asked to choose which part of the company they felt most committed to in order of importance, 1 being the most important and 5 being the least important. It has to be noted here that the question was optional, so only those who felt committed to the company needed to reply.

Table 3. Foci of commitment.

Options	1	2	3	4	5
The company itself	18%	6%	21%	30%	24%
Top management	7%	5%	6%	27%	55%
Nearest supervisor	11%	31%	39%	13%	6%
Your own team	56%	20%	12%	9%	3%
All the co-workers	13%	39%	20%	18%	9%

As said before, the aim of this question was to find out where the commitment of the respondents was targeted inside the company. The question was based on the theory about the foci of commitment by Meyer & Allen (1997). The results indicate that the respondents feel the most committed towards their own team with 56% as the first choice and the least committed towards the top management with 55% as the fifth and last choice (see table 3 above). Otherwise the choices between the options are quite evenly divided; one can only see that the respondents' own teams come first and the top management feels the furthest away. According to the theory the commitment of employees can be targeted towards all of these parts and the results support that theory.

4.9 Future Continuance

The last part of this questionnaire was designed to answer the third and final research question: 'Have these motivation factors lead to the students wanting to continue in these work places after graduation?' The questions in this cluster were based on one part of the commitment definitions in chapter 2.2 Commitment theories: a desire to remain and continue as a member in the organization (Porter

et al, 1974; Mowday et al, 1982; Meyer & Allen, 1991). There was also a personal interest behind these questions, as this particular issue is very topical to the authors themselves.

The first question in this cluster was whether or not the respondents would like to continue working in their summer job companies after graduation. Based on the results 18,99% of the respondents would be willing to continue working in those companies. The majority of 44,69% seems still to have some doubts about if they would want to continue in the same company and 36,31% of the respondents feel that they do not want to continue. These fairly low certain continuance rates are quite easily explainable when taking into consideration the earlier discussed short-term and temporary nature of summer jobs in general. The results are also linked with the kind of jobs that the respondents perform; earlier mentioned as the industry not necessarily matching their education and the jobs not being demanding enough.

The second question in this cluster, and the last one of the questionnaire was for the respondents who do not want to continue. They were asked to specify the reason why not (Figure 10. Future continuance, next page).

Future continuance, %

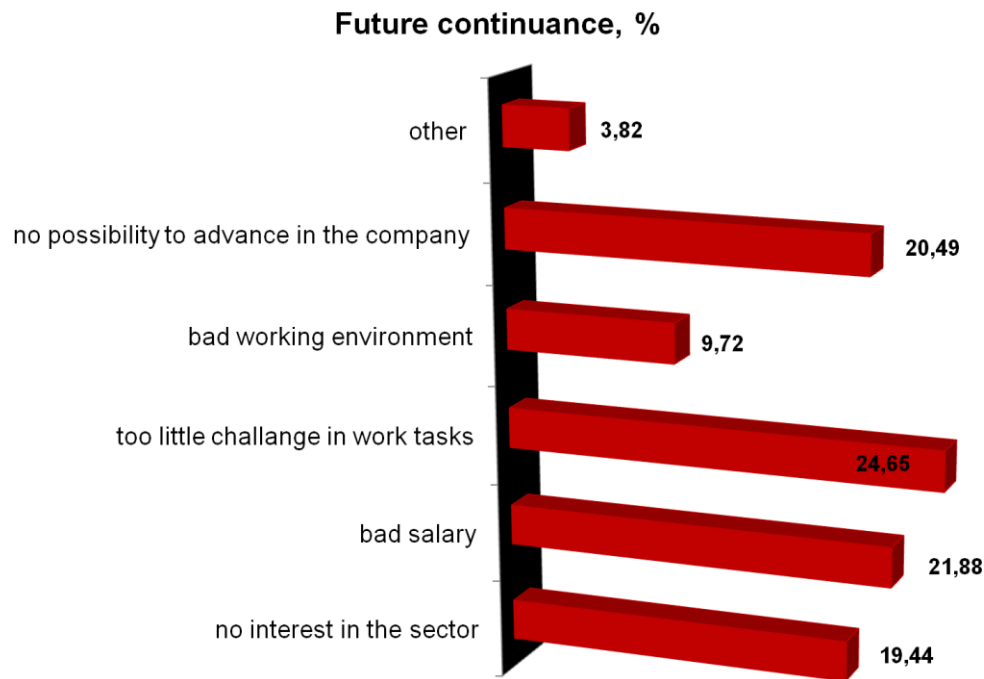|	
other	3,82
no possibility to advance in the company	20,49
bad working environment	9,72
too little challange in work tasks	24,65
bad salary	21,88
no interest in the sector	19,44

Figure 10. Future continuance.

