MOTIVATING EMPLOYEES THROUGH INCENTIVE PROGRAMS

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Abstract

Motivated employees are the cornerstone of any successful organization. The objectives of this research are to explore the motivational factors and the effectiveness of these incentive programs pertaining to work motivation.

The thesis consists of two main components: theoretical and research. The first part is the theoretical framework, which examines the various motivation theories and the different categories of incentives. Information for the theoretical background was collected from publications, books and internet sources. For the empirical study, a mixed-method research approach was chosen to gather the data. The study was carried out using a questionnaire administered online and the research population consisted of 378 white-collar workers in Singapore.

The results from the study showed that incentives do have a very strong motivational potential to influence the employees' willingness to work harder. The three most motivating factors valued by employees are interpersonal relationship, workplace environment and interesting work, all of which have the potential to motivate employees at higher levels. For long-term motivation, job related factors such as meaningful work, flexible working hours and friendly social gestures were found to be effective motivators while, on the other hand, it was discovered that monetary, social gatherings, tangible items such as award, certificates and gifts are the most effective motivators for the short-term.

Keywords
Employee motivation, incentives, rewards, human resource management, Singapore

Miscellaneous

CONTENTS

1 INTRODUCTION

The majority of the organizational theorists unanimously agree that in today's highly competitive and dynamic environment, employees are an integral part of any organization because a large part of the daily operations are tended by them. To state it simply, the overall success of an organization in achieving its strategic objectives relies heavily on the performance level of employees. Therefore it is crucial to first identify the factors influencing performance.

Employee performance is a function of ability and motivation, where ability is comprised of the skills, training and resources required for performing a task and motivation is described as an inner force that drives individuals to act towards something. There is an old aphorism, "you can lead a horse to water but it won't drink unless it is thirsty." In other words, motivation cannot be forced upon anyone, yet in order to unleash the employee's maximum potential, organizations can create a workplace environment that promotes motivation. While improving one's ability takes longer time and patience, motivation can be improved through some means in a shorter time span.

All organizations, regardless of sector, size or industry require motivated employees to function effectively. Human resources are an indispensable asset that ensures the productivity, performance and prosperity of the organization. Motivated employees are contented, dedicated and work enthusiastically. The outcome of a motivated workforce includes employee retention, loyalty and harmony; these are the factors that contribute significantly to the growth and development of the organization. Consequently, one of the most compelling challenges facing today's organizations is how to make sure that employees are highly motivated.

As far as the issue of employee motivation is concerned, employee incentive programs have been found to be the most commonly adopted technique among organizations. The purpose of the program is to reward productive performance, reinforce positive behavior, stir interest in employees and most importantly motivate them. Employee incentive programs offer a diversity of rewards that may be monetary or non-monetary.

Each year, research shows that organizations are pumping billions of dollars into employee incentive programs. However, not all programs have achieved desired results. Successfully implemented programs were shown to boost performance to the

extent of 44%. The failed ones were attributed to the lack of knowledge and determination to design an appropriate program. One of the universal mistakes made my some managers is "What motivates me will motivate others." Every employee has their individual set of motivation and incentives to expend effort. Some are motivated by money while others are motivated by recognition, career advancement or even job security. Thus it is wrong to assume that everyone shares a common motivator.

The keys to enhancing employee motivation through incentives are for organizations to communicate the program to the employees, spend some time discovering what motivates them, how they would like to be rewarded for good performance and thereafter construct and implement a suitable program based on the needs of the employees. In line with the above purpose, the aim of this study is to investigate the important motivational factors and their effectiveness among white-collar employees in Singapore.

1.1 Research Questions

The purpose of the research is to answer the following questions:

1. What does the concept of 'incentive' means to employees?
2. What are the most important factors that affect the willingness of employees to exert more effort in their job?
3. How effective are the different types of incentives pertaining to work motivation?

1.2 Research Methodology

A mixed-method approach was adopted to achieve the objectives of the descriptive study which examine employees' beliefs and perceptions toward factors influencing work motivation. Mixed-method approach comprises a combination of qualitative and quantitative research techniques within a study (Rocco, Bliss, Gallagher, Pérez-Prado 2003, 19.). The advantage of using mixed-method research is that the former is capable of providing profound insights into participants' interpretations of events and the latter can be used to quantify attitudes, behaviors, feelings that seem immeasurable (Marshall & Rossman 2006, 14).

Data for the empirical research was collected using a standardized questionnaire containing qualitative and quantitative items. The qualitative data, obtained through an open-ended question, was designed to find out how respondents interpret the word "incentive". The quantitative items were composed mainly of brief descriptive variables relating to the research objectives. The questionnaire was administered online from 15 to 30 December 2008. Instructions to complete the questionnaire were explicitly written in each section and a covering letter informing the respondents of the purpose of research was also included as an attachment. The questionnaire is anonymous and takes about 15 minutes to complete.

The choice of implementing an anonymous online questionnaire as the basis of research is attributed to several reasons: (i) the ability to pool information from a wider range of respondents, (ii) due to the difference in geographic location between the researcher and sample population, administering surveys online is the quickest method to collect the results, and (iii) in the presence of a third-party, in this case the researcher, respondents may be unwilling to provide honest answers to sensitive topics such as compensation hence leading to inaccurate data.

Simple random sampling was chosen as the method to obtain a sample representative of the study population. It involves selecting randomly from a population such that each subset has an equal chance of being sampled (Evans 2007, 133). For this research, the demographic characteristics of the respondents were limited to salaried professionals or also known as white-collar workers, of which the latter term will be used throughout this thesis. The term 'white-collar worker' refers to a person who typically holds an administrative, managerial or professional position. In addition, only respondents who are employed in the private sector were invited to participate in this research.

1.3 Assumptions and Limitations of the Study

The respondents who participated in the study were assumed to have given their honest reply to the questions in order to draw valid conclusions from the empirical data.

This study presents several limitations that need to be considered when interpreting the findings. It is important to note that an individual's values and beliefs may have

been influenced by the idiosyncratic social environment and cultural background as such the result findings of a country-specific study like this cannot be generalized to other countries. However, countries that share similar social environment and cultures may use the findings as a guide. Moreover, the sample population was of white-collar workers employed in the private sector thus limiting generalizability of the findings to workers in the public sector and other collar workers. The proportion of the sample size to the total population of white-collar workers in Singapore is relatively small, and therefore a larger scale study must be done to confirm the reliability.

2 THEORIES OF MOTIVATION

It is useful to review some of the significant motivational theories because each person is motivated differently and it would be helpful to identify what makes them tick in order to align employees' goals to the organizational goals.

Over the years, many theorists have attempted to explain the complexity of motivation in the workplace. Each theoretical perspective illuminates how motivation influences work performance. The theories can be broadly classified into three groups: content theories, process theories and reinforcement theory. In this chapter, theories related to the purpose of this research will be presented.

2.1 Content Theories

Content theories attempt to explain what drives individuals to act in a certain manner based on a universal understanding that all human beings have needs to satisfy. However, there are several limitations these approaches can contribute in practice due to the complexity of human nature. As such, it is important for organizational managers to know what employees need and also their needs will evolve over time while bearing in mind that needs differ considerably among employees. Subsequently design a flexible reward system (McShane, Von Glinow 2000, 74.) to adapt to various needs of the employees. In this case, the needs of employees will determine the effectiveness of incentives used to motivate them.

2.1.1 Hierarchy of Needs

One of the most well-known easily comprehensible motivational theories was propounded by American psychologist Maslow, who conceptualized the infamous five stages of needs that influence human motivation as illustrated below:

FIGURE 1: Maslow Hierarchy of Needs (Griffin 2008, 438.)

- Physiological needs such as food, air, water and shelter outline the basis for motivation and are necessary to ensure the continuation of human life.
- Safety needs are required by individuals to feel protected from emotional and physical jeopardy. Organizations can satisfy these needs by providing safe working environment, job security and retirement benefit package.
- Belongingness needs refer to the need for affiliation and group identification individuals obtain from family members, friends, colleagues etc. This includes, but not limited to friendship, social interaction, belongingness, or acceptance by others.
- Esteem needs can be simply described as feeling good about oneself. Self-esteem and personal accomplishment through challenging assignments are part of internal esteem needs while nice job titles, recognition, rewards and reputation are external esteem needs.
- Self-actualization is the pinnacle level of attainment in the need hierarchy. It implies that the full potential of an individual has been realized. This need, however, is hard for a manager to address as it is completely up to the employee's desire to achieve. Griffin (2008, 439.) suggests that managers can help foster an environment where attaining self-actualization is possible for instance empower employees to make decisions about work and providing opportunities for self-development. As observed by Maslow, this need is never

entirely fulfilled as the individual will continue to seek growth opportunities. Maslow once suggested that only 2 percent of the human population actually achieve self-actualization.

Maslow concluded that individuals are primarily motivated by unsatisfied needs in an ascending scale. This concept is termed 'satisfaction-progression process' or prepotency whereby individuals will proceed to fulfill a next higher level need only after a lower level need of the hierarchy is fully satisfied. In other words, an individual whose physiological needs are unmet will not escalate to fulfill the next layer i.e. safety needs; instead will motivate oneself to persevere until the currently recognized need is satisfied. (McShane et al. 2000, 67.)

2.1.2 ERG Theory

Alderfer revised Maslow's theory of hierarchical needs by reclassifying the five-level pyramid into three broader categories of human needs:

- Existence needs combines Maslow's physiological and safety needs. It simply refers to essential needs for survival such as food, shelter, and safe working environment.
- Relatedness needs is similar to social needs of Maslow's theory; a need for individuals to sustain interpersonal relationships and to feel connected to others. Extrinsic motivation also falls within this category.
- Growth needs encompasses esteem needs and self-actualization of Maslow's theory. This is a need consisting of self-improvement; develop intrinsic motivation for task through accomplishments; complete meaningful task and be creative.

Unlike Maslow, Alderfer contends an individual may be motivated by two or three need category at the same time where one need appears more dominant than the other. This is known as the 'frustration-regression process' whereby if an individual who is unable to satisfy the growth need will regress to relatedness need which continues to be a strong motivator. (McShane et al. 2000, 68.)

