The Relationship between Reward Management and Recognition on Employees Motivation in the Workplace

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Abstract:

Organisations go through a lot of challenges when it comes to attracting, retaining and engaging skilled workers. According to Ghoshal and Bartlett (1995) 'adding value to people' is considered to be an overall aim of the reward management. In other words, the purpose of having a reward system in place is to motivate employees and to encourage participatory engagement. Furthermore, this paper will focus on; total reward system, recognition and employee motivation in answering the question of *'why rewards management?'*

This research study examined reward policies and ranking sixteen factors that influence employee motivation in different organisations/ sectors in Ireland. A semi-structured interview was used as well as a descriptive survey method with the questionnaires as the main data collection instrument. The questionnaires used were adapted from both Armstrong (2010) and Kamdi's (2010) questionnaires on reward policies for employees and Kovach's (1987) questionnaires on employee motivation.

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Elizabeth Diankenda

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Based on this particular research study, there is further study's the researcher would like to suggest. Since the study have explored one area of the motivation and engagement with the

research on reward and recognition systems, therefore, the researcherhighlights the exploration of other factors such as work/life balance, job satisfaction as an employee motivation tool as

1.0 Section One: Introduction/Background:

Since the early 1960s, reward satisfaction has been an area of interest in small and large organisations. Researchers have said that financial rewards have an impact on staff turnover, thus creating a reasonable relationship between turnover and job satisfaction (Mustapha, 2013). Many studies and research on 'reward aspect' have been carried out in countries such as China and America (Edward and Christopher, 2006; Lee and Wong, 2006; Paul, 1981; Sarin and Mahajan, 2001).

In an increasingly globalised competitive market, the pressure is on employers to prove why employees should choose to work for them; they do so by making employer branding a part of their recruitment program and offering great reward and recognition programmes. Employees today are more concerned about their needs; their desire to have job security, work/life balance, competitive salaries, pension plans, career enhancement options, comfortable and aspirational working class etc (Hutchinson and Purcell, 2007). Taking this into consideration, organisations need principles and strategies which will assist them in developing innovative ways of motivating and engaging their staff (Microsoft, 2013).

According to Beer *et al* (1984), traditionally, reward and recognition programmes were uncertain and there was a lack of set standards to measure outstanding performance. There has been great changes since the 1980's, where in current organisational settings, reward and recognition is linked to the business strategy because organisations have a good understanding of the great gains being achieved (Flynn, 1998). Rewards influence working effectiveness by providing a means of recognition of achievement, particularly by motivating and improving engagement; financial rewards are not automatically effective as motivators hence the use of total rewards (Armstrong 2012). It does have a direct effect on the level of absenteeism. If an employer is considered to be fair in rewarding its workforce, it can make the employer attractive to work for, thus building a distinctive employer's brand (CIPD, 2008).

If introducing a total reward to any organisation, there has to be a clear clarification of the meaning and objectives of a total reward in the business, management and the workforce (Heneman and Coyne, 2007). This will enable people to get involved and contribute by sharing their ideas and suggestions. Whatever means of a total reward and recognition is adopted in any organisation; it should be aligned with the business objectives and goals. Moreover, the organisations have to make sure that there are effective recognition and feedback systems that will enable employees to reach their potential in order to create a good reputation and add value to the company.

This research will explore the relationship between reward management and recognition in the work place and will give an explanatory detail account of the proximity of the two principles based on previous studies. This will lead us to the relationship between motivation and performance which was studied in the past (Vroom, 1964), and later in 1980's was concluded that both motivation and job performance have a mutual relationship (Petty *et al,* 1984).

The research will help to answer the main objectives of the paper; this will be done through a semi- structured interview and quantitative methodology with a set of questionnaires as the main data collection instrument.

2.0 Research

Total reward: relationship between Reward Management and Recognition on employee's motivation in the workforce.

2.1 Research Aim

Research suggests having an appropriate effective reward system and recognition methods is one that is very crucial within any workplace as it motivates and encourages workers to perform better. Moreover, it is also important for an organisation to challenge workers and encourage healthy competition, participatory engagement, commitment and excellent performance.' This will help grow the reputation of the organisation.

2.2 Research objectives

This study's Research objectives are to identify:

1. Is there any benefits of having a reward system within an organisation?

2. Are financial incentives as important as they are perceived from the employees' perspective?

3. How a total reward system could be enhanced to attract, retain and motivate engaged employees.

2.3 Research Structure:

The first chapter of this study is an introduction section which outlines the aims of the research, the background of the study, and a general overview of what the other chapters entails.

Literature review follows as the second section of this study, and according to (Dawidowicz, 2010, p.2) literature review is *'a systematic examination of knowledge available on a topic'*. Whereby, it allows a critical assessment of other writers work, and research that has already been carried out previously with regard to the focus of this dissertation. Basically, the literature review that will be the focus of this study mainly includes total reward system, motivation and employee engagement.

An introduction of different reward/ incentive types and motivation is discussed in the theory part of the research followed by intrinsic and extrinsic motivation. Nevertheless, the main powerfulness of expression is put on the different reward systems, particularly the ones that are used in Irish organisations.

There is also different motivation theories presented; these include the Maslow's hierarchy of needs and the goal setting theory, Herzberg Two-factor theory, and Adams' Equity theory. The two theories Maslow's hierarchy and goal setting theory were considered as they will be used to examine the effect of the reward systems on employee motivation in Irish organisations. In order to decide what rewards the workers understand to be the most motivational and to what degree the workers are ready to raise their work effort, the author decided to use total rewards system.

3.0   Section Two: Literature Review

In order to have a clear perception of theories, it is required to fully be aware of the concepts in which the meaning of total reward and recognition are going to be discussed. To make sure

employees are treated as the most important assets of any organisation, a good knowledge of what motivates the workforce to reach their full potential is needed (Lawler, 2003).The reward and recognition programs are considered to be the most important factors that helps in maintaining the morale of the employees' (Gunnigle, Heraty, & Morley, 2011).

3.1 Total Reward Management

According to Bratton and Gold (1999, p. 238), "Reward refers to all forms financial returns and tangible services and benefits employees receive as part of an employment relationship."Reward management is about organisations motivating and compensating an employee for his or her service (Jiang, 2009). It doesn't just concern pay/benefits but a wide range of other non-financial benefits such as recognition, learning and development amongst others (Armstrong, 2010). It aims at achieving the business goals by encouraging, commitment, high performance, motivating and retaining employees; it equally aims at aligning the employees' needs to the reward practices of the business (Ghoshal and Bartlett, 1995).

According to Armstrong (2010), reward management is more involved with the strategies, polices and processes taken into consideration when an organisation is recognizing or rewarding people who contribute positively towards achieving the organisational goals. In other words, reward management is concerns the value given to the employees who contribute with their skills, experience and efforts to the success of the organisation (Ramlall, 2004). Reward management is not only financial rewards such as pay and benefits, but it also includes non-financial rewards such as recognition, increased job opportunities etc (Armstrong, 2010).

Total rewards concept was introduced in the early 1990s and the first model was introduced in the year 2006 and later revised in 2006 (Christopherson and King, 2006).The model is made up of five elements of reward which include compensation, benefits, work life balance, performance and recognition, and development and career opportunities.

Academics argue that rewards and recognition are one practice area that plays an important role in engaging employees (Gagne, 2014). According to Armstrong (2012, p.6) 'Reward Management deals with the strategies, policies and processes required to ensure that the value

of people and the contribution they make in achieving organisational, departmental and team goals is recognised and rewarded'. Vicki (1994) agreed that for a company to design its individual reward programs, it needs a reward strategy which gives specific direction on how to go about it.

O'Neal (1998) suggests that total reward involves everything that employee's value in the employment relationship. Jiang, Z. (2009) later agrees that total reward includes everything that employees' value in working for their employer. Mehmood, Ramzan, & Akbar, (2013) also suggested that, reward systems in any organization play three different but related roles that are: motivating employee, retaining employee and attracting employee, thus making reward management an important thing for the overall employer branding.

In Armstrong, (2010: p.40), it is suggested that "definitions of total rewards typically encompass not traditional, quantifiable element like salary, variable pay and benefits, but also more intangible non-cash elements such as scope to achieve and exercise responsibility, career opportunities, learning and development, the intrinsic motivation provided by the work itself and the quality of working life provided by the organisation."

3.2 The Elements of Total Reward

The model below by Armstrong (2010), shows the concept of total reward and it illustrates how it combines the two major categories of reward. The Transactional rewards being the tangible financial rewards in the employment relationship. The Relational rewards are intangible non-financial rewards that are concerned with the work environment (Armstrong, 2010).

	Base pay	
Transactional Rewards	Contingent pay	
	Employee benefits	
	The work experience	
Relational Rewards	Non-fictional recognition	
	Performance management	
	Learning and development	

| Total Remuneration |
| Non-financial/ intrinsic rewards |
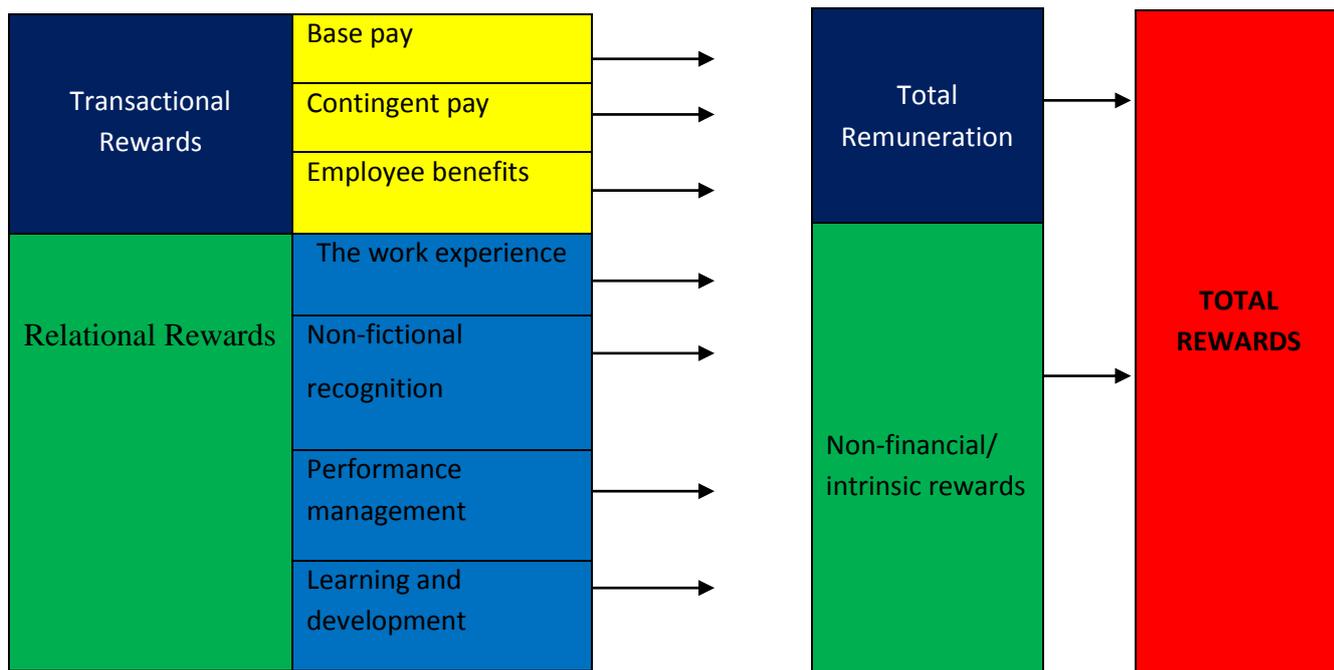
TOTAL REWARDS

Figure 7: Adopted from: (Armstrong, 2010: p.42); the elements of total rewards.

3.3 Benefits of total rewards

The basic argument of total reward is that there is more to rewarding employees than giving them money (Armstrong, 2010). Employees are important assets in any organisation and they help a firm to retain the brand name and stay competitive in the market; therefore organisations needs to have a fair reward system which could build job satisfaction and increase productivity in an employee point of view (Sufyan *et al* 2013).Lawler (1984) argues that a reward system within a given organisation can impacta few ofthe HR processes and practices, which then have an influence on theoverall organisations performance.

