Are low motivation levels a predictor of burnout and turnover?

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Submitted to National College of Ireland, August 2022.

Submission of Thesis and Dissertation

National College of Ireland

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Abstract:

The purpose of this paper is to investigate motivation, organisation burnout, and turnover intention. Due to hospitality sectors experiencing up to 150% turnover rates that are estimated to cost billions per year, focusing on these areas can help determine what might be going wrong. A quantitative study was conducted on 78 participants (F=49, M=29), and 79% of participants worked full-time, in sectors such as the Dublin fire brigade, education, and hospitality. After running three Pearson correlations, it was found from a self-determination survey that there was a significant positive correlation between turnover intention and organisational burnout. There was also a positive relationship between amotivation and turnover intention in addition to a positive relationship between amotivation and organisational burnout. There was no significant relationship when finding if customer facing vs non-customer facing roles differed in levels of intrinsic motivation, but they did differ in levels of amotivation after 2 independent samples t-tests were conducted. This paper aims to fill gaps that have been identified in the literature, these include the topics of amotivation and customer-facing vs non-customer-facing roles. Future research is recommended to further explore both areas to help organisations learn how to save costs by preventing turnover intention.

Acknowledgments:

Firstly, I would like to thank my supervisor, Fearghal O'Brien for his continued time and patience throughout my journey carrying out my research project. I appreciate his support and the extensive knowledge he provided to me. I would also like to thank all my lecturers and peers at the National College of Ireland for helping me throughout the year.

I would like to thank my parents, Carole, and David, without you this would not have been possible. Thank you for always supporting me throughout my academic journey and believing that I could accomplish anything I put my mind to and that my potential had no limits as to the things I could achieve with challenging work and dedication. I never believed that I could accomplish so much but neither of you ever doubted me.

Finally, I would like to thank Katie, your support has been phenomenal throughout my whole educational journey these last 6 years. You have always pushed me to strive for the best that I can be. I will forever be indebted to you; I am so grateful. I could not have done it without you by my side. Georgia, your endless support, and abundance of knowledge has been so helpful throughout, thank you for always listening to me and helping me with my transition into Human resources, no matter how big or small the problem, you have always been helping me to push through any and every obstacle.

Introduction:

The hospitality sector, most associated with customer-facing roles, has since been faced with a crisis since the Covid-19 pandemic. With a major staff issue, over 40,000 workers have left the industry (Fox, 2022). Employee turnover brings the organisation's costs and is rising with reports in the food industry averaging employee turnover at a large 150% per annum (Bebe, 2016). Motivation can be defined as the driving force that gives us the get-up and go, e.g., going to work. Motivation can be influenced throughout our lives and is maladaptive, it can be influenced by a spouse, family, and friends along with personal internal and external factors. For example, what motivates individuals to get up in the early morning and go to work rather than stay at home on the couch and have a day at home? The answers vary per individual examples including money, career goals, etc. More specifically motivation is defined as supplying power in which we are driven to complete specific tasks and affects how we direct our behaviour (Armstrong, 2014., Steers & Porter, 1991). Employee motivation can be defined as the reason behind why individuals push themselves to reach goals or targets (Tjosvold & Moy, 1998). The rationale for investigating motivation is the rising concern that is currently associated with employees with low motivation levels, causing upset within the workplace for managers and other colleagues. Higher motivated employees can help to determine how labour turnover in the workplace (Clark et al, 1998). If an employee demonstrates higher motivation levels, it increases work performance and benefits the organisation in an abundance of ways. Employers need to improve motivation levels so employees can reach their full workplace potential, by setting their own goals and in turn improving focus, environment, and work quality (Linehan, 2011).

Types of motivation:

In life, different things can be a cause for motivation and this differs in each workplace and individual. There is no foolproof way to ensure full motivation from all employees. There are 4 types of motivation, extrinsic and intrinsic, introjected, and identified motivation. Intrinsic is used to describe internal factors of motivation meaning the motivation comes from within the individual

(Ambrose & Kulik, 1999). For example, an employee in the workplace that is intrinsically motivated would be working specifically for internal gain, their desired outcome could be growth and learning. Contrary to intrinsic, extrinsic motivation would be employees gaining motivation from external factors (Abrudan and Matei, 2016). For example, if targets are reached the employees will receive a bonus. Giving them something to work towards. Neither type of motivation is more important than the other as each person differs in how they are motivated. Employees can also be a blend of both intrinsic and extrinsic. Introjected motivation comes from internally like intrinsic motivation but is a result of feeling external pressure e.g., a college student getting good grades due to external pressure from parents. The individual believes that they should be completing the said task rather than wanting to. However, in a workplace setting, this type of motivation creates hard-working employees (Deal et al., 2013).

Identified motivation is more like extrinsic motivation as the motivation comes externally but the driving factor comes from the drive to complete tasks or towards achievement. For example, in the workplace, an employee with this type of motivation could be motivated by achieving an upcoming promotion (Deal et al., 2013). Finally, some employees are unmotivated, known as a-motivation, to which the reward does not appeal to. These types of employees would show lower levels of engagement and would produce poorer levels of work compared to their counterparts. Reasons for this could include if the employee a part-time and has other commitments that are a priority the focus does lie with growing in their current career. Abrudan and Matei (2016), conducted a survey of people's motivation types and found individuals with both (intrinsic and extrinsic) types of motivation are decreasing, the study also found that unmotivated students had the highest percentage of lower motivation levels.

