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THE MOTIVATIONAL FACTORS OF EMPLOYEES AT WORK

– Case B&A College Students from Turku, Finland

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The success of every company depends on its employees. However, in order for the employees to perform well in the workplace, they need to be motivated to work. Motivation is the element that individuals need in everything they do, in order to achieve the needs, desires and objectives of the individuals. The college students in Finland share the habit of working besides their studies. The purpose of this thesis is to find out the most important motivational factors for employed college students within the field of business and administration at work.

In order to clarify the motivational factors for B&A college students to work, some theories of motivation are reviewed in order to increase the validity of the research. The theories include Herzberg's two-factor theory, Maslow's hierarchy of needs, and the aspect of Daniel Pink. The theories influenced the questionnaire of the research, and the findings of the research are also compared to the theory models and their perspective. The research approach is deductive, with a quantitative method of data collection.

The findings of this research indicate that money is an essential motivational factor for B&A college students at work, but it is an essential factor alongside working atmosphere and the work itself. The findings also indicate that the theories of motivation are not completely applicable to the situation of college students from the field of business and administration.

KEYWORDS:

Employee motivation, Motivational Factors, College Students, Business & Administration

Ali Al Kaleedy

TYÖNTEKIJÖITÄ MOTIVOIVAT TEKIJÄT

- Tapaus, Liiketaloustieteen Korkeakouluopiskelijat Turussa, Suomessa.

Jokaisen yrityksen menestys riippuu yrityksen työntekijöistä. Jotta työntekijät saataisiin suorittamaan työnsä erinomaisesti, työntekijöiden pitäisi olla motivoituneita työskentelemään. Motivaatio on elementti, jota yksilöt tarvitsevat kaikessa mitä tehdään, saavuttaakseen tarpeet, halut ja tavoitteet. Korkeakouluoppilaille Suomessa on tapana tehdä töitä opintojen ohella. Tämän opinnäytetyön tarkoitus on selvittää parhaat motivoivat tekijät työnteossa opintojen ohella liiketaloustieteen korkeakouluoppilaille Suomessa.

Motivoivien tekijöiden selvittämistä varten motivaatioteorioita käydään läpi. Nämä teoriat parantavat tutkimuksen validiteettiä. Teorioiden pohjalta myös tutkimuskysely on tehty, ja tutkimustuloksia myös verrataan teorialleihin ja niiden näkökulmaan. Tässä tutkimustyössä käytetään deduktiivista lähestymistapaa, joka suoritetaan kvantitatiivisella tutkimusmenetelmällä.

Tutkimustulokset osoittavat, että raha on tärkeä motivoiva elementti liiketaloustieteen korkeakouluopiskelijoilla tehdä töitä opintojen ohella, mutta tärkeisiin elementteihin kuuluu myös työolosuhteet ja itse työnkuva. Tutkimustulokset myös osoittavat, että tutkimuksessa käytetyt motivaatioteoriat eivät ole täysin soveltuviin tähän kohderyhmään.

ASIASANAT:

Työntekijän Motivaatio, Motivoivat Tekijät, Korkeakouluopiskelijat, Liiketaloustiede

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LIST OF ABBREVIATIONS (OR) SYMBOLS

KITA	Kick In The Ass (Herzberg, 2003, s. 6)
B&A	Business and Administration

1 INTRODUCTION

The focus of this thesis is on the motivational factors for employees at work. Motivation is an element that individuals need in everything they do, in order to fulfil needs, desires and objectives. When an individual reacts to a matter and wants to achieve it, there is always a motive behind that. Motivation acts as the necessary spark for our actions to be performed, and it also acts as the direction to a certain behavior (Nohria, 2008, s. 2). A good example would be a student studying well for a test, in order to achieve a good grade and learn well, which acts as the motivation.

Motivation is attained by internal and external factors, which stimulate the behavior to act in a certain way, like achieving a goal (Nohria, 2008, s. 2). Individuals can also be motivated by another individuals, therefore, people can also act as motivators. One of the employers and supervisors task is to motivate the employees. There are several ways, such as rewarding and promoting, that can motivate an individual. (Nohria, 2008)

The students in Finland are provided with economic security, mainly the student allowance financial aid, which consists of the study grant (opintotuki), the housing allowance (asumistuki) and the study loan (Kela, 2018). These financial supports are provided by KELA (Kela, 2018). Unlike many countries around the world, Finland is one of a few countries where students get paid to study (Eduregard, 2016). The financial support would affect the role of money as a motivational factor, and it is considered further in the research.

What drives to work?

Duunitori is a Finnish job board and recruiting media, which gathers all the jobs in their website. Duunitori conducted a research in 2014 regarding the combination of studies and working life. There were 5969 college students who participated in the research (Inkovaara, 2017). According to the research, half of the students who participated in the research worked during their studies, but almost every student worked in some time during the studies. Additionally, almost half of the students employed were working in the same field as their studies (Inkovaara, 2017). During the research 3 individuals were interviewed widely concerning the experience of working and studying. Two individuals indicated that they worked, because they need money to live. The third one stated that

financially he was fine with only the student supports. The research also indicates that the majority of the college students (64%) consider the factor of interesting work to be the most important motivational factor after studies, when entering full-time work. (Inkovaara, 2017)

ILRY (insinööriliitto) is an union of professional engineers in Finland, which conducts a research of engineer students employment yearly (ILRY, Insinööriliitto, 2018). In 2017, the union conducted a research, where 5073 students participated. Approximately half (46%) of the students were working during their studies, where females worked slightly more than males. The research also indicated that more students start working as their studies progress – 30% of the first year students worked, whereas during the last year the figure was 64%. The same concerned working to gain working experience, which started at 6% during the first year, and 30% in the final year of studies. As for the motives to work, 73 percent of the students were motivated by the financial situation, where 31% suffered from economical situation and the rest (42%) wanted to make extra money. The second most common factor was gaining working experience, with 29 percentages. (ILRY, Opiskelijoiden työssäkäyntitutkimus, 2018)

The results of of the study here suggest that money is the main motivational factor for engineering students in Finland to work during their studies. However, the scope of the studies are limited. The study concerned only engineering students, so no hypothesis can be drawn concerning generally the employed students motivational factors. The study of Duunitori focused mostly on the experience of working beside studying, and the motivational factors for working after graduating. Neither of the studies covered the motivational factors of employed students at work generally, and no conclusion can be drawn from the 3 interviews done by Duunitori. The studies also focused on the matters to work, whereas this research focuses on the motivational factors at work. This research focuses on the motivational factors of employed B&A students at work.

1.1 Topic motivation

Motivation has always been a very interesting topic to me. I guess that also is influenced by my background as an athlete. As a personal trainer and a bodybuilder, motivation is a very essential factor in that hobby, which required getting motivated and motivating other people to workout well in order to achieve expected results. I was always trying to find new ways to motivate myself and the trainees I had. Ultimately,

after completing some college courses concerning motivation, I knew I wanted to write my thesis on a motivation-based matter.

Even since 2015, when I started working part-time during my college studies, I started to think if money was the main motivational factors for people at work. I was working as a salesman in a company selling kitchen accessories, and that was actually my first ever proper working experience. Before that time, I was thinking that the only motivational factors at work are money and a well-oriented workplace. However, as soon as I started working in that company (Fiskars Iittala Oy), I noticed that people work for different reasons, they are motivated by different factors, especially when compared to me then, since I was forced to work only because I needed money. I asked my colleagues, several college students among them about their motivation to have the busy lifestyle, work and study simultaneously, and I was really impressed by the answers I got. My colleagues had completely different motivational factors to work, and there was also a difference between the full time employees and part time students, but there was also many differences between the part time working college students. Consequently, my thoughts definitely changed towards working motivation, and ever since I have been interested in the factors that motivate people at work.

During the last few years, I have worked in many different companies. I worked in different fields, such as finance, sales and remover. The experiences I gained from those different works I have had helped me to know myself in a better way. What motivates me to work become clearer. These experiences also helped me to clarify the field I want to work in. Influenced by all the above-mentioned factors, I thought writing a thesis concerning the factors motivating B&A college students in Turku, Finland who work part-time would be very intriguing.

1.2 Objective of the thesis and research questions

The focus of this thesis is on the employed students motivation, what motivates the college students at work? As individuals get more motivated, individuals tend to work better, harder and with more passion towards our tasks, leading to achieve better results. Therefore, motivation is also important for the management to meet the company's goals (Rockwood, 2014). Employees bring to their jobs several factors, like commitment, energy, quality, productivity and creativity throughout their working motivation. The aforementioned factors are simply a necessity for a company, in order

to be successful and maximize the performance of its employees. Unless an employee is motivated, the performance of him is not at his best, and the employee could also not be satisfied at his workplace. (Consador, 2017)

To be more precise, in this thesis, the case focus is on the motivation of employed business and administration college students at work in Turku, Finland. In the Finnish culture, many college students have the tendency to work part-time besides studying. According to StatFin, the approximate average of Finnish college students working beside studying during the last 10 years is 55 percent, a slightly over half the students. Additionally, female students have the tendency to work more than male students, by approximate 7 percent (StatFin, 2018). Additionally, the college students in the field of business & administration, and agriculture were found to be most active among the employed students (StatFin, 2018). This is followed by the students in the field of health & welfare and sports. Additionally, working beside studying is more general in the southern Finland than anywhere else. (StatFin, 2018)

The objective of this thesis is to understand whether theories of motivation developed by Herzberg, Maslow, and Pink apply for B&A college students working part-time in Turku, Finland. This research would be beneficial for companies, that have part-time working students working to them. Employee motivation is a majorly researched matter, with different theories that look at motivation from different angles, such as the above-mentioned motivation theory models (Surbhi, 2017). Maslow's theory model is very descriptive, in contrary to Herzberg's, which is simple and prescriptive. The basis of the Maslow's theory is human needs and satisfactions, whereas Herzberg's theory relies on recognition and reward (Surbhi, 2017). The two of these relevant theory models are reviewed in the literature review section, because of their popularity and relevance (Nohria, 2008). The aspect of Daniel Pink is also reviewed, because it is a modern and popular motivational aspect. Additionally, the research focuses on the monetary aspect, whether money is the most important motivational factor for B&A college students to work part-time beside their studies.