According to Pfeffer (1998) argued that, *a total rewards approach is all about creating a fun, challenging, and empowered work environment in which individuals are able to use their abilities, to do meaningful jobs for which they are shown appreciation, is likely to be a more certain way to enhance motivation and performance - even though creating such an environment may be more difficult and take more time than simply turning the reward letter.*

A current study of 80 employees from *Unilever* companies, completed by (Ali and Ahmed, 2009), identified that factors affecting employee satisfaction were; pay, promotion, and working condition. These results showed support for the positive relationship between reward and recognition respectively and motivation and satisfaction. Moreover, based on recent reports, it shows that Diageo Company introduced and developed a new reward management system in 2013. The Diageo system recognises performance and it is designed to attract, motivate and retain talented people to be engaged and to reward them fairly. Rewards and recognition programmes play a significant role in ensuring that employees boosts up their morale to do their job in order to increase performance and it positively relates with the process of motivation (Flynn, 1998).

3.3 The Hay Group Total Reward Model

The Hay Group established a successful total reward model which will be used as an example on this research paper (2009). The reward framework enables them to understand reward and it is known as 'engaged performance model'. The Hay Group believes that, a reward system must be aligned with business strategies and the needs of both the employees and employers in order for the organization to be effective.

The framework was tested and it was found that having an effective total reward strategy results in engaged, productive and satisfied employees. The Hay Group model consists of the most valued rewards within an organization being; work/life balance, flexibility, quality of leadership, organisational values, reputation, recognition and communication. In other words, the company has a balanced approach ensuring that on the organisation's perspective, it's cost effective and employees are motivated and engaged (Hay Group, 2009).

Figure7: Hay Group Total Reward Framework (Source from the Hay Group, 2009)

However, having a poorly structured reward system can have completely unsuccessful results, such as high rates of absenteeism, low morale and poor performance (Armstrong and Murlis, 2007).

3.4 Motivation

Hitt, Black and Porter, (2009, p.297), has defined motivation as a "set of forces that energise, direct and sustain behaviour." These forces encourage the feeling of commitment that makes somebody want to achieve their desired goals. These forces are either "push" of internal forces or "pull" of external forces; where internal forces comes from the internal environment of the person and external pull is the external environment (Hitt, Black and Porter, 2009). This makes it of highest importance for managers to have a clear understanding of both forces when trying to analyse what causes certain behaviours. Moreover, managers' needs to know that what seems to motivate a single worker may differ from the others.

It is very important to consider other academic contributions such as Lewis (2002), where pay has always been seen to have the ability to motivate workers in behaving in a certain way, and the dominating theory, is that of the reasonable economic person. This has a connection root with guru's like Taylor (1911), who saw employees as lazy and in order to expand greater energy, they needed money to motivate them.

The researcher La Motta (1995) suggests that the shared wisdom is that managers have to learn and know how to motivate people. He believes that an employee brings his/her own motivation, with a high expectation to be open-minded, more involved, to be responsible and to reach his/her full potential (La Motta, 1995). However, if the manager does not know how to motivate employees, or he focuses on one set of forces, it might cause motivational problems (Hitt, Black and Porter, 2009). For instance, a supervisor or a manager may assume that the low performance of his subordinates is brought about by being lazy, when in fact; it is caused by lack of appropriate incentives that matches his needs.

Therefore, according to Kreitner and Kinicki (1992), it was suggested that motivation represents the processes that causes the arousal, direction and persistence of free will actions that are goal focused. These processes are absolutely necessary in ensuring that there is a relationship between management and employees in existence in order to achieve the goals and objectives of the organisation. Having said that, then all the tasks falls under one or more motivational theories that are described in the following paragraph.

3.5 Theories of motivation

The introduction of the human relations movement changed the way of viewing motivation. Instead of assuming that employees do not like work, academic researchers began to suggest that work can be intrinsically interesting and enjoyable (Herzberg, 1966; McGregor, 1960). This view is developed in and represented by different theories. Latham and Pinder, (2005) suggests that there are quite a few theories of motivation which are specifically connected for work settings. These theories discuss the key variables that influence motivation as displayed in the diagram below.

Figure 1: Adopted from: (Hitt, Black and Porter, 2009, p. 298) Key Variables That Influence Motivation.

INTERNAL (PUSH FORCES)

Characteristics of the individual (examples)

Needs

- For security
- For self-esteem
- For achievement
- For power

Attitudes

- About self
- About job
- About supervisor
- About organisation

Goals

- Task completion
- Performance level
- Career advancement

External (PULL FORCES)

Characteristics of the job (examples)

Feedback

- Amount
- Timing

Work load tasks

- Variety
- Scope

Discretion

- How job is performed

Characteristics of the work situation (examples)

Immediate social environment

- Supervisor(s)
- Workgroup members
- Subordinates

Organisational actions

- Rewards and compensation
- Availability of training
- Pressure for high levels of output

Content theories

Focus

- Personal needs that workers attempt to satisfy
- Features in the work environment that satisfy a worker's needs

Theories

- Maslow's Need Hierarchy
- McClelland's Acquired Needs Theory
- Herzberg's Two-Factor Theory

Process theories

Focus

- How different variables can combine to influence the amount of effort put forth by employees

Theories

- Equity theory
- Expectancy theory

Figure 2: Adopted from: (Hitt, Black and Porter, 2009, p. 299) **Motivation Theories**

Motivation theories applicable to work situations have been categorized as content theories and process theories which gives a good explanation of motivation

3.6 Maslow's Needs Hierarchy Categories

Maslow's Hierarchy of human needsTotal Rewards model as related to human needs

Self-Actualization

Ego Needs

Social Needs

Safety needs

Physiological needs

Training & development, Health promotion, work/life balance, Job satisfaction

Recognition awards

work/life programmes, Employee assistance plans

Insurance benefits Retirement plans

Pay
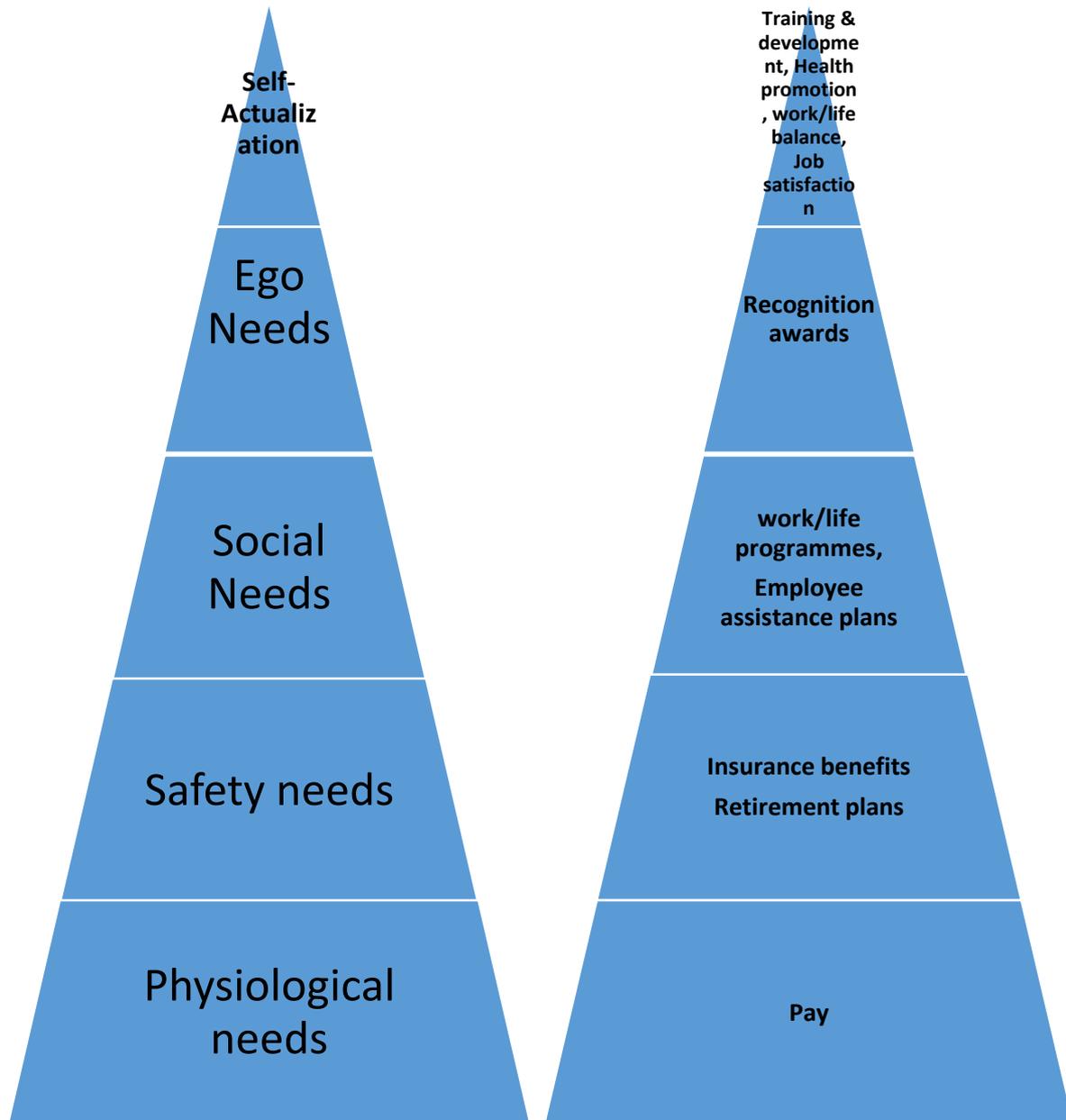
Figure 3: Adopted from: Hays Groups: (Pyper and Boreham, 2010)

Motivation is an important factor in everybody's life. It has a huge impact on human desired goals as it causes goal-directed behaviour. In the early days, Maslow (1954) suggested that there is a pattern of needs recognition and satisfaction that people follow in a hierarchy of needs; from lowest being physiological needs leading through to the highest satisfying self-actualisation need. The needs of an individual serve as driving force in human behaviour which can be understood through the Maslow's need hierarchy.

According to Hitt, Black and Porter (2009, p. 300) "Maslow's need hierarchy theory states that people will first attempt to fulfil basic needs, such as physiological and safety needs, before making efforts to satisfy other needs, such as social and esteem needs". Therefore, in order to motivate employees, managers should know that individuals are unique and they all have different values, and they get fully motivated when their needs are met (Danish, &Usman, 2010); moreover, what may reward one employee may not be a reward to others (Dessler, 2006).

3.7 Alderfer's Needs Hierarchy Categories

Another category of needs hierarchy is the Alderfer's theory, as shown in diagram below. This theory has three levels; Existence, Relatedness, and Growth (ERG), which has a structural weakness compared to Maslow's five levels. This provides an easy way to understand the need hierarchies. This means that, Existence needs is comparable to Safety and Physiological needs in Maslow theory, Relatedness needs is comparable with Belongingness needs and Growth needs is comparable with the Self-Actualization needs and Esteem needs in Maslow theory (Hitt, Black and Porter, 2009).ERG theory is different from Maslow's theory in some respects (Levinson, 2003).

Alderfer's Needs Hierarchy Categories

Highest-Order Needs

Most Essential (Prepotent) Needs

Growth

Relatedness

Existence
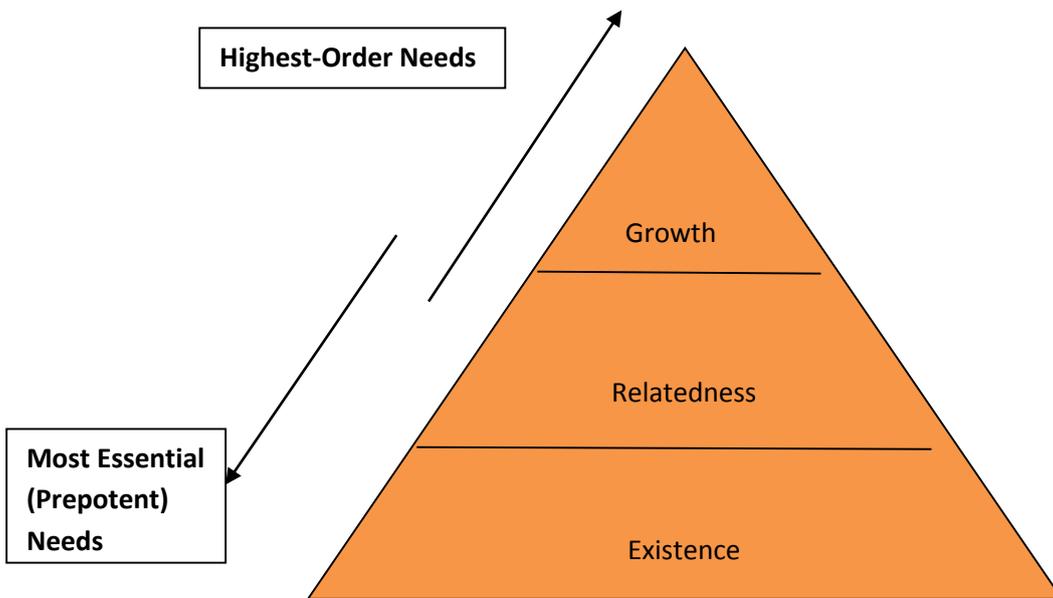
Figure 4: Adopted from: (Hitt, Black and Porter, 2009, p. 301)

3.8 Hertzberg's Two Factor Theory: Motivators and Hygiene Factors

Figure 5: Adopted from: (Hitt, Black and Porter, 2009, p. 304)

Motivators

Factors Directly Related to doing a

Recognition

Achievement

Growth

JOB

Responsibility

Nature of the Work

Hygiene Factors

Elements Associated with Conditions *surrounding* the job.

