An exploratory analysis of the motivational factors that impacts employee retention in Dublin Bus

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Submitted to the National College of Ireland, August 2016

Abstract

This investigation is to establish the impact of influential motivation theories and studies on employee motivation and retention in addition to establishing the importance and existence of certain motivational factors for the thriving development of employee motivation and commitment in the modern business world. This research illustrates a number of secondary data and literature in order to critically analyse and explore the models, constructs and principals of various motivational theories as primary research is carried out through a web-based questionnaire to create and develop a complete investigation into potential determinants of employee motivation and retention.

The successive findings found that job security, training and development, and pay and benefits were significant motivation factors for commitment to Dublin Bus. Additionally, theories such as Herzberg's (1959) two factor theory and Maslow's (1943) hierarchy of needs theory, and further studies and literature, were observed as likely hybrids for the thriving employee motivation and immense level of employee commitment and loyalty. The findings display that further research is needed to address certain gaps in the literature regarding motivation as a topic.

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Acknowledgement

I wish to express my honest gratitude to the people who supported and helped me during the preparation and production of this dissertation. I want to thank my family, friends, and girlfriend who supported me and gave me encouragement and companionship. This helped me with coping with the pressures during the process. Their support also helped me in ensuring the completion of this dissertation within the time frame, and I am really proud to have had their assistance and help in completing the dissertation. I wish to thank my supervisor, Caitriona Hughes, for her support, encouragement, advice and time, which is really appreciated.

In addition, I would like to thank all participants who took part in the research answering the questionnaires. This research could not have been accomplished without their participation and I am really grateful for that.

Finally, I would like to thank National College of Ireland staff members for their help and support over the past year and during my time doing my dissertation. Their support has been excellent.

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Introduction

Employee Retention and Motivation

In the early years of Human Resource, employee retention was significant in the cost of turnover. Charof (1991) outlined how to draw talented employees from resources that are available and then planned on how to hold onto them employees. Therefore, it is important that the organisations select and recruit the correct individuals from the start. The start of an employee retention strategy is to gain an understanding of the cost of turnover (Willie, 1994). In Willie's (1994) opinion, employee retention is not just linked with the cost of turnover, it involves nonmonetary costs also. Similar to Charof (1991), Willie states that it is essential for management to understand how to change a workforce in order to diminish the losses of employees. He believed that management listening to appropriate techniques, and employees, assisted the organisation to obtain an understanding of employees. Furthermore, Willie mentioned that organisations must select the individuals with the suitable talent or skills for the certain work environment, and he deemed this to be the most useful method of keeping employees.

Taylor (2010) stated that it is quite difficult to gain and develop an effective workforce under a lot of circumstances. Organisations must hire individuals from the market of employment, as they compete with other employers for individuals who also have the knowledge and skills. Therefore it is important for an organisation to create a planned approach to entice and retain talented individuals. Nevertheless, Kavitha, Geetha and Arunachalam (2011) mentioned that it is common that talented employees leave organisations nowadays and it is difficult to hold onto them. Although organisations have many employees, the qualities are scarce and hard to find. One of the primary challenges for modern organisations is employee retention and how they retain talented individuals. Another reason an employer may find it difficult to retain employees is because of the recession. For example, organisations may want to decrease employees' hours or wages in order to save, but this may have a huge impact on the satisfaction and motivation of employees. Yamamoto (2013) pointed out various factors affecting employee retention in recent years prior to researching 400 employees. Some of the factors involved were as followed:

- The employees' view on the commitment: a high level of retention from employees in an organisation will encourage employees to participate in high performance work, as well as management.

- The job specialties: this indicates that the knowledge and experience in particular fields are at a high level.

- The employees' attitude toward commitment: their attitude can be categorized into two aspects; intention aspects and competency aspects. The self-efficacy should be considered in the competency aspect.

The perception of Yamamoto draws more interest on the relationship between employees' retention and their view of human resource. For this reason, various factors are likely to have an impact on employee retention within organisations.

In order to hold onto talented employees, organisations must understand the factors that influence employees' decisions to remain an employee or leave. To recognise why individuals leave organisations is helpful as the organisation can fully identify the retention issues (Pilbeam & Marjorie, 2010). Taylor (2010) established that pull and push factors may be causes of employees' leaving an organisation. Push and pull factors can be described as follows:

- Push factor: these factors arise when there is a problem with the existing employment and it forces the employee to search for another job with improved benefits and with an opportunity of advancing their working life. Push factors may be that employees disagree with a transformation of an organisation structure, there may be a personality conflict with colleagues, or there may be an organisational culture in which an individual does not fit into. In these situations, an employee could leave if they come across more appropriate opportunities. Organisations may have to look at improving the decency of its operation or specifically look at improving the employees working life.

- Pull Factor: this is the positive appeal of another employment opportunity. Employees may be satisfied in their job and with the organisation the work for,

however they could still search for more attractive opportunities. This may better long-term career path, a higher salary, more job security, or other benefits. It is essential for the employee to identify their employers' true value and address what they are looking to accomplish in their careers in order for the organisation to accommodate what is needed to retain the talented individuals.

Taylor (2010) explains further about the pull and push factor at work; organisations must look to not just decrease quit rates but also look at enhancing job satisfaction where the pull factors are at use. It is essential to understand what employees are looking for in their career, to assess the employees' true value, and organisations must do their utter best to present what is necessary. An organisational reply should be to determine and then address the main causes for dissatisfaction where the push factors are involved. It could mean that organisations must pay attention to enhancing the quality of working life or point out that an inspection of the organisation policy should be conducted with a vision to enhance the fairness of the organisations operation. Nevertheless, the majority of organisations seeking to strengthen the eye-catching pull factors in order to reduce the eye-catching push factors know that, without a doubt, there will be a loss of employees for reasons outside the control of the organisation.

Dublin Bus

Dublin Bus was founded in the year 1987 and is a subsidiary wholly owned by the state-owned Córas Iompar Eireann Group. Dublin Bus operates the Public Service Obligation network in Dublin. They employ 3,400 people from 68 different nationalities. 2,500 drivers operate 950 buses around Dublin. In the year 2015 Dublin Bus carried 122 million customers on their range of services; DART, Airlink, Feeder, Radial, Cross City, Sightseeing Tours, and Nitelink (Dublin Bus, 2015).

Dublin Bus seek to provide a transport service where customers are connected, feel safe, and part of a sustainable community life in Dublin. They look to enhance the experience for customers and raise the number of passengers by making sure that every journey is satisfactory. Dublin Bus embrace diversity among the employees and they want to provide the complete employment experience. The objectives of Dublin Bus are to operate a profitable and efficient business while going beyond their performance

goals, to embrace new technology which increases their safety performance and increases their work process, and to increase the revenue streams by generating new business while prioritising the customer experience (Dublin Bus Strategy, 2015).

Overview of Research Project Structure

In this section the primary contents in the each chapter will be briefly illustrated. The main contents in each chapter include:

- **Literature review**

Previous literature and researchers are reviewed in this chapter related to employee retention and motivation. This section is categorised into different parts such as:

- Retention
- The importance of retention
- Motivation
- The role of motivation in the workplace
- Motivational theories

- **Research methodology**

In this chapter the primary method, theory and application of theory for this research is outlined, and it also explains why this method was chosen. For instance, why a questionnaire research was chosen, and why quantitative method was selected. The primary limitations and ethical issues will be considered in this chapter.

- **Findings**

The primary aim of this chapter is to collect and summarise the findings from the questionnaires. Each question will be displayed in a chart or graph illustrating the findings of each question.

- **Research analysis**

This chapter looks to analyse the whole process of the questionnaire process and findings. It looks to create a conclusion of the findings for the reader to gain a better understanding of the findings.

- **Discussion**

This chapter will relate the findings back to the literature review and analyse the information that was collected. It will also support previous studies and literature from the literature review.

- **Recommendations**

This chapter will discuss recommendations made by the researcher for Dublin Bus to use. The researcher will establish where the organisation needs to improve on and recommendations will be made, including costs and a time frame.

- **Conclusion**

This chapter looks to display the conclusion developed overall by the research and a combination of all previous chapters together, in order to accomplish the objective and aims of the study. In addition, a personal learning statement will be conducted in the conclusion.

Literature Review

Retention

According to Ramya, Ramya and Md, employee retention involves the capability of the organisation to keep hold of their employees for as long as they possibly can or until the completion of a project. They mention that some factors causing employees to leave a job are dissatisfaction, lack of appreciation, no growth opportunities, lack of trust and support, compensation, and stress due to work overload etc.

Retention is challenging for employers as there are many factors that highly influence the retention of employees such as the culture of the organisation, positive relationships, working environment, pay and remuneration, family support, support from supervisors, and flexibility (Ramya, Ramya, & Md, 2016). Heathfield states that employees are more willing to remain in the organisation if the employer provides and invests training in the employees. She believes that there is greater satisfaction among employees where there is training and development and that they are key motivators for employees to staying loyal (Heathfield, 2008). Griffeth, et al (2001) on the other hand, mention that retention factors involving the needs of employees, improve the levels of employee motivation, commitment, and loyalty. They also state that employees view recognition, training and flexibility as significant factors for retention. Nevertheless, developing a supportive working and learning climate is another commitment and loyalty among employees seem to be heavily linked with intrinsic and extrinsic job characteristics (Glick, 1992), however Werther (1996) suggest that controlling employee retention is through the reward system the organisation has. He describes reward as something employees receive in return for their input to the organisation (Werther, 1996). Rewards can include promotions, incentives, bonuses or salary, and where the reward system is managed successfully; it assists the organisation reaching its objectives, and holds on a productive workforce. Where employees believe they are insufficiently rewarded, there is a big possibility that they will leave and replacing employees can be a large expense for an organisation (Walker, 2001).

There can be a number of factors decreasing employee motivation and therefore deteriorate the retention of employees. Herzberg also argued that, abolishing the factors of dissatisfaction through hygiene factors would result in employee satisfaction (Herzberg, 1959). Empirical studies have shown that employee motivation would

occur as a result of intrinsic factors. A study by Kinnear and Sutherland (2001) express's the importance of financial factors in attracting, retaining and motivating employees in the organisation, and found that skilled employees are achievement orientated and look for financial rewards prior to their achievements. Meudell and Rodham (1998) revealed from their study of two private sector and two public sector organisations in South Africa that extrinsic factors such as good relationships, job security, a positive working environment, and competitive salary are all referred by employees as significant motivational variables that manipulated their retention in the company.

The Importance of Retention

It is necessary to retain employees as Fitz-enz (1997) mentioned that organisations lose roughly one million dollars with every professional employee and manager that leaves the company. There is a major impact economically with an organisation when critical employees leave as knowledge has left the organisation as employees leave (Ramlall, 2004). The knowledge that employees depart the organisation with is the knowledge used to expectations and needs of customers. The notion of knowledge management and human capital is that employees have experience, skills and knowledge which in return have economic value for the company (Ramlall, 2004). One of the fundamental beliefs about human capital is that an investment in building employees skills would be more likely to be profitable and influence the returns from investment (Mueller, 1982). Employee retention is significant in understanding and gaining a full return on investment. An employees' relevant ability or job knowledge has an influence on that employee's promotional opportunities, wage or type of work they perform (Becker, 1975). The concept of length of service by an employee in an organisation relates back to the factor of commitment by Ulrich (1998), with his classification of intellectual capital. Ulrich's definition was basically "competence multiplied by commitment" (p.125), which essentially meant that intellectual capital equals the skills, attributes and knowledge of each employee in the company along with their motivation to work hard. This will become a lot more important in the future to recognise the loyalty of employees to an organisation; however the organisation must develop an environment whereby employees are willing to remain (Harris, 2000). An intellectual capital environment will need to be generated by the organisation where the spread of knowledge occurs throughout the structure, or carry

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on losing essential employee knowledge that has been gained during the time spent working in the organisation. This profound knowledge will assist the organisation in meeting the expectations and needs of customers and also to create and maintain a competitive advantage in the economy where organisations are competing in (Ramlall, 2004).

Motivation

Motivation can be defined as "a set of forces that energize, direct, and sustain behaviour", regardless of the setting (Hitt, Black, & Porter, 2012). Many authors today have defined the conception of motivation as: a predisposition to behave in purposive behaviour to achieve, unmet and specific needs (Buford, Bedeian, & Lindner, 1995), the psychological process that gives behaviour purpose and direction (Kreitner, 1995), and an internal drive to satisfy an unsatisfied need (Higgins, 1994). Robbins (1993) defines motivation as the "willingness to exert high levels of effort toward organisational goals, conditioned by the effort's ability to satisfy some individual need". In this context, a need is an inner mindset that makes certain visions becoming appealing. The assumption is that employees who are motivated are in a mindset of pressure and anxiety and to relieve this, they produce effort. Certain motivational theorists have different views on where employees' energy comes from and also on the certain needs that an individual is trying to achieve (Ramlall, 2004). However, the majority of theorists would have a similar view on the fact that motivation entails a desire to act, a capability to act, and having a goal. There are many theories on motivation, however there are more relevant theories than others regarding the impact motivation has on employee commitment. Kreitner (1995) suggests that there are five means of describing behaviour - reinforcement, job characteristics, cognition, needs, and feelings and emotions - and they highlight the growth of contemporary theories of motivation.

The Role of Motivation in the Workplace

According to Dickson (cited Linder, 1998), in the past, employees were simply regarded as another input or another number with regards to manufacturing of services and goods. Mainly as areult of the Hawthorne Studies, a change came in the attitudes toward employees, which was devised by Elton Mayo in 1924. A signicant amount of emphasis and attention has been placed around the topic of motivation from managers

and researchers within organisations since the Hawthoren Studies was developed. There are a number of factors outlined by Steers and Porter (1979) for the reason why motivation is holding such a high interest for managers within organisations.

The intial factor is that it isn't possible for managers in the workplace to steer clear of worry regarding behaviouriol neccessities in the workplace. This includes the requirement to attract skilled and specific employees to engage them to make sure that there is a high productivity rate from them. March and Simon, cited in Steers and Porter (1979), stated that an organisation must understand the motivational problems of prompting both the decision to produce and the decision to participate at work.

Steers and Porter's second factor was the reason for the popularity of the study of motivation contains the idea of motivation and its influential nature. As motivation is a complicated topic, it influences numerous areas and factors, and research on them areas require and entail a huge amount of consideration and the way they merge to develop positive or negative results for workers (Gunnigle, Heraty, & Morley, 2011).

Thirdly, due to external forces like Unions or Lobby groups, Steers and Porter mention that managers need to look at new systems to maintain or improve levels of efficiency and effectiveness within the workplace. Motivating and engaging employees towards these factors in essential for managers.

Their fourth reason for the insistent interest in the motivation phenomenon is focusing on technological advancement. Technologies relevance in the workplace becomes more and more important as it emerges. Employees need to be dedicated to adapting and learning to make use of the new technologies for reaching the organisational goals.

Lastly, organisations must ensure that long term plans are put in place in order to handle human capital of the company and set similare level of significance with the organisations talent as the view on physical and financial resources to make sure that motivation is the main concern.

In order to find out what motivates employees' is important to understand; therefore it is essential to view the theories behind the motivation. There is a notion that financial and non-financial benefits have an impact on employee motivation and the connection between performance and job satisfaction. There must be distinctions and comparisons made between each motivational theory by categorising each theory. Moorehead and

Griffin (2005) stated that needs theories are viewed as having a content perspective because they are interested in establishing what factors motivate behaviour.

Herzberg Two-Factor Theory

The Herzberg (1959) two factor theory is the initial needs theory, and it provided a theoretical background of this study. Herzberg disputed that employees are motivated by values internally rather than external values to the organisation. That is to say, motivation is produced internally and is driven by variables that are intrinsic to the organisation in which Herzberg identifies as "motivators". Intrinsic variables include recognition, responsibility, achievement, the work itself, growth and advancement. On the other hand, Herzberg identifies certain factors that cause dissatisfaction for employees; the extrinsic non-job related variables. Herzberg referred to these variables as the "hygiene" factors which do not satisfy employees but, however, prevent employee dissatisfaction. They include relations with co-workers, company policies and practices, supervision, working conditions, competitive salary, financial benefits, and job security. Herzberg found that the hygiene factors are extrinsic to the employee. This presumption came from a study conducted on the lives of engineers and accountants. He believed that intrinsic motivators' of employees have more of an effect than extrinsic hygiene factors (Herzberg, 1968). Nevertheless, he was also aware that even though motivators are stronger, with no hygiene factors would result in de-motivated employees. Therefore, this would display that an employee is very much motivated through the success of intrinsic and extrinsic factors which comprise of the structure of the firms environment itself. Chiboiwa, Samuel and Chipunza mention that an implication regarding Herzberg's theory is that management should not count on intrinsic variable to control employee retention, however, a mixture of intrinsic and extrinsic variables should both be part of a successful retention strategy (Chiboiwa, Samuel, & Chipunza, 2010).