The target group of the research is college students living in Turku, Finland. The research focuses on the students from the field of business and administration. Additionally, the research excludes exchange students, as they are living only temporarily in Finland.

This thesis is designed to answer the research questions listed below:

1. What are the motivational factors for people at work?
2. What motivates the employed B&A college students in Turku, Finland at work?
3. What are the difference between college students working motivation compared to non-student employees motivation?

1.3 The structure of the thesis

The thesis starts with the introduction chapter, including the motivation and objective of the thesis. The research follows by a section of the literature review. The section describes theories that already exist concerning employee motivation. The main reviews in the section are concerning the motivational factors for the employees to work.

A methodology chapter follows after the theory, which introduces the way the research was implemented to the case study. The focus is on the methods, the survey questions and the target group. The methodology chapter is followed by the actual research chapter, where the research results are analyzed and compared to the literature review itself.

The thesis is ultimately wrapped by a conclusion chapter to the whole research. Bibliography and the research questionnaire for the research are also included in the end of the thesis.

2 LITERATURE REVIEW

Employee motivation is the process of stimulating people to actions, further to accomplish goals (Heryati, 2016). Employee motivation is one of the most important management functions among the employees, in order to perform in full potential of their abilities (Dell, 2017). This important matter has been researched a lot during the years, for instance by Frederick Herzberg and Abraham Maslow. (Rockwood, 2014). Until today, employee motivation remains a challenge in management (Rockwood, 2014). Literature review offers multiple theories concerning employee motivation, including Herzbergs theory model, Maslows hierarchy model, and Daniel Pinks theory at employee motivation. The former 2 models were selected, because they are considered important and widely recognized in the field of management (Rockwood, 2014). As for Pinks theory, it was chosen it because it is a quite new model, that has gained a lot of popularity (Saric, 2016). The importance of employee motivation is reviewed first as follows.

2.1 Importance of employee motivation

Referring to work, motivation is the desire to want to work and perform. Motivation increases the performance of employees, it helps employees perform at a higher level, maximizing the abilities of an individual and also having determination and ambition (Dell, 2017). For instance, if an individual worked in a position where the individual does not feel motivated, that is probably when the individual starts to arrive late to work, and having negative thoughts regarding the work, with the unwillingness to go to work. Nobody wants to be in that status, which is also very bad for the company. Employee motivation is also very vital for companies. Companies always seek to achieve a workplace with motivated employees, in order to achieve success and the company's goals (Heryati, 2016). Motivated employees lead to increased productivity, which could also allow the companies to reach higher levels of output (Nohria, 2008, s. 5). Motivation at the workplace enhances work engagement, commitment and it improves employee satisfaction. Additionally, motivation can facilitate an employee to reach his personal goals, such as self-development. The improved employee efficiency is also achieved by motivation. (Nohria, 2008, s. 3)

Employee motivation is a necessity for the individual to achieve his or her personal goals (Dell, 2017). As employees reach their goals, their working motivation tends to increase. Personal goals could be for example getting a raise, moving up in the company or simply making good results (Dell, 2017). This is covered in the theories later in this section. As an individual gets motivated, he will also develop job satisfaction. Increased job satisfaction plays a role at work performing, and the willingness to do extra work for the company (Nohria, 2008, s. 5). A satisfied employee does not work because he is forced to, rather because he enjoys his work. (Dell, 2017) Everybody wants to get better and improve, and everybody has areas where is room for improvement. Good examples of self-improvement are becoming more efficient, learning to be more confident, becoming more organized and setting goals. Self-improving also helps us to know ourselves better, i.e. realize our weaknesses. (Dunwill, 2015)

2.2 Herzberg's theory model

Frederick Herzberg, a behavioral scientist proposed a two-factor theory in 1959. This theory model is also known as the motivation-hygiene theory, which is considered one of the most relevant employee motivation theories up to date (Ramlall, 2007, s. 53). The theory has influenced a generation of managers and scholars. Herzberg's model states that certain factors in the workplace cause job satisfaction, whereas a set of different factors cause dissatisfaction. Fundamentally, this theory distinguishes between the motivational factors and the hygiene factors. (Herzberg, 2003, s. 5)

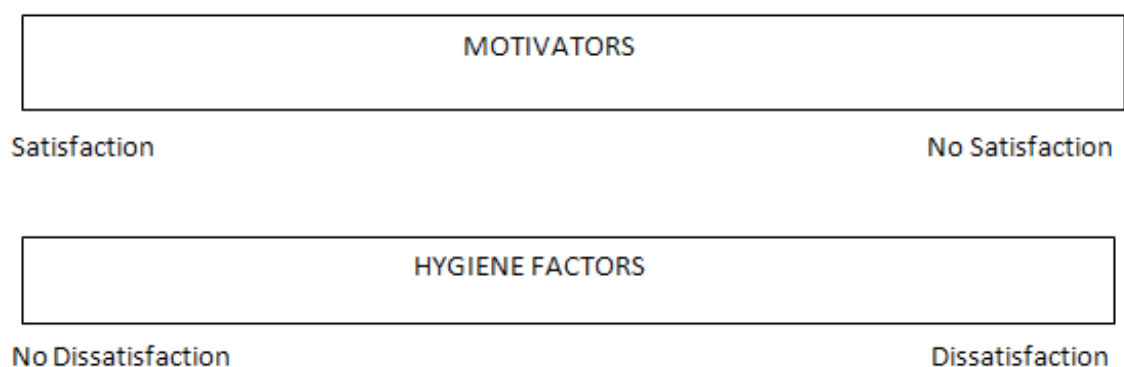


Figure 1. Herzbergs view of satisfaction and dissatisfaction. (Juneja, 2016)

2.2.1 Hygiene factors

Herzberg classifies the hygiene factors into the job factors that are not essential for the existence of the employee motivation at the workplace. According to Herzberg, these factors do not lead into positive satisfaction for long-term. However, they are still essential in order to prevent dissatisfaction (Herzberg, 2003, s. 5). These factors are extrinsic to work, and they are also called the maintenance factors, which role is to avoid job dissatisfaction. The hygiene factors describe the job environment and scenario, and they symbolize the needs within the individual, which are expected to be fulfilled (Herzberg, 2003, s. 5). According to Herzberg, the hygiene factors are the reason behind job dissatisfaction among the workplace, and they must be eliminated in order to eliminate the dissatisfaction (Herzberg, 2003). The hygiene factors include the following:

- Pay – The salary is an essential factor, because in order to live an individual needs money. The structure of the salary is important, and it should be reasonable, fulfilling the needs of an employee (Daniel, 2007, s. 13). Additionally, the base of the salary must be equal or competitive with those in the same industry. Having a lower salary than others in the same domain can act as dissatisfying factor. (Herzberg, 2003, s. 4)
- Company policies and administrative policies – The policies of the company should not be very stiff (Herzberg, 2003, s. 5). Instead, clear policies and flexibility like flexible working hours can eliminate the job dissatisfaction (Herzberg, 2003, s. 8).
- Fringe benefits – The employees should be offered health care and other fringe benefits, because they can be eliminate job dissatisfaction (Daniel, 2007, s. 13). Health care is a mandatory benefit in Finland. (STM, 2015)
- Physical working conditions – The working conditions in the workplace should be neat and safe (Herzberg, 2003, s. 6). Nobody feels comfortable working in an unhygienic workplace. Additionally, having up-to-date working equipment and tools, and also a well-organized workplace can eliminate job dissatisfaction within the employees. (Daniel, 2007, s. 13)
- Status – The status of the employees within the organization should be stable, familiar clear and retained (Herzberg, 2003, s. 5). The status can consist of privileges, job titles and other symbols of position. (Daniel, 2007, s. 13)

- Interpersonal relations – The relationships within the organization also plays a key role (Herzberg, 2003, s. 7). Appropriate relationships with peers, superiors and subordinates make the working place more comfortable, and could also make the work itself more interesting, eliminating job dissatisfaction (Daniel, 2007). This applies more when employees work in a team (Herzberg, 2003, s. 5).
- Job security – Organizations should provide job security to their employees, because working with the risk of losing a job is can be very dissatisfying (Herzberg, 2003, s. 5). Having a secure job makes the employee focus on the work in a better way (Daniel, 2007, s. 14). Finland is among the top 26 countries with the lowest risk of losing a job, with only 6,4 percentage. (Misachi, 2017)

2.2.2 Motivational factors

According to Herzberg, the hygiene factors are not motivational factors, instead they are essential factors and stimulators that can eliminate job dissatisfaction. As for the motivational factors, they issue positive satisfaction (Herzberg, 2003, s. 6). These factors are the intrinsic ones, which motivate the employees for a better performance. Therefore, these satisfying factors are involved in the performance of the job, which is why they act as motivational factors (Daniel, 2007, s. 15). These factors include the following:

- Recognition – Praising and recognizing the employees' accomplishments acts as a definite way of motivating the employee (Daniel, 2007, s. 16). Employee recognition does not only add motivation, but is also increases employee satisfaction and enjoyment of work. Additionally, this behavior could increase the productivity of an individual and the commitment into the company. (Herzberg, 2003, s. 6)
- Sense of achievement – Achievement, a proud feeling of having done a difficult and worthwhile matter (Herzberg, 2003, s. 6). This factor does not only issue motivation, but it also builds confidence and self-esteem, which are important elements in (also) the working life. (Masri, 2015)
- Growth and promotional opportunities – Growth and advancement opportunities are essential factors for employee motivation and enhanced performance (Herzberg, 2003, s. 6). Individuals have goals, and having promotion opportunities

increases individuals will to work harder, in order to achieve a superior position or a certain goal in an organization. (Nohria, 2008, s. 4)

- Responsibility – Most people like to be responsible for their work. Employees should be given ownership of the work (Herzberg, 2003, s. 6). Therefore, the managers should provide employees ownership of the work and minimize control, but always retaining accountability. (Nohria, 2008, s. 6)
- Meaningfulness of the work – In order for an employee to be motivated, the work itself should be challenging and interesting (Herzberg, 2003, s. 6). This increases the pleasure of working, working satisfaction and also employee productivity. Eventually, we spend nearly one third of the day at work, and it has an important place in human life. (Afacan, 2016)