Supervision

Compensation

Benefits

JOB

Working Conditions

Relations with Co-workers
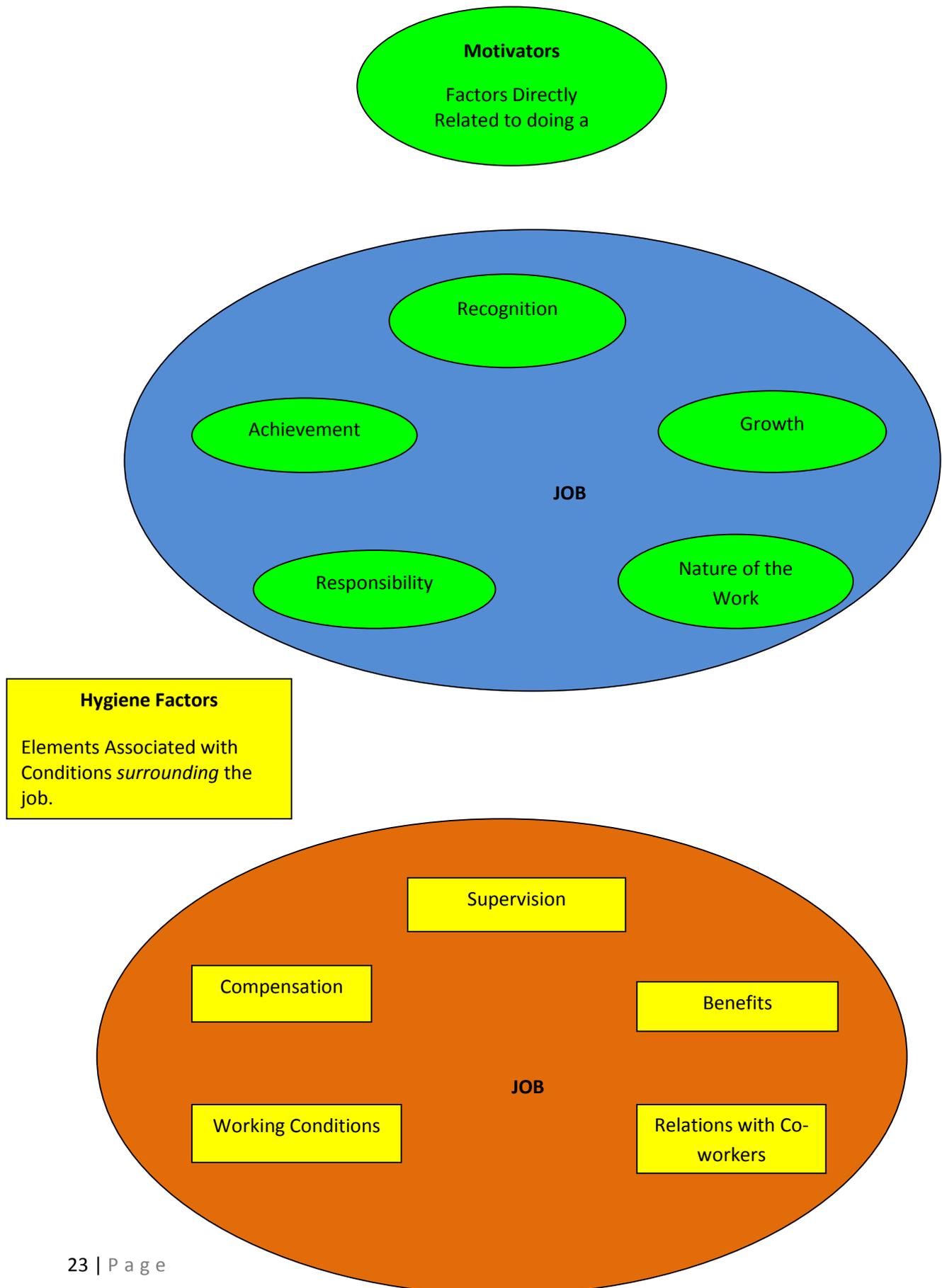
According to Hitt, *et al* (2009), following on the Maslow and Alderfer's need hierarchy theories, come Herzberg Two-factor theory. This theory was proposed by Fredrick Herzberg during the early 1960's, which had close connections with Maslow's theory. The above diagrams show the Herzberg Two-factor theory. Two-factor theory focused more on differences between the types of factors that could increase job satisfaction (motivators) and (hygiene factors) those that may prevent dissatisfaction without increasing satisfaction (Herzberg, 1968). Therefore, managers should place emphasis upon the hygiene factors to avoid employee dissatisfaction. Managers should also, ensure that the work is stimulating and rewarding in order to motivate their employees to work harder and perform better. Moreover, focusing more on the motivational factors can help to improve and increase work-quality.

3.9 Adams' Equity Theory- Job Motivation

Adams' Equity Theory - job motivation

Balance 'calibrated' and measured against comparable references in the market-place.

What I put into my job: time, effort, ability, loyalty, tolerance, flexibility, integrity, commitment, reliability, heart and soul, personal sacrifice, etc.

inputs

What I get from my job: pay, bonus, perks, benefits, security, recognition, interest, development, reputation, praise, responsibility, enjoyment, etc.

outputs

People become demotivated and reduce input and/or seek change or improvement whenever they feel their inputs are not being fairly rewarded by outputs. Fairness is based on perceived market norms.

© 2002-07 design alan chapman based on JS Adams' Equity Theory, 1963. See www.businessballs.com/adamsequitytheory.htm
This diagram was developed by alan chapman and you may use it personally or within your organisation provided copyright and www.businessballs.com are acknowledged. More free online training resources are at www.businessballs.com. Not to be sold or published. Sole risk with user.

Figure 6: Adopted from: (Chapman, 2002)

Moving from the shared characteristics of Maslow to a different direction, this research paper will look at John Stacey Adams theory. Stacey Adams developed Equity Theory in early 1960s, which proposed that individuals will compare their circumstances with those of others and that such comparisons may motivate certain kinds of behaviour(Adams, 1963; Adams, 1965; Mowday, 1996)."The idea of equity theory is to have the outcomes rewards be directly related with the inputs quality and quantity of the employee's contributions" (Walster et *al* cited in Msoroka, 2013:p.3)

3.10 Motivating Employees:

Managers adapt different ways to motivate their employees, and they could adopt total reward system which has been argued that it 'includes all types of rewards –indirect as well as direct, and intrinsic as well as extrinsic' (Armstrong, 2010: p 40). Some of these rewards can either be through pay rise, bonuses, praising, recognition, promotion and many more. Also, employees can motivate themselves based on what their needs are, their goals, or even what they expect to achieve at the end of day. These types of motivation are called intrinsic and extrinsic motivation (Armstrong, 2010), which will be looked at individually as follows.

3.10 (i) Intrinsic Motivation:

Intrinsic motivation is more concerned with people motivating themselves. Most likely, if an individual is more focused on achieving a given goal, they tend to work hard to get the positive results. Hutchinson and Purcell (2007, p. 12), argues that, 'intrinsic rewards tend to refer to psychological factors such as job challenging, enjoyment and fulfilling work'. Intrinsic is where one is moved in doing something for fun rather than external pressure or rewards (Ryan and Edward, 2000).

3.10(ii) Extrinsic Motivation:

On the other hand, extrinsic motivation occurs mainly when a manager is trying to motivate an employee, and it includes, pay, promotions and praise. It is when one is motivated by external factors in order to gain satisfaction such as workers basic needs for recognition, survival and security (Hutchinson and Purcell, 2007). In other words, it is what drives people to do things in order to achieve tangible rewards or an outcome.

3.13 Findings from Literature Review

Based on the literature review, it is evident that every organisation small or large is different and total reward and recognition programmes should be tailored to fit the organisation; aligning it with the business and HR strategies and with the employees need in mind. This will ensure that the workforce are satisfied and are willing to learn and further their career progress within the organisation.

This also means that, if employees are highly rewarded and recognised within the organisation, it makes them to be satisfied which in return improves productivity. This can also influence and attract the best talents to fit into their organisation (Hafiza *et al,* 2011). For any reward management and recognition to be effective, there should be two way communications between management and employees about the implementation and the benefits (Dean, and Bowen, 1994). There should be constant monitoring and evaluating how each element of the reward has worked out.

4.0 Section Three: Methodology

4.1 Introduction

A research is systematically conducted in a way that the researchers gains knowledge and discover new things. This research is a systematic procedure used to gain more knowledge on how a reward and recognition impacts upon an employees' motivation in the workplace and this section focusing on the methodological approaches used throughout the study and justifying why the methods and approaches were chosen. Methods used previously by other scholars regarding the chosen topic "Reward Management" will be also be discussed and linked to the methodological approach of this current study.

The method chosen will be deliberated and justified as to why it was the most appropriate method to use. There will also be a clarification of the sample group and the method used to collect and process the data information. There will be more details of the research items and scales and how data was treated and handled after it was collected. There will be a section providing more information on how ethical consideration was examined before, during, and after the collection of the data during this specific study. The final part of this section will look at the limitations that were encountered during the overall study.

4.2 Research Philosophies

When writing a dissertation, the approach to be used for the research methodology has a significant role in deciding the data gathered. According to Saunders, Lewis & Adrian (2009), there are different factors that can impact how a researcher's choice of method to collect/analyse the data is reached, nevertheless, any approach adopted will need to be suitable, adequate and applicable to the research aims and objectives in order to get correct findings and remove incorrect claims.

In addition, Saunders *et al* (2009) continues to argue that, in order to explore a research topic, satisfactory knowledge by other scholars will be taken into consideration. This is known as the theory of epistemology or knowledge, which 'constitute acceptable knowledge in a field of study' (Saunders, *et al,* 2007, p.g 102; Dick, 2013).The researcher creates this knowledge throughout the research and it represents what is fairly suitable to be valid and reliable in any

given study. According to Pasnau (2014), the epistemology concept mostly concerns the conceptual analysis of knowledge.

4.3 Research questions, aims and objectives

This study's research objectives are to identify:

1. Exploring the nature of motivation amongst employees and how best to reward employees

2. Are financial incentives as important as they are depicted from the employees' perspective?

3. How total reward systems could be enhanced to attract and retain good employees

4.4 Methodological Approach

The methodology chapter will discuss the strategy and design being used to carry out this research paper, and the data collection method used to achieve the results. Throughout this section, there will be a discussion of the aim, justification, location and methods used to gather and study the information. Research has been defined as the 'collecting and analysing of information in a systematic way in order to find something out' (Saunders, Lewis and Thornhill, 2007, p.5). Methodology can be defined as the 'theory of how research should be undertaken'. This will come from both quantitative and qualitative analysis techniques; questionnaires and interviews. (Saunders *et al,* 2009, pg 3).

To enable the researcher get more insight on this study's objectives, both qualitative and quantitative mixed approach was used in order to come up with a comprehensive conclusion. The positivist view employs quantitative research which can be best described as a formal, organised process used in describing associations and to study the cause and effect interactions existing among various variables (Punch, 2014). Conversely, the interpretivist view uses qualitative research methodsm and this can be best described as the process of exploring concerns, understanding several phenomena and acquiring knowledge on several issues through analysing and interpreting unstructured data (Silverman, 2015).

It is important to acknowledge the contributions of different academicians, such as Lewis (2002), as people has always believed that pay has the ability to motivate employees to behave in a certain way, with the dominating theory of a reasonable economic person. Taylor (1911) motivating manual workers as opposed to office workers therefore need to expend energy result in greater efficiencies. What is seen as non-motivating factors may include things like organisation ethics, work-life balance, job satisfaction, relationships etc. As previously clarified in the literature section what intrinsic and extrinsic motivators are: intrinsic will be job satisfaction, personal goals, team working etc. Whereas extrinsic is getting the job done to earn money which then allows for other pursuits?