Nevertheless, many researchers were able to validate Herzberg's deception of motivators and hygiene factors and he was criticized by psychologists who believed he had studied very few jobs. In 1968 an empirical study was conducted of the two factor theory by Ewen, Smith, Hulin and Locke (1968) using nearly 800 male workers from a range of jobs. Ewen et al. had doubt in Herzberg's use of his theory and stated that similar studies replicating the study could not give explicit support to Herzberg's

two-factor theory. They therefore used the Job Descriptive Index which is designed to measure how happy employees are in their job. By using this process, the researchers were merely able to certify the significance of work itself on employee satisfaction and commitment. Smerek and Peterson (2007) also assessed Herzberg's two-factor theory on 2700 workers at a public research university. Their verdict was similar to Ewen et al.s' as they found that the work itself acted in agreement with the two-factor theory approach.

Maslow Hierarchy of Needs Theory

Similar to Herzberg, Maslow's theory (1943) displays motivational needs into a hierarchical structure. This was Maslow's defining work and his theory was one of the earliest and best known theories of human motivation. Stephens (2000) stated that Maslow believed people seek to be self-actualising and seen potential in people as very much unexplained and underestimated. Maslow (1943) stated that humans, employees included, are motivated by wanting to achieve or sustain a variety of conditions where these fundamental satisfactions lie and by additional intellectual desire in particular.

Maslow hypothesized that a hierarchy of needs exits in every single human being and these needs are: physiological needs such as water, food and shelter; safety needs whereby the individual looks to create an environment secure from any external dangers; social needs where the individual looks for affection and positive relationships become an important motivator prior to meeting the lower needs; self esteem, where the drive for feeling individual importance and self-worth occurs at this level; and finally self-actualisation at the peak of the hierarchy structure, whereby the individual is motivated by a sense of fulfilment and that permits them to exploit their own growth. As individuals are satisfied by each of these needs, they then focus on attaining the needs on the next level up the hierarchy structure. Maslow's theory states that even though no need is ever fully fulfilled, a satisfied need will not motivate an individual any longer (Maslow, 1943). According to Steers and Porter (1983), it is the manager's responsibility to create a working environment where it can develop employees in order to reach their maximum potential. They continue and state that failing to provide such an environment would, in theory, decrease employee

satisfaction and performance, and increase the departure of employees from the organisation.

In comparison to Herzberg, Maslow's theory suggests that once all needs are fulfilled, it will result in motivated behaviour. Nevertheless, Herzberg's approach mentions that only few intrinsic factors motivate and it depends on the existence of hygiene factors. Adding to this, Maslow relates his approach to everyone and all organisations, and Herzberg, on the other hand, revolves his theory around work itself (Ewen et al., 1968).

To support Herzberg and Maslow, a recent study conducted in 2013 by Ghodrati and Tabar displays important factors influencing employee motivation in Iran. The study was carried out through questionnaires distributed among 160 employees. To measure the outcome of the questionnaires, the motivation levels were separated into three categories; not motivated, motivated, and highly motivated. The results of this study indicate that job security, pay, interesting job, promotions, benefits etc. are significant factors impacting employee motivation. The results of the study displayed that for new employees; job security and personal security was the highest motivational factor, and for employees that have been employed for a number of years; recognition and job attractive were the most important factors (Ghodrati & Tabar, 2013).

McClelland's Need Theory

People who have an urge to succeed are striving for achievement for themselves, instead of rewards for example. Robbins (1993) states that these people are willing to do something more enhanced or efficiently than it ever has been done before. McClelland's (1961) needs theory focuses on three needs: achievement, power, and affiliation. Peoples need for achievement classified as the desire to excel and strive to be successful. The need for power was described as a need that enables people to behave in a certain ways that they would not have otherwise. Affiliation need is a need that searches for close and friendly interpersonal relationships. The need for achievement suggests that performance and motivation vary according to the desire of someone's need for achievement and can be described as an urge to achieve something difficult. According to Kreitner and Kinicki (1998), the need for achievement is mastering, organising, or manipulating human beings, physical objects or ideas. The need for affiliation proposed that people want to spend time in activities and social relationships. They also have a need for spending more time maintaining social

relationships, wanting to be loved, and joining groups. Kreitner (1995) mentions that people who are high in need of affiliation are not successful managers or leaders as they face difficulty making decisions without being concerned about being disliked. Peoples need for power develops from their desire to teach, influence, coach, or encourage others to accomplish something. McClelland suggests that good managers should have a high need for power along with very little need for affiliation (McClelland, 1961).

Hackman and Oldham's Job Characteristics Model

The job characteristics model was designed by Richard Hackman and Greg Oldham in 1975. Their model is based on the proposal that the task itself is significant to employee motivation. In particular, challenging work improves motivation, whereas a monotonous and boring job decreases employee motivation.

The Job Characteristics Model contains six areas which is the centre of the study; skills variety, task identity, task significance, autonomy, feedback, and culture. Hackman and Oldham (1975) presented these definitions based on the six core areas of the study:

1. Skill variety – the certain degree in which a job entails a selection of different types of work that requires the use of different skills and talent.

2. Task identity – the degree in which a job needs completion of an identifiable and whole task that is, carrying out a job from start to finish with a noticeable outcome.

3. Task significance – the degree in which the work itself has a significant impact on the work or lives of other people, in the external or within the organisation.

4. Autonomy – the degree in which the job gives a considerable amount of independence, discretion, and freedom to the employee in scheduling the work and settling on what procedures to use in performing it.

5. Feedback – this consists of the employee obtaining clear and direct information regarding the effectiveness of their performance as a result of carrying out work tasks required by the job.

6. Culture – this is the acquired knowledge that employees use to clarify experience and develop social behaviour. The knowledge creates attitudes, forms values, and influences behaviour (Luthans & Doh, 2006)

The following section of the model is the critical psychological states which include experiencing meaningfulness of the work itself, being aware of the actual results of the work, and experiencing responsibility for the result (Hackman & Oldham, 1976). Experiencing meaningfulness of the work signifies how the work itself can accomplish something and how it can take a personal meaning. The employee must view the work as important, worthwhile, and valuable. Hackman and Oldham (1975) state that there are three characteristics that influence this variable, and they are task identity, skill variety, and task significance.

Being aware of the actual results of the work itself is the variable that handles the results of an employee's work and the knowledge of the work. The employee must have an understanding of how effectively they are carrying out the work, linking this to feedback. Experiencing responsibility for the results of the work is the variable that encourages a feeling of personal responsibility for the results of the work done. The employee must be personally accountable and responsible for the outcome of the work performed. The main factor that influences this variable is autonomy, as it can decrease or increase it.

The third most important part of the job characteristics model is the outcomes as they give rise to high growth satisfaction, high job satisfaction, high internal motivation, and high work effectiveness. High growth satisfaction is obtained from learning and self-direction, and from personal achievements in the workplace. High job satisfaction is the feeling of satisfaction or the general satisfaction with the overall performance. High internal motivation specifies the amount of satisfaction and motivation an employee will obtain from the work itself. High work effectiveness is described as the employees' feeling that their work has made a difference.

The final segment of the job characteristics model is made up by the moderators. The moderators are skill and knowledge, growth-need strength, relate to overall motivation, and context satisfaction. Skill and knowledge involves employees having enough skills and knowledge to perform a job efficiently. Growth-need strength is the

need for substantial learning, self-direction, and personal accomplishment in the workplace. The variable that focuses on how a person is feeling about their work environment is the context satisfaction variable. This deals with supervision, pay, job security, relationships, and co-workers.

Conclusion

The principle of the literature review was to provide a complete review of the available literature surrounding the topic of motivation in the workplace. As the academic journals, theories and texts on employee motivation I have mentioned have analysed and researched this topic, there is still a range of employee motivation to be explored. I have gathered a number of themes looking at the above studies of employee motivation and retention, such as culture of the organisation, positive relationships, working environment, pay and remuneration, family support, support from supervisors, flexibility, training and development, and reward system. A number of other themes derive from theorists such as Herzberg's intrinsic motivators and extrinsic hygiene factors, and Maslow's hierarchy of needs structure including physiological and safety needs, esteem, belongingness, and self-actualisation. McClelland's theory stated that motivational factors for employees' were achievement, power, and affiliation. Whereas the themes that developed from Hackman and Oldham's Job Characteristics Model were skill variety, task identity, task significance, autonomy, and feedback. Each employee values and perceives motivational factors differently and the degree of this can simply be distinguished through the outcomes of researcher's facts, findings, and collection.

Methodology

Introduction

Drew (1980) describes research as a 'systematic way of asking questions, a systematic method of inquiry', although there is no general or universal definition of research. In order to carry out any type of research it entails a number of steps being carried out using a scientific methodology. The principle of any research is to discover what the answers are to certain questions and to collect abiding knowledge (Mark, 1996). Graziano and Raulin (2010) describe scientific research as a more formalised, accurate, deliberate, and reliable way of everyday thinking and thoughts.

Research Objectives and Aims

It was an aspiration to study employee motivation and retention and the factors leading to both motivation and retention, therefore research was conducted on the appropriate literature containing the areas of motivation and retention. This chapter will look to display how the study was performed and reveals the primary limitations of the study. While executing the research for the literature review, the research questions became clear and these research questions are:

- Investigate what motivational factors are present in Dublin Bus.

- Why are employees motivated by these factors?

- Do these factors influence their commitment to the organisation?

- The primary objective of this research is to explore the motivational factors and the role it has to play on the retention of employees.

This will be accomplished through primary research of Dublin Bus. By doing this, research must be done on the major motivators for employees, and if there are any, are these factors linking to employee retention and organisation commitment and loyalty.

Research Philosophy

According to Saunders et al (2007), epistemology is one of the central areas of philosophy and it looks at the area of knowledge regarding the field of study. The opinion of people has changed over time regarding the nature and reality of knowledge. As a direct result of flaws in previous paradigms, new paradigms have arisen. Kuhn (1962) states that paradigms are scientific accomplishments recognised all over the world that present model solutions and problems to community practitioners. People believed that there was just one research paradigm, and this paradigm is known to us as natural sciences to make sure it is distinguished from social science. The development of social sciences was the beginning of the second research paradigm and this paradigm was recognised as Interpretivism, which is perceived that social reality is not unbiased. Nevertheless it is extremely biased as it is shaped around our knowledge and understanding (Collis & Hussey, 2009). The research conducted by Collins and Hussey (2009) was implemented in a positivistic approach. Bryman

and Bell (2007) describe positivism as an epistemological situation that supports the application of the process of natural science to the research of social reality. The foundation that reality isn't attached to people and the goal is to find theories from empirical research supports positivism. Collins and Hussey's philosophical approach states that applying 'logical reasoning so that precision, objectivity and rigour underpin their approach, rather subjectivity and intuitive interpretation' will be used to formulate a well thought-out methodology with the objective of developing statistical analysis.

Research Approach and Outcomes

There are two primary research approaches that are used and they are; inductive and deductive research, and Cohen (1989) states that these approaches are a testable, organised set of concepts that try to predict or explain a social phenomenon. Blumberg et al (2008) mentions that the decision between an inductive or deductive approach primarily depends on the beginning and end of the research.

With hope, the consequence of this research will result in the accomplishment of the research objectives and supplying the hypotheses of the research. With the adequate amount of research reached, hopefully the target sample will give informative, accurate, and reliable data to obtain appropriate data for analysing. To obtain the appropriate outcome, suitable and relevant literature and theory in addition to the collected data must be used to prove objectives and hypotheses, and emphasise any missing gaps in the available literature in the area of research.

Quantitative and Qualitative Research

Although there are some weaknesses regarding quantitative research, it was more suitable than qualitative method. The qualitative method differs from the quantitative approach in many different aspects. The qualitative method can be inclined to focus on small samples instead of large samples, unlike quantitative research. Unlike quantitative researches, qualitative research does not attempt to change verbal symbols into numerical ones, as the data remains in the form of words used by the researcher to portray the images, environment, and activities observed. It attempts to get to the core of what led to choices, or decisions that were made, and how the selected choices came to acquire the form that they did.

When using qualitative research, sampling is usually purposive, which means the cases, or subjects chosen for examination are selected specifically, as a result of some typical interests to the researcher and his or her research topic. Researchers are not observing events, nevertheless they are likely to be involved in the process of the research as they play a key part in the process itself. The researcher brings certain theoretical concepts and frameworks with them, which manipulates how they understand what they uncover. The researcher then examines the data in an approach that requires their own understanding of the results, depending on the interaction between theoretical foregrounding before the data generation, understanding, experience, and certain coding techniques that the researcher has created to synthesise and analyse data. Denzin and Lincoln (1994) state that qualitative research is multi-method in focus and it involves a naturalistic, interpretive approach to its topic. The use of multiple methods represents an effort to build an in-depth interpretation of a phenomenon, along with the acknowledgment that the objective reality will never be fully detained. Qualitative research is not hinged on methodological and theoretical concept (Flick, 1998). The approach's strong point, on the other hand, came from the varied approaches to qualitative research being used around the world today. Unlike quantitative research, 'Qualitative research is concerned with collecting and analysing information in many forms, chiefly non-numeric (Blaxter, Hughes, & Tight, 1999). When it is done correctly, qualitative research may involve the planning of an approach that manages the complexity of the body being studied. On this subject, the body of study isn't condensed to single variables, however it is studied in all of its complexity (Flick, 1998).

Again, unlike quantitative research, people and exceptional situations are often the focal point of a qualitative research. The researcher can develop new interpretations, extend or modify existing theoretical frameworks, or develop new theories, while the aim of the research can be to support, examine, or refute prior theories. The qualitative researcher looks for examples of both unforeseen and expected relationships in the data, and they are contrasted and compared. Qualitative research identifies the researcher's dealings with the research topic as part of the creation of knowledge process. The researcher's consideration on their own study actions become a constituent of the research project.

Often, qualitative research and data are depicted as 'exploratory', 'inconclusive', or 'soft'. This only implies if the use of a certain method can guarantee the findings of the study investigations. However, this is unmistakably unrealistic. Through scientific history, quantitative method was highly relied on by researchers for the generation of theories, only for some theories to be later rejected. There is no method that is 'conclusive', by which is meant that the conclusion of the study is universal, definitive, or eternal. Improvements can always be made on explanations and research is an on-going procedure, optimistically expanding the people's knowledge of the social world. Some occurrences, for example, a workforce, or an organisation's level of sales, can be quantifiable. Organisational structure and culture for example are less likely to be quantifiable. Being able to count things does not allow it to be more accurate, more precise, or more realistic. It is simply a method in which human beings are compatible with in the world. More often, individuals must understand strategy and action from the actors and thinkers point of view. People think and act through language which is the social symbols that are extended and passed on through each generation. Therefore, sometimes it more appropriate, more precise, and more realistic to define social action regarding verbal symbols. Nevertheless, Best and Kahn (1989) state that neither a quantitative nor a qualitative research method is better than the other, and they are both elite. Similar to any other instrument, methodology is neither good nor bad, as its real value is determined by the understanding and skills of researchers moulding and using it in their search for answers to distinctive research questions they want to find. Ultimately, an understanding of what quantitative can achieve, what its limitations are, what it is, and what distinguishes it from qualitative research, is particularly helpful.

Choosing Quantitative Research

The main issue a researcher should handle is whether to use quantitative or qualitative methods in order to complete a research study. According to Firestone (1987), quantitative research is used to describe the reason for changes in social facts, mainly by quantitative analysis and objective measurement. The quantitative method can be found in the positivist approach as social phenomenon is believed to emerge neutrally. This research method can also be viewed as a simple way of collecting data from a large number of people; however it can be time consuming. As this study will be conducted on the foundation of questionnaires, the research will be based on

quantitative methods. The reason for this derives from the literature and theorists involved in quantitative and qualitative research and also the author's own personal choice. There was a trend of preferred use of quantitative research method noticed through research of studies conducted previously regarding employee motivation and retention.

