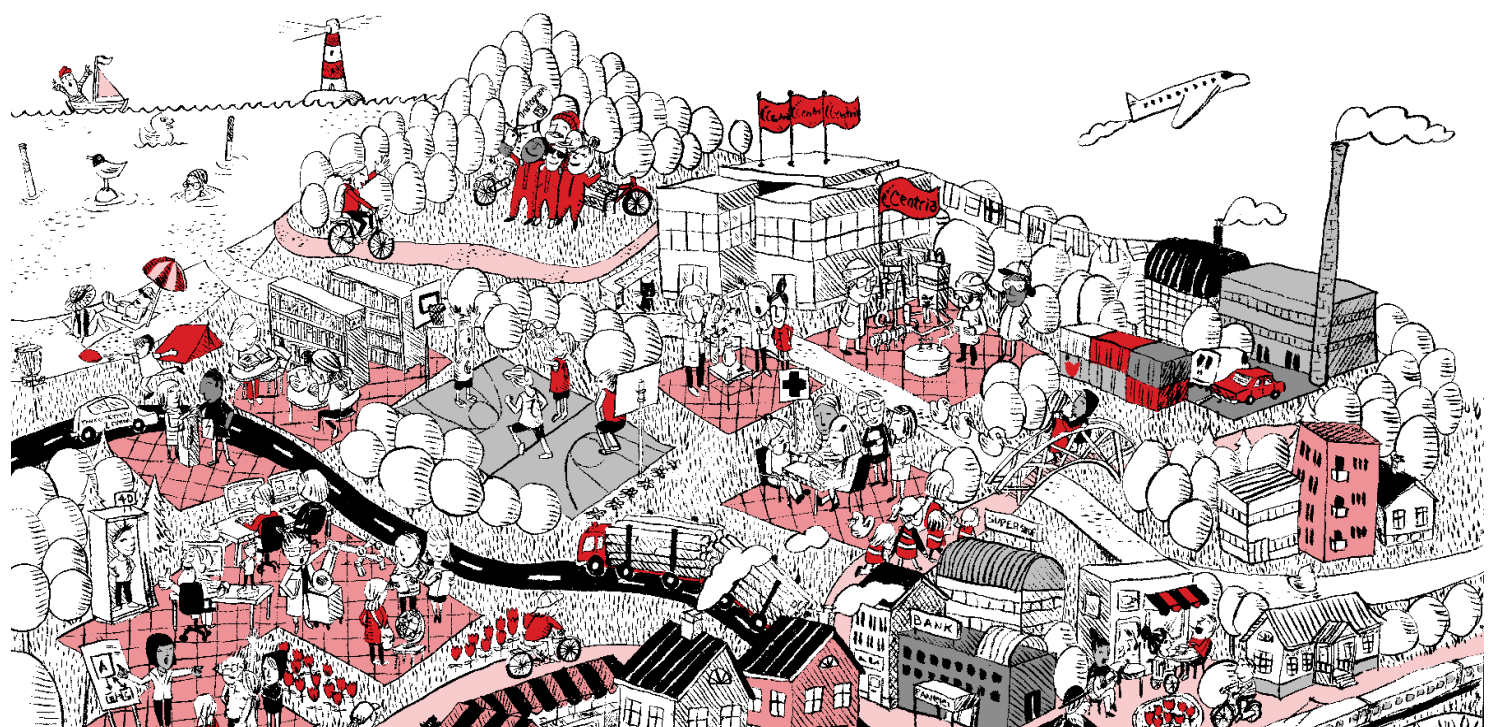


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EMPLOYEES' MOTIVATION TOWARDS ORGANIZATIONAL GOALS

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ABSTRACT

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<p>The thesis was related to the employees' motivation towards achieving the goal of the organization and how the motivation is affecting in maintaining the balance of their expectation and lifestyle. The success or failure of the organization relies on the degree of motivation the employees feel at work. Organizations set a bottom-line principle to look after employees' facilities and organized teamwork in different sectors including office work and manufacturing work, and thus motivation is the key element that directly affects the manufacturing process to execute an effective production. The main idea of this study was to identify the level of employees' motivation and depression at work. Providing different kinds of opportunities, facilities and supporting new ideas and creativity can help employees' motivation to develop from within. The main theme of the research focused highly on finding out the facts regarding demotivating factors that influence the employees and the overall growth of a company. The research further highlights finding the reasons why employees are becoming self-centered to think about their benefits rather than thinking about other co-workers and the company too. Therefore, the research was done to identify the problems and their solutions.</p> <p>The thesis aimed to identify the motivation of employees and their needs to change the way of their thinking for the development of the company and dedication towards work. Companies' production and sales inflow affects the companies' growth and employees' motivations. Lacking opportunities and different issues involved among employees and supervisors adversely affect the work development, which results in changes in working style. Moreover, this research would also reflect the opinion of the employees about their problems at work, their motivation towards performance, and organizational development.</p> <p>In this research, there were possibilities to use different kinds of research methods, respectively quantitative research method, qualitative research method, or mixed-method. However, the researcher has performed both methods for data collection and to analyze the collected data. The data has been collected using the questionnaire method. All the collected data has been presented and analyzed in charts, tables, explanation, and SPSS analysis to find out the real factors and has been presented with some interesting outcomes and motivational ideas. From the findings, it has been concluded that there lie much more possibilities to develop and generate creativity which helps to develop the thoughts of employees toward working life and motivation for change to development.</p>		

<p>Keywords Employees' motivation, motivational factors, organizational goals, organizational culture.</p>

ABSTRACT
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1 INTRODUCTION

In this globalized generation, employees' motivation has turned out to be a great issue for organizational development to achieve its goals. This is the most challenging issue for employers to gain competitive advantages and earn massive revenue regularly. In these prospects, employees are the main factors to demonstrate organizational goals into reality. Organizations need to set and establish different kinds of agendas to get a competitive advantage in financial and non-financial goals. Employees' motivation brings success to reach the target set by an organization. Motivating the employees to flourish their skills is the prime element to be considered by any kind of small or large-scale organization and it is the human resource department that should be responsible to manage and finalize excellence based on the performance report. The managers or board members are the bodies deciding the employee's promotion or demotion, which has a major impact on productivity.

The organizational development process uses organization's competencies and knowledge to provide support and suggestions to create changing process more effective and efficient, with a vision of creating change as an effective method for organizational design and change for organizational human resource functions. Many researchers have said that the employees are not motivated with their assigned task until and unless they continue to proceed along with the positive mentality. When the employee can understand the needs honestly and openly, it is easier to plan a system in the professional field also. The study will concentrate and focus on employees' motivation towards organizational goals and employee performance. The measurement gives directions between employees' motivation and their performance for achieving the organizational goal. Highly motivated employees tend to have better work performance, which results in a better outcome and more productive and effective organizational performance.

The main aim of the thesis is to find out how employees appreciate their working life and what possible reasons could exist for letting them not being motivated towards work. Employees' motivation towards production efficiency greatly relies on benefits they get from the company, which helps, in developing their personal and working life. Motivation towards work, thus, refers to the employees' commitment towards effective production and time management for example: working life and private life. The cost reduction matter in the production process and waste management, for example, sorting out the waste as recycle use and proper use of raw material is highly important for the environment. It is always good to develop workers' motivation to achieve the goals of the company by creating a sound and friendly working environment. Therefore, the production industries need to improve on different

kinds of tricks to make employees happy and motivated toward working life. The analysis of positive and negative impacts of employees towards work helps to improve the working life of the employee, work environment, employees' positive thoughts about the work. Work satisfaction and collegial relations and behavior can establish the new trend of the working environment to develop the industry and achieve the goal of the industry (Patton 2002, 431-442).

The research will be conducted to reveal the findings of the problems among the co-workers towards work motivation. Having faced and seen many problems among the employees motivated me to generate research from the workplace and find some solutions. The whole idea is to navigate the possible options about how employees could be motivated to achieve the goal of the company. The employees' interest about the work has been identified as one of the major issues at the workplace, the result of which employees have no interest to come to the job but the only reason they present themselves at the job is for money. After consulting with the employees, many of them expressed without hesitation that they just think about themselves and try to get an easy part of the job. Employees tend to try skipping or ignoring the situation when encountered with some difficulties at work. In other words, they are not willing to give any extra effort to help colleagues even if they face physical problems, rather they would laugh if someone gets into trouble. These circumstances drove a me to research this title. There are two elements that affect factors of motivation at the workplace respectively 'Happy Workers' (Motivated Employees) and 'Unhappy Workers (Demotivated Employees)'.

The research could be done with the accurate representation of persons, events, and the situation. This research topic includes the behavior of the workers as to how well are they motivated to work. Basically, there are various designs for experimental approaches. Creswell (2014, 5-9) mentioned that the research is the descriptive design intended to systematically describe the facts and characteristics of the phenomenon or the relationship between the event and phenomena. This also illustrates a flow about what kind of questions and how all could be utilized in the research process. Family Health International (2019) described what motivation means for employees, the research could describe how the variables are distributed across the population or phenomenon.

The findings of the research depend on the data measurement and employees' opinions. For the data collection, it may take several days or weeks to perfect the accurate instrumentation so that the result could be accurate, reliable, and generalizable. Descriptive studies could yield rich data that can lead towards the important recommendation for the employer. It can be misused among people who do not understand the research purpose and limitations. This method of collecting data can be single or vari-

ous combinations of the respondents, depending on the research questions. Choosing proper employees and target groups could find the factual results.

Research needs to be informative and has to be done in such a way that it motivates the reader and gives information about different fields and areas of motivation. According to the topic of the research findings should be presented in a clear and precise way to answer why this research is good to study and what kind of knowledge it can provide. There are always positive and negative effects of every research sector, but it needs to be presented properly so that the readers do not get any confusing ideas and misunderstand the findings and solutions. Many types of research are done with a positive thought of getting a better result that could be used as a reference for the researches to be done in the future. The topic of the thesis itself is quite interesting for a broad business sector and an individual's knowledge and experience gained from the work could be used to correlate one's personal experience with other employees. The majority of the issues that came along with the research focus on the interest of the employees' motivation, their thoughts, motivation, and responsibility towards the work and working place.

Figure 1 represents the chapters of the study, which are divided into five chapters. The first chapter is an introduction including general information, nature, and purpose of the study, motivation of the study, and the structure of the study. All the theoretical framework or concepts of the topic are presented in the second chapter. All the theories related to the topic, 'Employees' Motivation Towards Organizational Goals' are outlined and explained separately in different topics. In this chapter concept of motivation, its importance, factors, and different theories are explained.

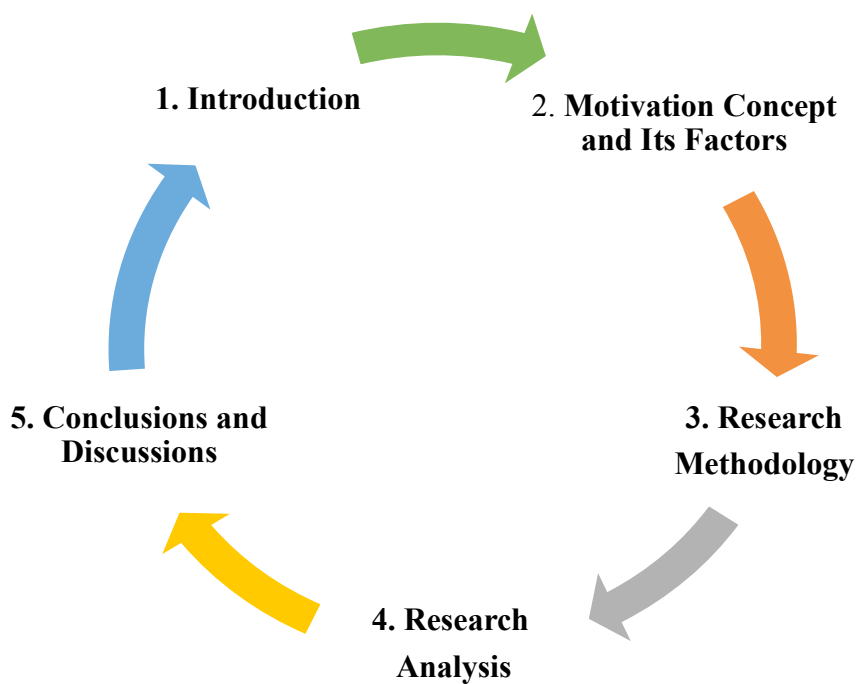


FIGURE 1. Structure of the thesis

The third chapter explains and focuses on the research methodology, theoretical concepts, and statistical tools that are chosen in this study. The validity, reliability, and generalizability have also been clearly explained in this chapter. The fourth chapter focuses on empirical study, which means the research analysis part. In this chapter, all the collected research data are analyzed and discussed with an illustration of figures, pictures or tables. The last chapter is presenting conclusions and discussion for further study.

2 MOTIVATION CONCEPT AND ITS FACTORS

Motivation is simply derived as a feeling that drives an employee towards performing the best of the individual at work. Motivation towards an assigned part of work doesn't only relate to the duties and responsibilities; rather it is an inner feeling of an individual that keeps the drive towards the work in a positive manner. This chapter includes a brief description of what motivation means to the employee's real life and its importance. This chapter further depicts detailed information about the techniques of employees' motivation and organizational goals. In addition to this, it also reveals the different theories of employees' motivation.

2.1 Employees' motivation

Motivation is a kind of state-of-mind or effective instrument in the hand of the management that fills enthusiasm and energy among the employees to drive and achieve desired goals in a certain way at work. Motivation is the art of getting employees into the direction of what and how the employer wants them to perform and it is also a set of states of an individual's need fulfillment that pushes as a force for the person as the high level of focus and commitments to work even though sometimes, it is against for them (Achim, Dragolea & Balan 2013, 685-691). Motivation is various levels of creativity, commitment, and energy that translate into human behavior at a certain level that their wishes and interests can stimulate the desire for more. Employee motivation can directly bring a company's employees to their workplace daily and it is a long-term investment to build a strong workforce. Motivation holds a high degree of concern for the management towards its employees, provided the fact that it leads towards the economic growth of the company too. Employee motivation is all about feelings for the employee as a tandem to the organization (Gorman 2004, 7).

The motivation theories cannot always be positive for small organizations to achieve a better result and desired goals, rather it can also create problematic issues sometimes. Many entrepreneurs spend many years building a company and its reputation and henceforth they find out many difficulties to delegate meaningful responsibilities. These factors give rise to certain behavior often seen as a constructive driving force behind an organization's success. There needs to be a certain level of ensures as well for the employees in the company to remain active and contribute to better performance and it should not be mindful of such pitfalls that are linked to their attitude. According to Peter Drucker motivation is defined as "Only three things happen naturally in an organization- friction, confusion, and under-

performance. Everything else requires leadership.” (Reynolds 2018.) The definition dealt with the moral managers to deal with different aspects and qualities of the leadership. The friction deals with ego, power struggle, truffle, proxies that cause the untruth communication gap excuses, the confusion usually give the result as unclear communication and process and the under-performance is the factor of motivation gap or skills are the challenges for leaderships operation. It needed to develop the trust-worthiness, integrity, and honesty that reduces the friction, confusion, and under-performance and the ‘leaders need to lead’ is the main conclusion of Drucker definition.

Weather it is a small business or a big organization, it is always important for the employer to identify the needs of the employees and create an ideal working atmosphere to keep them focused and motivated. A worthy investment for the employer is the employee who stays motivated gives higher productivity and enjoys the workplace environment. When employees’ expectations are met according to their basic needs, it helps in connecting and linking with one another towards work in a dedicated manner. Motivation is an important factor not only for developing employee’s relations with each other but also for making them feel about their involvement, recognition, communication, and attention skills towards their work and their employer. Their contribution through their skills and knowledge directly affects the outcome of a company and therefore the feedback should always be swift and visible towards them. (Dartey-Baah 2010.)

Several factors play a key role in workers' motivation; for instance, a smooth working environment and the feeling of being heard from their boss gives birth to a motivated workforce (Hiriyappa, 2015, 3-7). Similarly, the involvement of the employees in the decision-making process is another important aspect that motivates workers to think big and different in a wise way. In addition to this, treating the employees with respect also makes them feel special and keeps them remain loyal to their employer. Furthermore, developing the rules and policies to demonstrate trust and treating employees as a part of the entire working family is also one pull factor for the employees’ motivation. Transparent and regular communication is generating thrive in creative work environments.

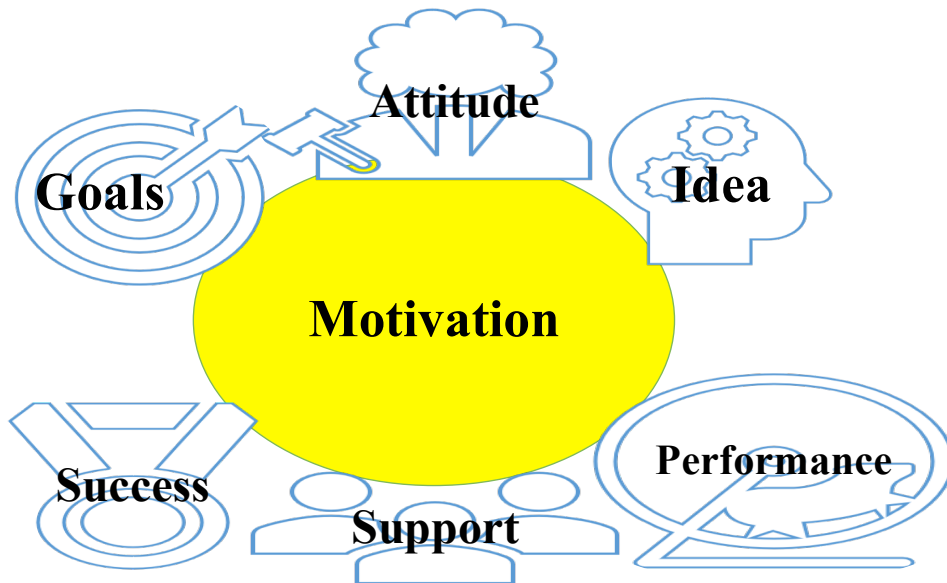


FIGURE 2. The motivation of employee (Adapted from Empxtrack 2016)

Figure 2 illustrates that motivation is the factor, which associates a lot of physical and mental support to accomplish a designed goal. The figure above depicts that the theory of motivation simply begins with the assigned goals for any kind of project. This follow-up with the attitude and ideas of the employees whether or not they are into it. It gives an opportunity for the employees to drop their views about positivity or negativity regarding the project. Following this, it leads towards the performance of the employees to give it the best of their skills and output. And finally, the management is the element that supports the overall performance, which leads towards success.

2.2 Importance of employees' motivation

Employee motivation is very important for several reasons. The main reason for employees' motivation is that it allows management to meet the organizational goals. A motivating workplace represents the synergistic effects on the attitude of workers' performance in a job. Without motivated employees and a friendly workplace, the organization or company could be placed in dangerous or risky situations, about which the employer needs to be careful.

Employees' motivation is also a critical aspect where the managers have the responsibility to agree upon and correlate the economic performance at the workplace that leads the motivational system to

the employees' performance, which gains major benefit from that very performance. Motivating employees means the performance growth that leads to maximizing the result and it should be practiced as a regular routine.

According to Anne M. Mulcahy importance of employees' motivation is defined as "Employees who believe that management is concerned about them as a whole person not just an employee are more productive, more satisfied, more fulfilled. Satisfied employees mean satisfied customers, which leads to profitability." (Grubb 2016, 41.)

Motivation is one of the physiological instincts that lead to motivating employees for increased productivity and goal achievement. Employee motivation and manager's decisions drive an organization to get success and achieve higher levels of turnover and output. Discordant factors for job satisfaction include opportunity, time for family life, having a good location, and good employment opportunities are very dynamic and nature are being varying effects are important for employee motivation. Having an employee who is not motivated at work can result in an employee failing to develop the process of organizational goals. These kinds of employees probably waste their time at the workplace by using their time at a desk surfing the Internet or searching for new jobs causes absenteeism, low productivity, and performance. It will more cost to hire new employees replacing the old ones and hiring the employees and training them would be an extra investment of the company's time and money. It means a clear waste of time and resources. (Varma 2017, 10-20.)

According to Bob Nelson importance of employees' motivation is defined as "An employee's motivation is a direct result of the sum of interactions with his or her manager." (Berman, Bowman, West & Van wart 2010, 180.) In a competitive business, an organization needs to have a positive and appealing workplace, understand different factors of motivation, and create job satisfaction with proper planning and strategize as prevailing business situation. These basic elements will uplift the organization to the top in the highly competitive business environment. The importance of employees' motivation leads to understanding that it may be time-consuming and difficult to encourage employee motivation at the workplace. (Recruiting Specialist 2020.)

Motivating employees means achieving a high level of highly productive staff. Management needs to achieve business goals by positively encouraging employees to set up a fine working environment. Before building a motivational strategy, entrepreneurs and managers need to ensure and understand that employees should feel and understand that their contribution and efforts are really important for

the company to succeed. Motivation key factor should always keep an open-door policy and support work-life balance and work according to the existing system and policies.

According to Dr. Varma (2017, 10-20), motivated employees ensure a positive atmosphere. The organization should consider and be careful about the employees that they should feel good, safe, and happy at work. Mostly, resources are the main part to achieve goals for the organizations so the managers or leaders needed to consider using maximum resources which is available.

The customer is another main part of organizations, so managers need to focus on customer satisfaction and make them feel happy. There are many competitors in markets and getting better results than counterparts and high-level effectiveness is beneficial for organizations. Therefore, their need to build a creative and innovative performance-oriented environment to utilize new ideas and technologies in the organization. Different kinds of retention and attraction support for an employee for continuous manpower supply. Being safe and comfortable at work motivates employees to utilize their ability to face uncertain challenges at work.

Demotivated employees put low performance at work at a slower pace; for example, by spending time on tasks unrelated to work like getting engaged on the phone or surfing the internet. Disappointed or unhappy employees are always putting low performance at work, which means waste of resources and could knock-on effect on co-workers that can cause potentially holding back the entire company. This may cause the organization to lose resources and investment.

The motivated employee is enthusiastic, inspired, and feel proud on themselves at work. Motivated employees execute their tasks efficiently, take action quickly, and know a better way of doing the given task for the organization and themselves. Whether the organization is at the top of its game or growing, employee morale tends to be of vital importance at all levels. The moment at which an employee's morale decreases, the desired or targeted amount of profit or success of the company could not be accomplished.

Opportunities for the employees to grow themselves and raise their standard of working should be available and most importantly rewarding the best and encouraging the available potentials should always be there. The sense of having an inspired feeling towards the job always helps to create a positive environment at work and it also gives the employees a job satisfaction feeling in their normal life. Simple techniques as salaries, healthcare, bonuses, and plans encourage and improve to express their ideas and knowledge openly. Motivated employees know and feel their responsibilities and don't need

to be told to get things done. Motivated employees are eager and initiative occur more responsibilities and active roles in creativity for better performance in teamwork. (Varma 2017, 10-20.)

2.3 Organizational goals

Different organizations have different ways to organize the business goals that are set focusing on individual purposes and activities are aimed in accordance to grow and change. Organizational goals are desired outcomes for the entire organization and groups or individuals that they want to reach.



FIGURE 3. Organizational goal setting (Adapted from Lunenburg 2011.)

Figure 3 describes the organizational goal as the estimated amount of target that any organization sets to measure its achievement of success. Every organization sets its goals in a specific way depending on its principles. However, the goals set need to be measurable in terms of the frequency of how much was expected before setting and how much is expected at the end. Moreover, the goals for any sort of organization should be set in a way that can be achievable. It means that strategic planning and executing the plans should be in proper coordination to achieve the goal. In addition to this, goals set for any organization should be realistic. A realistic goal follows the entire procedure and pays off the expected outcome. The most important part of all is that the goals set and executed under the entire process should be done on time. The goals of organizations give the reference and directions for managers about the fact or existence of the organization. It provides an idea about the character in attitude, activities, and tensions of organizations that the nature of goals varies from different organizations. The nature of the goals can be official, operative, and operational and all goals are strategically set objectives that outline the expected results and guide employees' efforts, which is strategic, operational, and tactical.

The management sets all the strategic goals and it is focusing on settling down the general issues, to keep the organization run for a long-term basis. The tactical goals are set for middle managers for operationalizing actions necessary to achieve goals. Various department managers are responsible for accomplishing and achieving strategic goals. Top managers set the tactical goal for middle managers according to a time-frame basis. Operational goals are set for lower-level managers or normal workers that implement things into actual practice. Operational goals are tackled usually for short-term issues and lower-level managers or the normal workers are responsible for tactical goals achievement. The organizational goal provides guidance and direction for the management and employees within the organization. Goal setting can serve as a motivational source or tool for the employees and being succeeded in achieving goals is rewarded as a later result. Different levels of goals ambivalence build up self-justification loss-avoidance mechanisms' propensity to increase the prospect to persevere with an underperforming exploratory innovation (Joseph, Baumann, Burton & Srikanth 2019, 40).

2.4 Employees' motivation techniques

Various methods can be used to motivate employees, nowadays, in different companies that are operating within the global business environment. Even though different policies and strategies are widespread across the company attempting to develop employee motivation. Focusing on different workers, their interests and considering in a specific cognition is the best way of employee motivation. Employees from the same organization within the same department will have different psychological motivators. Many organizations have figure-out well-designed total reward strategies and specific mechanisms including cash, non-cash, tangible and intangible rewards. Recognition flexibility in job design with different reward systems has resulted in a highly engaged workforce, generates optimal outcomes, increased long-term improvement productivity, and better morale. This kind of motivation method is important to motivate employees in complex, non-routine, innovative, creative, and difficult works. (Landry, Schweyer & Whillans 2018, 230-246.)