The target population was both full-time and part-time of employees from different organisations in an Irish context with a total population sample of 215(full time was those above 30 hours per week and part time 30 hours and under, the targeted age was for employees from 17 years to 60 years, working from different organisation sectors in Ireland, both male and female). Of this population, 112 staff members from different sectors were randomly selected to participate in the survey and 91 staff returned completed questionnaires. Some questionnaires were hand delivered to the respondents and collected on subsequent days and some questionnaires were sent out through social media, emails and other online sources an example of this; Google forms, and the responses were sent back to the link that was provided. The questionnaires were sub-divided into three sections; Section A, focused on reward programmes in the employing organisation.

According to Leary, (2004), questionnaires are said to be a good means of collecting data and information which can be distributed to different people. The content and face validity for this specific study's questionnaire were established using three professional staff. The questionnaire was pilot tested with seven randomly selected workers who were finally excluded from participating in the main survey. Feedback and comments received from these workers led to some slight changes in the language and it was re-written to make it more explicit for the actual population.

While Kovach's (2009) questionnaire listed 10 factors, the number of factors in this study was increased to 14. The questionnaire sought information on methods of rewarding staff, staff

awareness of reward programmes, staff perception of the importance of reward systems and suggestions to improve the system. Section B required respondents to rank the importance of 15 factors that motivated them in doing work on a scale of 1-5, 1 being least important and 5 being most important, or 1 being strongly disagree and 5 being strongly agree. The last section was C, which sought information about biographical data of respondents such as type of organisation sector, gender, age, part-time or full-time, and years of working experience in their current employment. Data collected was analysed using IBM SPSS Statistical Analysis Package.

4.5 Research Approach

The researcher used a multiple method research design, in order to analyse the data collected. This was based on current research studies by Shine, Swati, Jasmine, &Veer Singh, (2015). In their study they used survey design as their technique of research, and they argued that if mix method could have been used with interviews and qualitative data gathering techniques the result could be more generalisable. They discovered that an organization's *'Reward System'* has an immense effect on its employees '*motivation'* and '*satisfaction'* thus showing a close relationship between several dimensions of work motivation and employee satisfaction.

4.6 Data Collection

Data was gathered from employees of different Irish organisations from a variety of sectors through a mixed approach method. There was a self-completion questionnaire which was divided into three sections. Section one of the questionnaire consisted of fourteen items representing factors to assess whether respondents have an awareness of a reward system in their organisation. The questionnaire used was adapted from both Armstrong (2010) and Kamdi's (2010) questionnaire on reward policies for employees.

Section two of the questionnaire contained fifteen questions which were adopted from Kovach's (1987) questionnaire on employee motivation. The third section enabled the researcher to collect the biographical data of the respondents which enabled segmentation of the employees on the basis type of organisation, gender, age group, whether full-time or part-

time and the number of years worked for their employer. Respondents were asked to rate each of the items on reward system on a 5-point Likert scale with 5 on the scale representing strongly agree and 1 strongly desagree. They ranked the motivating factors with 5 representing most important and 1 least important.

For the quantitative research method, Google forms was used to develop the online survey and this administered to a National College of Ireland mailing list of students and staff and other different organisation working within a variety of sectors in Ireland. The survey questionnaires were send by email, social media, LinkedIn, posting and hand delivery to employees from different organisation sectors in Ireland. Treatment of the data collected from questionnaires, was analysed using Statistical Package for Social Sciences (SPSS). This helped to measure the frequencies, descriptive, single sample t-test, independent samples t-test, single factor Anova, Mann-Whitney u-test and Kruskal-walls h.The reason why the researcher used social media, was to increase respondent numbers and to target specific companies, e.g. using Face book to engage with an IT company, instead of posting them the questionnaires.

For the qualitative research method, interviews were conducted. There was a prepared script with introduction and explanation informing participants of the research study, and it was discussed during the interview process. The interview was being recorded and making some written notes as the interview went through. The interview script consisted seven questions that, of which question (1) asked how the organisation defined reward management, question (2) is there a benefit of having a reward system within your organisation?, question (3) Do you believe that the Reward system in your organisation has contributed to your motivation?, question (4) Has/ would the reward system contribute to your job satisfaction?, question (5) Do you intend to stay with your present employer or do you think you have a future in it?, question (6) Do you think this organisation is a great place to work in?, question (7) What is your judgement of the overall reward system and how it may be enhance? They varied from the questionnaire and the participants selected for interview were randomly selected. For full transcript notes see (Appendix B).

4.7 Sample Details

In order to obtain the information required to meet the objectives of this study, the researcher used a mixed approach method whereby; in a quantitative method, a random sampling of employees from different organisation with a cross section of sectors, in an Irish context was used in order to survey them. Since each member of the Irish population has an equal probability of being selected, the researcher was unable to get through to one specific sector, so a final decision was reached and employees were drawn from different organisation sectors: Telecom, I.T (Information Technology), Banking, Retail, Hotels and Restaurants, Hospitals and others such as, engineering, Industrial relations. In addition, some of these participants were working part-time or full-time and fall on different age groups 17-27; 28-38; 39-49; 50-69 and were either male or female. The participants were contacted through social medias, email, and handing out the hard copies of anonymised questionnaires to different individuals. These professional groups were considered ideal for the study based on this.

The sample size for the interview was five employees; the researcher used a convenience sampling for this sample population, which is also a non-probability sampling technique. According to Quinlan, (2011), a convenience sampling technique is normally used because they are conveniently accessible to the researcher. Moreover, there may be limitations on this method, whereby lack of randomly choosing the participant may cause bias to occur, thus not representing the population of the organisation well (Quinlan, 2011).

This was considered an ideal sample group to gain a better understanding of the relationship between reward management and recognition on employee's motivation in the workforce on an Irish perspective.

4.8 Pilot Study

A pilot questionnaire was distributed to seven individuals prior to allowing the large samples of the questionnaires to be distributed. Also, a pilot interview was conducted on four individuals before the actual large sample interview was conducted. The purpose of the pilot was to allow the researcher to identify ambiguities and inappropriate questions in order to drop the questions and address the different feedback. This was carried out to further improve the questionnaires reliability and validity before administering it to my sample group. This helped the researcher to re-word or re-scaleany questions that were not answered as expected.

The researcher developed an interview guide after the pilot interviews took place. The questions were eight in total, but where the researcher needed a dip rich and variable data to be collected, the questions where further expanded or explained. Most of the interviews were carried out in locations that were convenient and best suited the participants. Each interview took approximately 20-25 minutes.

The strength and weaknesses of the data collection method will be discussed in order to conclude this section. Adopting a mixed method approach had many benefits for this research project, firstly the questionnaires created an online rapport from the participants and the interviewer was able to get a rich and complex understanding of the employees perception and experience with reward system and motivation by exploring how the interviewees felt and what their opinions were regarding the research questions.

Moreover, conducting both survey questionnaires and semi-structured interviews allowed the researcher to have in-depth or more elaborative responses to the questions which seemed impossible with a questionnaire (Fisher, 2004). The main attraction of using mixed method research is that "data gained through different methods may complement each other, overcoming weaknesses in individual methods" (Harris, &Brown, 2010, p.12).

However, even though a more in-depth data collection was conducted through a mixed method, the researcher experienced some negative aspects whereby, both processes were time consuming as the researcher had two jobs. Also the interviews had to take place late evenings or via telephone. Transcribing the interviews was also time consuming as they were in-depth conversations and with the telephone interviews, it was hard to understand what some of the interviewee said. It was difficult for the researcher to have an open mind and avoid asking leading questions (Cameron and Price, 2009).

Therefore, in order to analyse the mixed method approach used, the researcher used a thematic approach which will be further discussed in section 4.

4.9 Ethical Consideration

This section of the research study, will discuss how the researcher needed to develop trust with the participants, which was a little bit difficult, and how the researcher ensured participants of the confidentiality and privacy of the survey. In order to do that, the researcher ensured that this research study was conducted ethically and to protect privacy Google Questionnaires was chosen which mean the respondent could not be identified.   Also the researcher did not ask for name of individuals or organisations. The same structure was used while recoding the interviews; the interviewees were not asked to provide their names during the interview or the organisation in which they work. The researcher used the four main ethical principles: harm to participants, informed consent, invasion of privacy, and deception (Diener and Crandall, 1978).

4.10 Harm to Participants

It is up to the researcher to ensure that the participants are protected from any harms and risks during participations such as keeping sensitive information anonymous, any physical harm or even stress during answering a questionnaire or at an interview process. As this research used a mixed method approach, it was difficult to keep participant from harm, and the researcher had to ensure that an employee does not give the organisation name, or their own identity. During the introduction, the researcher emphasised on the risks involed and made sure that participants had read and understood and signed the consent form (Bryman, 2008). Interviews were conducted in the location and place that suited the participants, and they were assured that anything discussed during the interview was going to remain confidential.

On the other hand, the questionnaires followed the same pattern, and all the responses were anonymous as there was no need for employees' identity or organisation name.

4.11 Informed Contest

A researcher is ethically obliged to give information of the nature of the research being conducted. According to (Bryman, 2008, p. 121), 'this principle means that prospective research participants should be given as much information as might be needed to make an informed decision about whether or not they wish to participate in a study.'

Before both the interview and the survey was organised, the researcher offered participants enough information regarding the research study, purpose of study and the topic areas that covered the questions. They had a choice, to participate with the study or not to.

4.12 Invasion of Privacy

This is all about informing participants of the guaranteed privacy and confidentiality. The researcher had to ensure that no identity of any participant was identified, which means that respect and privacy was key to confidentiality. Any question that made them feel uncomfortable to answer because of its sensitiveness, they had a choice to opt out.

4.13 Deception

According to (Bryman, 2008, p.124) deception is when a researcher 'represents their work as something other than what it is.' In order to avoid these, the researcher ensured that the participants had the knowledge of what the study was about 'reward management and motivation'.

To conclude, it is very difficult to conduct a research, and the researcher faced some difficulties and challenges on each design. When writing a thesis, research participants need to be protected and researchers have to be aware of this that is why both parties need to develop trust with them whilst promoting the integrity of the study (Creswell, 2009).

4.14 Methodological Limitations

The number of male respondents in this study is less; also the sample size selected for the study is not representative of whole of the country. Accessing other organisations outside Dublin was very difficult, that is way the researcher concentrated on Dublin. Having said that, the researcher also faced difficulties in choosing one single organisation to conduct a survey on. Most of the companies said that they wouldn't allow a non-employee to conduct a survey in their organisations. This limitations led the researcher to deal with different organisation sectors. Time constraints was also a big issue for the researcher, given that the researcher has two job. One of the job being long hours and flexible, limited the researchers ability to go into offices because they are closed before the researchers job finishes.

The researcher needed to conduct more than three interviews, but was unsuccessful due to locations being proposed by the participants. A need for conducting a focus group was also unsuccessful as the participants were not will to agree on a meeting time. Also, given the data collected, there was a large volume of factors such as type of organisation, employment status, and years worked in the organisation; all this were not tested because of time constraints.

4.15 Alternative Considerations

The researcher finally considered only a quantitative approach by carrying out a survey through the use of questionnaires but while conducting the survey in the beginning, the response rate were very low and the type of responses were not giving the type of volume and richness that the researcher thought to be adequate to work with, hence the decision to take the qualitative route and carry out interviews. The researcher also wanted to get in-depth findings from the interviews.

Conducting a focus group was the second consideration, but did not take place due to time constraints and participants not willing to participate or share sensitive information with a group because of some ethical issues. According to Ritchie and Lewis, (2003), a focus group is a type of qualitative research and a group discussion where people come together and are questioned about their views, perceptions, ideas, opinions, and outlook on a research topic.

And that is why, the researcher decided to conduct an interview with individuals in order to get more in-depth information.

4.16 Research Methods and Techniques

This section explains the research methods and techniques and how it relates to the present study.

4.17 Quantitative Research

Quantitative research is an examination of relationship between variables by way of testing theories that are objective. These variables can be measured on instruments such that numbered data can be statistically analysed (Creswell, 2009). Quantitative research methods includes; surveys and experiments, where surveys uses questionnaires which this study has used for its research. This type of research is widely accepted as beneficial and convenient and can be used when gathering definite numbers data. The researcher's expectation of the responses was low, and decided to conduct semi-structured interviews, but at the end the responses of the questionnaires were higher than it was expected.