Drivers/ factors of motivation:

Job satisfaction: Numerous different things in the workplace can motivate each individual worker but drivers can help to motivate an employee. Job satisfaction has been found to improve levels of motivation among workers. Job satisfaction can be defined as a positive or nice state of emotions that comes from job appraisal or job experience (Locke, 1976). In the workplace it can also be the attitude that an employee has towards the tasks they must complete or their job in general (Brief, 1998). Studies have found that there has been a positive relationship between lower levels of job satisfaction and turnover intention in fast food employees (Bebe, 2016). Another study with 250 participants found a positive correlation between satisfaction having a significant impact on employee motivation (Danish and Usman, 2010).

Work-life balance: Studies show collective factors can contribute to employees' levels of motivation, aside from job satisfaction, another contributor is work-life balance. A study found that Human resources practices can help to improve both motivations and work-life balance in employees (Bui, 2016). A study by Khalid and Rathore (2018), found that organisational support and motivation can be partially mediated by positive work-life balance. A study conducted on 129 workers found that a collective result from work-life balance, work-life balance, and work environment can affect their work performance and affect it even stronger when all three are considered together as opposed to separately (Simormata, Pasinring & Thamrin, 2020). Interestingly another study consisting of 86 participants in pre-Covid times found that they much preferred the working from home option which was more common in females than males due to other home-life commitments. It was also found that their work was affected by things occurring in their personal life (Okosatrio, 2018). This could be an opportunity for employees to get the most from their employees by offering work from home or a flexible contract to boost productivity levels. These studies highlight the importance of improving varied factors in a bid to boost motivation levels which have all been found to impact each other in the workplace. These should be viewed as opportunities an investment for customer-facing roles.

Literature review: Theories of motivation

Maslow's hierarchy of needs:

There are many theories of human motivation. The first being discussed is Maslow's hierarchy of needs (1943). Maslow's theory believes that for humans to be motivated we must fulfil a 'hierarchy' of needs of different importance. These needs all hold high importance in everyone's life. Fulfilling essential needs can then help us move up this pyramid to be the best version of ourselves that is possible according to this theory. Each need must be fulfilled to progress up the pyramid. The bottom tier needs of the pyramid represent deficiency needs, while the higher up on the pyramid represents growth needs, humans fulfil this pyramid beginning at the bottom, as these needs are fundamental and work up to the top, with the peak need being the highest point which is reaching the level of self-actualization. Maslow's theory believes this is the highest level of motivation one can reach. At the bottom of the hierarchy and the most fundamental need is physiological needs, these needs specifically include survival needs such as shelter, sleep, clothing, and water.

Next second from the bottom is another layer of basic safety needs, like security and safety e.g., living in a country where it is safe from war, could give safety fulfilment work environment this could be a permanent position in the workplace. When these needs are met people then have the basic needs fulfilled to be able to fulfil other tiers. Maslow believes these tiers must be completed in the order in which they are presented as a disruption and any lower stage can disrupt motivation levels. Next, we are motivated to fulfil psychological needs, this includes love and belonging needs such as making friends and forming intimate relationships and esteem need these include feelings of accomplishment impacting an employee's engagement (like a work promotion) and importance (Poston, 2009). Once an individual has satisfied these needs, we can then progress to growth needs. The highest point of the pyramid is self-actualization. McLeod (2007) specifies that the growth need does not mean we are lacking something within that it is more defined as the desire that we have intrinsically to grow as a person and to reach personal goals. This motivates a human to be

the best possible version they can be, and everyone may not reach this point in their lives. This level of motivation can be reached by individuals looking to fulfil personal growth experiences and be the best version of themselves they can be, this includes creative activities they engage in too (Maslow, 1987). A study by Benson and Dundis, (2003) showed that motivation levels in workers can be increased by the workplace fulfilling needs listed in Maslow's hierarchy of needs.

Herzberg's two-factor theory:

Herzberg's (1959) theory focuses heavily on job satisfaction, how this can be improved in an organisation and what can cause a downfall regarding satisfaction. This theory gained influence from the above: Maslow's hierarchy of needs (Jones, 2011). The theory explored over 14 factors that were related to job satisfaction to figure out what factors were most important contributors to job satisfaction levels and the results consisted of two different areas, hygiene factors which are about the physical working conditions and motivation factors related to the work entailed day to day specifically, with more importance than hygiene factors (Alshmemri, Shahwan-Akl & Maude, 2017). This theory explains that hygiene factors, although especially important, are not enough to satisfy an employee solely but can help improve employees' levels of dissatisfaction in the workplace. On the other side motivation factors push an employee to achieve more in the workplace (Linehan, 2011).

Motivation factors have a strong importance to motivation, along with being intrinsic to the job. These factors would be like Maslow's area of a need for growth within your career. The fulfilment of these factors helps to improve and increase the levels of satisfaction an employee receives, the absence of these factors leads to no job satisfaction. Factors related to job satisfaction include career advancement so there are opportunities to gain a positive status, the daily work being carried out including the level of difficulty of tasks that need to be completed, achievement: seeing results,