2.1.3 Two Factor Approach

Herzberg's motivation-hygiene approach, a theory closely connected to the corporate world, was derived from an empirical experiment conducted on employees to determine job satisfaction.

Determinants entailing satisfaction are labelled as motivators, whereas hygiene factors tend to lead to dissatisfaction. Individuals will strive to satisfy hygiene needs so as to reduce dissatisfaction but do not necessarily induce long-term satisfaction but inadequate or the absence of good hygiene factors will cause dissatisfaction. However, dissatisfaction will not result from unsatisfied intrinsic needs nor reduce dissatisfaction when these needs are met. (Herzberg, Mausner, Snyderman 1959, 113-114.) Motivation factors are related to work content while hygiene factors are related to work environment (Griffin 2008, 440.) as summarized below:

Motivation factors (Intrinsic)	Hygiene factors (Extrinsic)
• Achievement • Recognition • Responsibility • Work itself • Advancement • Personal growth	• Company policies and administration • Interpersonal relations • Working conditions • Salary • Job security • Status • Benefits

TABLE 1: Factors affecting job attitudes

According to Herzberg et al. (1959, 131-132.), managers should avoid placing strong emphasis on fulfilling hygiene needs as this will result in employees relying too heavily on extrinsic rewards and may pose impediments to the long term success of the organization. Instead, managers should focus on designing more intrinsically challenging task, provide recognition and empowering employees when certain level of ability is demonstrated, which are the true motivators, when fulfilled, contribute to long-term positive effect on employees' job performance.

2.2 Process Theories

Process theories explain how individuals are motivated. In this perspective, 'need' accounts for one component of the process through which individuals decide how to behave. Another component could possibly be for rewards. For instance, an employee perceives a reward (e.g. gift certificate) will be given for exhibiting certain behaviour (e.g. working diligently), so this reward turns into a motive for that behaviour.

2.2.1 Expectancy Theory

Vroom's expectancy theory suggests that motivation levels of employees depend on three guiding principles:

(i)   Expectancy (E-P) is the probability that exerting effort will lead to high levels of performance. For E-P to be positive, the employee must possess the appropriate skills, education, experience and necessary training to perform.

(ii)   Instrumentality (P-O) refers to the employee's perception that performance will lead to the desired outcome. The P-O expectancy will be positive if the employee believes good performance will result in a promotion or pay rise.

(iii)   Valence refers to how the employee perceives the attractiveness of the reward. The attractiveness of each reward differs between employees. For valence expectancy to be positive, organizational managers need to determine the kinds of available rewards the employee values the most. The reward may be monetary or non-monetary.

According to Vroom, motivation level can be computed using the following formula:

Motivation = Expectancy X Instrumentality X Valence

The theory advocates that motivation is present only when employees perceive a positive correlation that effort leads to job performance and job performance leads to rewards. (Griffin 2008, 444.) To put in simply, if the strength of either expectancy or instrumentality or valence is zero or insignificant, there will be no motivation. If an employee who has the ability to perform well does not expect a reward or does not find the reward attractive, then he/she will not be so motivated to do the job. For

motivation levels to be high, all three factors must be high too. It is clear, from the expectancy theory, that incentives play a crucial role in motivating employees.

2.2.2 Equity Theory

Adam's equity theory is used to explain how employees judge the fairness of rewards received in proportion to resources invested for completing a task by assessing one's own investment-reward ratio, and compare it against the ratio of another colleague holding a similar position. (McShane et al. 2000, 79.) A comparison can be made using the formula below:

$$\frac{Outcomes\ (Individual)}{Inputs\ (Individual)} = \frac{Outcomes\ (Other)}{Inputs\ (Other)}$$

Investments made by the employee are termed 'inputs' while rewards are known as "outcomes". In order to receive outcomes such as extrinsic rewards and/or intrinsic rewards, the employee must first invest inputs such as time, commitment, effort, and experience.

One of the following three may result from the above equation. The most ideal situation would be the employee feels equitable in terms of reaping the rewards sowed relative to a fair comparison with the other. Conversely, an unbalanced equation may indicate that the employee is over-rewarded or under-rewarded. The over-rewarded employee may feel compelled to be more productive. Whereas in the case of under-reward, the employee will seek equilibrium by lowering input or negotiating a pay rise or, in the worst scenario, leave the organization.

2.3 Behavior Modification

B.F. Skinner's behavior modification theory was built on the model of operant conditioning that uses stimuli such as reinforcements, punishment or extinction to elicit acceptable behaviors and curtailing undesirable behaviors (Martin 1988). This theory does not recognize that employees are motivated by needs or a process of motivation. Instead, it deals with how an employee's future actions are based on consequences of past actions. A behavior associated with rewarding consequences

tends to be repeated and other behaviors that evoke unfavorable consequences are likely to be avoided. (Dessler 2008, 474.)

According to McShane et al. (2005, 46.), research often proved the technique successful in modifying behavior as organizations see employees working more efficiently and learning more quickly than before.

3 THEORETICAL FRAMEWORK

3.1 Motivation and Job Performance

Motivation is defined as "the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior" (McShane et al. 2000, 33.). Robbins and Coulter (2005, 392.) suggests that motivation refers to "the processes that account for an individual's willingness to exert high levels of effort to reach organizational goals, conditioned by the effort's ability to satisfy some individual need." If managers today are to assume responsibility to lead employees toward attaining organizational goals, it is then crucial for them to comprehend the psychological process of motivation.

The key elements of the above definition are: direction, intensity and persistence. The 'direction' element refers to a compelling force to achieve a specific objective. This means that when a motivated employee recognizes the need to achieve something, then all efforts will be focused to reach that goal. The 'intensity' element represents the magnitude of the effort allocated to the objective. In other words, one employee may exert more effort than another employee to accomplish certain tasks. The last element "persistence" refers to the time duration in which an effort is sustained. A highly persistent employee will not concede before reaching the objective. In addition, motivation can be described as intentional when the employee chooses to act on his/her own will.

Conversely, Mol (2005) believes the definition of motivation will be more convincing when the word 'motivation' is distinguished from 'movement'. When the employee is assigned to a task that he/she dislikes, yet willing to do so merely for the sake of being

rewarded, then he/she is said to be moved. But when the employee engages in a task because he/she takes delight in the work, then motivation is said to occur.

Another factor influencing motivation and job performance is the employee's ability to successfully carry out a task. 'Ability' refers to the inherent aptitude and learned competencies to perform well at work. Inherent aptitude includes the employee's mental willingness and ability to quickly acquire new competencies. In this respect, organization can help employees with good aptitude scores to further develop their expertise through participating in various skills enhancement courses.

3.2 Intrinsic and Extrinsic Motivation

There are two types of motivation present in the workplace: intrinsic and extrinsic (Adams 2007, 230.). This means that job-related variables affecting motivation have intrinsic and extrinsic motivational value that drives employees to perform. Given that most employees are intrinsically and extrinsically motivated simultaneously, hence a conclusion can be made that intrinsic and extrinsic motivation are not mutually exclusive.

Intrinsic stems from the word "internal" which implies that motivation comes from within the individual, in other words, this type of motivation is self-generated. When intrinsically motivated, the individual will strive to satisfy the three innate psychological needs, namely needs for, autonomy, competence, and relatedness (Deci, Ryan 2000, 227.). Such employees like to have substantial freedom to make decisions, a channel to express creativity, opportunities for advancement, recognition for good work, be treated in a polite and thoughtful manner, and possess the passion to take on tasks that are both challenging and meaningful of which feel an inherent sense of accomplishment upon successful completion. For instance, an employee who has encountered an intriguingly difficult problem is unlikely to surrender just because the problem appears to be unsolvable. Instead, the employee will put forth his/her best efforts, say by investing more time or taking the task home, as he/she views the problem as challenging and worthwhile to complete. In fact, many researchers have acknowledged and proven that intrinsic motivation does have a positive long-term effect and is regarded as the "true motivators".

In light of the above, an authoritative management style is no longer practical if the organization wishes its employees to take more initiative and stay committed to management objectives. The workplace atmosphere must enable the employee to satisfy the higher order need. In this regard, managers can help to cultivate an intrinsically motivating environment by applying the FLAME technique.

1. **F**eedback	Performance feedback facilitates exploratory behavior.
2. **L**ots of skills	Employees are more motivated if the tasks require them to make use of variety of skills. In the process, it also allows employees to acquire new competencies.
3. **A**utonomy	Employees who are empowered to make decisions about their job and are able to work without close supervision are more likely to work productively.
4. **M**ine	Employees who are given ownership over their task i.e. held accountable for the outcomes are inclined to act responsibly because they 'own' the job.
5. **E**ffect on others	When employees know or witness the results of their work have an influence on others (colleagues, department, organization), they will be motivated to ensure that they perform to their utmost.

(Cornelius & Associates 2008)

On the other hand, extrinsic motivation refers to motivation that comes from outside an individual in exchange for external rewards not derived from the work itself. Extrinsic motivation takes place in the form of tangible monetary or non-monetary incentives such as pay rise, gift certificates, stock options, vacation trips, wall plaques, company banquets, movie tickets etc. For instance, an employee may work doubly hard to finish a project before the scheduled deadline because of the tangible reward that accompanies for working efficiently.

While extrinsic rewards can act as positive reinforcers and have found to be an effective tool for short-term gains (Adams 2007, 232) i.e. meeting immediate goals, it may have long-term adverse impacts on employees' behavior. Considerable research results indicate that employees who do not expect to receive extrinsic rewards

outperform those who expect reward (Kohn 1993). However, extrinsic rewards can still be useful if administered under the right circumstances, such as the absence or low levels of intrinsic motivation or when the job is unchallenging and mundane.