Using the quantitative approach can provide data that can be conveyed in numbers. As the data is in the form of numbers, statistical tests can be applied in creating statements regarding the data. Statistical analysis allows the researcher to draw vital facts from the data, including demographics, preference trends, and differences between groups. Quantitative researches often make use of automated ways of accumulating data such as questionnaires. Using quantitative research results in obtaining descriptive data such as, developing a perception of a user population. However, difficulties arise when it comes to the population's interpretation. Developing a questionnaire as part of a quantitative research continues on from studies from other literatures to obtain a neutral collection of data. Burns (1992) mentions that quantitative research is a significantly objective method of research as the researcher is certainly unlikely to have an influence of the study as a result of their own values.

According to Morgan and Smircich (1980), the positivist paradigm that directs the quantitative research is based on the theory that social reality has an objective ontological arrangement, and people are reacting agents to these objective surroundings. Quantitative research entails the calculating and measuring of activities and carrying out the statistical analysis of a volume of numerical data (Smith, 1988). The primary concern regarding quantitative paradigm is that the measurement is valid, reliable, and can be generalised in its clear prediction of effect and cause.

Strengths of using quantitative methods include:

- Specifying clearly both the dependant and independent variables under investigation.

- Following a set of research objectives, reaching more objective conclusions, testing the hypothesis, and establishing the causality.

- The research problem is specific and has set terms.

- Minimising or eliminating any subjectivity of judgment (Kealey & Protheroe, 1996).

- Gaining large amounts of reliability of collected data as a result of controlled laboratory experiments, surveys, observations, or other types of research methods.

However, there are some weaknesses involved in using quantitative methods, and they include:

- Not having the ability to control the environment where the participants give the answers to the surveys.

- Not promoting the continuous and evolving investigation of the research.

- There are limited conclusions due to the structured format and closed questions.

- The research is provided with no information on the context of the state of affairs where the phenomenon happens.

Questionnaires

Primary data available to researchers depends on which research method is being used; quantitative, qualitative, or mixed method. Sekaran and Bougie (2009) state that primary data is information attained by the researcher on the 'variables of interest for specific purpose of study'. Primary data to use while researching includes interviews, observations, and questionnaires.

The primary source of data will come from the questionnaires as this is a quantitatively based research. Cameron and Price (2009) describe questionnaires as a set of fixed questions given to people in the same order. Questionnaires are a method to collect primary data whereby samples of people are questioned about their actions or what they think with regard to variables.

The format of the questionnaire were from an online survey provider; www.surveymonkey.com and were physically allocated to the sample participants in the research. The number of questions was kept to a minimum, and the questions

provided were kept short and concise, with multiple choice questions and rating scales to keep the interest of the participants in the questionnaire and to keep them focused on presenting valid and reliable answers. All questions were multiple choice questions giving an "other" option with an opportunity to write an alternative answer regarding the statement or question. The questionnaire followed the fundamental formation of quantitative research with many of the multiple choices being statements and the participants choosing the most suitable answer from a rating scale ranging from "strongly agree" to "strongly disagree". The questionnaires were based on a mixture of theories mentioned in the literature review. The initial section of the questionnaire was based around the respondent's gender, age, lengths of service with Dublin Bus, and how happy they are working for the organisation and how happy they are with the work they carry out. The next section of the questionnaire was based on Herzberg's two-factor theory, Maslow's Hierarchy of Needs structure, McClelland's Needs Theory, and Hackman and Oldham's Job Characteristics Model. The final section of the questionnaire is based on the employee's retention and commitment to the organisation. This section links in with the motivation section of the questionnaire, as it looks to determine what motivation factors are causing employee's to remain or depart from the organisation.

There was a pilot testing of the questionnaire carried out before beginning the primary research. There are many advantages for executing a pilot testing, as Saunders et al (2007) mentions that pilot testing can allow you to ensure your questionnaire makes sense. Pilot testing enhanced and improved the questionnaire, and it make certain that the questionnaire would be straight forward so that participants could complete it without difficulty so that no problems arise when the recording of the data is taking place. The quantitative questionnaire was dealt with in the suitable manner to attain the highest possible response rate, and to ensure that the devised questions would be appropriate in achieving the necessary research data.

Secondary Date

Sekaran and Bougie describe secondary data as information collected from sources that already exist. Secondary data has already been collected by someone and may appear in the form of unpublished or published data. Unpublished data may come from materials for academic use, and published data derives from sources that such as

books, census data, and archives that have already been published (Sekaran & Bougie, 2009).

Population and Sampling

Blumberg et al (2008) states that the sampling frame is related to the population as it is the elements from where the sample derives from. Ideally the list should be correct and complete, only consisting of population members. The need and importance of sampling can be viewed in research questions as there is no possibility of collecting data from a whole population, therefore selecting a sample is required. A fitting sample had to be established in order to complete the formulated questionnaire. The sample frame of this research consisted of Dublin Bus employees, more specifically bus drivers who operate from Phibsborough garage. The reasoning behind choosing bus drivers from Phibsborough garage was to gain the perspective of drivers from one of the largest and busiest working environment in Dublin Bus. This garage also consists of both male and female employees. The researcher intends to provide quantitative questionnaires to at least one hundred members of the sample frame from Phibsborough garage with the aim of gaining data relating to the research aims. Initially, one hundred and fifty questionnaires were handed out in the Phibsborough garage. There were three sealed boxes with a hole big enough for employees to submit their undertaken questionnaires. The boxes were secure so that no one could open them with ease. Out of the one hundred and fifty questionnaires, one hundred and eighteen drivers responded who were willing to participate in the questionnaire and submit it. Out of the one hundred and eighteen, eight of them failed to answer all questions correctly; therefore one hundred and ten of them were answered and submitted concisely and correctly. Sampling bias was avoided by ensuring that the respondents consisted of employees from varying length of service, age groups, and genders, in order to avoid representation.

The extent of the research sample only represents a small portion of the population working in Dublin Bus, nevertheless it is still big enough to reach the required data. Keeping this in mind, the research will not accurately represent one hundred percent of employees working for Dublin Bus.

Ethical Issues and Limitations

As this research was carried out, ethical issues played a significant role in attaining the trust of the sample that was used for the research data. The ethical principles must be abided by at all times to guarantee the confidentiality and anonymity of the participating sample and any data or information that the participants supply. Prior to handing out the questionnaires into Phibsborough garage, an e-mail was sent to Head Office in Dublin Bus, asking for permission to carry out the research (see Appendix Q). Included in the e-mail was gratitude for allowing the researcher to send in questionnaires, and summarize the ethical issues and how they would be handled to encourage any employee who may be hesitant regarding disclosing information. Ethical issues may include:

- Assuring the privacy of the participants.

- Confidentiality and anonymity will be present at all time for the participant, especially concerning any information participants give.

- Make sure that all participants are aware that it is a voluntary process and they can withdraw from participating.

- The researcher has no intention to question the dignity of any participant or embarrass any participant by asking them any conflicting or insightful questions.

Along with these ethical issues, there are some limitations regarding the research even though the research was organised with care and diligence. The initial possible limitation was that all data which was received was provided with honest answer in order to obtain the most precise results, while also recognising the value of the data received from the research sample. Howbeit, a limitation which derives from this may be analysing the questionnaire with untruthful answers. The second potential limitation is that the questionnaires may lack detail; there is less scope for participants to provide answers as the questions are fixed, and these questions can reveal how they truly feel about the topic.

Reliability and Validity

Kirk and Miller (1986) state that the reliability of a study or research is calculated by how comparable the results would emerge, if someone else carries out a similar research. They also mention that regarding validity, a major difficulty could be that the study cannot be controlled without any flaws. Regarding this research, the data from the questionnaires will differ, and this will be without a doubt depends on the participants. The reliability of the answers provided in the questionnaire can be affected by a number of factors. For example, the respondent's compliance to give precise information, their interest displayed acting as participants, and the relationship toward the researcher could have an impact on the reliability of the data.

Findings

Introduction

The objective of this chapter is to demonstrate the findings from the methodology chapter and assemble visual evidence of the outcome of the research. As mentioned above, this research was conducted using a quantitative research method, using questionnaires to collect the primary data needed. A total of sixteen questions completed the questionnaire which was handed out in the Dublin Bus Phibsborough garage to the bus drivers. The questionnaire was carried out on the questionnaire

provider www.surveymonkey.com (see Appendix R). The primary aim of the questionnaire was to strategically ask questions that related to the purpose of this research. Questions included establishing what motivation factors were present in Dublin Bus and whether or not these factors were employees' motives to remain in the organisation or their intention to leave Dublin Bus. The analysis and findings of the questionnaires will be displayed visually by using graphs and charts which are created using SPSS, to signify the collected data. The data will be presented on bar charts. These diagrams will be examined individually, and broke down in writing. Each question will be inspected individually one by one, examining the data.

Response Rate

One hundred and fifty surveys were initially handed out in Dublin Bus. However, one hundred and eighteen questionnaires were submitted and left in the box which the researcher provided. Out of the one hundred and eighteen questionnaires, one hundred and ten were fully completed and answered correctly. The eight unusable questionnaires were either blank or only partially completed with the majority of the questionnaire blank. Therefore, with one hundred and ten useable questionnaires out of one hundred and fifty, the response rate was 73.3%.

The Questions

Question 1 – Gender frequency

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	90	81.8	81.8	81.8
	Female	20	18.2	18.2	100.0
	Total	110	100.0	100.0	

Gender
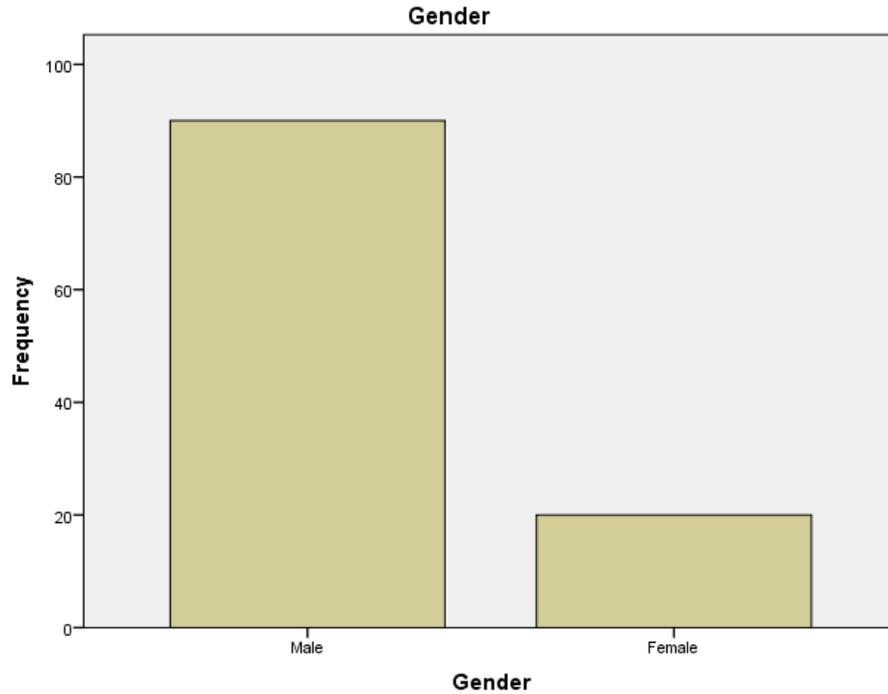
It can be seen here, displayed in the bar chart, that the majority of the respondents who took part in the questionnaire were male bus drivers. While attempting to gain an equal proportion of both male and female for the questionnaire was evidently going to be difficult, as the ratio of male to female bus drivers is significant in Dublin Bus. As it is exhibited in the pie chart above, 81.8% of employees who submitted the questionnaire completely and correctly were male and the remainder 18.2% were female.

Question 2 – Age frequency

Age of participant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	4	3.6	3.6	3.6
	25-34	14	12.7	12.7	16.4
	35-44	32	29.1	29.1	45.5
	45-54	36	32.7	32.7	78.2
	55 or older	24	21.8	21.8	100.0
	Total	110	100.0	100.0	

Age of participant
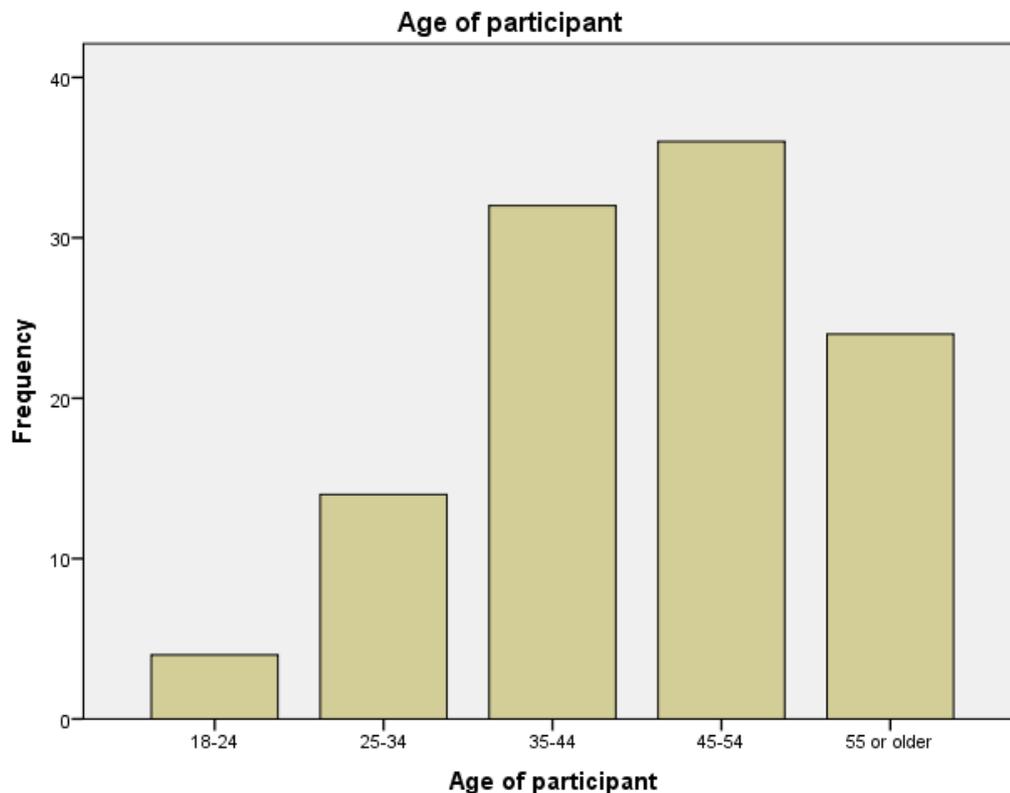
Presented in the above graph and table is the sample of respondents categorised under five age groups. Having this data gives the research excellent depth when the researcher must find out what motivates the employees, as the age will allow the researcher to attain the perspective of employees from a variety of ages. This is important as it is outlined in the literature review that different age groups value different motivation factors, for example Ghodrati & Tabar (2013) stated that newer employees view job security as a motivation factor. From the pie chart above, it can be seen that the majority of the respondents were between the ages of 45-55, this being 32.7% of the total one hundred and ten respondents. 29.1% of the respondents were between the age of 35 and 44, 21.8% of respondents were 55 or older, 12.7% were between the age of 25 and 35, and finally there were merely 3.6% of respondents between the age of 18 and 24.

