



National
College *of*
Ireland

*An Exploration of the Challenges Managers face while
Attempting to Motivate Employees with Non-Financial
Methods.*

By

Saoirse Monaghan

Masters of Science in Management

National College of Ireland

Submitted to the National College of Ireland,
August 2021

Declaration

Submission of Thesis and Dissertation

National College of Ireland
Research Students Declaration Form
(*Thesis/Author Declaration Form*)

Name: Saoirse Monaghan

Student Number: x17431004

Degree for which thesis is submitted: MSc Management

Title of Thesis: “An exploration of the challenges faced by managers when attempting to motivate employees with non-financial methods.”

Date: 18/08/2021

Material submitted for award

- A. I declare that this work submitted has been composed by myself.
- B. I declare that all verbatim extracts contained in the thesis have been distinguished by quotation marks and the sources of information specifically acknowledged.
- C. I agree to my thesis being deposited in the NCI Library online open access repository NORMA.
- D. *Either* *I declare that no material contained in the thesis has been used in any other submission for an academic award.
Or *I declare that the following material contained in the thesis formed part of a submission for the award of

(*State the award and the awarding body and list the material below*)

Acknowledgements

First and foremost, I would like to give my biggest thanks to my supervisor Stephen Sands. I am extremely grateful for the guidance, support and feedback you have given throughout the year. Your continuous support and encouragement has made this journey a lot easier.

To all my friends who have kept me going, supported and encouraged me throughout my studies. Thank you for all the laughs, tears and for reminding me that I am absolutely capable of achieving any goal I undertake.

To Josh, who has shown continuous support and interest in my studies. Who has always been there, encouraging me and listening to me throughout my most stressful times. I will always be grateful.

To everyone who has had an influence on this research project, survey participants, family and friends who have proofread chapters and shared their thoughts. This project would not be complete without you.

Last but not least, thank you to my family. Especially my Mam and Dad, for their financial and emotional support through the years of my studies. Thank you for always encouraging me to keep going and to be the best version of myself. I could not have done this without you.

Table of Contents

Declaration	2
Acknowledgments	3
Title	7
Abstract	7
CHAPTER ONE: INTRODUCTION	
1.1 Introduction	9
1.2 Background of the Research	9
1.3 Research Gap	10
1.4 Purpose of the Research Study	10
1.5 Research Question	10
1.6 Research Aim and Objectives	10
CHAPTER TWO: LITERATURE REVIEW	
2.1 Introduction	12
2.2 Defining Motivation	12
2.3 Employee Motivation	13
2.4 Types of Motivation	14
2.4.1 Intrinsic Vs. Extrinsic Motivation	14
2.4.2 Identified Motivation	15
2.4.3 Introjected Motivation	15
2.4.4 Integrated Motivation	15
2.5 Self-Determination Theory	15
2.6 Financial Vs. Non-Financial Motivation	17
2.7 Needs-based Theory	18
2.7.1 Maslow's Hierarchy of Needs	18
Figure 1. Maslow's Hierarchy of Needs	18
2.7.2 Alderfer's ERG Theory	19
2.8 Opposing Attribute Theory	20
2.8.1 Herzberg Two-Factor Theory	20
2.8.2 McGregor Theory X and Theory Y	21
2.9 Managerial Coaching Influencing Employee Motivation	21

2.10 Motivation Influencing Competitive Advantage	22
2.11 Remote Working	22
2.12 Work-Life Balance	23
2.13 Conclusion	24

CHAPTER THREE: METHODOLOGY

3.1 Introduction	26
3.2 Fundamental Philosophies	26
3.3 Positivism and Interpretivism	26
3.4 Deductive and Inductive	27
3.5 Reliability and Validity	27
3.6 Research Strategy	27
3.7 Questionnaire	28
3.8 Rationale for using Questionnaire	28
3.9 Questionnaire Design and Measures	28
3.10 Pilot Study	29
3.11 Research Objectives	29
3.12 Selecting a Sampling Technique	30
3.13 Determining Sample Size	30
3.14 Data Analysis	30
3.15 Limitations of the Research	31
3.16 Ethical Considerations	31
3.17 Conclusion	32

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 Introduction	34
4.2 Overview of the Study	34
4.2.1 Demographics	34
Figure 2. Age Group and Gender	34
Figure 3. Gender	35
Figure 4. Employment Status	35
Figure 5. Working Remotely	36
4.3 Summary of Research Objective	36

4.4 Research Objectives	37
4.5 Research Objective One	37
Figure 6. What motivates you to work?	37
4.6 Research Objective Two	39
Figure 7. Biggest challenges faced whilst working remotely – gender	39
Figure 8. Biggest challenges faced whilst working remotely – age	39
4.7 Research Objective Three	41
4.8 Discussion	42
4.9 Introduction	42
4.10 Overview of Research Objectives	42
4.10.1 Research Objective One	42
4.10.2 Research Objective Two	43
4.10.3 Research Objective Three	44
CHAPTER FIVE: CONCLUSION	
5.1 Limitation of Research	46
5.2 Recommendation for Future Research	46
5.3 Conclusion	46
Reference List	49
Appendix	61
Appendices One – Questionnaire Survey	61

Title: An Exploration of the Challenges Managers face while Attempting to Motivate Employees with Non-Financial Methods.

Author: Saoirse Monaghan

Abstract

The primary aim of this research was to explore the challenges faced by managers when attempting to motivate employees with non-financial methods. Moreover, this research was conducted to gain an insight into the challenges employees face while working remotely and how managerial coaching can positively affect their motivation. To achieve this, a quantitative research method was applied. Survey responses were collected in order to develop findings and address the research question. Data from 116 relevant responses was analysed through pivot tables in Microsoft Excel. Findings highlighted that the four main challenges employees face whilst working remotely are “communication”, “social isolation”, “work-life balance” and “motivation”, with “communication” chosen as the most common challenge overall.

The results from the study also show that while nearly 90% of participants stated they are motivated to work because they get paid and 95% said they work so they can afford to live; 85% agreed that getting enjoyment from work and 83% confirmed that having an interesting job were also important motivators. Contrastingly, much fewer participants agreed that they work because they are requested to do it (26%), and less than half (44%) of employees stated they are motivated to work because they would feel guilty if tasks were not completed.

These findings add to current literature on the challenges faced by employees working from home and the impact those challenges can have on employee motivation. They also highlight the need for managers to regularly evaluate and acknowledge challenges faced by individuals as working environments change, in order to stimulate motivation, thus increasing job satisfaction, job performance and organizational success. The findings also highlight that while financial incentives are important, managers should be aware of the non-financial reasons that motivate employees so they can use those motivators when designing non-financial incentives for employees. Further research is needed in order to gain a deeper understanding from the perspective of both the employee and the manager.

Keywords: Motivation, employee performance, remote working, managerial coaching.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

The aim of this research project is to investigate the challenges managers face whilst attempting to motivate employees with non-financial methods. Within this dissertation, the researcher investigated the impact of remote working on motivation levels of employees and how managerial coaching can have an effect on remote working. This project implemented a quantitative approach using web-based survey. The frame and questions of the survey are based on the literature review in chapter two which focuses on academic journals relevant to the study. The data gathered from the survey is discussed in chapter four in accordance with the research objectives. This paper finishes by provides a conclusion and recommendations for future research.

The aim of this chapter is to provide a short summary of the background of this research. This will be followed by the research gap identified which will determine the purpose of this study. The chapter will finish by stating the research question followed by the aims and objectives.

1.2 Background of the Research

Employee motivation is dependent on the individual needs and circumstances of an employee, meaning each individual is motivated by different things. Frequently used motivational techniques include financial methods such as salary and bonuses (Laundry, et al. 2017). However, according to Sidhu, et al., (2020) monetary rewards do not promise increased satisfaction or improvement in performance. Additionally, studies by Panait, et al. (2020) suggests financial incentives display no sense of loyalty between employees and the organization, hence the importance of non-financial methods of motivation to ensure employees feel valued. Attempting to motivate employees with different methods can be difficult for managers as an organizations success can be based on the encouragement and motivation employees receive. This can cause issues for managers if employees are not positively influenced as it may have a negative effect on job satisfaction (Shakil, 2020).

Several studies identified in the literature review reveals the positive relationship between coaching and employee motivation, employee motivation and performance and organizational goals (Mccarthy and Milner, 2013). This can cause huge pressure for managers as they attempt to motivate employees to sustain organizational performance. Various theorists have developed motivational theories to assist managers in identifying the different needs individuals may have. A popular motivational theory by Abraham Maslow believes there are five different levels employees are at which may give an indication of their behavior (Acevedo, 2015). Identifying which level of need an employee is at can assist in them becoming self-actualized and reaching their full potential (Jonas, 2016). Contrastingly, Herzberg's Two Factor Theory believes satisfaction and dissatisfaction within a job are affected by two factors; motivation which corresponds with the attitudes surrounding the job and hygiene which corresponds with the doing on the job for example, working conditions (Alshmemri, et al. 2017). Working remotely can have an effect on ones working conditions, thus effecting their motivation. Studies by CSO (2020) reveal 34% of the Irish population is currently working remotely due to the impact of uncertain circumstances. Although increased autonomy and freedom can increase job performance, it can also leave one feeling isolated and disconnected, leading to a decrease in motivation (Hunter, 2018).

The importance of understanding different characteristics within employees can positively affect organizational performance (Hitka, et al. 2020).

1.3 Research Gap

Existing literature provides us with an insight on employee motivation, financial incentives and the challenges managers face whilst trying to adopt these methods. While there is research surrounding the topic of the challenges managers face whilst attempting to implement non-financial methods, given the current pandemic and the huge rise in numbers of people working remotely, there is a need for further research on the topic of the challenges managers face while attempting to motivate remote workers through non-financial methods. This paper aims to fill that gap. Additionally, this paper provides insights on the impact of remote working on employees motivation levels.

1.4 Purpose of the Study

The purpose of this research paper is to provide a clearer understanding into the challenges managers face while attempting to motivate employees with non-financial methods. Furthermore, it aims to provide a deeper insight into the impact of remote working on employee's motivation levels and how managerial coaching can positively influence motivation. The data gathered aims to develop further discussion within this area.

1.5 Significance of the Study

This study plays a significant role in research as it provides necessary information to both employees and managers surrounding the topic of motivation. This study allows managers and employers to have a better understanding of the different ways in which employees can be motivated. Additionally, it provides an understanding of the level motivation for each employee. Furthermore, this study provides insights into the difficulties employees have when working remotely, providing information on how it can affect an organization as a whole. This research paper will be helpful to any individual wishing to gain a greater understanding surrounding the topic or an individual who may consider this topic for future research.

1.6 Research Aim and Objective

The aim of this research is to investigate the challenges managers face whilst motivating employees with non-financial methods with the title being; "an exploration of the challenges faced by managers when attempting to motivate employees with non-financial methods."

The primary objectives to this study are to:

1. To identify the challenges faced by managers when motivating and encouraging employees with non-financial methods
2. To examine the impact of remote working on motivation levels of employees.
3. To reflect on the impact of managerial coaching on the motivation of employees working remotely.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This literature review focuses on employee motivation and the challenges managers face whilst attempting to motivate employees with non-financial methods. Furthermore, this literature investigates the importance of employee motivation towards organisational performance, how managers can influence employee performance through coaching and how working remotely may have an impact on motivation levels. A literature review is a “legitimate and publishable scholarly document” which helps explore the existing research surrounding a specific topic. Additionally, it helps in identifying a framework for new research and findings (Randolph, 2009). This paper will firstly begin with review of motivation and its effects on employees. Followed by a deeper insight into the different types of motivation including intrinsic and extrinsic, financial vs non-financial motivation, and motivational theories including Needs-Based theories such as Maslow’s Hierarchy of Needs and Opposing theories such as Herzberg’s Two-Factor theory. Furthermore, this literature examines the use of human capital within organisations and how it can affect organisational performance. In addition, a review of up-to-date studies on remote working and work-life balance will be examined as the effects of the global pandemic COVID-19 sees the percentage of employees working from home rise, followed by a rise in employees concerned about their work-life balance.

2.2 Defining Motivation

The word “motivation” stems from the Latin word “movere,” meaning “to move” and is a term used to describe what influences or moves people to make certain choices or act in a certain way. The simple question of what motivates people to engage in certain actions or to make a considerable effort has long since featured in research over the decades and has caused debates and disagreements amongst scholars surrounding the meaning and understanding of the term (Dörnyei and Ushioda, 2021). While Coombes (2003) believes that motivation is an attitude and a state of mind, contrastingly, Petri and Govern (2012) describe being unmotivated as not wanting to act in a particular way. For example, an individual may say “I’m so unmotivated, I cannot bring myself to clean the house.” If the same individual is asked a couple of minutes later to go for lunch, they may now want to be involved in this activity, therefore, the feeling of being unmotivated may stem from not wanting to do what we need to do (Petri and Govern, 2012). The difference between a motivated employee and an unmotivated employee can be crucial to the overall performance of an organisation. Motivated employees are usually highly productive, creative and willing to take on responsibilities while employees that are unmotivated tend to produce lower quality work, avoid responsibility and may look to exit the organisation (Ganta, 2014).

Pritchard and Ashwood (2008) believe that motivation levels are high when all five components of motivation are put together and followed accordingly. These include action, results, evaluations, outcomes and need satisfaction. Action is the first step which is putting energy into a particular task. This can be broken down into which tasks an individual may apply their energy into, direction, the level of energy provided into completing the task, effort, and persistence, until the task is complete. This is followed by results; results are generated from applying energy to actions. Results are then measured through evaluations of how valuable and relevant the results are. The outcomes of a task are the positive and negative aspects that come as a result of the evaluations made of the actions. Outcomes

can be the initial motivator for an individual completing a task. This can be linked to reward motivation which can be defined as how an individual may act towards a task due to internal wants and needs (Bowen, Marchesi and Kensinger, 2020). The last step in the process by Pritchard and Ashwood (2008) is needs satisfaction. This study believes that individuals are motivated to complete a task if the results satisfy their needs. This again can be linked with reward motivation. These five components are a result of individuals having needs they want to satisfy as we behave in ways, we expect will satisfy those needs (Pritchard and Ashwood, 2008).

Due to individuals having personal needs satisfaction, every individual is motivated in a different way. This can be challenging for organizations as they attempt to motivate employees towards a specific goal (Khanam, 2014). Therefore, it is the managers task to motivate employees accordingly.

2.3 Employee Motivation

The role of the manager within an organization is to get tasks done through employees, hence motivating employees is considered to be an important skill (Khanam, 2014). Employees who are motivated tend to work more efficiently and effectively, potentially resulting in an increasingly successful organization (Hitka et al., 2020). It is the process that results in employees achieving their set of goals or objectives for an organization (Panait, C. 2020). S. Monica and Nishanthi (2020) state that employee motivation is the centre of giving an individual what they need to get the most from their work. They further define motivation as an action “of having a motive that encourages employees to take action.” Additionally, Khanam (2014) states that employee motivation is a reflection of the level of energy, creativity and commitment that individuals bring to their job. An organization's success can be based on the encouragement and motivation that employees receive. In order for organizations to compete in its market, long-term, skillful, satisfied employees can be beneficial if encouraged correctly (Shakil, 2020).

The European Journal of Business and Management (2011) found that there are undeniable links between employee motivation and job satisfaction. Job satisfaction can impact employee performance which involves presence at work, quality and quantity of output, timeliness of output and helpful nature (Khanam, 2014). Employee performance which Yen et al. (2021) refer to as job performance, is how well an individual produces the overall output within the organization. This can be measured by employee motivation or ability. Furthermore, Azar and Shaifighi (2013) state that employee performance is impacted by motivation. If employees are motivated, the effort in which they put into their work will increase levels of performance.