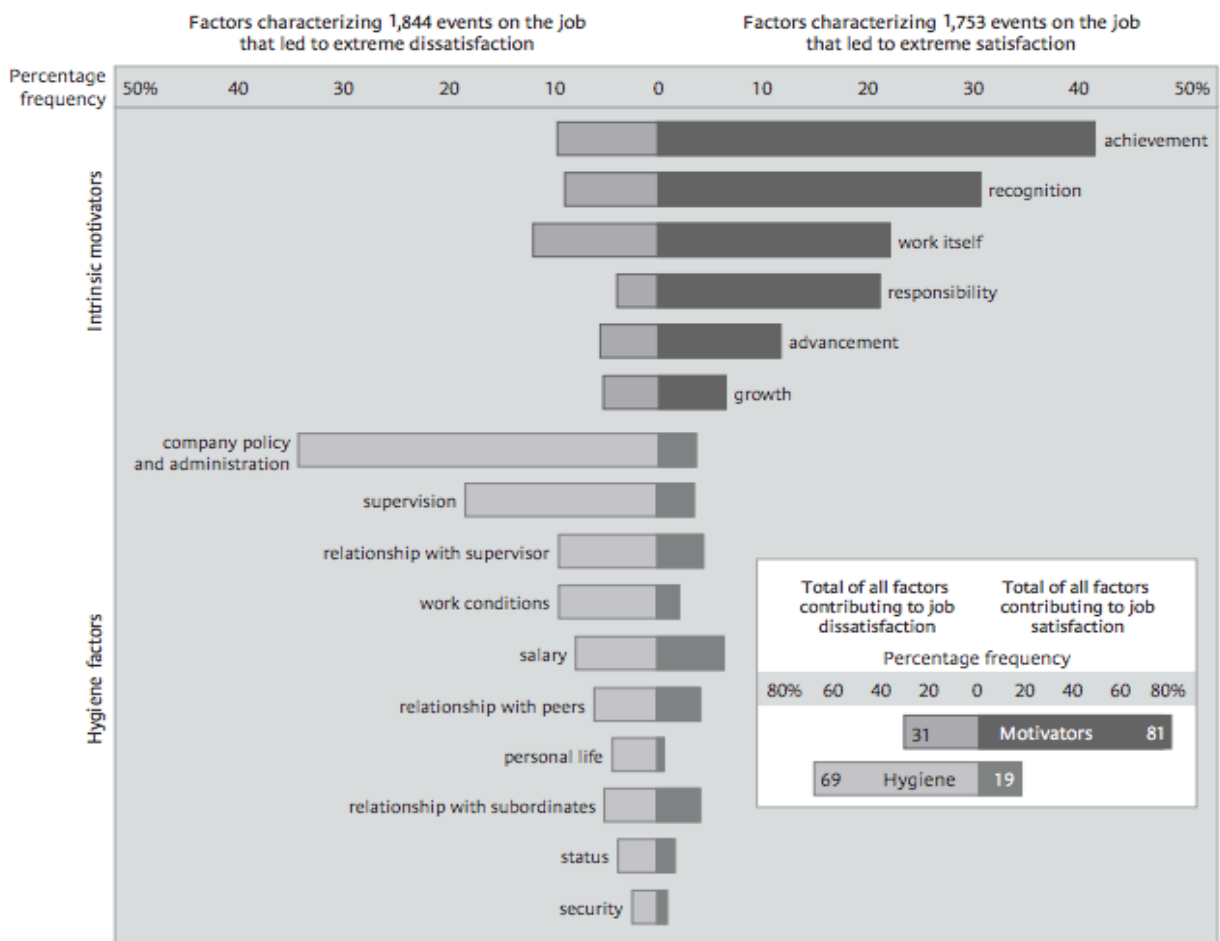


Figure 2. Factors affecting job attitudes. (Herzberg, 2003, s. 6)

2.2.3 Limitations

The two-factor theory of Herzberg has also its own limitations. The theory overlooks different situations, as it is mainly a generalized theory model. The researcher Herzberg assumes a correlation between satisfaction and productivity, but the research itself ignored the aspect of productivity (Kunchala, 2017). The theory could also be uncertain in terms of reliability, because the analysis should be made by the raters, since the findings may be analyzed in another matters (Kunchala, 2017). The theory also is not comprehensive in terms of satisfaction measurement, i.e. an employee could like his job, but hate a certain part of the job (Nohria, 2008, s. 5). Employees could also credit themselves for the satisfaction factor at work. However, despite all these limitations, the theory of Herzberg is acceptable worldwide. (Kunchala, 2017)

KITA

Herzberg refers to the hygiene factors as the “KITA” factors, which is an acronym for “Kick in the ass”. This term stands for a process of providing incentives or threatening to make an employee do something (Herzberg, 2003, s. 3). Incentives mean a reward or a benefit to an employee in the recognition of achievement or a better working performance (Nohria, 2008, s. 52). A good example of KITA would be a monetary incentive for doing a task. This incentive definitely stimulates an employee, but only to seek the next monetary incentive. Therefore, according to Herzberg, KITA factors does not act as a motivational factors, as KITA factors should be provided constantly in order to add motivation, as they are stimulating factors. Herzberg believes that true motivation comes within the person itself, and does not need external stimulation (Herzberg, 2003, s. 3).

KITA comes in various different forms like Negative Physical KITA, Negative Psychological KITA and Positive KITA, which acts as the most popular KITA (Herzberg, 2003, s. 3). Positive KITA is an example of rewarding the employee, in order to make the employee do a task. As an example, if I would be the employer, I would be the motivated one, because I am trying to make the employee do something, and the incentives are only motivating the employee to do the task I am asking for.

Many KITA practices has been developed in order to attempt to issue employee motivation (Herzberg, 2003, s. 3). The first practice would be reducing the time spent at work. The working time has decreased dramatically during the last 50 years, until we are now on the 5 days a week regular system. According to Herzberg, motivated people tend to seek more working hours, not less (Herzberg, 2003, s. 4). Therefore, this KITA practice would only make the employee wait for the next reduction of working hours, which does not have to do anything with motivation to work.

The salary, is another example of Positive KITA practice. Increased salary does not increase the motivation of an employee, but it makes the employee seek the next increase of salary (Herzberg, 2003, s. 4). Some medievalists also believe that if raising the wage would not stimulate the employee, then reducing would, because this would act as a threat of punishment, a KITA (Herzberg, 2003, s. 4). Therefore, KITA links well with money being a motivational factor.

Hygiene vs. Motivators

According to Herzberg, hygiene factors are not motivational factors at all, they are more called movements, and they are the cause of dissatisfaction (Herzberg, 2003, s. 7). However, eliminating the dissatisfaction is only half the task, since the other half would be increasing the satisfaction (Daniel, 2007, s. 16). This again occurs by enhancing on the motivating factors. Herzberg classified the difference between "movement" and "motivation" - the former is classified as the work regarded action that an employee has to do. The difference to motivation is that an employee wants to perform the action, as opposed to being forced or asked to (Herzberg, 2003, s. 4). Therefore, Herzberg's theory of motivation implies that the motivators act as motivational factors to work, whereas the hygiene factors act as factors that eliminate dissatisfaction.

2.3 Maslow's Hierarchy Of Needs

In 1943, the well-known psychologist Abraham Maslow proposed his own theory of needs "A Theory Of Human Motivation". This theory is one of the best known motivation theories up to date (Ramlall, 2007, s. 55). The theory suggests that individuals are motivated to fulfill their basic needs before moving on to the more advanced needs. According to the psychologist, individuals are motivated by unsatisfied needs, and our

needs are arranged in a hierarchy where different needs are more primitive than the others (McLeod, 2007, s. 2). The hierarchy is represented as a pyramid with five different levels of needs.

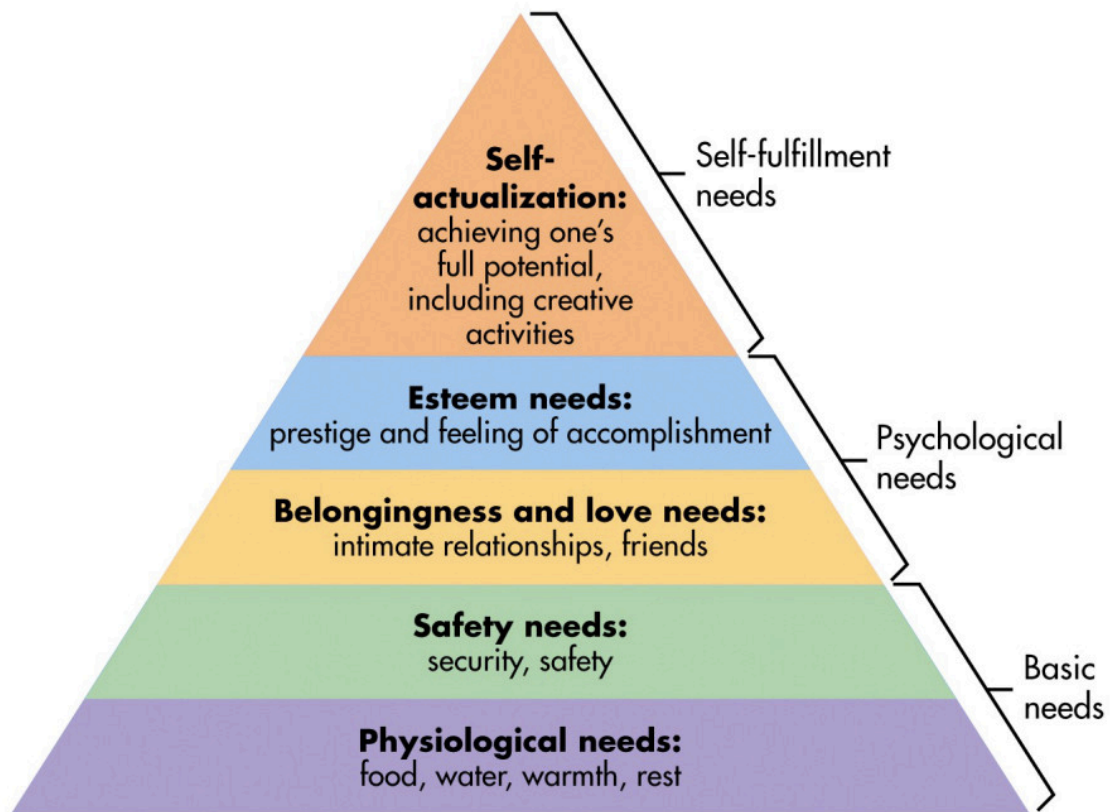


Figure 3. Maslow's hierarchy of needs. (McLeod, 2007, s. 2)

- **Physiological needs** - These needs are physical requirements for an individual to survive. In order for an individual to function properly, these requirements need to be met, and therefore, they are the first priority. These basic amenities of life include Air, Water, Food, Sleep, Clothing and Shelter. (McLeod, 2007, s. 3)
- **Safety needs** – Once physiological needs are satisfied, the safety needs are up next to fulfill. Individuals need to be provided a sense of security, job security and well-being (McLeod, 2007, s. 3). Safety is an essential matter, and individuals would try to find safety before attempting into higher goals. These needs also include law and order, employment, safety and health (McLeod, 2007).
- **Belongingness and love needs (Social needs)** – After the first two levels are fulfilled, the third level of the needs is social needs. The need for emotional relationships affects individual's behavior (McLeod, 2007, s. 3). It is important for

people to feel affection and be accepted by other people. Relationships play an important role. These needs can include i.e. friendships, romantic attachments, family, social groups and religious organizations (Nohria, 2008, s. 6).