Question 3 - Years of employment frequency

Years of employment

	Frequency	Percent	Valid Percent	Cumulative Percent

34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	15	13.6	13.6	13.6
	6-10	24	21.8	21.8	35.5
	11-15	38	34.5	34.5	70.0
	16 or over	33	30.0	30.0	100.0
	Total	110	100.0	100.0	
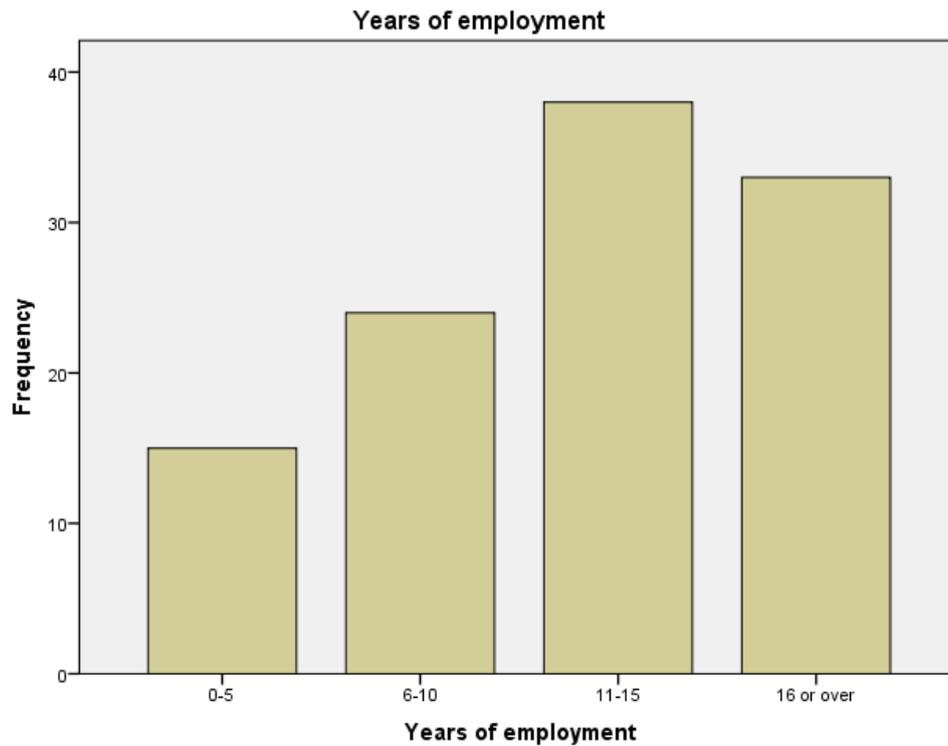
The employee's length of service in Dublin Bus is shown on this bar chart and table. It is exhibited here that the majority of bus drivers who responded to the questionnaire are employed by Dublin Bus for more than eleven years but less than fifteen years, consisting of 34.5% of the respondents. 30.0% of the respondents have been employed by Dublin Bus for 16 years or over, this being 33 respondents out of the 110. 21.8% of the respondents have been employed by Dublin Bus for 6-10 years, and 13.6% of the respondents have no more than 5 years length of service for Dublin Bus.

Question 4 – Frequency of satisfaction working for Dublin Bus

Satisfaction working for Dublin Bus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely happy	10	9.1	9.1	9.1
	Very happy	57	51.8	51.8	60.9
	Moderately happy	30	27.3	27.3	88.2

Slightly happy	10	9.1	9.1	97.3
Not happy	3	2.7	2.7	100.0
Total	110	100.0	100.0	

Satisfaction working for Dublin Bus

This question was designed to find out how happy the respondents are working in Dublin Bus. It is important to first establish how happy the employees are before questioning them about their motivations as they may not be happy at all and have no motivation in Dublin Bus. Nevertheless, the bar chart and table declares that over half of the respondents are extremely happy working in Dublin Bus with their contribution consisting of 51.8% of the of the respondents. 27.3% of the respondents are thought to be moderately happy with working in Dublin Bus, this being 30 out of the 110 respondents. 9.1% of the respondents said they are extremely happy and another 9.1% said they are slightly happy, with 2.7% of the respondents saying they are not happy at all. With mixed responses here, it brings anticipation to mixed responses regarding motivation factors.

Question 5 – Frequency of satisfaction for the work you do

Satisfaction for the work you do

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I really enjoy it	6	5.5	5.5	5.5
	It's enjoyable	74	67.3	67.3	72.7
	I don't enjoy it	17	15.5	15.5	88.2
	I really dislike it	13	11.8	11.8	100.0
	Total	110	100.0	100.0	
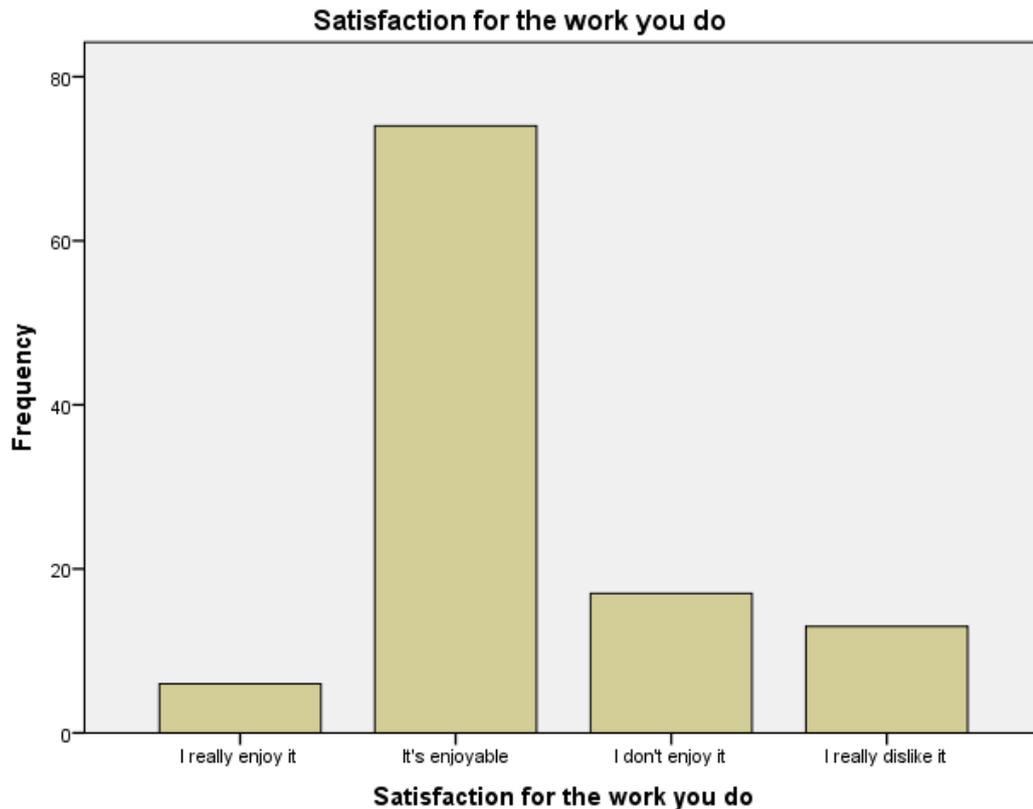
The bar chart and the table above express how enjoyable the work they do for Dublin Bus is. This question differs from how happy they are in Dublin Bus as they may enjoy the work they do but they could be unhappy in Dublin Bus, or vice versa. It is very apparent that the majority of respondents here find the work they do for Dublin Bus, which is driving a bus, simply enjoyable as 67.3% of the respondents are in this category. 15.5% of the respondents said they do not enjoy the work they do for Dublin Bus, this being 17 of the 110 respondents. 11.8% said they really dislike the work they do, and only 5.5%, which is 6 respondents, said they really enjoy the work they do.

Question 6 – Frequency of participants working toward growth or promotion

Working toward growth or promotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	66	60.0	60.0	60.0
	No	44	40.0	40.0	100.0
	Total	110	100.0	100.0	

Working toward growth or promotion
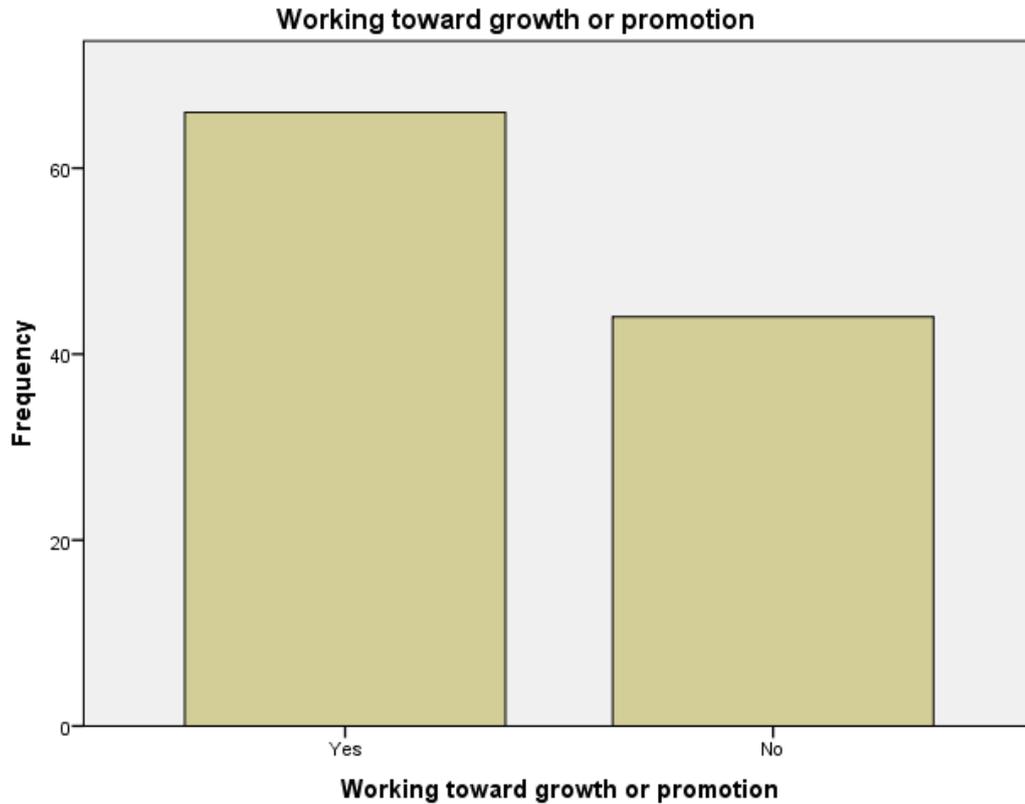
This question was based on Herzberg's intrinsic variables within his theory, as growth or promotion in the organisation can be a motivator for individuals. It is important for the researcher to touch on each theory from the literature review in the questionnaire. As it is displayed in the bar chart and table above, 60.0% of the respondents are working toward growth or promotion within Dublin Bus, and 40.0% of the respondents are not working toward growth or promotion. This shows that the majority of bus drivers who participated in the questionnaire are seeking to be more than a bus driver in Dublin Bus.

Question 7 – Frequency of participants who are motivated by the work itself

The work itself motivates you

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Agree	18	16.4	16.4	16.4
	Neutral	52	47.3	47.3	63.6
	Disagree	30	27.3	27.3	90.9
	Strongly disagree	10	9.1	9.1	100.0
	Total	110	100.0	100.0	

The work itself motivates you

From the bar chart and table above it is clear that not one respondent strongly agrees that the work itself, which is driving buses, is a motivation factor for them. 16.4% of the 110 respondents, which is 18 of them, said that they simply agree that the work itself motivates them. The majority of respondents returned the questionnaire with a neutral response for this question, this being 52 respondents (47.3%). The second highest number of respondents answered this question with 'disagree'. This being 27.3% disagreeing that the work itself is a motivator for them. Finally, 9.1% replied with a 'strongly disagree' answer, this being 10 of the respondents believing that driving a bus is definitely not a motivation factor for them.

Question 8 – Frequency of participants motivated by pay and financial benefits

Pay and financial benefits motivate you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	1.8	1.8	1.8
	Agree	16	14.5	14.5	16.4
	Neutral	48	43.6	43.6	60.0
	Disagree	42	38.2	38.2	98.2
	Strongly disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	
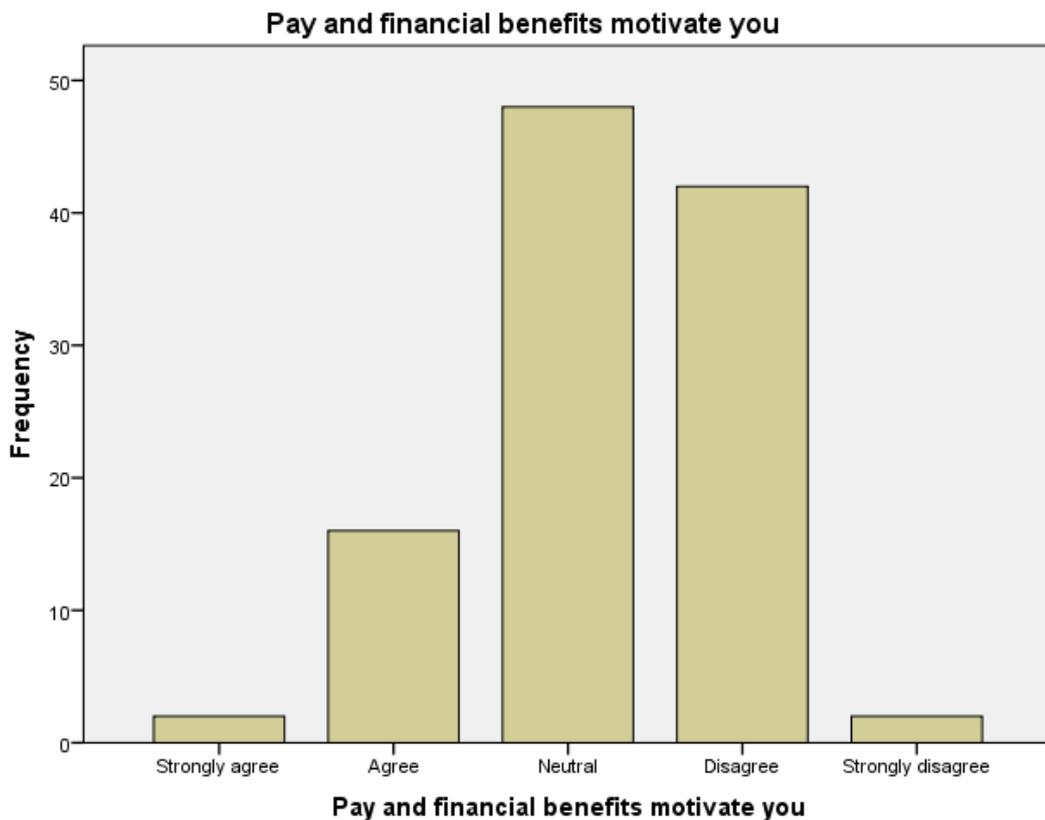
The bar chart and table above represent the respondent's thoughts on the pay and financial benefits in Dublin Bus, and whether or not it is a motivation factor for them. Again, the majority of respondents answered with 'neutral', this being 43.6% of respondents. Closely behind was the 'disagree' answer with 38.2% saying that they disagree that the pay and financial benefits are a motivation factor for them in Dublin Bus. Merely 14.5% of respondents say they agree that they are motivated by pay and financial benefits in Dublin Bus. The remaining 3.6% of respondents is divided in half, as 2 respondents (1.8%) each replied for strongly disagree and strongly disagree.

Question 9 – Frequency of recognition and acknowledgement received

You receive recognition and acknowledgement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once a month	1	.9	.9	.9
	Every few months	25	22.7	22.7	23.6
	Never	84	76.4	76.4	100.0
	Total	110	100.0	100.0	
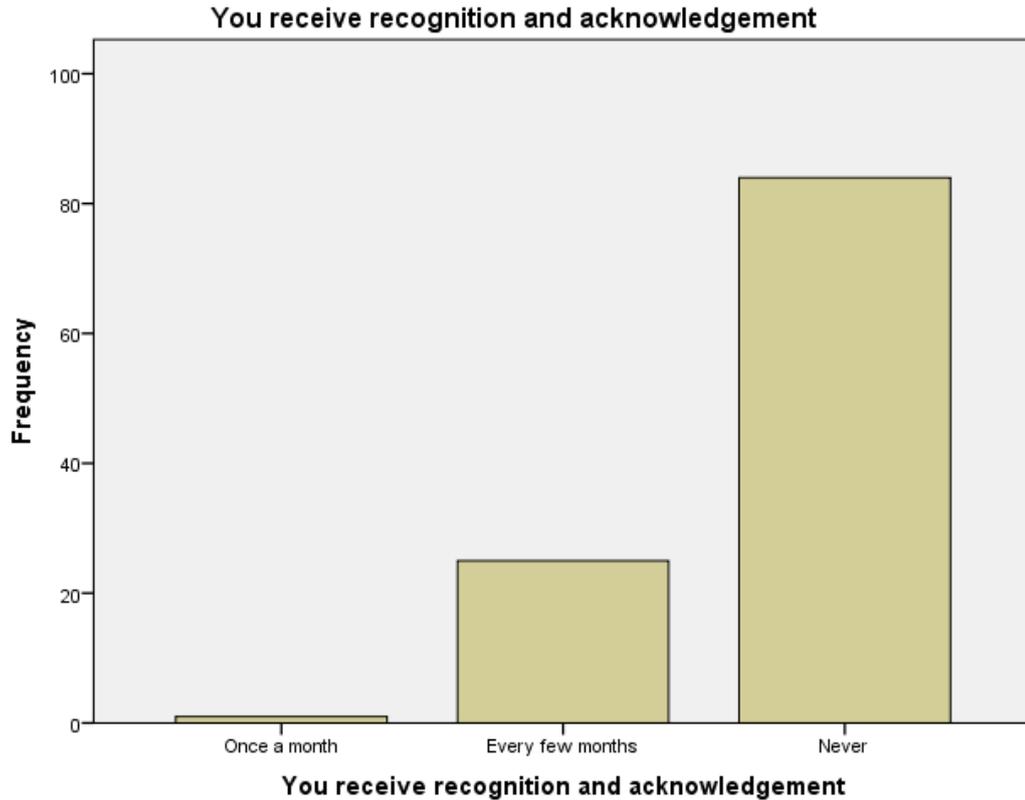
This bar chart and table evidently displays that almost all respondents do not receive any recognition or acknowledgement in Dublin Bus whatsoever. 84 respondents (76.4%) said they never receive any recognition or acknowledgement. Only 22.7% answered with 'every few months', and just 1 respondent (0.9%) said that they receive acknowledgement or recognition once a month, leaving the remaining two options with not one answer for each from 110 respondents. Not one respondent receives recognition every day or even once a week.