2.4.1 Empowerment

Empowerment is the skill of giving an idea to the employees or co-workers of how things could be executed effectively. This is also an art of displaying the right way of performing the task and offering them knowledge of the pros and cons of what they are doing. The well-managed organization implements giving employees more responsibility and decision-making authority that increases talented em-

employee's field of control over their tasks (Bhattacharyya 2015, 75-80). Managing specific talent retention strategies holds responsible and better equipment to employees to carry out work tasks. Leading with empowerment means planting thoughts in the organization, cultivating thoughts, and watching them grow. As a result of different feelings from employees like frustration arising, fleeting and impermanent from being held accountable, the resources to carry out could be diminished. To improve the thoughts energy is diverted to an action-oriented attitude from self-preservation, power-driven charge to improve task accomplishment. Employees having Influence and control over decisions is raising surface level motivation as a long-term plan to inspire and lead by empowerment. (Youinc 2016; Nepwanga 2011, 21).

2.4.2 Creativity and innovation

Creativity is the element of freshness, originality, and novelty. That refers to special competencies to deal with the turbulence of change and the ability to promote creativity in an organization. According to Edward de Bono's definition "There is no doubt that creativity is the most important human resource of all. Without creativity, there would be no progress and we would be forever repeating the same patterns." (Serrat 2010, 1.)

In many organizations' workers do not want to express their unique and appropriate ideas to management thinking that their input will be ignored or ridiculed. The organization's social and technological changes face required creative decisions to develop special competencies to deal with the organization's line. It has become an established practice in some working environments that specify the development process for both the employee and the organization. From an organization's point of view, creativity refers to the way to creating a new and innovative idea and letting it flow properly from the top of the management to the grass-root level, the whole idea of which is to let everyone put an effort to enhance their skills of thinking, estimating and putting their ideas into the work. This way of working technique enhances competitive creativity among the employees themselves and also creates an opportunity to use different ideas for improvement to make an ideal and effective workplace. (Serrat 2010, 7-8.)

Innovation is the process of converting ideas into power to create useful goods and services, which motivates employees and benefits the organization. According to Steve Jobs's definition "To turn really interesting ideas and fledgling technologies into a company that can continue to innovate for years, it requires a lot of disciplines." (Serrat 2010, 6.) Innovation also passes through a process of having a

more flexible workforce, increasing ideas and information exchange among co-workers, and using more-wisely useful knowledge and experience of employees within departments of the organization. Supporting environment and facilities encourage the improvements that create pride among employees and openness to change innovation. Employees' creativity and innovation is organizational support the ability to respond quickly to market changes and sustain a first-mover better pathway in the marketplace. (Serrat 2010, 123-126; Aswathappa 2016, 611-646.)

2.4.3 Learning

Learning is a powerful incentive for employees when given opportunities and tools. Learning abilities create opportunities to accomplish more and more tasks efficiently. It depends on the individuals how quickly and precisely do they get along with the learning ideas because this is what influences their abilities to take on challenges. Motivated employees utilize knowledge to improve and achieve more by committing to perpetual enhancement by learning essential for knowledge management and skills development. Employees recognized based on accreditation and licensing programs are being an increasingly popular and effective way to bring a clear vision about growth in employees' knowledge and motivation. Often, program changes the ways to improve employee's performance and attitudes that discover new ways to obtain towards the client and the organization, while bolstering and acting on information with self-confidence. (Aswathappa 2016, 200-223.)

An organization supporting the assertion to reflect constitutes learning and attitude changes and analysis factors that influence motivation-to-learn. It is directly related to positively affect perceived service quality. The extent-training participants believe that such participation represents any learning will change behavior and affect their duties or career utility. If the practice and experience occur throughout one's life, explicit knowledge gained can be used to communicate from one person to another that applies to the work to be accomplished. The acquisition of motivation makes learning more effective than knowledge in great relevance implicit knowledge will be worthwhile for positive reinforcement between the employee and employer. (Aswathappa 2009, 145-146.)

2.4.4 Quality of life

The employee's quality of life determines the characteristics of companies and their implementation. Nevertheless work-life are insufficient because daily working hours for an individual is on the rise and

many families have two adults working daily basis, nowadays. Individuals need to be healthy, comfortable, and enjoy live events. Under these circumstances, many workers are inherently ambiguous about quality of life according to the wealth or satisfaction of their life. So, individuals or employees are left wondering to have the ability to live a good life and meet the demands of their lives in terms of emotional and physical well-being beyond the workplace. A normal employee sees the arena of health care and quality of life in a multidimensional way, encompassing physical, emotional, social well-being, and material. These concerns often occur while at work and causes of those reduce productivity and morale individually (Jenkinson 2020).

The employees that are adversely affected by ill health, ability to undertake work, emotional well-being, physical functioning, and social activities cover a wide range of aspects of life and family. Programs incorporating flexitime, job sharing or condensed workweeks, having a healthy social life, and doing things that make enjoy is important for an individual's quality of life. For any small or large-scale organization, the psychological health of an employee is the most important thing. Quality of life is also an issue for developing a person's saving plans that involve the sacrifice of the present for future quality of life. Providing time to enjoy life, not stressing out, having enough salary, healthy, comfortable, and quality of life is considered as work life balance (Kagan 2019).

2.4.5 Monetary incentive

Money is considered a major element and is placed on top of everything when it comes to work-life. For the overall motivation of an employee, the first thing that hits the mind is money or salary as one of the major motivating elements, even though several other supporting facilities or motivating alternatives are also available at the workplace. Getting a bonus or sharing profit gives an extra incentive to the employees and their brain gets an instant activation to get more focused and produce higher both in terms of quality and quantity.

The higher monetary incentive will lead to higher efforts and performance in an independent context and also leads towards a higher quality of service to develop better alternatives within the department or organization. However, the benefits generate a fundamentally positive impact on the company or organization's improved performances, when accompanied by direct performance pay to the employee. Only performance pay alone leads to more mistakes, adding motivational talks and other opportunities reduces the mistakes and increases the outputs. (Kvaloy, Niekan & Schöttner 2015, 188-199.)

Monetary incentives are unambiguously positive and other rewards with opportunities generate cost-savings or process-improving ideas with performance improvement to boost productivity, skills, ability, and knowledge reduce absenteeism. Human resource is the most valuable resources for the organization. Thus, it needs to activate, develop, train, believe, and motivate to achieve individual carrier goals and organizational goals. Monetary rewards are effective highly in countries due to the high living cost and low quality of life what employees are facing. When it is directly tied to an employee's ideas or accomplishments, somehow monetary rewards are also critical.

Monetary reward alone is not sufficient for motivating different categories of employees to perform a better job. Nevertheless, if not coupled with others, the employees' motivation for non-monetary motivators and motivating effects are short-lived in satisfying the employer. Furthermore, employees are priceless in the possession and achievement. Monetary incentives can prove counterproductive to inspire employees that variety is the spice of life and monetary and non-monetary incentives are different in different roles, appropriateness and effectiveness depend on individual work and task performance. (Osa 2014, 61-69.)

2.4.6 Other incentives

Different research shows that human attitude is the most difficult issue to predict in the work environment that relatively causes problems at work. This is also an issue, if not identified and solved in a good time, could cause a huge loss for the entire business too. Wages and incentives are not only the most effective motivational tools for workers. The social and psychological needs are more valuable for non-monetary motivators. Monetary systems play the role of economic needs, but psychological factors are playing a higher motivational role in higher productivity (Osa, 2014, 61-69). An employee having been overlooked regardless of their good performance results in a bit of depressive feeling for them. Building up a level of expectation out of one's self-performance at work is a commonly recognized psychological thing and this also directs employees with a hope of being looked after about their well-being and work from the employer. The effects on performance can prove non-monetary positive motivators including feedback, possibilities, permanent employment, recognition and participation, and the work itself.

Motivated employees foster team spirit from different incentives: including responsibility, recognition, and advancement. Managers who recognize employees' verbal confession at work regarding the performance, goods, and beds at work help in creating a participatory approach to overcome the issues

together. Work itself can be interesting and challenging when the potential workers get a reward and the employer treats employees with fairness and respect. All it leads towards is finding a motivated worker. Effective non-monetary rewards for employees, such as letters of commendation, travel expenses, compensatory day-offs, enhanced personal fulfillment, and self-respect is changing employees' attitudes towards success. In the longer run, sincere praise and personal gestures are employees' loyalty far more effective and economical than the financial award itself. Finally, the incentives program that combination of monetary reward systems and satisfies intrinsic especially attractive for self-actualizing needs be the direct impact for most potent employee motivator (Al-Belushi & Khan 2017, 1-11).

2.5 Employees' motivation factors

Reward and recognition are the most important and adopted factors for numerous organizations to motivate their employee, which is defined as the energy level, enthusiasm, commitment and creativity that an employee return as a myriad way for long term to the organization daily. In other words, motivation is collection of factors that affects employee what they choose to do and input time for doing it. Motivation is derived from employees' motives finding out from different researches and practices in various organizations. Motivation is a behavior of the employee and is needed to channelize in a positive environment elicit better performance to achieve desired organizational goals and results. Employee motivation is a key determinant of behavior and engagement of employees' trigger for knowledge transfer to feels in tandem to the organization's goals that required gaining and understanding of various types of motivational context.

The empowered employee goal-driven reasons that identify the best ways to feels better winning in the task. For both employer and employee, reward and recognition are vitally important to boost morale and creating goodwill. There are two forms of motivation: intrinsic motivation and extrinsic motivation that refer to the origin of the motivation.(Ismail, Ahmed 2015, 200-207.)

Motivation Factors



FIGURE 4. Intrinsic vs extrinsic motivation (Adapted from Malanie Turnell 2013[Ryan & Deci, 2000])

Figure 4 presents the intrinsic and extrinsic motivation factors shortly with the basis of the points. There are brief explanations about it in the next sub-heading titles.

2.5.1 Extrinsic factors

Extrinsic motivation involves providing motivational stimuli for accomplishing a task and it comes from outside. Motivated employees are the assets of the organization and all economic incentives are the extrinsic motivation that is directly proportional to an organization's success. Motivation is typically based on knowledge exchange of employee perceptions and the value of the association, intangible, extremely difficult to measure, and difficult to control, but very easy to facilitate if the task is done right (Frey & Osterloh 2002). It's all about intention, intensity, and perseverance.

Extrinsic motivations are factors externally based on cost-benefit analysis, comparing rewards from a socio-economical aspect that an employee is involved towards the achievement of doing task or goal.

They are usually cost-inducing factors relating to keep an effort on punishments or rewards. Punishment forces to encourage an employee creating obligations for colleagues to reciprocate and motivates employee determinants to avoid the punishment, while; rewards motivate an employee potential gain to receive the reward. Extrinsic motivations come from goal-driven reasons from external forces. Extrinsic motivation means an individual's motivational stimuli take the form of tangible rewards by external factors and recognition such as promotions, bonuses, commissions, salary raises, and additional time off from work. Different employees have different behavioral characters that never get motivated internally but sometimes focusing on external motivation factors promoting the willingness to learn a new skill set. Too much of anything can be harmful and as a manager or a supervisor, you need to be clear to what extent are you going to motivate your employees to accomplish organizational goals. (Lin 2007, 135-149.)

2.5.2 Intrinsic factors

Intrinsic motivation refers to engaging an individual's activity for its own sake that satisfies the individual from his or her performance. The desire and knowledge, self-efficiency, or confidence to perform internal knowledge are useful at the workplace because the results are easily measured or quantified under the belief system. Intrinsic motivation is self-determination in dealing with environmental competence or self-efficacy can motivate employees for sharing knowledge and ability to provide valuable knowledge within an employee (Lin 2007, 135-149). Manifested knowledge with people believing intrinsically motivates and contributes to organizational performance. The work itself motivates workers for their self-satisfaction, making their work time enjoyable and fulfilling their work desires by developing knowledge, learning things, and keeping a positive attitude. This improves work efficiency and generates an environment of motivation among the employees.

Intrinsic motivation is more attractive and effective within employees than extrinsic motivation because it determinants the interests, beliefs, skills, and abilities development, opportunities to perform personal pride, and role perceptions (Hiriyappa 2008, 149). It refers to behavior engaged by naturally satisfying to earn an extra reward or avoid punishment. An individual's deep-rooted beliefs are the strongest motivational factors for personal rewarding psychologic enjoyment. Such an individual's sense of humor shows common qualities of acceptance, honor, curiosity, and desire to achieve success. But having overdone intrinsic motivation in employee feedback, there are high chances of overjustification effects to lose the motivation. Giving feedback to the employee should be intentional to help them develop their confidence. Hence, a manager, supervisor, or someone performing a leadership role

should be sure that everything they do or say is somehow empowering the employees. They should also understand the expectations while underlying attitudes, goals, and reasons that give rise to human behaviors. (Frey & Osterloh 2002.)

2.6 Motivation factor theory

Individual recognition is the fastest way to instigate motivation and unlock the best capabilities. The nature of human behavior motivating factors includes personal growth, achievement, responsibility, advancement, recognition, autonomy, and the work itself. Employee's performance and goals achievement result in developing a successful path for the organization in an accomplished way. Different philosophy reinforces a particular effort of recognition and praise or result that helps the business (Hiriyappa, 2008). The specific behaviors are recognized as non-financial factors as identify sources of motivation and de-motivation that affect to different extent and manner. Believing in something directly influences job descriptive key ingredient for employee engagement. Appreciation or recognition strategies are considered a well-done job instead of burnout, absenteeism, and less turnover. The factor of motivation understanding attitude depends on job securities, interesting work, good wages, carrier advancement opportunities, loyalty from management, good working conditions, and tactful discipline. (Robescu & Iancu 2017; Hiriyappa 2008, 150).

2.6.1 Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is one of the most commonly known theories of human needs based on influential motivation at the workplace. Abraham Maslow has presented the theories about the hierarchy of needs and it has five basic categories, such as physiological, love, safety, esteem, and self-actualization, which are also presented below in figure 5.

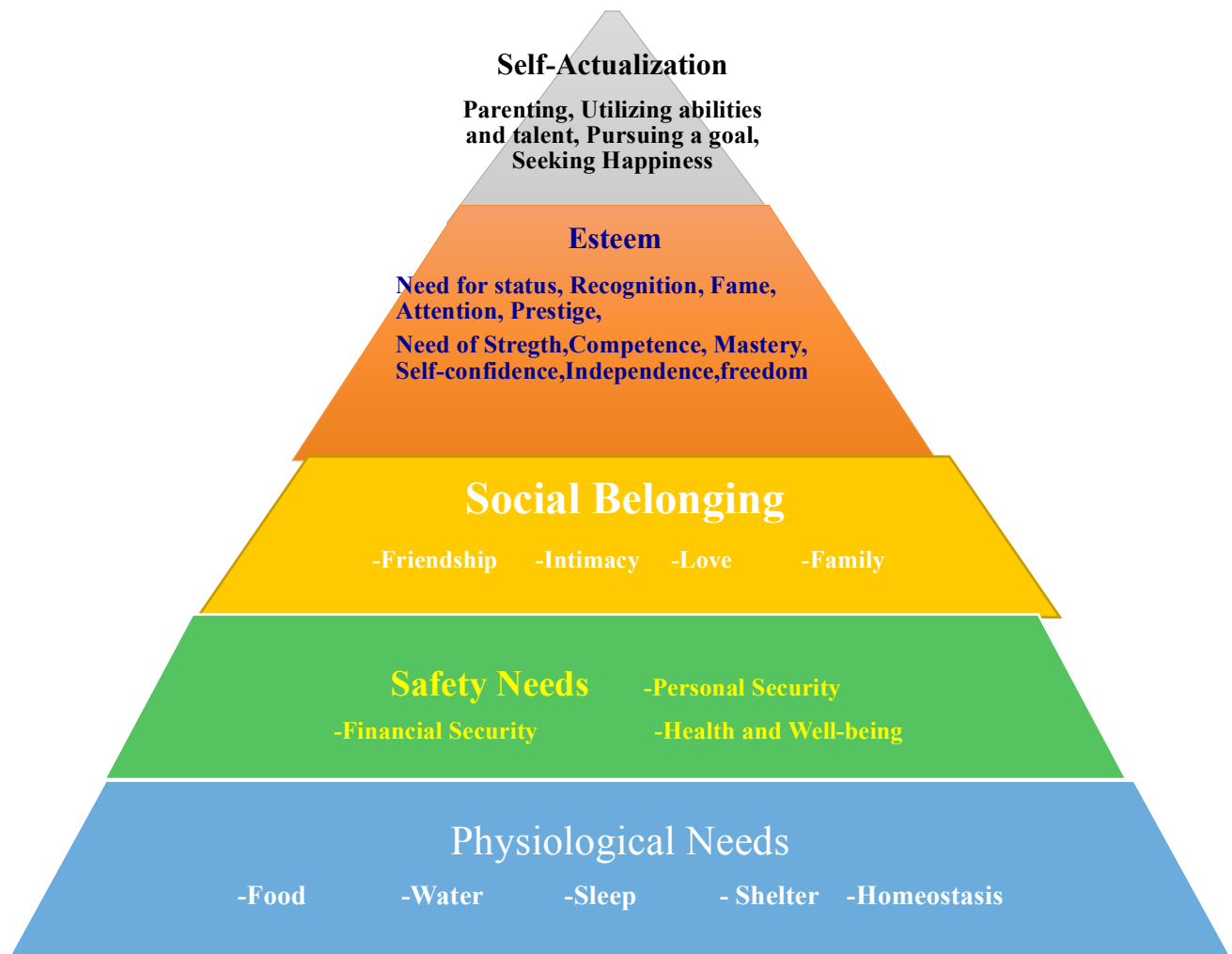


FIGURE 5. Maslow's Hierarchy of Needs (Adapted from Mcleod 2020 [Maslow 1954])

The need theory explains need as a structural basis of the pyramid presented in figure 5 and it starts from the bottom and proceeds upwards. The theory suggests the priority of human needs that determine human behavior and motivates to satisfy five basic needs, which are arranged in a hierarchy. The person will be motivated when needs are fulfilled.

The level of need starts from the lower level basic needs such as hunger, thirst, and sex and keeps moving up towards the second level of need identified as safety, such as security, stability, and protection. After fulfilling or meeting the lower level need, the employee starts for the next level to seek the need as love and belongingness fulfillment.

The fourth level of need theory is the higher-order need that becomes relevant as esteem need that describes the desire for self-esteem, self-respect, and esteem to others. The last or higher level of need is self-actualization and it is the more complex need and locate the top in the pyramid. The need theories

are arranged in order of importance and each of them has possibilities and desires and is capable to move up to the self-actualization level.

The self-actualization needs can explain the fullest use of one's personal development and potential, which is shown in the figure below as well. Unfortunately, there are arguments in the theory of Maslow's hierarchy of needs and often explains about the controversies that the progress is disrupted by failure to meet the top level of needs such as recession, dissatisfaction, including divorce and loss of a job may cause strong motivator to fluctuate between levels of the hierarchy. (Lauby 2005; Hiriyappa 2008, 151-152.)

2.6.2 Vroom's Expectancy Theory

Victor Vroom suggests that the expectancy theory separates effort, performance, and outcome about the relationship between people's behavior at work and employees' performance based on individual factors such as personality, abilities, knowledge, skills, and experience. Human behavior depends on individuality that concerns positive correlation expectation between effort and performance depending on their ability to perform tasks and receive desired rewards.

The goal of 'Vroom's Expectancy Theory' is concerning the strength of expectation attractiveness among alternatives to maximize pleasure and minimize pain. The favorable performance and desire to satisfy is an important need for people to get highly productive and motivated when the conditions are met: 1) People believe that a better working environment, using of employees' ability and supporting in work-related issues clarify performance goals that lead towards the successful results. 2) People believe that successful psychological contracts, performance outcome possibilities and rewards contingent on performance will actually ensure fulfill desire promises to employees. 3) People believe and understand that working hard values a person who is assigned for work-related outcomes with possible rewards that is adjusted to match rewards, tie performance to reward, offers valuable rewards for employees, fulfill manager's promises and make sure the objectives and necessary performance are achieved for being rewarded. (Hiriyappa 2008, 156-157.)

Vroom suggests that providing training, support and encouragement motivates employees' beliefs to exert a high level of performance, effort, and desirability of outcomes. The employees believe that there are relationships between the efforts they put, a performance they achieve and the outcome or

reward they receive will interact directly and psychologically generate motivational force such that employees act the way that leads to pleasure and evade pain. (Lauby 2005.)

2.6.3 Herzberg's Motivation Theory or Two Factor Theory

Herzberg's motivation theory or two-factor theory explains the job factors that result in satisfaction even though other job factors prevent dissatisfaction. The organization needs to develop the nature of work and concern about the opportunities that the existing employees are getting. Gaining a desirable status, assuming responsibility, and achieving self-realization highly influences the level of motivation at the workplace. According to Herzberg's motivation theory, both factors are based on two levels of needs: in the lower level and higher level the opposite of 'Satisfaction' is 'No satisfaction and the opposite of 'Dissatisfaction' is 'No dissatisfaction'. This theory is standing on job satisfaction that is equivalent to bringing out motivation. And assumptions by happy employees are the most productive employees and satisfaction and dissatisfaction are separate concepts with unique determinants. (Hiriyappa 2008, 155.)

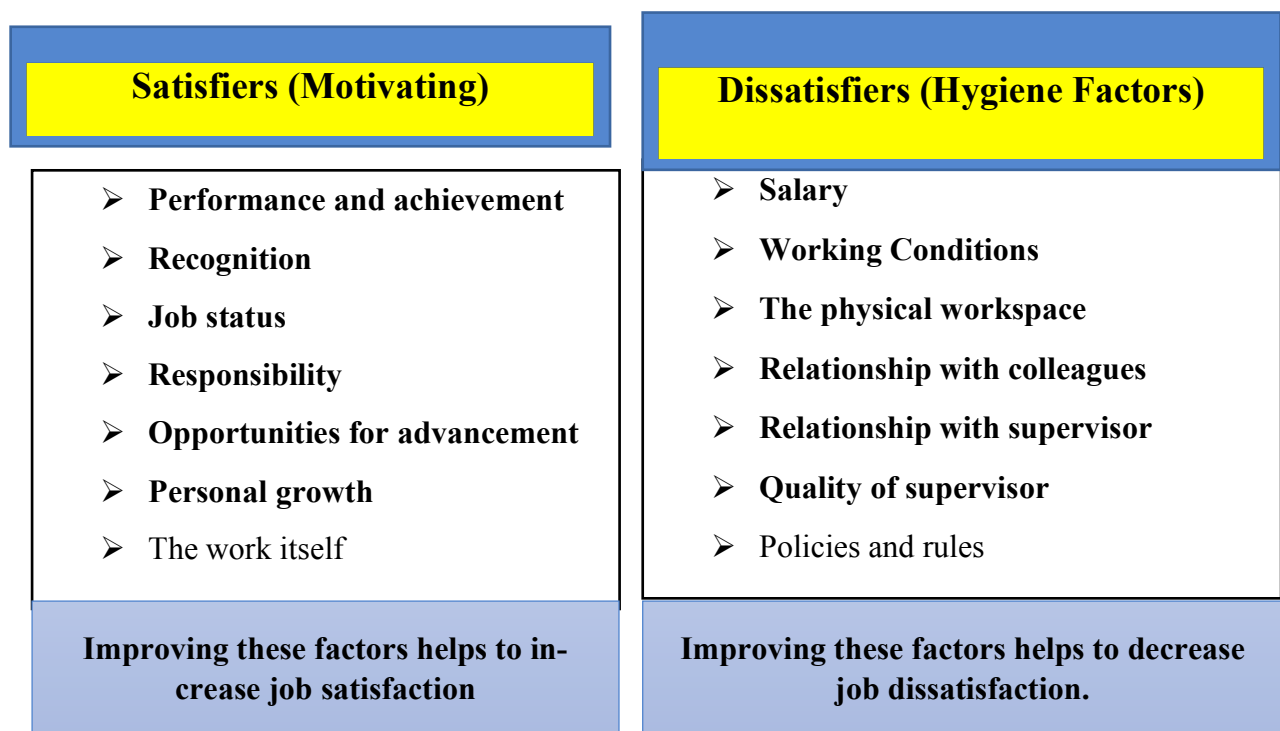


FIGURE 6. Herzberg's Two-Factor Theory (Adapted from Marfice 2019 [Yusoff, Kian, Idris 2013])

Figure 6 above represents the two-factor theory of Herzberg motivation, which discusses different types of factors, motivating and hygiene factors. The motivating factors yield positive satisfaction that intrinsically encourages employees to work harder. These factors are found in the workplace with superior performance. The factor involves satisfyingly performing the job because of being rewarded intrinsically.

The motivators' psychological needs are perceived as an additional benefit. The motivational factors include recognition, sense of achievement, promotional opportunities, and responsibility. Meaningfulness of work is the main focusing thing that matters the most in improving work quality and performance. Hygiene factors are essential for the existence of motivation at the workplace but in some cases, it does not lead to positive satisfaction for the long-term. It is called maintenance or extrinsic factor as well that refers to employees' benefits. If these factors do not exist in the workplace, then it leads to dissatisfaction. It can be evaluated that the hygiene factors bring a certain degree of job satisfaction and placate the employees. Herzberg also explains why more concern on hygiene factors discourages or does not increase employees' motivation from doing best at work.