There are several disadvantages of extrinsic rewards. First, it is not sustainable because once the reward is withdrawn, motivation will cease. For instance, an organization has designed a reward program to encourage employees to report to work on time. The employees who achieve the highest frequency of punctuality will receive a pair of complimentary movie passes. Immediately there was a surge in the number of employees turning up on time. Few months later, the management team decides to abolish this reward program, and subsequently, the number of employees reporting to work on time was worst than before the program was implemented. The most probable explanation going through the employees' minds would be "Why should I be punctual since I am not rewarded for it?" In this case, it has become apparent the movie passes (extrinsic) are what motivates the behavior and not the sense of professionalism (intrinsic).

Second reason follows the law of diminishing returns. Unless there is a reward with greater value or better, motivation will not kick in. This can be illustrated using the same paradigm as above. Since the punctuality problem has aggravated, management team agreed to reinstate the program using the same reward – a pair of complimentary movie passes. However, this time, there was only inconsequential improvement. Realizing that the current reward is ineffective, management team decides to introduce company-paid family dinners as the new reward. As a result, the punctuality problem is solved.

Third reason relates closely to second point. Extrinsic rewards coupled with diminishing returns may develop into a costly problem for the organization and spells unnecessary trouble for both parties.

To sum up, overreliance on extrinsic rewards risk undermining intrinsic motivation and inhibits creativity because the employee's innate desire to do well is distorted.

3.3 Incentives as a Motivational Tool

Workplace motivation strategies are commonly adopted by organizations to improve profitability by increasing motivation and productivity, reducing absenteeism and turnover, and to retain talented and skilled employees. Typical motivation techniques such as incentives, rewards and recognition are often used complementarily to motivate employees.

The main difference between incentive and reward is that while an incentive is defined as something that triggers a particular course of action, a reward is given following a desired behavior to increase the probability that the behavior will be repeated. In other words, when an incentive is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job, and thereafter the incentive will be given to the employee as a reward when the goal is met but it all stems from an incentive. By and large, organizations use rewards as incentives to stimulate desired behavior. Recognition, on the other hand, is to show appreciation for the employee's efforts and positive contributions, and at the same time reinforce and encourage similar future behavior. Recognition takes place only after the behavior has occurred and it may be offered in conjunction with the reward. On the whole, both incentives and recognition are useful mechanisms to induce positive attitude and motivate employees. For the purpose of this study, the concept of incentives, rewards and recognition will be studied under the category of "incentives".

The classification of incentives provides a framework of the breakdown of organizational rewards, as proposed by Pattanayak (2005, 264) is presented in Table 2 on page 18. According to Figure 3, there are three categories of incentives: monetary incentives, tangible non-monetary incentives and intangible non-monetary incentives.

Monetary incentives refer to financial rewards given to employees in terms of bonuses, stock options, insurances, paid leave etc. Tangible non-monetary incentives involves the indirect payment of money in the form of tangible rewards such as gift cards, watches, garments, plaques/trophies, electronic appliances, decorative items, vacation trips etc and services such as bus service, club privileges, meal treats, celebration parties, internet services etc. Intangible non-monetary incentives include the use social rewards and task-related rewards. Social-related rewards concern the organization's social practices such as employees being courteous and respectful to one another, managers recognizing employees for their hard work etc. Task-related rewards have

the potential to address the intrinsic motivation of employees. It includes career advancement, job design, skills training, and autonomy over work.

Throughout the years, many researchers have advocated the use of incentives to motivate employee performance. One such example was an interesting research conducted by Condly, Clark, and Stolovitch in 2003. The following are some important highlights from this study:

- Incentive programs have the potential to improve performance by as much as 44 percent if administered properly to address the problems of performance and motivation
- Incentive programs increase the level of engagement from employees. Employees motivated by incentives see a performance surge by 27 percent when asked to persevere towards a goal
- Incentive programs can be incorporated into the organization's attraction and retention strategies
- Long-term incentive programs were discovered to generate higher performance outcomes than short-term incentive programs
- Contrary to the belief that extrinsic rewards hinder intrinsic motivation, the study found that employees who are rewarded for exceeding targets are inclined to invest more time and effort on a task that leads to satisfaction
- Incentive programs help to boost morale and build employee loyalty

To sum up, according to the research done by Condly et al. (2003), incentives do seem to have great benefits and a high potential to motivate employees. In the further chapters, more detailed explanations will be given on the different categories of incentives.

Monetary Incentives	Tangible Non-Monetary Incentives	Intangible Non-Monetary Incentives
Direct Compensation: - Base salary - Commission - Bonus Indirect Compensation: - Insurance for health/disability/life - Profit sharing plans - Retirement plans - Employee Stock Ownership Plan (ESOP) - Educational reimbursement - Overtime policy - Paid leave - Unpaid leave - Subsidized utilities - Subsidized housing - Travel expenses - Childcare	Treats: Free meal treats - Free food/beverage - Festival bashes - Coffee breaks - Picnics - Birthday treats Awards - Plaques or trophies - Certificates or scrolls - Letters of appreciation Knick-knacks: - Decorative - Tie pins or brooches - Calendars or diaries - Watch - Electronic items such as cameras, mp3, mobile phones, appliances, software - Newspaper or magazine subscription Tokens: - Tickets to movies/ sports events/concerts - Gift certificates - Accessories/garments bearing company logo - Paid-up vacation trips - Anniversary/birthday presents	Social rewards: - Informal recognition - Verbal recognition or praise - Formal recognition at office get-togethers - Feedback - Friendly greetings - Pat on the back - Solicitations of advice/suggestions - Club privileges - Use of company facilities, equipment, supplies for personal projects Task-related rewards: - More responsibility - Meaningful work - Job rotation - Special assignments - Training - Representing the company at public fora - Participation in decision-making - Growth opportunities - Autonomy over work - Promotion - Flexible hours

TABLE 2: Classification of Incentives (Pattanayak 2005, 264.)

3.3.1 Monetary Incentives

In the 21st century society, money is believed to be the solution to most problems and it can buy almost anything and everything depending on the sum of money in possession. For the average community, money is used to make ends meet such as buying a home, food, and clothes etc. which are all basic needs for survival. On the other hand, money is relentlessly sought for by the wealthy class as it is generally associated with prestige and social status. Another reason is also to make others envious of their financial achievements.

More often than not, attractive remuneration packages are offered to entice best talents to a position, ensuring they perform at maximum efficacy, and retain talented employees within the organization while commission-based remuneration are extended to encourage employees to meet organizational targets.

Today, organizations provide monetary incentives in two ways, namely, direct monetary compensation and indirect monetary compensation. Two of the most commonly acknowledged direct monetary compensations are salary and commission. Indirect monetary compensation or otherwise simply known as employee benefits may include reimbursement for education, childcare benefits, insurance and paid leave.

A number of researches (Lopez 2002, Bokorney 2007, Chan 2008) have found salary to be one of the key factors influencing career choices. As one development engineer puts it, "The salary paid me is what the company thinks of me. The lower the salary, the less [I feel] appreciated" (Bokorney 2007). Certainly salary is important as it not only satisfies every human basic physiological need but also it is quite often used as a basis for comparison against similar positions in other organizations. However, in order to evaluate the overall attractiveness of an organization's total remuneration package, one must also examine other forms of indirect compensation such as 401(k) plan, profit-sharing, Employee Stock Ownership Plan (ESOP) and the like. Most of the indirect form of compensation are used to address the second level needs of employees i.e. need for safety.

Profit-sharing plan is an incentive-based remuneration that recognizes employees' effort and positive contribution towards the organization's success by disbursing a percentage (approximately 15-20%) of the organization's profit to eligible employees. Employee Stock Ownership Plan (ESOP), like profit-sharing plan, has been a growing

worldwide phenomenon in the recent years. This scheme enables employees to have a share of ownership of the organization they work for. The underlying objectives of an ESOP are to attract, retain, motivate, and reward employees. Common stocks are usually acquired through the ESOP distribution where stocks are allocated to each individual employee's account or purchased directly from the organization and dividends are paid contingent on the value of the stock. In both cases, the employees' performance is directly linked to the rewards. As a result, employees are inclined to commit to goals, work hard and help make the organization successful.

In addition to base pay, nowadays more and more organizations are turning to variable incentives to align employees' behavior with organization goals (Hewitt Associates 2006 & 2007). The reasons cited for this move is due to the increased cost and challenges to attract and retain top performers, and also organizations have found this to be an effective way to motivate and reward employees. The four commonly adopted types of variable incentives are: membership/seniority-based rewards, job status-based rewards, competency-based rewards and performance-based rewards (McShane et al. 98-101). On hindsight, seniority-based rewards, which tend to be based on age, do not truly motivate job performance while rewards based on job, competency and performance ensure that employees are paid based on their value and contribution. When salary is contingent on the efforts of an employee, very likely the employee will enhance his/her competitiveness and performance in the workplace.

Monetary incentives provide the flexibility for the recipient to spend the money however he/she wants and it may be useful when employees can expect the same kind of reward the following year if they put in the same amount of hard work as before. Employees, whose efforts relate closely to key performance results, such as executives, production and sales workers, may benefit the most from monetary incentives.

Nevertheless, organizations cannot rely solely on monetary incentives to motivate the diverse workforce due to the limitations it brings. Firstly, according to Herzberg's theory, money can prevent employee dissatisfaction but does not necessarily motivate. Secondly, while employees see bonus payments in a positive light, there are, however, negative impacts on motivation if the incentive plan is not carefully designed. For example, if the organization paid a meager year-end bonus, instead of feeling appreciated, the employees may feel demeaned and disdained for their discounted efforts. Same goes for profit-sharing plan as the payouts are usually quite nominal to

consider as an effective incentive because the effect on profit margin is usually inconspicuous despite the hard work of employees who hope to achieve higher returns. Thirdly, employees may become too engrossed in maximizing profitability at the expense of quality. Lastly, if monetary incentives are given on a regular basis, and even more so when managers fail to communicate clearly the reasons for it, the variable compensation may be seen as an entitlement instead of an incentive.

In view of the above, this does not translate that using money to motivate is out of question. To illustrate the point, Maslow's hierarchy of needs theory will be used here for discussion. According to this theory, the lowest order physiological needs must be fully met in order for the individual to progress to satisfy the next higher level need, which is to say, if the employee does not receive a reasonable monetary compensation, then he/she will always be motivated monetarily until the sum is justified or the need is satisfied and, during which, the employee will unlikely be motivated by non-monetary incentives.