Question 10 – Frequency of participants that feel secure in their job

You feel secure in your job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	94	85.5	85.5	85.5
	Not really	16	14.5	14.5	100.0
	Total	110	100.0	100.0	
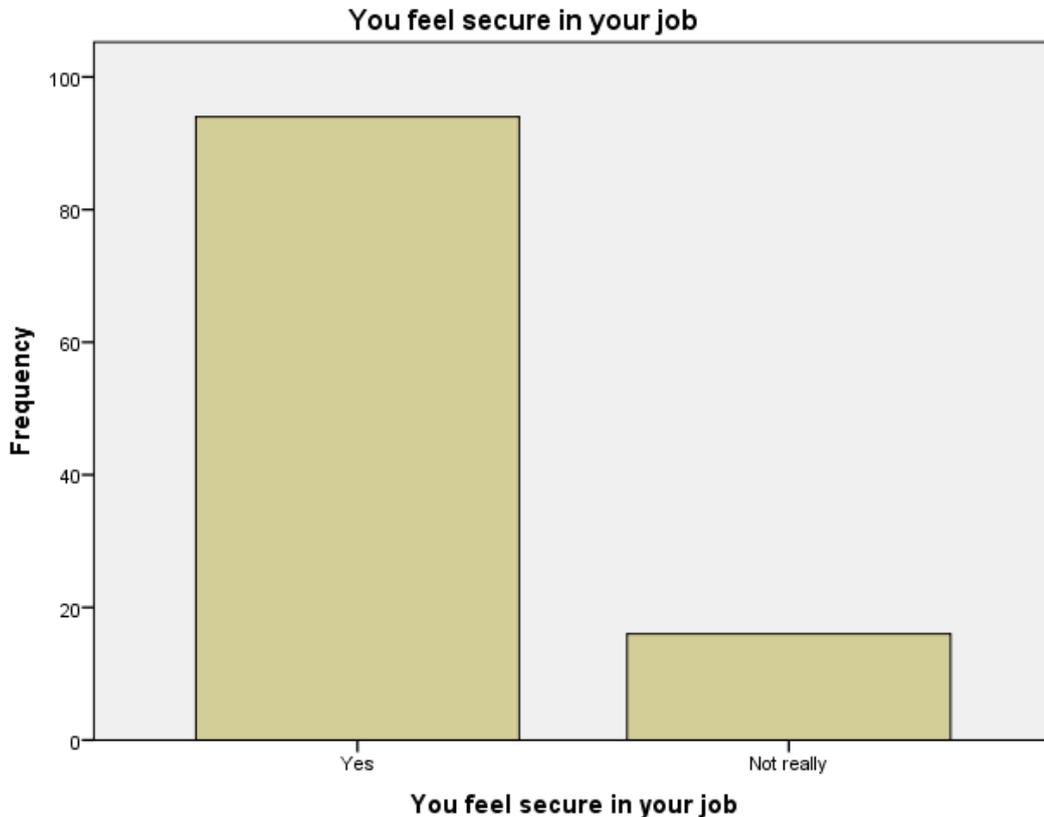
This chart and table illustrates another unbalanced outcome, however it is these responses that allow the questionnaire to become more interesting. An astonishing 85.5% of respondents answered with 'yes', believing that they do feel secure in their job. The other 14.5% of the respondents said they had a neutral feeling about being secure in their job. Not one respondent answered with 'no' or 'N/A to this question'. This shows that there is a strong feeling by the bus drivers who responded about the how secure they feel about their job.

Question 11 – Frequency of participants who find there are positive working conditions

There are positive working condition in Dublin Bus

	Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	70	63.6	63.6	63.6
	Neutral	30	27.3	27.3	90.9
	Disagree	10	9.1	9.1	100.0
	Total	110	100.0	100.0	

There are positive working condition in Dublin Bus
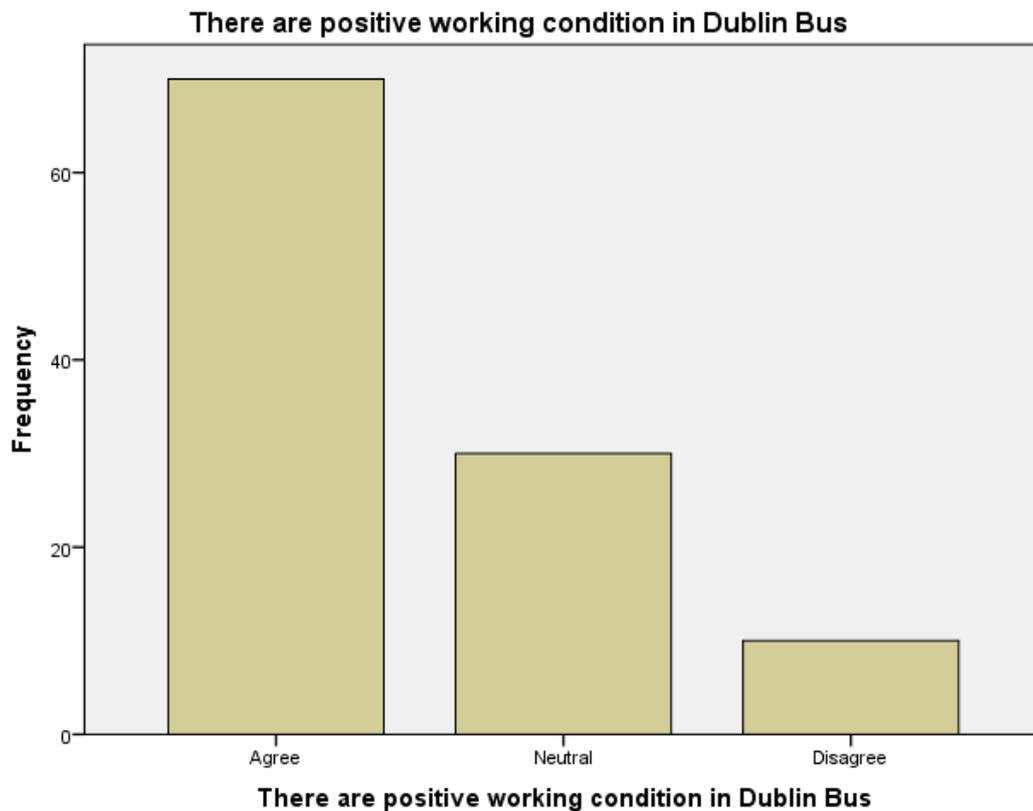
Again, linking these questions back to the literature review was a key aspect of the questionnaire. This question focuses on the working conditions for the bus drivers. 70 respondents (63.6%) replied with agreeing that they worked with positive working conditions. 27.3% of the respondents said they have a neutral feeling toward the working conditions in Dublin Bus. 10 respondents (9.1%) replied with a 'disagree' answer, meaning that they do not feel they work with positive working conditions. Finally, there was not a single answer for 'strongly agree' or 'strongly disagree' meaning that none of the respondents feel strongly about the working conditions

Question 12 – Frequency of opinion on the organisation culture

The organistaion culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	27	24.5	24.5	24.5

	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	32	29.1	29.1	53.6
Negative	51	46.4	46.4	100.0
Total	110	100.0	100.0	
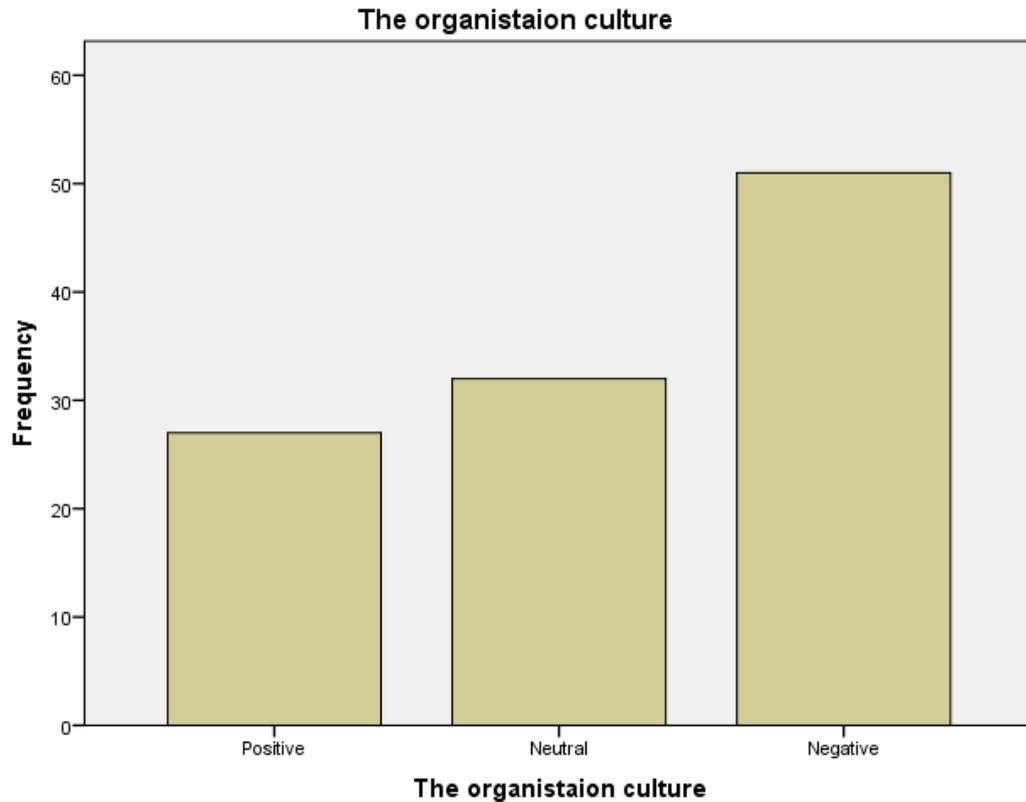
The organisation culture is another aspect of employee retention mentioned in the literature review as the culture of an organisation can have a positive or negative impact on an individual, leading them to exit or remain in the organisation. The table and bar chart above display that the majority of the respondent have a 'neutral' feeling toward the culture in Dublin Bus as 46.4% answered with this. 32 respondents (29.1%) said there is a negative culture in Dublin Bus, and 27 respondents (24.5%) answered with 'positive', meaning the minority of respondents feel there is a positive culture.

Question 13 – Frequency of training and development received

Training and development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Continuously	84	75.0	76.4	76.4
	Every so often	18	16.1	16.4	92.7
	Rarely	6	5.4	5.5	98.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	2	1.8	1.8	100.0
	Total	110	98.2	100.0	
Missing	System	2	1.8		
Total		112	100.0		

Training and development

Training and development
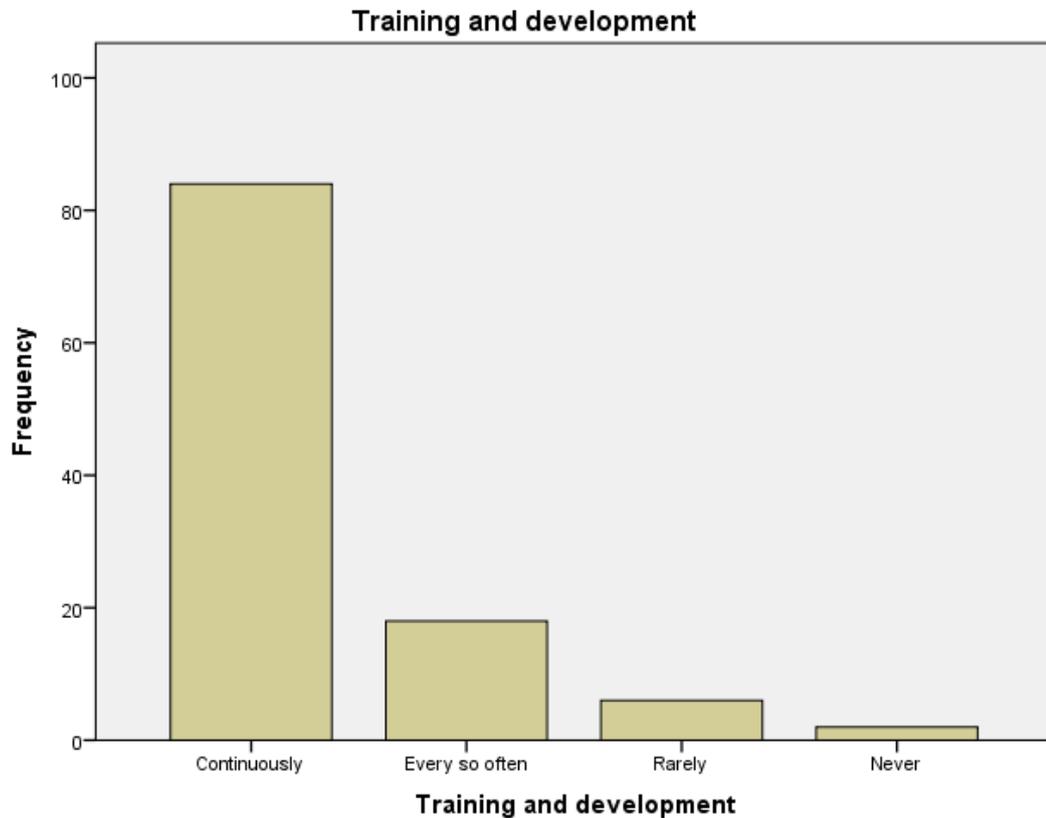
The table and bar chart above illustrate whether or not Dublin Bus drivers receive any training and development within the organisation. It is clear that the most popular answer was 'continuously', meaning that most respondents said they receive training and development. 84 respondents (75.0%) from 110 answered with 'continuously'. 16.1% of the respondents only receive training and development every so often, while 5.4% rarely receive it, and 1.8% never receive it.