- Esteem needs – The last level of the lower-order needs, which are the ego and status needs. There are two types of these needs, the internal "lower" esteem needs are such as self-respect, confidence, competence, achievement and freedom (McLeod, 2007, s. 3). The other type, the external "higher" esteem needs include recognition, power, status, attention and admiration. Maslow stated that the need of respect is an essential factor, which precedes real self-esteem and dignity. (Nohria, 2008, s. 5)
- Self-actualization needs – These peak level needs includes the urge to become to best of oneself, maximizing the potential of an individual and becoming what an individual is capable of. Hence, this need includes also the desire for growth, self-contentment, morality, knowledge and creativity (McLeod, 2007, s. 4). In this phase, as an individual grows psychologically, opportunities also keep growing continuously. Therefore, this need is never fully satiable, but the motivation here is increasing constantly. Individuals are less concerned with the opinions of others in this level, increasing self-confidence. Maslow indicated that mastering the previous levels is the way to understand this level. (McLeod, 2007, s. 5)

2.3.1 Motivation at work

The hierarchy of needs can be applied to offer explanation of how the work environment motivates employees. In accordance to the theory, employees strive to satisfy their needs in the hierarchical order (Tanner, 2018). Additionally, the theory implies in creating a proper atmosphere where employees can develop to the fullest. (Tanner, 2018)

The employee is motivated to work in order to satisfy the needs (McLeod, 2007, s. 2). In general, an individual begin the career concerned about fulfilling the physiological and security needs, such as wages and safe work environment (Tanner, 2018). This matter links well with the employed college students in Finland, can have challenging financial situations (see introduction). (Inkovaara, 2017)

According to Maslow, the first priority of the workers is survival, it is difficult to be motivated if the pay is unfair and the job is in danger (McLeod, 2007, s. 4). After the

basic needs are fulfilled, the employee would want his social needs to be met. This would mean effective interpersonal relations in the workplace. Communications concerning operational matters is also an important element of social needs. (Tanner, 2018)

With the lower needs satisfied, an employee would want the higher level needs of esteem and self-actualization to be met. Esteem needs are bind to employee's image of himself and the desire for respect and recognition (McLeod, 2007, s. 4). Learning other tasks and having more responsibility are good examples of that. Allowing employees to take part in decision making, i.e. in operational tasks is a good way to meet employee's esteem desires. Ultimately, equity is also important for the employee. Self-actualization for example drives the employee to be more interested of growth and development. (Tanner, 2018)

2.3.2 Lower-order needs

The first four levels, which are also called the lower-order needs are considered the basic and physiological needs, while the top level stands as the growth needs. The first four level needs are also considered the "D-needs", which stands for deprivation or deficiency needs. That is because their lack (of satisfaction) causes a deficiency that affects the motivation of people to meet their needs (McLeod, 2007, s. 5). The lower-order needs are mainly satisfied by an external factor. The motivation to fulfill our needs will become stronger the longer the duration they are denied (Ramlall, 2007, s. 58). A simple example would be an employed person who is out of money, the more time he spends in that situation, the more he would be motivated to find a job and get employed.

2.3.3 Higher-order needs

The highest level of the pyramid is the self-fulfillment. The top level is also known as the "B-needs" level, an acronym for being needs. According to Maslow, in this case people's behavior is influenced by one's desire and will for personal growth and the need to fulfill and achieve the maximum potential of an individual himself (McLeod, 2007, s. 4). However, self-fulfillment is not a matter that is easy to achieve. This is because it requires uncommon qualities, such as independence, awareness, honesty,

objectivity, creativity and originality. Eventually, higher-order needs are usually satisfied by an internal factor, i.e. within the individual himself. (McLeod, 2007, s. 4)

2.3.4 Limitations

Just like Herzbergs theory, Maslows model also has its own limitations. The theory indicates that the order of the needs could also be flexible, which is based on the external circumstances and individual difference (Ramlall, 2007, s. 58). Therefore, the theory fails in recognizing cultural and individual differences. People are different and they have their own ways of thinking, which plays a role in the orders flexibility, because the most powerful unsatisfied need is always the most motivating factor (Nohria, 2008, s. 7). Additionally, there is not a lot of evidence supporting the hierarchical steps of this theory. The description of self-actualization was based on selectively chosen people rather than rigorous sampling. The theory is also not applicable in all cases, i.e. an artist seeking success. (Yong, 2012)

Emerging

In order for the growth needs to be influenced, the physiological needs must be satisfied. Maslow also admitted that being satisfied does not necessary mean completely satisfied, and that an individual can progress to the higher level even though he is partly satisfied with the needs (Nohria, 2008, s. 6). Nonetheless, as a deficit is partly (or fully) satisfied, it will fade away and then an individual's activities become directed towards achieving the next set of needs that an individual is yet to satisfy (McLeod, 2007, s. 6). Furthermore, these needs become our crucial needs. Employee growth is, however, a matter that needs to be felt continuously and it could become even stronger once the needs have been engaged. Motivation increases in the top level as needs are met, which opposes to the first four levels, where motivation decreased as needs are met (Burton, 2017).

2.4 The puzzle of motivation

In 2009, Daniel Pink, an author of books about work, management, motivation and behavioral science released his book "Drive: The surprising truth about what motivates us". Thus, this book has gained a lot of popularity (Miller J. , 2017). Pink indicates that there is a mismatch between what science knows and what organizations do. (Pink, 2009, s. 21)

Pink states that the old models of motivation driven by incentives and threats of punishment does not work, in contrary they can act as negative factors. This links well with KITA by Herzberg, where the researcher stated the same regarding incentives, having the same conclusion regarding incentives. According to Pink, extrinsic factors like money do not increase the employee performance, as opposed, it can lead to worse performance and worse creativity (Pink, 2009, s. 42). Additionally, the incentive pushes the employees to solve the tasks quicker, and therefore it also narrows the focus towards the answer (Pink, 2009, s. 45). According to an employee motivation study done by the MIT((Massachusetts Institute of Technology), where a group of students were given different challenging tasks in order to measure performance, incentives like higher pay and bonuses result only in a better performance when the task consisted of basic, mechanical skills like a physical work (Pink, 2009, s. 46). When the task required rudimentary cognitive skills, decision-making, creativity or higher-order thinking, the monetary incentive, in contrary to the earlier research, resulted in lower working performances (Pink, 2009, s. 49). According to Pink, when the task is simple and does not require cognitive thinking, monetary rewards can act as a motivating factors (Pink, 2009, s. 51), This research was also conducted in India, a poorer country, to exclude bias, and the results were the same. However, Pink suggests that money is definitely a motivator, but he states "Pay people enough so that they are not thinking about money and they are thinking about the work". Additionally, money can act as motivating when the task is a basic one, which does not require cognitive solving skills. (Pink, 2009, s. 52)

Pink argues that employee motivation is very widely intrinsically driven, the drive to do things for individual's own sake, and the drive to do things because they matter. Here Pink's aspect agrees to the theory of Herzberg, which states that motivators are the intrinsic factors. Pink indicates that three factors increase performance and motivation. The three intrinsic factors include – autonomy, mastery and purpose. (Pink, 2009, s. 54)

Autonomy

Pink focuses the most on the autonomy, which he indicates as the factor that increases engagement over compliance. According to Pink, management results in compliance, but autonomy results in engagement and motivation (Pink, 2009, s. 72). Autonomy – the desire to be self directed, the urge to direct our own lives, is factor that can inspire more personal investment in the work. In order to be fully motivated, an individual wants to be able to control what he does, when and with who. Giving an employee a personal project is an autonomic approach, that modern software organizations are starting to use (Miller J. , 2017). As a good example, Pink mentions the Google situation, where the employees are given the famous 80/20 time division, where employees could spend the 20 percent of the working time on creative side projects (Pink, 2009, s. 71). This initiative direction led to the invention of several relevant services, such as Google News, Gmail and AdSense. Therefore, this approach increased the performance of the employees, which is an element of motivation. There is a reason Google is ranked as one of the best companies in the world in aspects of employee motivation and satisfaction. (Miller J. , 2017)

Mastery

Mastery is defined as the urge to get better skills, develop and master our craft. Pink states that mastery is fun, and once an individual gets better at work, it results in motivation and satisfaction (Pink, 2009, s. 81). Pink also outlines that mastery is crucial, because individuals need to sense they are making progress in order to stay engaged. If an individual is motivated by mastery, the motivation will keep increasing, seeing one's potential unlimited (Pink, 2009, s. 83). Mastery is attained for its own sake. A good example is a footballer, who is motivated by mastery to shoot as accurately. The incentive awards like medals would be less important than the process of continuous self-improvement. (Saric, 2016)

Purpose

Individuals can have the tendency to become disengaged and demotivated at work, if they cannot invest in, or do not understand the purpose of the work (Pink, 2009, s. 88).