Hygiene factors are enclosing factors that enrichment as a motivational strategy that facilitates employees' behavior. Hygiene factors are needed to balance employees' contribution between psychological achievement and organizational goals to make sure the employee is not dissatisfied. Motivation factors are needed to ensure achievement and recognition for employee satisfaction and employee motivation for higher performance. Every hygiene factor does not guarantee motivation because of job categories and employees' personalities. The presence of motivation factors and motivation in itself at work may vary depending on hygiene. (Management Study Guide 2020.)

Some indications are depending on hygiene and motivation. Firstly, high hygiene & high motivation explains every supervisor or manager who wants to achieve the goal and the result depicts all the employees who are happily motivated and very few are grievances. Secondly, high hygiene & low motivation represents that the employees are not highly motivated, but they have very few grievances. It means the employees come to work only for better salary paid. In another word, it also means that employees come to work to get money simply spend working hours and leave.

Thirdly, low hygiene and high motivation are tricky ones. In this case, employees have numerous grievances, but they are highly motivated. It means that the employees are not getting paid enough but the job is interesting and enjoyable for them. Fourthly, low-hygiene & low-motivation situation indi-

cates a pretty bad situation for employees. It means neither the job is interesting for employees to get motivated themselves nor the hygiene factors are well organized.

2.6.4 Theory X and Theory Y

Dr. Fred H. Maidment explained in his publication 'Management' fifth edition (1997/1998, 204-208.) about Douglas McGregor (1960) has formulated two distinct views in his book 'The Human Side of Enterprise' of basic assumption regarding human nature based on authoritarian (Theory X) and participation (Theory Y) of workers that is illustrated in figure 7 as well.

The authoritarian is primarily negative attributes, which means that the team members dislike their work and are therefore labeled as Theory X. And the participation is essentially positive which means that the team members take pride in their work and think of it as a challenge to accomplish it and is therefore labeled as Theory Y. Both kinds of employee exist in every organization but based on their nature it is important to understand and manage effectively according to perception into motivation that shapes management style. (Hiriyappa 2008, 153-154; Management Study Guide 2020).

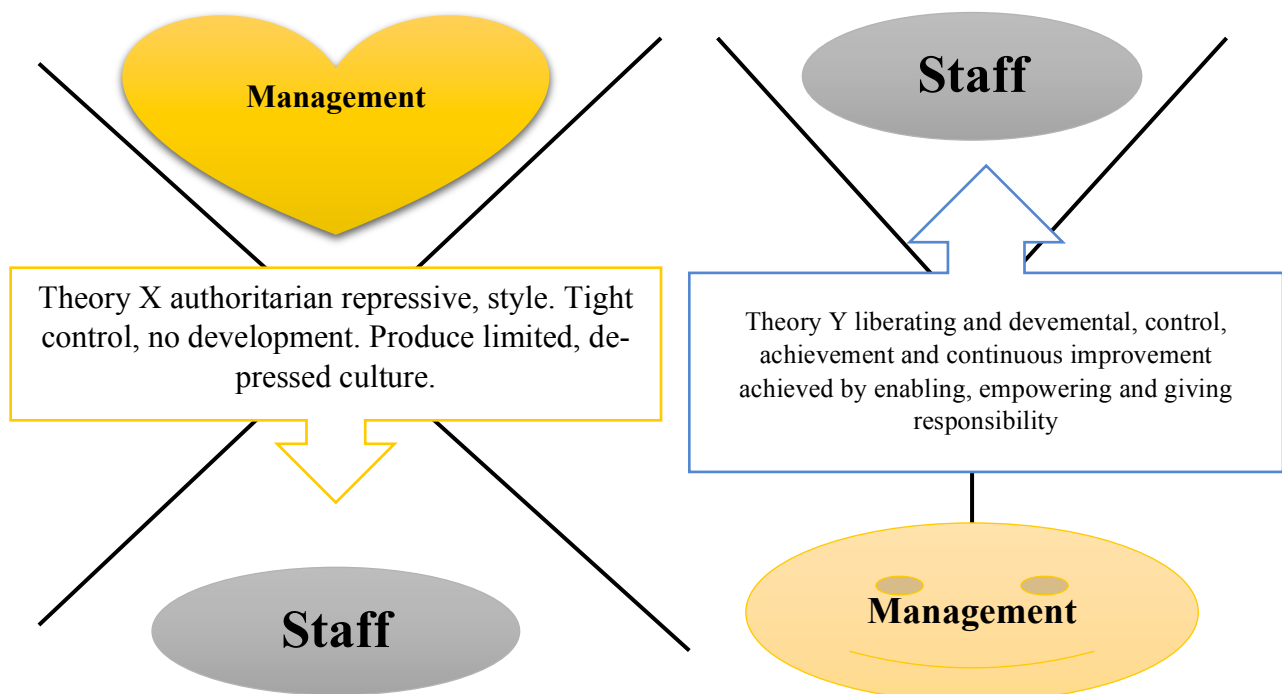


FIGURE 7. Theory X and Theory Y (Adapted from Dudovskiy 2013)

The assumption of Theory X, illustrated in figure 7, explains average employees are intrinsically not interested in work or are inherently lazy, self-centered, lack ambition, and try to escape from it whenever possible. Therefore, the employees must be persuaded, warned with punishment, or compelled to perform their task. The appropriate supervision is required, and it literally adopts a more dictatorial management style. The employees usually rank their job security on top-level; however, hold very little ambition. This is the reason why management needs to supervise the whole system from top to down level to control and achieve organizational goals. Therefore, the employer needs to entice employees by offering rewards to achieve their goals. Nowadays, many organizations are finding this system unavoidable for the reason that they hire an overwhelming number of employees and tighten the deadline that they have to achieve (Hur 2017, 329-343; Lauby 2005; Management Study Guide, 2020).

The assumption of Theory Y illustrated in figure 7, postulates that workers are inherently motivated. The employees have an eagerness to accept responsibility and challenges that managers encourage them to develop. An appropriate management style is a collaborative and trust-based relationship between the team members and managers to focus on a productive work environment with positive rewards and reinforcement. Theory Y gives promotion opportunities for employees according to their initiatives, decision-making process, challenge acceptance, responsibility, creativity, and imaginative basis. It reflects employees' more meaningful carrier than work just for money (Hur 2017, 329-343; Lauby 2005; Management Study Guide 2020).

2.6.5 Locke's Goal-Setting Theory

Goal-setting theory affects the overall task performance. Setting up a specific and challenging goal whilst keeping a continuous overview on performance and providing appropriate feedback contributes to higher and better task performance. Feedback is the main channel of gaining reputation, clarification and regulating goal difficulties towards greater job satisfaction. The goal indicates and gives direction to an employee about what needs to be done on subsequent performance. Edwin Locke found that willingness to work towards the attainment of an individual's job motivation source. The set of specific and clear measurable, unambiguous and clear goals support for completion evade misapprehension by a deadline. There are greater motivating factors that perform better than a set of easy, general, and vague goals. Locke proposed in his theory that the goal should be realistic and challenging with basic five goal-setting principles: clarity, challenge, commitment, feedback, and task complexity that can improve the chances of success. (Management Study Guide 2020.)

Self-efficacy is the most effective way to stay motivated. Individual's self-confidence and faith are to set goals for self-performing tasks. However, the higher level of self-efficacy proves to be the greater effort to face a challenging task. Similarly, the lower level of self-efficacy results has less effort to face challenging tasks and quality of goals. The goal-setting theory assumes that the simple act of effective goal setting would give a better chance of being dependent on that goal. The individual commitment is depending on an individual goal setting rather than a designated that is made open, known, and broadcasted. All individual goal set is a technique used to raise incentives with the organizational goal and vision. Better goal-setting leads the better performance by increasing and improving feedback quality by increasing motivation and efforts. (Hiriyappa 2008.) There are several principles crucial to set effective goals. Including these, there are five goals setting ideas mainly presenting here which are clarity, challenge, commitment, feedback, and task complexity. (Management Study Guide 2020.)

Clarity as a measurable goal is more achievable and understood precisely of what is needed to achieve. When the goal is defined poorly or in a vague or imprecise manner, it gets quite difficult to apprehend the bottom line of the goal, and people are left unknown whether the goal is achieved or not. The precise and effective goals have a specific timeline for completion and can be tracked about the progress with metric towards the goal. The goal must be challenging but not too demanding audibly. It should have a moderate and decent level of difficulty to motivate to strive toward the goal. The toughness of the goal and motivation of the employees should have a sweet balance in between. It shouldn't escalate to the point where employees start to feel the goal being over challenging.

The goal should be set in a way that motivates employees and building up conscious effort into accomplishing the goal must be committed. It is always advisable to share the goals with teammates for the reason that it helps to determine the target together and also gives an idea about how the target could be hit to increase accountability.

Setting up the right goal leads towards the process where it gets easy to receive information and feedback on progress quite often. The managers can measure how well the set of processes and how well the team is progressing. Using technology helps to track the difficulties and learn how the feedback coming from team members is objective-oriented, useful, and positive.

The targeted goal must not be complex and especially complicated goals can be overwhelming and demotivating. The managers should make sure that they are giving enough time to overcome break

down complex targets into sub-targets. The learning curve sets a complicated target involved in completing the task while complicated and demanding roles can drive too hard for success.

2.6.6 McClelland's Theory of Needs

McClelland believes that the specific needs of human behavior affect the needs. The employees' have three motivating drivers as a need for power, achievement, and affiliation and it does not depend on gender or age. Individuals obtain it over some time and get influenced with experience of the life. Individual motivation and effectiveness are influenced in certain job functions by these three needs which are commanding our behavior. The desired relationship based on co-operation and mutual understanding is the dominant drive that depends on life experiences and is the major relevant motive that is most needed in a workplace situation. (Management Study Guide 2020; Hiriyappa 2008, 157-159.)

The three-motivator factors are achievement, affiliation, and power that are presenting below in the different paragraphs separately. The individual with high achievements needs to be highly motivated to accomplish and demonstrate one's competence, thus tend to avoid both low-risk and high-risk. An employee with a high need for achievement looks for promotional opportunities in the job.

The employees prefer tasks that provide result-based responsibility, competing and challenging on own efforts. These employees expect strong advice on their achievement to get satisfaction in performing things better. Individual employees who are better and above-average performers are highly motivated and prefer quick acknowledgment of their progress. These employees prefer regular feedback to perform innovative ways of job to monitor the progress and take the deliberate risk to achieve targets or goals. They perceive achievements of goals by either working alone or working with other high achievers as a reward and are better satisfied than financial reward.

Making employees motivated highly require affiliation, harmonious interpersonal relationship with friends and supportive environment with others. Those employees need to feel being accepted by others in terms of love, belonging, and social acceptance. They tend to participate in social gatherings that provide significant personal interaction and conflicts make them feel uncomfortable. This situation drives satisfaction from people, not from the task. The employee needs lots of praise and recognition in the organization and they delegate responsibility for orientation and training in the organization.

The need for power has a strong urge to be influential and controlling their work or the work of others and this need often is perceived as undesirable. These employees want their views and ideas to be implemented in a power desired situations and exercise power and keep an influence over others. These employees aspire for positions with status and authorities with greater power and perform better than possessing less power and often tend to be more concerned about their level of influence. The managers with power turn out to be more efficient and successful about effective work performance. They are more determined and loyal to the organization and what they work for. They are viewed as a positive effect on enjoyable competition and winnings for the organization to achieve its goals. (Lauby 2005.)

2.6.7 Reinforcement Theory of Motivation

B.F. Skinner proposed the reinforcement theory of motivation. The theory aims to achieve the desired level of motivation. It states that the employee's behavior is the function of its consequences by means. The individual behavior develops after performing certain actions of reinforcement, punishment, and extinction. The approach of reinforcement can be both positive and negative. The theory is based on the concept of “Law of Effect” which is described, as the individual's behavior is likely to repeat those actions, but the individual behavior with negative consequences tends to avoid those actions or not to repeat. It is used to overlook the internal state of an individual to reinforce the desired behavior. This theory represents what happens when the individual takes some actions to achieve the goal. Punishment acts as a deterrent to undesirable behaviors of the employees. The external environment of the organization must design efficiently and positively to diminishing the probability of undesirable behavior. This theory is a strong tool for an individual’s behavior that elicits consequences for analyzing and controlling mechanisms. It is also called operant conditioning and reinforcement. It focuses on the cause of individual behavior change due to the reinforcement together operant behavior after the response to work on the relationship. (Management Study Guide 2020; Gordan & Krishanen 2014).

These are the methods for controlling the behavior of the employees. Positive reinforcement implies a positive attitude when an employee gives a positive and required behavior. The response should be positive and occur again in the future. This stimulates of favorable outcome or reward that occurs after a particular response to action with a strengthened behavior. Sometimes individual employees naturally happen to give positive reinforcement. Some employees choose to use positive reinforcement intentionally to train and maintain specific behavior. Reward to an employee praises to perform well-reinforced and desires to perform better to achieve the goal.

Negative reinforcement implies removing certain deterrents or obstructing the desired behavior. The employees' response to the desired behavior is strengthened by stopping or avoiding and by negative outcomes after such removal. Behaviour is negatively reinforced when it allows avoiding completely or escaping from aversive stimuli before they happen. The best way to catch out the negative reinforcement is to think if something is being taken away from the situation.

Punishment refers to decrease the frequency of a response imposing aversive stimulus after the behavior has occurred. Negative consequences or removing positive consequences decrease the likelihood of a certain behavior to prevent employees from happening again undesirable and uncalled reinforcement increase the likelihood of a behavior occurring. Few ineffective responses carrying several trials learned to straight away make a correct response. In psychology, extinction refers to the cautious weakening extinguish and a learning behavior that results in disappearing or decreasing. It means that the constraint behavior eventually stops. The strength of the original conditioning can withhold a positive reinforcement or reward that has encouraged the behavior.

The reinforcement theory revolves in detail that an individual learns the basic idea of consequences that influence behavior. A consequence that brings rewards must ensure all employees should not be rewarded simultaneously. The manager propels a particular behavior and consequences that give punishment to reduce the phenomenon of a behavior. The manager should follow the 'Last but not the least' situation sometimes, so the consequences will neither be reward nor punishment. The theory also helps the managers in a particular manner to choose the right method to motivate their employees depending on the winning situation. Presenting better working conditions and caring about the employees are the reasons understandably seen as being self-motivated to motivate employees for better performance at work. Encouraging employees or team members and getting feedback and suggestions from them highly influence achieving the goal or set target. It also possesses appropriate skills for performing workspace and development. (Gorden & Krishanen 2014.)

3 CONDUCTING RESEARCH

The research cannot be successful if there are no proper tools to test the result. The research method tools or testing method and data collection process can define itself that using proper methods for collecting research data and analyzing the collected data will find out the solution or the theme of the research. The research methodology is exploratory research, which is principally understood by the strategy of data collection and survey analysis. The research methodology chapter describes the methods that will be adopted for the research process. Research methodology gives the overview of specific techniques or procedures to identify, select, process, and analyze all the information about the research topic. The selection of methods allows the readers about the research to critically evaluate overall validity and reliability. That is the reason why choosing a method should be the most appropriate one to achieve the objectives of the research. This chapter will present and describe the research methodologies that will eventually come into use during the overall research. (Smith 2009, 53-57.)

3.1 Research Methodology

In the research of ‘Employees’ Motivation Towards Organizational Goals’, it was possible to use different kinds of research methods for data collection and data analysis. Quantitative research methods and qualitative research methods are the most commonly used techniques for a variety of researches. Including this many other tools can be used for analyzing the proper solution or to get the real findings from the research. Many statistical tools can be used for the analysis of the collected data in research methods, such as observation, SWOT analysis, workshop, SPSS method, hypothesis analysis, correlation, and regression analysis, and so on, which can be used in the analysis part. In this thesis webropol tool is using, it is a totally different tool to collect data, and analyzing process can do in same as automatically in analyzing part after collecting the data.

The webropol data analyzing tool is similar to the SPSS data analyzing tool. Different kinds of research methods or mixed-method can be used in this thesis as including different analyzing tools to get better and effective results in the same research. That is the reason that in many types of research, researchers are using different kinds of data collection methods, data analysis methods, different research methods, or the combination of both methods as well. An empirical analysis, parts present the percentage and numbers, some interesting factors correlation regression, some interesting ratio of hy-

pothesis analysis is using to get the better results. The mixed-method is useful for this thesis data analysis process.

3.2 Population

The research population is a large collection of individuals or objects. It is also beneficial for the whole population that researches are done, and new findings are updated. While collecting the population data, it could appear as the large size of the population as a sample unit because the researcher often cannot test every individual in the population. It costs much in terms of expense and is deliberately time-consuming. Because of these reasons, researchers rely on sampling techniques and use them in their researches.

The appropriate knowledge of the relevant target group provides the actual foundation for the research data collection. Inefficient communication needs to be avoided. The actual area of focus for target group research is to determine the group of people or the population for the data or information collection, who are mostly involved in related areas of the research and interested to be a part of it. This group of people is also willing to share and provide a bunch of information for the research. At the same time, it can clearly distinguish the target groups from different groups. It is also helping as closely linked to the similar segmentation. (Motivation International 2018.)

According to research the target group can be calculated or find as, segmentation (demographic, psychographic, values), lifestyle, visual value maps, sensitivity for specific archetypes, social-cultural undercurrents, and trends, media behavior, sustainability issues, political preferences, persuasion tactics.

In this research, the total size of the population is approximately 1500 employees for the data collection from three different companies or service providers such as a food company, metal company, and service provider in Pietarsaari and their branch offices inside Finland. The population size 1500 was not possible to collect data because of time management and expenses. The management employee was not included in the data collection process.

The actual 100 questionnaires were distributed randomly to the respondents along with the purpose of the study from those sectors of the companies and all the employees (normal workers, supervisors, and team leaders), who are holding full-time employment in these companies. There are limitations for

population and sample size for the research because of cost minimizations. It is not possible to include many different companies and a bigger sample size for this research. Collecting data from all the population is not practical and 100 samples are collected randomly selected to represent the population samples.

3.3 Research idea and approach

Various research idea and approach could be used for the data collection process in the case of employees' motivation and organizational goals. The mixed research method is the best option to collect data because of research strategies, exploratory, descriptive, and explanatory and each is using differently (Yin 2009). In the mixed method, it is useful to explore experience, views, opinions, beliefs on specific matters, and many more (Ranjit 2014). This method is reliable because it provides individuals and groups with common experiences as well.

The research will be explanatory and exploratory because of explaining the clear picture of the field of research from beginning to end. While collecting data, and clear view represents the employees' reaction. The possibilities for study design, iterative for data collection, and research questions that are adjusted according to what is learned as well. The interview method of data collection needs to have sources of reliability and validity. It means that both researcher and readers can be confident in finding reflections about the research set out to answer.

Different kinds of training for the interview could maximize validity and reliability. An interview is the product of interaction between the researcher and interviewee to build the sense of ability and trust while setting the phrasing of the questions makes the interviewee tell the story and body language (Bogdan & Biklen 2003; Patton 2002; Silverman 2010). But interview method is quite tough in this case, according to its topic because there are many respondents and individuals who have different opinions about the motivational factors. Therefore, it takes more time for analysis of all the responses and is difficult to get in real factors for motivation.

The research follows the employees' motivation towards the organization's success. "A strategy for doing research that involves the empirical investigation of a particular contemporary phenomenon within natural context" (Robson 2002, 178). This helps to find why and how factors for the employees' motivation and the organization's success are important. "There is virtually no access or control and

can, of course, be done about contemporary events: in this situation, the method begins to overlap with that of the case study” (Yin 2009, 18).

The data was collected from three different sectors (food, metal, and service), i.e. organizations or companies in Pietarsaari and its surrounding area. The data collection method for this research is the questionnaire method with different aspects of the answers, so it could come up with effective results. The data was collected with individuals from a random selection of the workers, supervisors, and team leaders. The questions were the same for everyone.

All the collected data were presented and analyzed in text analysis, charts, tables, data explanation, and SPSS analysis to find out the real factors and presents some interesting outcome and motivational ideas. From the findings, it should be concluded that there must be much more possibilities for development and creativity which helps to widen the thoughts of employees toward working life and their motivation for change. The findings would also help to develop strategic planning and utilization in the workplace to develop employees’ thoughts and motivation towards the organization’s success to achieve organizational goals.

3.4 Qualitative research

The qualitative research method can be used to examine different regions or situations in a theoretical way of data collecting and analyzing. In this research, people personally involve themselves in the accurate place and the accurate situations are properly placed to explain and describe their own experience and feelings freely. It can also be explained as research that can encompass several philosophical orientations and approaches.

The research aims to get people’s descriptions, experiences, options, and values. Qualitative data collection can be obtained in different ways of sources, such as overall or detailed interviews, main theme interviews, different kinds of focus groups, different observations, and projective methods. This is the basis of a personal and subjective set of values. Different qualitative researchers have various aims to get deep down to understand human behavior, to find out the reasons for these behaviors.

The researcher, in this case, perceives the concept of qualitative research method as a research method used to experience the attitude, feeling, and opinion of the employees or persons. It tends to force the researcher's interest in a situation. Hence, the researcher decides the most important issues and ques-

tions to be asked to determine the structure pull the researcher. The qualitative research method finds the way of decision making, not only how, what, where, when, and so on. (Veal 2006,193-195; Merriam 2009).

3.5 Quantitative research

The quantitative research method is fully structured to answer the questionnaire, used as a technique to collect data or information from the respondents. This method is the use of quantifiable substances and their properties to find answers to questions. In this research method, the research process is concentrated with the analyzed data in a statistical numerical form of measurements. In quantitative research, the process of data is in numerical means to get acquainted information on an area of research to present in a proper format of a table and graph.

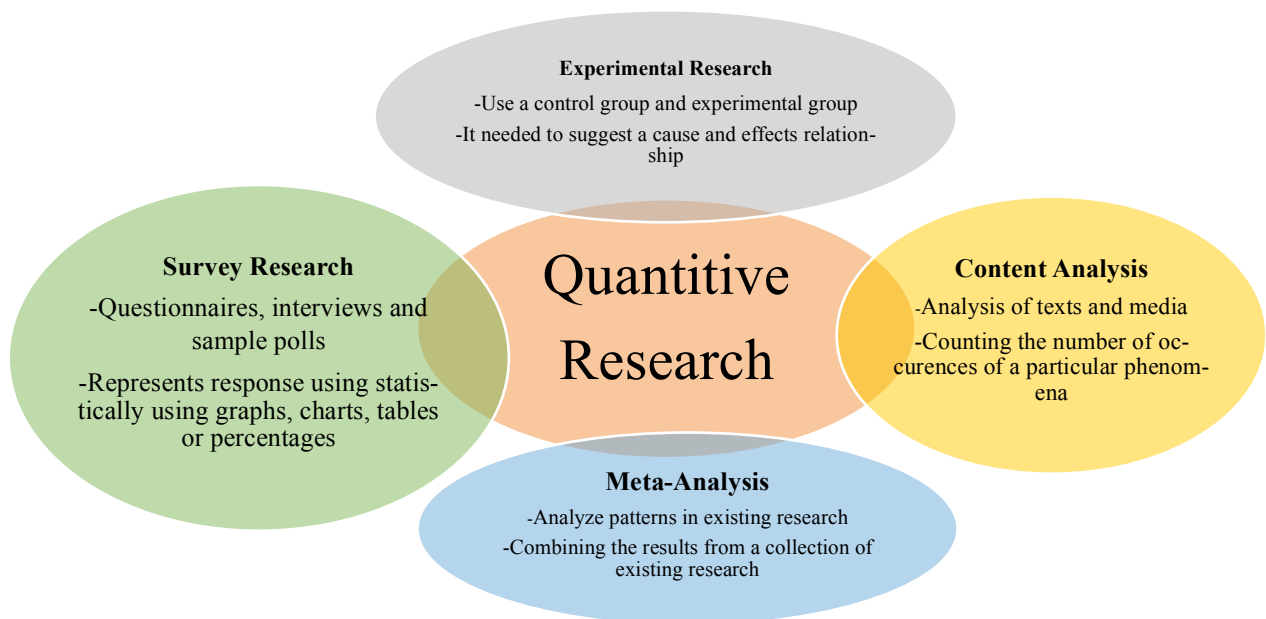


FIGURE 8. Types of Quantitative Research Methods (Adapted from Majestic Research Asia Services Pte.Ltd. 2018)

Quantitative research methods are reliable, scientific and logistic because it presents the result in a numerical table and graphical charts. However, different research approaches are used in different situations to find better results, which are presented in figure 8. There are four different kinds of research methods are used in the quantitative research method. They are experimental research, content analysis, meta-analysis, and survey research. Out of these, survey research is mostly used in different re-

search analyses. In the quantitative research method, templates are elaborated and are objective and investigational in its' nature. This research method is result-oriented, statistical, logical, and unbiased, as the collected data is used as a structured method and this represents the entire population that is conducted as a larger number of samples. (Veal 2006, 231-235.)

The quantitative research method is defined as a structured way of collecting and analyzing data obtained from different sources. The quantitative research method involves different tools to find the results such as: statistical, computational, and mathematical. Quantitative research methods emphasize the objective measurements of the statistical, mathematical, or numerical analysis of collected data through different models as polls, questionnaires, and surveys that can manipulate the pre-existing statistical data that uses computational techniques as well. This research model mostly focuses on numerical data gathering and generalizing. It is divided into different groups of the population to explain a particular phenomenon. Usually, those data are used in mathematical, statistical, computational methods, and social sciences, and those are adopted to methodically conduct quantitative research.