Several studies that examine employee satisfaction relate to financial motivation such as promotions and salaries (Arif and Faiza Urooj, 2016). This literature focuses on how certain factors of motivation can impact employee performance and job satisfaction. Job satisfaction is critical in retaining qualified employees and can be defined as “the perceived relationship between what one wants from one’s job and what one perceives it as offering” (Locke, Edwin A. 1969). Studies by Arif and Faiza Urooj (2016) reveal that there is a positive correlation between job satisfaction and life satisfaction as it is merged into employee’s everyday lives. There are several motivational theories that exist, appreciating

different ways in which people are motivated. These theories will be discussed in detail throughout the literature of this research paper.

2.4 Types of Motivation

2.4.1 Intrinsic Vs. Extrinsic Motivation

Intrinsic motivation comes from within and is an “internal” drive to achieve a goal or complete a task. This type of motivation evolves from wanting to achieve a certain goal to make oneself feel better for example, completing a task at work as you set is a goal for yourself (Bertelsen, B. 2012). With intrinsic motivation, employees tend to work out of interest and excitement, feeling satisfied and accomplished from their results (Fullan, 2011). Similarly, studies by Li et al. (2015) believes that an individual’s action and perceptions is driven by curiosity and self-preservation such as examination, observation and curiosity. Furthermore, it can be defined as the surge of inspiring exercises which may determine the effort, direction and duration of work (Fullan, 2011). This researcher also states that intrinsic motivation can impact employee’s comprehension, emotion and behaviour, hence affecting one’s work performance. Individuals who are influenced by intrinsic motivation tend to show more stability towards their work performance, persistence and subjective satisfaction. Farooq (2016) states that employees who are motivated intrinsically will devote their efforts to tasks that are rewarding for the individual. Additional previous studies suggest that intrinsic motivation has a positive relationship with job satisfaction, strongly related to work performance (Li et al., 2015).

In comparison, extrinsic motivation arises from external sources to achieving a task or goal. It is developed from an employee completing a task because of their manager or leader for example, delivering a task in work in order to receive a pay rise (Bertelsen, B. 2012). Farooq (2016) states that individuals who are motivated extrinsically focus on tasks in which they will receive external rewards for such as a promotion or a salary bonus. Extrinsic motivation is driven by the organisation or the work environment and focuses on the end goal of the task and not the task itself and is performed in order to accomplish another outcome. This research further states that when an individual voluntarily engages in an activity due to internal motivation such as interest and are later offered a reward such as money for engaging in the activity, then intrinsic motivation is declined (Legault, 2016).

Although intrinsic motivation is natural, in order for it to “flourish” the environment must promote it. Supporting autonomy enhances intrinsic motivation, oppositely, when social environments neglect autonomy by offering external rewards, then intrinsic motivation is threatened (Derfler-Rozin, R. and Pitesa, M. 2020). Fullan (2011) states that boosts made by extrinsic motivation tend to be temporary unlike those provided by intrinsic motivation as it is internal. Studies by Manifi and Dlodlo (2014) suggest that extrinsic motivation can significantly increase job satisfaction. Managers across several organisations use extrinsic motivation through the use of incentive models as they believe it stimulates performance. However, different individuals are motivated by different varieties of motivation, some intrinsically and some extrinsically therefore it is important for managers to carefully realise which motivation type corresponds to each individual in order to maximize performance and satisfaction (Chiu, 2018).

2.4.2 Identified Motivation

This type of motivation refers to personal importance of behaviour meaning employees may interact with a task due to greater freedom as this behaviour may be more in line with their personal goals (Zhang, et al. 2016). Recent studies related to the effects of COVID-19 on the employee's mindset reveal that although extrinsic motivation is external, it can still have an influence on an individual's self-evaluation. This can lead to employees interacting with tasks that may enable them to achieve goals that aid in defining their self and expressing identity. Furthermore, they state that identified motivation can also have a positive impact on organisational performance (Camilleri, 2021),

Identified motivation is similar to introjected motivation as enjoyment and interest in interacting with a goal or task can come a while later, pursuing in this task is to ensure a personal outcome which is valued by the individual (McLachlan, et al. 2010).

2.4.3 Introjected Motivation

The term introjection stems from the Latin words, “intro” and “jacere” meaning “into” and “to throw”. Therefore, the meaning of introjection is the process in which employees may feel that tasks or goals are pressed into them while they do not accept the values of said task. The values and goals within this type of motivation are accomplished through internally controlling standards of social approval and self-worth and not through inherent parts of oneself (Assor, Vansteenkiste and Kaplan, 2009). Studies by Zhang, et al. (2016) suggest that introjected employees may interact with a task due to feeling of guilt or to maintain their self-worth. Camilleri (2021) mentioned that introjected motivation alongside other external motivations is an unstable shape of regulation that may or may not have an effect on intrinsic motivation. Therefore, introjected motivation could be internalized and increase the overall organisational performance. McLachlan, et al. (2010) states that this type of motivation is the least autonomous form of extrinsic motivation due to its negative behavioural performance.

2.4.4 Integrated Motivation

Integrated motivation refers to recognizing the value of an activity as it becomes a habitual part of an individual's everyday performance. Due to its autonomy, this can be seen as a form of extrinsic motivation. This type of motivation alongside identified motivation are driven by values and tasks, compared to intrinsic motivation which is driven by the emotion an individual may have while interacting with an activity (Gagné et al., 2010). Integrated regulation falls next to intrinsic motivation as it stands for the most complete internalisation of such behaviour which is related to the genuine self (McLachlan, et al. 2010). However, McLachlan, et al. (2010) also states that including studies of integrated motivation in some papers can result in indefinite measures due to concerns of validity and reliability.

2.5 Self-Determination Theory

Self-determination theory also known as SDT, was developed by Deci and Ryan (1985) and is based on human motivation, wellness and development. This theory focuses on the different types of motivation including controlled motivation, autonomous motivation well-being outcomes. STD studies

life goals and aspirations providing us with a deeper understanding in relation to intrinsic and extrinsic motivation (Deci and Ryan, 2008). This theory is central to a distinction between autonomous motivation, controlled motivation and amotivation. Autonomous and controlled motivation link in with intrinsic and extrinsic motivation standing in contrast to amotivation which involves an individual having a lack of intention and motivation towards a task or goal (Gagné and Deci, 2005).

The different types of motivation have previously been mentioned within this literature review, are hugely involved within this theory (Vallerand and Pelletier, 2008.) Autonomous motivation is linked to intrinsic and identified motivation meaning employees engage in their work because they enjoy it. Contrastingly, controlled motivation involves employees engaging in a task as they feel pressured into it feeling as though they must, which can be related to extrinsic and introjected motivation (Gagné and Deci, 2005). According to Mani (2021) an individual requires three basic psychological needs in order to achieve holistic growth. These are autonomy, competence and relatedness. Autonomy meaning doing this voluntarily as there is a high interest in the task involved, competence meaning having the correct knowledge and skill to complete the task and relatedness meaning an individual feeling as though they are a meaningful contribution to others. Employers and managers can assist in making sure employees meet all their psychological needs by creating environments that implement such needs. However, Mani (2021) also found that a lavish focus on rewards decreases employee's intrinsic motivation as rewards and incentives for achieving a goal shifts the motivation from internal to external. This may lead to an effect on employee performance as external motivation is an unstable form of motivation in comparison to intrinsic, identified and integrated motivation. Additionally, Bruton (2006) found that creating a workplace environment where basic psychological needs are met can increase overall well-being and happiness within the workplace.

Recent studies by Li et al. (2021) found that self-determination theory (SDT) can lead to organisational innovation through the use of employees. They argue that employee's performance is hugely affected by the organisational goals and values. Organisations who enhance employee's opportunities by creating an environment where individuals experience a significant amount of self-determination, increase the chances of employee innovation. Fateh et al. (2021) states that managers must be cautious whilst trying to encourage innovation and creativity amongst employees as it is found that intrinsic motivation is the primary instrument for creativity. Furthermore, creativity is described by Shen et al. 's (2018) as an attempt to take risks and step out of one's comfort zone. Suggesting that this requires not only a supportive environment, but ongoing support from a manager to enable this behaviour to flourish.

According to Jungert et al. (2018) employee motivation is key for organisational success. SDT suggests that employees perform better when one's basic psychological needs are satisfied and motivation comes naturally, therefore, engaging in their work as they find it enjoyable and valuable (Gagne, M. et al. 2005). Studies carried out by Jungert, T. et al. (2018), revealed that employees who were involved in training for supporting each other's basic needs, showed higher levels of "need satisfaction and self-sufficient motivation," than individuals who did not.

2.6 Financial Vs. Non-Financial Motivation

Employee motivation can heavily depend on the situation and individual needs of an employee. For example, employee 'X' may feel motivated through different strategies compared to employee 'Y' (Sitthiwarongchai, C. 2020). Studies suggest that frequently used strategies to motivate employees include financial methods such as commission, bonuses and salary. Journal of Personnel Psychology states that when financial incentives are "awarded," as an origin of positive feedback or appreciation, this provides a positive feeling of competence for the employee. This bonus may represent an "acknowledgement," of their contributing work efforts resulting in employees boosting their level of efforts towards their work (Laundry, A et al. 2017). However, when financial incentives are used as a sense of bribery or to encourage employees to reach deadlines and match expected performance, employees can see this as controlling leading to lower levels of "autonomy" (Laundry, A et al. 2017). Other research has found that monetary rewards do not promise performance improvement or increased satisfaction (Sidhu, G. K. et al. 2020).

Contrasting studies have shown that financial incentives display no sense of loyalty between an employee and the organisation (Panait, C. et al. 2018). Furthermore, Panait et al. (2018) states that employees will jump ship to another organisation when a better financial offer becomes available. This can cause issues for management as employees that do not feel satisfied, will leave the organisation causing an increase in turnover of staff and disruption to the workload. Shekhawat (2019) indicates that the loyalty of the employee comes from job satisfaction. Factors that can impact satisfaction are variables such as working conditions and rewards and recognition.

When discussing non-financial methods of motivation, team-building exercises and pizza in the office on a Friday can certainly boost workplace environment. However, in recent months there has been an increase of employees working from home. CSO (2020) found that 34% of employees are currently working from home, this is a significant increase in previous years due to the impact of the global pandemic, COVID-19. Furthermore, it has been reported that 22% of 35-44-year old's have said they have experienced difficulty working from home due to working around their family environment. (CSO, 2020) Conflict such as activities at home affecting responsibilities during work hours can cause a decrease in employee's job satisfaction levels and job performance levels (Bhattacharya, S. et al. 2020).

Therefore, this can lead to a decrease in motivation levels having a negative impact on employee wellbeing (Toniolo-Barrrios, M. et al. 2020). It has been proven that organisations have become increasingly dependent on teamwork, relying on employees to "stimulate" motivation for their colleagues (Jungert, T. et al. 2018). According to Yousaf, et al. (2014) organizations can gain competitive advantage by simply motivating employees to enhance job satisfaction. This research paper identified 5 key non-financial methods that can be useful to help motivate employees. These include workplace environment, good performance management systems, career development plans, training and empowerment and participation. Research by Yousaf, et al. (2014) confirms a positive relationship between employee motivation and all 5 non-financial methods.

2.7 Needs-based Theory

2.7.1 Maslow's Hierarchy of Needs

Abraham Maslow created the Hierarchy of Needs theory which is one of the most popular motivational theories in management and organisational behaviour. This theory involves a pyramidal image associated with an archetypal appeal. It consists of five levels of human needs that indicate their behaviour (Acevedo, 2015).

Figure 1. Maslow's Hierarchy of Needs



(Flood, 2016)

Figure 1 displays the needs from the bottom of the hierarchy upwards. Maslow believes that an individual's needs lower down must be satisfied before they can proceed to a higher need. From the bottom upwards the needs are as follows; physiological, safety, social, esteem and self-actualization (McLeod, 2018). The idea of this model is that one's basic need must be satisfied for physical survival which is the initial motivator towards behaviour. Once this is fulfilled, one is then motivated by the next level and so on.

Physiological needs act as the starting point for this motivational theory, these can be seen as requirements that the human body needs in order to survive. These include food, water, air and shelter. Maslow states that the human body cannot function unless these needs are satisfied therefore, all other needs become secondary (Maslow and Press, 2019).

Safety Needs can be described as a sense of security which can include personal security, financial security and safety against illness and accidents. Maslow believes once an individual's needs are satisfied at this level, the third level is social needs (Jerome, 2013).

Social needs refer to needs to be loved, cared for and accepted by others. These needs can be met through managers encouraging employees to participate in social events within the organisation (Kaur, 2013). This level of needs is also known as love and belongingness. McLeod (2018) states that the

need for “interpersonal” relationships influences behaviour. These can include friendship, trust, affection and being part of a group.

Esteem needs include self-respect and seeking approval from others. Maslow believes for one to grow and achieve the final need of this theory, self-actualization, one’s inner respect must be satisfied. Mehnaz and Ali Shah (2021) found that Maslow believes humans must earn respect through engagement practices with others. He suggests that once one’s basic needs are satisfied, self-esteem kicks in and takes control of one’s behaviour, which can be known as growth.

Self-Actualization can be described as the process where an individual is striving towards actualization of personal potential and one’s own identity. An individual will only reach this stage once all basic needs are fulfilled. This being the highest level of Maslow’s Hierarchy of Needs, research has found that those who are psychologically tough reach this stage. However, it is common that one’s journey through the hierarchy can be interrupted by the abandonment of lower levels. This can happen because of extreme life events such as job loss or a divorce (Tripathi and Moakumla, 2018).

Kaur (2013) states that this theory gives an insight into how managers can assist their employees in becoming self-actualized and reaching their full potential. This is important for organisations as self-actualized individuals are likely to work at their maximum potential. Study from Jerome (2013) found that managers should determine which level employees are at and which needs they are trying to satisfy. Organisations can assist with this at all levels of the hierarchy. Ensuring an employee is at a stable pay level which enables them to buy food, and sufficient clothing can be a starter for an individual at the bottom of the hierarchy. As one moves up to safety needs, organisations can assist by supplying medical benefits such as life insurance. Following this, social and self-esteem needs can be satisfied through social interaction and recognition. Once all basic needs are satisfied self-actualization gives employees an opportunity to use their skills and abilities to their full potential which can be beneficial for all involved (Jonas, 2016).

2.7.2 Alderfer’s ERG Theory

Similarly to Maslow’s Hierarchy of Needs, Alderfer’s ERG Theory believes that there are three core needs for each individual, Existence (E), Relatedness (R), Growth (G). These needs were established from the study of the relationship between importance, need satisfaction and fulfillment. From this, it was revealed that the importance of need was built on the manner of fulfillment (Caulton, 2012). This theory is based of Maslow’s five Hierarchy of Needs where existence correlates with psychological and safety needs, relatedness concerns social, and self-esteem needs, and growth corresponds with self-actualization. This theory portrays a lack of originality and has been criticized by several researchers as it presents a modified view of the hierarchy of needs model. However, Alderfer’s Theory believes that lower levels of needs do not have to be satisfied in order for someone to move to the next level (Arnolds and Boshoff, 2002). This theory suggests that more than one need can be activated at the same time, additionally one can move onto a higher level without a lower need being satisfied (Dinibutun, 2012).