3.3.2 Tangible Non-Monetary Incentives

In today's workplace, the use of tangible non-monetary incentives to motivate employees and boost performance is ever increasing. The 2005 Incentive Federation Study of the top 5 most frequently used tangible non-monetary incentives are gift certificates, plaques/trophies, apparels, cameras and watches. Tangible non-monetary incentives are as important as monetary incentives. When carefully designed and implemented, these incentives pegged to performance can be a very effective tool for motivation and to increase productivity. Since tangible non-monetary incentives are often less expensive, easily administered and more personal, it can be used to consistently reward employees for excellent performance.

Jeffrey and Shaffer's (2007) paper on *The Motivational Properties of Tangible Incentives* identified four psychological processes that influence how employees perceive tangible non-monetary incentives. The four processes can be split into two categories: first, perceived value of the reward that includes evaluability and separability, and second, value of earning the reward that includes justifiability and social reinforcement. According to expectancy theory of motivation, an employee's decision to exert effort on a task is positively related to the value of earning the

incentive. If the tangible non-monetary incentives offered are valued by the employees, where the expectancy and value of earning the incentive is high, then very likely they will be motivated to achieve the results.

Tangible non-monetary incentives are said to be more evaluable than monetary incentives. This means that the perceived value of a tangible non-monetary incentive increases when the incentive appears to be attractive or is able to ignite pleasurable affections from within the employee. Moreover, since it is difficult to ascribe an actual monetary value to non-monetary incentives like award plaques or paid-up vacation trips, therefore the emotional feeling attached to the item becomes a substitute for the "predicted consumption utility" of the incentive. (Scott & Shaffer 2007,7)

Employees tend to view monetary incentives as part of the total remuneration package (Incentive Federation 2005, 25). An illustration will be used to substantiate this point. In 1999, Wirthlin Worldwide conducted a poll to find out how employees spent their most recent monetary incentive yielded the following results: 29% used the money to settle bills and 11% used the money to purchase household items (American Express Incentive Services 2008). This implies that monetary incentives have quite a limited impact as it is normally spent on daily necessities and the derivation of money is easily forgotten thus losing the effectiveness as a motivator. On the other hand, tangible non-monetary incentives such as a ticket to a sports event, a gift certificate, a subscription to a magazine or a vacation trip can be used to fulfill the "wants" of employees. Allowing employees to select the type of desired tangible non-monetary incentives can make them feel valued by their organization and in return feel more motivated to work.

Tangible non-monetary incentives are typically viewed upon as luxury items especially if the purchase cannot be justified had the employee bought it. For example, lower income strata families may not have expendable income to enjoy pleasurable activities with their family. Offering tangible non-monetary incentives such as a night out at a movie theatre or a family dinner at a nice restaurant may be valuable to them. Hence through hard work is the most attractive way to acquire something which would be unjustifiable otherwise.

Lastly, employees need social acknowledgement for something good they have done. Tangible non-monetary incentives serve this purpose particularly better than monetary incentives as the latter is, firstly, a socially unacceptable manner of seeking

recognition from peers and, secondly, people are uncomfortable and unlikely to flaunt their monetary rewards in front of others. Conversely, the physicality of a tangible non-monetary incentive like a wall plaque is palpable to everyone and the employee has no reason to feel embarrass raving about it. In addition, the tangibility provides a lasting reminder of achievement, and most importantly, how the reward was achieved. Items such as office desk decorations, plaques, or everyday merchandise are a strong way to remind employees the reason behind the incentive. On the other hand, the Incentive Federation Study revealed two-thirds of the respondents felt that cash incentive is easily forgotten (Incentive Federation 2005, 45).

3.3.3 Intangible Non-Monetary Incentives

Intangible non-monetary incentives are the third cluster of rewards that completes an organization's total rewards system. Incentives that fall under this category are either social-related or job-related. In this section, the discussion of social-related rewards will be presented first, followed by the issues of task-related rewards.

First of all, employee recognition is defined as a channel through which employers use to express gratitude to employees for their good work attitude, efforts, contributions, or outstanding performance. There are many permutations and combinations to recognize employees, such as formally or informally, publicly or privately, and written or verbal or nonverbal. Motivating employees through recognition involves little to no cost for the organization and sometimes it is offered along with tangible incentives. There is a subtle difference between recognition, feedback, and social greetings but for this paper, these incentives will be termed as 'social rewards'.

Results of a recent poll show that 79 percent of the employees who quit their jobs attribute to the lack of appreciation (Fisher 2007). Such appalling statistic certainly reinforce the importance of social rewards in the workplace and can be compared to other tangible incentives because social rewards serve the purpose to satisfy needs for affiliation, esteem and self-actualization. Like all other incentives, social rewards have vast benefits that will be discussed in greater details.

All employees want to be acknowledged for a job well done, whether it is from one's superiors, peers, family or friends. When their efforts go unappreciated or unnoticed, they start to develop a feeling of resentment against the organization. A simple thank-

you note, a smile, a friendly greeting, a pat on the back, a nod of the head, and a warm handshake are all simple gestures needed to make employees feel cared-for by the organization. In addition, if the recognizer is someone respectable or with superior status, it will have considerable positive impact on the employee.

Showing appreciation to employees often goes beyond friendly social gestures. Employees want to feel appreciated and valued by the organization. This is where recognition comes in. Employees whose efforts are recognized feel good about themselves and hence a strong mental link between their actions and the positive emotional reward is formed. Consistent with reinforcement theory, through such positive reinforcement, the likelihood of the behavior to be repeated will increase.

Praise and recognition boost employees' morale as it allows employees to think better of themselves and their ability to contribute to organization goals. Employees with high self-esteem are more intrinsically motivated, optimistic, willing to work harder, participative at work, work efficiently, have lower absenteeism rate and are generally more satisfied with their jobs.

Soliciting feedbacks from employees is another form of acknowledgement. This process can be carried out through formal or informal mechanisms such as meetings or suggestion boxes to obtain employees' opinions, or discussion over lunch. As former CEO of General Electric, Jack Welch, sees it: "The only ideas that count are the A ideas. There is no second place. That means we have to get everybody in the organization involved. If you do that right, the best ideas will rise to the top" (Nelson 2001). Employees who have the opportunity to communicate with managers, whose suggestions are taken into consideration, whose management is interested to hear their opinions and address their concerns, and who receive performance feedbacks are willing to exert more effort at work because it makes them feel important and cared for. In addition, employees also want to know that their jobs make a difference to the organization. Likewise, managers should let employees know what is going on, regardless of whether it is good or bad news. Rumors from the grapevine can be dangerous especially so in the case of bad news as information gets distorted and exaggerated through the process, and in turn certainly does little to motivate employees (McShane et al. 249). Having an effective internal two-way communication system and keeping employees updated helps to develop a strong bond between the organization and employees.

Besides, there are other various ways to recognize employees using social rewards including, but not limited to: "sending online greeting cards, extra lunch time, attach thank you's to employee paychecks, acknowledge employee milestones, write three things you appreciate about each member of your team and give it to them, staff meeting outside the workplace in a more relaxed environment, welcome aboard cards for new employees etc." (Nelson 2008)

McConnell (2006) has suggested a guideline on how to recognize employees:

- Equality, clarity, and consistency – All employees must be eligible for recognition; standards for recognition must be consistent, clearly defined and understood by all.
- Timely and personalized approaches to recognition – Praises should be sung as close to the event to enhance the positive feeling that the employee already has.
- Messages sent across should be sincere and specific as this is the ideal time to reinforce the desired behavior for the future.
- Give positive feedback when things are done in the right manner as this will encourage bigger improvement
- Do not give exaggerated or unwarranted recognition

As discussed earlier, while tangible incentives and social rewards contribute to extrinsic motivation, task-related incentives are job factors that lead to intrinsic motivation. Intrinsically motivated employees engage in tasks without requiring the need for external directives such as monetary or tangible incentives as they are generally motivated by the nature of their job. This is achievable because some characteristics of the job allow the employees to gain a sense of accomplishment and innate pleasure simply by performing the task.

Having an intrinsically motivated workforce brings about immense benefits to the organization. Firstly, task-related non-monetary incentives such as skills development training, special assignments, growth opportunities and promotion are considered powerful motivators for employees to satisfy their need for esteem and self-actualization. Secondly, the employee's inherent motivation to perform at optimum level does not require extensive supervision at work, allowing the organization to channel resources to more important issues. Thirdly, organizations may reduce the spending on extrinsic incentives which can be quite expensive.

Examples of task-related incentives include job rotation, job enlargement, job enrichment, participation in decision making, empowerment, promotion, autonomy, flexible working hours, and overseas business trip opportunities. Some of the task-related incentives will be discussed further in the following sections.

The first way to increase work motivation is through the concept of job redesign. Job redesign involves reconfiguring the job responsibilities through rotation, enlargement and enrichment. An employee under job rotation will find himself or herself moving to several different jobs. This procedure reduces the occurrence of repetitive strain injury, especially for employees performing monotonous tasks. It allows the employee to acquire a variety of skill sets, knowledge, and to gain awareness into the operations of the organization. As a result, the organization can benefit from a flexible diverse workforce and can assign employees to tasks where they are required.

Job enlargement is simply the process of increasing the scope of work by adding more tasks without adding challenge to an existing job. Through job enlargement, the employee is enabled to use a variety of skills for different tasks as opposed to a simplified task. By assigning all the tasks related to completing one job to a single employee reduces coordination problems. For the organization, it means lower manpower costs as one employee can do the job instead of the previously more than one employee. However, research shows that employees are not motivated by job enlargement as the tasks become mundane after a while and dissatisfaction sets in.

The primary aim of job enrichment is to give employees more autonomy and responsibility over their work. It involves empowering employees to decide, plan, coordinate and control how they want to manage the tasks. In addition, the tasks assigned to them are more complex, thus requiring higher levels of skill sets and knowledge, but it is through such challenging tasks that there will be opportunity for growth and advancement. According to Hackman and Oldham's job characteristics model, jobs should be designed to include the five core characteristics: skill variety, task identity, task significance, autonomy and job feedback. The higher the job scores on each dimension, the higher the levels of motivation, performance and satisfaction among the employees. (McShane et al. 2000, 113-117.)