Question 14 – Frequency of feedback received

You receieve feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	5	4.5	4.5	4.5
	Rarely	16	14.5	14.5	19.1
	Never	89	80.9	80.9	100.0

Total	110	100.0	100.0	
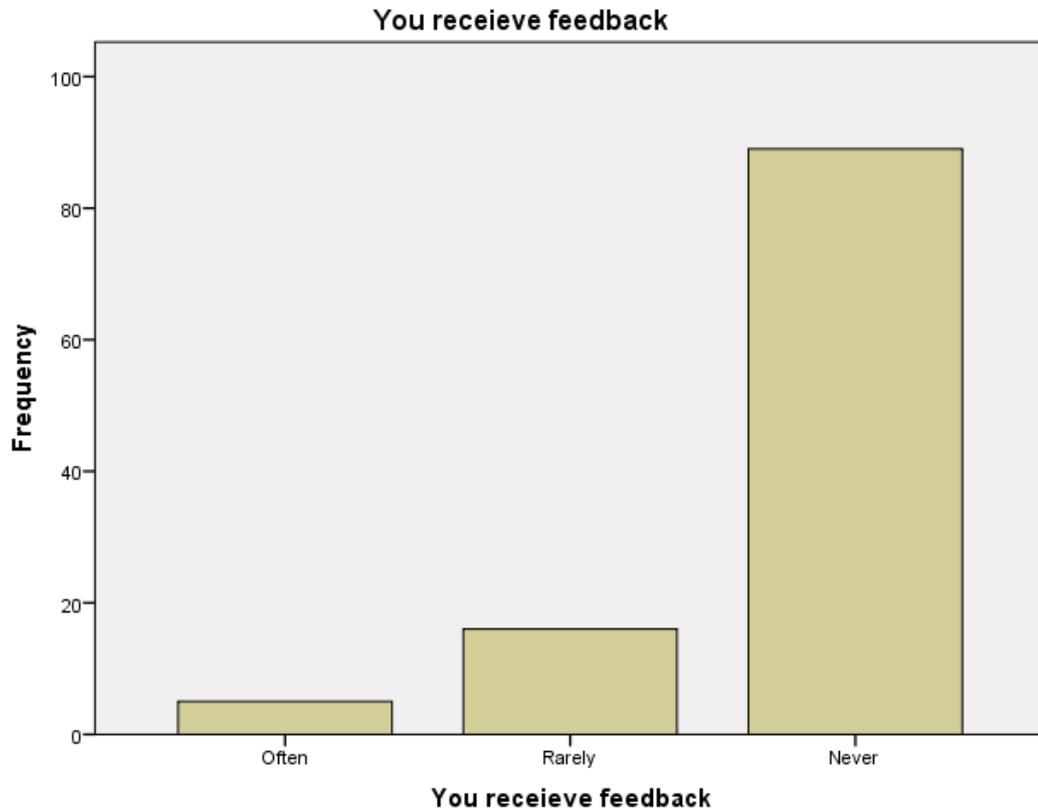
The outcome of this question is surprising as there is a significant distinction from each answer. It is clear that not even one respondent receives any feedback regarding the work they do for Dublin Bus. 4.5% of the respondents said they often receive feedback. 16 respondents (14.5%) answered with 'rarely', meaning they rarely receive feedback, and astonishingly, 89 respondents (80.9%) answered with 'never' as they do not receive feedback at all.

Question 15

You are motivated to remain an employee for Dublin Bus because of:
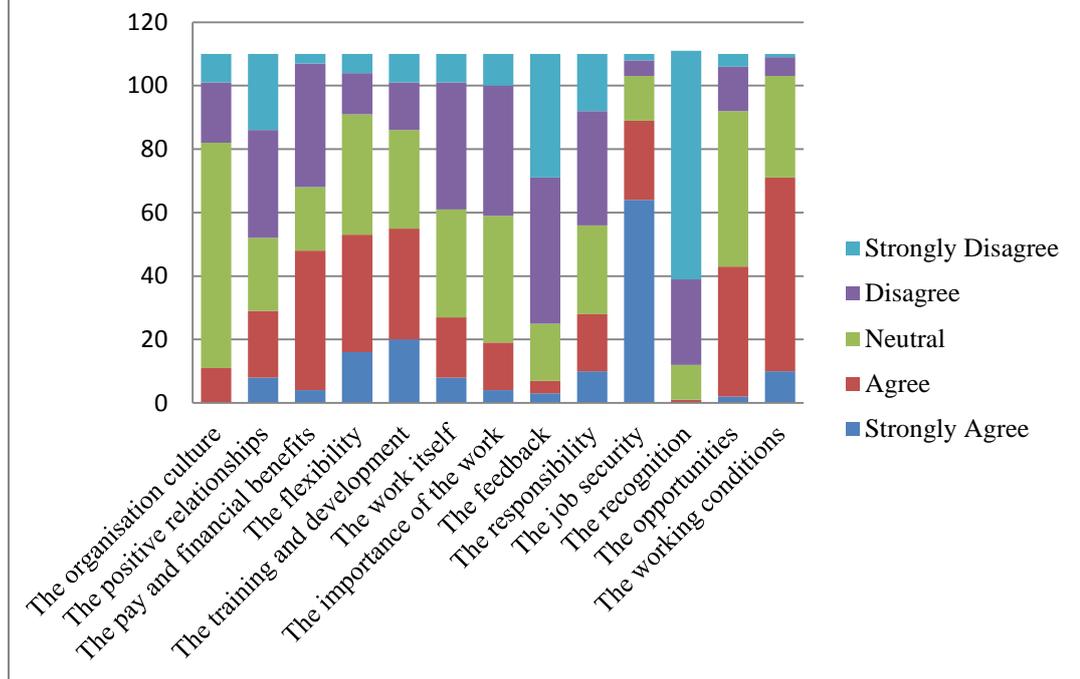
This question is the most significant question on the questionnaire as it signifies what factors motivate employees to remain in Dublin Bus and not look for another employer. All factors mentioned in this question derive from the theories mentioned in the literature review. A sense of job security is the primary factor that entices the respondents to remain an employee as 89 participants answered with 'strongly agree' and 'agree', with recognition being the main factor which does not entice them to stay in Dublin Bus as 99 employees responded with 'disagree' and 'strongly disagree'. The results will be analysed throughout the analysis chapter of the study.

Question 16 – Stay or leave?

Stay or leave?

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Remain an employee	102	91.1	92.7	92.7
	Leave the organisation	3	2.7	2.7	95.5
	N/A to this question	5	4.5	4.5	100.0
	Total	110	98.2	100.0	
Missing	System	2	1.8		
Total		112	100.0		
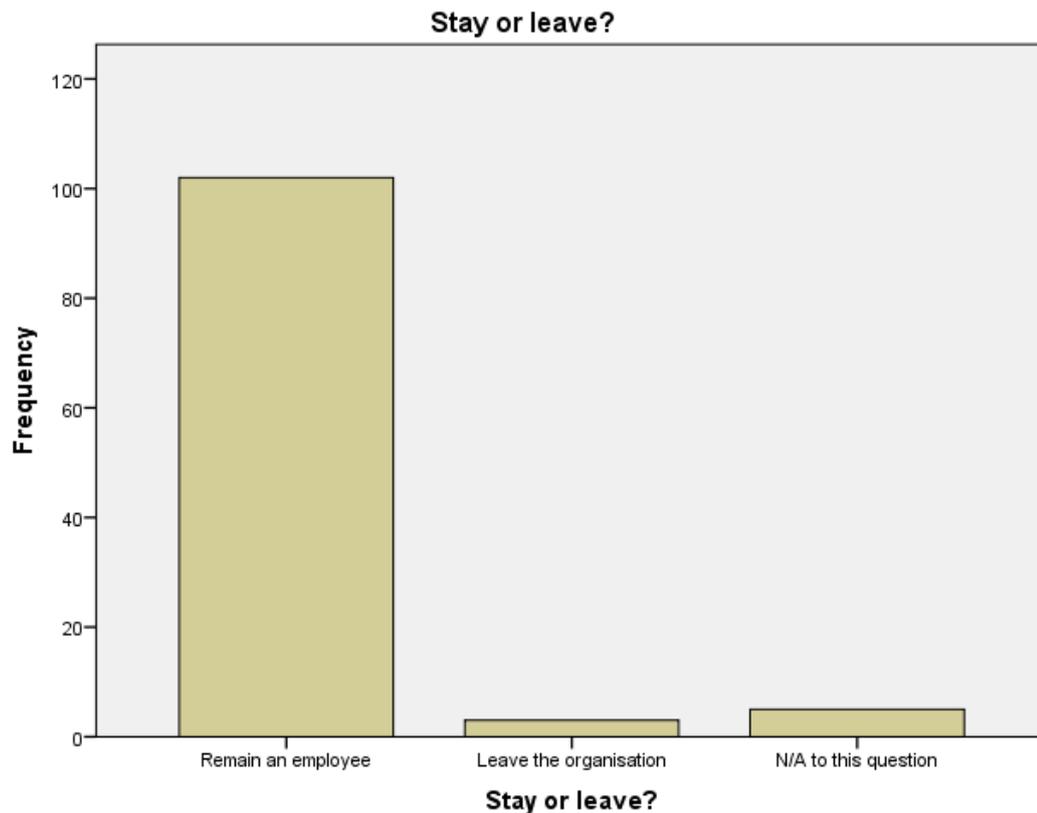
This was the final and ultimate question, establishing whether or not the respondents are looking to leave Dublin Bus or remain an employee. It is clear from the table and chart above that with 93% of the respondents answering with 'remain an employee', the majority of them want to remain loyal to Dublin Bus. Only 3 respondents (3%) out of 110 said they plan on leaving the organisation, and 5 respondents (4%) did not want to answer that question for unknown personal reasons.

Research Analysis

For the research to compile and conduct a successful analysis of this study, it is essential that the research aims which were set out at the beginning of the research and

mentioned throughout are engaged with and related to throughout the analysis chapter. The research objectives or aims set out at the beginning are as follows:

- Investigate what motivational factors are present in Dublin Bus.

- Why are employees motivated by these factors?

- Do these factors influence their commitment to the organisation?

- The primary objective of this research is to explore the motivational factors and the role it has to play on the retention of employees.

By researching a variety of literature and theories, and by looking at the findings, it is evident if employees are happy and what factors are motivating employees to remain in Dublin Bus.

Armstrong and Stephens (2005) outlines that the process of motivation consists of four stages; the individual is aware of unsatisfied needs which leads to the development of objectives which then must be acted on to achieve the goals. Employee motivation can be manipulated somewhere in between. Employee motivation can also be separated into intrinsic and extrinsic motivation factors as it is mentioned in the literature review.

The researcher asked certain questions within the quantitative questionnaire, in order to collect primary data, which can be linked with attempting to discover what motivates employees to remain loyal to the organisation. As the questionnaire was created to extract primary data and research from a research sample, the questions will assist in attaining the goals of the research. While certain questions in the questionnaire may be pivotal in attaining the research objectives, all questions were created to help the researcher to develop a clear and concise perception of retention in the workplace, and the influence that employee motivation has on this area.

Cohen's Kappa

The researcher will be using Cohen's Kappa to measure the level of agreement from the findings. This test was conducted through the use of SPSS. Landis and Koch (1977) state that the values of Kappa from 0.40 to 0.59 are seen as moderate, 0.60 to 0.79 are seen as substantial, and above 0.80 is outstanding. The majority of statisticians

want Kappa values to be a minimum of 0.6 and usually higher that 0.7 before declaring a good level of agreement.

A more defined list of the interpretation of Kappa is as follows (Landis & Koch, 1977):

Kappa	Interpretation
< 0	Poor agreement
0.0 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

Results Analysis

The work itself

To support the research objectives, each question from question 5 to question 15 all link with question 15. Each question from 5 to 15 is questions based on the theories and literature mentioned in the literature review. Questions 5 to 7 were to establish whether or not the respondents enjoyed driving a bus as their work and whether it motivated them. Question 5 is the initial question that links together with question 15 as it is evident that question 15 is questioning if the work itself is a motivation factor for the respondents to remain a Dublin Bus employee. Even though 74 (63.6%) respondents said that the work is enjoyable, Appendix A shows that 44.6% of the respondents ('disagree' and 'strongly disagree') said it is not a motivation factor for them to remain a Dublin Bus employee. displays that 49 participant's responded saying that the work itself did not motivate them to remain loyal. Similar to question 7 which can be seen in Appendix A, 18 respondents find the work itself simply motivating.

It is evident from the table below that the value is 0.16, which is below 0.6, which is a slight agreement from male and female participants that the work itself simply motivates them. View appendix B for more detail.

 Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.016	.016	1.154	.248
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Even though there was a slight agreement that the work itself motives the participants, there is poor agreement that the work itself motives employees to remain an employee in Dublin Bus as the value is 0.000 which is a poor agreement. View Appendix A for more detail.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.000	.018	.000	1.000
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Growth and opportunities

Question 6 is based on this declaration and it questions employees whther they are working toward promotion or growth in the organisation. 60% of the respondents are aiming for growth or promotion and 40% are not. Appendix C and D display that the majority of the respondents working toward growth are all male between the age of 35-44 (48.5%). Again, this question links together with question 15 as it questions the respondents if the opportunites for growth in Dublin Bus entices them to commit to Dublin Bus. Appendix E shows that 37.8% of male respondents agreed that it a motivation factor for them remain an employee, with just 15.5% disagreeing. 9 (45%) female respondents agreed that it enticed them to commit. Nevertheless, many respondents (44.5%) answered with 'neutral' (Appendix E).

Below is a table measuring the level of agreement of gender looking for growth or promotion in Dublin Bus. However the level of agreement is poor as it is 0.083 which is below 0.6.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.000	.083	.000	1.000
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Consequently, the level of agreement between gender and motivation to remain an employee as a result of opportunities and growth is lesser, with the value of 0.019.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.019	.020	.916	.359
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Pay and financial benefits

The results from question 8 were predominantly neutral from male and female (43.6%) and just 16.3% of the respondents saying pay or financial benefits motivated them ('strongly agree' and 'agree'). However, question 15 questions if pay and financial benefits entices them to commit to the organisation. The result was quite evenly split, with 43.6% ('strongly agree' and 'agree') saying it persuades them to remain a Dublin Bus employee, and 38.2% ('disagree' and 'strongly disagree') saying it does not motivate them to remain a Dublin Bus employee (Appendix F). Strangely, pay and financial benefits is not a motivator for the respondents, however it does entice most respondents to remain an employee. Pay and financial benefits primarily motivates respondents under the age of 44 who have served (Appendix G).

The table below demonstrates the measurement of agreement of age of participans and whether pay and financial benfits simply motivates them. It is clear that the value is 0.473 and this indicates that the measure of agreement is moderate.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.473	.062	8.894	.000
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Regarding the level of agreement of age of participants and whether or not pay motivates them to remain an employee, it is slightly lower that the table above. The table below displays that there is a fair agreement as the value is 0.259.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.259	.057	5.491	.000
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Recognition and acknowledgement

Nevertheless, it became clear from question 9 that the respndents do not receieve any recognition or acknowledgement at all in Dublin Bus with 67 male and 17 female (76.4% of all respondents) saying they never receive any recognition or acknowledgement. Therefore, it is clear that recognition is not a motivator in Dublin Bus as they do not receieve any. Linking this question together with question 15, a combined 90% of respondents disagree and strongly disagree that recognition and acknowledgement motivates them to remain in the organisation (Appendix H).

Below is a table displaying the measure of agreement between gender and the recognition that is received. The measure of agreement is poor as the value is 0.000.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]
Measure of Agreement	Kappa	.000	.000	.
N of Valid Cases		110		

a. Not assuming the null hypothesis.

Identically to the table above, the table below displays the exact same information. The level of agreement is again poor between the gender and whether recognition entices the employees to remain an employee.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]
Measure of Agreement	Kappa	.000	.000	.
N of Valid Cases		110		

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Job security

Question 10 showed that 93 respondents feel secure in their job. 16 respondents don't really feel secure, and suprisingly, all respondents who are employed by Dublin Bus for under 5 years of employment answered with 'yes', regarding their job security. Neverthelss, it seems that the respondents who feel most secure in their job are the respondents who have served at least 11 years in the organisation, as 63.5% of respondents who have served over 10 years in Dublin Bus responded with 'yes' they do feel secure in their job (Appendix I). Question 15 will determine whether or not job security motivates the respondents to commit to Dublin Bus, and the response was not surprising. 80.9% of the respondents feel that the fact that they are secure in the job motivates them to remain a Dublin Bus employee. Again, it was primarily the employees with over 11 years service who are motivated by this, however not one the respondent under 5 years of employment are motivated to remain an employee for Dublin Bus even though they all answered with 'yes' when asked if they felt secure in their job (Appendix J).

The table below shows that there is a slight measure of agreement regarding the years of employment and job security as the value is 0.039.

Symmetric Measures

	Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.039	.021	1.614	.107
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The value shown in the table below differs from the table above as the value is -0.72 which is significantly low. This is a poor level of agreement as there is no agreement between all categories in years of employment toward job security being a motivation factor for the employees to remain an employee.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	-.072	.046	-1.710	.087
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The working condtions

The researcher of this study questioned whether or not the working conditions, including physical environment and legal rights etc., were positive and also whether the working conditions motivated them to commit to Dublin Bus. 63.6% of respondents, which was already mentioned, agree that Dublin Bus has good working condition for the employees and only 9.1% disagree with this. The 10 respondents who disagree were 8 male and 2 female respndents, and those who find the working conditions positive were 90% male respondents, with the remaining respondents answering with 'neutral'. Whether or not the working conditions were a motivation factor for the respondents to remain an employee was established in question 15; with 64.6% ('strongly agree' and 'agree') of respondents finding the working conditions in Dublin Bus a motivation factor to remain loyal and just 5.5% not finding it a motivation factor. The 5.5% were all 5 male and one female (Appendix K).