Studies found that rather than testing for a correlation between behaviour and needs, it may be more efficient to investigate what cause the need for certain behaviours. This corresponds to employee

performance and the influence of financial methods. It stimulates the question of whether pay improves employee performance or if employees work for money. Managers must be considerate when attempting to motivate employees as providing constant compensation can lead to the question of how well managers know their employees (Arnolds and Boshoff, 2002). Ensuring all employees needs are satisfied has proven to increase organisational effectiveness. This theory can help managers identify individual differences that can have an impact of contrasting characteristics. Additionally, Ismail et al. (2017) suggests that this theory allows flexibility for managers, however, there is a lack of evidence to support how this may positively affect the process of improving employee performance.

2.8 Opposing Attribute Theory

2.8.1 Herzberg Two-Factor Theory

This theory was developed in 1959 by Herzberg, Mausner and Snyderman. This two-factor model of work motivation is influenced by Maslow's Hierarchy of Needs. A research paper by Alshmemri, Maude and Shahwan-Akl (2017) found that Herzberg and his colleagues discovered that satisfaction and dissatisfaction within a job are affected by two different factors. The first factor includes the need for growth or self-actualization, this can be known as the motivating factor. Examples of motivating factors include achievement, recognition and responsibility. The opposing factor includes the need to avoid unpleasantness, this is known as the hygiene factor. Examples of hygiene factors include working conditions, relationship with management and company policies. Within the two-factor theory, motivation corresponds with the attitudes surrounding the job and the hygiene factor corresponds with the 'doing' of the job (Alfayad and Arif, 2017).

According to Herzberg et al. (1959) this correlates with intrinsic and extrinsic factors, with motivation being intrinsic and hygiene being extrinsic. Hence motivating factor are shown to increase job satisfaction when hygiene factors help to reduce job dissatisfaction. A study that sees an organisation focus on hygiene factors in order to improve productivity was argued to be the wrong approach. Herzberg's theory states that in order to increase satisfaction, the motivation factor should be improved. This can be done through structuring jobs in order to increase the ability of employees achieving meaningful tasks (Stello, 2011).

Herzberg's theory encourages organisations to allow employees to engage in greater responsibility for planning and controlling tasks. Dartey-Baah and Amoako (2011) found that when managers focus on hygiene factors it produces short-term motivation for employees. However, as individuals are motivated by different factors it is the responsibility of management to identify why their employees may be unhappy. Additionally, they also have the responsibility of ensuring all employees are treated fairly and equally giving each opportunity for achievement.

However, this theory has been criticised by researchers stating that it overlooks certain situational variables. Studies show that one factor can cause job satisfaction for one employee and job dissatisfaction for another, therefore, this theory portraying the differences between motivation and hygiene cannot be thoroughly accepted (House and Wigdor, 1967). Furthermore, Hur (2017) found that results may vary depending on the personalities of each individual. It is expressed that this theory is not

free from bias as the methodology from Herzberg's study showed no measure of satisfaction, therefore reliability is unknown. Khalid (2013) supports these points adding that the reliability of data could have been negatively influenced by 'ego-defensiveness', stating that employees may blame dissatisfaction on external factors and fail to blame themselves. Despite the limitations to this theory, it is widely accepted.

2.8.2 McGregor Theory X and Theory Y

The well-known theory of leadership and motivation, Theory X and Theory Y stems from the idea that there are two different views about the nature of people at work. Theory X, which is based around the pessimistic view of human nature and is the idea that employees are lazy and try to avoid work (Kopelman, Prottas and Falk, 2012). McGregor believes that people like this are irresponsible and must be monitored closely. Contrastingly, Theory Y reflects a positive view of human nature where employees are satisfied and find their work enjoyable. This being a more accurate representation of human nature indicating that humans are capable of self-direction and self-control (Lawter, Kopelman and Prottas, 2015).

A study by Sahin (2012) also found that Theory X and Theory Y outline two very different attitudes managers and leaders can adapt. Furthermore, this paper examines the commitment employees may have towards their employer. Results indicate that affective commitment strongly corresponds with the desirable individual and organisational outcomes. When employees feel valued within an organisation, they develop feelings of effectiveness commitment. However, this is heavily influenced by the relationship between the employee and the leader/manager. These relationships can be developed through mutual trust gained by giving employees responsibility and autonomy towards tasks. Therefore, when this happens it increases employee's positive feelings towards the organisation and resulting in them performing better (Kopelman, et al., 2012).

Sager, (2008) supports Sahin (2012) stating that negative and abusive relationships between employees and their superior can lead to higher levels of depression, anxiety and emotional exhaustion. This paper also found that these relationships affect employee's behaviours and attitudes towards one's job performance. Additionally, Sager (2008) found that there is a positive correlation between employees and managers who adopt Theory Y attitude in comparison to managers who adopt Theory X attitude having a negative correlation, thus affecting performance towards the organisation.

2.9 Managerial Coaching Influencing Employee Motivation

A study by CIPD (2009) found that 90% of respondents from their annual survey state coaching is becoming increasingly important within their organisation. Furthermore, results showed that it is in the responsibility of the duty manager in 37% of those organisations. Previous research confirms that there is a positive relationship between coaching and employee motivation, employee motivation and performance and organizational goals (Mccarthy and Milner, 2013).

A new study carried out by Coaching: An International Journal of Theory, Research and Practice (2021) revealed that the COVID-19 pandemic has reflected on the importance of organisations focusing on the wellbeing of their employees, which is heavily influenced by managerial coaching. This study

revealed that when the “new normal” of remote working came into effect, significant challenges for employees were identified which included the feeling of isolation and disconnectedness. Furthermore, this study relies heavily on an emerging term; Positive Psychology Coaching (PPC) which can be defined as “a managed conversational process that supports people in achieving goals in ways that enhance their wellbeing.” (Biswas-Diener, 2010)

There are few studies surrounding PPC in the workplace, while results from Van Nieuwerburgh et al., (2021) study showed positive results surrounding the circumstances of PPC and remote working stating that managerial coaching can assist in managing the challenges employees faced whilst working through uncertain circumstances.

2.10 Motivation Influencing Competitive Advantage

An organisations competitive advantage is what sets them different from their competitors. For the consumer, it highlights the benefits and may be the reason they do business with you. Porter (1985) defines competitive strategy as the positioning of an organisation within its competitive environment. To achieve this, it is suggested that organisations should understand their industry and be aware of industry change in order to sustain innovation and creativity. Furthermore, Porter states that in order to achieve superior performance, organisations create something that its competitors cannot compete with (Jassim, 1998).

Nasifoglu Elidemir, Ozturen and Bayighomog, (2020) found that employee creativity significantly increases organisational innovation and performance. Creativity is a rare, intangible valuable resource of competitiveness gaining advantage for organisations. However, Pousa and Mathieu, (2015) found that employee creativity and self-efficacy is positively influenced by managerial coaching and organisational culture. Similarly, research papers define human capital to be knowledge, skills, abilities and experience incorporated into individuals which are used to produce goods and services in order to meet social or organisational goals (Hitka et al., 2019). Organisations are responsible for managing, leading and developing human capital potential in a way to increase competitive advantage. Hamadamin and Atan, (2019) supports this adding that strategic human resources are found to have a significant influence on competitive strategy as markets are rapidly changing.

2.11 Remote Working

Remote working, also known as telecommuting or working from home, is a flexible working arrangement which allows employees to work from a remote location outside of their normal workspace or office (Nickson and Siddons, 2012). Remote working is on the rise as studies by Eurofound (2017) showed that in 2015 approximately three out of ten employees said they worked outside of the office daily. CIPD (2016) suggests that this change may be from the perspective that employees are more engaged and responsive to where and when the work is needed. This includes employees splitting their workload adjusting between their personal needs and business needs. This can be known as flexible working. Flexible working can be described as a working arrangement which gives employees a sense of flexibility on where, when and how they work (Nickson and Siddons, 2012).

Prior to the pandemic COVID-19, remote working was not widely used and was considered as a luxury. Now however, over a third of employees in Ireland are working remotely and is now considered the “new normal” (CSO, 2020) In support of this, the Irish Government has introduced a National Remote Work Strategy. This includes introducing a legislation giving all employees the right to request to work from home. However, yet there is no legal framework surrounding the process of this request (GOV.ie, 2021).

Studies show that working remotely can increase job satisfaction due to employees appreciating flexibilities. An increase in job satisfaction can assist organisations in retaining their employees for longer periods of time, benefiting both parties (Michael and Smith, 2015). However, working autonomously communicating through online platforms can decrease employees' sense of belongingness. From an organisational perspective, employees working from home may raise security concerns such as data leakage (Mullen, 2017). Similar studies suggest that although remote working can provide employees with flexibility, it can also raise challenges in including work-life balance and a lack of workspace (Hunter, 2018).

Nonetheless, previous literature discussed within this research paper has found that increasing autonomy and freedom can increase job performance and productivity. However, when certain employees are working remotely and other are working in the office, this can increase inequality and decrease the feeling of belongingness as they may be left out of knowledge shared and social interactions. Therefore, it is in the hands of employers and managers to ensure that employees are supported whilst working remotely (DRYSELIUS and PETTERSSON, 2021).

2.12 Work-Life Balance

As remote working becomes the “new normal”, studies show that employees are finding it difficult to find that work-life balance as their personal space becomes their working space. Work-life balance can be defined as an individual’s ability to meet their family and work commitments, in addition to other roles in other aspects of one’s life. Delecta (2011) states that when an employee has additional hours in work, these subtract from the other commitments they may have in their personal life. Furthermore, this researcher states that intense workload of work pressure can leave employees feeling anxious or fatigued. Felstead and Henseke, (2017) supports Delecta adding that a major effect on individual’s work-life balance is when work pressure overspill into non-work life aspects making it difficult for employees to “switch-off”.

The Irish Department of Enterprise, Trade and Employment have introduced a code of practice meaning employees officially have the right to disconnect from work and have a greater work-life balance (GOV.ie, 2021). This includes employees not being penalised for refusing to attend work matters outside of normal working hours and the duty to respect another person’s right to disconnect, thus not contacting them outside normal working hours. Likewise, Stankevičienė et al., (2021) states that it is within the responsibility of the organisation to support employees in adjusting to their altered work modes.

Furthermore, this researcher also argues that particular attention should be given to employee well-being. Stankevičienė et al., (2021) argues that in order to keep employees satisfied, it is essential to enhance their well-being at work and within their working conditions. Krekel, Ward and De Neve, (2019) found that employee well-being increase job satisfaction leading to higher productivity. This can also be associated with enthusiastic attitudes towards the organisation, leading to less staff turnover. Therefore, organisations that care for their employees can strengthen their work and personal lives. Ollier-Mallaterre & Foucreault (2017) found that using the correct strategies in assisting employees balancing their work and personal needs, helps ensure employee well-being.

2.13 Conclusion

Throughout the literature review, a study of relevant literature was completed on the topic of employee motivation. This was supported by identifying several motivational theories which help to describe the different ways employees are motivated. Nonetheless, little research highlights the struggles of motivating employee's non-financially and motivating employees whilst working remotely.

The literature has underlined the importance of Maslow's and Herberg's motivational theories within organisations as it can attempt to help in finding the best way in which certain employees are motivated by (Jerome, 2013). Furthermore, it provides insight into how and why employees may perform better which can eventually lead to overall organisational performance improvement (Hitka et al., 2019). It is evident within the literature, that both financial and non-financial methods of motivation can have different effects on individuals, suggesting financial incentives display no sense of loyalty to an organisation which can cause issues for management (Panait, C. et al. 2018).

As the working world changes and there has been an increase in remote working, this can be beneficial for some but can also have a negative effect on others including feelings of isolation and disconnectedness. As employee's are struggling with finding the balance between work and life, this can reduce their motivation levels effecting their performance towards the organisation (Ollier-Mallaterre & Foucreault, 2017). The aim of this research paper is to add to the study of employees working from home to identify the challenges individuals may face whilst working remotely. Moreover, this study aims to address the challenges faced by managers when motivating employees with non-financial methods.

The following chapter will discuss the methodology this research paper will use in order to achieve the research objectives in question.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter will discuss the methodologies that the researcher used in order to investigate the hypothesis at question. According to Quinlan (2011) the research methodology must be capable of supporting the research in order to assist in the completion of the research paper. The researcher applied a quantitative research method whereby a web-based survey was used. The questions involved in this survey were related to the overall aims and objectives of the research studies. A review of the literature and previous surveys surrounding this topic assisted in generating the shape and terminology of each question.

The aim of this chapter is to introduce the fundamental philosophies that will be used in this research. Furthermore, this chapter will discuss the appropriate methodologies chosen in order to successfully achieve the objectives. This process will venture from Saunders et al. (2016) research onion which will assist in guiding the researcher towards the appropriate method. Following this, the research design sampling process and how the data is analysed will be discussed in detail. The rationale for the research will also be discussed. Most importantly, this chapter will outline NCI's ethical principles in which the researcher applied throughout their research process.

3.2 Fundamental Philosophies

A philosophical framework is an essential aspect to every research project (Quinlan, 2011). According to Quinlan, each step in the research process should be appropriate with the purpose of the research paper. Epistemology is a philosophical framework that is related to this project. This is the opposing attribute to Ontology. Ontology can be defined as the nature of reality. (Alharahsheh and Pius, 2020) describe it as seeking an answer or reality to a research question through designating existing knowledge. Epistemology is concerned with how the researcher is uncovering knowledge to reach reality. (Hudson and Ozanne, 1988). However, these stem from knowing two main perspectives, positivism and interpretivism. Whereby, positivism is related to quantitative research and interpretivist is related to qualitative research.

3.3 Positivism and Interpretivism

Research papers suggest positivists view the world as one reality in which we are all a part of. (Quinlan, 2011). Positivism relates to the importance of what information is already given, with a narrow focus to consider pure data alongside facts without being influenced by bias of human. (Hudson and Ozanne, 1988). This researcher further suggests that a research undertaking extreme positivist within their studies would focus on the uncovering of facts that are measurable. This development would then lead to credibility and meaningfulness within the data. Moreover, researchers adopting this method would discover casual relationships and themes from within the data (Ryan, 2018).

On the other hand, interpretivism argues that humans are different from physical phenomena as they create in depth meanings as they cannot be explored similarly as physical phenomena's. Furthermore, interpretivism as a paradigm assumes reality is subjective (Ryan, 2018). This type of research enables researchers to gain an in depth understanding through individual experiences rather

than generalised measurements therefore interpretivism paradigm is related to qualitative methods with positivism paradigm relating to quantitative research. (Hudson and Ozanne, 1988).

This research paper will adapt a positivism approach due to the fact that it is based on information that already exists and aims to further develop the research surrounding the topic of employee motivation. Additionally, the research will study the data using relative themes and relationships found.

Following this, a deeper insight into methodology can be found through deductive and inductive approaches.

3.4 Deductive and Inductive Approaches

There are two main approaches researchers can follow while retrieving data: deductive and inductive. Deductive research is based off what we already know, testing a hypothesis and revising the theory. Contrastingly, inductive research is the opposite as it may develop from data to theory instead of developing theory to data. (Woiceshyn and Daellenbach, 2018) Soiferman (2010) suggests that deductive research is used within quantitative studies supporting existing literature while qualitative research develops theory inductively gathering data from relevant themes.

A review of the literature within quantitative studies contributes to identifying the purpose and strategy of the research (Soiferman, 2010). The researcher will aim to dictate whether there is a link between remote working and employee motivation; therefore, the measures in this paper indicate that a deductive approach is best suitable.