Individuals get motivated as they can do something with a meaning and is important, thus valuing only profit ends up in resulting poor performances and unhappy employees (Saric, 2016). Pink indicates that without purpose, progress becomes trivial and unfulfilling, "when the profit motive gets unmoored from the purpose motive, bad things happen" (Pink, 2009, s. 89). Encouraging employees to find a purpose for their work, for instance by connecting employees personal goals with their working tasks or having the work connected into a cause that matters for the employee, can act as a very motivating and satisfying matter. (Pink, 2009, s. 91)

3 RESEARCH METHODOLOGY

The objective of this thesis is to understand better what motivates an individual at work, clarifying the motivational factors for employees at work. The other main focus is the research, which was aimed at B&A college students from Turku, Finland. The purpose of the research is to find out the motivational factors for employed students at work, and to find out whether money is the main motivational factor for them. The motivational factors of employees at work can vary depending on many different factors, such as the living place and the field of work (Ramlall, 2007, s. 52). There was a need for this research, because no general research has been done concerning employed student's motivation at work. As reviewed in the introduction, only research concerning engineering students has been made in Finland.

The quantitative research method was applied in this research, because a lot of data is needed in this kind of a research, because its purpose is to compare and confirm a hypothesis, the motivational factors for student employees to work (Saunders, 2009, s. 150). The quantitative responses are usually quite simple to answer, and also simple to analyze. In quantitative research method, usually the data implies the processes that involve numerical data. The quantitative research is mainly used in researches, which tests theories via using data. This approach is also unbiased towards the matter of the research (Saunders, 2009, s. 150). The approach in the research is deductive, because the research is testing the theories and therefore forming a hypothesis (Saunders, 2009, s. 150). Hence, it was figured that the quantitative research method would suit this research better than the qualitative one.

The research was conducted with Webropol, a tool for online questionnaires (Appendix 1), and there was two different methods of gathering data, which were conducted at the same time. However, the data was combined all the time between the two methods, because the same questionnaire was used all the time. The first and the main method of gathering data was by going into the colleges of Turku. The colleges included Turku University of Applied Sciences, Turku University and Åbo Academy. Gathering data by standing at the college lobbies and restaurants and asking students for responses occurred for 2 hours on every weekday of week 17 in 2018. A stand table and a laptop computer were used as tools, so the students could respond immediately with the computer. The students were asked about their study field, which helped in collecting

valid data. This method was really helpful in gathering data, because the students were compliant and they had no issues in responding. The second method of collecting data was by sharing and sending the questionnaire online to students in different social media channels, such as Facebook.

The numbers of research view from both of the methods were easily calculated. This happened by counting how many of the students on the first method did not respond, which allowed to calculate the rest of the figures by isolating the numbers from the second data gathering method. The first method worked better than the second one, because the answer rate of the first method was 92%, whereas the combined answer rate is 34%, making the second method (Facebook spread) with only answer rate of 21%. Additionally, 580 individuals viewed the questionnaire, but never responded to it. All in all, It was a mistake to gather data from social media, not only because it did not provide a lot of valid data, but also because it had a negative effect on the answer rate. Nonetheless, only the valid data is included in the analysis.

The questionnaire was designed to be quite short and simple to respond to, and the respondents would stay anonymous as well. There was also an introduction included in the questionnaire, where the purpose of the research was mentioned. Even though the questionnaire consisted of 14 questions, and it provided a major amount of data, answering it did not take longer than 5 minutes.

This research was designed to answer the research questions listed below:

1. What are the motivational factors for people at work?
2. What motivates the employed B&A college students at Turku, Finland, at work?
3. What is the difference between college students working motivation compared to non-student employees motivation?

3.1 Sampling

The target group of the research consisted of B&A college students living in Turku, Finland. The research excluded exchange students, because they are living only temporarily in Finland and their motivators to work may differ from the residents of Finland. However, due to the questionnaire also reaching social media, it gained some responses from non-students, exchange students and college students from abroad. The invalid data was however isolated from the analysis. Most of the data was gathered from students from colleges of Turku, however, 6% of the data was gathered from students from other cities of Finland, like Vaasa or Helsinki. This caused because of the spread of the questionnaire in social media. All the data gathered from Finnish students from the field of business and administration in Turku, Finland is considered in this research, excluding the data from Universities of Vaasa and Helsinki as well.

The convenience sampling method was used in this research, because the data is used on statistical probability (Saunders, 2009, s. 153). The questionnaire was viewed 882 times during its 3 weeks of availability, of which 163 views were caused by the first method of data collecting. The rest 580 views, which is obviously the majority of the views (82%) was caused by social media spread. Nonetheless, 302 responses were gathered with the questionnaire of all the views combined. The reason behind only almost a third (34%) responding to the questionnaire is the social media spread of the questionnaire, where many did not respond to the questionnaire as they were not included in the target group. As for the students who were asked in the colleges to respond, almost all of them (92%) responded to the questionnaire immediately.

The objective of the research was to gather 300 responses, as it was advised by the thesis advisor to be a decent amount of data. The figures reached just above the objective, 302 responses. However, only 56% (169 responses) of the data is analyzed, because the rest 44% (133) responses were caused by the spread of social media, where the respondents were not the target group of the research. These respondents consisted of students from different fields, exchange student, non-students and students from outside Turku, Finland.

3.2 Reliability, validity and generalization

As mentioned earlier, this questionnaire was filled anonymously. The respondent would feel more comfortable filling the questionnaire, and hence might have responded to the questionnaire with more honesty. The respondents were also chosen randomly from different universities in Turku, Finland, such as Turku University of Applied Sciences, Turku University, and Åbo Academy.

The questionnaire was sent to several students before its release for a pilot test, in order to test and ensure that the questions were clear and simple, and that they were understood correctly.. The research questions were influenced by on theoretical framework of Herzbergs model (see 2.2). The questionnaire was carefully chosen to answer the research questions in order to increase the reliability and validity of the research (Saunders, 2009, s. 157). The respondents were also chosen randomly.

The research focuses on employed college students from the field of business and administration, including bachelor and master study levels. Most of the respondents consisted of that certain field, but there were also students from different study fields which were excluded from analysis due to the focus of the thesis on B&A field. The responses consisted from different age groups, almost equally in gender and additionally from the earlier mentioned different colleges in Turku, Finland. Some of the respondents (6%) were also from different colleges around Finland, like Vaasa or Helsinki. Those responses were excluded from the analysis, so the focus would be only on students from Turku.

4 RESEARCH ANALYSIS

This chapter focuses on the analysis of the research. The objective of the research was to collect data, in order to be able to analyze it and drive conclusions concerning the motivational factors of employed B&A students at work.

The number of the responses spread quite evenly in the other concerns: 54% of the respondents were male, and the rest 46% were represented by females. Age wise the spread was a bit different, most of the respondents (70%) were 23 or older. The majority of the respondents (87%) were also employed beside their studies or were employed at some time during their studies, managing to reach the target group. In this research, students who were employed at the moment, and the students who were employed at least during one point at their studies were considered. This is caused by the fact, that the research targets to measure the motivational factors of students to work during their studies, where even students who were employed during the studies or are looking to be employed are considered. Eventually, students would have the same motives to work. Approximately half (48%) of the respondents were studying in Turku University of Applied Sciences, while the other half was spread between students of University of Turku (33%), and 19% was from Åbo Academy. Approximately a third (31%) of the respondents represented the first or second year of the studies, while the rest (69%) are more progressed in their studies.

4.1 Working beside studying

According to the research done by Duunitori, 100% of college students work or have worked during their college studies (Inkovaara, 2017). However, In this research of Turku, among all the students, 87% of the students (157) were employed at least on some point during their studies. The study of Duunitori also indicates that the major reason (71%) for unemployment during studies is the desire to focus on the studies. Among the employed students, 88 of the respondents were represented by female students (56%), whereas the rest 69 individuals were represented by male students (54%). The share of the respondents were divided with most of the employed students represented by 23 years old students (28%), followed by 26 years old or older students (23%). The figures are presented in the figure below.

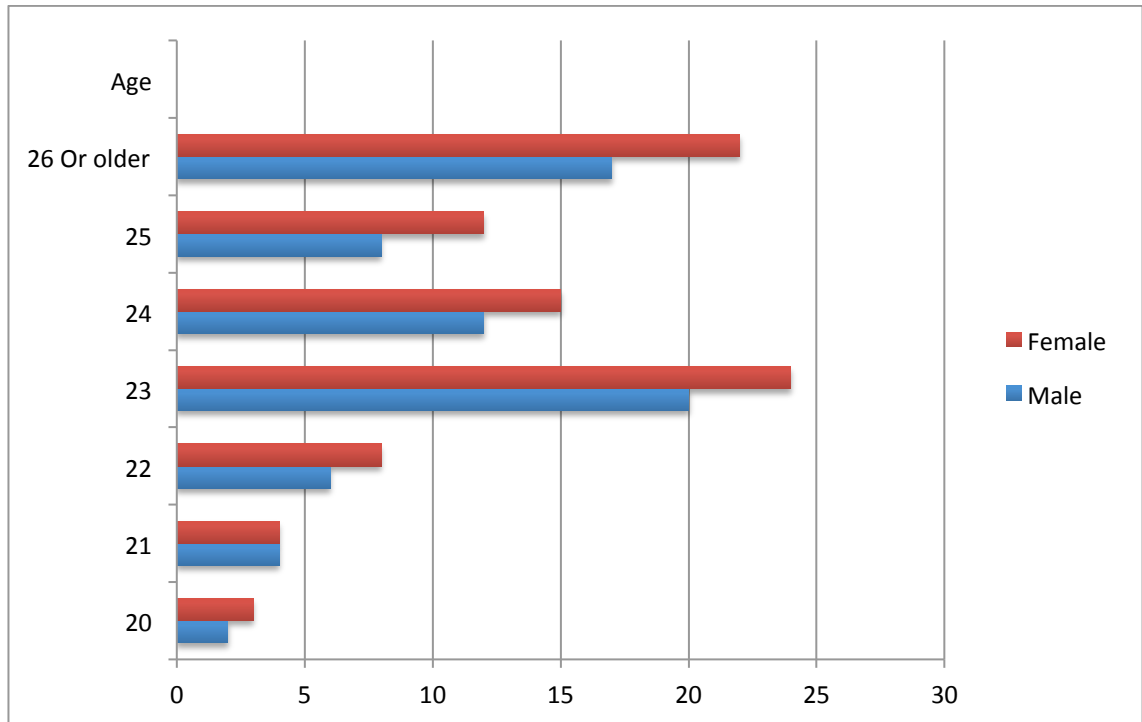


Figure 4. Female students work more beside their studies than male students. (Ali Al Kaleedy, 2018)