The table below displays the measure of agreement of gender toward working conditions. It is obvious that the agreement between male and female is poor as the value is -0.059.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	-.059	.022	-2.943	.003
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Similarly to the table above, the table below indicates the poor measure of agreement of gender toward working conditions being a factor for them to remain a Dublin Bus employee as the value is -0.047.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	-.047	.032	-1.610	.107
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The organisation culture

It is clear from question 12 that the majority of respondents have a neutral feeling toward the organisation culture. However, 24.5% of the respondents said there is a positive culture within Dublin Bus. 44.4% of these respondents were between the ages of 25-34. The 29.1% of respondents who found it negative were over the age of 44. Linking question 12 with question 15 will establish whether or not the culture motivates employees to remain a Dublin Bus employee. However, the largest response rate for the 'neutral' option in question 15 was for the organisation culture with 71 respondents answering with neutral. A symmetric measure was not needed for this question as the level of agreement is clearly poor with 71 respondents answering with 'neutral'.

Training and development

It is obvious from results of question 13 that there is continuous training involved for the work that the respondents do. Respondents from all age groups have said they

receive training continuously; however employees over the age of 55 only receive training every so often (Appendix L). It can be displayed in question 15 that 50% of respondents ('strongly agree' and 'agree') find the training and development in Dublin Bus a motivation factor to remain loyal, and just 21.8% did not find it a motivation factor, with the remaining respondents feeling neutral (Appendix M).

Below, the table reveals that the measure of agreement between the age of participants and whether they receive training is poor as the value is -0.063.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	-.063	.078	-.750	.453
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The level of agreement is slightly better in the table below than the one above, however the value is -0.091 which means there a poor agreement between participants in the age variable and whether they are enticed to remain an employee due to the training.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	-.091	.042	-2.089	.037
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Feedback

Question 14 illustrated that 80.9% of respondents (84.3% male and 15.7% female) never receive feedback regarding the work they do. Not one respondent receives feedback on a regular basis (Appendix N). Linking this with question 15; 77.3% of the respondents ('disagree' and 'strongly disagree') say they are not motivated by the feedback to remain an employee. This is clear as question 14 displays that there is very

little feedback given to the respondents regarding their work. Only 6.3% of respondents said the feedback motivates them to remain loyal, and all 6.3% were male respondents (Appendix O).

The table below displays the measure of agreement of participants who feel that the feedback entices them to remain an employee. It is clear that the level of agreement is poor as the value is -0.002.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	-.002	.004	-.178	.858
N of Valid Cases		110			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

The importance of the work

All factors have been mentioned above that were questioned in question 15 other than the importance of the work. The researcher did not use this question as an individual question; however it was added into question 15. 46.4% of the respondents ('disagree' and strongly disagree') disagreed that the importance of the work motivated them to remain loyal to Dublin Bus and just 17.2% strongly agreed and agreed. It was a mixture of all ages and gender in both the 'agree' and 'disagree' categories but primarily male who disagreed (Appendix P). Some employees merely feel that the work they do is important and that entices them to commit to Dublin Bus.

Stay or leave?

Finally, the last question was to establish whether the respondents wanted to remain an employee or not, prior to answering the previous questions. As established before, 102 (92.7%) respondents want to remain an employee in Dublin Bus even after not finding some of the motivation factors motivating. The 3 respondents who want to leave the organisation are 3 male. 3 male and 2 female did not want to answer this question (Appendix Q).

Once again, the measure of agreement of employees wanting to stay and employees wanting leave is poor as the value is 0.000. Nevertheless, this is clear as 102 employees want to remain an employee.

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.000	.050	.000	1.000
N of Valid Cases		110			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Discussion

This chapter seeks to discuss the results of the findings and relate them back to the literature review. The researcher will give explanation about how the final results backup what is said in the literature review through analysing the questionnaires. This

will establish whether or not the main motivation factors are affecting employee retention in Dublin Bus.

Question 5 and 7 are based on Herzberg's theory as the work itself is an intrinsic variable. However, the researcher established that work itself in Dublin Bus does not motivate them. This contradicts one aspect of the intrinsic variable in Herzberg's theory that the work itself can motivate employees.

Ramya, Ramya, & Md, (2016) mentioned that no growth opportunites can cause an employee to leave an organisation. The researcher found that most respondents are working toward growth or promotion. Consequently, this result supports what Ramya, Ramya, & Md (2016) mentioned, that no growth opportunites can cause employees to leave as 43 respondents said that opportunites and growth entics them to stay.

Question 8 derives from multiple researchers and theorist mentioned in the literature review; Ghodrati and Tabar (2013), Ramya, Ramya, and Md (2016), Kinnear and Sutherland (2001), Maslow's physiological needs, and Herzbergs extrinsic variables. These researchers and theorist all suggest that pay and financial benefits are a motivation factor for individuals. However, this research indicates that pay and financial benfits is not a prime motivator for the participants to remain an employee. This disagrees with what the researchers and Herzberg had to say as it is not a motivation factor for Dublin Bus drivers.

Question 9 derives from Griffeth, et al (2001), Herzberg's intrinsic variables, Maslow's self esteem needs, and Ghodrati & Tabar (2013). Each of these researchers and theorists propose that receiving recognition and acknowledgement can improve an individuals motivation and also increase retention. The results from question 9, and linking it to question 15, cannot be compared to what the thorists and researchers proposed as there is recognition does not exist accordning to the respondents.

Job security was drawn from Maslows safety needs, Herzberg's extrinisic variebles, and Ghodrati and Tabar (2013). The result of Ghodrati and Tabar's study illustrated that job security was a motivational factor for newer employees rather than employees who have served many years. That is not the case for this research as almost every respondent feels secure in their job. In essence, the outcome of this research differs to

the outcome of the study by Ghodrati and Tabar in 2013 as employees who served more time in Dublin Bus feel more secure.

Another one of Herzberg's extrinsic variables includes the working conditions. This variable is a hygene factors, which Herzberg suggests will motivate individuals and cause satisfaction. The results of the working conditions factor from this study supports Herzberg's extrinsic variable theory that it can motivate individuals.

Ramya, Ramya, & Md (2016) stated that retention of employees can be caused by the culture of an organisation. Hackman and Oldham's Job Characteristics Model also states that the culture, which forms values and influences behaviour, is a motivation factor for employees. However there was a very bleak response regarding this factor in this study. This is not the response the researcher was looking for, however it displays that that the organisation culture is or is not a motivation factor for employees to remain an employee.

Heathfield (2008) and Walker (2001) mentioned that training and development is essential for keeping employees loyal to the organisation. Supporting what Heathfield (2008) and walker (2001) said, it is clear from this study that training and development is a motivation factor for employees to remain loyal to an organisation.

It is understood from Hackman and Oldman's job characteristics model and Maslow's esteem needs that feedback can be a motivation factor. Nevertheless, this study will display whether it can cause the retention of employees. Hackman and Oldman, and Maslow's theory cannot be justified here as the respondents do not receive feedback in the first place, therefore it can't be established whether not they would be motivated to remain a Dublin Bus employee due to feedback given to them.

This factor derives from Hackman and Oldman's model, as they suggest that the importance of work can motivate individuals. Hackman and Oldman's theory was not supported in this case as the majority of respondents did not feel enticed to remain a Dublin Bus employee because of the importance of the work.

Recommendations

Recommendations

It is now clear from this study what motivates employees to remain loyal to a public service organisation; pay and financial benefits, flexibility, training and development, job security, the opportunities, and working conditions.

The researcher would recommend that Dublin Bus introduce certain strategies in order for the employees to remain in Dublin Bus not just because of the pay or the sense of job security. The implementations that the researcher recommends putting in place are as follows:

1. Enhance recognition: recognition may be difficult to give to over 400 bus drivers; however, a feedback system may be the answer to allowing the employees to be happy working for Dublin Bus, as it is evident that not all employees are happy working in Dublin Bus and the majority of them do not receive feedback or recognition. In the work process context, the primary indicators of recognition become apparent themselves as employees feel that they are recognised for their skills, professional qualifications, expertise, and ingenuity in the manner that they solve problems and perform their tasks. The following examples are methods for expressing recognition in the workplace toward work performance according to Brun and Dugas (2002) cited in Brun and Dugas (2008):

   - Consider the work process in employee performance evaluations.

   - Give personalised thank-you cards for the quality of service provided by the employer

   - Managers must recognise the expertise of each employee and give each employee duties at par with his or her expertise

   - Give out reward; set up programmes to reward excellent work or innovation

   - Encourage peer feedback on employees work and professional qualification.

2. Introduce a feedback system: The human performance system of process, input, output, feedback, and consequences that is carried out by people and is at the performer/job level of the entire system (Rummler & Brache, 1995). Feedback must be tailored to the individual while taking the individuals age, gender and length of service into consideration.

Managers and supervisors must take into consideration that Generation 'Y' are at ease using instant communication like text messaging and emailing. Taking this into account, the manager or supervisor could give feedback through email or other forms of technology. These methods may seem less 'personal' for some employees, however it is normal for Generation 'Y' employees. Employees who have been in the workforce longer than Generation 'Y' may not need as much feedback and also may want a more traditional feedback method like a face to face meeting (Baker, 2010).

In order to completely develop employees, the amount of feedback and the best method need to be appropriate for the individual receiving the feedback and not just the manager giving the feedback. When giving feedback it should give clear suggestions regarding the performance accomplished as well as the expected performance (Jawahar, 2006). The researcher recommends that Dublin Bus should evaluate how well an employee is performing and whether they are meeting the performance standards. Some research displays that the average company spends between one and three years creating a feedback system and they are still not satisfied with the outcome (Ridley, 2007). To benefit both the individual receiving the feedback and organisation giving it, the factors that are being reviewed need to be agreed upon and clear. Feedback must be narrowed down to a certain amount of clearly defined points and related to tasks directly. The primary objective of feedback is to enhance human capital or the company and essentially improve employee motivation.

The participants for this study are not motivated to remain an employee due to the responsibilities that they have. Employees should be given praise regarding their responsibilities and they should understand that they have a high responsibility transporting customers all over Dublin.

3. Exit interviews: even though the majority of participants want to remain an employee at Dublin Bus, the researcher still recommends that exit interviews are carried out if and when employees decide to leave. Employees will want to leave due to push and pull factors. Pilbeam and Corbridge (2010) believe that exit interviews are an essential process allowing the organisation to gather information about why individuals leave. This can have a positive effect on the

retention as the organisation can establish what areas they need to improve in the organisation. It is a chance for the employee to give feedback to the employer rather than the employer giving feedback to the employee like in the previous point.

Time Frame and Costs for the Recommendations

Recognition

Giving recognition to employees is a low cost way of rewarding. It does not cost anything to say thank you to the employees for the work they do. It will cost some amount of time to give recognition however, but it is worth it. The employees will feel motivated and appreciated. Sending an appreciation email to each employee does not cost anything only time, posting a notice on the board regarding the employers' appreciation for the employees only costs time and some resources such as paper; however it is very little cost. Teaching other managers or supervisors on how to give recognition will cost time and money for the organisation also.

Feedback and exit interviews

The most suitable time to give feedback is as soon as possible prior to an event or situation occurring. As time goes on managers and supervisors are more likely to interpret the situation differently as their memory fades. Feedback should be given to Dublin Bus drivers, every four months and no later. The feedback should be prepared some time before the meeting by manager or supervisor in order for the meeting to be a successful one. Similarly, exit interviews should be prepared for when employees decide to leave, and all exit interviews should be the same format.

Giving feedback and conducting exit interviews may cost a bit more than giving recognition to the employees. Feedback and exit interviews are an extremely marginal overhead for organisations as it requires just dedicated time from managers, supervisors and time from work for the individual, and some irrelevant transmission costs and resource costs for the use of paper for example. Nevertheless, the benefits of giving feedback and carrying out exit interviews outweigh the costs, especially in the long term.

Giving poor feedback however, can be costly for the organisation with no benefits. Poor feedback can result in work performances being diminished, talent not perceived to be rewarded or encouraged, and individuals' abilities are rarely made the most of. Employees may feel a degree of resentment toward the employer for not being completely respected or valued for their contribution to the organisation. These are costs to the organisation if poor quality feedback is given.

Conclusion

The research questionnaire which was carried out by the researcher was done by acquiring one hundred and ten responses from a variety of employees from various age groups, gender, and years of service. Quantitative questionnaire was used for analysing, to get an understanding and in-depth scrutiny of motivation and retention in the workplace. Carrying out this research has expanded the researcher's knowledge and understanding regarding employee motivation and retention. From what is written and the research that has been carried out, the researchers own personal opinions regarding the areas mentioned have broadened. The ability to apply certain theories of motivation compared to the researcher's own personal opinion has assisted the researcher to gain an understanding of the science behind the area of motivation and retention. Discussing and linking the various means of employee motivation and retention led to the conclusion of certain motivation factors being key retention factors in Dublin Bus. Employee motivation is a very broad area, and attempting to incorporate this with retention did not come easy.

Nevertheless, it is encouraging to receive so many questionnaires being completed and finding what motivated the bus drivers to commit to the organisation. The research aims were accomplished, as the motivation factors that are present in Dublin Bus were established, and whether these motivation factors influence the respondents to commit to the organisation.

Personal Learning Statement

As the researcher was able to conduct a full literature review and take applicable data from the research sample to achieve the research objectives there is a room for

improvement on what the researcher has done. The two areas the researcher would perform differently for future studies would be;

1. Broaden the range of studies

As it has been mentioned previously, there is a gap in the accessible literature regarding the area of an employee insight of retention and how it is affected by motivation factors. This could be an area that may be developed in the future by researchers to enhance the understanding of employee retention and the role of motivation in bringing it about.

2. Conduct a mixed method of research

Essentially, one the primary changes the researcher would make to this study would be to implement both quantitative and qualitative research. The option of having results of both methods would have been beneficial for this study and would have had more of a positive outcome on the data received. A mixed method research would have developed the research data and the employee's view regarding retention and motivation.

3. Make better use of SPSS

Initially, the researcher used Excel as a source to create graphs and tables, and to get percentages of statistics. Nevertheless, SPSS was the better software to use to gain in-depth analysis of the data received. Prior to using Excel and entering graphs and percentages, the researcher then began to use SPSS which cost the researcher some time.