3.5 Reliability and Validity

Validity and reliability relate to the measurement of the instruments used to gather data within the development of research projects. (Quinlan, 2011)

Reliability is concerned with the consistency of a measure. (Heale and Twycross, 2015) Instruments measuring data is considered reliable if it produces comparable results each time. The research onion proposed by Saunders et al. (2016) a tool which is used for developing research design for business studies, suggests that reliability is intricately linked to positivism in that it assists in the data being credible and consistent. (Melnikovas, A. 2018) This research adopts measures of reliability throughout the research process.

Validity refers to the concept of how accurate the information measured is. (Heale and Twycross, 2015) It ensures the researcher is collecting, useful, logical data related to the objectives in question. To secure validity within this research project, questions within the survey were created based on the objectives of the study and previous surveys. Furthermore, a pilot-study of the survey was carried out before distributing it out a large audience.

3.6 Research Strategy

As Saunders et al. (2016) research onion suggests, this piece of research adopts a positivism philosophical framework. This deductive approach requires quantitative research methods. The chosen

research method for this study is questionnaire. This method allows for the data to be analyzed in software such as Microsoft Excel where the aspects such as the mode, median and mean can be calculated.

The questionnaire will be distributed to its audience via a web-based software to collect primary data on the proposed objectives. Web-based surveys can assist in reaching a large audience, in wide geographical areas increasing the number of participants. Online questionnaires can normally be made available for participants to disperse amongst one another. (Quinlan, 2011)

3.7 Questionnaire

Questionnaires are generally used to collect primary data for quantitative research. (Rowley, J. 2014) Quantitative data is concise while qualitative data delivers more complex, dense data which can be voluminous. Using a questionnaire as a research instrument can deliver precise data as they are designed to generate short precise responses. (Quinlan, 2011) This type of research method is set within the framework of positivism. They are assembled to ensure each participant receive the same questions, therefore producing comparable results (Quinlan, 2011). Using this data collection method can produce honesty and reliability due to responses being anonymous. Furthermore, web-based surveys are voluntary meaning participants can withdraw or decline participation comfortably. (Collis and Hussey, 2014)

A review of literature on this area revealed that other researchers that carried out related studies frequently used questionnaires. This questionnaire will use well known software, Survey Monkey, enabling for it to be distributed to a larger audience. Survey Monkey was used due to its reliability and practicality in creating a survey and data collection. The researcher believes that using this well-known software may also help increase responses as participants may feel a stronger sense of security.

3.8 Rationale for using Questionnaire

This research paper will use web-based survey in order to collect the primary data needed. According to (Braunsberger, Wybenga and Gates, 2007) web-based surveys provide privacy to respondents compared to dealing with somebody face-to-face, increasing levels of completeness. This study also suggests that web-based survey respondents produce data that is more reliable than research methods such as telephone surveys as they provide more consistent results over a period of time. Consistency being a measure of reliability. (Jr and Gates, 2018)

3.9 Questionnaire Design and Measures

This study includes a web-based survey to gather primary data for the investigation of employee motivation. The survey involved was designed based on previous surveys surrounding this topic including a review of literature. The survey will involve seven questions that will be based around a measure of the different types of motivation mentioned in the literature, this includes intrinsic and extrinsic motivation, introjected, integrated and identified motivation. (Moran et al., 2012) The first two questions in the survey will be based around gathering information about the respondent including their

age and gender. Asking such questions can assist in gathering information about the sample. (Quinlan, 2011) The following three questions involve gathering data about respondent's employee status and whether they are currently working remotely. The main body of the survey consists of two questions. They include gathering data around participant's challenges whilst working remotely with the final question proposing, "What motivates you to work?" (Moran et al., 2012)

Question number six proposes, "What are the biggest challenges you are currently facing while working remotely?" a multi-choice style question giving participants twelve options to choose from including the option of "other (please specify)". The final question will consist of 4-point Likert scale in which respondents indicate to which extent they "Strongly Agree" to "Strongly Disagree" to 13 elements. (Moran et al., 2012) A Likert scale was used for this question in order to measure the direction of attitudes as well as the force. (Quinlan, 2011). Additionally, Quinlan (2011) suggests that a Likert scale can be a three-point scale, five-point scale or a seven-point scale all ranging from "Strongly Agree" to "Strongly Disagree" with a non-committal option in the middle. However, Bourke et al. (2016) suggests that this approach can filter out too many respondents. Research suggests that using a "No opinion" option can leave participants feeling that a great amount of knowledge may be required to answer the question; therefore, they opt for the "No opinion" answer although they have an opinion. Consequently, the research has chosen a four-point Likert scale to avoid this and receive greater information. (Bourke et al., 2016)

3.10 Pilot Study

The researcher has undertaken a pilot study for this paper in order to test the data gathering instrument. Following this, the researcher can modify the instrument to improve the quality in order to receive superior data. It can be described as an aid to improving accuracy and validity of the research (Quinlan, 2011). A Pilot Study allows researchers to examine the approach in terms of feasibility before it is used with a larger scale with the primary goal being to minimize such bias. (Leon, Davis and Kraemer, 2011) The purpose of this pilot study was to ensure it was accessible and easy to understand for all whom may participate. It was important to the researcher that this questionnaire was relevant to any employee working remotely. The questionnaire was sent via email to three people in three different age groups with a request that they complete it within 72 hours to ensure the feedback was within the time frame in the event of any adjusting involved.

All nine participants responded with positive feedback stating that the questionnaire was accessible and followed a good structure. No adjustments were made before the questionnaire was sent out publicly.

3.11 Research Objectives

The questions within the survey are related to the study of the research objectives proposed. The first objective is to examine the impact remote working has on motivation levels of employees. The sixth question requires respondents to select their biggest challenges whilst working remotely. This will help the researcher in identifying the struggles of their employees. The second objective is the challenges faced by managers when motivating employees with non-financial methods. The final

question requires participants to consider what motivates them to work. Participants will be asked to rate their level of agreement in each element of the question. This will include elements such as, "Because I get paid," "Because it helps define me," "Because it helps me to afford a living" and "Because it gives me a sense of belonging." All elements within this question help to identify the different types of motivation including intrinsic and extrinsic, identified and introjected motivation. (Moran, et al. 2012) The third and final objective is to reflect on the impact of managerial coaching on employee motivation. Both data from question six and seven will assist the researcher in determining whether managerial coaching can impact motivation levels of employees. Variables such as "Social Isolation," "Staying Motivated" and "Communication" are all related to how managers can affect one's personal life through coaching.

3.12 Selecting a Sampling Technique

Sampling in research relates to a proportion of the population that participate within the data collecting stage of the process. Decisions based on the size of the sample can depend on the type of research involved, the time frame available for research and the requirements. There are two kinds of sampling, probability sampling and non-probability sampling. Probability sampling refers to each individual having an equal probability of being selected; however, non-probability sampling refers to cases where it may not be possible to compile a complete random sampling. (Quinlan, 2011) Snowball Sampling is a non-probability technique that will be used for this project. Using this technique involves finding a participant who then recommends the next participant which continues like so until the sample size is complete. However, snowball sampling can lead to biased samples as participants can recommend others who have similar characteristics to them. The researcher will adapt this type of technique through the use of friends and family asking them to distribute the questionnaire through email and other online platforms such as Whats App.

3.13 Determining Sample Size

The target population for this study was a mixture of employees of all age groups who were working remotely. The variables within this research consisted of gender, age, and employment status. Each question provided multiple choices for respondents to choose from in hope that this was to expand the sample size. According to literature, determining the correct sample size is an ongoing challenge for researchers. The sample size of a research paper must be determined carefully as statistical techniques are affected by it. (Hair, 2007) Within quantitative studies, it is crucial that the sample size is significant enough in order to portray validity and reliability within the data. (Ryan, 2013) The goal for this research project was to acquire 100 respondents for the questionnaire. This web-based questionnaire was conducted over a period of six weeks. Due to the substantial effect of the snowball technique, the study reached 123 respondents. Participants were a mixture of male and female with a greater amount being female. Additionally, a substantial proportion of respondents were working remotely.

3.14 Data Analysis

As previously mentioned, this research paper involves quantitative research methods therefore data will be gathered through a questionnaire assembled on Survey Monkey. Using this website allows

for the data to be analyzed through the tools provided with their software. This allowed for the data to be transferred onto Microsoft Excel where the researcher can gather data into tables and graphs.

Following this, the data will be gathered into themes. This can assist in showing patterns within the data sets which can result in the data being more concise, accurate and shorter. (Javadi and Zarea, 2016) These results were analyzed in accordance with the research objectives in question.

3.15 Limitations of the Research

The researcher is aware of the number of limitations that may apply to implementing this research method. According to Queiros et al. (2017) the reliability of survey data is dependent on the structure of the survey and also dependent on the answers in which respondents provide. Additionally, surveys can sometimes reveal dishonest answers due to false responses which can reduce the level of accuracy within results. This research is aware that this may affect the validity of the results however, due to the time frame given to complete this research project and the current restrictions due to the global pandemic, COVID-19, this was the appropriate method for this project. Furthermore, the data gathered from this questionnaire may be different if it was concluded at a different time.

As this survey was conducted largely through the snow balling technique, responses may be bias due to similarities in characteristics and opinions. Nonetheless, the researcher is confident that the data gathered is an accurate presentation of the impact of remote working on employee motivation.

3.16 Ethical Considerations

Ethical responsibility remains a top priority for this research project. Ethics can be considered as a process of reasoning in terms of the right thing to do. Ethics within research is the application of principles and standards involved in the data gathering process. (Quinlan, 2011) The researcher will follow NCI's code of ethics throughout the research of this paper. A code of ethics is important for stating the rules of behaviour, and also the principles and procedures for conducting the research. (Gilley, Robertson and Mazur, 2010) As part of the procedure, the researcher was requested to sign, data and submit the NCI Human Participants Ethical Review Application Form along with the research proposal. Within this, the researcher outlined the form of methodology was intended for the project.

The researcher provided information surrounding the questionnaire before participants begun ensuring they were aware of the details within the research process. The design of the questionnaire required participants to provide data that was totally necessary for the purpose of the research. As this was a web-based survey, it ensured complete anonymity as it involved no interaction between the researcher and the participant. Additionally, the researcher made indisputable that the IP address of each participant was not documented.

Foremost, the research made certain that there was no harm or discomfort was caused to any participant involved in this research process in addition to the data being stored securely and used for the sole purpose of this research.

3.17 Conclusion

To conclude this chapter, this study used a positivist, deductive research approach, using a quantitative method of web-based surveys. The rationale for this study and sampling technique was discussed in great detail ensuring reliability and validity. The researcher ensured the NCI Code of Ethics was followed at all times throughout this research.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 Introduction

The first part of this chapter will give an overview of the survey results, based on responses from employees, most of whom are working from home, this will be followed by an analysis of the data collected from the participants. Participants from this survey were asked questions based on the topic of what motivates them to work and what their biggest challenges are when it comes to working remotely. The findings discussed below are in line with the research objectives mentioned in the study and supported by the literature established in earlier chapters. As stated in the methodology, the data will be discussed in accordance with a thematic analysis to assist in identifying differences and similarities in the challenges managers face whilst motivating employees. Themes that emerged from the data included isolation, work-life balance, communication and motivation.

When importing the data into an excel sheet, irrelevant data was eliminated. This included responses from participants who were unemployed, retired or unable to work. This was done to ensure the data was reliable and only used for the purpose of the study.

4.2 Overview of the Survey

4.2.1 Demographics

Participants completed the survey as part of this research study. To guarantee validity, the survey includes seven different age groups participants could choose from. The age groups were, under 18, 18-24, 25-34, 35-44, 45-54, 55-70 and 70 plus. Demographics of the participants can be found in more detail in figures 2 and 3.

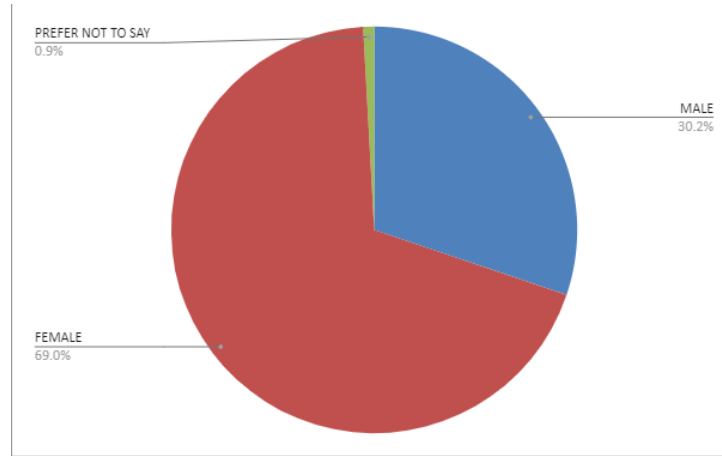
The researcher excluded any responses that were invalid for the purpose of this research paper which left a summary of 116 participants.

Figure 2. Age Group & Gender

Count of Collector ID Gender	Age Bracket					Grand Total
	18-24	25-34	35-44	45-54	55-70	
Female	14	7	22	28	9	80
Male	5	7	9	10	4	35
Prefer not to say			1			1
Grand Total	19	14	32	38	13	116

Figure 2 demonstrates the age of participants. 38 of the participants were aged between 45-54, with this group consisting of 32.75% of the sample. The remaining results are as follows; 19 or 16.38% are aged 18-24, 14 or 12.07% are aged 25-34, 32 or 27.57% are aged 35-44, 13 or 11.21% are aged 55-70. All responses in the over 70 age bracket were eliminated as their data was irrelevant because they are not in employment. Figure 1 also illustrates the gender range of participants. The number of respondents within each age group is similar to a study carried out by CSO with 35-55 year old's being the ones most affected by remote working (CSO, 2020).

Figure 3. Gender



Unsurprisingly, more than half of participants were female with 68.97% of the sample size being in this category. 35 out of 116 participants were male which consists of 30.17% of the sample size, with the remaining participant preferring not to say. While the researcher attempted to gather data evenly across all demographics, the gender aligning with the researcher's demographic was naturally higher due to the sampling method chosen. As there is an uneven distribution of female and male respondents, this will be taken into consideration for reliability and validity reasons. Figures 4 and 5 illustrate participant's employment status of participants.

Figure 4. Employment status

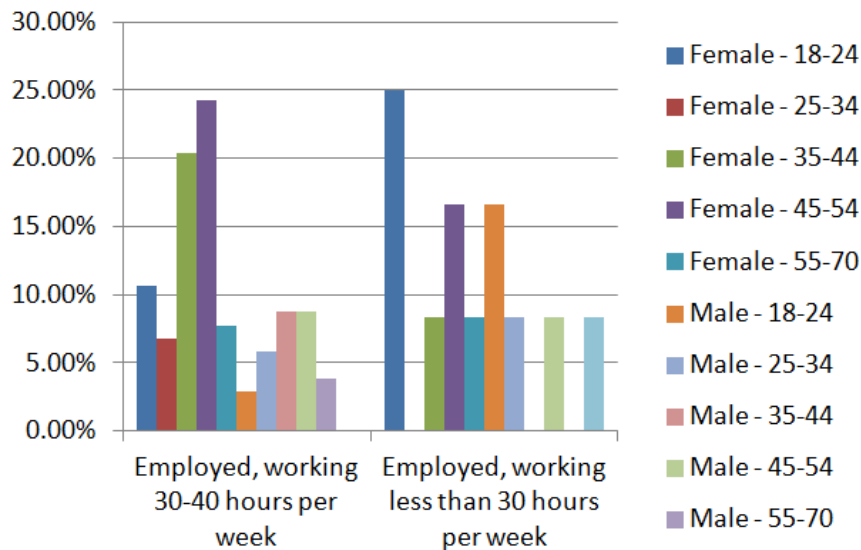


Figure 4 displays a summary of the employment status of participants which is broken down into age and gender. As previously mentioned, data that was irrelevant to this research paper was removed from the analysis therefore data of participants who were unemployed, unable to work or retired were withdrawn.