As shown in the figure, females tend to be slightly more employed during their studies than males do in the field of business and administration. This is obviously seen from the research, even though the data from male respondents was more than from females (54%). This observation is consistent to the research done by StatFinn, which states that female students are generally slightly more employed than male students. (StatFin, 2018)

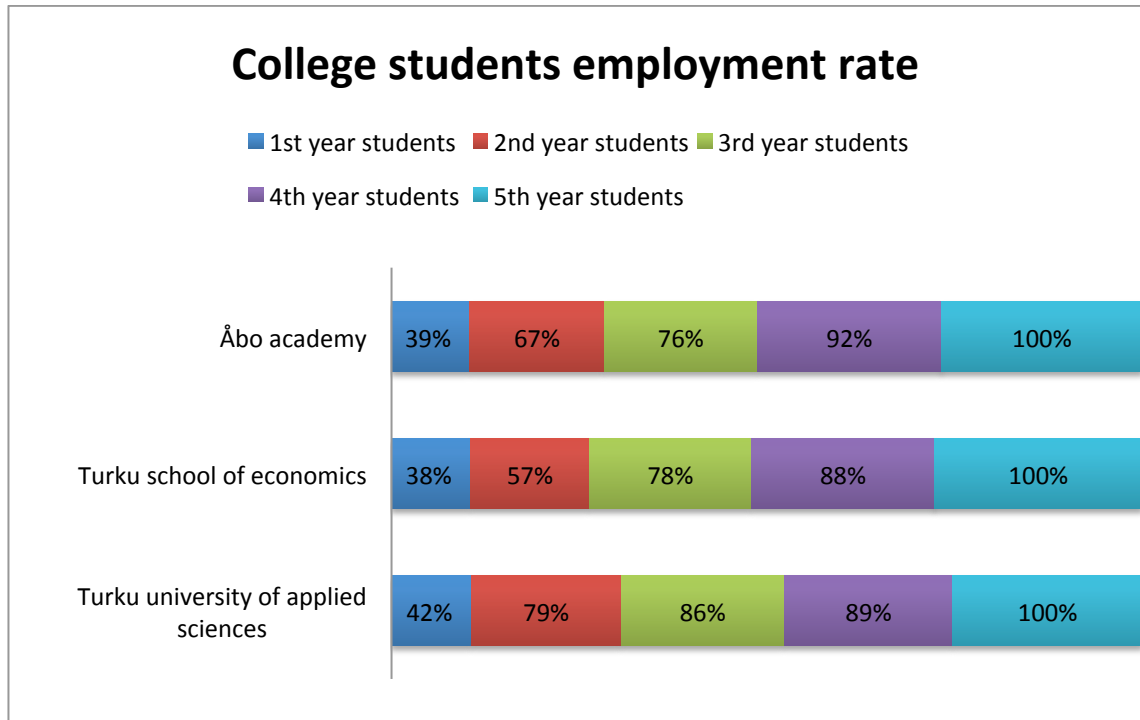


Figure 5. The employment rate of the students increases as the studies progress. (Ali Al Kaleedy, 2018)

Most of the respondents (44%) represented Turku university of applied sciences, while the least respondents (6%) were represented by the option of other universities. According to the research, there were not major differences between the results of the three institutions of Turku, as all the three institutions are linear and consistent in the employment rate.

Starting from the first year studies, the employment rate of the students is on average 40%, which moves to an average of 68% on the second year. During the third study year on average 80% of the students are employed, and it increases into 90% during the fourth year. According to the research, all of the 5th year students are employed during the studies, and the trend of increasing employment rate through the study years is continuous among all the colleges. TUAS has on average the highest employment rate among the colleges, which is best obvious during the second and third year of studies.

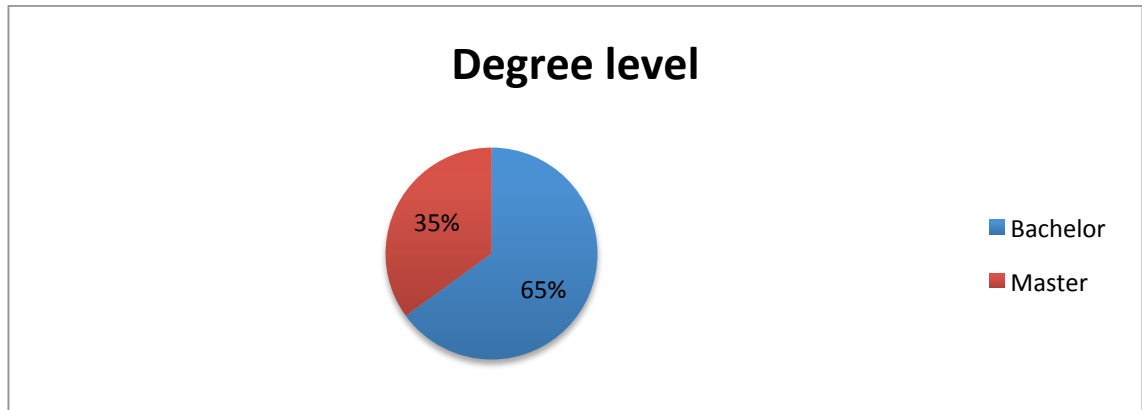


Figure 6. The majority of the respondents studied bachelors degree in B&A. (Ali Al Kaleedy, 2018)

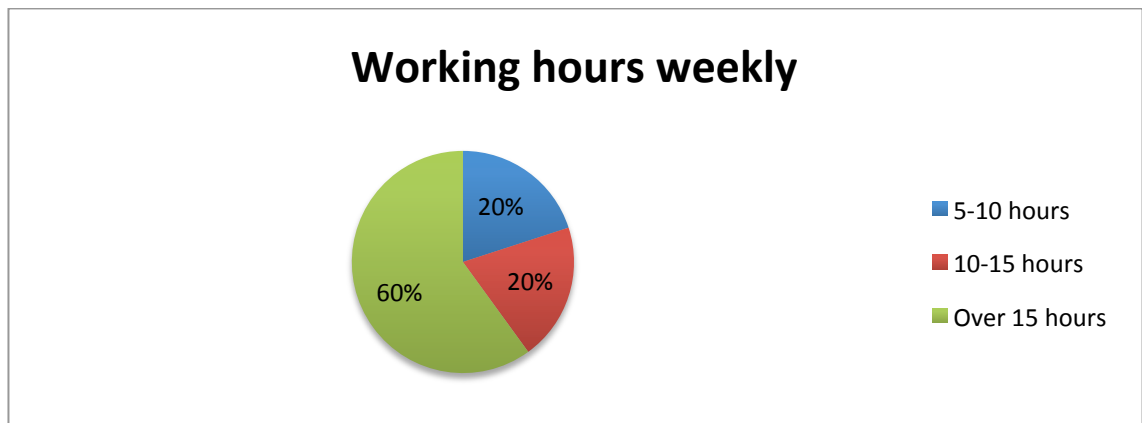


Figure 7. The majority of the respondents worked over 15 hours weekly. (Ali Al Kaleedy, 2018)

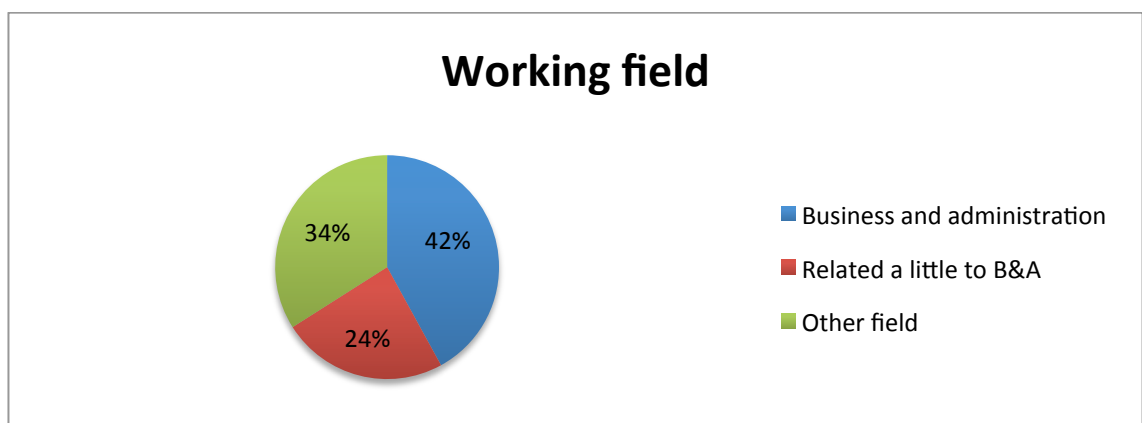


Figure 8. A third of the students worked in a field that isn't related to their studies. (Ali Al Kaleedy, 2018)

4.2 Students financial situation in Finland

As mentioned in the introduction, the students in Finland are provided with economic security, mainly the student allowance financial aid, which consists of the study grant (opintotuki), the housing allowance (asumistuki) and the study loan (Kela, 2018). Unlike many countries around the world, Finland is one of a few countries where students get paid to study and where studies are free (Eduregard, 2016). However, according to the previously reviewed study by Duunitori, students suffer from the economical situation, even with the supports of the country (Inkovaara, 2017).