good decision making or good problem solving, responsibility: positively associated with job satisfaction as employees are given more freedom to carry out tasks and make decisions and finally, recognition: receiving rewards or praise for good quality work from employees (Adair, 2009). Whereas hygiene factors are of poor importance to job satisfaction and act as extrinsic to the job. These factors aim to reduce the levels of dissatisfaction within the workplace, absenteeism of these factors leads to dissatisfaction. Hygiene factors include working conditions: safety of the workplace, ventilation, amount of workspace etc., salary: includes any form of payment including wages and bonuses, policies: clear policies set higher standards within a workplace set out to ensure that employees adhere to these, supervision: the role of a fair, supportive manager/leader can help to increase dissatisfaction and interpersonal relationships: from employee to supervisors and peers (Adair, 2009 & Alshmemri, Shahwan-Akl; Maude, 2017). Studies testing motivation factors among nurses have results supporting Herzberg's theory and found motivation factors are of higher importance in comparison to hygiene factors (Jones, 2011; McGlynn et al., 2012). A study focusing on implementing Herzberg's theory on salespersons in the retail sector contradicted the theory to an extent. Both motivation and hygiene factors improved job satisfaction, but hygiene factors proved more important than motivation factors (Konti & Karumuri, 2018).

ERG Theory:

Alderfer's ERG theory (1969) is described as a further developed form of Maslow's hierarchy of needs (1943) as described above (Arnolds and Boshoff, 2002). This theory is typically applied to motivation and can be applied in the workplace, in a bid to help boost job performance, morale etc. Different to Maslow's theory which consists of 5 needs, Alderfer's theory is more simplified with only 3 needs and holds the belief that individuals can be motivated by more than one thing at a time meaning one stage does not need to be fulfilled before progressing to the next tier and needs change over time too. Categories include existence (E), like Maslow's physiological needs and safety needs. This section expresses the importance of basic human needs air, food, water and shelter and safe working conditions. Relatedness (R), this refers to individual interpersonal relationships. For example, friendships, intimate relationships, coworkers etc. Finally, is growth

(G), which consists of self-esteem and self-actualization. Like Maslow's theory, this stage is the peak. Giving individuals a sense of being whole, fulfilled or having a sense of accomplishment. A unique part of Alderfer's theory includes a two-way process this includes frustration-aggression. This is explained as the frustration of trying to fulfil a need but having difficulty in doing so. Therefore, individuals may regress down to an easier or lower need, as the difficulty of fulfilling a lower need is easier (Ko et al.,2014). Secondly, on the contrary, is satisfaction-progression. In theory, this is explained as fulfilling a need and progressing upwards to the next need (Borkowski, 2011).

Skinner's reinforcement theory:

Skinner (1953), investigates the state of mind of each individual as it helps us to shape an individual's behaviour and actions. This theory consists of 4 reinforcements that contribute to shaping our behaviour. The 4 approaches are negative reinforcement, positive reinforcement, punishment, and extinction. Positive reinforcement is rewarding a good action with a reward, a smile, no criticism, and positive points to encourage an individual to act a positive way again. E.g. a worker who soars above projected sales targets beyond their personal goal and therefore is rewarded with praise and reward. The employee is more likely to repeat this action as it was accompanied by recognition and reward. Negative reinforcement is the addition of negative stimuli, to prevent the negative behaviour from reoccurring e.g. an employee has been getting assigned tedious tasks because they are falling behind work deadlines. These tedious tasks are then removed when the employee begins meeting deadlines. Punishment can be positive, as provided in the form of criticism to help the employee refrain from repeating this action. Negative punishment is the removal of positive stimuli again, to associate a behaviour with a negative consequence. E.g., an employee loses their flexible working hours due to frequent lateness (Sundel and Sundel, 2005). Finally extinction, this results in the loss of all rewards but in return can leave employees feeling a loss of interest. Gordon (2014), expresses the importance of ensuring all punishment for employees stays consistent to avoid feelings of frustration.

Skinners (1963), a famous operant conditioning chamber (rat box) used the above approaches with an experiment involving rats to prove his theory. Firstly, a hungry rat was placed inside a box with the aim for the rat to figure out the box contained a lever that would administer the food to the rat whenever it was hungry. To encourage the rat the food was a 'reward' to teach positive reinforcement. Secondly, the rat was subjected to uncomfortable electrical currents that after some exploration could be turned off by a lever inside the box teaching negative reinforcement. After some repetition, the rats learned these forms of operant conditioning (Du Boulay, 2019). Like the rat experiment, this can be implemented in the workplace with a lot more ethical consideration. Extensive reviews by Hamner (1983), expresses that the most effective form of reinforcement involves maximum positive reinforcement and minimum amounts of punishment. As punishment proves to be counterproductive, leaving employees feeling controlled. Positive reinforcement also helps levels of absenteeism and turnover rates (Villere and Hartman, 1991). Siang (2012) found that when using punishment for punctuality in the workplace (payment of a fine), lateness improved by 66%, and encouraged 55% of staff arrived earlier than their start time (Wei and Yazdanifard, 2014).

Equity theory:

Adam's (1963) equity theory explains satisfaction, it is based on the exchange within different variations of relationships when one person offers to give something labelled in this theory as input. Inputs of the Individual's contribution can include appearances, health, age, sex, seniority, training, skills, intelligence, and education. In exchange for something in return labelled as outcomes. Examples of outcomes the positive or negative consequences within the relationship, include job status, intrinsic rewards, working conditions and pay. The reference person is the third variable in this theory they include persons such as neighbours, co-workers & relatives etc. Equity occurs when an individual's inputs and outcomes are balanced and justified similar to a justice scale. On the contrary, when an individual perceives something, they have offered as an input in

exchange they then expect an output. For example, due to an employee's education, they may expect a promotion, but the employer may decide to choose experience instead. Leaving the employee feeling that the decision has been unjust as they provided an input without receiving an output. Similar situations to this can cause states of inequity to occur (Taylor, Kluemper & Sauley, 2009). Adam's (1963) theory believes that increased feelings of inequity cause the individual to work harder to restore equity as it can cause feelings of distress.