104 of the respondents are working between 30-40 hours weekly with 12 working less than 30 hours. The following graph, figure 4, illustrates a breakdown between the age bracket and gender of respondents working remotely.

Figure 5. Working remotely

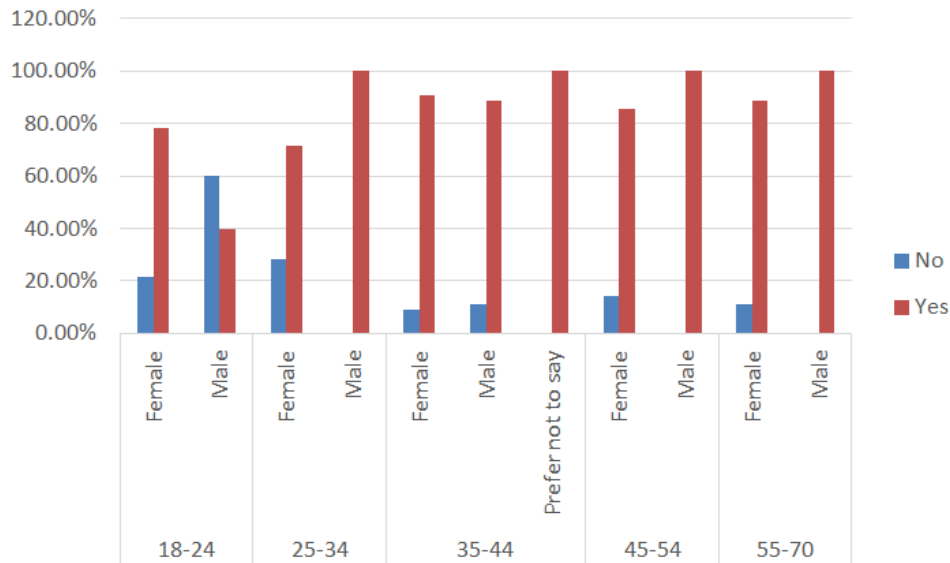


Figure 5 portrays a breakdown of age and gender of respondents that are working remotely. As the graph shows, the 18-25 age group has slightly less percentage of employees working from home compared to other age brackets. This may be due to younger adults participating in higher education as studies from CSO state that younger adults are more likely to engage in lifelong learning than older persons (CSO, 2018). Additionally, Higher Education Authority (2020) states that there has been an increase of 12.6% from 2014-2020 of enrollments in higher education. This may be an indication that older age brackets have begun their careers, being in long-term jobs. Question 5 gathered data on how often participants were working remotely. 106 participants are currently working remotely with 10 never working from home. 80 of those working from home were doing so full-time, 9 are working from home very often, 5 are working from home often and 8 are sometimes working from home. The remaining 4 are almost never, rarely or never working from home.

4.3 Summary of Research Objectives

The last two questions within the survey are the key determinants of testing the research hypothesis. Question number six asks participants "What are your biggest challenges whilst working remotely?" in which individuals had a choice of 12 options, selecting which ones applied to them. These included motivation, social isolation, communication, caring responsibilities, work-life balance and physical workspace. This will assist in examining the impact of remote working on motivation levels of employees. The remaining hypothesis will be tested in the final question within the survey using a four-point Likert scale where participants were asked to rate their level of agreement with the statement from strongly agree to strongly disagree. The question proposed was, "What motivates you to work?". The statements participants had to rate were as follows, "Because I get paid", "Because I enjoy the

work”, “Because it interests me”, “Because I value the work” and “Because it fits my personal values”. Other statements include “Because I find the work engaging”, “Because I would feel guilty if I did not do it”, “Because it gives me a sense of belonging” and “Because it helps me to afford a living”. Determining factors in what way different individuals are motivated by will help identify the impact of managerial coaching on employee motivation and will also seek to identify challenges faced by managers when motivating and encouraging employees with non-financial methods.

The data was gathered from the questionnaire and distributed onto a Microsoft excel sheet. This enabled the data to be transferred into pivot tables followed by pivot charts. Microsoft excel allows for a great amount of data to be analyzed, assisting the researcher in discovering trends and patterns within the data. (Gardener, 2015)

4.4 Research Objectives

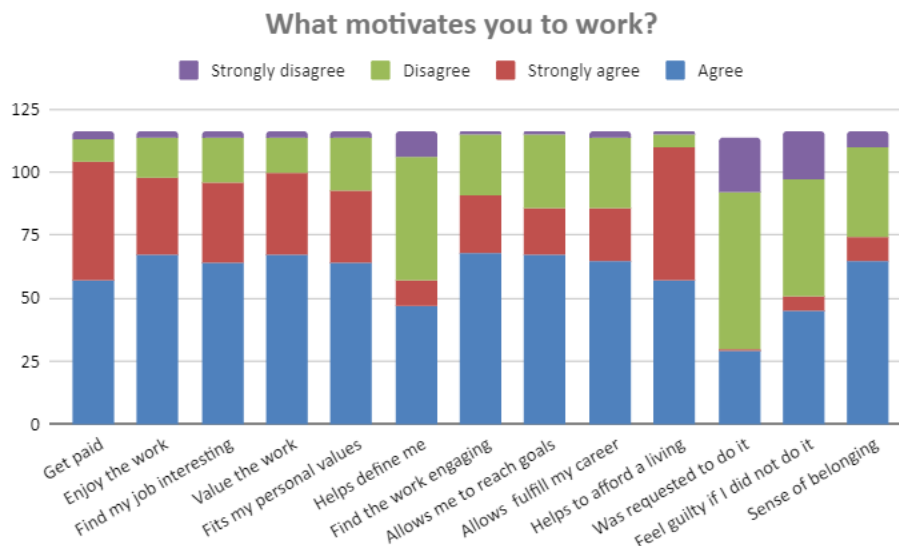
O1: To identify the challenges faced by managers when motivating and encouraging employees with non-financial methods.

O2: To examine the impact of remote working on motivation levels of employees.

O3: To reflect on the impact of managerial coaching on the motivation of employees working remotely.

4.5 Research Objective One

Figure 6. What motivates you to work?



Question 7 in the research survey aims to address the different reasons as to why participants are motivated to work. There was a total of 116 respondents for this question. This is a study of the different types of motivation such as intrinsic, extrinsic, introjected, integrated and identified motivation. These results found that a significant number of individuals, 104 or 89.66%, stated that they are motivated to work because they get paid. Similar to this, 110 or 94.83% individuals said they are

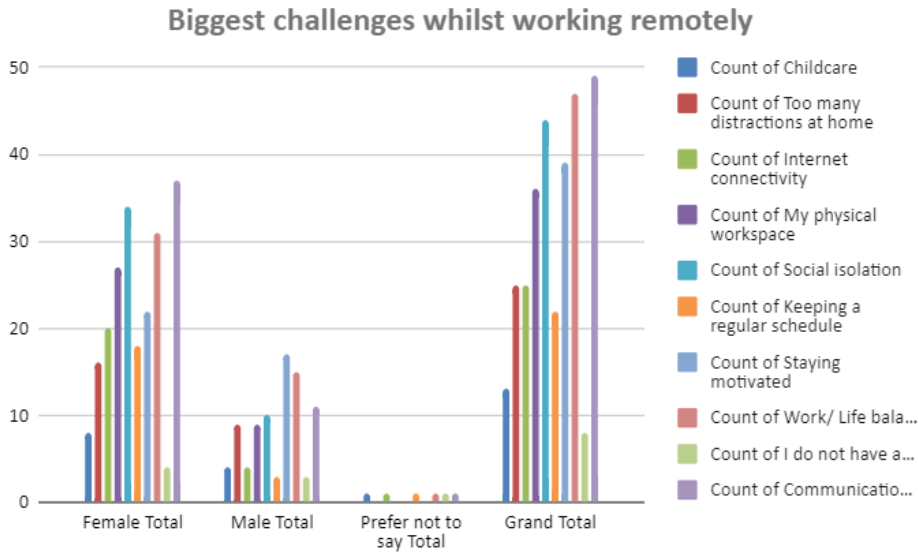
motivated to work as it helps them to afford a living. While participants have highlighted the importance of financial benefits for motivation to work (get paid, helps afford a living) which is related to one's extrinsic motivation (Bertelsen, B. 2012). There are also high numbers of participants who have highlighted the importance of getting enjoyment from work (84.48%), the importance of having an interesting job (82.76%) which, contrastingly, is related to one's intrinsic motivation (Farooq, 2016) and how work can help to reach personal goals (74.14%) which is based around integrated motivation (Gagné et al., 2010). Fewer participants agreed that being requested to do the work or feeling guilty was what motivates them to work meaning introjected motivation is low (Zhang et al., 2016).

For managers, these findings highlight the importance of balancing intrinsic versus extrinsic motivational techniques. While people expect to get paid and to be able to meet their physiological and safety needs (Maslow and Press, 2013) through financial benefits there is also a need for managers to consider peoples sense of belonging, self-esteem and opportunity for self-actualisation (Jonas, 2016). The research shows that fewer participants agreed that they work because they are requested to or feel guilty. This is an interesting point when considering McGregor's Theory X and Theory Y. Theory X suggests that managers assume that people need to be told to work and need to be closely watched while Theory Y suggests that people can be trusted to take ownership of their own work and will do so for job satisfaction and personal goal attainment (Lawter, Kopelman and Prottas, 2015). The survey results show that participants work for more positive reasons such as job satisfaction and personal goal attainments and it is important for managers to recognise this when deciding on motivational tools and techniques.

Results from question 7 reveal the different ways in which employees are motivated to work. These findings help to identify the most popular motivators for people at work and will help managers to come up with non-financial incentives to help with motivation. Any incentive, tool or motivating technique is unlikely to be popular with everyone (Khanam, 2014). 74.14% of people agreed that when work helps to achieve personal goals, they are motivated, however, 25.86% disagreed. If managers focus on incentives that assist employees with personal goal attainment, then those that aren't motivated by these goals won't benefit from the incentive. This is a challenge for managers as they attempt to come up with incentives that satisfy everyone.

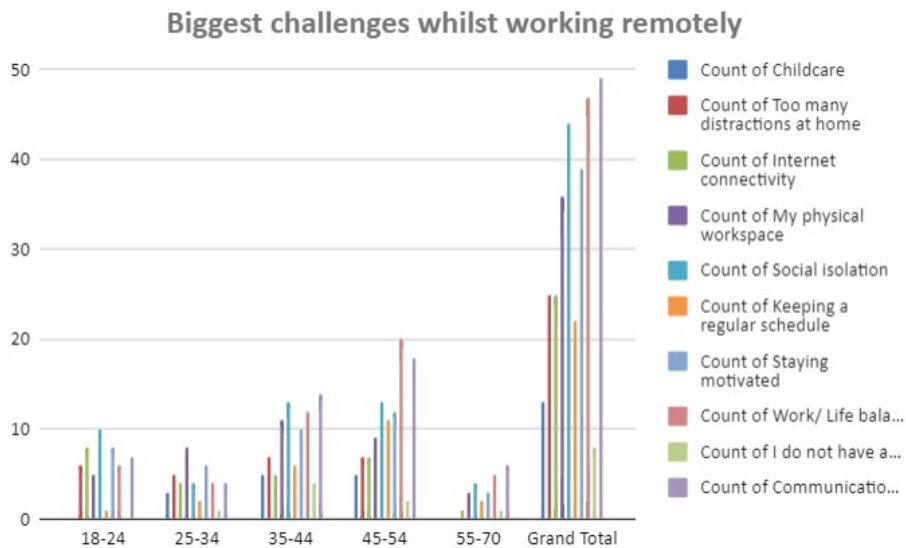
4.6 Research Objective Two

Figure 7. Biggest challenges faced whilst working remotely - gender



(*see footnote¹)

Figure 8. Biggest challenges faced whilst working remotely – age



Data from figure 6 and 7 demonstrates the biggest challenges for participants when working remotely. The results showed that the most common challenge for individuals was communication. This was closely followed by work/life balance, social isolation and motivation. These findings were closely studied beside data from question 7 within the survey where 74 or 63.79% participants stated that they are motivated to work as it gives them a sense of belonging.

¹ *Count of I do not have access to the tools or information I need to do my job at home
 *Count of communication with co-workers is harder

This data shows the leading challenges for employees whilst working remotely being communication, motivation, social isolation and work-life balance. These effects on employee's motivation filter into productivity of the organisation as employee performance is proven to influence organisational performance (Nasifoglu Elidemir, Ozturen and Bayighomog, 2020). A review of the literature revealed the important role manager's play whilst attempting to motivate employee's (Khanam, 2014). Almost half of the male participants, 48.57%, stated that one of their biggest challenges with remote working was staying motivated this was in comparison to 27.5% of females. This was followed by social isolation in which 42.5% of females and 28.57% of males responded to and communication which was chosen by 31.43% of males and 46.25% of females. These findings are similar to studies by Mullen (2017) which states remote working, communicating through online platforms can decrease employee's sense of belonging and motivation.

Furthermore, 26.72% of females and 42.86% of males struggled with a work-life balance whilst working remotely with the most popular age bracket being 45–54-year olds. Question 6 included an "other" option, where participants could insert an additional comment. One of the comments made by a female in the 45-55 age bracket who works remotely every day, stated that it is "difficult to switch off, to stop working when it is the same place as she lives and as there is not a lot else to do." Likewise, research by Delecta (2011) and Felstead and Henseke (2017) found employees are finding it increasingly difficult to "switch-off" which is affecting their work-life balance.

The lowest variable was "I do not have access to the right tools or information I need to do my job at home" with 6.9% or 8 participants choosing it. This has a positive effect on employee's motivational levels as having the right tools can lead to less frustration when trying to complete daily tasks. Although this variable was low overall, a participant in the 35-44 age bracket expanded on her challenges stating, "technology access from both sides for communication and policy." However, 21.55% of respondents stated they had issues with internet connectivity which can cause frustration for employees decreasing levels of motivation. Ilag (2021) supports this by stating lack of communication and issues with technology can disrupt workflows leading to failure of achieving set goals. This also corresponds with Herzberg's Two-Factor Theory, hygiene factors. Hygiene factors include working conditions and the "doing" of the job ensuring employees have the right tools in order to complete tasks given. (Alfayad and Arif, 2017)

When analyzing the data in greater detail, each age bracket had a different variable with the highest count. Social isolation was the greatest variable within the 18–24-year olds with 53.63%. This may be as they are in the early stages of their careers and possibly have not yet developed strong work relationships. According to Alderfer's ERG Theory one of the core needs, relatedness, concerns the social and self-esteem needs of the employee. If these needs are not met, the social isolation can be demotivating (Arnolds and Boshoff, 2002). 57.14% of 25-34 year olds highlighted my physical workspace as their biggest challenge. A report by The Irish Times (2020) states 47.2% of people aged between 25-29 still live at home indicating a lack of space to work remotely from. This could lead to employee's working from the same space they are living, potentially leading to issues with work-life balance. Herzberg's Two-Factor Theory (2017) believes working conditions are a contributing factor to one's motivation. Within the 35-44 age bracket the highest variable was communication with co-workers is harder with

43.75%. A comment by one of the participants within this age group stated, “some information harder to access from home, WiFi connection good by sometimes access to work files not good for some reason”. Being unable to or having difficulty with accessing some information such as work files can cause frustration to employees. Employees who are uninformed may cause delay to work tasks, affecting organisational performance (Shakil, 2020). The results showed that work-life balance was a challenge for 52.63% of 45-54 year olds. This was also the case for 55-70 year olds with 46.15%. This could be relevant to the stage of life the participants are at. Many people aged 45 or over are juggling different aspects of life such as financial struggles and family commitments, therefore “closing the office door” can prove difficult when workplace tools are easily accessible this can lead to burn out and exhaustion. (Felstead and Henseke 2017). This has become such an issue due to the pandemic, COVID-19, hence the right to disconnect code of practice introduced by the Irish government which provides guidelines for employers and employees with work-life balance, sustaining motivation (GOV.ie, 2021.) Limitations to the research include not knowing ‘why’ they have said these are the biggest challenges, however, one can draw conclusions that it may be due to being at different stages of life and career, meaning different types of challenges.