4.18 Quantitative Research Rationale

Quantitative research is particularly useful if the researcher is attempting to scientifically verify a hypothesis. This type of research, uses mostly surveys and although time consuming, it allows for large amounts of data to be collected using a questionnaire for a sample group that is representative of a population. Moreover, a lot of researchers complain that their research is delayed by factors out of their control but with this approach once data is collected, although time consuming, it will be dependent on the researcher (Saunders *et al,* 2009).

4.19 Qualitative Research

According to Creswell, (2009) qualitative research is an exploration and understanding of the perceptions individuals or groups attribute to a social or human problems. Qualitative research gives a deeper understanding into feelings, perceptions, ideas, and behaviours of individuals or groups. Some of the techniques that are mostly used in qualitative research are focus groups/group discussions, interviews, observations, narratives, and analysis of documentary evidence (Ritchie and Lewis, 2003). Some of this technique helps the researcher to get more information depending of the study being carried out.

4.20 Qualitative Research Rationale

A qualitative analysis has an advantage especially if the data is being collected and analysis has not been designed to occur with numerical focused objectives. When interpreting an interview for example, it is important that the researcher avoids being unbiased in order to present a valid and quality data (Ritchie and Lewis, 2003).

4.21 Mixed Method Research

An empirical research that involves the collection and analysis of both quantitative and qualitative data is known as the mixed method research. According to Punch (2014), this research method have been referred to as the 'blended', 'integrated', 'multi method', 'combined', 'multi trait-multi method' and 'triangulation methodology'. However, Creswell & Clark (2007) cited in Punch (2014) argue that the research community is encouraged to see this research method as distinct, thereby encouraging more users if there is a consistent and systematic use of the term 'mixed methods research'. The term 'mixed methods' is used widely now to integrate the complex procedures of linking the different types of data collection and analysis. This research has employed the use of this method for its data collection and analysis. Although time consuming, using both paradigms have proven to yield more knowledge.

4.22 Mixed Method Research Rationale

The mixed method approach can be costly and most especially time consuming, it has been proven to be quite rewarding in learning more about a research topic when the strengths of both quantitative and qualitative research are combined while at the same time compensating for the weaknesses of each methods. This belief is known as the *fundamental principle of mixed methods research* by Johnson & Onwuegbuzie (2004) cited in Punch (2014).

This research combined the strengths of conceptualising variables and the use of representative large samples in quantitative research with that of a qualitative research in an in-depth study on a one-on-one basis through interviews together with the flexibility afforded the researcher in asking questions regarding the sensibility of the research topic.

4.23 CONCLUSION

This research is based on currently conducted studies by Shine, Swati, Jasmine, &Veer Singh, (2015). In their study they found out that an organization's *'Reward System'* has an immense effect on its employees *'motivation'* and *'satisfaction'* thus showing a close relationship between several dimensions of work motivation and employee satisfaction. Herpen, Praag, Cools, (2005) equally contributed that some theories predict that the practice of a compensation system affects the motivation of employees. Based on their study results findings, there is a positive relationship between the perceived features of the reward system and extrinsic motivation. Similarly, more literature in this area have generally indicated that both 'extrinsic' and 'intrinsic' motivation have an impact on employee performance Gungor, (2011).

5. Section four: Data Analysis

5.0 Qualitative Findings and Analysis

Since qualitative research is more concerned with the intimate relationship between the researcher and what is being studied, it puts more emphasis on interpreting data by reference to context (Denzin & Lincoln, 1998). Therefore it is important that the categorised response sets exported to statistics software in order to analyse them, are still linked to the previous qualitative data that they were first collected (Bergman, 2008) and in this case, the researcher used Microsoft Excel. Having that in mind, the researcher went ahead and followed the different stages of analysing data such as indexing, categories, codes and themes (Bryman, 2008).

Figure 1. Percentage frequency graph illustrating two out of three participants are motivated and engaged to the organisation
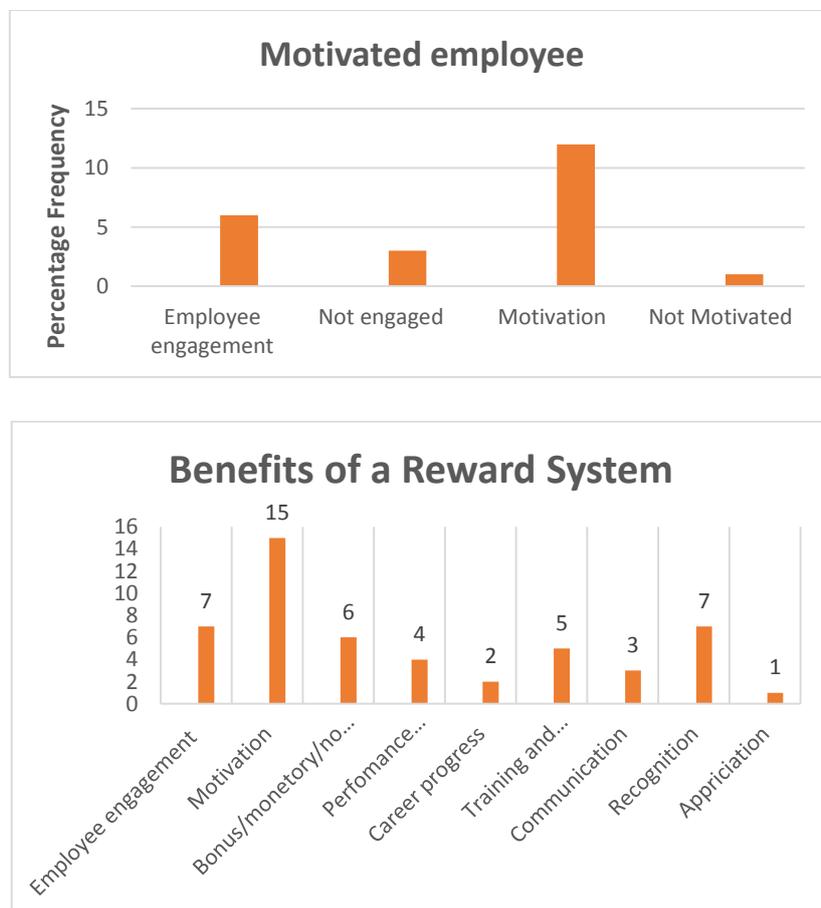
*Figure 2: A frequency graph outlining the benefits of employee motivation from the employee's perspective*
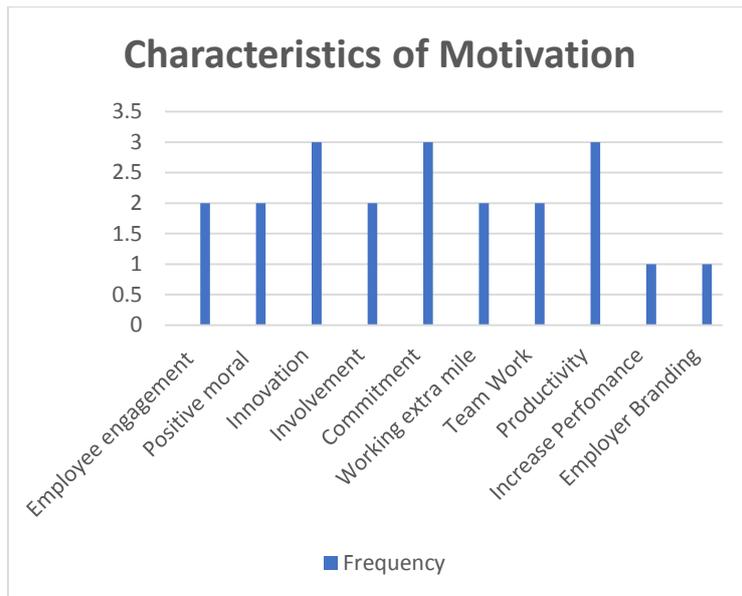
Figure 3: A frequency graph outlining the percentage of occurring themes in characteristics of a motivated employee

Motivated	P1	P2	P3
Committed		**X**	**X**
Increase Performance		**X**	**X**
Productivity		**X**	**X**

Table 6.1 Employees are motivated while at work

5.1 Quantitative Findings

This section will present the results of this study. The results have been divided into three different categories. The first results presents the actual frequencies found for each level of Gender and Age variable, and their total percentage frequencies. The Second part of the results shows how reward impacts on the employees' motivation in different types of organisations within an Irish context. The third category of the results shows different factors that influence the level of employees' motivation within different organisations in Ireland.

Based on the three categories, the researcher presents a characteristic of each variable that has been considered as well as the results of all statistical tests and an assessment of their precondition requirements.

5.2 Frequencies: Gender

This section presents the Gender variable that has been observed based on either the two categories; Male and Female. This total count of observation has been presented using tables and charts.

Table 1: Descriptive Statistics

Statistics

Gender

N	Valid	91
	Missing	1
Mode		1

Table 2: Summary Statistics

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	37	40.2	40.7	40.7
	Female	54	58.7	59.3	100.0
	Total	91	98.9	100.0	
Missing	System	1	1.1		
Total		92	100.0		

In the Bar Chart below, the horizontal axis represents the levels of measurement: Male and Female, and the vertical axis represent the actual number of the observation of each case.
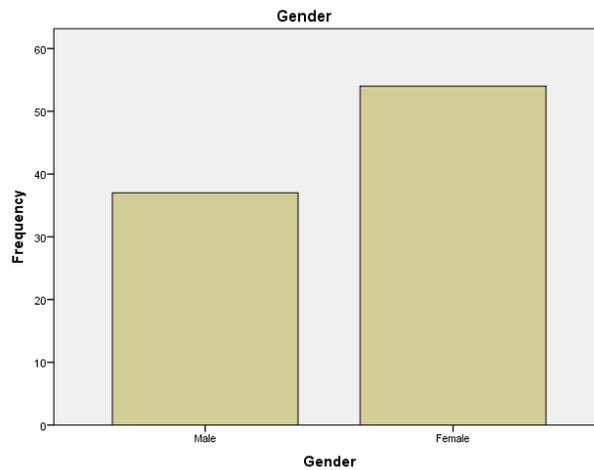
Figure 1: Bar Chart Gender Distribution

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MotivationComposite	86	19.00	75.00	58.6744	10.34060
Valid N (listwise)	86				

Table 3: SPSS Descriptive Statistics Motivation Output

5.3 Scale Reliability Results

This subsection will present the results test of reliability for motivation scale under consideration in this research.

5.4 Motivation Scale Reliability Results

Table 4 and 5 below shows the results of a Reliability analysis for the Composite Motivation Scale. There were 84 valid responses across 15 items that contributed to the overall Motivation Scale composite score. A Cronbach reliability value of .932 is reported.

Table 4: Motivation Scale Case Summary

Case Processing Summary

		N	%
Cases	Valid	86	94.5
	Excluded[a]	5	5.5
	Total	91	100.0

a. Listwise deletion based on all variables in the procedure.

Table 5: Motivation Scale Reliability Results

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.930	.932	15

5.5 Motivation based on Gender differences

This research study considered a total of 91 employees from different organisations in an Irish context of which 35 were Male and 56 Female. *Table 6* will represent the case summary, which will be followed by Histograms showing distributions of levels of motivation from both male and female employees as shown in *Figure 2* and *3 respectively*. Both Histograms have a horizontal axis that represents the frequency occurrence number of the motivators with the vertical axis portraying the number of employees that are motivated. For example, **Figure 3,** it indicates that of the 53 females included in this research study; 15 where motivated by reward.
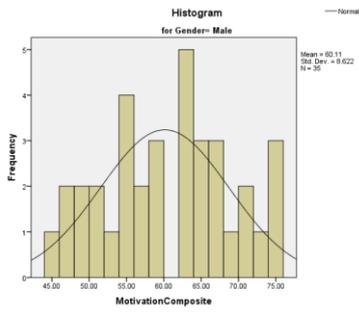
Figure 2: Motivation Composite Male Distribution
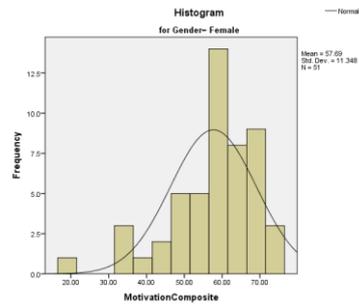
Figure 3: Motivation Composite Female Distribution

Table 6: Gender Motivation Scale Sample Case Summaries

Case Processing Summary

| | | Cases | | | | | |
| | | Valid | | Missing | | Total | |
	Gender	N	Percent	N	Percent	N	Percent
MotivationComposite	Male	35	94.6%	2	5.4%	37	100.0%
	Female	51	94.4%	3	5.6%	54	100.0%

All of the associated descriptive statistics, for both the male and female sample distributions, are shown in Table 7.