4.2.1 Budget and income

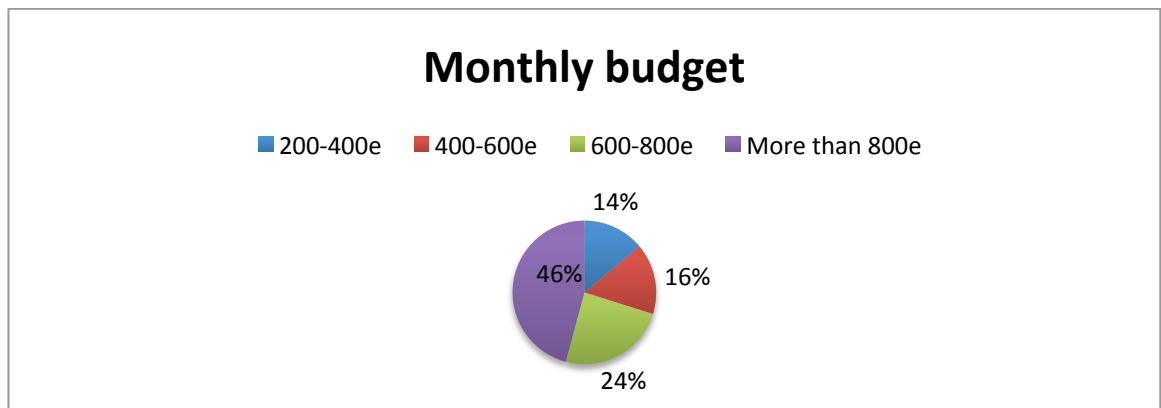


Figure 9. The monthly budget of B&A college students in Turku, Finland. (Ali Al Kaleedy, 2018)

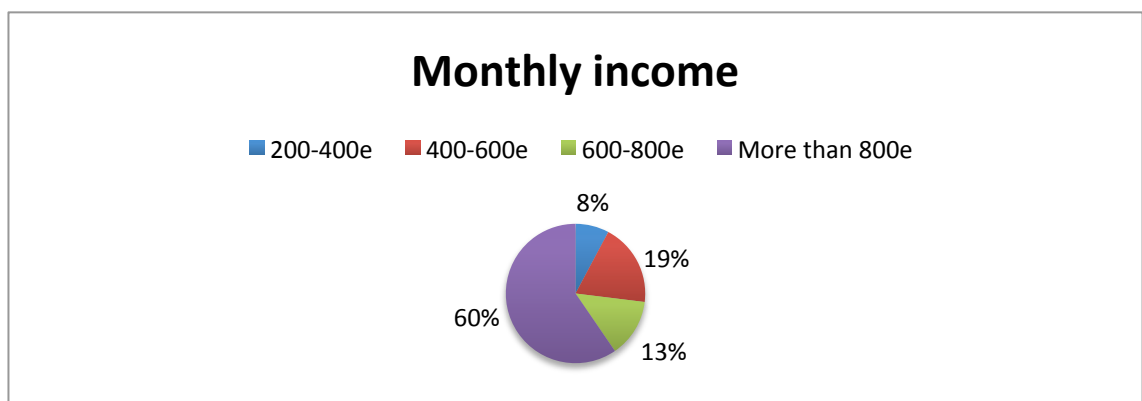


Figure 10. The monthly income of B&A college students in Turku, Finland. (Ali Al Kaleedy, 2018)

The research focused also on the financial situation of the college students by measuring the monthly budget and income of the students. The figures also include the financial aid provided by the country. According to the study done by Duunitori, college students share a monthly budget of 913 euros in average (Inkovaara, 2017). According to this research, most of the students (46%) lived with a monthly budget of over 800 euros, and the income of the majority (60%) was over 800e monthly. This research also showed that 60% of the students work over 15 hours a week (see figure 7), which correlates to the high income. 8% of the students shared a monthly income of 200-400 euros, concluding that there are major differences between the income of the college students. The figures also show that 65 percent of the students live with a smaller budget than the income. Therefore, we can also conclude that the students are able to save some money each month. 14% of the students lived with a monthly budget ranging from 200 to 400 euros. This correlates to the number of unemployed students, which was 13% in this research. We can also assume that these students do not have rent expenses, they could be living i.e. with their parents.

4.2.2 Students' expenses

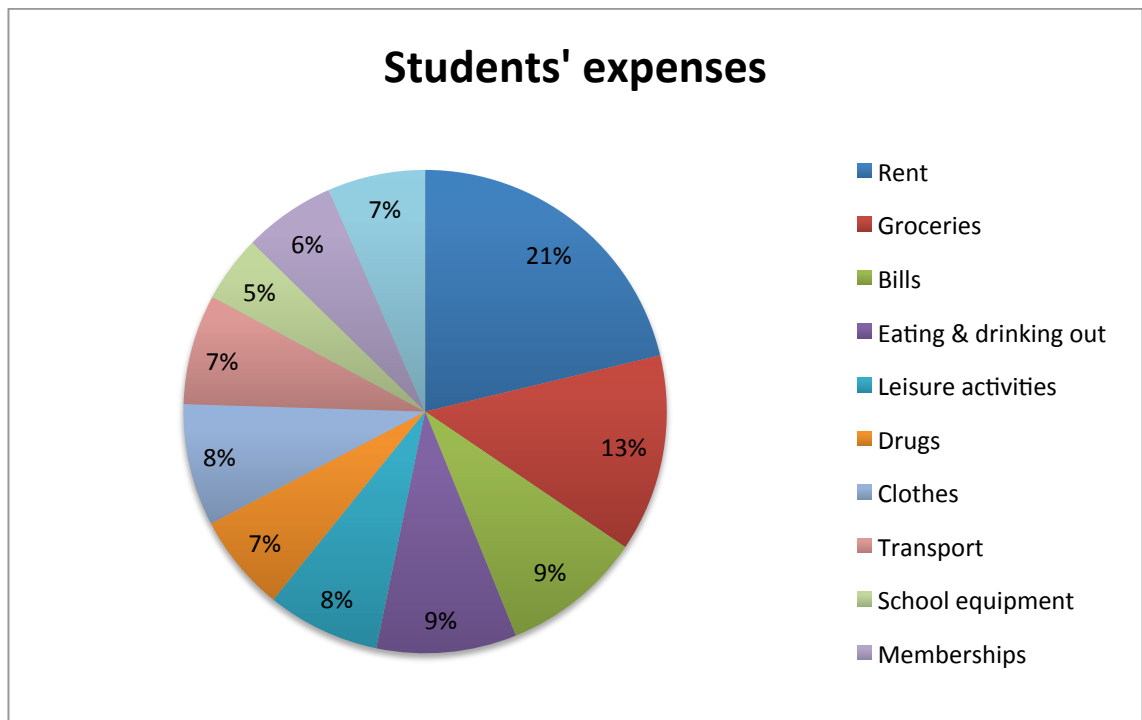


Figure 11. B&A college students spend the least money on school equipment. (Ali Al Kaleedy, 2018)

The scope of this research also included measuring the living expenses of the B&A college students. The research measured the expenses of the students from 11 different elements, and the measure also varied depending on the amount. The variety was from none to over 400 euros monthly.

The rent stands overwhelmingly as the element where students spend the most money on average. The range of the rent starts at 250 to over 400 euros monthly, however the majority 44% of the respondents paid over a 400 euro rent per month. The high rent paying students are assumably the students with higher income and more working students. 17% of the students did not have rent expenses at all. Surprisingly, the least money consuming element was school equipment. According to the study, 59% of the students did not have any expenses for school equipment, and the remaining 41% spent 1-50 euros per month on school equipment. The little amounts spent on school equipment are assumably explained by the modern studying methods, where most of the studies are conducted online by a computer.

Eating and drinking outside, groceries and bills stand as the three most common elements, where only 3% of the students did not have expenses on. The expenses on the three elements were from 50 to 200 euros per month. Car expenses stand at the least common element, 59% of the students do not have any car expenses. Ultimately, only a fourth (25%) of the respondents did not have any drug expenses, like cigarettes or alcohol.

4.3 Working motivation

The main focus of this research was to find out what motivates the employed B&A college students at work. The motivation was measured in the questionnaire with the influence of the hygiene-motivator factors by Herzberg (Herzberg, 2003, s. 7). The Herzberg theory was applied in order to measure whether his theory is applicable to the working motivation of employed students working part-time in Turku, Finland. The hygiene and intrinsic factors were mentioned in the survey, and their importance was ranked on a scale from 0 to 5. The focus was also to observe whether money plays a key role in motivating B&A college students to work, just like the way it does to engineering students (see pages 7-8).

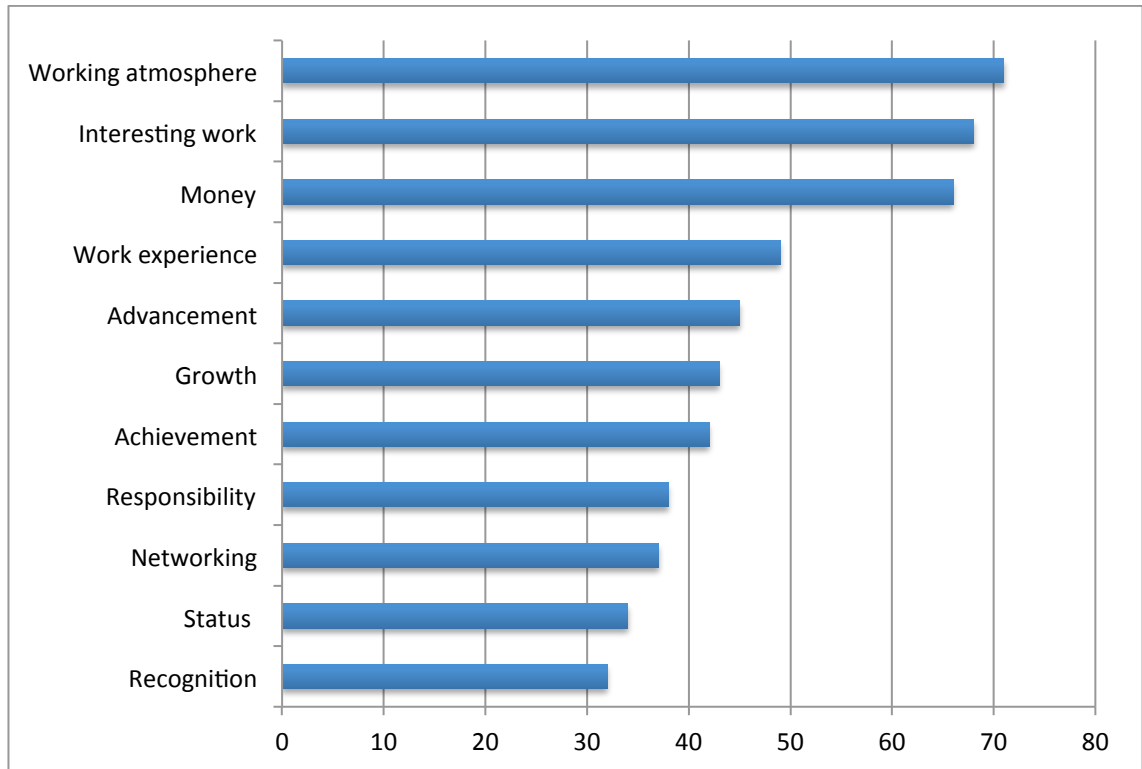


Figure 12. The most important motivational factors for B&A students to work. (Ali Al Kaleedy, 2018)

According to the research, three motivational factors are clearly more important for the B&A students than the others - working atmosphere, interesting work and money. The rest of the elements scored quite even results, but obviously less importance compared to the first three. However, all of the factors got a value above 30%, therefore we could assume that all the elements are important factors for employee motivation, since the importance of the factors were scaled.