Appendices

APPENDIX A

Crosstab

			The work itself motivates you				
			Agree	Neutral	Disagree	Strongly disagree	Total
Gender	Male	Count	13	43	24	10	90
		% within Gender	14.4%	47.8%	26.7%	11.1%	100.0%
		% within The work itself motivates you	72.2%	82.7%	80.0%	100.0%	81.8%
	Female	Count	5	9	6	0	20
		% within Gender	25.0%	45.0%	30.0%	0.0%	100.0%
		% within The work itself motivates you	27.8%	17.3%	20.0%	0.0%	18.2%

Total	Count	18	52	30	10	110
	% within Gender	16.4%	47.3%	27.3%	9.1%	100.0%
	% within The work itself motivates you	100.0%	100.0%	100.0%	100.0%	100.0%

APPENDIX B

Crosstab

			The work itself					
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Gender	Male	Count	7	16	33	27	7	90
		% within Gender	7.8%	17.8%	36.7%	30.0%	7.8%	100.0%
		% within The work itself	87.5%	84.2%	97.1%	67.5%	77.8%	81.8%
	Female	Count	1	3	1	13	2	20
		% within Gender	5.0%	15.0%	5.0%	65.0%	10.0%	100.0%
		% within The work itself	12.5%	15.8%	2.9%	32.5%	22.2%	18.2%
Total		Count	8	19	34	40	9	110
		% within Gender	7.3%	17.3%	30.9%	36.4%	8.2%	100.0%
		% within The work itself	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

APPENDIX C

Crosstab

			Working toward growth or promotion		
			Yes	No	Total
Gender	Male	Count	54	36	90
		% within Gender	60.0%	40.0%	100.0%
		% within Working toward growth or promotion	81.8%	81.8%	81.8%
	Female	Count	12	8	20
		% within Gender	60.0%	40.0%	100.0%
		% within Working toward growth or promotion	18.2%	18.2%	18.2%

Total		Count	66	44	110
		% within Gender	60.0%	40.0%	100.0%
		% within Working toward growth or promotion	100.0%	100.0%	100.0%

APPENDIX D

Crosstab

			Working toward growth or promotion		
			Yes	No	Total
Age of participant	18-24	Count	4	0	4
		% within Age of participant	100.0%	0.0%	100.0%
		% within Working toward growth or promotion	6.1%	0.0%	3.6%
	25-34	Count	14	0	14
		% within Age of participant	100.0%	0.0%	100.0%
		% within Working toward growth or promotion	21.2%	0.0%	12.7%
	35-44	Count	32	0	32
		% within Age of participant	100.0%	0.0%	100.0%
		% within Working toward growth or promotion	48.5%	0.0%	29.1%
	45-54	Count	16	20	36
		% within Age of participant	44.4%	55.6%	100.0%
		% within Working toward growth or promotion	24.2%	45.5%	32.7%
	55 or older	Count	0	24	24
		% within Age of participant	0.0%	100.0%	100.0%
		% within Working toward growth or promotion	0.0%	54.5%	21.8%
Total		Count	66	44	110
		% within Age of participant	60.0%	40.0%	100.0%
		% within Working toward growth or promotion	100.0%	100.0%	100.0%

APPENDIX E

Crosstab

| | | | The opportunities | | | | | |
			Strongly agree	Agree	Neutral	Disagree	Strongly agree	Total
Gender	Male	Count	2	32	42	11	3	90
		% within Gender	2.2%	35.6%	46.7%	12.2%	3.3%	100.0%
		% within The opportunities	100.0%	78.0%	85.7%	78.6%	75.0%	81.8%
	Female	Count	0	9	7	3	1	20
		% within Gender	0.0%	45.0%	35.0%	15.0%	5.0%	100.0%
		% within The opportunities	0.0%	22.0%	14.3%	21.4%	25.0%	18.2%
Total		Count	2	41	49	14	4	110
		% within Gender	1.8%	37.3%	44.5%	12.7%	3.6%	100.0%
		% within The opportunities	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

APPENDIX F

Crosstab

| | | | Pay and financial benefits | | | | | |
			Strongly Agree	Agree	Neutral	Disagree	Strongly dsiagree	Total
Gender	Male	Count	4	42	13	28	3	90
		% within Gender	4.4%	46.7%	14.4%	31.1%	3.3%	100.0%
		% within Pay and financial benefits	100.0%	95.5%	65.0%	71.8%	100.0%	81.8%
	Female	Count	0	2	7	11	0	20
		% within Gender	0.0%	10.0%	35.0%	55.0%	0.0%	100.0%
		% within Pay and financial benefits	0.0%	4.5%	35.0%	28.2%	0.0%	18.2%
Total		Count	4	44	20	39	3	110

			Strongly Agree	Agree	Neutral	Disagree	Strongly dsiagree	Total
% within Gender			3.6%	40.0%	18.2%	35.5%	2.7%	100.0%
% within Pay and financial benefits			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

APPENDIX G

Crosstab

			Pay and financial benefits					
			Strongly Agree	Agree	Neutral	Disagree	Strongly dsiagree	Total
Age of participant	18-24	Count	4	0	0	0	0	4
		% within Age of participant	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
		% within Pay and financial benefits	100.0%	0.0%	0.0%	0.0%	0.0%	3.6%
	25-34	Count	0	14	0	0	0	14
		% within Age of participant	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
		% within Pay and financial benefits	0.0%	31.8%	0.0%	0.0%	0.0%	12.7%
	35-44	Count	0	25	7	0	0	32
		% within Age of participant	0.0%	78.1%	21.9%	0.0%	0.0%	100.0%
		% within Pay and financial benefits	0.0%	56.8%	35.0%	0.0%	0.0%	29.1%
	45-54	Count	0	4	13	19	0	36
		% within Age of participant	0.0%	11.1%	36.1%	52.8%	0.0%	100.0%
		% within Pay and financial benefits	0.0%	9.1%	65.0%	48.7%	0.0%	32.7%
	55 or older	Count	0	1	0	20	3	24
		% within Age of participant	0.0%	4.2%	0.0%	83.3%	12.5%	100.0%
		% within Pay and financial benefits	0.0%	2.3%	0.0%	51.3%	100.0%	21.8%
Total		Count	4	44	20	39	3	110
		% within Age of participant	3.6%	40.0%	18.2%	35.5%	2.7%	100.0%
		% within Pay and financial benefits	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

APPENDIX H

Crosstab

| | | | The recignition | | | |
			Neutral	Disagree	Strongly disagree	Total
Gender	Male	Count	11	24	55	90
		% within Gender	12.2%	26.7%	61.1%	100.0%
		% within The recignition	100.0%	88.9%	76.4%	81.8%
	Female	Count	0	3	17	20
		% within Gender	0.0%	15.0%	85.0%	100.0%
		% within The recignition	0.0%	11.1%	23.6%	18.2%
Total		Count	11	27	72	110
		% within Gender	10.0%	24.5%	65.5%	100.0%
		% within The recignition	100.0%	100.0%	100.0%	100.0%

APPENDIX I

Crosstab

| | | | You feel secure in your job | | |
			Yes	Not really	Total
Years of employment	0-5	Count	15	0	15
		% within Years of employment	100.0%	0.0%	100.0%
		% within You feel secure in your job	16.1%	0.0%	13.6%
	6-10	Count	19	5	24
		% within Years of employment	79.2%	20.8%	100.0%

		% within You feel secure in your job	20.4%	29.4%	21.8%
	11-15	Count	26	12	38
		% within Years of employment	68.4%	31.6%	100.0%
		% within You feel secure in your job	28.0%	70.6%	34.5%
	16 or over	Count	33	0	33
		% within Years of employment	100.0%	0.0%	100.0%
		% within You feel secure in your job	35.5%	0.0%	30.0%
Total		Count	93	17	110
		% within Years of employment	84.5%	15.5%	100.0%
		% within You feel secure in your job	100.0%	100.0%	100.0%

APPENDIX J

Crosstab

			Job security					
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Years of employment	0-5	Count	0	0	10	3	2	15
		% within Years of employment	0.0%	0.0%	66.7%	20.0%	13.3%	100.0%
		% within Job security	0.0%	0.0%	55.6%	60.0%	100.0%	13.6%
	6-10	Count	9	11	4	0	0	24
		% within Years of employment	37.5%	45.8%	16.7%	0.0%	0.0%	100.0%

			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
		% within Job security	15.0%	44.0%	22.2%	0.0%	0.0%	21.8%
	11-15	Count	18	14	4	2	0	38
		% within Years of employment	47.4%	36.8%	10.5%	5.3%	0.0%	100.0%
		% within Job security	30.0%	56.0%	22.2%	40.0%	0.0%	34.5%
	16 or over	Count	33	0	0	0	0	33
		% within Years of employment	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
		% within Job security	55.0%	0.0%	0.0%	0.0%	0.0%	30.0%
Total		Count	60	25	18	5	2	110
		% within Years of employment	54.5%	22.7%	16.4%	4.5%	1.8%	100.0%
		% within Job security	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

APPENDIX K

Crosstab

			The working conditions					
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Gender	Male	Count	7	53	24	5	1	90
		% within Gender	7.8%	58.9%	26.7%	5.6%	1.1%	100.0%
		% within The working conditions	70.0%	86.9%	75.0%	83.3%	100.0%	81.8%
	Female	Count	3	8	8	1	0	20
		% within Gender	15.0%	40.0%	40.0%	5.0%	0.0%	100.0%
		% within The working conditions	30.0%	13.1%	25.0%	16.7%	0.0%	18.2%
Total		Count	10	61	32	6	1	110

| | | | % within Gender | 9.1% | 55.5% | 29.1% | 5.5% | 0.9% | 100.0% |
| | | | % within The working conditions | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

APPENDIX L

Crosstab

| | | | Training and development | | | |
			Continuously	Every so often	Rarely	Total
Age of participant	18-24	Count	4	0	0	4
		% within Age of participant	100.0%	0.0%	0.0%	100.0%
		% within Training and development	4.8%	0.0%	0.0%	3.6%
	25-34	Count	14	0	0	14
		% within Age of participant	100.0%	0.0%	0.0%	100.0%
		% within Training and development	16.7%	0.0%	0.0%	12.7%
	35-44	Count	32	0	0	32
		% within Age of participant	100.0%	0.0%	0.0%	100.0%
		% within Training and development	38.1%	0.0%	0.0%	29.1%
	45-54	Count	33	3	0	36
		% within Age of participant	91.7%	8.3%	0.0%	100.0%
		% within Training and development	39.3%	15.0%	0.0%	32.7%
	55 or older	Count	1	17	6	24
		% within Age of participant	4.2%	70.8%	25.0%	100.0%
		% within Training and development	1.2%	85.0%	100.0%	21.8%
Total		Count	84	20	6	110
		% within Age of participant	76.4%	18.2%	5.5%	100.0%
		% within Training and development	100.0%	100.0%	100.0%	100.0%

APPENDIX M

Crosstab

			Training and development					
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Age of participant	18-24	Count	4	0	0	0	0	4
		% within Age of participant	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
		% within Training and development	20.0%	0.0%	0.0%	0.0%	0.0%	3.6%
	25-34	Count	13	1	0	0	0	14
		% within Age of participant	92.9%	7.1%	0.0%	0.0%	0.0%	100.0%
		% within Training and development	65.0%	2.9%	0.0%	0.0%	0.0%	12.7%
	35-44	Count	3	29	0	0	0	32
		% within Age of participant	9.4%	90.6%	0.0%	0.0%	0.0%	100.0%
		% within Training and development	15.0%	82.9%	0.0%	0.0%	0.0%	29.1%
	45-54	Count	0	5	28	1	2	36
		% within Age of participant	0.0%	13.9%	77.8%	2.8%	5.6%	100.0%
		% within Training and development	0.0%	14.3%	90.3%	6.7%	22.2%	32.7%
	55 or older	Count	0	0	3	14	7	24
		% within Age of participant	0.0%	0.0%	12.5%	58.3%	29.2%	100.0%
		% within Training and development	0.0%	0.0%	9.7%	93.3%	77.8%	21.8%
Total		Count	20	35	31	15	9	110
		% within Age of participant	18.2%	31.8%	28.2%	13.6%	8.2%	100.0%
		% within Training and development	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

APPENDIX N

Crosstab

	You receieve feedback	Total

			Often	Rarely	Never	
Gender	Male	Count	5	10	75	90
		% within Gender	5.6%	11.1%	83.3%	100.0%
		% within You receieve feedback	100.0%	62.5%	84.3%	81.8%
	Female	Count	0	6	14	20
		% within Gender	0.0%	30.0%	70.0%	100.0%
		% within You receieve feedback	0.0%	37.5%	15.7%	18.2%
Total		Count	5	16	89	110
		% within Gender	4.5%	14.5%	80.9%	100.0%
		% within You receieve feedback	100.0%	100.0%	100.0%	100.0%

APPENDIX O

Crosstab

			The feedback					
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Gender	Male	Count	3	4	11	38	34	90
		% within Gender	3.3%	4.4%	12.2%	42.2%	37.8%	100.0%
		% within The feedback	100.0%	100.0%	61.1%	82.6%	87.2%	81.8%
	Female	Count	0	0	7	8	5	20
		% within Gender	0.0%	0.0%	35.0%	40.0%	25.0%	100.0%
		% within The feedback	0.0%	0.0%	38.9%	17.4%	12.8%	18.2%
Total		Count	3	4	18	46	39	110

			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
	% within Gender		2.7%	3.6%	16.4%	41.8%	35.5%	100.0%
	% within The feedback		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

APPENDIX P

Gender * Importance of the work Crosstabulation

			Importance of the work					
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Gender	Male	Count	1	5	36	38	10	90
		% within Gender	1.1%	5.6%	40.0%	42.2%	11.1%	100.0%
		% within Importance of the work	25.0%	33.3%	90.0%	92.7%	100.0%	81.8%
	Female	Count	3	10	4	3	0	20
		% within Gender	15.0%	50.0%	20.0%	15.0%	0.0%	100.0%
		% within Importance of the work	75.0%	66.7%	10.0%	7.3%	0.0%	18.2%
Total		Count	4	15	40	41	10	110
		% within Gender	3.6%	13.6%	36.4%	37.3%	9.1%	100.0%
		% within Importance of the work	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

APPENDIX Q

An email to Helen Byrne in Dublin Bus head office regarding the thesis questionnaires on May 5th 2016.
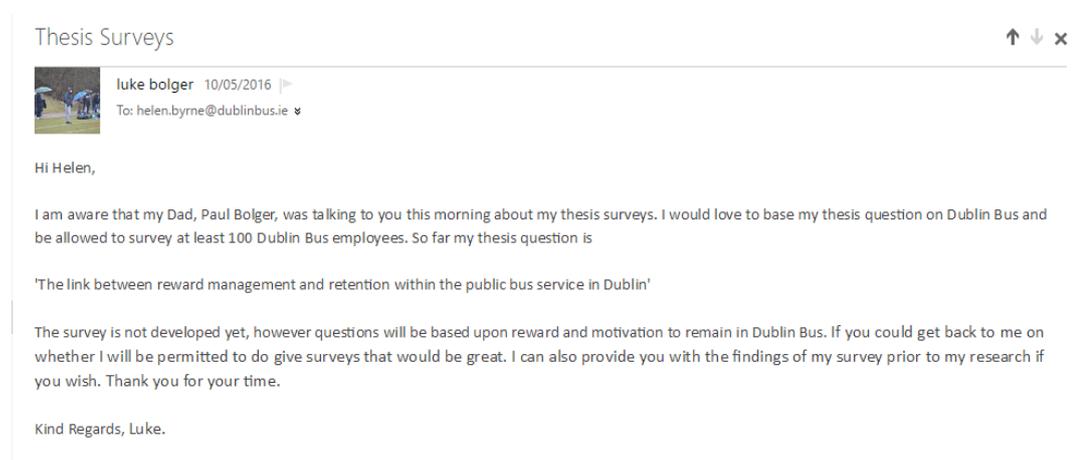
APPENDIX R

The questionnaire developed on surveymonkey.com for this study.

1. What is your gender?

○ Female

○ Male

2. What is your age?

○ 18 to 24

○ 25 to 34

○ 35 to 44

○ 45 to 54

○ 55 or older

3. How many years have you been employed by Dublin Bus?

○ 0-5

○ 6-10

○ 11-15

○ 16 or over

4. How happy are you working in Dublin Bus?

○ Extremely happy

○ Very happy

○ Moderately happy

○ Slightly happy

○ Not happy

5. Do you enjoy the work you do for Dublin Bus?

○ I really enjoy it

○ It's enjoyable

○ I don't enjoy it

○ I really dislike the work

6. Are you working toward promotion or growth in the organisation?

○ Yes

○ No

7. The work itself is a motivation factor for you

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

8. Pay and financial benefits in Dublin Bus are a motivation factor for you

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

9. You receive recognition and acknowledgement

○ Every day

○ Once a week

○ Once a month

○ Every few months

○ Never

10. Do you feel secure in your job?

○ Yes

○ Not really

○ No

○ N/A to this question

11. There are positive working conditions provided in Dublin Bus

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

12. How do you find the organisation culture?

- ○ Positive
- ○ Negative
- ○ Neutral

13. You receive training and development

- ○ Continuously
- ○ Every so often
- ○ Rarely
- ○ Never

14. You receive feedback as a result of the work you do

- ○ Always
- ○ Often
- ○ Rarely
- ○ Never

15. You are motivated to stay in Dublin Bus because of:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The organisation culture	○	○	○	○	○
The positive relationships	○	○	○	○	○
The pay and financial benefits	○	○	○	○	○
The flexibility	○	○	○	○	○
The training and development	○	○	○	○	○
The work itself	○	○	○	○	○
The importance of the work	○	○	○	○	○
The feedback	○	○	○	○	○
The responsibility	○	○	○	○	○
The job security	○	○	○	○	○
The recognition	○	○	○	○	○
The opportunities	○	○	○	○	○
The working conditions	○	○	○	○	○

16. Do you want to remain a Dublin Bus employee or leave the organisation?

○ Remain and employee

○ Leave the organisation

○ N/A to this question

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