Qualitative research and qualitative inquiry remain as umbrella terms, but the research organizes various ways to diversify the forms of qualitative research. There are many approaches also recognized in qualitative research such as case study, ethnography, life and narrative approaches, grounded theory, participatory research, and clinical research; however, there is no consensus as to how to classify that the baffling numbers of choices or approaches to qualitative research. Although the approach of qualitative research and the objective of both types of research are manually exclusive, both types of research approaches are deciphering the worlds' researches techniques and separate sets. The experience of quantitative research is advantageous. For many research purposes, all qualitative research data collection process has clear understanding of the differences between qualitative and quantitative research, to avoid the confusing qualitative and quantitative techniques. Whatever the experiences of either approach of researchers' approach, the general grasp of the premises and objectives motivate helping to develop and improve competence in qualitative data collection techniques detailed. (Creswell 2010; Silverman 2010).

The benefit of using the qualitative research method in the research is qualitative research is meaningful and culturally silent for the participant. Qualitative research is unanticipated by the researcher because it involves different steps as the collection of data, data analysis, and interpretation of data, which is not easily decreased to numbers. It is rich and explanatory attributes. The qualitative research methods are common to use, and it explains in detail the respective modules that can be utilized for participants in observation, in-depth interviews, and focus groups. Each method is particularly suited

for the specific type of data obtaining. While collecting the data, the process is naturally occurring and behaviors of participant's observation in usual contexts. The in-depth interview is optimal for collecting data on individuals' personal histories, perspectives, and experiences when the particular topic is being explored. In the research, focus groups are effective in eliciting data on the cultural norms of the group and getting broad of issuing the concern overviews to the cultural groups or subgroups represented. (Family Health International 2019; Butler-Kisber 2010).



FIGURE 9. Quantitative Research Process (Adapted from Majestic Research Asia Services Pte. Ltd. 2018.)

The research process of employees' motivation towards organizational goal, it accompanies both the qualitative and quantitative research methods because the research theme is finding out the reasons for the downfall of employee's motivation towards work, factors that affecting their motivation, and their personal opinion about it. In general, the observation is also required to know how they think and act in real working life, and in an open-ended questionnaire, there remains a high chance to know how they feel about it and what makes them motivated towards work. In the qualitative process of the research, it is easier to find out what, how, why, of the phenomenon rather than how many or how much can be used in the quantitative research method. When the aim is known, understood, and perceived about a particular issue, then the qualitative research method is appropriate. It helps through the open-ended questions involving different employee's individual experiences about their needs, understanding their perspective, attitude, and circumstances of life affecting the motivational factor. It is easier

through open-ended questions to know the phenomena and is the more flexible iterative style of eliciting and categorizing responses in questions according to their answers. There is also a possibility to describe the variations, relationships, individual experience, and group norms between the employees' motivation and organizational goal. (Merriam 2009.)

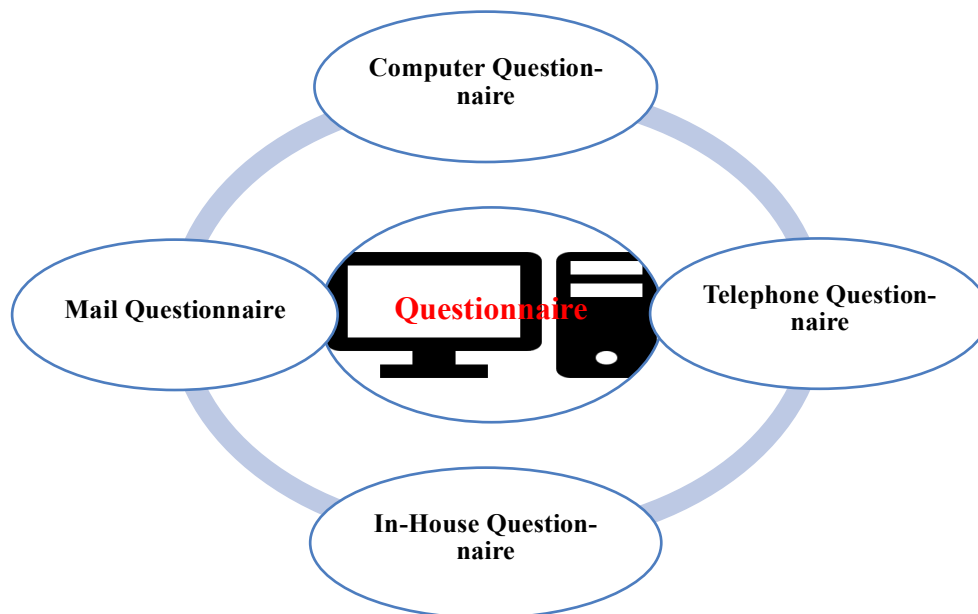


FIGURE 10. Types of Questionnaire for Collecting Data (Adapted from Bhat 2018)

A questionnaire data collecting method is defined as a set of questions or other types of prompts as a research instrument that consists of the aim of collecting information or response from the respondents. These are typically a mixture of open-ended and close-ended questions that offers the ability to express from the respondent to elaborate on their thoughts. The Statistical Society of London developed the questionnaires method of data collecting way in 1838. A full form of questionnaire is a set of questions that are used typically for research purposes. The research process can be either quantitative or qualitative or both in nature. In the form of a survey the questionnaire may or may not be delivered but it always consists of the questionnaire in a survey. Figure 10 illustrates that four different types of data collection methods are used in the questionnaire data collection method. There are computer basis questionnaire, telephone inquiries or questioner, in-house questioner and mail questioner could be used to collect the data. There are no certain rules which should be used but according to the data collection process, the researcher could use any kind of data collection method for his/her research.

The questionnaire needs to be clear and either devised by the researcher or professional or it can take the idea from the ready-made index based upon the topic. If the researcher chooses to design his/her

questionnaire for self-completion, then a questionnaire for a postal survey's rules and layout needs to be the same style governing and the same style as those for designing (Mathers, Fox & Hunn 2009).

In the research of 'Employment Motivation Towards Organizational Goals,' the questionnaire link is distributed by messenger, email, text message, and individually printed paper, and the data was collected through Web-based as Google drive, Webropol and (paper and pen-based) directly visiting the workplace individually. All the questions are the same for every participant and all the participants fill the questions individually on their own in web-based or printed paper version.

There are 16 questions to answer and some questions answers are multiple choices and some are only one choice. The questions and answers are simple, clear, and understandable. The questions are related to work motivation, work environment, organizational culture, and work performance. Some questions are divided into different levels that what the respondents feel about it, such as, personal life and working life is managed properly and the organization support for it. In this question, there are 1 to 5 different levels to choose as from I strongly disagree to I strongly agree. All questions from the questionnaire are presented in appendix 1.

3.6 Mixed Research Methods

The term mixed methods refer to an emergent methodology of research that advances the systematic integration or combination of both qualitative and quantitative data within a single research process or investigation or sustained program of inquiry. The basic premise of this methodology is data collection and analysis for the studies with the utilization of a strategic and purposeful combination of both methods because such integration permits a more complete and synergistic utilization of data than doing separate quantitative and qualitative data collection and analysis.

The mixed research method can be assumed that the epistemological and methodological advantages for the separate paradigm could work as a concert to corroborate or more robustly support for finding or to reveal complementary or contradictory outcomes. The mixed methods research could be originated in the field of social sciences and has recently expanded into the health and medical sciences as well, which can be included in the field of family medicine, nursing, social work, allied health, pharmacy, mental health, and others. Mixed methods have been present for several decades and its procedures have been developed and refined to suit a wide variety of research questions of the genre emerged as an approach of bringing the once separated qualitative and quantitative paradigms together

as a form of new epistemological, theoretical and methodological way of working for the appropriate question and purpose of the research. By mixing both qualitative and quantitative research and data, the researcher gains in-depth and breadth of understanding and corroboration about offsetting the weaknesses inherent to using each approach by itself. (Creswell 2010; Saldana 2011.)

3.7 Data analysis

All the statistical analysis or the part of the analysis of the overall result is always the main thing and is the interesting, motivating, and informative chapter for the reader. This is also the main source of introducing the findings of the whole research. The motivation of the employee is the main factor or dependent factor for the topic of the research and then the second comes after is the organizational goals. Mostly, all the statistical analysis of the results could depend on common things and it is also related to the company and the employees. Collected data is analyzed with the help of different tools, tables, and figures. In this research all the data is processing with the SPSS and Webropol analysis process to find the mean, median, mode, standard deviation, correlation-regression, and hypothesis analysis, there are different formulas as well to find them. All the data tables, graphs, and figures will be presented in chapter four.

3.7.1 The concept of hypothesis and forming a hypothesis

Hypothesis testing is a part of statistical tools that properly use experimental data to make statistical decisions. This is fundamentally testing as an assumption of the population parameter in Hypothesis Testing. That's why it is also called a statistical hypothesis of an assumption testing through the population parameter. In this testing, everything would be in an assumption that may or may not be true. Statisticians use the formal procedures in hypothesis testing by referring to accept or reject statistical hypotheses. (Analytics Vidhya 2018.)

Key concepts and terms of hypothesis analysis:

- Null hypothesis: Null hypothesis is a chance factor observation that is due to assumptions of a statistical hypothesis. Null hypothesis symbol is $H_0: \mu_1 = \mu_2$, this means that there is no difference between the two population means.

- Alternative hypothesis: Alternative hypothesis presents the opposite to the null hypothesis, the result of a real effect of variance in observations in the alternative hypothesis.
- Level of significance: This refers to the degree of significance level that can accept or reject the null hypothesis. In a hypothesis, 100% accuracy is not possible for accept or reject, so usually there is some certain 5% significance level to select.
- Type I error: When there comes the rejection of null hypothesis, in spite of that the hypothesis would be true. The symbol of type I error is alpha. The critical region that shows in the normal curve in hypothesis testing is called the alpha region.
- Type II errors: When the acceptance of the null hypothesis but goes to the negative way as false that is called as Type II errors and it is symbolized as beta. The normal curve in hypothesis testing that shows the acceptance region is also called the beta region.
- Power: The probability of correctly accepting the null hypothesis and the power of analysis is called 1-beta.
- One-tailed test: The statistical hypothesis is given into one value as $H_0: \mu_1 = \mu_2$, then that's called the one-tailed test.
- Two-tailed test: The statistics hypothesis assumption value is given in a less than or greater than the value. Then that is called a two-tailed test or the region of rejection in the test, in both sides of the sampling distribution of a statistical hypothesis also called a two-tailed test.

Figure 11 illustrates the types of error in hypothesis testing. After the statistical analysis measurement, there is a need to make the proper decision about the hypothesis analysis. The decision might include the deciding factor of whether it is needed to accept the null hypothesis or reject the null hypothesis. Every test produces a significant value in hypothesis testing. If the significance level value is greater while testing than the predetermined significance level in hypothesis testing, then the null hypothesis is accepted. If the significance level value is lower than the predetermined value in hypothesis testing, then the null hypothesis is rejected.

	Null Hypothesis True True	Null Hypothesis False False
Reject Null Hypothesis	Type I Error	Correct
Fail to Reject Null Hypothesis	Correct	Type II Error

FIGURE 11. Types of Error in Hypothesis testing (Adapted from Analytics Vidhya 2018)

For example, if the degree of relationships between two stock prices and the significant level value of the correlation coefficient shows greater than the predetermined significance level, then the null hypothesis is accepted and concludes that the result shows that there are no relationships between two stock prices. However, there should be a chance factor that can show the relationship between these two variables. (Statistics Solution 2018; Stat Trek 2018.)

3.7.2 Chi-square test

The Chi-Square test is one of the statistical tools to test the dependency or the relationship between the variables in a certain level of P-value of 5% or less for testing each other's dependency of the variables. This is also called an independence test when there is a producer for testing for two categorical variables if they are related in some population.

Figure 12 illustrates the formula of the chi-square test where X^2 represents the test statistic, Σ represents the sum of, O represents the observed frequencies and E represents the expected frequencies. The null hypothesis of the chi-square test shows that no relationship exists, and it means that there are no categorical variables in the population so they are independent. When the dependency level comes to less than 5% then it shows that there is a dependency between two variables. At the beginning of doing the hypothesis set, it is easier to use SPSS analytical tool for the hypothesis formulation and the calculation. It is easier to formulate and calculate with SPSS analysis, and it is easier to choose calculations that have good results.

The formula of the Chi-Square test is shown as:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

X² = The test statistic **Σ** = The sum of

O = Observed frequencies **E** = Expected frequencies

FIGURE 12. The formula for Chi-Square Testing (Adapted from Analytics Vidhya 2018)

In researches, there are different dependencies variables with each other that that can be shown respectively. While doing the hypothesis analysis, it can be many cases of less than 5% level, but it is not possible to present less than 5% level of all the dependent variables. There are still chances to try to find some interesting dependent variables that have the appropriate significant level is less than 5%. (Rana & Singhal 2015.)

3.7.3 Correlations and Regression Analysis

The correlation and regression analysis method is the kind of tool or formulation that makes things reliable for the identification of the variables of impact on a certain topic of interest. The process is done confidently, determining the performing of regression that allows to the factors that matter the most. The factors can be ignored and influence each other. Regression analysis is the kind of analysis, which is used for the model of the relationship between one or more predictor variables and a response variable. Regression analysis tools in the formulation of mathematically sorting out the variables that do indeed have an impact. It makes answers the question that: Which can we ignore? Which factors matter most? How do those factors interact with each other? And, perhaps it is most important that how certain are researchers about all of the factors? (Ezekiel 2017.)

To understand regression analysis it is needed fully that the essence of the variables to comprehends the following terms:

- **Dependent Variable:** Dependent variable is the main factor to understand or predict.

- Independent Variables: Independent variables are the factors that can hypothesize the impact on the dependent variable.

3.8 Validity, Reliability, and Generalizability

Validity is the instrument that extent the measurement of the variables of the survey. It is important that the results are meaningful and relevant to the wider population. The successful data collection and the analysis truly achieved about the collected data information and what's the embarked on to attain. The results of the study measure of intelligence should only assess the factor relevantly, not transferred into different things, and avoid measuring other things. The validity measurement describes whether the instrument is comprehensively and systematically represented the trait or not. The validity subjective maintaining a causative link between degrees to test subjectively thoughts to measure and the analysis style sufficiently precise or have various explanations been thought of. The findings involve comparing the instrument differ the variables be accurately taken. It produces the sample matches the form of concurrent validity or predictive validity and other events intervened which could impact on the study. The data is collected from the full-time and part-time worker. (Creswell 2010.)

Reliability concerns the degree of consistency measurement techniques that is responsible for the analysis accuracy of the procedures. A highly reliable measure the identical results to be recurrent if the analysis produces similar results under similar recurrent and all things be equal retesting should produce the same results. The measurement units of the analysis strategy are correct and consistent, which means that it is reproducibility or repeatability. It may be employed in different means for testing the reliability for similar contexts with equivalent results. The identical results could be achieving the same result when another researcher repeats the same with a different sample of the subject. The researcher mistreats the identical instruments dealing with a constantly changing environment by identifying the analysis free from error or bias on the part of the researchers or the participants.

In the future, the participants' opinions might change for what they believe the management depending on the work environment and motivational factors. For instance, the manager or supervisor might discuss respective employees in the decision-making process before implementing some changes. The gap will get decrease respectively between employer and employee's relation. Therefore, every survey done on some course material is rarely reliable over time circumstances. Day by day human behavior and nature are changing and it is not controllable to get a similar sample every time so the identical results on a later date will not be the same in the field of employees' motivation because human expect-

tations are different in different time-period and situations. The measurement of reliability is checked with hypothesis analysis, chi-square test, and correlation and regression analysis. (Creswell 2010; Ranjit 2014).

The extent of finding the trial can reliably be extrapolated from the subjects' participants applicable in a different range of analysis settings. The theory to be developed as external validity that may apply to different populations. This is often notably applicable for internal validity as well as judgment to analysis whether the finding includes comparatively applicable to a particular group with a wide range of samples during the participants. In organizations the participants' characteristics are setting the study that could adopt a scientific technique and interventions the particular experiment.

Generalizability tends to research mainly trend of knowledge synthesis from qualitative research style reliable pertinent. Generalizability is consideration documenting into account as a structure for doing qualitative analysis in top quality. This idea describes the similarities between the time, place, people, and other social contexts within the analysis of findings are applied as set apart from it. It had been originally tested as meta-synthesis must retain the other theory of development and interpretation process. The generalizability usually needs knowledge of an outsized population. It provides the most effective foundation for constant comparison, proper audit, and documentation of the production of broad generalizability (Baumgarten 2012). With the multiple and open approaches for generalizability, the larger samples of the population are more parallel perspective and the results are generalized the meaning interactive and quality. (Creswell 2010; Ranjit 2014.)

Assessing the criteria of validity, reliability and generalizability apply the principle of qualitative and quantitative research quality that responsibility findings of research need to create judgments. Regarding formation, design of the study, sampling, data acquisition, statistical results, analysis and conclusions have to appliance and appropriateness of the ways undertaken. That is an evaluative landmark for articles' integrity of the ultimate conclusions for the research. Qualitative analysis is usually criticized for lacking scientific rigor with the poor justification of the adopted ways, lack of the analytical procedures within transparency, and also the findings being just a set of different opinions subject to scientific basis. For the novice scientific analysis, demonstrating rigor once enterprise qualitative analysis may differ as a result of the number of accepted agreements regarding the standards with such analysis ought to be judged.

4 RESEARCH ANALYSIS

The research analysis chapter is the main chapter to present and express the results from data collection and data analysis of the research. The development of employees' motivation towards organizational goals is a dependent factor of the study. All the analysis of data collection depends on different factors such as emotions and lifestyle of the employees and organizational growth. Employees play a vital role in the growth of an organization to achieve goals. The main role for the development of employees' motivation is to encourage employees for better performance and productivity within the organization. Establishing organizational culture is a positive aspect to achieve organizational goals. The main theme of this chapter is to demonstrate the analysis of the results which was gathered from the data collection survey. Furthermore, this chapter focuses on and concentrates on different data analysis processes used for the research.

The research was based on finding out the motivational factors that encourage employees towards work to achieve the goals of the organization along with developing the quality of work and performance of individual employees. In many organizations, employees are disappointed and not interested in being at work because of decreasing self-satisfaction towards work. The research was aimed to figure out different work-motivational factors for the development of working methods and experience. Different employees have different interests and choices. An organization should be able to utilize its resources to motivate each employee according to their interests such that all employees are encouraged for better performance. Organizations should deal with several challenges for planning and process of balancing working life and private life of employees. There are varieties of possibilities, techniques, and methods to motivate employees to meet the goals of the organization.

Employees have their expectations and working methods. Organizations should be able to address every employees' expectation and satisfaction needed to achieve better output. However, it is not possible to fulfill all the expectations and demands of the employees but it is necessary to figure out the middle ground that can generate common and reliable ideas and techniques for employees' interests. This research is also aimed to find out the problems and suggestions for the organizations to develop a better workplace and better organizational culture. The organization should always find an alternative way in developing rules and regulations, in case it has to abandon certain rules and regulations. Labour law and local government policies have some boundaries for utilizing different techniques for the planning process. However, alternative ideas and techniques can be utilized in the planning and development process.

Both qualitative and quantitative methods were used for the research. The necessary data and information for the research were collected with data collection methods such as Webropol, Google Drive, and printed version which is then later used for the research analysis. All the collected data were entered into and analyzed with webropol. The result was then illustrated in percentages, frequencies, and figures, according to the valid results. It is to mention that the empty or invalid answers were not included in the graphs and tables. The questionnaires were distributed among the employees of several companies of Finland who were working in the food industry, metal company, service sectors, and other work areas. 100 questionnaires were distributed through Messenger, WhatsApp, and printed versions. There were 76 respondents and the rest out of 100 did not participate in the survey.

The introduction of the questionnaire clearly presented the profile and purpose of the research. Any employee can participate in collecting information about employees' motivation towards organizational goals. The questionnaire also presents the approximate time to fill the information and also includes contact information about any further questions or information about the survey that the participants want to know as well as the assurance incentive, of confidentiality. The results clarified that the contents of the questions were clear and understood correctly because of receiving the desired form of reply. Collected answers were valid and the missing number of frequencies are not presented in the table and graph which can explain in the same question-answer analysis process. The percentages were calculated from the responses as 100% although some of the responses were missing in the data collection process and missing numbers are not included in the percentage calculation.

4.1 Empirical Analysis

The first part of the questionnaire begins with the general information of respondents, which includes information of the respondents such as age group and place of work. The first question represents the percentage of the respondents from the different age groups of employees. Since the age group can define the nature and characteristics of work-related expectations and desires, the survey was concentrated to divide age groups into six age groups which are presented in table 1.

The first group is the 20 or younger age group which is 2.6% of the total respondents. There were only two respondents in the age group respondents in 20 or younger which is quite less compared to other age groups. The second respondent group is the 21-30 age group which represents 35 respondents and 46.1% of the total respondents which was almost half of the respondents. The third group is the 31-40 age group that represents 32 numbers of respondents and covers 42.1% of the total respondents.

TABLE 1 Age distribution group of the respondents

Age Group	Number	Percent
20 or Younger	2	2.6%
21-30	35	46.1%
31-40	32	42.1%
41-50	4	5.3%
51-60	3	3.9%
61-Above	0	0
Total	76	100%

The fourth group of respondents belongs to the age group 41-50 which represents only four respondents and the percentage is only 5% of total respondents. The fifth group of respondents belongs to the age group 51-60 which is only three respondents and 4% of the total respondents. The last age group is 61 and above and there were not any respondents in this age group. There is not any missing or wrong respondent and all the responses are clear and correct.

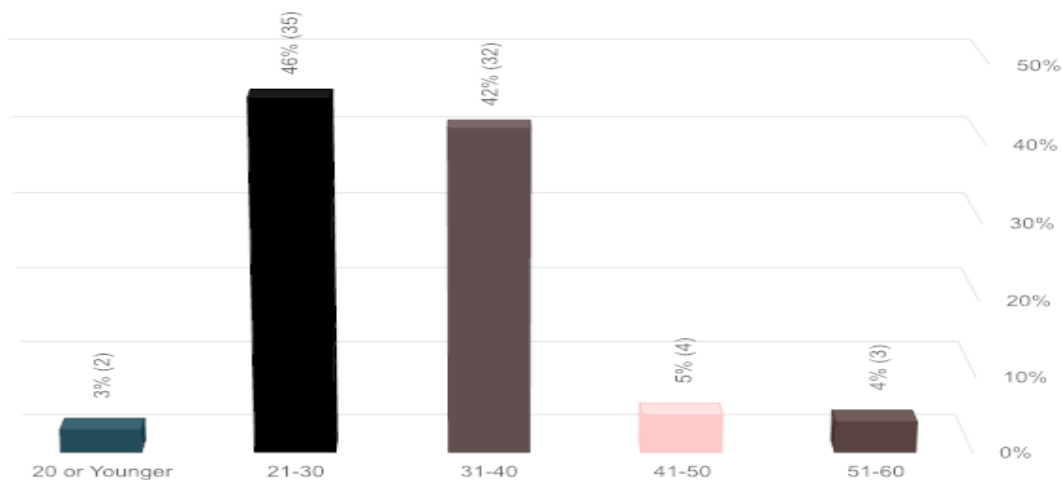


FIGURE 13 Age distribution groups of the respondents

Figure 13 represents the total number of respondents in a different color presenting different age groups in a figure which shows that 20 or younger is only 3% and 2 respondents. The second age group 21-30 is 46% and 35 respondents. The third age group 31-40 that represents 42% and 32 respondents. The fourth age group 41-50 is 5% and 4 responses, the fifth age group 51-60 shows 4% and 3 responses. The last age group 61 and over which has 0 responses so it has not shown in figure 13. The figure shows that most respondents belong to the age group of 21-30 and 31-40.

According to the respondents from different working sectors and their experience and knowledge about the employees' motivation towards organizational goals it was figured out that organizational culture is important to get data collection differently. The result is valuable to show the respondents' percentages from different sectors. Table 2 clarifies the respondents' number and percentages of responses working area or sector. The percentages of respondents' working areas are represented below in table 2.

TABLE 2. The working sector of the respondents

Working Sector	n	Percent	Average	Median
Food Company	45	61.6%	1.6	1.0
Metal Company	18	24.7%		
Service	5	6.8%		
Other which: Restaurant-1	5	6.8%		
Missing	3			

Table 2 clearly shows different working sectors, such as food company respondents are 45 and 61.6% which is the highest responses among the companies. The second highest responses are from metal company which is 18 responses and 24.7% of total responses. The third is the service sector and the fourth is others sectors, both have the same responses, each with 5 responses and 6.8% of the total responses. There is one response from a restaurant, which was included in other sectors in the research process. There are only 3 responses that are missing because the respondents did not want to answer the questions. All the responses are valuable and important for data collection. The average of the respondents of the working sector received 1.6 and the median received 1 respectively.

Similarly, figure 14 also explains different working areas which are the same as table 2, but it is explained in a graphic design and clearly shows all the data and percentages in a different color of bars based on frequencies. The first one is food company responses, which received 45 (61.6%). The second one is a metal company with 18 (24.7%) responses and service sector and other sectors both have the same 5/5 (6.8%) responses each and the missing is not shown in the figure, which is only shown in table 2. The program of Webropol could not show the missing responses in figure 14.