In terms of equity restoration, this can come in two forms: psychological or actual. Psychological equity restoration is described as an exchange that has been perceived as inequitable and an individual distorting the reality of the situation to skew their reality to view the relationship as one that is equitable. For example, an employee who is working in a minimum wage job with poor working conditions (outcome) and accepts this as an equitable relationship as they do not hold a professional qualification (input). Actual restoration refers to when the individual providing the inputs, decides to work less and reduce their inputs in the workplace in an attempt to get increased outcomes from their employer e.g. if an employee feels they are being underpaid for their work and produce less work to get an increase in salary from their employer who provides outputs (Al-Zawahreh & Al-Madi, 2012). Equity theory demonstrates its importance in the workplace as inequity harms employees and as a result, the employer must face consequences. Limitations of this theory include that not all relationships will be tracking exchanges and not only does inequity occur when a party is under-benefited but also over-benefited. As this theory is a social norm, if one is getting too little or too much, they will feel guilty for what they receive (Aronson, Wilson, and Sommers, 2020).

Burnout:

Workplace burnout is an issue among many different job types and countries all over the world. It is caused by stress that has been prolonged and as a result, causes emotional exhaustion and physical (Maslach, Leiter and Schaufeli, 2008). Burnout can be described by the World Health Organisation as a syndrome caused by chronic workplace stress that has been mismanaged, therefore continued to progress. Burnout can affect employees in numerous ways, including exhaustion and depletion, reduction in professionalism and mental distance from their job (World Health Organization, 2019). Maslach et al (2001), found that burnout can be caused due to lack of pressure from a workload that an individual views as unmanageable (Riethof and Bob, 2019). Maslach et al (2001) has defined the three dimensions of burnout, they are exhaustion; this refers to how the individual experiencing burnout is feeling in a physical and emotional sense. Cynicism is defined as the interpersonal aspect of burnout. E.g., negative aspects or detachment from the job. Lastly, inefficacy is representative of the self-evaluation aspect of burnout. How the individual feels, their lack of achievement in the workplace and reduced productivity (Maslach, Schaufeli and Leiter, 2001). Burnout not only affects the individual's mental state but also various aspects of their job performance. Burnout can be responsible for deteriorating an individual's health. Maslach et al (2001), has discussed burnouts links to substance abuse, neuroticism, and job-related neurasthenia. However, Jenkins and Maslach (1994), found those with better mental resilience and psychologically healthier during early adulthood and adolescence showed greater satisfaction and involvement in their work when entering stressful and emotionally demanding jobs. Job performance is also affected when burnout occurs. Studies have shown that when an employee experiences burnout this negatively affects their overall job performance (Maslach et al, 2001., Shirom., 2003 & Wu, Hu, and Zheng, 2019).

Burnout support in the workplace can differ in each organisation. Some larger organisations may have employee assistance (EAP) to help support any struggles or stresses through counselling & mediation services. In other organisations, less equipped to deal with burnout, expressing such feelings of burnout could hinder an employee's chances of progressing into management roles (McCormack and Cotter, 2013). For employees without such support, it is recommended they

engage in self-reflection to help an individual determine their exact causes of burnout and why they feel so under pressure. This can be done through diary keeping, which has been proven to help improve job satisfaction (Bruce, 2007 & Clarkson, and Hodgkinson, 2007). Bernier (1998) expressed that recovery from burnout is a process that can take from 1-3 years and the key to recovery is EAP's or other mental health support provided by an organisation. Not only do these programs help the individual, but also assist the organisation to learn how to help employees experiencing burnout (Zwier, 2021). In severe cases, an employee may find the best solution is to quit or change their career causing burnout (McCormack and Cotter, 2013).

Turnover intention:

Turnover intention can be used within organisations to help predict turnover due to its strong relation and helps us to understand what factors push people from turnover intention to actual turnover (Tett and Meyer, 1993 & Puhakka, Nokelainen and Pylväs, 2021). Intended turnover is when an employee intends to leave the company or organisation they work e.g., by beginning to look for another job (Robbins and Judge, 2018). It can also be described as the circulation of employees throughout the job market, mixing through different firms and occupations (Abbasi and Hollman, 2000). Turnover can be either voluntary or involuntary. Involuntary turnover is described as an employee being released permanently from their workplace. The decision stems from the employer to cease employment with their employee. This can be due to multiple varied reasons, some of these may include deficient performance on the job, failed drug tests etc. On the other hand, voluntary turnover is when an employee decides they are ready to leave a company, at their own will. Reasons for turnover can include poor management, poor compensation, and uncomfortable working conditions (Ngo-Henha, 2017).