4 EMPIRICAL RESEARCH DESIGN

4.1 Questionnaire Design and Analysis

The mixed-method questionnaire was employed as the primary research instrument in the data collection period to gather information from respondents. The majority of the questions in the survey were of closed-ended type for the convenience of respondents and also to achieve higher reliability under controlled observations.

To test the validity of the first draft of questionnaire after it was designed, a pilot study was conducted among 5 random undergraduate students who have finished their internships this year. Appropriate amendments were made and the refined questionnaire was sent to the thesis advisor for approval before it was released to the sample population. The final version of the questionnaire comprised 23 items, categorized into 5 sections (Appendix 2).

Part 1 consisted of 6 questions that captured demographic information of the respondents which will be used later for cross-sectional analysis.

Part 2 consisted of 1 open-ended question designed to give respondents an opportunity to state the first word that comes to his/her mind when the word 'incentive' is mentioned. The purpose of this question is to test for any significant differences in responses across the respondents working in different departments and position level in the organization.

Part 3 is made up of 1 close-ended question to find out the importance of incentives in motivating them.

Part 4 consisted a total of 14 items that require respondents to indicate their strength of association for each item on a 5-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. The questions in these sections addresses the eleven dimensions of motivation, including compensation, job security, working environment, benefits, communications, interpersonal relations, appraisals, training and development, recognition, respect and career.

Finally, the last part requires the respondents to evaluate, using a forced choice 4-point Likert scale ranging from 1 = Not At All Effective to 5 = Very Effective, how effective each item on the exhaustive list of various types of incentives are in

positively affecting their motivation. In addition, the respondents are required to mark whether the incentive will motivate them in the short or long term.

4.2 Sample Population

The sample population for this study consisted of a random selection of white-collar workers in Singapore. The questionnaires were e-mailed to 500 white-collar workers, which includes a good spread of expatriates and local Singaporeans currently working in the country. Respondents who did not wish to participate in the study were asked to ignore the message. 122 respondents declined to participate in the study. The number of respondents who completed the questionnaires were 378, accounting for a response rate of 75.6%.

5 PRESENTATION OF FINDINGS

After the data gathering process, the responses in the questionnaire were then coded, stored and analyzed using SPSS version 16.0. In this chapter, the results of the analysis of questionnaire will be present in the following order: background information of the respondents, how respondents define the concept of 'incentives' and lastly the factors affecting motivation in the workplace.

5.1 Demographic Characteristics of Respondents

Gender: In this study, females accounted for slightly more than one-half of the total respondents (54.2%) while the other 45.8% were accounted for by males. This reflects a relatively fair representation of each gender population.
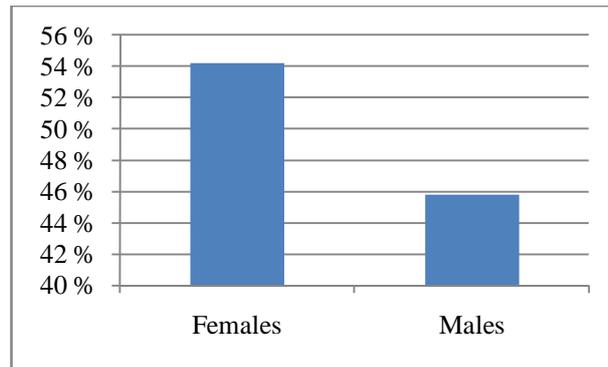
Table X: Respondents by Gender

Age: The largest group of respondents was aged 36 – 45 (32.3%), followed by those aged 25 – 35 (28%). Respondents in the late stage of their career (46 – 55) made up about 23.5%, while the smallest group were those aged less than 25 who only represent 16.1% of the responses. No respondents were above the age of 55.
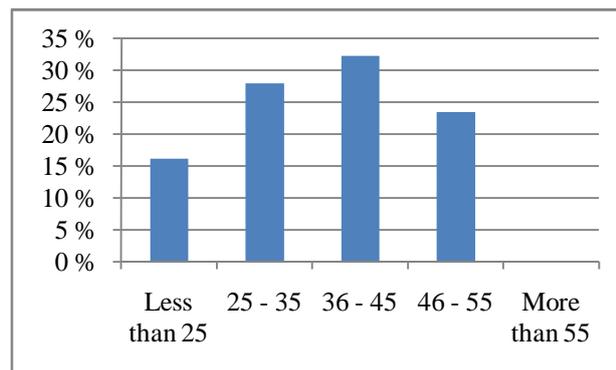
FIGURE 2: Respondents by Age

Academic Qualification: The data shows that more than two-fifths (42.3%) of the respondents have earned at least a Bachelor's degree. The next two largest groups are Master's degree (21.7%) and followed closely by a polytechnic diploma certificate (19%). The rest of the respondents were either high school graduate (15.1%) or post-graduate (1.9%).
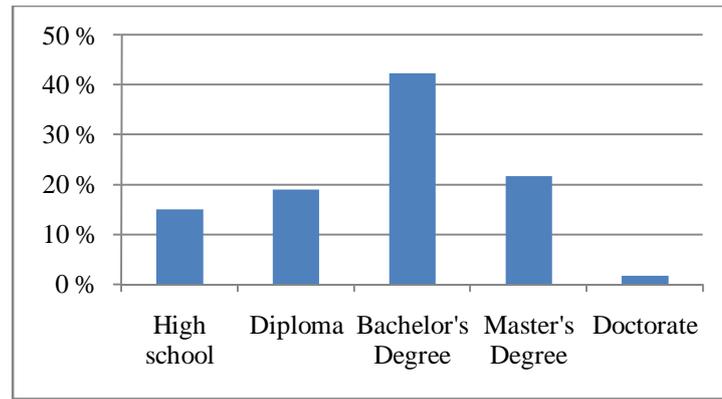
FIGURE 3: Respondents by Academic Qualification

Job tenure: Almost three-fifths of the respondents (58.7%) have been working less than 3 years at their present employment. This indicates that even those who are in the mid to late stage of their careers may have changed their jobs within the last few years due to some reasons. Only 36 respondents (9.5%) have remained in their current job for more than a decade. The third largest group was represented by respondents who have worked 4 – 6+ years (19.0%) and followed by 7 – 9+ years (12.7%).
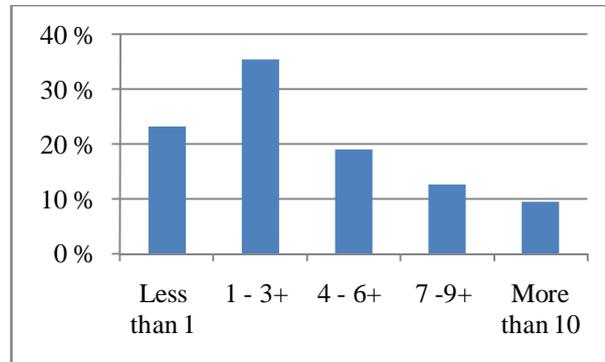
FIGURE 4: Respondents by Job Tenure

Department: Engineering (20.1%), Finance/Accounting (17.2%) and Information Technology (15.3%) represents the three largest departments where respondents work in. The rest of the respondents indicated their work department as sales/marketing (12.4%), customer service (10.1%), management (7.7%), operations (6.9%), human resources (5.8%) and others (4.5%).
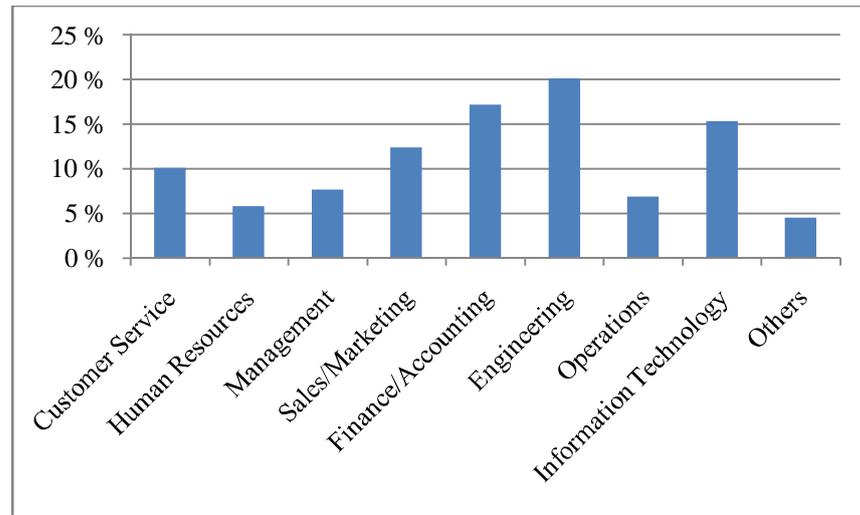
FIGURE 5: Respondents by Work Department

Position level in the organization: 57.9% of the respondents were operative employees, 24.3% were managers and 17.7% were supervisors. In this context, an operative employee is defined as any individual who does not hold managerial/supervisory positions in the organization i.e. no one is obliged to report to him/her.
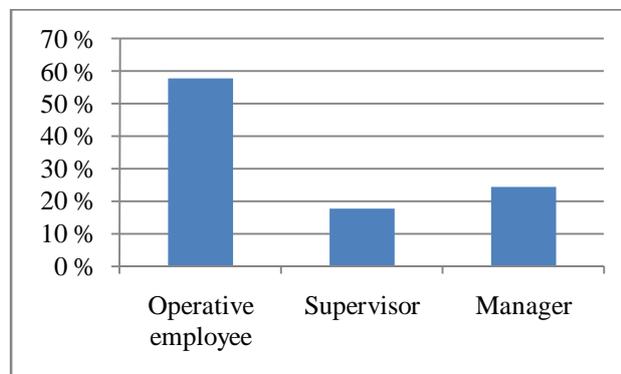
Figure 6: Respondents by Position Level

5.2 Results of the Motivational Factors of Employees

The first research question seeks to understand how respondents define the concept of incentives. It was posed as an open-ended question in order to allow respondents the flexibility to cast an opinion on a subject freely. The top three recurring responses mentioned in order of frequency are money, bonus and reward. In the Singapore context, 'bonus' typically refers to the annual lump sum payment awarded to

employees. The word 'reward' carries a certain degree of vagueness because the respondents did not specifically state the type of reward they have in mind and could possibly be monetary or non-monetary related. As can be seen here, the majority of the employees link the notion of incentives to monetary incentives. Other responses to this question include: benefits, motivation, working hard, opportunities, promotion, developing oneself, recognition, advantage, interest, work satisfaction, merit and success.