As for the least motivating factors, recognition and status represented them. It could be assumed that the lower importance of those two factors is caused by the fact that the job during the studies is only temporary, and the students would start a new B&A related job near graduation or a full-time job. Gaining work experience scored as the fourth most important motivational factor, which importance assumably increases through the study years, as the employment rate (of the students) increases. Eventually students would try to attain the full-time B&A related job, which attaining is supported by working experience.

The research of Herzberg regarding employee motivation at work showed that the three main motivational factors at work are achievement, recognition and the work itself (Herzberg, 2003, s. 6). Among those factors, only one factor (the work itself) correlates to the research findings of the employed college students motivational factors at work. The results between the researches are quite different, as the researches agree on only one certain factor. Additionally, the other two factors (Money and working atmosphere) among the top 3 factors in the research of the college students are not considered as motivational factors by Herzberg. According to Herzberg's theory model, money and working atmosphere are hygiene factors, which act as factors that eliminate job dissatisfaction. Herzberg also considers money as a KITA factor, that can stimulate an employee. As for this research of employed B&A college students in Finland, the results indicate that working atmosphere and money are two of the main three motivational factors at work.

4.3.1 Money

According to Herzberg, money is not a motivator, in contrary it is a hygiene factor and it can act as a factor to eliminate employee dissatisfaction (Herzberg, 2003, s. 6). Herzberg also considers money as a KITA factor, where KITA plays a role in stimulating an employee at work (Herzberg, 2003, s. 5). As for Daniel Pink, money acts as a motivating factor until individuals are paid enough (Pink, 2009, s. 52). According to the results, money is one of the main motivational factors for employed B&A college students at work, which in contrary is not a motivational factor in the theory of Herzberg. Therefore, we can conclude that the theory of Herzberg is not applicable in the case of B&A college students in every factor, since the data showed that there are differences (and similarities as well).

The incentive part of KITA would be a motivational factor for the college students from the field of B&A, which is assumably caused by the unstable economical situation among students when compared to full-time working adults. According to a study by Duunitori on students financial situation, 35% of college students feel that the economical supports provided by KELA are not enough for living (Inkovaara, 2017). Therefore, money plays a different role for B&A college students than full-time working adults. The B&A college students need to fulfill their needs, and when money is a basic need to pay the rent and expenses of the students, it acts as an essential motivating

factor as Maslow states (see 2.3) (McLeod, 2007, s. 4). Money is strong motivator for those who need it, for those who are not meeting the lower-order needs (see 2.3.2.). Additionally, Daniel Pink states in his book that money is definitely a motivator to the extent of paying employees enough (see 2.4) (Pink, 2009, s. 52).

We can also assume that the value of money is different for B&A college students compared to full-time working adults and the theory of Herzberg. In conclusion, and according to the research, money is one of the most important motivational factors for students at work.

4.3.2 Working atmosphere and interesting work

Working atmosphere and interesting work are 2 factors, which go hand in hand. However, there are still the obvious differences between them. Interesting work is the factor which Herzberg calls by the work itself (see 2.2.2), whereas the working atmosphere is the interpersonal relations (see 2.2.1). The former is a motivational factor, and scored as the third most important motivational factor in the research of Herzberg (Herzberg, 2003, s. 7). This is consistent to this college student research, which also includes this factor as one of the main motivational factors at work. However, according to this research, interpersonal relations is a major motivational factor, in which the theory of Herzberg disagrees. According to the theory of Herzberg, interpersonal relationships can eliminate dissatisfaction, but they do not increase satisfaction (neither motivation) as it is a hygiene factor (Herzberg, 2003, s. 6). This is another factor by Herzberg that is not applicable to the college students. However, as Herzberg's theory model is applicable with the other main motivational factor, the work itself. Therefore, we can conclude that the theory-model of Herzberg is applicable in some factors, but not in every one of them.

According to Maslow, the social needs can act as a motivational factor, since it could act as a need for human (McLeod, 2007, s. 3). Therefore, it is consistent to the result of this research, pointing out working atmosphere as a motivational factor. According to Daniel Pink, the factors of autonomy, mastery and purpose are the three main factors to employee motivation (Pink, 2009, s. 54). In order to have an interesting work, the work itself has to include certain factors what the employee considers interesting. The 3 factors by Pink are good examples of motivational factors that influence working and could make the work interesting.

Due to the results of the research, we can conclude that the B&A college students are motivated at work by a positive working atmosphere and a interesting job, as they are an important factors to the students. This situation is also quite well logical and understandable in the student life, where free time and having fun plays a big role.

5 CONCLUSION

5.1 Research findings

The objective of this research was to clarify the motivational factors for employed B&A college students at work. The research examined some of the most relevant theories within the field of motivation, and put them into a practice. The objective of the research was to examine whether these theory models are applicable to the college students from the field of business and administration in Turku, Finland and to clarify the motivational factors for these students to work.

As mentioned previously, working during studies is a very common habit within the college students in Finland, this study shows that almost every college student works at least one time during the studies. The findings also indicated that even though many students in Finland suffer from the economical situation, money is not overwhelmingly the only main motivational factor to work. Additionally, the research indicated that females tend to work more than males, and over 80-90% of the students in their final year of studies, either bachelor or master level work beside studies.

The research also measured the employment rate during the studies. The results show that the employment rate increases quickly as the studies progress, and during the last years of the degree most of the students are employed. The research findings also include that the majority of the students within the field of B&A work within their own field, and the majority of the students also work over 15 hours on a weekly basis.

The research focused mainly on the last question of the questionnaire "How would you rate the following factors when it comes to your working motivation?". The outcome of the research indicated that the business and administration college students are motivated by many different factors, and only three factors were overwhelmingly more popular than the others. The research indicated that even though money is an important factor in motivating B&A college students at work, there are certainly other important motivators, such as the working atmosphere and the work itself.

In the beginning of this thesis the author reviewed the reasons why employee motivation is still a management challenge up to date. The practical examples of the theories also indicate the same. The theories influenced the measurement of employee

motivation, and the findings of the research were compared to them. The findings show that the theory of Herzberg is applicable to some factors, but not in all factors concerning the B&A college students. Comparing the main motivational factors of the research of college students to the research of Herzberg shows major differences within the results. The three main motivational factors in the college students research were working atmosphere, interesting work and money. Among the three factors, two factors were not applicable to the theory of Herzberg, including money and working atmosphere, and only interesting work is applicable to the theory model. The college student research also showed that the status and recognition motivate the employed B&A college students the lowest. Comparing to the research and theory of Herzberg, recognition is not an applicable factor to this target group either, since the research of Herzberg indicates recognition as one of the main motivational factors. Therefore, the perspective of B&A college students towards motivational factors at work are somewhat different than the perspective of Herzberg's theory model.

5.2 Suggestions for further research

This research has analyzed the topic comprehensively with the support of some theories. However, the Finnish students are considerably into working during the studies, and this highlights the importance of this topic. Therefore, a more comprehensive research is suggested in the future, which could include all of the study fields in Finland, where the scope could be the whole country. Additionally, one may also use more and different motivational theories. Due to the limitations of bachelor's thesis length, this research provides comprehensive findings only in the field of business and administration.

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Business

College students' working motivation

This survey consists of a few basic questions and some regarding working motivation. The outcome of this survey will be analysed in my thesis, college students' working motivation.

Feel free to answer the survey, and thank you in advance!

- Ali

1. Are you a college student from Finland? *

- Yes
- No

2. Are you an exchange student? *

- Yes
- No

3. How old are you? *

- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26 or older

4. Define your gender? *

- Male
- Woman

5. Where do you study?

- University of Turku
- Turku University of applied sciences
- Åbo Academy
- Novia
- Other, where?



6. Identify the field of your studies, and the degree level?

	Bachelor	Master	Doctorate
Agriculture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business & administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health and welfare	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Humanities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural sciences (Math, statistics etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military or sport sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, what? <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What year of study are you in?

- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th

8. In average, how do you spend money monthly?

	None	1-50e	50-100e	100-150e	150-200e	200-250e	250-300e	300-350e	350-400e	More than 400e
Leisure activities (e.g. theater, club entry etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol and cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clothes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transport and commuting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books and school equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating and drinking out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Groceries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memberships (e.g. hobbies, gym)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bills (e.g. phone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Car	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Do you work, did you, or do you want to work besides studying?

- Yes
- No

10. How many hours a week do you usually work?

- 5-10
- 10-15
- 15 or more

11. Is your current work related to your studies?

- Yes
- Somehow, a little
- No

12. What is your approximate average monthly budget?

- 200-400e
- 400-600e
- 600-800e
- More than 800e

13. How much is your approximate average monthly income?

- 200-400e
- 400-600e
- 600-800e
- More than 800e

14. How would you rate the following factors when it comes to your working motivation?

	0	1	2	3	4	5
Money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lähetä