Abbasi and Hollman (2000) explained how turnover has severe effects on organisations. Although different from company to company it is costly each time an employee is lost. These costs include advertising a new position, the recruitment procedure, orientation and in some cases relocation. Estimating that both types of turnover; voluntary or involuntary, in the United States of America

costs an average of $11 billion a year. Proving not only costly but turnover can also face a challenge to an organisation indirectly. This includes the pressure being placed on the remaining staff in the organisation and lowers their levels of morale (Dess and Shaw, 2001). Turnover intention can be influenced by numerous factors, which should be noted by employers to try to avoid unnecessary costs. These include managerial styles, non-competitive pay and working conditions (Abbasi and Hollman, 2000). A strong factor described by Jyoti (2013), was the vital role that job satisfaction plays in turnover intention. This factor is also confirmed by other studies, one study conducted on over 400 nurses found low levels of job satisfaction significantly affected turnover intention along with compensation rates (Alam and Asim, 2019). Manoppo (2020) found employees who experience elevated levels of work stress tend to have higher levels of turnover intention, along with a large workload and low pay (Khan et al., 2017 & Jamil, Setiawan and Juwita, 2022). This could be due to pressures being put on them increasing the chances of burnout.

Customer vs Non-customer facing roles:

A gap in the literature has been determined, in the area of comparing customer-facing roles to non-customer-facing roles. With the majority of studies placing focus on either one sector or the other or the public vs private sector, literature will be a blend of all to gain multiple viewpoints. Public sector employees have been found to have different priorities compared to private sector workers that prefer extrinsic rewards e.g., larger payments, compared to their public service counterparts who prefer a safe working environment (Lewis and Frank, 2002 & Perry, Hondeghem and Wise, 2010). Due to this, private sector employees may be more extrinsically motivated and oppositely to public sector employees who may be motivated intrinsically. However, a study conducted in small-medium industries in customer-facing roles showed that retention of employees was related to internal satisfaction and working conditions rather than wages. They also credited having stable working hours that increased their job satisfaction (Milman, 2002). But discussions on retail workers have shown that working in such a sector comes with downfalls such as unpredictable hours, late working notice, and facing last-minute shift changes (Henly and Lambert, 2014). Because of these pitfalls, there may be a reason as to why turnover rates are so high and may be viewed as temporarily tolerable. In the hospitality sector, research has found that poor work-life

balance is a factor of such high turnover in the industry (Marinakou and Giousmpasoglou, 2019). Other factors of turnover include limited opportunities to advance, long and unsociable working hours and low pay (Dwesini, 2019).

Types of workers:

Surprisingly, studies have found that in general, employees that are part-time workers demonstrated slight differences in levels of overall satisfaction and motivation compared to full-time workers (Thorsteinson, 2003). While other studies have found that contingent employees do experience lower levels of job satisfaction compared to their counterparts who are permanent employees (Forde and Slater, 2006 & Tak, and Lim, 2008). Research has shown that flexible work can provide employees with better opportunities for a positive work-life balance. Flexible working can include job sharing, part-time work, temporary work, full-time and work from home. Because of this flexibility being offered, it creates happier employees that can easier separate work from home life through part-time work (Diazho, Salleh and Abdullah, 2017). However, this is based on the assumption that the part-time employees have no other commitments rather than choosing a job with fewer hours due to childcare or education commitments etc. Akansel et al. (2012), have found more than half of students will engage in employment throughout their studies. They found exhaustion to be increased in cases of participants having negative feelings about their profession and can be an addition to increasing levels of burnout (Akansel et al., 2012). This is due to students trying to balance workplace commitments while also juggling academic commitments at the same time (Benner and Curl, 2018).

Methodology:

Research aims & rationale:

The reason for choosing this study is to highlight the importance of keeping employees, with costs of turnover for organisations (Abbasi and Hollman, 2000). Meaning the importance of keeping employees engaged and motivated within the workplace, this is to avoid high levels of turnover. The initial cost of hiring more employees that intend to leave can severely impact the organisations with avoidable costs. By being more aware and attentive to risk factors of turnover it can help organisations save on these costs. Higher employee motivation has been positively associated with having an advantageous effect on the company and in turn helps boost sales and profits (Origo and Pagani, 2008). Meanwhile, high burnout has been positively associated with high levels of turnover intention, with focus and care from employers this can help the employee by reducing burnout e.g., with assistance programs or counselling services (Zwier, 2021). The aim is also to build on where there have been gaps identified in the literature that has been carried out in this field, with the focus on other under-explored areas e.g., customer-facing vs. non-customer-facing roles. With the support of motivation, turnover intention, and burnout, which are largely explored areas in human resources.

Objective 1: How does occupational burnout relate to turnover intention.

Objective 2: How does A-motivation relate to turnover intention and burnout.

Objective 3: exploring customer vs non-customer facing roles in terms of A-motivation and intrinsic motivation.

Hypothesis 1: Can high levels of occupational burnout predict a higher turnover intention?

Hypothesis 2: Higher levels of A-motivation will predict high levels of turnover intention and burnout.

Hypothesis 3: Intrinsic motivation will differ between customer-facing and non-customer-facing roles.

Research philosophy:

Saunders et al (2007) was developed to help describe the stages and layers a researcher must go through to help them formulate their methodology. Stage 1: beginning with the research philosophy, this can be dependent on the results the researcher aims to achieve. And how best to obtain these goals (Goddard and Melville, 2004). The three approaches include positivism, realism, and interpretivism. Realism is described as similar to positivism but differing in terms of interpretation. In this approach, observations are used to test against theories with results being true, false, or in-between. Realists believe that theories and observations cannot be separated. Realism also believes that there will always be more hidden information below the observation level, therefore, science cannot rely purely on observations. The aim of their scientific research is to undercover what lies beneath the surface (Hibberd, 2010). This philosophy is most used in comparative or experimental research designs and can be used with both quantitative and qualitative research methods (Hartwig, 2007). Interpretivism takes a more human viewpoint compared to positivism. With an understanding that people can change their behaviours if they know they are being watched or observed. So instead, they focus on the meaning and reasons that social action has. They are interested in finding the thinking and feelings within an individual rather than seeking a yes / no answer. Therefore, gaining insight in an empathetic way. This kind of philosophy is most used with qualitative research methods and prioritizes validity over reliability. Positivism will be the chosen philosophy for this research paper, as the researcher believes it is the most efficient way to collect data. This theory is focused on social facts and how individuals' actions can be justified by societal norms to research human behaviour. This philosophy is most commonly used with quantitative research methods as it is less personal and collects minimal data, again, this approach will be used. This approach is best to collect data and numbers to later analyze and help understand more about burnout, turnover intention, and

motivation. This approach places equal importance on validity and reliability which will be discussed below.