The options were partly chosen from the motivation factors and turned negative, and partly based on authors' own interests and experiences. The respondents had the possibility to choose one or more options. The results, as seen in Figure 10, implicate that the most common reasons the respondents have for not wanting to continue working in their summer job company are: too little challenge in work tasks with 24,65%, bad salary with 21,88%, no possibility to advance in the company with 20,49% and no interest in the sector with 19,44%. It seems that the respondents' working environment have been neutral or good since the option 'bad working environment' only got 9,72% of the answers. The open answers for option 'other' were such as: bad location, willingness to try something new and the work not matching the respondents' education.

5 CONCLUSIONS OF THE STUDY

The objective of this research was to study the motivation and commitment of business students in TUAS regarding their summer jobs. There was a set of research questions created to narrow down the subject and to help to define what kind of results the authors were looking for with this thesis. These research questions were the following:

1. What are the factors that have or have not motivated students in their summer jobs?
2. Do the students feel committed to the companies they have worked for a summer/s; is that commitment affecting their motivation?
3. Have these motivation factors lead to the students wanting to continue in these work places after graduation?

In the following chapter the authors do their best to answer these questions and bring all the research findings together.

5.1 The Research Findings

To begin with, it can be said here that the findings of this study are consistent with the theories presented in the chapter 2 Theoretical Frameworks. The survey results are interpreted and referenced to the theories in more detail in chapter 4 Empirical Analysis of the Research.

The first matter studied was the understanding and interpretation of the terms motivation and commitment. The results show that the students feel positively about these two concepts. The term motivation, for almost a half of the respondents, is the willingness to put effort towards certain goals. The term commitment on the other hand, mostly means the loyalty and attachment they feel towards the company.

In terms of the factors that affect the motivation of the business students in TUAS, it was found out that for them the main motivator is the atmosphere at the work place and being fairly and equally treated. Also salary and possibility to learn were highly ranked among the students. Even though salary is not the biggest motivator, the main reason why these students work is to get financial compensation. It is the interpretation of the authors that this would most likely be the result of student life; not being able to be a full-time employee and getting regularly paid. There is a big difference with a full pay check compared to working part-of-the-year and receiving financial aid from the government.

The research results also highlighted some of the non-motivating factors. For example the reasons why some students find their jobs less meaningful are, because of the jobs are not interesting or do not match their capabilities and experience. Regarding motivation, it was surprising to learn that factors such as amount of feedback or training are not as appreciated as the others. One could have assumed that especially when the population selection is students, the amount of training would have been on top of the list.

Regarding the second research question, it became obvious that most of the students feel at least somewhat committed to their summer job companies. The students also feel that being committed to one's workplace is important and those who answered yes also have the opinion that commitment has some or a lot of impact on motivation.

Thirdly, the purpose was to find out whether or not the students would want to continue working in their summer job companies after graduation. Even though there is a majority of the respondents who want- or maybe want to continue, surprisingly many at the same time do not want to continue in those companies after graduation. This uncertainty was not expected when taking into account the amount of commitment and motivation the students feel towards their summer job companies and also as one of the commitment factors is the willingness to

continue organizational membership. These findings about motivation and commitment rates are mentioned and explained earlier in this chapter.

The reasons behind the negative attitude towards future continuance were also searched and the results indicate that there are four main factors. The students do not want to continue because of the following; the work tasks are not challenging enough, they have a bad salary, they have no possibility to advance in the company or they have no interest in the sector. As one of the options in this survey part was a bad working environment, it was interpreted that the business students of TUAS have had a good or neutral working environment. This interpretation was made, because 'bad working environment' was the last single reason why they would not continue and there was an option to choose one or more of the reasons why not.

In addition to the three official research questions, the appreciation and understanding of organizational values and goals, as well as some job characteristics, were studied. The findings for the job characteristics were that a third of the respondents feel that their jobs are personally meaningful for them. What was picked out from this was that still surprisingly many do not feel that way. The interpretation here is that the students have a different view on their summer work than permanent employees have on their jobs. When one works full-time in a company, for a longer period, it is almost inevitable that the meaning of the job grows and comes more personal.

When asked about organizational goals and values, the business students mainly feel that they know their companies' values, believe in them and are willing to work to achieve them. This is compatible with the findings regarding commitment levels and can be interpreted as a sign of commitment.

Regarding commitment variables introduced in chapter 2.2.2, it needs to be noted here that the authors felt that these factors, such as age and gender, do not have a big relevance for this subject because the population selection was students and

the main focus was on summer jobs. A research about the variables could be more interesting to conduct if the population selection would be permanent employees in a gender- and age rich working environment and also if this kind of a research would have been conducted for a company.