Following this question, respondents were asked whether they think workplace incentives are essential to motivate them. More than 4 out of 5 respondents (86.8%) felt that incentives were either very or somewhat important in motivating them. About 9% indicated somewhat unimportant. This may mean incentives do have a limited motivating potential but not completely unimportant. Only 4.2% thought incentives do not motivate them.
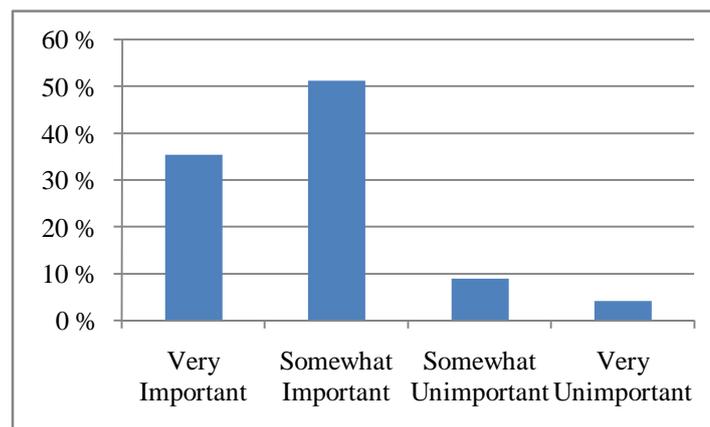
FIGURE 7: Importance of incentives on motivation

As seen from above, incentives do have the capability to drive motivation thus leading to the second research objective, that is, to find out specifically what the most important motivating factors are in affecting the willingness of employees to exert more effort in their job. Questions 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 and 21 ask the respondents to rank the potential motivators on a 5-point Likert scale. The questions were formulated based on the hierarchy model; each type of incentive addresses one of the five needs that Maslow proposed. The responses were tabulated and ranked according to the strength of agreement that each of these factors will motivate them to higher levels. The results are as follows:

Question number	Motivating Factors	Mean
14	Interpersonal relationship	4.53
11	Workplace environment	4.49
20	Interesting work	4.32
19	Career advancement	4.25
17	Recognition	4.16
18	Respect	4.06
16	Training & development	3.88
13	Internal communication	3.66
12	Benefits	3.48
9	Money	3.13
22	Autonomy	3.07
15	Appraisals	2.90
21	More responsibility	2.57
10	Job security	2.34

Table 3: Rankings of motivating factors based on importance

The results of the five most important motivating factors will be presented first followed by the five least motivating factors. The frequency tables and descriptive statistics for each of the factors can be found in Appendix 3.

According to the respondents, the paramount factor of motivation is having a positive interpersonal relationship with their colleagues including superiors. 53.2% strongly agreed and the other 46.8% agreed to the statement. Interpersonal relationship scored a high mean of 4.53 and had a low standard deviation of 0.449. None of the respondents had any extent of disagreement or took the neutral stand. The response rate to this question was 100%.

Following closely is workplace environment, where 95% of the respondents expressed the same sentiments that a good working environment is needed in order for them to be motivated to perform well. The mean was 4.49 and again having a relatively low standard deviation of 0.592. None of the respondents had any extent of disagreement and only 5% of them took the neutral stand. The response rate to this question was 100%.

Interesting work represents the third most motivating factor where 87.6% of the respondents either strongly agreed or agreed to the statement. The mean was 4.32 with a standard deviation of 0.683. Again, none of the respondents had any extent of

disagreement and about 12.4% of them took the neutral stand. The response rate to this question was 100%.

Similarly, career advancement has also a high agreement score of 84.7%, representing a mean of 4.25 and a standard deviation of 0.705. Likewise, none of the respondents had any extent of disagreement and only 15.3% of them took the neutral stand which also represents the highest among the top five factors. The response rate to this question was 100%.

Recognition is the fifth highest motivating factor reflected by a high level of agreement. About 86.2% of the respondents either strongly agreed or agreed to the statement, representing a mean of 4.16 and a standard deviation of 0.639. None of the respondents had any extent of disagreement and only about 13.8% of them took the neutral stand. The response rate to this question was 100%.

Interestingly though, money is ranked among the five least motivating factors. To this statement, 9% strongly agreed while about 22.5% agreed that money is motivating. Most of the respondents (46.6%) took to the neutral stand. There are about 22% who do not consider money as a motivator. The mean was 3.13 with a standard deviation of 0.968. The response rate to this question was 100%.

13.8% of the respondents either strongly agreed or agreed that autonomy is a motivating factor to them. This figure also represents the percentage of respondents who disagreed with the statement. However, there were no respondents who strongly disagreed. Nearly 3 out of 4 respondents took to the neutral stand. The mean was 3.07 with a standard deviation of 0.685. The response to this question was 100%.

Appraisals were ranked as the third least motivating factor where only 24.3% of the respondents either strongly agreed or agreed to the statement. The percentage of those who disagreed was slightly bigger (33.6%). Again, most of the respondents took to the neutral stand (42.1%). The response rate to this question was 100%.

It also seems that respondents do not think having more responsibilities added to their current workload will motivate them because only 24.3% either strongly agreed or agreed with the statement. About 33.6% of the respondents had some extent of disagreement but the majority of them took the neutral stand (42.1%). The response rate to this question was 100%.

Job security is the least motivating factor considered by employees where about 62.7% of the respondents who either indicated strongly disagreed or disagreed to this statement. Only about 5.8% strongly agreed or agreed, while the rest took the neutral stand. The mean was 2.34 with a standard deviation of 0.808. The response rate to this question was 100%.

5.3 Classification by Position Level

The results of the above will be further analyzed to determine if there is a statistically significant difference in the rankings of the motivating factors between the positions held by employees within the organization. In order to do this, the responses of supervisors and managers will be examined under 'superiors' while the other independent variable was kept as 'operative employees'. To measure the rankings of superiors and operative employees, each motivating factor mean scores were calculated separately as follows:

Motivating Factors	Superiors' Ranking	Employees' Ranking
Interpersonal Relationship	1 (Mean = 4.48)	1 (Mean = 4.58)
Interesting Work	2 (Mean = 4.43)	3 (Mean = 4.36)
Recognition	3 (Mean = 4.29)	6 (Mean = 4.06)
Career Advancement	4 (Mean = 4.19)	7 (Mean = 3.89)
Workplace Environment	5 (Mean = 4.08)	2 (Mean = 4.50)
Training & Development	6 (Mean = 3.96)	5 (Mean = 4.12)
Respect	7 (Mean = 3.90)	4 (Mean = 4.29)
Internal Communication	8 (Mean = 3.77)	10 (Mean = 3.24)
Autonomy	9 (Mean = 3.54)	13 (Mean = 2.58)
Appraisals	10 (Mean = 3.31)	12 (Mean = 2.76)
Benefits	11 (Mean = 3.09)	9 (Mean = 3.39)
Money	12 (Mean = 2.85)	8 (Mean = 3.62)
More Responsibilities	13 (Mean = 2.42)	14 (Mean = 2.32)
Job Security	14 (Mean = 2.23)	11 (Mean = 2.99)

Table 4: Rankings of motivating factors based on position level

When the mean scores are compared in Table 4, some significant differences may be observed in autonomy, money and job security. According to the results, superiors rank autonomy as the ninth most important factor (mean = 3.54) that will contribute to their motivation, while operative employees rank this as thirteenth (mean=2.58). Moreover, superiors seem to be in disagreement that money is a good motivator, giving less importance (mean = 2.85) by placing it on the twelfth rank, while operative employees' responses were skewed towards agreement (mean = 3.62) placing it on the eighth rank. Job security was perceived to be least important (mean = 2.23) by superiors, while operative employees gave a slightly higher importance score (mean = 2.99). However, it is evident that all respondents agree interpersonal relationship as being the factor that will motivate them the best. In general, superiors placed a stronger emphasis on interesting work, recognition, career advancement, internal communication, autonomy and appraisals; all of which constitute to high level needs. On the other hand, operative employees preferred good working environment, training & development, respect, benefits, money and job security which is a mix of low and high level needs.

A t-test was performed for each factor to determine any statistically significant difference between how superiors and operative employees rank the motivators. Only those with a statistically significant difference will be mentioned. According to the computations, workplace environment factor revealed a T-value of -1.102 and P-value of 0.041. When P is less than 0.05 (0.041 < 0.05), the null hypothesis is rejected. Hence, there is a significant difference between the superiors' and operative employees' mean ranking of the workplace environment factor that contributes to motivation. Another statistically significant difference was found in the job security factor. The T-value was -2.413 and the P-value was 0.034, which was less than the significance level of 0.05, hence the null hypothesis will be rejected, again stating a significant difference between how the superiors and operative employees rank the job security factor.

5.4 Classification by Job Tenure

A second t-test was performed to test if there are statistically significant differences in the mean rankings of motivating factors based on employees' job tenure. The job tenure variables are "less than 1 year", "1 – 3+ years", "4 – 6+ years", "7 – 9+ years"

and "more than 10 years". According to the results, no statistically significant differences were observed between the employees' job tenure and motivating factors, because none of the P-values were less than the significance level of 0.05. Therefore, the null hypothesis is accepted.