Research approach; inductive vs deductive

Inductive adopts a bottom-up approach, meaning research begins specifically and as it continues becomes more general (Bryman and Bell, 2011). This method is most used when completing qualitative research, helping the researcher to make completely unbiased observations throughout the research process. For example, conducting interviews regarding a certain topic but not yet knowing which themes may present until later in the process. The process is observation, to pattern, hypothesis and ending in theory. The deductive approach adopts a top-down approach. This research method has a developed hypothesis on a pre-existing theory. Using it to help find the best approach to test the hypothesis (Silverman, 2013). This approach is commonly used with a positivist approach, which will be used together in this research paper. The process for this approach begins with literature, then hypothesis, observation through statistics and then confirmation to help build upon pre-existing literature.

Research strategies & Time horizon:

This section refers specifically to how the researcher plans to collect data. Will the researcher choose to use primary or secondary sources, and will data be collected using surveys, questionnaires, case studies or literature reviews? This paper will use a survey to collect primary data sources to test each hypothesis, the paper will also use secondary sources such as books and peer-reviewed journal articles to complete the literature review. Time horizon: cross-sectional and longitudinal; Cross-sectional means completion of their research must be reached within a certain timeframe, for example, a dissertation with a given deadline date. On the contrary, it is longitudinal, this means data is collected repeatedly over some time, for example, testing smoking trends over the course of 10 years. Timeframe does not have to correlate with specific approaches

(Saunders et al, 2007). This study will be a cross-sectional time horizon as data will be collected and analyzed once and within a given timeframe.

Participants:

This study consisted of 78 total participants. Requirements to participate are to be over the age of 18 and no more than retirement age, participants must also be in some form of employment. This study consisted of 49 females and 29 males. The age of participants ranged from 18 years old to 60 years old. The study showed most participants, 79% of respondents worked full time. The most popular work sector of participants was education with 20% of respondents, and the second most popular was the Dublin fire brigade at 10%.

Data collection & analysis:

This study will use Microsoft word to type out the surveys that will be given to participants. Survey monkey will be used to distribute surveys to participants to ensure smooth easy entry to study. Participants will first answer questions for demographic purposes as mentioned above. This will include age group, gender, type of employment etc. The second half of the study will consist of inferential data collection. To accurately measure levels of motivation in participants the work extrinsic & intrinsic motivation scale (WEIMS) will be used (Tremblay et al., 2009). This is an 18-item scale that uses 6 sub-scales. This uses a 7-point Likert scale with results being interpreted as the higher the individual scores the higher the level of motivation. This scale will determine motivation scores. To accurately measure turnover intention the turnover intention scale will be used. This is a 15-question scale that uses a 7-point Likert scale to score each participant's answers (Roodt, 2004). To measure burnout, the Maslach burnout scale will be used (Maslach, Schaufeli and Leiter, 2001). This is a 22-item scale that uses a 7-point Likert scale to score levels of burnout

in employees. Other tools used will be Microsoft word, survey monkey to collect data and IBM statistical software will be used to analyse the data that has been collected to measure the hypothesis.

Procedure:

Before beginning to collect data from participants, ethical approval was granted by the ethics board in National College of Ireland to ensure the safety of all participants. Upon approval, the study was created on survey monkey. To ensure a maximum number of participants can easily access the survey online at their convenience. Throughout participants will be always kept anonymous and only needed to answer questions of non-identifiable information e.g., gender, work sector etc. Participants gave consent to the study by using a tick box format, once they begin the survey all questions are mandatory, but the survey can be exited at any time if they wish to opt-out. The questionnaire roughly took 20 minutes to complete all 3 scales, and data was collected over the course of 12 weeks (about 3 months). The survey was shared among the researcher's workplace and social media accounts e.g., LinkedIn. After data was collected, the results were put into SPSS for statistical analysis purposes. The researcher then performed Pearson correlation for hypothesis 1 and hypothesis 2. For hypothesis 3 two independent samples t-tests were performed.

Validity & Reliability:

Validity:

Two especially critical areas to focus on when conducting a study are reliability and validity, this helps the study to have solid results and make sense to the reader. Validity applies to both the methods and the design, it is defined as the degree a study properly addresses the area it is claimed to be measuring in a quantitative study, with the addition of a valid reasoning for the proposed findings if they differ from proposed findings (Brysbaert, 2020). Therefore, proving the study to

be more credible. An example used by Heale and Twycross (2015), explained the use of alarm clocks, as it is reliable as they can ring at the same time each day, but if it is set to the wrong time the alarm clock loses its validity. To ensure the validity of this study, all three scales were used to measure the Maslach burnout scale, work intrinsic and extrinsic motivation scale and turnover intention predetermined scales. Validity contains two categories, internal and external validity. Internal validity is related to how the study is carried out; this falls heavily on the procedures of the study. Threats to internal validity include researcher bias e.g., treating control groups differently, or over-testing participants by repetition as they could learn the answers or answer how they think the researcher wants them to answer. External validity is how the findings of the study can be related to our world. Threats to external validity include various times of the day, participation settings etc (Quintão, Andrade and Almeida, 2020).