4.7 Research Objective Three

This research has highlighted four main themes that employees struggle with when working remotely, which are social isolation, communication, work-life balance and staying motivated. A study carried out by Van Nieuwerburgh et al. (2021) emphasizing the importance of managerial coaching for employees working from home, suggests that managers should focus on five main themes during coaching sessions. These include valuing opportunity for safe reflection, increasing awareness, alleviation of negative emotions, renewed confidence and re-energising by identifying a way forward. For example, if managers focus on providing employees with a safe place for reflection this can positively influence feelings of isolation. Managers who provide employees with opportunities for increased self-awareness can help employees to improve work-life balance. Managers who use coaching sessions to help reduce negative emotions can contribute to better communication and providing opportunities to improve confidence through assisting with personal goal setting can help with motivation.

As highlighted previously, the biggest challenge for participants whilst working remotely was communication with 42.24%. Jungert, et al. (2018) states previous studies have proven that organisations are becoming increasingly dependent on teamwork, relying on employees to “stimulate” motivation amongst their colleagues. As employees are working remotely, they may not have their regular method of communication with their colleagues available to them, for example not being able to meet with peers on their lunch breaks. Additionally, a comment left by a female participant in the 45-54 age group stated, “networking opportunities are better face to face.” Feelings of difficulties with communication may lead to feelings of disconnection hence 37.93% of participants stated their feelings of social isolation whilst working remotely. Previous literature has also revealed employees feeling isolated and disconnected whilst working remotely (Van Nieuwerburgh et al. 2021). As managerial coaching has a positive impact on employee motivation (Mccarthy and Milner, 2013), the importance of

managers staying connected with employees whilst employees are out of their usual workspace has been highlighted.

Studies from CIPD (2009) stress the importance of managerial coaching within organisations to achieve organisational goals. Findings from this research paper highlight the different aspects of why employees are motivated to work. The responses from question 7 of the research survey can be grouped into different types of motivation, meaning different ways in which managers should coach their employees. An employee who is motivated intrinsically may need to be coached in a different way than an employee who is motivated extrinsically. 89.66% of participants stated they are motivated to work as they get paid when 25.86% of participants revealed they work as they are requested to do it, both are forms of extrinsic motivation (Bertelsen, B. 2012). Introjected motivation can fall alongside external motivation as it includes being involved with a task due to the feeling of guilt in which 43.97% of participants in this study responded positively to. Contrastingly, 84.48% of participants agreed they are motivated to work as they enjoy the work, 82.76% find it interesting and 78.45% find it engaging. These are forms of intrinsic motivation which can be followed closely by identified and integrated motivation. Integrated motivation includes being motivated as your job helps define you (McLachlan, et al. 2010) in which 49.17% agreed to and helps reach personal goals in which 71.14% agreed to followed by integrated motivation which is driven by the value towards an activity (Gagné et al., 2010) in which 86.21% of participants agreed to. Chiu (2018) believes it is in the hands of the manager to identify the ways in which each individual is motivated in order to achieve organisational goals through managerial coaching.

4.8 Discussion

4.9 Introduction

The purpose of this chapter is to discuss the findings in more detail in accordance with the research objectives. The findings will be discussed and linked back to existing literature in determining the challenges managers may face whilst trying to motivate and encourage employees. The researcher will discuss the three research objectives, beginning with the first objective and onto the second objective. This chapter will conclude with recommendations for future research and will also highlight the practical implications and limitations of this study.

4.10 Overview of Findings

4.10.1 Research Objective One

The purpose of this objective is to identify the challenges managers may face whilst attempting to motivate employees with non-financial methods. The research believes that the first step to discovering this is to realise the different ways in which people are motivated by. Participants have identified that having an interesting job, getting enjoyment from work and being able to reach personal goals are key to motivating them in the workplace. The challenge for managers is coming up with non-financial motivating tools and techniques which focus on these areas. According to Yousaf et al. (2014), there are 5 key non-financial resources that can be used to help motivate staff which are job satisfaction and personal goal-setting related. These are: the workplace environment, good performance

management systems, career development plans, training and empowerment and participation. Yousef et al. (2014) suggests that a positive workplace environment can lead to increased employment commitment and productivity while also boosting employee motivation. Performance management systems give managers the opportunity to inform employees that the organisations success is a result of the employee's effort and contributions. Career development planning allows the manager and employee to work together on planning the career goals and path for the employee. Training helps the employee to progress with the organisation and by promoting empowerment and participation in decision making the employee is given a sense of pride and ownership in the organisations goals which in turn improves employee's motivation.

Findings in this objective revealed interesting data when considering McGregor Theory X and Theory Y. Sager (2008) found a positive correlation between employees and managers who adapt a Theory Y attitude in comparison to managers who adapt a Theory X attitude having a negative correlation. The level of introjected motivation found within the survey results was low. Additionally, levels of extrinsic motivation such as being motivated to work as one is requested to do it were also low. These results prove a negative correlation between employees and Theory X, meaning a positive correlation between employees and management adapting theory Y. This is a non-financial incentive for managers as Theory Y gives a feeling of autonomy, increasing motivation and job performance (Dryselius and Pettersson, 2021). Furthermore, it can leave employees feeling valued within their organisation, developing feelings of commitment (Kopelman, et al., 2012)

4.10.2 Research Objective Two

The main purpose of this objective was to highlight the challenges employees may face whilst working remotely. The findings from this objective underlines the importance of managers staying connected with their teams, especially those who are working remotely. 63.79% of participants agreed that they are motivated to work as it gives them a feeling of belonging. This can be related to the feeling of social isolation when working away from the workspace in which 37.93% of participants highlighted as an issue. Dryselius and Pettersson (2021) believes that although working remotely can increase one's autonomy and freedom which has a positive impact on job performance, it can also lead to inequality and a decrease in the feeling of belongingness due to employees not being able to participate in workplace events such as social interactions. Therefore, it is important for all members within the organisation that team building exercises and interactions still take place online to help with increasing employees' sense of belonging and feelings of social isolation.

As almost half of participants stated they have issues with communication when working remotely, this can have a negative impact on one's social and esteem needs (Jerome, 2013). Lack of communication or difficulties with communication can interfere with one moving upwards in Maslow's Hierarchy of Needs. As Maslow believes lower needs must be satisfied before one can proceed to a higher need. Therefore, if an employee is struggling with communication amongst co-workers, this may have an impact on them becoming self-actualized and reaching their full potential. Kaur (2013) expresses the importance of employees who are self-actualized as they are likely to work to their maximum potential. Alderfer's relatedness also concerns lack of communication (Caulton, 2012).

However, Alderfer believes lower levels do not have to be satisfied in order for someone to move onto the next level indicating it may not affect one becoming self-actualized or reaching their full potential.

4.10.3 Research Objective Three

The purpose of this objective was to study the impact of managerial coaching on employees' motivation whilst working remotely. Many of the participants have now been working from home since the beginning of the pandemic. Participants were asked what their biggest challenges are while working from home and large numbers (42.24%) highlighted that social isolation, work-life balance, staying motivated and communication were issues for them. This highlights the growing importance of the role of the manager as a coach and the importance of considering employees' mental health and wellbeing. While financial benefits will help satisfy the physiological and safety needs of the employee, financial benefits will not help motivate people who feel isolated and overworked in the long term (Panait, et al., 2018).

As studies by MCarthy and Milner (2013) confirm there is a positive relationship between coaching and employee motivation, employee motivation and organisational goals, managers may identify ways in which each individual are motivated by through the use of coaching. In relation to motivational theories such as Maslow's Hierarchy of Needs, Jerome (2013) found that managers should determine which levels employees are at and which needs must be satisfied for them to move forward. Therefore, the feelings of social isolation, frustration with communication, lack of motivation and work-life balance should be identified by managers potentially through the use of coaching. As studies by Van Nieuwerburgh (2021) reflect on the importance of organisations focusing on the wellbeing of their employees, which is heavily influenced by managerial coaching whilst working remotely, managers must promote wellbeing and feelings of connection amongst peers in order to sustain employee motivation. The positive use of human capital within organisations can influence creativity, which is a rare, intangible resource of competitive advantage (Nasifoglu Elidemir, Ozturen and Bayighomog, 2020). However, this creativity and self-efficacy is influenced by managerial coaching and organisational culture (Pousa and Mathieu, 2015).

CHAPTER FIVE: CONCLUSION

5.1 Limitations of Research

One of the limitations of this research study included the sample size of survey participants. The researcher gathered 123 responses, of which 116 were relevant to the research. A larger sample size could produce richer results. Another limitation of the research included the time frame in which the study was produced. If a longer time frame was allocated, the researcher may have discovered greater findings. The information gathered gives no indication of what level employees may be at in an organisation. Additionally, the gathered data could have been analyzed through SPSS which would have given richer insights. Finally, there are limitations with using quantitative methods as the researcher presumes each participant completed this survey with honesty, participants may have been unclear about survey questions leading to a lack of engagement with the survey.

5.2 Recommendation for Future Research

As there are limitations to this research project, this leaves room for future research. As this research project involves quantitative methods, future research may include qualitative methods which may give a deeper insight into the challenges that affect employees whilst working remotely. Additionally, there is no indication what level employees were at in their organisation therefore qualitative research such as interviews would give a deeper insight into how managers and employees feel separately. This research paper is based on the perspective of the employee; future research may include gathering information on the perspective of the manager.

Furthermore, a deeper insight may be given into the feelings employees have surrounding the topic of managerial coaching. Future research may also look at how managers feel about managerial coaching in the workplace.

5.3 Conclusion

This study was carried out to investigate the challenges faced by managers when motivating employees with non-financial methods. Further study was carried out to determine the effects remote working has on the impact of employee's motivation levels. The researcher also focused on managerial coaching and how it can impact the feelings employees may have about remote working. As previously stated by Shakil (2020) an organisations success can be based on the encouragement and motivation that employees receive. The findings from this research paper reveal the struggles employees have when it comes to remote working. Further, an analysis of what motivates employees to work was incorporated into this study.

The literature discusses how motivational theories such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory have an impact on employee motivation (Alfayad and Arif, 2017) (Jerome, 2013). This was supported by quantitative research within this study whereby communication and motivation were highlighted as an issue for employees whilst working remotely, which according to

literature, can prevent employees from becoming self-actualized (Kaur, 2013). Within the literature, there are mixed views on financial and non-financial incentives for motivation with Panait, et al. (2018) stating financial incentives display no sense of loyalty between employees and the organisation. Findings from the quantitative study further confirmed this with 89.66% stating they are motivated to work as they get paid, similarly, 84.48% stated the importance of enjoying the work, balancing intrinsic and extrinsic motivation. Further results show 72.41% of employees disagreed that they are motivated to work as they are requested to do it, revealing low levels of introjected motivation. Interestingly, this data also supports the use of Theory Y within McGregor's framework (Sager, 2008).

The literature revealed an increase in the number of employees working remotely (CSO, 2020). This study also revealed the difficulties for employees with working from home, mixing their work life into their personal life. Findings from the quantitative study supported this with 40.52% stating they have issues with work-life balance. The literature highlights the importance of employee motivation when achieving superior performance in order to create something competitors cannot compete with (Jassim, 1998). Levels of motivation within this research study were low with 33.62% stating they struggle with motivation when working remotely. This supports the literature by Van Nieuwerburgh et al. (2020) which revealed employees face feelings of isolation and disconnectedness, affecting their wellbeing. The quantitative research backed this with 37.93% stating feelings of isolation and 42.24% having difficulties with communication. Moreover, 63.79% stated they are motivated to work as it gives them a feeling of belonging. Working remotely can leave employees feeling disconnected due to a lack of social interaction (Dryselius and Pettersson, 2021). Overall, the themes that derived from the web-based survey included communication, social isolation, motivation and work-life balance. Interestingly, each age bracket had different variable with the highest count. For example the highest variable within the 18-24 age bracket was social isolation in comparison with the 35-44 age bracket which highlight communication as the biggest difficulty. However, findings failed to capture "why" each participant felt in this way. Further research is required to understand and identify the reason for each age bracket.

In addition, literature emphasized the importance of managerial coaching for all employees, especially those working remotely (Van Nieuwerburgh et al. 2021). Jungert et al. (2018) states managers are becoming increasingly dependent on teamwork, relying on employees to "stimulate" motivation for one another. Managers will need to change their coaching practices to accommodate the remote working environment and come up with new ways to encourage teamwork, to reduce feelings of social isolation and improve communication. As there has been an increase in employees working remotely, managers should adapt their coaching exercises to this new way of working. Literature highlights the importance of identifying the different ways in which individual employees are motivated in order to maximize performance and job satisfaction (Chiu, 2018). This study supports this as findings reveal the numerous different variables which influence employees to complete their work.

To conclude, this research has shown the importance of understanding the needs of an individual employee in order to identify the motivation method best suited to assist them in reaching their full potential. Additionally, it revealed the importance of valuing an employee through non-financial incentives rather than financial in order to create loyalty between an employee and the

organization. However, a deeper analysis is needed in order to understand the differences between the perspective of the employee and the manager, providing a gap for future research.