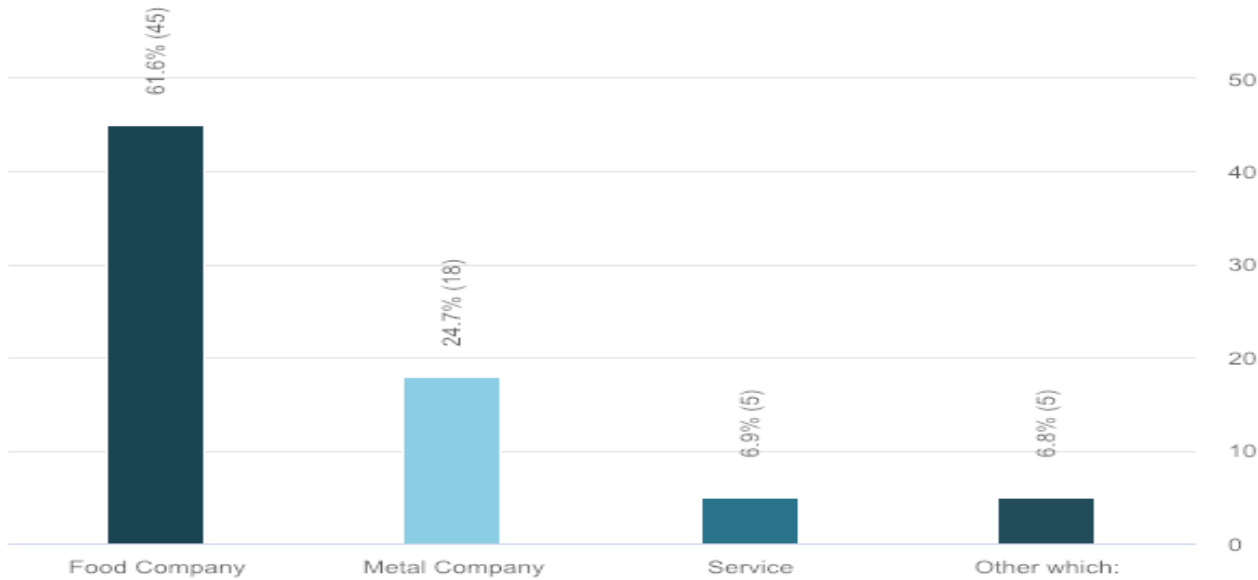


FIGURE 14. The workplace of the respondents

Table 3 shows the frequency distribution level of employees’ motivation towards the work that whether the employee feels happy to be at work and enjoy. This is question number three in the questionnaire. The results show most of the employees are happy to be at work. Only 74 respondents answered this question and 70 answered yes which was 94.6% and 4 answered no which means only 5.4% of respondents. The average value received 1.1 and the median received 1.0 out of the total of 74 responses.

TABLE 3. Feel happy to be at work

	n	Percent	Average	Median
Yes	70	94.6%	1.1	1.0
No	4	5.4%		

Figure 15 shows that there are 4 (5.4%) respondents with black color answers that they don’t feel happy to be at work. The orange color represents the responses that the respondents feel happy and willing to go to work. The figure represents that out of 74 responses 70 responses are positive towards work which means 94.6%. Most of the respondents have a positive mindset towards work. Frequencies distribution shows that respondents have a good feeling about their work.

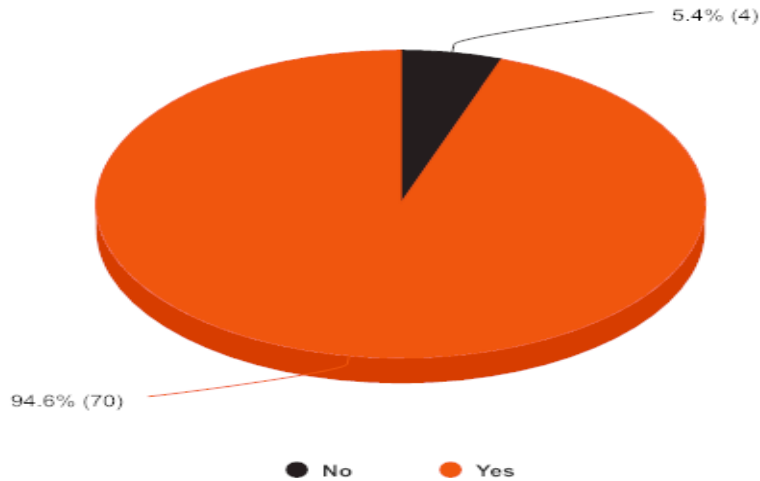


FIGURE 15. Feel happy to be at work.

Table 4 shows the answers of the respondents to the question “I put my best effort every day at work” as “I strongly disagree” to “I strongly agree” within 5 different options that are shown in the table as 1 to 5. This is question number 4 in the questionnaire. There are only 75 respondents and out of that 1 (1.3%) respondent in both as “Strongly disagree” and “Disagree”, 11 (14.7%) respondents are in the middle, 22 (29.3) responses are in “Agree” and 40 (53.4%) respondents “Strongly agree” about putting their effort every day at work to perform the given task. Out of 76 responses, there is one response that is missing. The average received 4.3 and the median received 5.0 it means over a half of the employees put best effort to do their job in their daily life.

TABLE 4. I put my best effort every day at work

	1	2	3	4	5		Total	Average	Median
I strongly Disagree	1	1	11	22	40	I strongly Agree	75	4.3	5.0
	1.3%	1.3%	14.7%	29.3%	53.4%				
Total	1	1	11	22	40		75	4.3	5.0

Figure 16 represents frequencies of employees who put their best effort every day for their work to get better performance for their given task. All the frequencies from different options are shown in a different color from the strongly disagree to strongly agree. Over half of the pie-chart is in light blue color 53.4% (40) that represent strongly agree, light brown color 29.3% (22) represent agree, light green color represents the middle 14.7% (11) and the rest color orange and dark blue disagree and strongly disagree is equal of 1.3%. The data present that most of the employees strongly agree and agree that means they are motivated and interested to do their task better to get better performance.

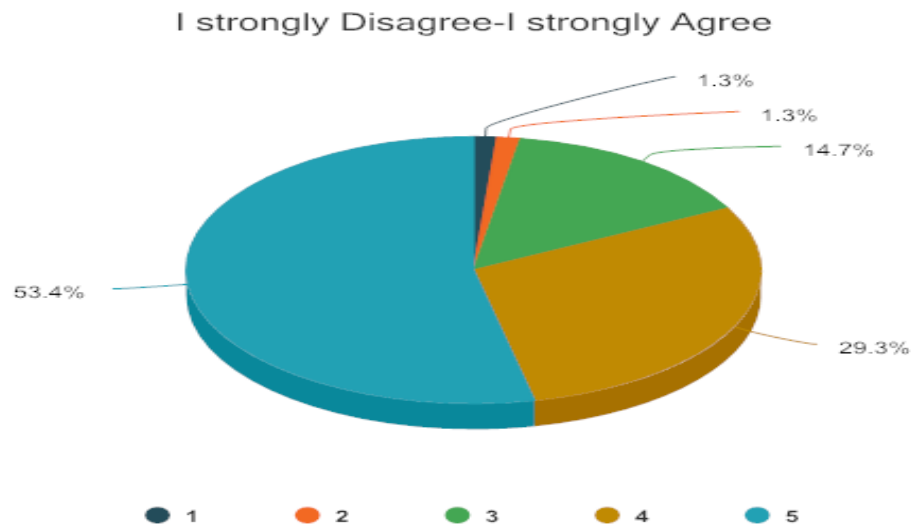


FIGURE 16. I put my best effort every day at work

Table 5 represents question no. 5 from the questionnaire and the table shows the frequencies from the responses which are from extremely important to not at all important. The question clarifies to the respondents that incentives and fringe benefits are the elements to seek employees' performance that extremely important received 17 (22.7%) responses out of 75 responses and important received 15 (20%) responses. On the other side not at all important received 6 (8.0%) responses and not important received 16 (21.3%) responses. The middle one is the most responses are 'do not know' about it, which were 21 (28.0%) responses. That means that many respondents do not know that incentives and fringe benefits are influential elements to seek employees' performance at the job. The average received 2.7 and the median received 3.0 responses respectively.

TABLE 5. Incentives and fringe benefits are influential elements

	1	2	3	4	5		Total	Average	Median
Extremely important	17	15	21	16	6	Not at all important	75	2.7	3.0
	22.7%	20.0%	28.0%	21.3%	8.0%				
Total	17	15	21	16	6		75		

Figure 17 shows the pie chart about the incentive and fringe benefits that are influential elements to seek employees' performance at the job. Different color slices represent different frequencies of 75 responses. From the rank of extremely important to not at all important the pie chart or figure shows in a dark blue color slice as extremely important 22.7% (17) responses and orange, color slice shows that

important with 20.0% (15) responses. Similarly light blue color slice shows not at all important with 8.0% (6) responses and the brown color slice shows not important with 21.3% (16) responses.

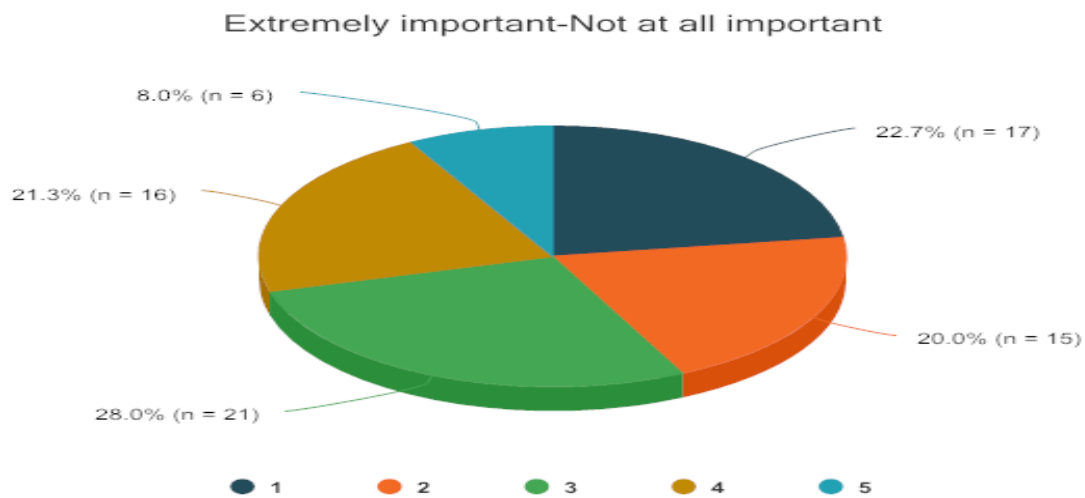


FIGURE 17. Incentives and fringe benefits are influential elements

The green color slice represents the highest number of responses with 28.0% (21) responses. This is in the middle of extremely important and not at all important. It means many responders are confused about the matter that incentives and fringe benefits are influence elements for employees to improve their performance.

TABLE 6. Upgrade skills and knowledge through work and workplace.

	n	Percent	Average	Median
Extremely possible	26	34.2%	1.9	2.0
Possible	35	46.1%		
Average	9	11.8%		
I don't know	5	6.6%		
Not possible	1	1.3%		

Table 6 above represents question number 6 of the questionnaire. In this question, the respondents had a response to the possibilities to upgrade their skills and knowledge through work and the workplace. There are 76 responses and out of that 26 (34.2%), responses have responded that it is extremely possible to upgrade skills and knowledge and 35 (46.1%) responses have responded it is possible. In the average group received 9 (11.8%) responses. The last one not possible had only one response (1.3%) and 5 (6.6%) respondents had response that they don't know about it. The average frequencies value received 1.9 and the median received 2.0 respectively.

Figure 18 represents the employees' skills and knowledge upgrade through work and workplace with the help of a pie chart in different color slices. Most of the responses have been received in orange color and the figure 18 shows that it is possible to upgrade the skills and knowledge with 41.6% responses. The dark blue color slice represents extremely possible to upgrade with 34.2% responses. Only 1.3% response has received as 'Not possible' and it is represented with a light blue color slice in a pie chart. The brown color slice represents 6.6% of the responses which means the respondents do not know about it. The light green color slice represents the average option with 11.8% of the responses. It means, there is a mostly positive view of employees about the skills and knowledge upgrade through work and workplace.

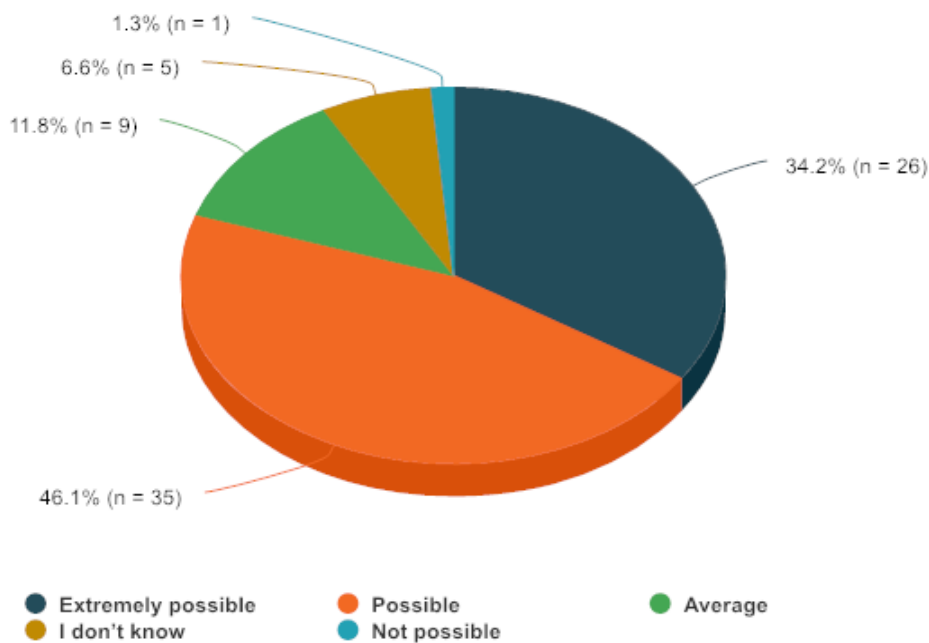


FIGURE 18. Upgrade skills and knowledge through work and workplace.

Questionnaire question number 7 is about the balance of personal life and working life of the employees with a score from 1 to 5 as strongly disagrees to strongly agree. Table 7 represents the number 1 'Strongly disagrees' and number 5 'Strongly agrees'. The table shows number 1 'Strongly disagrees' has 3 (4.0%) responses and number two represent disagree which is 0 responses out of 76 responses. Number three of the table represents undecided 27 (35.5%) responses. It means that group number three respondents do not know if their life and working life are managed properly or not and the organization's support for it. There are 25 (32.9%) responses out of 76 that had responses that they agree and 21 (27.6%) responded that they strongly agree. It means that most of the respondent employees believed that their personal life and working life are properly managed and organization supports it. The

table represents that the average frequency value received 3.8 and the median received 4.0 respectively.

TABLE 7. Personal life and working life properly managed with organizational support

	1	2	3	4	5		Total	Average	Median
I strongly disagree	3	0	27	25	21	I strongly agree	76	3.8	4.0
	4.0%	0.0%	35.5%	32.9%	27.6%				

Below is the pie chart of personal life and working life properly managed with organizational support represented in five different colors in figure 19. The scale of data collection is 1 to 5 which represents strongly disagree to strongly agree. The brown color slice represents agree with 32.9% of the responses and the light blue slice color represents strongly agree. The green color slice represents the middle that the respondent does not know or is undecided which is 35.5% of the responses and the dark blue color slice represents strongly disagree about it with 4% of the responses. There are no responses in disagree so it is not shown in a pie chart.

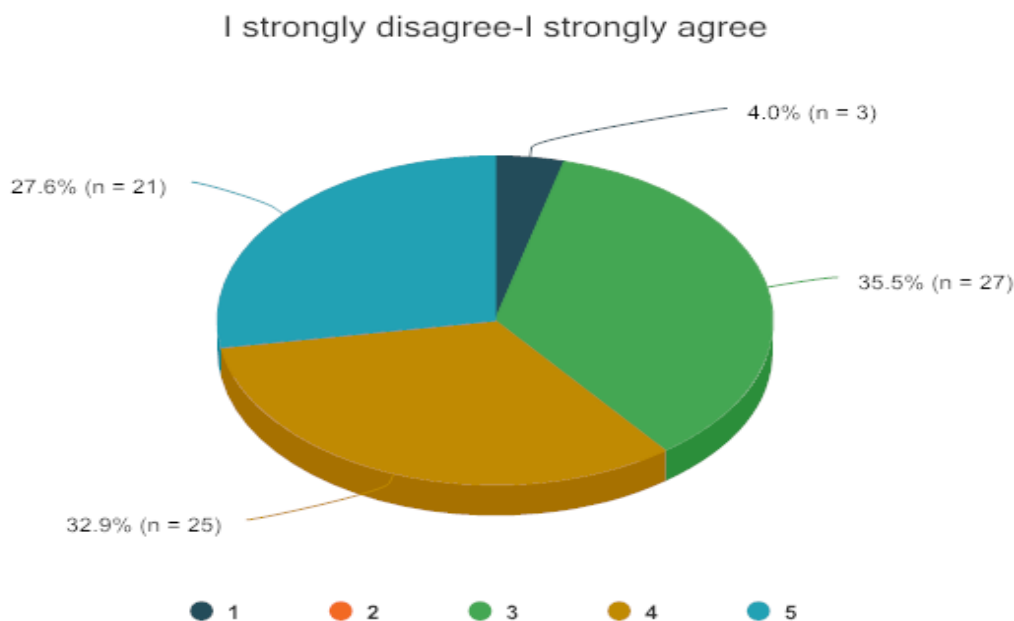


FIGURE 19 Personal life and working life properly managed with organizational support

According to question number 8 in the questionnaire, the respondents were asked about utilizing their knowledge and skills in working place that can motivate them. All the collected frequencies values are shown in table 8. The question has asked to choose one answer out of five different options and 'very

openly' had received 16 responses and 'openly' option is 25 responses. There are 22 respondents of the option 'do not know' about it. There are 9 responses that say they cannot use their knowledge and skills often and there are 4 respondents who says that they are not allowed to use their knowledge and skills at all in the workplace. The average frequency value received 2.5 and the median received 2.0 respectively. The frequencies show that most of the respondents are positive that they could use their knowledge and skills. This is the key factor to motivate them every day for their work.

TABLE 8. Appreciated utilizing knowledge and skills at work to motivate more every day.

	n	Percent	Average	Median
Very openly	16	21.1%	2.5	2.0
Openly	25	32.9%		
I don't know	22	28.9%		
Not often	9	11.8%		
Not at all	4	5.3%		

Figure 20 presents the frequencies distribution in different color bars as different responses option. The first red color bar represents utilizing knowledge and skills in work openly with 32.9% and the second dark blue bar represents the responses that do not know option with 28.9%. The third is light gray color and it represents a 'very openly' option that it is appreciated to utilize employees' knowledge and skills in work with 21.1% of the responses. Orange color bar with 11.8% represents the option as 'not often' that means respondents are not allowed to utilize often their knowledge and skills. It means, it is not a motivating element for the employee when they cannot utilize their knowledge and skills in their work.

The last bar with 'not at all' option with light blue color represents 5.3% of the responses. It means respondents could not use their knowledge and skills at all in their workplace. It shows the respondents from light blue color are disappointed and not motivated along with organization losing many new ideas. Mostly it is hard for the employer to analyze and utilize everyone's opinions and ideas.

Management has difficulties and challenges to allow everyone's knowledge and skills in the workplace freely but there are many different ways as well to find out different knowledge and skills. It is possible to gather all the ideas and finalize the best knowledge and skills for the organizational development that pulls to achieve organizational goals.

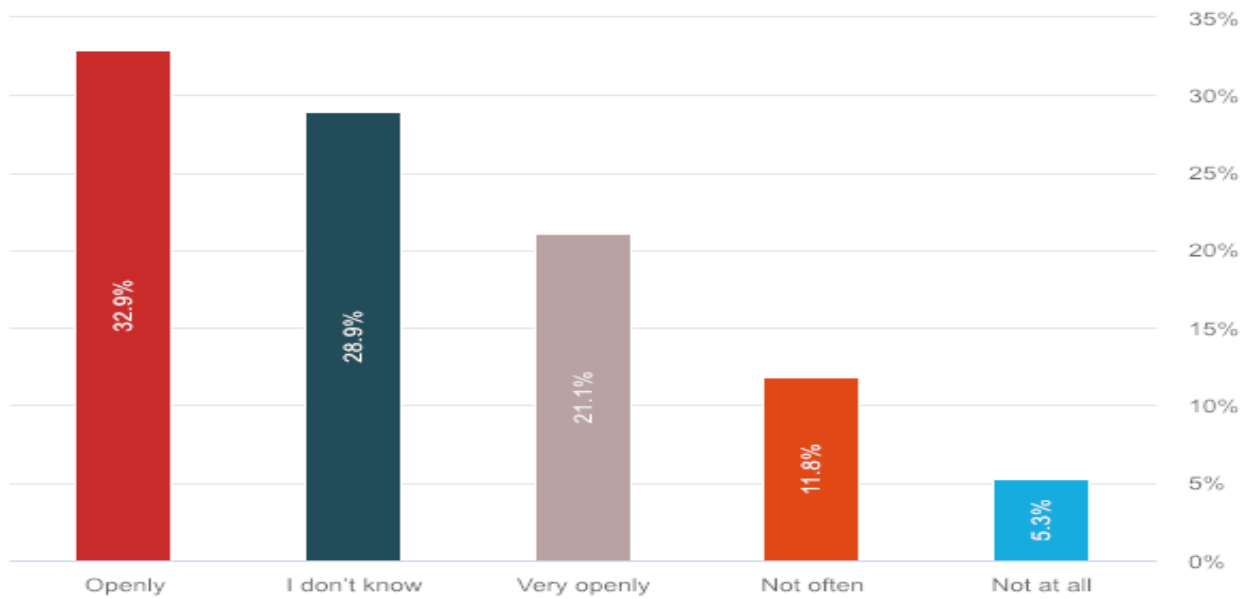


FIGURE 20. Appreciated utilizing knowledge and skills at work to motivate more every day.

Below table 9 presents the frequencies of the factors associated with the working environment and opportunities to motivate employees in the workplace along with question number 9 of the questionnaire. There are five different motivational factors for employees' motivation and it has multiple choices in this question there are 72 responses and 99 selected answers. Work-related education has 26 of the responses with the higher percentage of response and different department's job placement opportunities had 20 of the responses. Similarly, knowledge distribution had 25 of the responses with the second most responses in this question. An interaction activity had 21 of the responses and infrastructure had 7 of the responses that mean infrastructure also takes a vital role to motivate employees. The average frequency value received 2.6 and the median received 3.0 respectively.

TABLE 9. Factors associated with the working environment and opportunities that motivate a workplace.

	n	Percent	verage	Median
Work-related education	26	36.1%	2.6	3.0
Different department's job placement opportunities	20	27.8%		
Knowledge distribution	25	34.7%		
Interaction activities	21	29.2%		
Infrastructure	7	9.7%		

According to figure 21 below, there are five different colors in the bar with 72 responses and 99 selected answers. The pull factors are associated with the working environment and opportunities that

motivate a workplace in question number 9 in the questionnaire. Five different colors show different motivational factors respectively. The option as ‘work-related education’ represented with dark blue color has 36.1% of the responses, ‘different department’s job placement opportunities’ represents 27.8% of the responses with light blue color. The orange color bar represents 34.7% of the responses with the knowledge distribution, which is helpful for productivity. The ‘interaction activities’ options represent the green color bar with 29.2% of the responses and the gray color bar represent 9.7% of the responses with the option of the ‘infrastructure of the workplace’. The frequencies show many different factors can affect the employees’ motivation at the workplace as well.

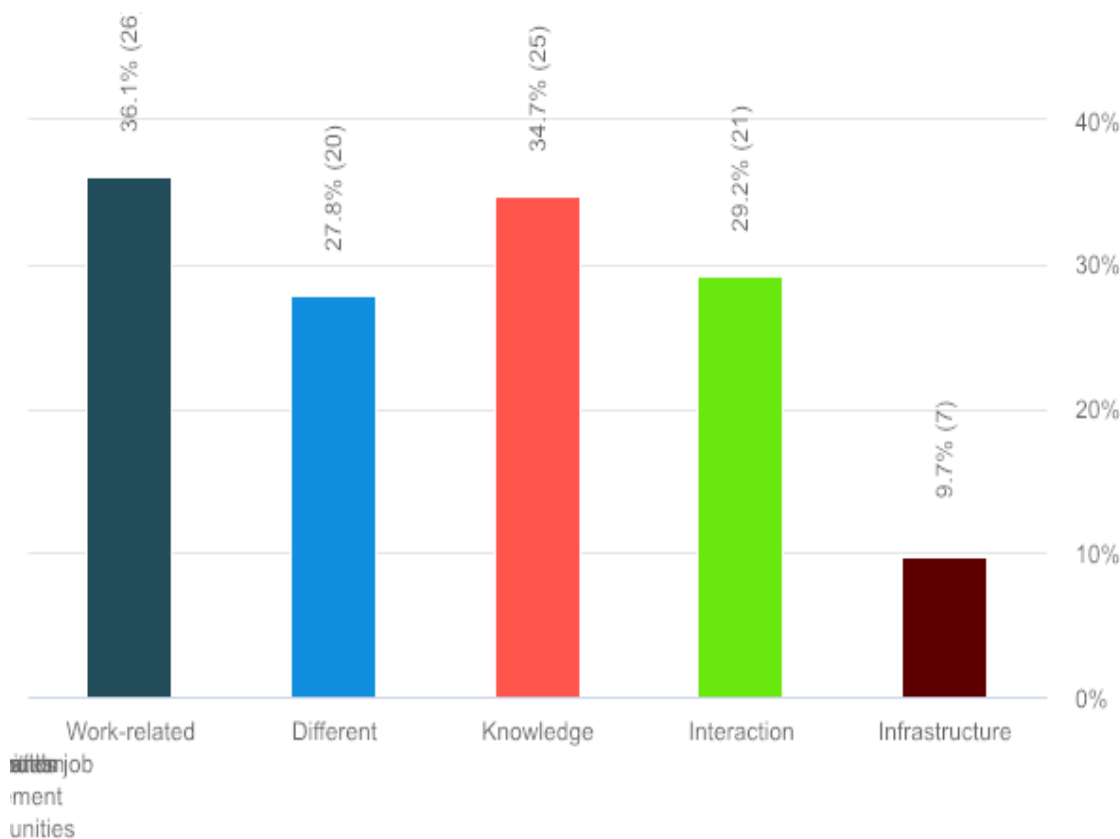


FIGURE 21. Factors associated with the working environment and opportunities that motivate a workplace.