Table 7: Gender Motivation Scale Descriptive Statistics

Descriptives

Gender			Statistic	Std. Error
MotivationComposite Male	Mean		60.1143	1.45739
	95% Confidence Interval for Mean	Lower Bound	57.1525	
		Upper Bound	63.0761	
	5% Trimmed Mean		60.1270	
	Median		62.0000	
	Variance		74.339	
	Std. Deviation		8.62204	
	Minimum		45.00	
	Maximum		75.00	
	Range		30.00	
	Interquartile Range		12.00	
	Skewness		-.011	.398
	Kurtosis		-.943	.778
Female	Mean		57.6863	1.58905
	95% Confidence Interval for Mean	Lower Bound	54.4946	
		Upper Bound	60.8780	
	5% Trimmed Mean		58.3649	
	Median		59.0000	
	Variance		128.780	
	Std. Deviation		11.34811	
	Minimum		19.00	
	Maximum		75.00	
	Range		56.00	
	Interquartile Range		14.00	
	Skewness		-1.119	.333
	Kurtosis		1.771	.656

5.6 Normality Testing based on Gender

This section is checking whether data are normally distributed in two groups, and gender was used as our factor list. The null hypothesis for this test of normality is that the data are normally distributed.

Table 8 presents the results of test normality, thus making us rely on the results of Shapiro-Wilk's test of normality in order to indicate whether there is the presence or absence of normality in the male and female sample distributions. The results of the Shapiro-Wilk's test

of normality indicate that the male distribution is normal ($W_{MALE} = .965$, df = 33, $p < .357$) with the female distribution deviating from normality ($W_{FEMALE} = .935$, df = 53, $p < .004$).

Tests of Normality

	Gender	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
MotivationComposite	Male	.101	35	.200[*]	.967	35	.372
	Female	.143	51	.011	.928	51	.004

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 8: Motivation Normality Results on Gender

Figure 4: Motivation on Male Distribution   *Figure 5: Motivation on Female Distribution*
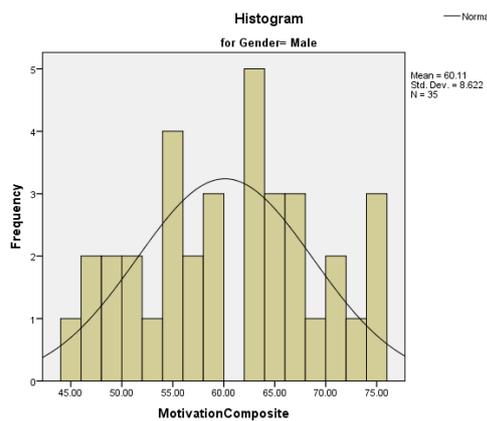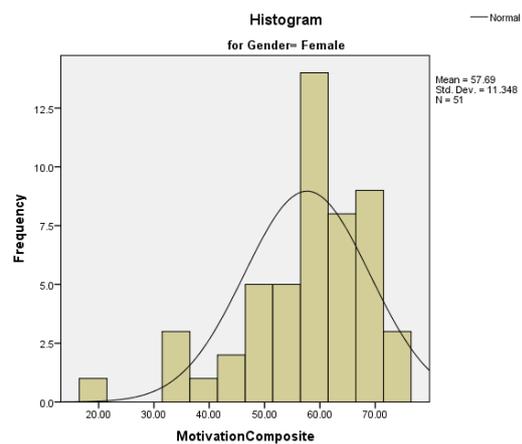
5.7 Independent Sample Test (Mann-Whitney U-Test)

Because of the identified deviation in normality, the Mann-Whitney U test was used to test if there exists significant differences between the levels of motivated males compared to their female counterparts. In particular, the Mann-Whitney U test tests for differences in mean ranks of both groups. The null hypothesis associated with the Mann-Whitney U test being one of no difference between mean ranks. The results of this test are shown in **Tables 9** and **10 below**.

The results of the Mann-Whitney U test indicate that there exists no significant differences between the level of motivated males (**Mdn=45.33**) compared to females (**Mdn=42.25**), (**U = 828.5, p = .573**).

Table 9: Mann Whitney Test –mean

Ranks

	Gender	N	Mean Rank	Sum of Ranks
MotivationComposite	Male	35	45.33	1586.50
	Female	51	42.25	2154.50
	Total	86		

Table 10: Grouping Variable: Gender

Test Statistics[a]

	MotivationComposite
Mann-Whitney U	828.500
Wilcoxon W	2154.500
Z	-.563
Asymp. Sig. (2-tailed)	.573

a. Grouping Variable: Gender

5.8 Frequencies: Age

This section presents the Age variable that has been observed based on more than two categories; 17-27; 28-38; 39-49; 50-69. This total counts of observation has been presented using tables and charts.

Table 11: Descriptive Statistics

Statistics

Age

N	Valid	91
	Missing	1
Mean		1.87

Table 12: Summary Statistics

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-27 Years	33	35.9	36.3	36.3
	39-49 Years	40	43.5	44.0	80.2
	50-69 Years	15	16.3	16.5	96.7
	50-69 Years	3	3.3	3.3	100.0
	Total	91	98.9	100.0	
Missing	System	1	1.1		
Total		92	100.0		

In the Bar Chart below, the horizontal axis represents the levels of measurement: different age categories and the vertical axis represents the actual number of the observation of each case.

Figure 6: Bar Chart Age Distribution
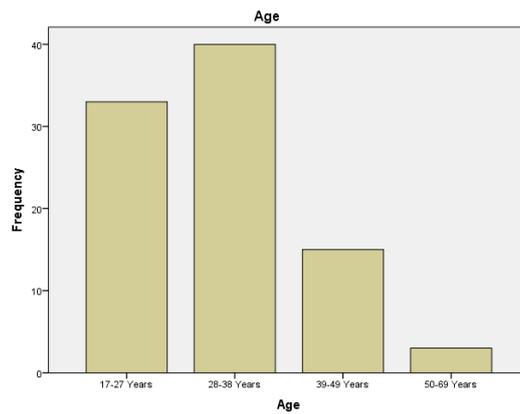
5.9 Differences across age groups with respect to Motivation

Figure 13: Age Motivated sample

Case Processing Summary

		Valid N	Valid Percent	Missing N	Missing Percent	Total N	Total Percent
	Age		Cases				
MotivationComposite	17-27 Years	30	90.9%	3	9.1%	33	100.0%
	28-38 Years	39	97.5%	1	2.5%	40	100.0%
	39-49 Years	15	100.0%	0	0.0%	15	100.0%
	50-69 Years	2	66.7%	1	33.3%	3	100.0%

Figure 14 Descriptive Statistics:

Descriptives

	Age			Statistic	Std. Error
MotivationComposite	17-27 Years	Mean		56.8000	1.95607
		95% Confidence Interval for Mean	Lower Bound	52.7994	
			Upper Bound	60.8006	
		5% Trimmed Mean		57.6296	
		Median		58.5000	
		Variance		114.786	
		Std. Deviation		10.71383	
		Minimum		19.00	
		Maximum		75.00	
		Range		56.00	
		Interquartile Range		13.00	
		Skewness		-1.492	.427
		Kurtosis		4.226	.833
	28-38 Years	Mean		61.4103	1.52342
		95% Confidence Interval for Mean	Lower Bound	58.3263	
			Upper Bound	64.4943	
		5% Trimmed Mean		62.0670	
		Median		63.0000	
		Variance		90.511	
		Std. Deviation		9.51375	
		Minimum		36.00	
		Maximum		75.00	
		Range		39.00	
		Interquartile Range		11.00	
		Skewness		-.898	.378
		Kurtosis		1.031	.741
	39-49 Years	Mean		53.8667	2.52392
		95% Confidence Interval for Mean	Lower Bound	48.4534	
			Upper Bound	59.2799	
		5% Trimmed Mean		53.9630	
		Median		54.0000	
		Variance		95.552	
		Std. Deviation		9.77509	
		Minimum		33.00	
		Maximum		73.00	
		Range		40.00	
		Interquartile Range		15.00	
		Skewness		-.104	.580
		Kurtosis		.624	1.121
	50-69 Years	Mean		69.5000	1.50000
		95% Confidence Interval for Mean	Lower Bound	50.4407	
			Upper Bound	88.5593	
		5% Trimmed Mean		.	
		Median		69.5000	
		Variance		4.500	
		Std. Deviation		2.12132	
		Minimum		68.00	
		Maximum		71.00	
		Range		3.00	
		Interquartile Range		.	
		Skewness		.	.
		Kurtosis		.	.

5.10 Normality Testing based on Age

This section is checking whether data are normally distributed in more than two groups, and age was used as our factor list. The null hypothesis for this test of normality is that the data are normally distributed.

Table 15 presents the results of test normality, thus making us rely on the results of Shapiro-Wilk's test of normality in order to indicate whether there is the presence or absence of normality in the male and female sample distributions. The results of the Shapiro-Wilk's test of normality indicate that the distribution is normal ($W_{17-27} = .894, df = 30, p < .006$) with $W_{38-49} = .933, df = 39, p < .023$) ($W_{50-69} = .979, df = 15, p < .964$)

Table 15: Motivation Normality Results on Age

Tests of Normality

	Age	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
MotivationComposite	17-27 Years	.178	30	.016	.894	30	.006
	28-38 Years	.105	39	.200[*]	.933	39	.023
	39-49 Years	.116	15	.200[*]	.979	15	.964
	50-69 Years	.260	2	.			

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 7: Motivation Age Distribution: 17-27   *Figure 8: Motivation Age Distribution: 39-49*
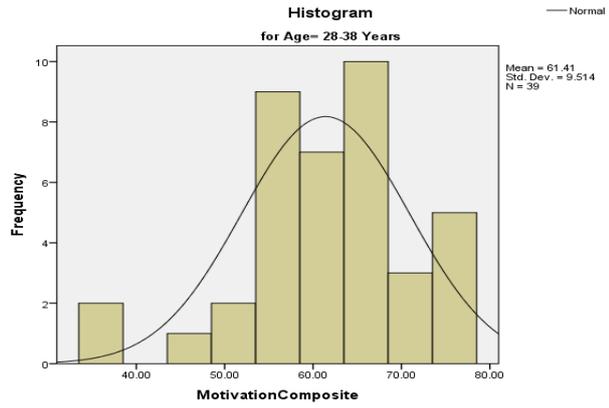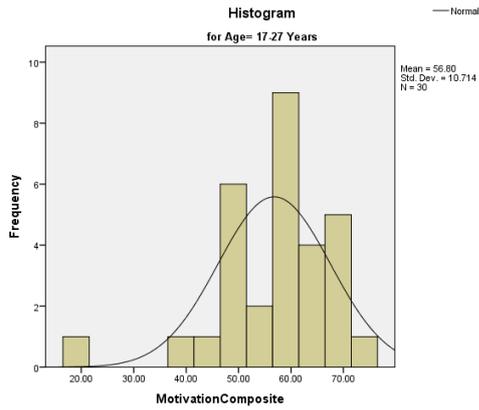
*Figure 9: Motivation Age Distribution:50-69*   *Figure 10: Motivation Age Distribution: 50-69*
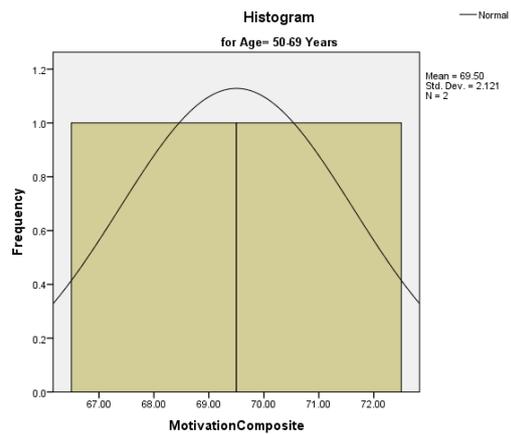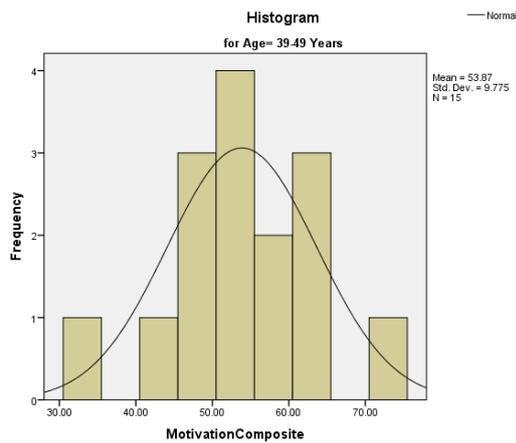
5.11 Single Factor ANOVA

In this section we will present the results of an Analysis of Variance (ANOVA) which requires homogeneity of sample variances. This analysis is necessary when we have more than one group and we are trying to find out whether there are significant differences in the group. In

order to perform this analysis, we will calculate it using the age factor as it has different numbers of measurement.