Reliability: A study is deemed reliable when the results of the study are the same each time the study is replicated. If replication of a study's results differs then it is deemed an unreliable study (Brysbaert, 2020). Basically, to ensure the results are consistent. Therefore, the more replicable a study is the more reliable it is. For example, if a study shows a difference in males' and females' work ethic, if this is retested at a later stage, the results are expected to remain the same and be reliable. However, there are threats to reliability, they include several types of bias. Process bias includes errors that occur when sampling participants and while analysing data. Sampling bias can also occur if the researcher fails to sample participants from the right groups of interest. And finally design bias e.g., running incorrect data analysis (Oluwatayo, 2012). To ensure reliability and validity, any problems occurring in this study will be discussed throughout the discussion section. Along with choosing the correct research design, data analysis and a fair representation of participants.

Limitations:

Limitations of this research study include the type of design that was chosen, which is Quantitative research, this research type has analysed scores based on a self-administered questionnaire to ensure accuracy and that participants felt no pressure while answering the survey. However, quantitative research measures answers by yes/no or agree/disagree especially when using predetermined scales, the research excludes any open-ended questions that gather feelings that the participants may have from their perspectives and focuses on factual information. In the qualitative collection, if participants do not understand a question, they may guess an answer compared to a qualitative collection where the researcher can discuss questions and the depth of an answer, this also leaves room for the researcher to interpret all data by finding common themes that arise. Other limitations include the lack of Irish resources contained in the literature review, most sources are from all different parts of the world and therefore could cause some differences with results found here compared to other countries.

Results:

Descriptive statistics:

Descriptive statistics were conducted to show the demographics of the participants involved in the study. The study excluded 2 participants for not agreeing to the consent form, and 6 were removed due to partial completion of the survey. Meaning a total of 80 participants 37.5% male (N=30) and 62.5% female (N=50). The participants' ages ranged from 18-60 years old, with the average age being 36 years old. 76.3% (N=61) of participants are in full-time permanent employment and 16.3% (N=13) engaging in part-time permanent employment. 70% (N=56) of participants work in a customer-facing role compared to 30% (N=24) who work in a non-customer-facing role. Participants ranged from several types of disciplines, 8 participants worked for Dublin Fire Brigade, 16 in education, 7 within the social work sector and % from An Garda Siochana, 3 in Construction and 6 from accommodation/food.

Table 1: Gender demographics

Gender				
	Frequency	Percent	Valid percent	Cumulative percent
Males	50	62.5	62.5	62.5
Females	30	37.5	37.5	100.0
Total	80	100	100	

Table 2: Mean age

Age		
Mean	N	Std. Deviation
36.13	63	13.037

Table 3: Permanency

Permanency		
	N	%
Full-Time Permanent	61	76.3%
Full-time Temporary	1	1.3%
Part-time Permanent	13	16.3%
Part-time Temporary	2	2.5%
Other	3	3.8%

Table 4: customer facing role

Customer facing		
	N	%
Customer facing	56	70%
Non-customer facing	24	30%

Inferential statistics:

Hypothesis 1:

Can elevated levels of occupational burnout predict a higher turnover intention? A Pearson correlation coefficient was conducted on SPSS to test the relationship between burnout levels and turnover intention. There was a significant positive correlation between the two variables, r= .7, p=.001.

Table 5:

Correlations			
		Organisational burnout	Turnover intention
Organisational burnout	Pearson correlation	1	.701**
	Sig. (2-tailed)		.000
	N	80	80
Turnover intention	Pearson correlation	.701**	1
	Sig. (2-tailed)	.000	
	N	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 2:

Higher levels of Amotivation will predict high levels of turnover intention and burnout. A Pearson correlation coefficient was conducted on SPSS to test the relationship between Amotivation and turnover intention. There was a large positive correlation between the two variables, r= .533, p = .001. A Pearson correlation coefficient was conducted on SPSS to test the relationship between Amotivation and burnout. There was a medium positive correlation between the two variables, r= .49, p = .001.

Table 6:

Correlations		amotivation	Turnover intention
amotivation	Pearson correlation	1	.533**
	Sig. (2-tailed)		.000
	N	80	80
Turnover intention	Pearson correlation	.533**	1
	Sig. (2-tailed)	.000	
	N	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

Table 7:

Correlations		Amotivation	Organisational burnout
Amotivation	Pearson correlation	1	.491**
	Sig. (2-tailed)		.000
	N	80	80
Organisational burnout	Pearson correlation	.491	1
	Sig. (2-tailed)	.000	
	N	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 3:

Intrinsic motivation and Amotivation will differ between customer-facing and non-customer-facing roles. An independent samples t-test was conducted to compare levels of burnout in

customer-facing roles vs non-customer-facing roles (Table 8). The results showed no significant difference in the scores customer facing (M=16.16, SD=3.06) and non-customer facing (M=16.71, SD=2.69) roles t(78)=-.759, p=.45. A second independent samples t-test was conducted to test the relationship between Amotivation in customer-facing vs non-customer-facing roles (Table 9). The results showed a statistically significant difference between the two t(78)=2.22, p=.029.