Below table 10 analyzes and presents how the company or organization cares and supports learning and growth sufficiently for employees. It shows frequency distribution according to the response. According to question number 10 in the questionnaire, there are five different options to choose for response and respondents can choose one of them. Out of 76 responses ‘very good’ option received 11 responses, ‘good’ option with 32 responses, ‘average’ option received 28 responses, ‘bad’ option received 4 responses and ‘very bad’ option received 1 responses. The average scale of frequency value

was 2.4 and the median was 2.0. It means most respondents have a good and positive view of the company or organization that they get care and support to grow from the organization.

TABLE 10. The company cares and supports learning and growth sufficiently.

	n	Percent	Average	Median
Very good	11	14.5%	2.4	2.0
Good	32	42.1%		
Average	28	36.8%		
Bad	4	5.3%		
Very bad	1	1.3%		

Figure 22 below represents a pie-chart of the responses that the company cares and supports to learn and grow sufficiently with five different options to choose from. There are 76 responses and all responses are represented with five different colors slices in the figure respectively. The 'very bad' option represents a light blue color slice with a 1.3% of the response, a 'bad' option is represented with gray color with 5.3% of the responses and the dark blue represents a 'very good' option with 14.5% of the responses. The biggest responses are in orange color as a 'good' option with 42.1% of the responses and green color 36.8% of the responses represent 'average' option with the second biggest responses.

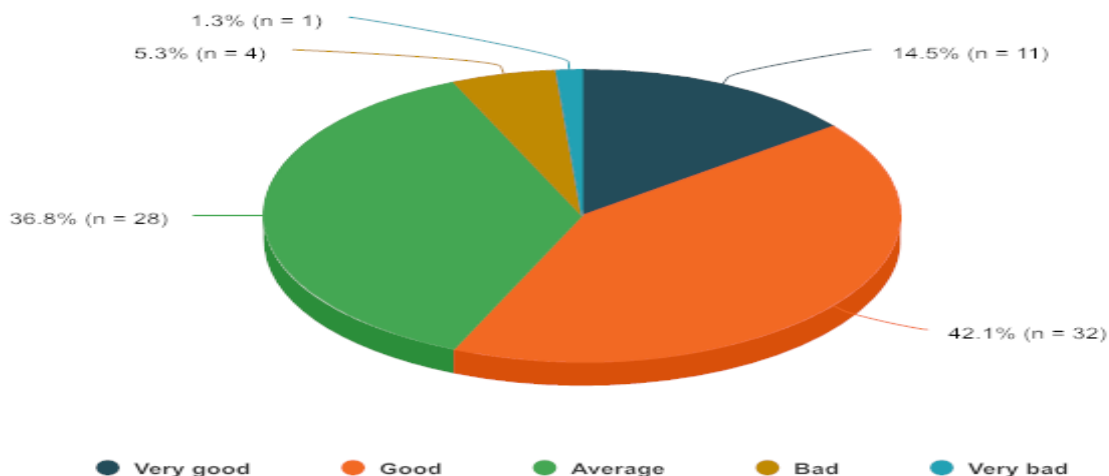


FIGURE 22. The company cares and supports learning and growth sufficiently.

Table 11 below presents the frequency distribution of question number 11 in the questionnaire. The question asked the respondents if the employee gets all the materials and information associated with work on time. There were five different options to choose to respond to the answer. According to the

response rate of 76 responses practically always option had 18 (23.7%) responses, most often option had 34 (44.7%) responses, sometimes option had 18 (23.7%) responses, rarely option had 5 (6.6%) responses and never option had 1 (1.3%) responses. The average scale of frequency distribution rate received 2.2 and the median received 2.0 respectively.

TABLE 11. Get all the materials and information associated with work on time.

	n	Percent	Average	Median
Practically always	18	23.7%	2.2	2.0
Most often	34	44.7%		
Sometimes	18	23.7%		
Rarely	5	6.6%		
Never	1	1.3%		

Figure 23 below represents the line graph to the response of question number 11 in the questionnaire. The frequencies of 76 responses show with a linear graph where X-axis shows the percentage and response number. Y-axis shows different options of the responses.

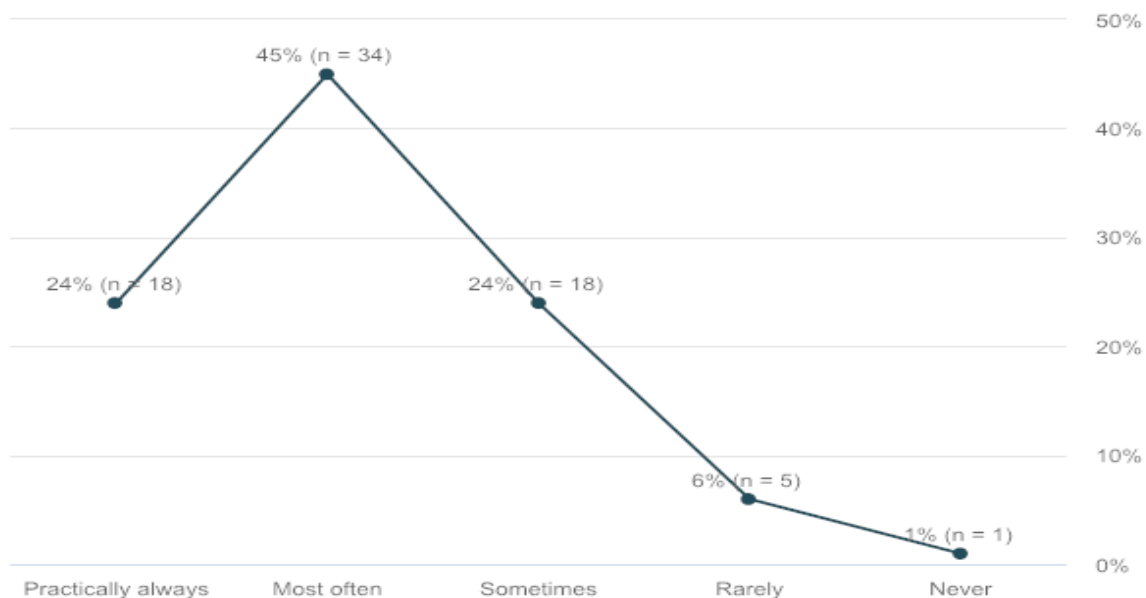


FIGURE 23. Get all the materials and information associated with work on time.

Out of five different options to choose for respondents, practically always an option and sometimes option represent the same range in line graph line with 23.7% (18) responses. The highest frequency number is the most often option with the highest point in the frequency liner line with 44.7% (34) responses. Rarely option in frequency liner line point is in 6.6% (5) responses and never option liner line

is the most down one with 1.3% (1) responses. According to liner line, most of the employees get on time the materials and information.

All the collected data from question number 12 from questionnaire presented in table 12 below with the important factors that develop the working environment at the workplace for the development of employees' motivation to achieve organizational goals. There are six different factors for a better working environment and each factor has five different options (extremely important, important, less important, not important and I don't know) to choose for responses and marked as 1 to 5 respectively.

The respondent could choose only one option in each factor for the development of the working environment. The first motivational factor for a better working environment is personal training with a total of 76 responses. In this question, the 'extremely important' option received 28 (36.8%) responses, the 'important' option received 30 (39.5%) responses, the 'less important' option received 11 (14.5%) responses, 'not important' option received 3 (3.9%) responses and 'I don't know' option received 4 (5.3%) responses respectively with average frequency rate received 2.0 and median and mode received 2.0 respectively. It means in the factor of personal training over 75% of the responses present an 'extremely important' and 'important option'.

The second working environment development factor for a motivational workplace is team meetings for better workflow and better work performance to reach organization's goals. There were 76 responses received in this feature, the 'extremely important' option was received with 25 (32.9%) responses, the 'important' option received with 36 (47.4%) responses, 'less important' option received with 9 (11.8%) responses, 'not important' option received with 5 (6.6%) responses and 'I don't know' the option received with one as 1.3% of the response with average frequency ratio was 2.0 and median and mode received same as 2.0 respectively. It means in this factor over 80% of the responses presents 'extremely important' and 'important option' for the team meeting.

The third motivational factor is workshop development to develop a better workplace with 76 responses. It has received within 'extremely important' option with 24 (31.6%) responses, 'important' option received 33 (43.4%) responses, less important option received 13 (17.1%) responses, 'not important' option received 2 (2.6%) responses and 'I don't know' option received 4 (5.3%) responses with average frequency ratio was 2.1 and median and mode was 2.0 respectively. It means the workshop development factor has 75% of the responses presented as 'extremely important' and 'important option'.

The fourth motivational factor to develop working environments in the workplace is opportunities for different works which received 76 responses. ‘Extremely important’ option received 18 (23.7%) responses, ‘important’ option received 37 (48.7%) responses which is almost half of responses, ‘less important’ option received 17 (22.4%) responses, ‘not important’ option received 2 (2.6%) responses and ‘I don’t know’ option received 2 (2.6%) responses with average frequency ratio was 2.1 and median and mode was 2.0 respectively. It means opportunity for different works factor has over 70% of the responses presented in ‘extremely important’ and ‘important option’.

TABLE 12. The important thing is to develop a working environment at work.

	1	2	3	4	5	Total	Average	Median	Mode
Personal training	28	30	11	3	4	76	2.0	2.0	2
	36.8%	39.5%	14.5%	3.9%	5.3%				
Team meetings	25	36	9	5	1	76	2.0	2.0	2
	32.9%	47.4%	11.8%	6.6%	1.3%				
Workshop development	24	33	13	2	4	76	2.1	2.0	2
	31.6%	43.4%	17.1%	2.6%	5.3%				
Opportunities for different works	18	37	17	2	2	76	2.1	2.0	2
	23.7%	48.7%	22.4%	2.6%	2.6%				
Work responsibilities	34	21	10	9	2	76	2.0	2.0	1
	44.7%	27.6%	13.2%	11.9%	2.6%				
Extra activities besides work	24	24	16	7	5	76	2.3	2.0	1.2
	31.6%	31.6%	21.0%	9.2%	6.6%				
Total	153	181	76	28	18	456	2.1	2.0	2

The fifth motivational factor of important things that develop a working environment is ‘work responsibilities’ in work and workplace within 76 responses. ‘Extremely important’ option received with 34 (44.7%) responses, the ‘important option’ received 21 (27.6%) responses, ‘less important’ option received 10 (13.2%) responses, ‘not important’ option received 9 (11.9%) responses and ‘I don’t know’ option received 2 (2.6%) responses with average frequency rate was 2.0, the median was 2.0 and mode was 1 respectively. The frequencies distribution presents in table 12 that over 70% of the responses for work responsibilities factor has ‘extremely important’ and ‘important option’.

The sixth and last factor of important things that develop a working environment at work for employees' motivation to reach organizational goals is 'extra activities besides work for better work performance' received 76 responses. 'Extra activities besides work for better work performance' had 'extremely important' and 'important' option received the equal frequencies as 24 (31.6%) responses, 'less important' option received 16 (21.0%) responses, 'not important' option received 7 (9.2%) responses and 'I don't know' option received 5 (6.6%) responses with average frequency rate was 2.3, the median was 2.0 and mode was 1.2 received respectively. An extra activity besides work for the better working environment for employees' motivation has reached over 60% of the responses in 'extremely important' and 'important' options.

Figure 24 below represents the same frequencies as table 12 presented with the percentages of in a figure with the help of a bar chart. There are five different colors for five different options for frequency distribution. Similarly, all 6 factors' frequencies are in this question represents the six-bar chart and every bar has five different colors with the symbol from 1 to 5. It is clearly shown in the figure that number 1 color is an "extremely important" option with dark blue color.

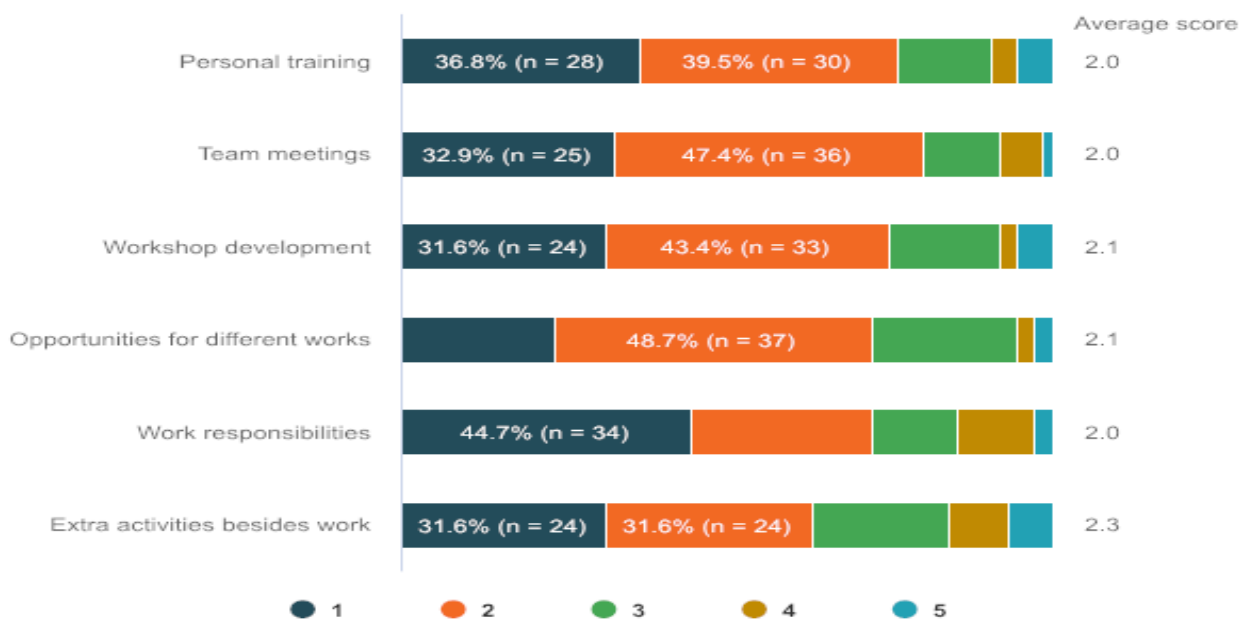


FIGURE 24. The important thing is to develop a working environment at work.

The orange color is a symbol as number 2 for the "important" option. Number 3 symbol is for green color for "less important" option. The brown color is a symbol as 4 for "not at all important" option and finally, the last color is light blue with the symbol of 5 for "I don't know" option. All the frequencies distribution for each important factor to develop working environments are represented as different colors in each bar and the frequencies are the same as table 12 above according to the symbol

number and response option which is already explained in table 12 as same as for figure 24. All data and frequency are the same as in table 12 and figure 24 but the only difference between both is the frequencies distribution, which is presented in a table and figure separately in two different methods to present it.

All the collected data from question number 13 from questionnaire is presented in table 13 below with the important reason to develop employees' motivation for work and working place to achieve organizational goals. There are six different factors for better work performance and working place. According to the question, each factor has five different options (extremely important, important, less important, not important and I don't know) to choose every factor to respond is marked as 1 to 5. The respondent can choose only one option in each factor for an important reason to develop employees' motivation with a better workplace and working environment.

The first motivational factor for an important reason to develop motivation is to continue regular workflow with a total number of 76 responses. In the factor that continues regular workflow presents in table 13 that frequency distribution of 'extremely important' option received 25 (32.9%) responses, 'important' option received 32 (42.1%) responses, 'less important' option received 11 (14.5%) responses, 'not important' option received 4 (5.2%) responses and 'I don't know' option received 4 (5.3%) responses respectively with average frequency rate received 2.1 and median and mode both received equal variance as 2.0 respectively. It means in the factor of personal training over 75% of the responses present 'extremely important' and 'important option'.

The second most important reason to develop employees' motivation is increasing work performance for a better workflow to reach organizational goals. There are 76 responses in total within extremely important option represented with 28 (36.8%) responses, 'important' option received 25 (32.9%) responses, 'less important' option received 14 (18.4%) responses, 'not important' option received 5 (6.6%) responses and 'I don't know' option received 4 (5.3%) responses with the average frequency ratio was 2.1, the median and mode was 2.0 respectively. It means in this factor nearly 70% of the responses present 'extremely important' and 'important' option about an increase of work performance. The third motivational factor is a friendly working environment, which is one of the important reasons to develop employee's motivation to achieve organizational goals.

The total responses were 76. Within this the 'extremely important' option received 41 (53.9%) responses, 'important option' received 18 (23.7%) responses, 'less important' option received 4 (5.3%) responses, 'not important' option received 9 (11.8%) responses and 'I don't know' option received 4

(5.3%) responses with an average frequency ratio of 1.9 and median and mode was 1.0 equal in both respectively. It means an ‘extremely important’ and ‘important’ option covers over 75% of the responses to a friendly working environment.

The fourth motivational factor to develop the motivation of the employees is positive thoughts towards work and organization. This is one of the most important reasons to achieve targeted goals for the organization. There are 76 responses in positive thoughts towards work and company. The highest respondent option is ‘extremely important’ which received 36 (47.4%) responses which is almost the half of responses, ‘important’ option received 20 (26.3%) responses, ‘less important’ option received 11 (14.5%) responses, ‘not important’ option received 5 (6.6%) responses and ‘I don’t know’ option received 4 (5.2%) responses respectively. The average frequency ratio was 2.0, the median was 2.0 and mode was 1.0. It means positive thoughts towards work and company for motivation factor had over 70% of the responses presented in ‘extremely important’ and ‘important option’.

TABLE 13. The most important reason to develop employees’ motivation for the company.

	1	2	3	4	5	Total	Average	Median	Mode
To continue regular workflow	25	32	11	4	4	76	2.1	2.0	2
	32.9%	42.1%	14.5%	5.2%	5.3%				
To increase work performance	28	25	14	5	4	76	2.1	2.0	1
	36.8%	32.9%	18.4%	6.6%	5.3%				
Friendly working environment	41	18	4	9	4	76	1.9	1.0	1
	53.9%	23.7%	5.3%	11.8%	5.3%				
Positive thoughts towards work and company	36	20	11	5	4	76	2.0	2.0	1
	47.4%	26.3%	14.5%	6.6%	5.2%				
Minimize the debates and arguments at work	24	31	14	7	0	76	2.1	2.0	2
	31.6%	40.8%	18.4%	9.2%	0.0%				
Respecting each-other's skills and knowledge	35	26	7	6	1	75	1.8	2.0	1
	46.7%	34.7%	9.3%	8.0%	1.3%				
Total	189	152	61	36	17	455	2.0	2.0	1

The fifth motivational factor to develop the motivation of the employees is ‘minimizing the debates and arguments at work’ received 76 responses ‘extremely important’ option received 24 (31.6%) responses, ‘important option’ received 31 (40.8%) responses, ‘less important’ option received 14 (18.4%) responses, ‘not important’ option received 7 (9.2%) responses and ‘I don’t know’ option does not had any responses with average frequency ratio was 1.8, the median was 2.0 and mode was 1 respectively. The frequencies distribution presents that over 70% of the responses of minimizing debates and arguments at work have an ‘extremely important’ and ‘important’ option.

The sixth factor of most important reason to develop employees’ motivation at work is respecting each other’s skills and knowledge. In this factor, there were 75 responses and one response is missing within the ‘extremely important’ option received 35 (46.7%) responses. Similarly, the ‘important’ option received 26 (34.7%) responses, ‘less important’ option received 7 (9.3%) responses, ‘not important’ option received 6 (8%) responses and ‘I don’t know’ option received 1 (1.3%) responses respectively with average frequency ratio was 1.8, the median was 2.0 and mode was 1. Respecting each other’s skills and knowledge for the most important reason to develop employees’ motivation had reached over 80% of the responses in ‘extremely important’ and ‘important’ options.

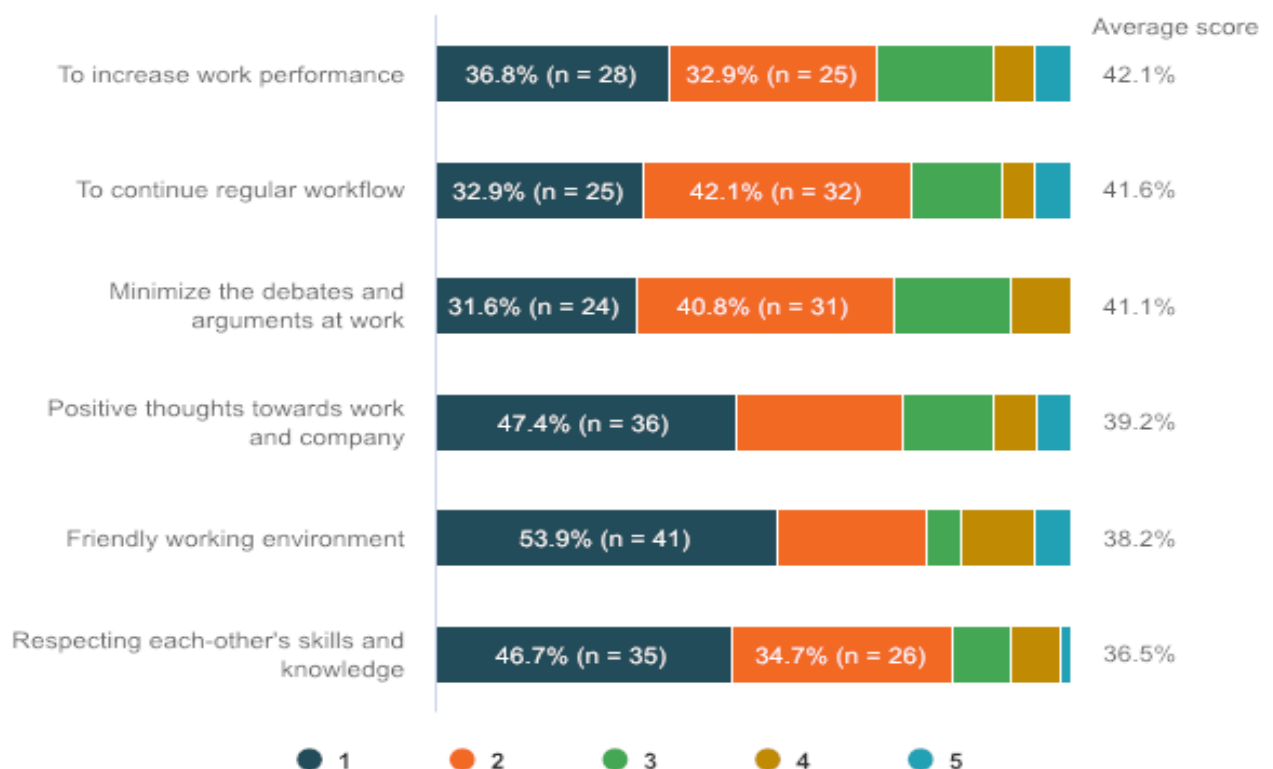


FIGURE 25. The most important reason to develop employees’ motivation for the company.

Figure 25 above represents the same frequencies as table 13 with the help of a bar chart. There are five different colors in a bar for five different options for frequency distribution. Similarly, all 6 factors' frequencies in this question represent 6 bars and every bar has five different colors with the symbol from 1 to 5. It is clearly shown in the figure that number 1 color is 'extremely important' option with dark blue color. The orange color is a symbol as number 2 for the 'important' option. Number 3 symbol is for green color for 'less important' option. The brown color is a symbol as 4 for 'not at all important' option and finally, the last color is light blue with the symbol of 5 for 'I don't know' option. All the frequencies distribution for each option is shown in different colors, each bar presents a different frequencies distribution for the motivational factor.

The most important reason to develop employees' motivation factors and options frequencies are the same in figure 25 and table 15, accordingly the symbol number of response options as well. All the frequency values are already explained in table 15 as well so it is the same as for figure 25. The data and the frequency value of table 15 and figure 26 are the same but the only difference is presenting in a table and figure with a bar chart between both separately.

Below table 14 shows the frequencies that salary increments and organizational policies could help to motivate the employee with question number 14 in the questionnaire. There are four alternative options to choose to respond to for respondents and a total of 76 responses have been received. Out of four alternatives the first one is in a 'very positive' way with 25 (32.9%) responses, 'in a positive way' with 33 (43.4%) responses, 'not always' with 17 (22.4%) responses, and 'negatively' with 1 (1.3%) response received. The average frequency ratio was 1.9 and the median was 2.0. The frequencies show that more than 70% of the responses are positive to motivate employees that salary increments and organizational policies help.