According to **table 16**, the test for the output: **'Levene Statistic'** shows us one of the most important column known as **'Sig'.** Therefore, in this case the null hypothesis concerning the Levene's test assumes the homogeneity of variances. According to our observation, as the **'Sig'** value is **(.632)** on the table below, this means that the value is not less than **0.05,** which tells us that we don't have to reject this assumption, instead we continue knowing that homogeneity of variances drawn are equal.

Table 16: Results for Homogeneity of Variances in Groups: Age

Table 17: ANOVA results output.

Test of Homogeneity of Variances

MotivationComposite

Levene Statistic	df1	df2	Sig.
.576	3	81	.632

ANOVA

MotivationComposite

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1321.077	4	330.269	3.444	.012
Within Groups	7767.807	81	95.899		
Total	9088.884	85			

Again, if the '**Sig'.** value is **<0.05** we need to reject the null hypothesis of no difference between the groups, in support of the alternative that there is an outstanding difference between the group.

Therefore, in our present case, the **'Sig'.** value is: **'.012' which means that we cannot reject the hypothesis of no differences between the group means**. Therefore we say that there is no enough evidence to assume that Age is a significant factor that influences employees' motivation.

5.12 K-Independent Samples Test (Kruskal-Wallis H Test)

This test being carried out, concerns the relationship between the mean ranks of more than two groups in order to find out whether they are significantly different.

Table 18:K-Independent Samples Test (Kruskal-Wallis H Test)

Ranks

	Age	N	Mean Rank
MotivationComposite	17-27 Years	30	39.32
	28-38 Years	39	50.42
	39-49 Years	15	29.57
	50-69 Years	2	75.75
	Total	86	

Table 19: K-Independent Samples Test: Test Statistic

Test Statistics[a,b]

	MotivationComposite
Chi-Square	11.866
df	3
Asymp. Sig.	.008

a. Kruskal Wallis Test

b. Grouping Variable: Age

Table 20: Median Test Frequencies

Table 21: Test Statistics

Test Statistics[a]

	MotivationComposite
N	85
Median	59.0000
Chi-Square	8.195[b]
df	3
Asymp. Sig.	.042

a. Grouping Variable: Age

b. 2 cells (25.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

6.0 Section Five: Discussion and Findings

Based on the data collected and the analysis made, the researcher would draw the following conclusions: The majority of staff questioned felt motivated by their current organisation. They believed that a reward system had the benefit of motivating staff and providing a means of recognising the employee's contribution. Commitment, Innovation and Productivity were the top three characteristics of a motivated employee.

Of the statistical analysis completed by the researcher, gender, age was (statistically) not factors which affected the motivation of employees. There was nothing in the research that was conducted by this study that would indicate either age or gender as a determinant in commitment levels which might suggest that there are other factors which determine motivation. Of the data collected perhaps a further study could focus on motivation/commitment between permanently employed and agency or temporary contract workers.

Further study could be suggested on the analysis of part time and full time employees. Is there a correlation between the view of motivation and engagement between these groups? Further research could test whether part time workers feel more committed and engaged with the organisation, as sometimes this is the group that will possibly have another job, find it difficult to make use of training events and may not get a performance appraisal/review.

Your objectives of the study were:

1. Exploring the nature of motivation amongst and how best to reward employees

2. Are financial incentives as important as they are depicted from the employees' perspective?

3. How total reward system could be enhance to attract and retain good employees

From the data findings, to answer the question of how best is it to reward employees? It has been found out that via a formal performance appraisal (with a bonus package) yearly seems to be the most commonly used system scoring the highest 51 out of 91 respondents, with informal saying 'thank you', with a benefits package (such as loans, healthcare etc.)? From your interviews there was a view of rewarding both informally and formally was a good approach. Asking the employees views was also mentioned.

To answer the question if financial incentives are as important as they are depicted from the employees' perspective, we see that in the quantitative data there were respondents who believed that monetary rewards were the best as opposed to non-monetary rewards. The question on employee expectation of reward in their organisation, money/end of year bonus scored extremely high (48 out of 91 respondents) compared to other expectations, were the lowest results such as letter from recommendation (1 out of 91 respondents). In other words, this indicates that monetary rewards are more preferable by employees based on this study *(see appendix B table 1).*

How could reward systems be enhanced? Looking at the data collected is there a view that a well-developed performance appraisal system with both formal and informal recognition of success would be a good retention tool. None of this data seems to suggest it, it is always and only about money and financial rewards. Is a total reward system focusing on intrinsic job satisfaction etc. a better retainer than paying people more money. Maslow and the need to find a safe, well place came first as opposed to Taylor giving more money to people to make them work faster. Allowing people a say in their reward system and how rewards are 'paid' meant they are more committed. Do benefits such as massages and 'thank you' mean more than an efficiency bonus which results is loss of work/life balance?

7.0 Section Six: Conclusion and Recommendations

The aim of this research study was to explore the impact of reward and recognition on employees' motivation on the workforce. Analysis has shown a close relationship between rewards and several dimensions of work motivation and recognition. Previous studies have found a significant and positive relationship between reward management and employee motivation (AON Hewitt, 2012). Whereby according to Aon Hewitt's *2012 Total Rewards Survey* confirmed that a desire for total rewards are high, even if few organizations are fully realizing them. The results of their findings indicate a clear understanding of the connection between engaging and motivating employees and achieving business goals.

Based on this particular research study, there is further study's the researcher would like to suggest. Since the study have explored one area of the motivation and engagement with the research on reward and recognition systems, therefore, the researcher highlights the exploration of other factors such as work/life balance, job satisfaction as an employee motivation tool as further study

The researcher also suggests the development of a reward and recognition system, linked to performance appraisal and research the impact this has on employee retention. One could also consider the element of employer branding and reward and recognition as an integral part of this. Do companies with reward and recognition systems find it easier to attract and retain high calibre candidates? This is a good question that could be taken in to consideration when conducting further research studies.

The changes or recommendations that the researcher would consider when conducting the research again, is considering conducting focus group. It would be beneficial to conduct focus groups, albeit gaining their consent beforehand and compiling the group from a range of organisations so they don't know each other. Also this would be arranged at an earlier stage so as to avoid disappointments. As this research study used mixed methods to collect and analyse the data, the interviews conducted was very low, which means that it would be beneficial to conduct more face to face interviews to further get an in-depth of the research question and objectives.

In terms of the mixed method approach employed in this research study, they both have their advantage and disadvantage differences. That means that it will depend on the size of the organisation and culture background in order to decide which of the approach best suits the organisation.

7.0 Section Eight: Reflective journal

While completing the dissertation was quit challenging from one step to another, just like a baby trying to climb the stairs for the very first time, they fall and start the whole process again until they get the confidence. That is how I felt, there seemed to be a lot of steps with no finishing point. Since the very first day, I learned to remain focused and committed with vision and conscientiousness in my work. When I first chose my dissertation topic, I was somehow unsure of getting it right and knowing were to get the required resources. Thankfully, with the help of my supervisor, my husband, classmates and those around me, I got directions on how to go about the process of getting the suitable resources.

I wasn't sure on how or where to start, nor what methodology to adapt. This pushed me into searching for journals and books with regard to my research topic, which after downloading, I was saving on my memory stick. One of the greatest challenge that I faced was on how to right questionnaires, and after a few weeks of thorough research of the topic, I came across different academic one that I later adopted (Armstrong book, Saunders *et al*, really helped me). Later, I gained some understanding of every aspects of methodology such as approaches, strategy, and philosophy and data collection.

During this period of researching and writing my thesis, I learned the logic and depth of reasoning that is mostly required when analysing a situation. In the course of the research the skills gained for analysing and solving a problem will play a significant role in both my academic life and professional life. I also learned that methodology applies in every aspect of life, because it answers the what, who, how, where and when. I understand the importance of methodology and how it would affect my decision making process, so I believe that this will help me to solve any future or professional problems

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9.0 Section Ten: Appendix A: Quantitative Questionnaire:

SECTION A: Reward System (Development Value)

Please select the option which most closely matches your opinion

Do you have an awareness of a reward system in your organisation?

- ○ Yes

- ○ No

What type of reward system do you have in your organisation?

- ○ Formal

- ○ Informal

- ○ None

What is the frequency of rewards in your organisation?

- ○ Monthly

- ○ Quarterly

- ○ Yearly

- ○ Occasionally

- ○ Other: [   ]

What types of non-monetary rewards are available in your organisation?

- ○   Awards

- ○   Letter of Commendation

- ○   Verbal Appreciation

- ○   Other: [＿＿＿＿＿]

What is the employee expectation of reward in your organisation? Choose one answer

- ○   Letter of recommendation

- ○   Money/End of year bonus

- ○   Better communication on policy

- ○   Equity/Fair treatment

- ○   Training programmes

- ○   Plaque/medal, etc

- ○   Other: [＿＿＿＿＿]

Are all employees in your organisation eligible for reward as per company policy?

- ○   Yes

- ○   No

Which categories of staff are eligible for reward?

- ○ Management staff only

- ○ Senior staff

- ○ Permanent staff

- ○ Other: [   ]

What is the criteria for reward?

- ○ Exceptional performance/hard work

- ○ Long service

- ○ Punctuality/Neatness, etc

- ○ Loyalty to organization

- ○ Good conduct

- ○ Honesty

How is an employee selected for reward?

- ○ Decision of top management

- ○ Do not know

- ○ Group vote

- ○ Decision from a single manager

- ○ None of the above

How do you perceive an organisation benefits from a reward system?

- ○ Improved Performance

- ○ Reduced absenteeism

- ○ Other: ▢

What course of action is undertaken for non-performers in your organisation?

- ○ Training to develop their skills

- ○ Counselling

- ○ Nothing is done

- ○ Any other measures

The rewards / recognition have a positive effect on the work atmosphere.

	1	2	3	4	5	

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

The rewards/recognition/appreciation from management match my work effort

	1	2	3	4	5	

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

In your opinion, how could a reward system be enhanced to attract and retain good employees?

▢

SECTION B: Ranked Order of Motivating Factors

From the following motivating factors, please select the answer that best represents your opinion

Liking my job

	1	2	3	4	5	
Most important	○	○	○	○	○	Least important

Finding my job interesting

	1	2	3	4	5	
Most important	○	○	○	○	○	Least important

Good wages/salary

	1	2	3	4	5	
Most important	○	○	○	○	○	Least important

Good working conditions/environment

	1	2	3	4	5	
Most important	○	○	○	○	○	Least important

Possibility of promotion and growth within an organisation

	1	2	3	4	5	
Most important	○	○	○	○	○	Least important

Continuing professional development and training

	1	2	3	4	5	
Most important	○	○	○	○	○	Least important

Full appreciation of work done

	1	2	3	4	5	
Most important	○	○	○	○	○	Least important

Good interpersonal relationship with colleagues

	1	2	3	4	5	
Most important	○	○	○	○	○	Least important

Feeling of being in on things/part of decision-making

	1	2	3	4	5	
Strongly agree	○	○	○	○	○	Strongly disagree

Healthy competition among colleagues

	1	2	3	4	5	
Strongly agree	○	○	○	○	○	Strongly disagree

I get plenty of opportunities to learn and develop

	1	2	3	4	5	
Strongly agree	○	○	○	○	○	Strongly disagree

The rewards motivate me to perform well in my job.

	1	2	3	4	5	
Strongly agree	○	○	○	○	○	Strongly disagree

I feel motivated after my performance review

	1	2	3	4	5	
Strongly agree	○	○	○	○	○	Strongly disagree

I am proud to work for the organization

	1	2	3	4	5	
Strongly agree	○	○	○	○	○	Strongly disagree

I have no problems in achieving a balance between my work and my private life

	1	2	3	4	5	
Strongly agree	○	○	○	○	○	Strongly disagree

SECTION C: Biographical data of respondents

This section consists of five questions to help in segmentation

Type of organisation

- ○　Telecom

- ○　IT (Information Technology)

- ○　Banking

- ○　Retail

- ○　Hotels / Restaurants

- ○　Hospitals

- ○　Other: [   ]

What is your gender?