Although no statistically significant differences were detected, there were still some differences in the mean ranking between respondents who have worked less than 1 year and those who have worked more than 10 years at their present employment. Respondents with less than 1 year of service placed stronger emphasis on factors such as career advancement, training & development, benefits and money, while those with more than 10 years of service weigh the importance on recognition, respect, autonomy, and job security.

As seen from the differences in preference, the results can be explained in the following way: employees who are new to the organization or a role may have been inclined to seek a career change or improvement. One reason why employees switch job is because of career advancement as they may see the opportunity to grow themselves in another organization. In order to achieve that, they require an organization that supports their ideals, and this is where training and development comes in. In addition, employees who are new to their roles, especially fresh graduates who may not have much work experiences require training to develop practical skills to perform well on their job. Some employees may have been offered a higher paying job that constitutes to another reason for a job change. The assumption made here is that this trend prevails among the younger employees because they require the money to build a future for the later part in life.

Conversely, employees with long years of service are likely to be in the later stage of their career, hence they seek job security. In the Singapore context, the degree of employability decreases with age because employers prefer younger employees who are vivacious, flexible and who could bring in new ideas. Employees who have stayed with the organization for a long period are considered "seniors", and respecting "seniors" is an Asian culture which has been practiced widely from generations to generations. Therefore it is understandable why a stronger emphasis is placed on factors such as autonomy, recognition and respect.

5.5 Classification by Academic Qualification

For the last measurement, respondents were categorized according to their highest level of education in order to determine if there are any statistically significant differences between the academic qualification and the rankings of motivating factors. In this case, only two groups were analyzed, namely, "high school and below" and "university degree and above". The reason for analyzing the extreme ends of distribution is to observe if the opinions of respondents who have received university education would differ from those who have not attended university. There is a possibility that university graduates have higher job expectations and goals in life.

According to the results, the first statistically significant difference was found in the response to recognition. The mean for respondents who had "university degree and above" was 4.21 while those with "high school and below" scored 4.05, resulted in a T-value of 2.767 and P-value of 0.039. Since the P-value of 0.039 is less than 0.05, therefore the null hypothesis is rejected, which means there is a statistically significant difference between the two groups of respondents on how they rank recognition.

Another statistically significant difference was how the two groups weigh the importance of respect. The mean for those who had "university degree and above" was 4.09 while the "high school and below" respondents scored 3.98. The T-value computed was 3.192 and P-value was 0.026. Again, the null hypothesis is rejected because the P-value was less than the significance level of 0.05.

Furthermore, there was a statistically significant difference in the opinions of autonomy at work. Respondents with "university degree and above" scored a mean of 3.10 while "high school and below" scored 2.87, resulted in a T-value of 1.622 and P-value of 0.047. Since P=0.047 < 0.05, the null hypothesis is rejected, stating a statistically significant difference in opinions in rank of autonomy at work between the two groups of respondents.

5.6 Results of the Effectiveness of Motivators

The third research objective is to examine the effectiveness of the different types of incentives that will affect an employee's willingness to do better in their job. The specific aim of this question is to identify the short-term and long-term motivators. A list comprising of 30 precise potential incentives that was build upon the previous

factors were given to respondents to rank whether it will motivate them in the short-term or long-term. The results were tabulated and are as follows:

Short-term Motivation Factors	Mean
1. Cash bonus	4.83
2. Tangible items (electronics, garments etc)	4.80
3. Celebration or other fun team-building events	4.75
4. A personal "thank you" or note from superior or colleagues	4.63
5. Gift certificates, tickets to movies/concerts or any other events	4.54
6. Friendly social gestures	4.48
7. High salary	4.33
8. Small personal gifts (watches, pins, diaries etc)	4.27
9. Award, certificate, or plaque to recognize my achievements	4.19
10. Newspaper and/or magazine subscription	4.12

Table 5: Effectiveness of short-term motivational factors

Long-term Motivation Factors	Mean
1. Engage in meaningful work	4.81
2. Flexible working hours	4.79
3. Friendly social gestures	4.67
4. Celebration or other fun team-building events	4.56
5. Being asked for my input & expertise	4.51
6. Opportunity to improve job-related skills	4.48
7. A personal "thank you" or note from superior or colleagues	4.42
8. Opportunity to work on interesting projects	4.39
9. Promotion and career growth in the company	4.27
10. Being recognized by superiors	4.13

Table 6: Effectiveness of long-term motivational factors

When respondents were made to decide if the particular type of incentive will motivate him/her in the short or long term, a rather significant difference among the results was revealed. A quick comparison between the two tables showed three similarities, namely, "celebration or other fun team-building events", "friendly social

gestures", and "a personal thank you or note from superior or colleagues, all of which are considered social-related incentives. Although the effectiveness of incentives is ranked in a different order, the differences in the mean are minimal. The difference may be noted that while the effectiveness of long-term motivating incentives are related to the job and social aspect of the employee, short-term motivating incentives are made up of more tangible items as seven out of ten incentives are related to money and gifts, while the remaining three are related to social incentives. All the items listed as effective long-term motivators have the potential to motivate employees at the higher levels.

6 DISCUSSION AND CONCLUSION

All the responses collected from the survey were adequate to address all three objectives laid out in this research. The purpose of this study was to find out what the factors are that motivate employees and how effective these factors are in contributing to the employees' motivation. The above findings suggest that incentives do have a very strong motivational potential in influencing the employees willingness to expend more effort into their jobs.

The first research question was to understand how employees conceptualize the meaning of incentive. Since the most frequently repeated responses to this question were "money" and "bonuses", therefore it would be reliable and safe to say that, very likely, the first thing that comes to an employee's mind would be monetary related. This finding is comprehensible because it supports the theory of Maslow's hierarchy of needs that employees will seek to satisfy the lower level need before anything else, thus it is usually the first thing that would come to one's mind. However, in the later part of the research, it was discovered that money is not the best motivator.

According to the analysis of responses to the second research question, non-monetary incentives appear to take precedence over monetary incentives. In general, the top three most motivating factors in order, after taking into account all the differences, are: interpersonal relationship, workplace environment and interesting work. Looking at the employees' choice of preferred incentives may mean that the employees have high social need strength and high growth need strength. Additionally, these choices may

imply that the employees are likely to be intrinsically motivated. Either way, it may also imply that the employees are deprived of social or growth opportunities.

Interestingly though, the three motivators mentioned above represent three different levels of need in the Maslow's hierarchy: safety, belongingness and esteem. Furthermore, two of these factors – interpersonal relationship and workplace environment – are considered hygiene factors in the Herzberg's motivation theory. This may suggest that employees are displeased with the current state of workplace environment, find there are inadequate opportunities to interact with their colleagues or/and think the work they are doing is uninteresting. But if the problem should follow according to the 'satisfaction-regression process' then it may seem employees are most dissatisfied with their current workplace environment.

Intrinsically motivating factors were also identified as effective long-term motivators as part of the final research question. More than half of the preferred specific incentives being listed in the top ten most effective long-term motivators were job-related while the rest were social incentives. This finding supports the above-mentioned three factors, where the three most effective motivators were to "engage in meaningful work" (interesting work), "flexible working hours" (workplace environment), and "friendly social gestures" (interpersonal relationship). The other seven factors are also in support of interesting work, workplace environment and interpersonal relationship.

However, with regard to short-term motivators, the incentives being listed were mainly related to tangible items, where the choice of the most effective motivator being cash bonus. The results suggest that money is only beneficial under certain circumstances, where in this case merely helps to address the employees' short-term motivation. According to Herzberg's motivation and hygiene theory, these incentives are there only to prevent dissatisfaction but do not truly motivate the employee. If this statement holds true, then it reasonable to say that in the short term, employees will try to keep themselves dissatisfied while at the same time pursuing something meaningful in their job that will truly motivate them.

In addition, some similarities have been observed between the choice of long and short term motivators. The similar items are "celebration or other fun team-building events", "a personal thank you or note from superior or colleagues", and "friendly social gestures". This result supports the findings of the previous research question

that interpersonal relationship was the most important motivating factor. Since the three incentives can be used to improve motivation in the short and long term, organizations should try to create and enforce a workplace environment that is possible to let it happen, and ensure its consistency.

Regarding the hypothesis tests, the study concluded that job tenure in the organization is not a significant determining cause in the rankings of job factors while position levels and academic qualifications are. Employees rank workplace environment (2nd vs. 5th) and job security (11th vs. 14th) significantly higher than the superiors. When the comparison was made based on the academic qualifications, it appears that recognition, respect and work autonomy tend to be a more effective motivator among the university graduates as opposed to those who have completed high school or less.

In light of the above findings, organizations can develop a customizable incentive program that suits the needs of all employees. One of the few suggestions organizations can take note are to improve the interpersonal relationship among the colleagues. Some ways include having a monthly meal treat for all employees, and put together a quarterly team-building event, allow employees to take time off to do their own leisure activities and also make work more interesting through job rotation but not adding more responsibilities to their workload as this seems to be one of the de-motivators. Most importantly, organizations should emphasize on fostering long-term motivation in employees because short-term incentives, as noted above, may incur large cost in the long run.

To conclude, the theoretical and research study have provided sufficient information to prove the effectiveness of the use of incentives to motivate employees in the private sector. As it was stated before, the results findings may not be generalized to the public sector or non-white-collar employees. Besides, the sample population of 378 is considered to be small as compared to the total number of white-collar employees in Singapore, and a bigger research is needed to confirm the reliability. However, the results may be used as a guide for countries that share similar social environment and culture as Singapore. Lastly, recommendations for further research can be done to find out the current state of satisfaction for each motivating factor so as to fine tune the incentive program to the needs of employees.

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APPENDICES

Appendix 1: Questionnaire Cover Letter

December 15, 2008

Dear Respondent,

I am working towards a Bachelor's degree in Business Administration at Jyväskylä University of Applied Sciences in Finland. As part of my graduation requirements, I am conducting a quantitative research for my thesis on the topic of *motivating employees through incentive programs.*

You are cordially invited to participate in a survey to evaluate the effectiveness of using various means of incentives in motivating employees (i.e. you).

The questionnaire should take about 15-20 minutes to complete. Please complete the survey before 30<u>th</u> <u>December</u>. I guarantee that all of your response will not be identified with you personally.