To conclude it can be said, within this research and response rate, that the business students of TUAS have been motivated in their summer jobs. According to the findings of this study, commitment affects motivation and two thirds of the respondents could consider continue working for their summer job companies in the future.

5.2 Suggestions for Further Research

Due to the reason that the time and the scope for this research were limited, the authors decided to use only a small amount of the theories available related to his subject. If further research would be made, one could include more frameworks and conclude more in-depth survey.

One of the authors' suggestions is that this particular research could be done again to gather a better response rate. It could be also conducted to a wider audience, for example for all students in TUAS, or some other Universities of Applied Sciences. That way one could gain results that could be generalized to concern these groups.

Also it could be interesting, in terms of the research findings, that the research method chosen would be qualitative method. With interviews and such, one could get more detailed responses and if a big enough sample would be made, get more valid, reliable and generalized results than in this research.

Similar studies could be interesting to conduct for companies and organizations. In this manner, one could use the theories more accurately since they are all developed by studying employees in companies and therefore presumably

permanent employees are used as the database. In that case one could also take into considerations such things as the aforementioned commitment variables.

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Figure 1: Maslow's Hierarchy of Needs. Abraham Maslow, Father of Modern Management (2005-2009) [online, referred to 12.9.2011] available on the web at http://www.abraham-maslow.com/m_motivation/Hierarchy_of_Needs.asp)

Figure 2: Maslow versus Herzberg. Suppotech, webhosting. [online, referred to 12.9.2011] available on the web at http://www.suppotech.com/blog/2011/03/09/briefly-review-herzberg-theory-of-motivation-hierarchy-theory.html/

Figure 3 : Expectancy theory. 12 Manage, the Executive Fact Track. (2011) [online, referred to 7.9.2011] Available on the web at http://www.12manage.com/methods_vroom_expectancy_theory.html

Appendix 1. Questionnaire Form

General Background

1. What is your gender?

Male_

Female_

2. How old are you?

19-21_

22-24_

24- or older_

3. On which year of studies are you in?

1st_

2nd_

3rd or more_

Working Background

4. In which industry have you worked during summer/s, when you have attented Turku University of Applied Sciences?

banking / insurance sector_
restaurant / tourism sector_
commercial sector_
real estate sector_
other - please specify?_

5. In which field have you worked during those summer/s?

customer service_
sales_
marketing_
human resources_
invoicing_
warehousing_
logistics_
communications_
other - please specify?_

6. How many of those summers that you have attended TUAS have you worked?

one_
two_
three or more_

7. How many summers have you worked for the same company during that time?

one_
two_
three or more_

8. What does work in general mean to you; why do you work? Choose one or more.

to get financial compensation_
to survive_
to belong and feel important in the society_
to feel achievement_
to have job security_
to have job satisfaction_

Background to Motivation and Commitment

9. What does the term "motivation" mean to you? Choose one or more.

need and want to satisfy unsatisfied needs_
willingness to put effort toward certain goals_
actions to pursuit individual objectives_
factors that drive you to behave in certain ways in order to carry out your work_
other - please specify?_

10. What does the term "organizational commitment" mean to you? Choose one or more.

the relationship between you and the company_

the loyalty and attachment you feel towards the company_

a force that attaches you to a certain action_

a force that shapes your behavior towards different targets_

recognizing oneself as a part of the company_

other - please specify?_

Motivation

11. How would you rate your level of motivation in your summer job/s?

not motivated_

slightly motivated_

motivated_

quite motivated_

highly motivated_

12. Please rate each factor effecting your motivation. 1-5, 1 being not important at all and 5 being very important

salary_
possibility to learn_
amount of responsibility_
amount of training_
relationship to co-workers_
relationship to supervisor/boss_
fair treatment and feeling equal_
flexible working conditions, i.e. flexible hours_
atmosphere at the work place_
variety in work tasks_
amount/quality of feedback_
rewardingness of the job_

<u>**Commitment**</u>

13. How would you rate your level of commitment in your summer job company?

not committed_
slightly committed_
committed_
quite committed_
highly committed_

14. Please rate the importance of each factor effecting your commitment. 1-5, 1 being not important at all and 5 being very important

receiving training_

being satisfied with career opportunities_

being satisfied with the performance appraisal system_

thinking managers are good in people management (leadership)_

finding work challenging_

thinking the company helps to achieve work- life balance_

being satisfied with communication or company performance

15. Do you feel that being committed to your workplace is important?

yes_

no_

16. If you answered yes to the previous question, has it affected your level of motivation?

a little_

some_

a lot_

Job Characteristics

17. Do you feel that your work has a personal meaning for you?

yes_

no_

18. Please choose which of the following factors NEGATIVELY affect the meaning of the job for you.

I am not given enough responsibilities_

The job is not interesting for me_

I do not see the results of my work_

I feel my work does not have an impact in anything_

I do not feel that the work tasks match my capabilities and experience_

I do not feel that I have enough freedom and individuality in my work_

I feel that I do not get enough feedback about my work_

19. Do you feel that you see the results of your own work?

yes_

no_

Organizational Values and Goals

20. Do you feel that the company you have worked for has communicated their organizational values and goals to you clearly?