TABLE 14. The salary increment and organizational policies could help to motivate the employee.

	n	Percent	Average	Median
In a very positive way	25	32.9%	1.9	2.0
In a positive way	33	43.4%		
Not always	17	22.4%		
In a negative way	1	1.3%		

Salary increment and organizational policies are the most effective factors to motivate employees for performance at work represent in figure 26 with a pie chart. Different slices of the pie chart represent different options to answer the question. A pie chart shows the different frequencies in four different

color slices. The most responses are in orange color with 43.4% (33) which represent ‘in a positive way’ option, the second most is dark blue with 32.9% (25) responses which represent, in a very positive way’ option, green color with 22.4% (17) responses represents ‘not always’ an option and gray color with 1.3% (1) represent in a ‘negative way’ option of the salary increment and organizational policies help to motivate employees to work performance towards organizational goals.

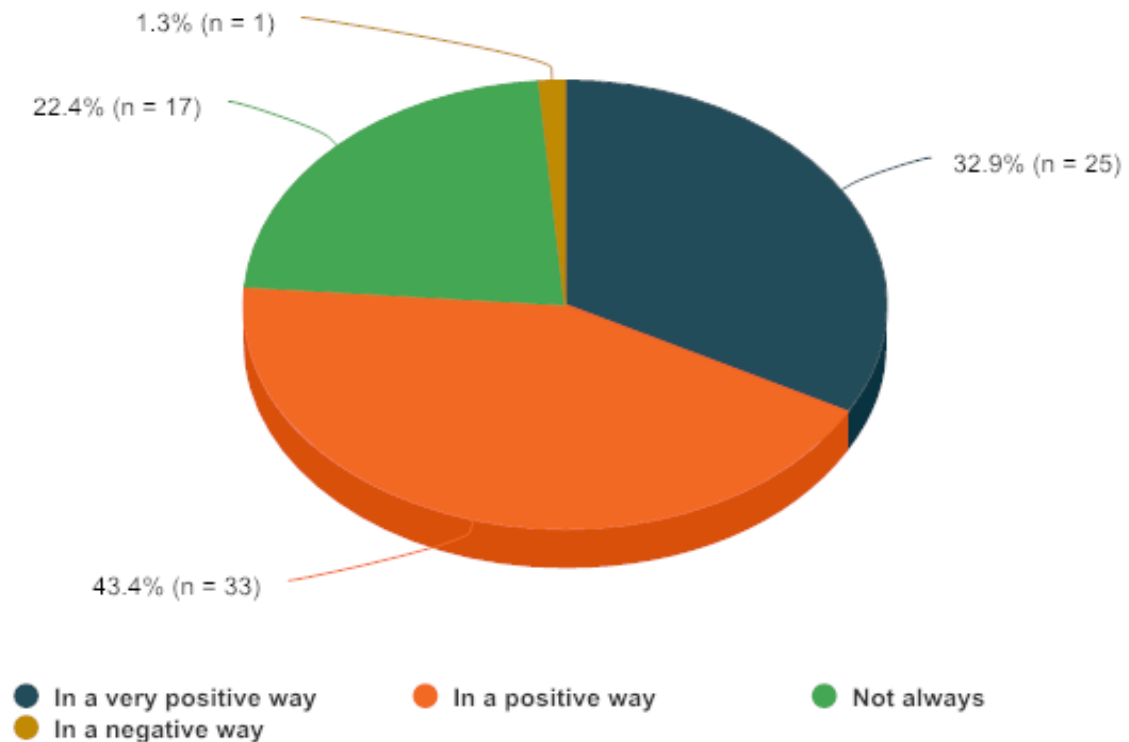


FIGURE 26. The salary increment and organizational policies could help to motivate the employee.

Below table 15 presents question number 15 from questionnaire with the factors that could help the company or organization for development to achieve targeted goals through employees. There are six different factors and each factor has five different scales (extremely important, important, less important, not important and I don't know) and is marked as 1 to 5 to choose for respondents. Each factor has each option respondents can choose.

The first motivational factor is completely involved in work with 76 responses. ‘Extremely important’ option received 16 (21%) responses, ‘important option’ received 42 (55.3%) responses, ‘less important’ option received 11 (14.5%) responses, ‘not important’ option received 5 (6.6%) responses and ‘I don't know’ the option received 2 (2.6%) responses respectively. The average frequency rate was 2.1 and the median was 2.0.

The second motivational factor is an inspiration towards the employee to reach the goal of the company with 76 responses. The ‘extremely important’ option was chosen by 28 (36.8%) responses, ‘important’ option was chosen by 29 (38.2%) responses, ‘less important’ option was chosen by 12 (15.8%) responses, ‘not important’ option was chosen by 6 (7.9%) responses and ‘I don’t know’ option was chosen by 1 (1.3%) response respectively with average frequency ratio was 2.0 and median was 2.0. The third motivational factor is the recommendation for others as a great place to work with 75 responses. The ‘extremely important’ option was chosen by 20 (26.7%) responses, an ‘important’ option was chosen by 32 (42.7%) responses, the ‘less important’ option was chosen by 18 (24%) responses, ‘not important’ option was chosen by 4 (5.3%) responses and ‘I don’t know’ the option received 1 (1.3%) response respectively with average frequency ratio was 2.1 and median was 2.0.

TABLE 15. Factors could help the company for development and helps to reach the targeted goals through their employees.

	1	2	3	4	5	Total	Average	Median
Completely involved in work	16	42	11	5	2	76	2.1	2.0
	21.0%	55.3%	14.5%	6.6%	2.6%			
Inspiration towards the employee to reach the goal of the company	28	29	12	6	1	76	2.0	2.0
	36.8%	38.2%	15.8%	7.9%	1.3%			
Recommendation for others as great place to work	20	32	18	4	1	75	2.1	2.0
	26.7%	42.7%	24.0%	5.3%	1.3%			
Promotion opportunities	28	28	9	10	1	76	2.1	2.0
	36.9%	36.8%	11.8%	13.2%	1.3%			
Empowerment	30	25	10	5	6	76	2.1	2.0
	39.5%	32.9%	13.1%	6.6%	7.9%			
Better work performance	32	23	13	2	6	76	2.0	2.0
	42.1%	30.3%	17.1%	2.6%	7.9%			
Total	154	179	73	32	17	455	2.1	2.0

The fourth motivational factor to reach the targeted goals through employees’ promotion opportunities has 76 responses. The ‘extremely important’ option was chosen by 28 (36.9%) responses, an ‘important’ option was chosen by 28 (36.8%) responses, the ‘less important’ option was chosen by 9 (11.8%) responses, ‘not important’ option was chosen by 10 (13.2%) responses and ‘I don’t know’ option received 1 (1.3%) responses respectively. The average frequency ratio was 2.1 and median was

2.0 respectively. It means over 70% of the responses presents ‘extremely important’ and ‘important’ option.

The fifth motivational factor is empowerment with 76 responses. The ‘extremely important’ option received 30 (39.5%) responses, ‘important’ option received 25 (32.9%) responses, ‘less important’ option received 10 (13.1%) responses, ‘not important’ option received 5 (6.6%) responses and ‘I don’t know’ option received 6 (7.9%) responses respectively. The average frequency ratio was 2.1 and median was 2.0. The frequencies distribution presents that over 70% of the responses in ‘extremely important’ and ‘important’ options. The sixth and the last factor of employees’ motivation to reach the targeted goal of the organization is better work performance with 76 responses. The ‘extremely important’ option received 32 (42.1%) responses, an ‘important’ option received 23 (30.3%) responses, ‘less important’ option received 13 (17.1%) responses, ‘not important’ option received 2 (2.6%) responses and ‘I don’t know’ option received 6 (7.9%) responses respectively. The average frequency ratio was 2.0 and median was 2.0. Better work performance for development of employees’ motivation factor has also over 72% of the responses in ‘extremely important’ and ‘important’ options.

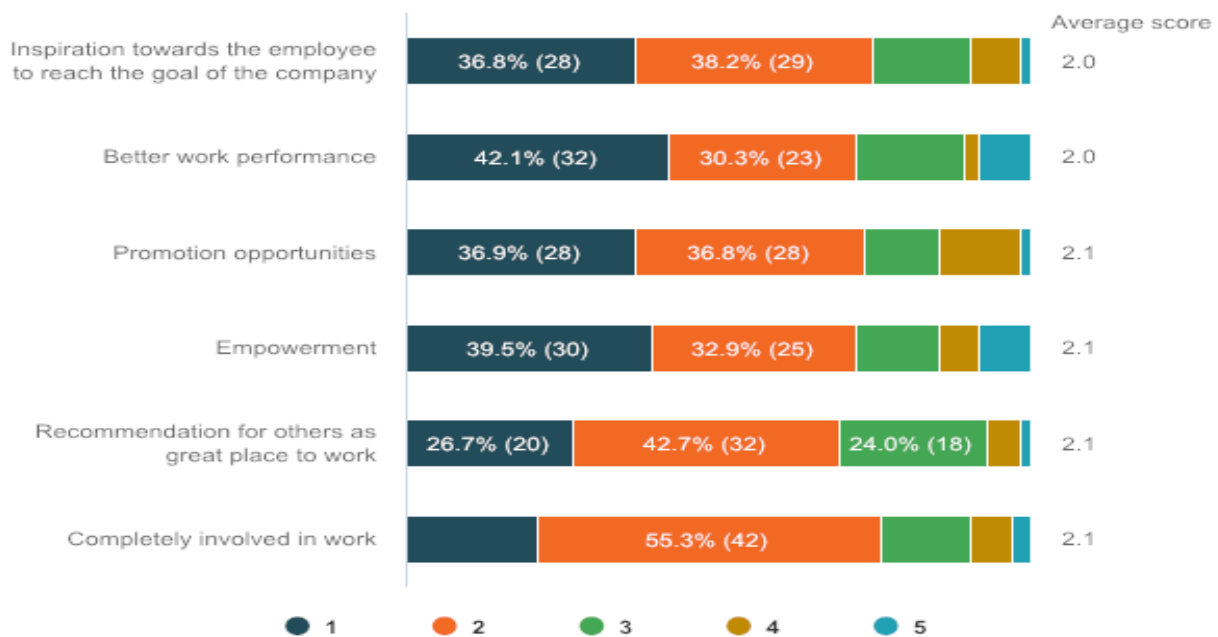


FIGURE 27. Factors could help the company for development and helps to reach the targeted goals through their employees.

Figure 27 above represents the same frequencies as table 15 in a figure with the help of a bar chart. There are five different colors for five different options for frequency distribution. Similarly, all 6 factors’ frequencies in this question are represented by 6 bar charts and every bar has five different colors

which are a symbol from 1 to 5. It is pointed in a figure that number 1 color is an ‘extremely important’ option with dark blue color. The orange color is a symbol as number 2 for the ‘important’ option. Number 3 symbol is a green color for ‘less important’ options. The brown color is a symbol as 4 for ‘not at all important’ option and finally, the last one is a light blue color with the symbol of 5 for ‘I don’t know’ option. All the frequencies distribution for different colors represent as same as table 15 above according to the symbol number and response option which is already explained about table 15 as same as for figure 27. All data and frequency are the same in table 15 and figure 27 but the only difference between both is the frequencies distribution which is presented in a table and figure separately.

Below table 16 describes open answers to question number 16 from the questionnaire. This question has asked the respondents' opinion about the most important measures to be taken to improve employees' motivation at the workplace. There are lots of open answers and the common answers are trying to be put in the same row of the table with making a symbol of 1+1+ for the answer counting analysis.

There are many answers such as positive ethics for work and performance-based payment could be solved as bonus and rewards or punishment system according to their performance. Some responses are given as respecting each other, team spirit, and feedback. Co-operation between employees and personal skill development opportunities are key factors for productivity. Extra activities between employees are social factors to make comfort between employees and team meetings solve the problems and find solutions. It is beneficial for both employees and the organization. Rewards and honor improve trust and motivation. It has two responses and the management should listen to employees to make a better plan that gives challenges and responsibilities with a friendly environment.

Eight respondents' opinions have a focus on salary increments. It means many employees are not satisfied with their salaries. The idea of salary increment should work if it divides into different working abilities, responsibilities, working conditions, according to employees' abilities and workplace. Appropriate working tools and skills development education are motivating factors for an employee. Recreational activities and equality between employees improve a healthy and friendly working environment. Using technology and appropriate tools makes work more comfortable and easier. Continuous involvement in the meeting helps to develop skills and knowledge. Personal training and employees' effort with less pressure at work bring out a better feeling for organizational development to achieve organizational goals. The promotion opportunities are the hard work and knowledge-based reward for the employee. Working time flexibility and incentives facilities for an employee are motivational factors.

TABLE 16. Respondents over-view about the most important measures to be taken to improve employee's motivation at the workplace.

Responses
Positive ethic for work, performance base payment system, extra benefit or bonus and rewards and punishment according to their work performance.
Respect each other (1+1) Co-operation between workers
Teamwork (1+1+1) Team spirit and feedback,(1 +1)
Personal skill development opportunity, To listen and make the plan with the employees (1+1)
Reward and honor (1+1), extra activities between employees and team meeting
Salary increasement (1+1+1+1+1+1+1) Challenges, and friendly environment (1+)
People are different working abilities. It's important to understand each worker differently the way they are and place them at work accordingly. Appropriate work tools and regular involvement of workers in meetings can also improve employees' motivation.
Salary and benefits according to responsibility. The working environment must feel better for all workers they are treated equally. Recreational activities.
Think about your own conform and understanding
Healthful and friendly environment to work where they feel easy to work without being pressured team meetings could help to understand and tackle problems
Personal training, increase in salary and respect and appreciation to the employees' effort and work
Appreciate the work done by employees (1+1)
Promotion opportunities (1+1) Encouragement and Open environment
Self-motivation, working environment, and safety
Flexibility and incentives (1+1)
Trust and positive attitude (1 +1+1) Respect, honesty, truth, and reliable
Everyone works towards the same goal, Good as it is
Friendly environment, thankful for the good work, treat your employee same as you wanted to be treated
Educations related to the work or training to workers
Health, benefits, flexible work schedules
Disputes and agreements should be made especially about the workers

Safety is the most necessary factor in the workplace. Without safety rules and equipments at work is dangerous and high risk for employees and employers as well. A self-motivation improvement process is needed for long-term motivation with trust and a positive attitude. Trust and positive attitude have three responses and it is generated with respect, honesty, truth, and reliability that pull everyone to achieve the same goals of the organization. An appreciation and thankfulness is an important factor to motivate employees for improvement process at work. There is a suggestion for management or leaders given by respondents as ‘treat the employee same as you wanted to be treated. One opinion has mentioned the clear disputes and agreements should be discussed between employees and employers. There was one answer received which was ‘as good as it is’. Many different opinions have focused on the development of employees’ motivation towards organizational goals.

4.2 Correlation and Regression Analysis

The correlation analysis measures the relationship between two variables as a dependent variable and independent variables of the strength and direction of the liner. The correlation measures the range of the correlation coefficient which is from -1 to +1. The multiple correlations mean the correlation between one dependent variable to multiple independent variables in joint effects. The indicator of different variable shows differently which means +1 indicate the perfect positive relationship and -1 indicates the negative correlation and 0 indicate there is no correlation at all. The correlation variable shows the extent value of one variable to another variable which is going to present in this research. The regression analysis is an equation for estimating the value of a dependent variable. Even in the same equation, there are two or more independent variables that are analyzed. The results of regression show the mathematical relationship between one dependent variable to independent variables. The independent variables can be two or more. All the variables are given below in the analyzed table with the help of Webropol research analysis tools. All the results are presented below in the table from Webropol analyzing tools and SPSS. There are some interesting measurements of employees’ motivational factors that are randomly taken to analyze correlation and regression analysis.

Below table 17 shows the correlation between dependent variables and independent variables of the strength and direction of the line in multiple variables in joint effects. The indicator of different variable shows differently as all the correlation is in + indication that means there is the correlation between the variables.

TABLE 17. Correlation coefficient and regression between different variables.

Q.no.	12	13	14	15	16	17	18	19	20	21	22	23	25	26	27	28	29	30
12	1	R= .52	R= .63	R= .52	R= .6	R= .63							R= .46	R= .48	R= .24	R= .53	R= .48	R= .46
13	.54	1																
14	.63	.54	1															
15	.52	.66	.62	1														
16	.6	.65	.64	.57	1													
17	.63	.44	.57	.51	.54	1												
18	.57	.43	.46	.47	.71	.35	1						R= .54	R= .6	R= .45	R= .4	R= .46	R= .54
19	.53	.46	.51	.46	.52	.44	.61	1										
20	.68	.52	.43	.45	.6	.42	.74	.68	1									
21	.63	.57	.55	.48	.66	.42	.73	.7	.87	1								
22	.36	.45	.34	.41	.41	.27	.54	.5	.56	.55	1							
23	.61	.52	.47	.46	.6	.4	.66	.69	.83	.81	.6	1						
25	.46	.24	.54	.32	.46	.35	.54	.53	.43	.48	.27	.43	1					
26	.48	.58	.48	.49	.53	.25	.6	.64	.69	.73	.58	.66	.55	1				
27	.24	.17	.32	.08	.39	.22	.45	.46	.36	.42	.32	.32	.55	.39	1			
28	.53	.51	.45	.36	.41	.43	.4	.56	.47	.53	.44	.44	.48	.66	.27	1		
29	.48	.37	.41	.28	.37	.42	.46	.6	.49	.58	.3	.48	.53	.51	.38	.76	1	
30	.46	.04	.45	.35	.44	.34	.54	.68	.58	.61	.49	.59	.61	.74	.44	.77	.64	1

(Note: The first row and the first column indicate the questionnaire question number in table 17 as different factors in different question numbers from the question number 12 (12 to 17), 13 (18 to 23), and 15 (25 to 30) from the questionnaire. Such as:

12. On a scale from 1 to 5, what are the important things to develop a working environment at work? (1=Extremely Important, 2=Important, 3=Less Important, 4=Not at all important and 5=I don't Know) 12 as 'Personal training', 13 as 'Teamwork' 14 as 'Workshop development', 15 as 'Opportunities for different work', 16 as 'Work responsibilities', and 17 as 'Extra activities' as well besides work.
13. On a scale from 1 to 5. What is the most important reason to develop employees' motivation for the company? (1=Extremely Important, 2=Important, 3=Less Important, 4=Not at all important and 5=I don't Know) number 18 in first row and column is 'To continue regular workflow', number 19 in first row and column as 'To increase work performance', number 20 in first row and column as 'Friendly working environment', number 21 in first row and column as 'Positive thoughts of work and

company', number 22 in first row and columns 'Decrease the debates and arguments at work', and number 23 in first row and column as 'Respecting each other skills and knowledge'. 15. On a scale from 1 to 5, In your opinion. What levels of factors could help the company for development and reach the targeted goal through their employees'? (1=Extremely Important, 2=Important, 3=Less Important, 4=Not at all important and 5=I don't Know) number 25 in first row and column as 'Completely involve in work', number 26 in first row and column as 'Inspired of the employee to reach the goal of the company', number 27 in first row and column as 'Recommended for others as a great place to work', number 28 in first row and column as 'Promotion opportunities', number 29 in first row and column as 'Empowerment', and number 30 in first row and column as 'Better work performance'.)

Table 17 above shows in the 1st column that the relation between personal training and team meeting is 0.54 and regression is 0.52, personal training and workshop development are 0.63 and regression is 0.63, personal training and opportunity development is 0.52 and regression is 0.52, personal training and work responsibilities are 0.6 and regression is 0.6, personal training and extra activities as well besides work is 0.63 and the regression is 0.63, personal training and to continue regular workflow is 0.57. Similarly between personal training and to increase work performance is 0.53, personal training and friendly working environment are 0.68, personal training and positive thoughts of work and company is 0.63, personal training and decrease the debates and arguments at work is 0.36 and personal training and respecting each other's skills and knowledge is 0.61.

The factors of question number 12 and 15 from the questionnaire personal training and completely involvement in work is 0.46, personal training and inspired of the employee to reach the goal of the company is 0.48, personal training and recommended for others as a great place to work is 0.24, personal training and promotion opportunities are 0.53, personal training and empowerment is 0.48 and personal training and better work performance is 0.46. The variables which are close to +1 show the close correlation between the two factors.

Similarly, the 2nd column of table 17 shows the correlation between team meeting and workshop development (0.54), opportunities for different work (0.66), opportunities for different work (0.65), work responsibilities (0.44), extra activities well besides work (0.43), to continue regular workflow (0.46), to increase work performance (0.52), friendly working environment (0.57), positive thoughts of work and company (0.45), to decrease the debates and arguments at work (0.52) and respecting each other's skills and knowledge (0.52). As same the team meeting and completely involved in work (0.24), inspired of the employee to reach the goal of the company (0.58), recommended for others as a great place to work (0.17), promotion opportunities (0.51), empowerment (0.37) and better work perfor-

mance (0.4) respectively. In this column some variables represent not so close relation, even quite many have less than 0.5 or nearly value.

The 3rd column of table 17 indicates the correlation between workshop development and opportunities for different work (0.62), work responsibilities (0.64), extra activities besides work (0.57), to continue regular workflow (0.46), to increase work performance (0.51), friendly working environment (0.43), positive thoughts of work and company (0.55), decrease the debates and arguments at work (0.34) and respecting each-other skills and knowledge (0.47). The workshop development and completely involved in work (0.54), inspired of the employee to reach the goal of the company (0.48), recommended for others as a great place to work (0.32), promotion opportunities (0.45), empowerment (0.41) and better work performance (0.45) respectively.

The 4th column of table 17 presents the correlation between opportunities for different work and work responsibilities (0.57), extra activities as well besides work (0.51), to continue regular workflow (0.47), to increase work performance (0.46), friendly working environment (0.45), positive thoughts of work and company (0.48), decrease the debates and arguments at work (0.41) and respecting each-other skills and knowledge (0.46). The opportunities for different work and completely involved in work (0.32), inspired of the employee to reach the goal of the company (0.49), recommended for others as a great place to work (0.08), promotion opportunities (0.36), empowerment (0.28) and better work performance (0.35) respectively.

The 5th column of table 17 presents the correlation between work responsibilities and extra activities besides work (0.54), to continue regular workflow (0.71), to increase work performance (0.52), friendly working environment (0.6), positive thoughts of work and company (0.66), decrease the debates and arguments at work (0.41) and respecting each-other skills and knowledge (0.6). The opportunities for different work and completely involved in work (0.46), inspired of the employee to reach the goal of the company (0.53), recommended for others as a great place to work (0.39), promotion opportunities (0.41), empowerment (0.37) and better work performance (0.44) respectively.

The 6th column of table 17 indicates the correlation between extra activities besides work and to continue regular workflow (0.71), to increase work performance (0.52), friendly working environment (0.6), positive thoughts of work and company (0.66), decrease the debates and arguments at work (0.41) and respecting each other's skills and knowledge (0.6). The opportunities for different work and completely involved in work (0.46), inspired of the employee to reach the goal of the company (0.53),

recommended for others as a great place to work (0.39), promotion opportunities (0.41), empowerment (0.37) and better work performance are (0.44) respectively.

The 7th column of table 17 shows that correlation between continuing regular workflow and increase work performance (0.61), friendly working environment (0.74), positive thoughts of work and company (0.73), decrease the debates and arguments at work (0.54), and respecting each other's skills and knowledge (0.66). Similarly, to continue regular workflow and completely involved in work (0.54), inspired of the employee to reach the goal of the company (0.6), recommended for others as a great place to work (0.45), promotion opportunities (0.4), empowerment (0.46) and better work performance is (0.54) respectively.

The 8th column of table 17 shows the correlation between increased work performance and a friendly working environment (0.68), positive thoughts of work and company (0.7), decreased debates and arguments at work (0.5), and respecting each other's skills and knowledge (0.69). As same to increase work performance and complete involvement in work (0.53), inspired of the employee to reach the goal of the company (0.64), recommended for others as a great place to work (0.46), promotion opportunities (0.56), empowerment (0.6) and better work performance is (0.68) respectively.

The 9th column of table 17 shows the correlation between a friendly working environment and positive thoughts of work and company (0.87), decreased debates and arguments at work (0.56), and respecting each other's skills and knowledge (0.83). Column 9 also shows the correlation between a friendly working environment and completely involved in work (0.43), inspiration of the employee to reach the goal of the company (0.69), recommended to others as a great place to work (0.36), promotion opportunities (0.47), empowerment (0.49) and better work performance (0.58) respectively.

The 10th column of table 17 shows the correlation between positive thoughts of work and company and decrease the debates and arguments at work (0.55) and respecting each-others skills and knowledge (0.81), similarly completely involved in work (0.48), inspired of the employee to reach the goal of the company (0.73), recommended for others as a great place to work (0.42), promotion opportunities (0.53), empowerment (0.58) and better work performance (0.61) respectively.

The 11th column of table 17 shows the correlation between decrease the debates and arguments at work and respecting each-others skills and knowledge (0.6), similarly completely involved in work (0.27), inspired the employee to reach the goal of the company (0.58), recommended for others as a great

place to work (0.32), promotion opportunities (0.44), empowerment (0.3) and better work performance is (0.49) respectively.

The 12th column of table 17 shows the correlation between respecting each-others skills and knowledge and being completely involved in work (0.43), inspired employees to reach the goal of the company (0.66), recommended for others as a great place to work (0.32), promotion opportunities (0.44), empowerment (0.48) and better work performance (0.59).

Similarly, the 13th column represents the correlation between being completely involved in work and inspired of the employee to reach the goal of the company (0.55), recommendation for others as a great place to work (0.55), promotion opportunities (0.48), empowerment (0.53) and better work performance is (0.61) respectively. The 14th column of table 17 shows the correlation between inspiration of the employee to reach the goal of the company and recommending to others as a great place to work (0.39), promotion opportunities (0.66), empowerment (0.51), and better work performance is (0.74) respectively.