The questionnaire is available at:

http://www.surveymonkey.com/s.aspx?sm=9TKq_2fJHfYtJ7kmYJjoumsA_3d_3d

I greatly appreciate your contribution towards my research. Thank you in advance.

Yours sincerely,

Calista Lai

Email: d1305@jamk.fi

Appendix 2: Questionnaire

Section 1: Demographic Data

Directions: Please select the option that best describes you.

1. Gender

___ Female   ___ Male

2. Age:

___ Less than 25   ___ 25 – 35   ___ 36 – 45   ___46 – 55   ___ More than 55

3. What is your highest level of education?

___ High School (O-level/A-level)   ___ Diploma

___ Bachelor's Degree   ___ Master's Degree

___ Doctorate

4. What is your position level?

___ Operative Employee   ___ Supervisor   ___ Manager

5. How long have you worked at your organization?

___ Less than 1 year   ___ 1 - 3+ years   ___ 4 - 6+ years

___ 7 - 9+ years   ___ More than 10 years

6. What department do you work in?

___ Customer Service   ___ Human Resources   ___ Management

___ Sales/Marketing   ___ Finance/Accounting   ___ Engineering

___ Operations   ___ Information Technology   ___ Others

Section 2: Incentive

7. What is the first word that comes to mind when you think about 'incentive'?

_____

Section 3: Motivation

Directions: Please indicate how strongly you agree or disagree with the statements.

8. How important are incentives in   V. Unimportant   1 2 3 4 5 V. Important
    influencing your willingness to
    exert more effort in your job?

continue to next page

Section 4: What motivates you?

Directions: Please indicate how strongly you agree or disagree with the statements.

9. Money motivates me to exert more effort in my work.
Strongly disagree   1 2 3 4 5   Strongly agree

10. Job security motivates me to higher performance.
Strongly disagree   1 2 3 4 5   Strongly agree

11. A positive working environment is important for me to perform well on my job.
Strongly disagree   1 2 3 4 5   Strongly agree

12. Attractive benefit packages will boost my motivation to work hard.
Strongly disagree   1 2 3 4 5   Strongly agree

13. I believe having an effective internal communication channel is what it takes to bring about a motivated workforce.
Strongly disagree   1 2 3 4 5   Strongly agree

14. A good relationship with whom I work is a motivating factor.
Strongly disagree   1 2 3 4 5   Strongly agree

15. My appraisal is an important way to help me to continuously improve performance.
Strongly disagree   1 2 3 4 5   Strongly agree

16. Skills training provide me the confidence to put more effort to perform better in my job.
Strongly disagree   1 2 3 4 5   Strongly agree

17. When I receive recognition, I am more motivated to perform better.
Strongly disagree   1 2 3 4 5   Strongly agree

18. Gaining respect from others motivates me to do well.
Strongly disagree   1 2 3 4 5   Strongly agree

19. If I get a career advancement, I will be motivated.
Strongly disagree   1 2 3 4 5   Strongly agree

20. I am motivated by interesting work.
Strongly disagree   1 2 3 4 5   Strongly agree

21. More responsibility motivates me to higher performance.
Strongly disagree   1 2 3 4 5   Strongly agree

22. If I am granted autonomy at work, I will be motivated.
Strongly disagree   1 2 3 4 5   Strongly agree

continue to next page

Section 5: How effective are the incentives in motivating you?

23. How effective do you think each of the following job characteristics would be in positively affecting your motivation to work?

1 = Not at all Effective | 2 = Not Very Effective | 3 = Somewhat Effective | 4 = Very Effective

Type of Recognition/Reward	Strength of Effectiveness			
A personal "thank you" or note from my superior or colleague	1	2	3	4
The opportunity to work on an interesting assignment/project	1	2	3	4
Being asked for my input and expertise	1	2	3	4
The opportunity to improve my job-related skills or knowledge	1	2	3	4
Participation in professional or career development opportunities (workshops, conferences, career-counseling, etc.)	1	2	3	4
Acknowledgement for my years of service to the company	1	2	3	4
High salary	1	2	3	4
Cash bonus	1	2	3	4
Profit-sharing or stock ownership plans	1	2	3	4
Being recognized by superiors	1	2	3	4
Being recognized by peers	1	2	3	4
Effective communication channels in the workplace	1	2	3	4
Promotion and career growth in the company	1	2	3	4
An award, certificate, or plaque to recognize my achievements	1	2	3	4
Gift certificates, tickets to movies/concerts or any other events	1	2	3	4
A celebration or other fun team-building events	1	2	3	4
Flexible working hours	1	2	3	4
Small personal gifts (watches, pins, decorative, diaries etc)	1	2	3	4
Newspaper or magazine subscription	1	2	3	4
Tangible items (electronics, garments, accessories etc)	1	2	3	4
Job security	1	2	3	4
Autonomy over daily work schedule	1	2	3	4
Participation in decision making	1	2	3	4
Increased responsibilities within current job	1	2	3	4
Retirement benefits and insurance policies	1	2	3	4
Engage in meaningful work, making a difference	1	2	3	4
Friendly social gestures (Smiles, pat on the back, greetings etc)	1	2	3	4
Feedbacks from superior	1	2	3	4
Supportive management	1	2	3	4
Job location	1	2	3	4

Appendix 3: Frequency Tables and Descriptive Statistics

Question 9: Money

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	5.03	5.03	5.03
	Disagree	64	16.93	16.93	21.96
	Neither Agree nor Disagree	176	46.56	46.56	68.52
	Agree	85	22.49	22.49	91.01
	Strongly Agree	34	8.99	8.99	100,0
	Total	378	100.0	100.0	

Mean = 3.13   Standard Deviation = 0.968

Question 10: Job Security

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	43	11.38	11.38	11.38
	Disagree	194	51.32	51.32	62.70
	Neither Agree nor Disagree	119	31.48	31.48	94.18
	Agree	14	3.70	3.70	97.88
	Strongly Agree	8	2.12	2.12	100.0
	Total	378	100.0	100.0	

Mean = 2.34   Standard Deviation = 0.808

Question 11: Positive Working Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	0	0.00	0.00	0.00
	Neither Agree nor Disagree	19	5.03	5.03	5.03
	Agree	156	41.27	41.27	46.30
	Strongly Agree	203	53.70	53.70	100.0
	Total	378	100.0	100.0	

Mean = 4.49   Standard Deviation = 0.592

Question 12: Attractive Benefits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	17	4.50	4.50	4.50
	Neither Agree nor Disagree	187	49.47	49.47	53.97
	Agree	149	39.42	39.42	93.39
	Strongly Agree	25	6.61	6.61	100.0
	Total	378	100.0	100.0	

Mean = 3.48   Standard Deviation = 0.687

Question 13: Effective Internal Communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	0	0.00	0.00	0.00
	Neither Agree nor Disagree	165	43.65	43.65	43.65
	Agree	178	47.09	47.09	90.74
	Strongly Agree	35	9.26	9.26	100.0
	Total	378	100.0	100.0	

Mean = 3.66   Standard Deviation = 0.641

Question 14: Good Relationship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	0	0.00	0.00	0.00
	Neither Agree nor Disagree	0	0.00	0.00	0.00
	Agree	177	46.83	46.83	46.83
	Strongly Agree	201	53.17	53.17	100.0
	Total	378	100.0	100.0	

Mean = 4.53   Standard Deviation = 0.499

Question 15: Appraisals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	6.88	6.88	6.88
	Disagree	101	26.72	26.72	33.60
	Neither Agree nor Disagree	159	42.06	42.06	75.66
	Agree	69	18.25	18.25	93.91
	Strongly Agree	23	6.08	6.08	100.0
	Total	378	100.0	100.0	

Mean = 2.90   Standard Deviation = 0.979

Question 16: Training and Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	0	0.00	0.00	0.00
	Neither Agree nor Disagree	114	30.16	30.16	30.16
	Agree	197	52.12	52.12	82.28
	Strongly Agree	67	17.72	17.72	100.0
	Total	378	100.0	100.0	

Mean = 3.88   Standard Deviation = 0.681

Question 17: Recognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	0	0.00	0.00	0.00
	Neither Agree nor Disagree	52	13.76	13.76	13.76
	Agree	214	56.61	56.61	70.37
	Strongly Agree	112	29.63	29.63	100.0
	Total	378	100.0	100.0	

Mean = 4.16   Standard Deviation = 0.639

Question 18: Respect

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	0	0.00	0.00	0.00
	Neither Agree nor Disagree	75	19.84	19.84	19.84
	Agree	205	54.23	54.23	74.07
	Strongly Agree	98	25.93	25.93	100.0
	Total	378	100.0	100.0	

Mean = 4.06   Standard Deviation = 0.674

Question 19: Career Advancement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	0	0.00	0.00	0.00
	Neither Agree nor Disagree	58	15.34	15.34	15.34
	Agree	166	43.92	43.92	59.26
	Strongly Agree	154	40.74	40.74	100.0
	Total	378	100.0	100.0	

Mean = 4.25   Standard Deviation = 0.705

Question 20: Interesting Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	0	0.00	0.00	0.00
	Neither Agree nor Disagree	47	12.43	12.43	12.43
	Agree	163	43.12	43.12	55.55
	Strongly Agree	168	44.44	44.44	100.0
	Total	378	100.0	100.0	

Mean = 4.32   Standard Deviation = 0.683

Question 21: More Responsibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	61	16.14	16.14	16.14
	Disagree	151	39.95	39.95	56.09
	Neither Agree nor Disagree	79	20.90	20.90	76.99
	Agree	62	16.40	16.40	93.39
	Strongly Agree	25	6.61	6.61	100.0
	Total	378	100.0	100.0	

Mean = 2.57   Standard Deviation = 1.137

Question 22: Autonomy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	52	13.76	13.76	13.76
	Neither Agree nor Disagree	274	72.49	72.49	86.25
	Agree	27	7.14	7.14	93.39
	Strongly Agree	25	6.61	6.61	100.0
	Total	378	100.0	100.0	

Mean = 3.07   Standard Deviation = 0.685