Reference List

- Acevedo, A. (2015). A Personalistic Appraisal of Maslow's Needs Theory of Motivation: From "Humanistic" Psychology to Integral Humanism. *Journal of Business Ethics*, 148(4), pp.741–763.
- Alfayad, Z. and Arif, L.S.M. (2017). Employee Voice and Job Satisfaction: An Application of Herzberg's Two-factor Theory. *International Review of Management and Marketing*. 7(1) [online] ResearchGate. Available at: https://www.researchgate.net/profile/Zaid-Alfayad-Aburumman/publication/312322735_Employee_Voice_and_Job_Satisfaction_An_Application_of_Herzberg [Accessed 8 Jul. 2021].
- Alshmemri, M., Maude, P. and Shahwan-Akl, L. (2017). Herzberg's Two-Factor Theory. *Life Science Journal*, [online] 14(5), pp.12–16. Available at: http://www.lifesciencesite.com/lj/life140517/03_32120lsj140517_12_16.pdf.
- Alharahsheh, H. and Pius, A. (2020). A Review of key paradigms: positivism VS interpretivism. *Global Academic Journal of Humanities and Social Sciences*, [online] 2(3), pp.39–43. Available at: https://www.gajrc.com/media/articles/GAJHSS_23_39-43_VMGJbOK.pdf.
- Assor, A., Vansteenkiste, M. and Kaplan, A. (2009). Identified versus introjected approach and introjected avoidance motivations in school and in sports: The limited benefits of self-worth strivings. *Journal of Educational Psychology*, [online] 101(2), pp.482–497. Available at: http://selfdeterminationtheory.org/SDT/documents/Assor,%20Vansteenkiste%20&%20Kaplan_2009_Identified%20Versus%20Introjected%20Approach%20and%20Introjected%20Avoidance.pdf [Accessed 17 Sep. 2019].
- Arif, M. and Urooj, S.F. (2016). Impact of Employees Performance Appraisal on Job Outcomes with the moderation of Distributive Justice. *International Journal of Global Business*, [online] 9(2), pp.30–51. Available at: <http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=4&sid=fcaf58da-b4ad-4d4f-8f07-2330659cc574%40sdc-v-sessmgr03> [Accessed 25 Mar. 2021].
- Arnolds, C.A. and Boshoff, C. (2002). Compensation, esteem valence and job performance: an empirical assessment of Alderfer's ERG theory. *Journal of Human Resource Management*. [online] eds.b.ebscohost.com. Available at: <https://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=3&sid=20c6e7c1-5ec4-4bc0-b49a-0bf5eda32984%40pdc-v-sessmgr01>.
- Azar, M. and Shafighi, A.A. (2013). The Effect of Work Motivation on Employees' Job Performance (Case Study: Employees of Isfahan Islamic Revolution Housing Foundation). *International Journal of Academic*

- Research in Business and Social Sciences*, [online] 3(9), pp.432–445. Available at:
<https://hrmars.com/papers/detail/IJARBSS/231/The-Effect-of-Work-Motivation-on-Employees-Job-Performance-Case-Study-Employees-of-Isfahan-Islamic-Revolution-Housing-Foundation> [Accessed 25 Jun. 2021].
- Ball, B. 2012. A Summary of Motivation Theories. *Academia*,
- Bertelsen, B. 2012. Everything You Need to Know About Employee Motivation.
- Bhattacharya, S. Mittal, P. 2020. 'The Impact of Individual Needs on Employee Performance while Teleworking.' *Australian Accounting Business & Finance Journal*. Nov. Vol. 15 (1) p. 1-22
- Biswas-Diener, R. (2010). *Practicing Positive Psychology Coaching: Assessment, Activities and Strategies for Success*. [online] *Google Books*. John Wiley & Sons. Available at:
https://books.google.ie/books?hl=en&lr=&id=KHv5oM3JyZ0C&oi=fnd&pg=PT7&dq=positive+psychology+coaching&ots=pXK4m9h_YO&sig=cvWEJIOy0SdDscnwPjprDEbklQM&redir_esc=y#v=onepage&q=positive%20psychology%20coaching&f=false [Accessed 10 Aug. 2021].
- Bowen, H.J., Marchesi, M.L. and Kensinger, E.A. (2020). Reward motivation influences response bias on a recognition memory task. *Cognition*, 203, p.104337.
- Bourke, J. Kirby, A. Doran, J. 2016. SURVEY & QUESTIONNAIRE DESIGN: Collecting Primary Data to Answer Research Questions. Ireland: NuBooks.
- Braunsberger, K., Wybenga, H. and Gates, R. (2007). A comparison of reliability between telephone and web-based surveys. *Journal of Business Research*, 60(7), pp.758–764.
- Burton, K.D., Lydon, J.E., D'Alessandro, D.U. and Koestner, R. (2006). The differential effects of intrinsic and identified motivation on well-being and performance: Prospective, experimental, and implicit approaches to self-determination theory. *Journal of Personality and Social Psychology*, 91(4), pp.750–762.
- Camilleri, M.A. (2021). The Employees' State of Mind during COVID-19: A Self-Determination Theory Perspective. *Sustainability*, 13(7), p.3634.
- Caulton, J. R. (2012). The Development and Use of the Theory ERG: A Literature Review. *Emerging Leadership Journeys*. 5(1), p. 2-8.

Chiu, H. 2018. Employees' Intrinsic and Extrinsic Motivations in Innovation Implementation: The Moderation Role of Managers' Persuasive and Assertive Strategies. *Journal of Change Management*, 18(3) p. 218-239

CIPD (2009), Taking the Temperature of Coaching, CIPD, London.

CIPD (2016), Flexible Working Practices, <https://www.cipd.co.uk/knowledge/fundamentals/relations/flexible-working/factsheet> (Accessed: 5th July 2021)

Collis, J. and Hussey, R., 2014. Business Research; A practical guide for undergraduate and post graduate students. 4th ed. London: Palgrave & Macmillan.

CSO (2018). Adult Education Survey 2017 - CSO - Central Statistics Office. [online] www.cso.ie. Available at: <https://www.cso.ie/en/releasesandpublications/er/aes/adulteducationsurvey2017/>.

CSO (2020). Employment and Life Effects of COVID-19. *Central Statistics Office*. [online. Available at: <https://www.cso.ie/en/releasesandpublications/er/elec19/employmentandlifeeffectsofcovid-19/>

Dartey-Baah, K. Amoako, G. K. (2011). Application of Frederick Herzberg's Two-Factor theory in assessing and understanding employee motivation at work: a Ghanaian Perspective. *European Journal of Business and Management*. 3(9), pp. 1-8.

Deci, E.L. and Ryan, R.M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie canadienne*, 49(3), pp.182–185.

Delecta, P. (2011). Work Life Balance. *International Journal of Current Research*. 3(4), pp.186-189.

Derfler-Rozin, R. and Pitesa, M. (2020). Motivation Purity Bias: Expression of Extrinsic Motivation Undermines Perceived Intrinsic Motivation and Engenders Bias in Selection Decisions. *Academy of Management Journal*, 63(6) p.1840-1864

Dinlbutun, S. R. (2012) Work Motivation: Theoretical Framework. *GSTF Business Review*. 1(4) p. 1-8

Dörnyei, Z. and Ushioda, E. (2021). *Teaching and Researching Motivation*. [online] Google Books.

Routledge. Available at:

https://books.google.ie/books?hl=en&lr=&id=ofwgEAAAQBAJ&oi=fnd&pg=PT7&dq=what+is+motivation&ots=gdor71ursf&sig=4sIMKsYPkiS7y4WYkqZrXjvFI9M&redir_esc=y#v=onepage&q=what%20is%20motivation&f=false [Accessed 18 Jun. 2021].

DRYSELIUS, A. and PETERSSON, J. (2021). *Motivation in the Remote Workplace*. [online] . Available at: <https://www.diva-portal.org/smash/get/diva2:1530501/FULLTEXT01.pdf>.

Eurofound and ILO (2017), Working Anytime, Anywhere: The Effects on the World of Work, Luxembourg/Geneva: Publications of the Office of the European Union and the International Labour Office

Farooq, Q. (2016). Role of Intrinsic Rewards in Employee Perception and Motivation. *core.ac.uk*, [online] 6(5). Available at: <https://core.ac.uk/reader/234674961>.

Fateh, A., Mustamil, N. and Shahzad, F. (2021). Role of authentic leadership and personal mastery in predicting employee creative behavior: a self-determination perspective. *Frontiers of Business Research in China*, 15(1).

Felstead, A. and Henseke, G. (2017). Assessing the growth of remote working and its consequences for effort, well-being and work-life balance. *New Technology, Work and Employment*, 32(3), pp.195–212.

Flood, S. (2016). *Motivation in the Workplace*. [online] VisionPoint Marketing. Available at: <https://www.visionpointmarketing.com/motivation-in-the-workplace/> [Accessed 6 Jul. 2021].

Fullan, M. (2011) 'Intrinsic Motivation'. *Leadership Excellence*, 28(12): pp. 6-7.

Gagné, M. and Deci, E.L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), pp.331–362.

Gagné, M., Forest, J., Gilbert, M.-H., Aubé, C., Morin, E. and Malorni, A. (2010). The Motivation at Work Scale: Validation Evidence in Two Languages. *Educational and Psychological Measurement*, 70(4), pp.628–646.

Ganta, V. C. (2014). Motivation in the workplace to improve the employee performance. November 2014, Volume 2 Issue 6, ISSN 2349-4476.

Gardener, M. (2015). *Managing Data Using Excel*. [online] Ebscohost.com. Available at: <https://eds.a.ebscohost.com/eds/ebookviewer/ebook/ZTAyMG13d19fMTA0MzA3N19fQU41?sid=78284901-a3f1-45be-9f91-914038cc26e2@sdc-v-sessmgr01&vid=2&hid=/&format=EB> [Accessed 30 Jun. 2021].

Gilley, K.M., Robertson, C.J. and Mazur, T.C. (2010). The bottom-line benefits of ethics code commitment. *Business Horizons*, 53(1), pp.31–37.

GOV.ie (2021). *Employees*. [online] www.gov.ie. Available at: <https://www.gov.ie/en/publication/007be-employees/> [Accessed 9 Jul. 2021].

GOV.ie (2021). *Tánaiste signs Code of Practice on Right to Disconnect*. [online] www.gov.ie. Available at: <https://www.gov.ie/en/press-release/6b64a-tanaiste-signs-code-of-practice-on-right-to-disconnect/>.

Hair, J.F. (2007). *Research Methods for Business*. New York, NY: Wiley 2007. , ISBN: 0 470 03404 0. *Education + Training*, 49(4), pp.336–337.

Hamadamin, H.H. and Atan, T. (2019). The Impact of Strategic Human Resource Management Practices on Competitive Advantage Sustainability: The Mediation of Human Capital Development and Employee Commitment. *Sustainability*, 11(20), p.5782.

HEA, (2020). Trend in Enrollment. *Statistics; Data for Download*. [online] www.hea.ie. Available at: <https://hea.ie/statistics/data-for-download-and-visualisations/>

Heale, R. and Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence Based Nursing*, [online] 18(3), pp.66–67. Available at: <https://ebn.bmj.com/content/ebnurs/18/3/66.full.pdf>

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work*. New York: John Wiley & Sons.

Hitka, M., Lorincová, S., Potkány, M., Balážová, Ž. and Caha, Z. (2020). DIFFERENTIATED APPROACH TO EMPLOYEE MOTIVATION IN TERMS OF FINANCE. *Journal of Business Economics and Management*, 0(0), pp.1–17.

Hitka, M., Kucharčíková, A., Štarchoň, P., Balážová, Ž., Lukáč, M. and Stacho, Z. (2019). Knowledge and Human Capital as Sustainable Competitive Advantage in Human Resource Management. *Sustainability*, 11(18), p.4985.

House, R. J. Wigdor, L. A. (1967). Herzberg's dual-factor theory of job satisfaction and motivation: A review of the evidence and a criticism. *Personnel Psychology*. [online]. Available at: <https://d1wqtxts1xzle7.cloudfront.net/51100569/j.1744-6570.1967.tb02440.x20161228-24489-1p2aoid-with-cover-page-v2.pdf?Expires=1625763323&Signature=KWEv1OFvaeEZA8D2SLqz3dDC4GSMw~U9ry09wQqpYQPmDI7ZHoVO6CizJCd0zy10y~jqsZpAkYTvRmAqzOlZDFciDQTu9ndSQKjiWYK9voJsVOCsFU6LtaXphQtpma31t8E5B~u9F5hw0DX5rTpeJrU~PHb8clxVklG9pOHo39ATOCi3FBACD3ZNQi41B28ciZ9WxE~GjmmsBfcDDI80gdLYz2IS9XgHAmDP2kmCbcMgGJovfzWx1gP62bZVs284bZneWOS~69EjQeWcDQfcGCsCLbOQzwyiu7sEEsnfUQwInLtMwkdZuOyj11pibGU0WXvC~qKMVhxYvEtgrew &Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA>

Horgan-Jones, J. and O'Halloran, B. (2020). *Jump in young Irish adults living with parents among highest in EU*. [online] The Irish Times. Available at: <https://www.irishtimes.com/news/social-affairs/jump-in-young-irish-adults-living-with-parents-among-highest-in-eu-1.4177848> [Accessed 11 Aug. 2021].

Hudson, L., and Ozanne, J. (1988). Alternative Ways of Seeking Knowledge in Consumer Research. *Journal of Consumer Research*, 14(4), 508–521.

- Hunter, P. (2018). Remote working in research. *EMBO reports*, 20(1).
- Ilag, B.N. (2021). Tools and Technology for Effective Remote Work. *International Journal of Computer Applications*, 174(21), pp.13–16.
- Ismail, A., Abdul-Majid, A.-H. and Musibau, H. (2017). Employee learning theories and their organizational applications. *Academic Journal of Economic Studies*. 3(4) p. 96-104 [online]. Available at: <https://www.zbw.eu/econis-archiv/bitstream/11159/1358/1/1010611720.pdf>.
- Jassim, G. J. (1998). Competitive Advantage through the Employees. *University of Auckland New Zealand*. [online]. Available at: https://www.researchgate.net/profile/Rahim-Jassim/publication/242620997_Competitive_Advantage_Through_the_Employees/links/00b49533ed0837f14b000000/Competitive-Advantage-Through-the-Employees.pdf
- Javadi, M. Zarea, K. (2013). Understanding Thematic Analysis and its Pitfall. *Pars Research*, 1(1), pp.33-39
- Jerome, N. (2013). Application of the Maslow's Hierarchy of Need Theory: impacts and implications on organisational culture, human resources and employee's performance. *International Journal of Business and Management Invention*. 2(3) p. 39-45
- Jonas, J. (2016). Making Practical use of Maslow's Hierarchy of Needs theory to motivate employees: a case of Masvingo Polytechnic. *Journal of Management and Administration*. [online] 1(2) p. 105-117. Available at: <https://journals.co.za/doi/pdf/10.10520/EJC-50954cc8a>
- Jr, C.M. and Gates, R. (2018). *Marketing Research*. [online] *Google Books*. John Wiley & Sons. Available at: https://books.google.ie/books?hl=en&lr=&id=HPhcDwAAQBAJ&oi=fnd&pg=PA58&ots=dvxTPohaHa&sig=eHoWU9kvFHnsxj5UAoz_FK-qSHE&redir_esc=y#v=onepage&q&f=false [Accessed 11 Jun. 2021].
- Jungert, T. Van Den Broeck, A. Schreurs, B. Osterman, U. 2018. 'How Colleagues Can Support Each Other's Needs and Motivation: An Intervention on Employee Work Motivation.' *Applied Psychology: An International Review*. Jan. Vol. 67 (1) p. 3-29
- Kaur, A. (2013). Maslow's Need Hierarchy Theory: Applications and Criticisms. *Global Journal of Management and Business Studies*, [online] 3(10), pp.1061–1064. Available at: https://www.ripublication.com/gjmb_spl/gjmb_spl3n10_03.pdf.
- Kopelman, R. Prottas, D. Falk, D. 2012. Further Development of a Measure of Theory X and Theory Y Managerial Assumptions. *Journal of Managerial Issues*, 24(4), pp. 450-470

Krekel, C., Ward, G. and De Neve, J.-E. (2019). Employee Wellbeing, Productivity, and Firm Performance. *SSRN Electronic Journal*.

Khalid, H. M. (2013). An empirical analysis of Herzberg's two factor theory. *Niger Journal of Management and Technology*. [online]. Available at: https://www.researchgate.net/profile/Muhammad-Haruna/publication/305393390_AN_EMPIRICAL_ANALYSIS_OF_HERZBERGS_TWO-FACTOR_THEORY/links/578cd2aa08ae254b1de86286/AN-EMPIRICAL-ANALYSIS-OF-HERZBERGS-TWO-FACTOR-THEORY.pdf

Khanam, F. (2014). Impact of Employee Motivation on Employee Performance. *core.ac.uk*, [online] 6(23). Available at: <https://core.ac.uk/reader/234625730>.