- ○　Male

- ○　Female

What age group do you fall under?

- ○　17-27

- ○　28-38

- ○　39-49

- ○　50-69

Are You

- ○ Part-time

- ○ Full-time

How many years have you been working for your employer?

- ○ 0-5

- ○ 6-10

- ○ 11-15

- ○ 16+

Appendix B: What motivates employees

Figure 1: Employee expectation of rewards

What is the employee expectation of reward in your organisation?

Appendix C: Interview Schedule

Date:

Venue:

Number of Participants 3: (P1, P2, P3)

- ➢ **Introductions**
- ➢ **Ethical considerations**
- ➢ **Consent forms**
- ➢ **Brief overview of interview process**
- ➢ **Audio Recording**

Research Objectives (Key points to remember)

- ➢ **How this organisation defines Reward?**
- ➢ **Benefits of having a reward system within an organisation**
- ➢ **Do you believe the rewards have increased employee motivation? Why or why not?**
- ➢ **How can the total reward system be developed or enhanced?**
- ➢ **Anything else they want to add?**
- ➢ **Few minutes to thank employee for agreeing to participate in my research study.**

Appendix D: Interview Transcripts

Semi-structured, face-to-face interviews were conducted with three participants of which (1 male and 2 females) and they were drawn from different organisation in an Irish context. The respondents were asked about their having a reward awareness and their perceptions of the use of rewards as motivation in increasing employee performance in their organisations. The following is the interview transcript from the three participants.

Participant 1, Sex: Male, Age between: 39-49, Sector: Media; Venue: Phoenix Park: Date: 1-08-15

Question 1: How does your organisation define Reward Management?

Answer: *Well we don't have a reward system where I work, as in you work the hours and you get paid a certain amount. There is no bonus system or something like that, you get paid for your work only. But I personally, think that a reward system in an organisation is when they have a strategy, policies and processes required in order to award their staff members for their work that they contribute in order to achieve the desired organisation goal. This is done in order to* **motivate** *them* **improve performance** *and have a feeling of being valued.*

Question 2: Is there a benefit of having a reward system within your organisation?

Answer: *Given that my organisation doesn't have a reward system in place, I personally think that if they have one, it would really benefit both the organisation and the work. This is because, in our organisation, people are not motivated to go an extra mile, why? Because after all you will not be noticed. Having said this, if we had a reward system in place, whether* **monitory or non-monitory***, people would be willing to go the* **extra mile** *or become* **motivated** *as they know that they will be rewarded.*

Question 3: Do you believe that the Reward system in your organisation has contributed to your motivation?

Answer: *As I mentioned before, we don't have a reward system in place, so personally I believe that having a reward system would be a great thing because it is nice if you do work extra hard and you get* **recognised** *or rewarded it may* **motivate** *you to go an* **extra mile**.

In certain areas I think having a reward system would help or **increase motivation** *and* **high performance** *with other people as they would feel* **appreciated** *but personally, I think if the reward is worth it, I would go the* **extra mile**, *but if it is not, I really don't think it would affect me at all.*

Question 4: Has/ would the reward system contribute to your job satisfaction?

Answer: *No, since we don't have one, but I think if we did have one, it might somehow contribute depending with the kind of reward being offered. Nevertheless, the employee needs to* **value the reward being offered** *in order for it to be considered a* **motivator** *and bring* **satisfaction** *in their job, otherwise, if they treat it as an entitlement, thy will not be* **motivated** *to* **perform** *better because they will see it as their right..*

Question 5: Do you intend to stay with your present employer or do you think you have a future in it?

Answer: *I think I have a good future with it as I don't have plans to leave. It's all going fine and am quite happy with it, and I am* **committed** *to my job.*

Question 6: Do you think this organisation is a great place to work in?

Answer: *Yes it is a good place to work in although it used to be better and there was* **employee involvement,** *which is lucking now. It's fine place but not great.*

So, what really happened was that when management changed, the organisation approach changed and they become more cold and a bit more corporate in official, but it used to be better, **communication** *was two way, but now it's not great. There was a feeling of belonging, part of a family or team, but now it's not there anymore.*

Question 7: What is your judgement of the overall reward system and how it may be enhance?

Answer:*Given that we don't have a reward system in my organisation, I think introducing it would be great as it will get rid of the organisation culture we have. People will not only go to work because they have to, but they will go to work because they are* **motivated** *in achieving*

*the reward being offered to them, which will increase **employee engagement**, **motivation** and **moral**.*

*To enhance reward system, **I think my organisation should introduce one and, for example, take into consideration that, a well-paid but overworked employee may value additional vacation time or a reduced workload more than a few extra dollars**. Money, praise, awards, and incentive prizes such as tickets to a concert or a game are all examples of extrinsic motivators that can be adopted.*

The above response points to what has been discussed in Vroom's valence theory which is also discussed by Dubrin (2004).

Question 7: Anything else you would like to add?

Answer: *I think at the end of the day, it's all about the **Human Resource management**, communicating with the staff. Therefore, I think that managers need to have understanding of what **drives employees to work** or **perform** and set up a target and clearly communicate it to all staff in order to reward people based on performance, which in other words it is performance appraisal is the right way to rate performance. The managers apprising his/her staff should avoid being biases. So introducing a reward system like awards, **bonus** i.e. Christmas bonus, or **recognitions** may contribute to **motivating** the employees.*

Participant 2, Age: 28-38; Sex: Female; Sector: Banking; Venue: Blanchardstown; Date: 10-08-15

Question 1: How does your organisation define Reward Management?

Answer: *The way my organisation defines reward I would say is through the reward system offered to employees such as **development** and **training programmes**, **bonus, recognition, appreciation** for job well done given to all staff member, and awards/ third level scholarship being offered to all permanent staff and senior staff in the organisation.*

Question 2: Is there a benefit of having a reward system within your organisation?

Answer: *Yes, I would say there is a huge benefit of having a reward system within my organisation. Reason being that, we all feel **motivated** once we receive **a bonus** because it gives the feeling of being **appreciated**. Also, I would say that having the **reward, recognition**, and appreciation from managers, it really has an effect on the wok atmosphere and this helps the organisation to **improve performance** and reduce **absenteeism.***

Question 3: Do you believe that the Reward system in your organisation has contributed to your motivation?

Answer: *Yes**, I feel that the system we have has contributed positively to my motivation as most of the time, the rewards matches my work effort**. Even though I am not a permanent worker, at least I feel full **appreciated** of work done.*

*Every morning when I wake up to go to work, I feel **motivated** as I know at the end of the day/week/moth/year, I will achieve something and based on the **performance review**, I feel **motivated** with the feedback given to me whether negative or positive because I know that I have a continuing professional development.*

Question 4: Has the reward system contributed to your job satisfaction?

Answer: *Yes, definitely it has. Based on the **training programmes** I receive at my work, it helps me to enhance my career. I am satisfied with the salary and the reward package I receive.*

Question 5: Do you intend to stay with your present employer or do you think you have a future in it?

Answer: *Yes, I do intend to stay here longer unless, something better than what I receive is given to me. Having said that, because of my **commitment** and honesty, I receive promotion every now and then, the position that I was first employed in, has long gone, and I am in a better and higher position now.*

So in other words, I am doing great in this company and I am being appreciated every day. So I have no intention of moving to another company.

Question 6: Do you think this organisation is a great place to work in?

Answer: *Yes, on my opinion, I believe this organisation is one of the best place to work for. We have a good interpersonal relationship with the colleagues and management board. Also, there is a possibility of* **promotion** *and growth within my organisation, as I mentioned before, that I have been* **promoted** *several times. I believe that I am in a position to get a better* **promotion** *now given the qualifications I have archived within the* **training and development programmes.**

We also have a treat every Friday, depending on the group's **performance**. *So this too contributes in* **motivating** *staff to perform better and be innovation as there is a surprise that awaits every Friday.*

Question 7: What is your judgement of the overall reward system and how it may be enhance?

Answer: *I think the system is great given that we are offered different kinds of rewards in order to* **motivate** *us. I also think since not all rewards are eligible to all staff, the reward should be deployed across all levels of employees and it will* **increase performance**, **motivation, morale and employer branding.**

Question 7: Anything else you would like to add?

Answer: *Personally,* **a reward system that applies to all staff, regardless of grade or role, would be more effective. Such a system would be beneficial for work atmosphere, morale and environment.**

Participant 3; Age: 39-49; Sex: Female; Sector: I.T; Venue: IFSC; Date: 17-08-15

Question 1: How does your organisation define Reward Management?

Answer: *My organisation defines reward in the way it gives its salary structure, the way it gives deferent benefits such as: time off, sick pay and* **training programmes.** *My organisation is very big on training, so all this adds up to what I think it sees as reward.*

Question 2: Is there a benefit of having a reward system within your organisation?

Answer: *Yes I think there is a big benefit, especially knowing that you are getting something in return for your work, is very important and* **motivating.**

So, I would argue that, even if it's a simple thank you or in money treatment or in kind, the fact that you are getting something back for your work, it shows that you're being **appreciated** *and considered. Personally, this kind of gesture helps me to put in my best; turn up to work on time and avoid unnecessary excuses i.e. calling in sick. So in other words, I try as much as possible to learn very good during training programs so that I may be a variable asset to my organisation.*

Question 3: Do you believe that the Reward system in your organisation has contributed to your motivation?

Answer: *Personally, I feel that the reward system in my organisation has positively contributed to my* **motivation** *a lot. In the sense that, I feel so much* **appreciated**, *and the reward that that has really* **motivated** *me is the participation in training that I have been afforded, which makes me feel that am adding value to my life.*

Question 4: Has the reward system contributed to your job satisfaction?

Answer: *I would say yes, I am satisfied for the moment with the reward system being offered to me by my employer. But as we all know that in life and as a human being, there comes a stage where you are looking for different things to* **motivate** *you and you feel like you are not satisfied. But for the moment I am satisfied with the present system being offered by my organisation thus making me more* **motivated**.

Question 5: Do you intend to stay with your present employer or do you think you have a future in it?

Answer: *Well, as I mentioned earlier,* **motivation** *comes in different levels in life, so at present I feel more* **motivated** *to continue working for my current employer and I am* **committed** *to my job. I like challenges and the fact that I face that every time at my present job, I think I have a future in my organisation.*

Question 6: Do you think this organisation is a great place to work in?

Answer: *Definitely, this organisation is a great place to work for given that this is my 8th year of employment and am still happy and* **motivated** *to come to work every morning. As I mentioned before, the* **training opportunities** *we get here is amazing and you cannot equate it to monitory terms. The money might not be so good, but the environment is inviting and I have good relationship with my colleagues so I feel motivated because of that,* **training opportunities** *am getting and I* **feel motivated** *too because of the other* **bonuses** *pecks like having days out lunch with my colleagues and once in a week we have a massage that my director brings in to distress us, so it's all great pecks.*

Question 7: What is your judgement of the overall reward system and how it may be enhance?

The overall judgement about the organisation reward system is, it is meeting my needs at present, so I would say it is okay and I feel **motivated** *by it.*

Well to answer the enhancement question, I would say that every individual is different and different things **motivates** *us. So I might suggest that the company introduces an opinion box and see what people would suggest, then they may focus on the most occurring item and introduce it to improve the present reward system.*

Question 7: Anything else you would like to add?

Answer: *I would like to say that, reward is a very good* **motivator** *and although* **monitoryreward** *is a short team thing, I think it is good to mix it up and rewards could be designed by taking the appraisal system into consideration. Eventhough my company has the***appraisalsystem** *in place, I do believe that these systems should be tailor made with employee input in the system since some employees are not satisfied with their ranking on the appraisal system because sometimes individual perceptions and assumptions can alternate and may cause an employee to be wrongly appraised and that is why the managers should avoid been biased.*

*I keep going back to my **training,** the way my organisation is doing, it is mixing its **monitory reward with other non-monitory reward** like having a distress in the afternoon where we go for massage or where we bond more by having drinks or dinner together and the training. So it's kind of mixing everything up is good, although we don't have car loans, but we do have a health savings options which is a great package. So I think for reward to be effective in any place you work, there must be that mixture, all this increases motivation, because once you are receiving something in return of your effort, you feel the urge to work harder **and perform better,** and be more productive.*