yes_

no_

21. If you answered yes, do you believe in those values and goals?

yes_

no_

22. If you answered no, pick a reason/s from the following why.

the company values do no match my own_

the values in the company are not realistic in my opinion_

other - please specify?_

23. Do you feel that the values of the company you have worked for matter to you?

yes_

no_

24. Are you ready to put effort in working to achieve company goals and values and to what extend?

not at all_

a little_

some_

a lot_

Commitment continues

25. In case you feel committed to the company you have worked for, how would you describe this commitment? Choose one or more.

I want to work for this company_

I need to work for this company (the cost of not working would be too high)_

I am obligated to work for this company (i.e the company has put a lot of time and money to train me to my job)_

I do not feel committed_

26. If you feel committed to this company in any way, please choose from the following what part of the organization you feel the most committed to. Put in order of importance 1 being the most important and 5 being the least important.

_The company itself
_Top management
_Nearest supervisor
_Your own team
_All the co-workers

Future Continuance

27. Would you like to continue working in your summer job company after graduation?

yes_
maybe_
no_

28. If you answered no or maybe to the previous question, why?

no interest in the sector_
bad salary_
too little challenge in work tasks_
bad working environment_
no possibility to advance in the company_
other - please specify?_

Appendix 2. Cover Letter

Dear fellow students,

We are two International Business students from Lemminkäisenkatu and at the moment we are working on our thesis about the Motivation and Commitment of TUAS Business Students Regarding Their Summer Jobs.

We would highly appreciate if you would take a moment to answer our survey about this matter. It takes less than 10 minutes of your time.

The only requirement to answer this survey is that you have had a summer job during your studies. The questionnaire is in English and the link can be found below.

http://www.kwiksurveys.com?s=OKEOGH_70dc02d0

Thank you for your time.

Kind regards, Emmi Pirinen and Reetta Tervo

Hyvät kanssaopiskelijat,

Olemme kaksi International Business opiskelijaa Lemminkäisenkadulta ja tällä hetkellä työstämme opinnäytetyötämme aiheesta Turun AMKn Tradenomi Opiskelijoiden Motivaatio ja Sitoutuminen Kesätöissä.

Arvostaisimme suuresti jos käyttäisitte hetken ajastanne vastaamalla kyselyyn. Vastaaminen vie alle 10 minuuttia.

Kyselyyn vastaamisen ainut vaatimus on, että sinulla on ollut opintojesi aikana kesätyö. Kysely on englanniksi ja linkki siihen löytyy alta.

http://www.kwiksurveys.com?s=OKEOGH_70dc02d0

Kiitos ajastasi.

Ystävällisin terveisin, Emmi Pirinen ja Reetta Tervo

Appendix 3. Questions and Theory Relations

Question number:	Theory related:
1	Commitment variable - gender, Robinson (2003)
2	Commitment variable - age, Robinson (2003)
3	General interest
4	General interest / Tilastokeskus
5	General interest
6	Motivation theories / Maslow, Herzberg -> needs
7	Motivation theories / Maslow, Herzberg -> needs
8	Maslow (1943), why people work
9	Motivation introduction/Motivation definitions
10	Commitment Introduction/Commitment definitions
11	Introduction question
12	Motivation theories/ job characteristics model
13	Commitment
14	Commitment variables; Purcell et al. (2003)
15	Introduction question / commitment
16	Motivation and commitment - integrative model, i.e. Meyer et al. (2004)
17	Job characteristics model, Hackman & Oldham (1980), Expectancy theory, Vroom (1964)
18	Job characteristics model, Hackman & Oldham (1980), Expectancy theory, Vroom (1964)
19	Expectancy theory, Vroom (1964)

20	Commitment
21	Commitment definition; values and goals
22	Commitment problems / genereal interest
23	General interest, leading question
24	Commitment characteristics, definitions
25	Categories of Commitment, Meyer et al. (2004)
26	Foci of commitment, Meyer & Allen (1997)
27	Future continuance, general interest, if yes a sign of commitment
28	Future continuance, motivation theories