Kopelman, R.E., Prottas, David.J. and Falk, D.W. (2012). Further Development of a Measure of Theory X and Y Managerial Assumptions. *Journal of Managerial Issues*, [online] 24(4), pp.450–470. Available at: <https://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=6&sid=eddf905a-5c03-49a2-8205-24fab5621538%40pdc-v-sessmgr02> [Accessed 9 Jul. 2021].

Landry, A. Gagne, M. Forest, J. Guerrero, S. Seguin, M. Papachristopoulos, K. 2017. 'The Relationship between Financial Incentives, Motivation and Performance.' *Journal of Personnel Psychology*. Vol 16 (2) p. 61-76

Lawter, L., Kopelman, R. and Prottas, D. (2015). McGregor's Theory X/Y and Job Performance: A Multilevel, Multi-source Analysis Recommended Citation. *Journal of Managerial Issues*, [online] 27(1-4), pp.84–101. Available at: https://digitalcommons.sacredheart.edu/cgi/viewcontent.cgi?article=1419&context=wcob_fac.

Legault, L. (2016). Intrinsic and Extrinsic Motivation. *Encyclopedia of Personality and Individual Differences*, pp.1–4.

Leon, A.C., Davis, L.L. and Kraemer, H.C. (2011). The role and interpretation of pilot studies in clinical research. *Journal of Psychiatric Research*, [online] 45(5), pp.626–629. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3081994/>.

Li, B., Fan, X., Álvarez-Otero, S., Sial, M.S., Comite, U., Cherian, J. and Vasa, L. (2021). CSR and Workplace Autonomy as Enablers of Workplace Innovation in SMEs through Employees: Extending the Boundary Conditions of Self-Determination Theory. *Sustainability*, [online] 13(11), p.6104. Available at: <https://www.mdpi.com/2071-1050/13/11/6104/htm> [Accessed 5 Jul. 2021].

Li, Y., Wei, F., Ren, S. and Di, Y. (2015). Locus of control, psychological empowerment and intrinsic motivation relation to performance. *Journal of Managerial Psychology*, 30(4), pp.422–438.

Locke, Edwin A. (1969). What is Job Satisfaction?. *Organization Behavior and Human Performance*, 4(4), 309-414

Mafini, C. and Dlodlo, N. (2014) The Relationship Between Extrinsic Motivation, Job Satisfaction and Life Satisfaction Amongst Employees in a Public Organisation. *SA Journal of Industrial Psychology*, 40(1): pp. 1-13.

Mani, S. and Mishra, M. (2021). Self-determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. *Rajagiri Management Journal*, [online] 15(1), pp.88–90. Available at: <https://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=3&sid=892fdb9b-55d5-4d99-9595-1563088e5b33%40sdc-v-sessmgr01> [Accessed 2 Jul. 2021].

Maslow, A.H. and Press, G. (2019). *A Theory of Human Motivation*. [online] *Google Books*. GENERAL PRESS. Available at: https://books.google.ie/books?hl=en&lr=&id=SV2HDwAAQBAJ&oi=fnd&pg=PT7&dq=A+theory+of+human+motivation&ots=EdWFOCr_zh&sig=jT1IQgRUKM-Qypejbl3bN72zUV4&redir_esc=y#v=onepage&q=A%20theory%20of%20human%20motivation&f=false [Accessed 6 Jul. 2021].

Mccarthy, G. and Milner, J. (2013). *Managerial coaching: challenges, opportunities and training* *Managerial coaching: challenges, opportunities and training*. [online] . Available at: <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=1397&context=gsbpapers> [Accessed 10 Aug. 2021].

Melnikovas, A. 2018. Towards an Explicit Research Methodology: Adapting Research Onion Model for Future Studies. *Journal of Future Studies*. [online] 23(2) pp.29-44. Available at: <https://jfsdigital.org/wp-content/uploads/2019/01/03-Melnikovas-Onion-Research-Model.pdf>

Mcleod, S. (2018). *Maslow's Hierarchy of Needs*. [online] *Simply Psychology*, p. Available at: <https://canadacollege.edu/dreamers/docs/Maslows-Hierarchy-of-Needs.pdf>.

Mehnaz and Ali Shah, S.Z. (2021). Application of Maslow's Self-esteem Need in the Literary Context: A Case Study of the Characters of The Kite Runner. *Ilkogretim Online*, [online] 20(5), pp.3000–3007. Available at: <https://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=7&sid=b294a540-edec-48ca-8ff8-9b40fc546dcd%40sessionmgr4007>.

Michael, R., & Smith, S. (2015). Building Ergonomics into Remote Work Policies. *Risk Management*, 62(9), 12,14

Moran, C.M., Diefendorff, J.M., Kim, T.-Y. and Liu, Z.-Q. (2012). A profile approach to self-determination theory motivations at work. *Journal of Vocational Behavior*, [online] 81(3), pp.354–363. Available at: <https://www.sciencedirect.com/science/article/pii/S0001879112001339>.

Mullen, R. (2017). IBM Shatters Remote Work: Should You Too?: Flexibility of location. *Workforce Management (Time and Attendance) Excellence Essentials*. Retrieved 7 23, 2020

Nasifoglu Elidemir, S., Ozturen, A. and Bayighomog, S.W. (2020). Innovative Behaviors, Employee Creativity, and Sustainable Competitive Advantage: A Moderated Mediation. *Sustainability*, 12(8), p.3295.

Nickson, D. and Siddons, S. (2012). *Remote Working*. [online] *Google Books*. Routledge. Available at: https://books.google.ie/books?hl=en&lr=&id=uXwABAAAQBAJ&oi=fnd&pg=PP1&dq=remote+working+&ots=g3xPqsEABI&sig=1pt-5UzzynHwFnHa3GaXkJbRsnQ&redir_esc=y#v=onepage&q=remote%20working&f=false [Accessed 9 Jul. 2021].

Ollier-Malaterre, A., & Foucreault, A. (2017). Cross-national work-life research: Cultural and structural impacts for individuals and organizations. *Journal of Management*, 43(1), 111–136.
<https://doi.org/10.1177/0149206316655873>

Panait, C. Panait, N. 2018. 'Trends in Non-Financial Motivation Policies of Employees.' *Global Economic Observer*. Vol 6 (1) p. 148-154

Panait, C. (2020) Study of Employee Motivation in Organizations. *Global Economic Observer*. 8(1), pp.114-119

Petri, H.L. and Govern, J.M. (2012). *Motivation: Theory, Research, and Application*. [online] *Google Books*. Cengage Learning. Available at: https://books.google.ie/books?hl=en&lr=&id=DbwKAAAQBAJ&oi=fnd&pg=PP1&dq=motivation+theory&ots=1jL4fQdHYS&sig=92zH74ZaLcPKuL19kYPYJQm20SU&redir_esc=y#v=onepage&q=motivation%20theory&f=false [Accessed 21 Jun. 2021].

Porter, M. 1985, "Competitive advantage: Creating and sustaining superior performance", Free Press NY, Chapter 1, pp1-30.

Pousa, C. and Mathieu, A. (2015). Is managerial coaching a source of competitive advantage? Promoting employee self-regulation through coaching. *Coaching: An International Journal of Theory, Research and Practice*, 8(1), pp.20–35.

- Pritchard, R. D. Ashwood, E. L. (2008). *Managing Motivation: A Manager's Guide to Diagnosing and Improving Motivation*. New York: Taylor & Francis Group, LLC. Available at: <https://r4.vlereader.com/Reader?ean=9780203888346> [Accessed 23 June 2021]
- Queiros, A. Faria, D. Almeida, F. 2017. Strengths and Limitations of Qualitative and Quantitative Research Methods. *European Journal of Education Studies*. 3(9), pp.369-389
- Quinlan, C. 2011. *Business Research Methods*. 1st ed. Hampshire: Cengage Learning.
- Randolph, J. (2009). A Guide to Writing the Dissertation Literature Review. *Practical Assessment, Research, and Evaluation Practical Assessment*, [online] 14(13). Available at: <https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1219&context=pars>.
- Rowley, J. 2014. Designing and Using Research Questionnaires. *Management Research Review*, [online] 37(3), pp.308-330. Available at: <https://www.emerald.com/insight/content/doi/10.1108/MRR-02-2013-0027/full/html>
- Ryan, G. (2018). Introduction to positivism, Interpretivism and Critical Theory. *Nurse Researcher*, [online] 25(4), pp.41–49. Available at: https://www.researchgate.net/publication/323811451_Introduction_to_positivism_interpretivism_and_critical_theory.
- Ryan, T. P. 2013. Sample Size Determination and Power. Hoboken, New Jersey: John Wiley & Sons
- Sager, K.L. (2008). An Exploratory Study of the Relationships Between Theory X/Y Assumptions and Superior Communicator Style. *Management Communication Quarterly*, 22(2), pp.288–312.
- Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students*. England: Pearson Education Limited
- S. Monica, Dr.B. and Nishanthi, M. (2020). Job helping & restraining factors: Effect on employee motivation. *Journal of Contemporary Issues in Business and Government*, 26(02).
- Shakil, H. (2020). The Effect of Leadership and Motivation on Employees Satisfaction: Evidence from Mirpur Division AJ & K in Restaurant Sector. *International Journal of Management, Accounting & Economics*, [online] 7(8), pp.435–447. Available at: <http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=4&sid=45200188-5927-4ec0-bb33-1a55c278434a%40pdc-v-sessmgr01> [Accessed 25 Mar. 2021].
- Shekhawat, S. 2019. 'Job Satisfaction Leads to Employee Loyalty.' *International Journal of Business & Engineering Research*. p. 1-5
- Shen, W., Hommel, B., Yuan, Y., Chang, L., & Zhang, W. (2018). Risk-taking and creativity: Convergent, but not divergent thinking is better in low-risk takers. *Creativity Research Journal*, 30(2), 224–231.

- Sidhu, G. K. Nizam, I. (2020) 'Coaching and Employee Performance: The Mediating Effect of Rewards & Recognition in Malaysian Corporate Context.' *International Journal of Management, Accounting and Economics*. Jan. Vol 7 (1) p. 1-33
- Sitthiworngchai, C. Wichayanuparp, W. Chantakti, P. Charoenboon, P. 2020. 'Impact of Organisation's Leadership Style on Motivation of its Employees.' *Systematic Reviews in Pharmacy*. Mar. Vol 11 (3) p. 48-56
- Soiferman, L.K. (2010). *Compare and Contrast Inductive and Deductive Research Approaches*. [online] . Available at: <https://files.eric.ed.gov/fulltext/ED542066.pdf>.
- Stankevičienė, A., Tamaševičius, V., Diskienė, D., Grakauskas, Ž. and Rudinskaja, L. (2021). THE MEDIATING EFFECT OF WORK-LIFE BALANCE ON THE RELATIONSHIP BETWEEN WORK CULTURE AND EMPLOYEE WELL-BEING. *Journal of Business Economics and Management*, 22(4), pp.988–1007.
- Stello, C. (2011). Herzberg's two-factor theory of job satisfaction: An integrative literature review. *Academia*. [online]. Available at: <https://d1wqtxts1xzle7.cloudfront.net/46959587/stelloherzberg-with-cover-page-v2.pdf?Expires=1625758251&Signature=W6FSun6f1QO-CI416OilGROOJuqYJfbbmy2tn3-g~TjYpo-GXV1qhM70NArzVb-EusVFI41d20P6hJNnPGKCKWnr7iMeuck3lw~EandqAuxqZ08kdUn3ZEh41g2t-nhDztVR4YybX4bIUsQhWvDVxKpc~gxmYRNPWOjl2RODCleR6aga9G8gUoBh1RySCJtysxdGtD~UAQOKjFz M7FncXBwAsI0-1n7wTx9dU46bozpDzqz87mzGi8mQP9ESSDivcxexwib3pBKFw-G8h67Dc4YiwawP9ODbyzmzm78cWJC7zUYCf8LwQLgZuMMen8uO1oELLOboaHTe5Pa1yLVF0w &Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA>
- Toniolo-Barrios, M. Leyland, P. 2020. 'Mindfulness and the challenges of working from home in times of crisis.' *Business Horizons*. Oct. doi: 10.1016/j.bushor.2020.09.004
- Tripathi, N. and Moakumla (2018). A valuation of Abraham Maslow's theory of self-actualization for the enhancement of quality of life. *Indian Journal of Health & Wellbeing*, [online] 9(3), pp.499–504. Available at: <https://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=11&sid=b294a540-edec-48ca-8ff8-9b40fc546dcd%40sessionmgr4007> [Accessed 7 Jul. 2021].
- Vallerand, R. and Pelletier, L. (2008) 'Reflections on Self-Determination Theory'. *Canadian Psychology*, 49(3): pp. 257 - 262.
- Van Nieuwerburgh, C., Barr, M., Fouracres, A.J.S., Moin, T., Brown, C., Holden, C., Lucey, C. and Thomas, P. (2021). Experience of positive psychology coaching while working from home during the COVID-19 pandemic: an Interpretative Phenomenological Analysis. *Coaching: An International Journal of Theory, Research and Practice*, pp.1–18.

Woiceshyn, J. and Daellenbach, U. (2018). Evaluating inductive vs deductive research in management studies. *Qualitative Research in Organizations and Management: An International Journal*, [online] 13(2), pp.183–195. Available at: <https://www.emerald.com/insight/content/doi/10.1108/QROM-06-2017-1538/full/html>.

Yousaf, S. Latif, M. Aslam, S. Saddiqui, D. 2014. Impact of Financial and non-Financial Rewards on Employee Motivation. *Middle-East Journal of Scientific Research*, 21(10), pp. 1776-1786

Yuen Yee Yen, Wendy Teoh Ming Yen and Lew Jia Xin (2021). Employee's Performance in Small and Medium Enterprises (SME). *Ilkogretim Online*, [online] 20(4), pp.970–974. Available at: <https://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=7&sid=55f738a3-e8e1-4c90-ab03-0dc094226d94%40sdc-v-sessmgr03>.



Zhang, J. Zhang, Y. Song, Y. Gong, Z. 2016. The different relations of extrinsic, introjected, identified regulation and intrinsic motivation on employee performance. *Management Decision*, 54(10) p. 2393-2412

Appendix


Appendices One – Questionnaire Survey

1. *What is your gender?*  


- Male
- Female
- Prefer not to say
- Other (please specify)

2. *What age bracket do you fall under?*  

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-70
- Over 70


3. *Which of the following categories best describes your employment status?*  

- Employed, working 30-40 hours per week
- Employed, working less than 30 hours per week
- Not employed, looking for work
- Not employed, not looking for work
- Retired
- Unable to work

4. Are you currently working remotely?  0

Yes

No

5. If yes, how often do you work remotely?  0

Always, everyday

Very often, a few times a week


Often, once a week

Sometimes, a few times a month

Rarely, once a month or less

Almost never, a few times a year

Never

6. What are the biggest challenges you are currently facing while working remotely? (please select all that apply)  0

Caring responsibilities e.g. childcare

Too many distractions at home

Internet connectivity

My physical workspace

Social isolation

Keeping a regular schedule

Other (please specify)

Staying motivated

Work/ Life balance

I do not have access to the tools or information I need to do my job at home

Communication with co-workers is harder

Non-Applicable

7. What motivates you to work? 🗨️ 0

	Strongly disagree	Disagree	Agree	Strongly agree
Because I get paid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I enjoy the work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I find my job interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I value the work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because it fits my personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because it helps define me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I find the work engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because it allows me to reach my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Because it allows me to fulfill my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because it helps me to afford a living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I was requested to do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I would feel guilty if I did not do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because it gives me a feeling of belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>