The 15th column of the table shows the recommendations to others as a great place to work and promotion opportunities (0.27), empowerment (0.38), and better work performance is (0.44) respectively. The 16th column of the table shows promotion opportunities and empowerment (0.76) and better work performance (0.77). The 17th or second last column presents the correlation between empowerment and better work performance is 0.64.

Table 18 presents the regression value R and P-value of the two different factors variances. The dependent variable is in column one and independent variable in column two and the regression value (R-value) is in column three. The probability of obtaining test values that observed the extreme result (P-value) to support or rejects the null hypothesis is in column four. All the P-value from table 18 is going to present and testing in hypothesis analysis. There are some factors chosen from the questionnaire to analyze correlation co-efficient regression in table 18.

The regression value between working environment and promotional opportunities motivates at the workplace and work responsibilities are 0.25, opportunities for different work is 0.24, extra activities as well besides work is 0.23, positive thoughts of work and company are 0.27 and to continues, regular workflow is 0.24. Similarly, the personal training and promotion opportunities regression value is 0.53. To continue regular workflow and better work performance regression value is 0.54.

TABLE 18. Regression testing R-value and hypothesis testing P-values.

Dependent factor	Comparative factors	R-value	P value
Q.9 Working environment and opportunities motivate at the workplace as work-related education	Q.12 Work responsibilities	0.25	0.03
	Q.12 Opportunities for different work	0.24	0.05
	Q.12. Extra activities as well besides work	0.23	0.05
	Q.13 Positive thoughts of work and company	0.27	0.02
	Q.13 To continues regular workflow	0.24	0.04
Q.12 Personal trainings	Q15 Promotion opportunities	0.53	0
Q.13 To continue regular workflow	Q.15 Better work performance	0.54	0
Q.3 Feel happy to be at work	Q.8 Appreciated utilizing knowledge and skills at work to motivate	0.27	0.02
	Q.10 The company cares and support to learn and grow	0.25	0.03
	Q.4 Putting best effort every day at work to perform the given task	0.04	0.73
	Q.11 Get all the materials and information is associated with work on time	0.09	0.43

The regression value between feeling happy to be at work and appreciated to utilize knowledge and skills at work to motivate R-value is 0.27, the company cares and supports to learn and grow is 0.25, putting best effort every day at work to perform the given task is 0.04 and get all the materials and information is associated with work and time is 0.09. There are only some factors chosen to analyze the relationship between them to find out the values and dependency of the variance to each other. Calculated values of the variances present a linear regression equation that is fitted in a data point that measures the goodness of fit which means the distance of fitted line and the data point.

4.3 Statistical hypothesis testing

Hypothesis testing is a specific, testable prediction or study design or tentative statement to look at the relationship between two or more variables. The hypothesis testing is formally set up and formulates two statements that one side describes the prediction and another side describes all other possible outcomes with hypothesized relationship, it can describe the positive or negative relationship. In some

cases, the direction of prediction is null, which means there is no difference or no effects. The dependency of the variable in a certain level of P-value of 5% or less is the measure between two variables with the help of hypothesis formulation. The hypothesis formulation and calculation of the P-value is done by Webropol statistical analysis process. It has chosen randomly some questions and factors. The calculations variances of results are interpreted and presented respectively. While calculating P-value between many factors, many cases have less than 5% significant level and some have more than 5% significant level. Some interesting and valuable dependent variables are going to perform below with the hypothesis formulation setting and finding out the dependency variables of two factors shown in tables.

TABLE 19. Hypothesis testing of work-related education and work responsibilities.

		Work-related education	Work responsibilities
Work related education	Pearson Correlation	1	0.25
	Significance level P-value (2-tailed test)		0.03
	N	26	
Work responsibilities	Pearson Correlation	0.25	1
	Significant level P-value (2-tailed test)	0.03	
	N		76

Above table 19 presents the hypothesis formulation between the pull factors associated with the working environment and opportunities that motivate at the workplace as work-related education and the important things that develop a working environment at work as work responsibilities. Pearson correlation is 0.25 and the significant level (P-value) is 0.03, where P-value is under 0.05% ($P = 0.03 < 0.05$). It means the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that there is a dependency between the pull factors associated with the working environment and opportunities that motivate at the workplace as work-related education and the important things that develop a working environment at work as work responsibilities.

TABLE 20. Hypothesis testing between ‘Incentives and fringe benefits are influential elements to seek employees’ performance at the job’ and ‘I am appreciated to utilize my knowledge and skills at work that motivates me, even more, every day’.

		Incentives and fringe benefits are influential elements to seek employees’ performance at job	I am appreciated to utilize my knowledge and skills at work that motivates me even more everyday
Incentives and fringe benefits are influential elements to seek employees’ performance at the job	Pearson Correlation	1	0.24
	Significant level P-value (2-tailed test)		0.04
	N	75	
I am appreciated to utilize my knowledge and skills at work that motivates me even more everyday	Pearson Correlation	0.24	1
	Significant level P-value (2-tailed test)	0.04	
	N		76

Above table 20 presents the hypothesis formulation between ‘Incentives and fringe benefits are influential elements to seek employees’ performance at the job’ and ‘I am appreciated to utilize my knowledge and skills at work that motivates me, even more, every day’. Pearson correlation is 0.24 and the significance level (P-value) is 0.04, where P-value is under 0.05% ($P = 0.04 < 0.05$). It means the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that there is a dependency between ‘Incentives and fringe benefits are influential elements to seek employees’ performance at the job’ and ‘I am appreciative to utilize my knowledge and skills at work that motivates me, even more, every day’.

Table 21 below presents the hypothesis formulation between the pull factors associated with the working environment and opportunities that motivate at the workplace as ‘work-related education’ and the important things that develop a working environment at work as ‘opportunities for different work’. Pearson correlation is 0.24 and the significant level (P-value) is 0.05, where P-value is equal as 0.05% ($P = 0.05 \leq 0.05$). It means $P\text{-value} \leq \alpha$, which rejects the null hypothesis. This indicates that there is a dependency between the pull factors associated with the working environment and opportunities that

motivate at the workplace as work-related education and the important things that develop a working environment at work as opportunities for different work.

TABLE 21. Hypothesis testing of ‘Work-related education’ and ‘Opportunities for different work’.

	Work-related education	Opportunities for different work
Work related education	Pearson Correlation	1
	Significant level	0.24
	P-value (2-tailed test)	0.05
	N	26
Opportunities for different work	Pearson Correlation	0.24
	Significant level	1
	P-value (2-tailed test)	0.05
	N	76

TABLE 22. Hypothesis testing between ‘I put my best effort every day at work to perform the given task’ and ‘The personal life and working life is managed properly and the organization support for it’.

	I put my best effort every day at work to perform the given task and personal life	Personal life and working life is managed properly and the organization support for it
I put my best effort every day at work to perform the given task and personal life	Pearson Correlation	1
	Significant level	0.3
	P-value (2-tailed test)	0.01
	N	75
Personal life and working life is managed properly and the organization support for it	Pearson Correlation	0.3
	Significant level	1
	P-value (2-tailed test)	0.01
	N	76

Table 22 above presents the hypothesis formulation between ‘I put my best effort every day at work to perform the given task and ‘Personal life and working life is managed properly and the organization

support for it'. Pearson correlation is 0.3 and the significant level (P-value) is 0.01, where P-value is under 0.05% ($P = 0.01 < 0.05$). It means the null hypothesis is rejected and the alternative hypothesis is accepted. It means that the value of P presents that there is a dependency between 'I put my best effort every day at work to perform the given task' and 'personal life and working life is managed properly and the organization support for it'.

Table 23 below presents the hypothesis formulation between the pull factors associated with the working environment and opportunities that motivate at the workplace as work-related education and the important things that develop a working environment at work as extra activities besides work.

TABLE 23. Hypothesis testing of 'Work-related education' and 'Opportunities for different work'.

		Work-related education	Extra activities besides work
Work related education	Pearson Correlation	1	0.24
	Significant level		0.05
	P-value (2-tailed test)		
	N	26	
Extra activities besides work	Pearson Correlation	0.24	1
	Significant level	0.05	
	P-value (2-tailed test)		
	N		76

Pearson correlation is 0.24 and the significant level (P-value) is 0.05, where P-value is equal as 0.05% ($P = 0.05 \leq 0.05$). It means $P\text{-value} \leq \alpha$, which rejects the null hypothesis and the data supports the alternative hypothesis. This indicates that there is a dependency between the pull factors associated with the working environment and opportunities that motivate at the workplace as 'work-related education' and the important things that develop a working environment at work as 'extra activities besides work'.

Below table 24 shows the hypothesis formulation between the pull factors associated with the working environment and opportunities that motivate at the workplace as work-related education and the important things that develop a working environment at work as positive thoughts of work and company. Pearson correlation is 0.27 and the significant level (P-value) is 0.02, where P-value is less than 0.05% ($P = 0.02 < 0.05$). It means $P\text{-value} < \alpha$, which rejects the null hypothesis and the data supports the al-

ternative hypothesis. This indicates that there is a dependency between the pull factors associated with the working environment and opportunities that motivate at the workplace as work-related education and the important things that develop a working environment at work as positive thoughts of work and company.

TABLE 24. Hypothesis testing of ‘Work-related education’ and ‘Positive thoughts of work and company’.

		Work-related education	Positive thoughts of work and company
Work related education	Pearson Correlation	1	0.27
	Significant level P-value (2-tailed test)		0.02
	N	26	
Positive thoughts of work and company	Pearson Correlation	0.27	1
	Significant level P-value (2-tailed test)	0.02	
	N		76

Below table 25 shows the hypothesis formulation between the pull factors associated with the working environment and opportunities that motivate at the workplace as work-related education and the important things that develop a working environment at work to continue regular workflow.

TABLE 25. Hypothesis testing of ‘Work-related education’ and ‘To continue regular workflow’.

		Work-related education	To continues regular workflow
Work related education	Pearson Correlation	1	0.24
	Significant level P-value (2-tailed test)		0.04
	N	26	
To continues regular workflow	Pearson Correlation	0.24	1
	Significant level P-value (2-tailed test)	0.04	
	N		76

Pearson correlation is 0.24 and the significant level (P-value) is 0.04, where P-value is less than 0.05% ($P = 0.04 < 0.05$). It means $P\text{-value} < \alpha$, which rejects the null hypothesis and the data supports the alternative hypothesis. This indicates that there is a dependency between the pull factors associated with the working environment and opportunities that motivate at the workplace as work-related education and the important things that develop a working environment at work as extra activities to continue the regular workflow.

TABLE 26. Hypothesis testing between ‘Personal training’ and ‘Promotion opportunities’.

		Personal training	Promotion opportunities
Personal training	Pearson Correlation	1	0.53
	Significant level		0.00
	P-value (2-tailed test)		
	N	76	
Promotion opportunities	Pearson Correlation	0.53	1
	Significant level	0.00	
	P-value (2-tailed test)		
	N		76

Above table 26 present the hypothesis formulation between the important things that develop a working environment at work with personal training and the factors that could help the company for development and helps to reach the targeted goal through their employees with promotion opportunities. Pearson correlation is 0.53 and the significant level (P-value) is 0.00, where P-value is less than 0.05% ($P = 0.00 < 0.05$). It means $P\text{-value} < \alpha$, which rejects the null hypothesis and the data supports the alternative hypothesis. This indicates that there is a dependency between the pull factors associated with the important things that develop a working environment at work with personal training and the factors could help the company for development and helps to reach the targeted goal through their employees with promotion opportunities. In this case, the linear program is in the same line as the correlation line.

Table 27 shows the hypothesis formulation between the most important reason to develop employees’ motivation for the company with to continue regular workflow and the factors that could help the company for development and helps to reach the targeted goals through their employees with better work performance. Pearson correlation is 0.54 and the significant level (P-value) is 0.00, where P-

value is less than 0.05% ($P = 0.00 < 0.05$). It means $P\text{-value} < \alpha$, which rejects the null hypothesis and the data supports the alternative hypothesis. This indicates that there is a dependency between continuing regular workflow and better work performance. In this case, the linear program is in the same line as the correlation line.

TABLE 27. Hypothesis testing between ‘To continue regular workflow’ and ‘Better work performance’.

		To continue regular workflow	Better work performance
To continue regular workflow	Pearson Correlation	1	0.54
	Significant level P-value (2-tailed test)		0.00
	N	76	
Better work performance	Pearson Correlation	0.54	1
	Significant level P-value (2-tailed test)	0.00	
	N		76

TABLE 28. Hypothesis testing between ‘I feel happy to be at work and I enjoy it because job security exists in the company’ and ‘I put my best effort every day at work to perform the given task’.

		I feel happy to be at work and I enjoy it because job security exists in the company	I put my best effort every day at work to perform the given task
I feel happy to be at work and I enjoy it because job security exists in the company	Pearson Correlation	1	0.04
	Significant level P-value (2-tailed test)		0.73
	N	76	
I put my best effort every day at work to perform the given task	Pearson Correlation	0.04	1
	Significant level P-value (2-tailed test)	0.73	
	N		76

Table 28 shows the hypothesis formulation between ‘I feel happy to be at work and I enjoy it because job security exists in the company’ and ‘I put my best effort every day at work to perform the given task’. Pearson correlation is 0.04 and the significant level (P-value) is 0.73, where P-value is more than 0.05% ($P = 0.73 > 0.05$). It means $P\text{-value} > \alpha$, which rejects the alternative hypothesis and the data supports the null hypothesis. This indicates that there is no dependency between ‘I feel happy to be at work and I enjoy it because job security exists in the company’ and ‘I put my best effort every day at work to perform the given task’.

Below table 29 shows the hypothesis formulation between I feel happy to be at work and I enjoy it because job security exists in the company and I get all the materials and information associated with work on time. Pearson correlation is 0.09 and the significant level (P-value) is 0.43, where P-value is more than 0.05% ($P = 0.43 > 0.05$). It means $P\text{-value} > \alpha$, which rejects the alternative hypothesis and the data supports as a null hypothesis. This indicates that there is no dependency between ‘I feel happy to be at work and I enjoy it because job security exists in the company’ and ‘I get all the materials and information associated with work on time’.

TABLE 29. Hypothesis testing between ‘I feel happy to be at work and I enjoy it because job security exists in the company’ and ‘I get all the materials and information associated with work on time’.

	I feel happy to be at work and I enjoy it because job security exists in the company	I get all the materials and information associated with work on time
I feel happy to be at work and I enjoy it because job security exists in the company	Pearson Correlation	1
	Significant level P-value (2-tailed test)	0.43
	N	74
I get all the materials and information associated with work on time	Pearson Correlation	0.09
	Significant level P-value (2-tailed test)	0.43
	N	76

Table 30 shows the hypothesis formulation between ‘the company cares and supports me to learn and grow sufficiently’ and ‘the salary increase and organizational policies could help to motivate the employee’.

TABLE 30. Hypothesis testing between ‘The company cares and supports me to learn and grow sufficiently’ and ‘The salary increase and organizational policies could help to motivate the employee’.

		The company cares and supports me to learn and grow sufficiently	The salary increment and organizational policies could help to motivate the employee
The company cares and supports me to learn and grow sufficiently	Pearson Correlation	1	-0.2
	Significant level P-value (2-tailed test)		0.09
	N	76	
The salary increment and organizational policies could help to motivate the employee.	Pearson Correlation	-0.2	1
	Significant level P-value (2-tailed test)	0.09	
	N		76

Pearson correlation is -0.2 and the significant level (P-value) is 0.09, where P-value is more than 0.05% ($P = 0.09 > 0.05$). It means $P\text{-value} > \alpha$, which rejects the alternative hypothesis and the data supports as a null hypothesis. This indicates that there is no dependency between ‘company cares and supports me to learn and grow sufficiently’ and ‘salary increment and organizational policies could help to motivate the employee’.

4.4 Improvement suggestions

This study has been subject to response many suggestions to improve employees’ motivation. The research questions have different choices of answers and anonymous answers as well. Everyone could have their own choice and view to answer the questions without being recognized. Many respondents mentioned that the salary rise, employees’ benefits, and working environment would improve the em-

employees' motivation towards organizational goals. The employees think that they are not getting enough paid for their work and they feel that the working environment is not enough well managed and friendly. It was suggested that a performance-based salary rise could help to motivate employees. The respondents suggest that the organization should improve for better training, co-operation between employees and friendly working environment with better salary system. A safe working environment is also necessary to improve and develop for proper workflow and better work performance. The management should consider ensuring effective and dissemination of information and materials through many different team meetings across all their employees.

Management training, positive ethics of work, a free working environment with a better supervising process with feedback, and a reward system were suggested for management and leaders. Most of the employees know better, what they needed to do to improve and how it should be done to encourage and lead for better work. The company should acknowledge the effects of employees' motivation towards organizational goals as productivity and performance, turnover of the organization, employees' absence level, and employees' stress levels. The employees are expecting that there would be more encouragement and support programs will be held in the future. Many employees hoped for better encouragement, appreciation with trust and a positive attitude should arrange for more versatile work assignments for better workflow.

The management and leaders of the organization should give flexibility and incentives for a self-motivative open environment to generate positive vibes for recognition to their workers. All the above suggestions should be considered to develop better organizational culture and implementing policies and practices is helpful to generate positive thoughts about work. The development of a better work atmosphere helps to increase employees' self-motivation attitude to achieve organizational goals.

5 CONCLUSIONS AND DISCUSSIONS

Employees' motivation is a function of the factors to achieve the goals of the organization. Some of these factors could affect employees' motivation for work and their performance. The purpose of the study was to identify some important factors to improve employees' motivation to achieve organizational goals. The theoretical information of the study provides information on employees' motivation, different researches of employees' motivation factors, and motivational techniques for the selected companies. There are 16 different questions (APPENDIX 1) to respond to for the respondents and mix method is utilized to collect and analyze the data process.

The respondents' answers to the questionnaire with different views for choices and open answers present important and affective factors goals for the finding as well. All the data for the research is collected from three different sectors employees of a food company, metal company and service sector in Pietarsaari and their branches. Different questions have different options to choose and one question has multiple choices which is question no 9 (APPENDIX 1/2) in the questionnaire. According to this research employees from different organizations or companies are willing to have relatively positive working interests with better work performance. However, some factors should be considered and improved for better product performance. Positive work culture and good working environment motivate for better work and willingness to create a positive view of employees' motivation towards organizational goals.

In the theoretical part different motivational theories were discussed and introduced with the help of different motivational theories and descriptions in chapters one and two. Employees' motivational factors and their significance to improve self-motivation without rewards have been discussed. The importance of different varieties of internal and external factors could create motivational factors that help to motivate employees. For example, the internal factors could be employees' satisfaction between salary, co-workers' relations, and a friendly work environment. The external factors could be social activities, safety, the relation between employer and employee. Certain requirements have to meet to reach employees' expectations to develop employees' motivation. Such as, an interesting and challenging job is not enough to motivate, it is needed to pay well as employees' performance-based. Appreciation, trust, respect and utilizing employees' ideas and establishing a better working environment must be good to create a good working atmosphere. The finding suggests these kinds of ideas to improve for better organizational culture and work motivation.

The results of the questionnaire show employees of the commissioning companies are not well motivated. Over 70% of employees respond about the salary increment and performance-based payment is in a positive way of motivation. Work appreciation, working interest, and better productivity is the key factor of employees' motivation. The research finding shows many employees are not satisfied between the effort they put into work with salary. It means salary increment or performance-based payment should start to motivate employees. The respondent of over 70%, employees have focused on personal training, team meetings, and working tools to develop workflow. Even though the inspiration towards work and respecting each other's skills and knowledge are helpful for self-motivation. The response shows that many employees want to get promotions and different work opportunities. The different work opportunities also help to develop and reach the targeted organizational goals. Most of the responses have positive answers about different factors of motivation in their workplace, some of them have even over 70% positive views towards their work and workplace. The organization should do some improvements in work assignments design to make sure that the work is even easier and interesting.

Challenging and flexible job without stress helps retaining work motivation and make employees feel more responsible and comfortable for the task they do. Distribution of work responsibilities and the task is good to motivate employees. Over 80% of the responses think that team meetings should be quite often. It means team meeting helps to develop and discuss the problems and solutions regularly. Work rotation could be one solution for different work opportunities. It helps to involve every employee in versatile work assignments for good feeling and keeps high work motivation.

Having work pressure and being stressed at work is a high-risk factor for work motivation. It may burn out employees and it may cause decreasing work motivation significantly. Some respondents appear that there are some stress and pressure to be considered. Work pressure and every day long working hours increase the level of stress. According to employees' interest and flexibility of keeping the balance of work pressure and working hours would improve the employees' motivation by discussion between managers and co-workers. Giving authority is also one kind of important factor for employees' motivation that makes employees feel their comfort personally to balance personal life and working life. Fewer employees in the workplace and giving more pressure for an employee is very dangerous for the employer because it creates employees more stress and frustration for work that decrease the motivation and productivity. An important factor for individual work motivation is putting employees according to their interests and work abilities. It helps to understand employees' current needs and priorities.

Furthermore, the finding of correlation and regression analysis in table 17 and table 18 above shows the R-value and P-value of different factors. The various values of R-values are positive, which signifies that the variation of the dependent variable is determined by independent variables. Similarly, the P-value is presented as hypothesis analysis between two factors that determine and presented in table 19 to table 30 separately. The hypothesis formulation table presented the significance levels, as hypothesis formulation, the null hypothesis is rejected when P-value is equal to 0,05 or less than, and the null hypothesis is accepted when P-value is above 0,05 where most of the results for hypothesis analysis present the null hypothesis rejected.

According to the results of the questionnaire, the researcher's suggestions for organizations are developing a better working environment with good design organizational policies and work assignments to generate great influence on employees' motivation towards organizational goals. Well-managed organizational policies, organizational culture, and a better working atmosphere are supportive and encouraging factors for empowerment and positive ethics of motivation. The managers should pay attention to the development of a better atmosphere in the workplace with the help of treating equality and fairness with understanding, trust, and respect. The most important factor for employees' motivation is self-motivation that generates work satisfaction with the help of many different internal and external employees' benefits. For the development of employees' self-motivation, the management should develop and improve better leadership skills with proper education and development training to sustain and improve employees' motivation.

Other important factors impact employees' motivation, such as promotion opportunities, minimizing the debates and arguments, incentives and fringe benefits, workshop development, utilizing employees' knowledge and skills needed to improve to make a strong connection between management and employee. Management should consider skill development training for supervisors and managers so it improves the communication and development skills that help to upgrade the skills and knowledge of employees.

A good relationship between management and employees determines and addresses the problems and motivational factors for better productivity. Extra activities besides work could help to make better relationships between co-workers and managers. Extra activities could improve a good working environment for employees' motivation as well. Feeling appreciated and getting feedback for work and getting appropriate tools and personal training generate feeling easy and comfortable for the employee. Employees' motivation theories define that extra activities, gifts and personal benefits are the rewards for hard work that is an important factor to improve employees' motivation to achieve the goals of the

organization. Based on all the results and the open answers, it is concluded that employees' motivation is the key factor for employees' performance which is positively associated with each other. Therefore all the factors and finding most variances of regression and hypothesis analysis have a positive influence on employees' motivation towards organizational goals with positive factors from employees' performance.

Based on the above findings, the researcher concluded that motivational factors can be different from person to person and further study should be taken into consideration for demographic factors. Different age groups, religions, occupations, populations, and beliefs have different expectations of the job and all expectations are influenced by different motivational factors to achieve organizational goals. The target group was only from a food company, metal company, and service provider, in addition, this research concentrated on these three sectors based in Pietarsaari. This research finding can be utilized for the employees' motivation in other manufacturing companies and another different kind of motivational research as well.

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8. I am appreciated to utilize my knowledge and skills at work that motivates me, even more, every day?

- Very openly Openly I don't know Not often
 Not at all

9. The pull factors associated with the working environment and opportunities that motivate a workplace.

- Work-related education Different department's job placement opportunities
 Knowledge distribution Interaction activities Infrastructure

10. The company cares and supports me to learn and grow sufficiently?

- Very good Good Average Bad Very bad

11. I get all the materials and information associated with work on time.

- Practically always Most often Sometimes Rarely
 Never

12. On a scale from 1 to 5, what are the important things that develop a working environment at work? (1=Extremely important, 2=Important, 3=Less important, 4=Not at all important and 5=I don't know)

	1	2	3	4	5
Personal training					
Team meetings					
Workshop development					
Opportunities for different works					
Work responsibilities					
Extra activities besides work					

13. On a scale from 1 to 5, what is the most important reason to develop employees' motivation for the company? (1=Extremely important, 2=Important, 3=Less important, 4=Not at all important and 5=I don't know)

	1	2	3	4	5
To continue regular workflow					
To increase work performance					
Friendly working environment					
Positive thoughts towards work and company					
Minimize the debates and arguments at work					
Respecting each other's skills and knowledge					

14. The salary increment and organizational policies could help to motivate the employee?

- In a very positive way
 In a positive way
 Not always
 In a negative way
 In a very negative way

15. On a scale from 1 to 5, what factors could help the company for development and helps to reach the targeted goal through their employees'? (1=Extremely important, 2=Important, 3=Less important, 4=Not important at all and 5=I don't know)

	1	2	3	4	5
Completely involved in work					
Inspiration towards the employee to reach the goal of the company					
Recommendation for others as a great place to work					
Promotion opportunities					
Empowerment					
Better work performance					

16. In your opinion, what are the most important measures to be taken to improve employee's motivation at your workplace?

Thank you for your participation!