Table 8: Independent samples test

Levene's test for equality variances				T-test for equality of means						
									95% confidence interval of the difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error difference	Lower	Upper
Intrinsic motivation	Equal variances assumed	1.557	.216	-.759	78	.450	-.548	.722	-1.984	.889
	Equal variances not assumed			-.799	49.200	.428	-.548	.685	-1.925	.830

Table 9: independent samples test

Levene's test for equality variances				T-test for equality of means						
									95% confidence interval of the difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error difference	Lower	Upper
A motivation	Equal variances assumed	2.409	.125	2.222	78	.029	2.15476	.96954	.22455	4.08498
	Equal variances not assumed			2.482	56.970	.016	1.15476	.86819	.41622	3.89331

Discussion:

      This study has been conducted to investigate the relationship between levels of motivation, burnout, and turnover intention, as each differently impacts organisations. Firstly, hypothesis 1: Employee burnout has a significant positive relationship with turnover intention. Hypothesis 2: High levels of A-motivation predict elevated levels of turnover intention and medium levels of organisational burnout. Hypotheses 3: Intrinsic motivation levels do not differ between workers that have customer-facing roles compared to those who do not, but levels of A-motivation between the two groups do differ. These hypotheses were tested by using Pearson correlations and independent samples t-test.

Burnout and turnover intention:

The purpose of this study was to investigate the relationship between turnover intention and organisational burnout. The results that have been found through statistical analysis (Pearson correlation) have supported the hypothesis, showing a significant positive relationship between the two, as seen in table 5. The results of this study agree with what previous literature has found in this area. As stated by Du Plooy and Roodt (2010), from their study conducted on over 2,400 south African companies, burnout, along with other variables like engagement can help predict high turnover rates for organisations. As this is a big issue for organisations that also proves to be costly, adding more literature can help highlight these problems and predicting factors for organisations (Du Plooy and Roodt, 2010). Similarly, a study conducted on over 1,700 nurses in various parts of China, showed that burnout was positively correlated with predicting turnover intention (Liu et al., 2018). This relationship could be so strongly correlated because, when an individual is experiencing burnout which is considered, a syndrome gained through the workplace when too much stress is being experienced and causes physical and psychological exhaustion (Maslach, Leiter and Schaufeli, 2008). Leaving employees to seek a means to an end, which is cutting ties with the organisation causing burnout in some cases. Careers that experience shift work and high emotional demands are associated with higher burnout levels (Scanlan and Still, 2019).

Participants in this study came from emergency service careers who may face high emotional demands from being on the frontline. The findings did not agree with a study conducted on teachers that found no relationship between turnover intention and burnout (Rajendran, Watt and Richardson, 2020). However, in this study participants stated working in 'education' and could mean separate roles within education and not necessarily just teachers. Studies have found that there is a positive relationship between burnout and turnover intention and in terms of gender differences females expressed higher levels of turnover intention compared to their male counterparts and report feelings of low levels of personal accomplishment (Guthrie, Cynthia and Jones, 2012 & Hoonakker, Carayon and Korunka, 2013). With this study being 70% females could be a contributing factor to finding such a strong correlation between burnout and organisational burnout.

From understanding the connection between organisational burnout and turnover intention we now know that burnout comes first, and due to the physical and emotional exhaustion which increases the desire to leave the organisation creating turnover intention. Because of this pattern, employers should focus on decreasing burnout which in turn will lower turnover intention. Moss (2021) explains that offering employees an abundance of rewards does not fix the possibility of burnt-out staff. Instead of trying to keep employees in the office for as long as possible, check in on staff who may have eaten each meal of their day in the office or staying late constantly as they could be lacking in work-life balance, this includes work from home employees staying online extra early or late. Moss also encourages out-of-office hours to ensure that downtime is utilized. Contributing to happiness which reduces absenteeism and organisational withdrawal (Moss, 2021).

Amotivation, turnover intention and burnout:

To test the relationship between A-motivation and turnover intention the statistical results showed that there was a large statistically significant correlation between both variables. The data shows

when comparing A-motivation and organisational burnout, a medium positive correlation was found. Amotivation is described as diminished levels of motivation and alone is an underexplored area of motivation as studies tend to focus on either extrinsic or intrinsic motivation. Understanding employees' motivation types can help gain an insight into each individual and their weaknesses. The results found have been consistent with other findings in this area. A study found that amotivation and turnover intention are strongly related to one another, this has been found across emotionally demanding professions or stressful roles e.g., doctors (Mann, Kaur and Sharma, 2018 & Manoppo, 2020). Staff with low motivation levels can cause problems within the organisation, they can cause lower motivation levels in other staff members and low-performance levels. Staff offer a service to their employer, and they expect something in return (wages/payment), and this usually acts as a motivation factor for employees, without this motivation in some careers, staff will intend to leave (Khan, Khan and Zakir, 2016). With hospitality sectors e.g., hotel workers and retail staff already struggling with thousands of vacancies around the country, organisations are faced with a big task to try attracting talent to their business, because of low wages, little work-life balance, short-term workers, and fewer rewards (Turkalj, Fosić and Dujak, 2010 & Buang, Hemdi and Hanafiah, 2016 & Hennessy, 2022). Because of this issue, employers are recommended to devise and implement a company retention strategy to aid in keeping staff within the organisation.

A-motivation and burnout showed a medium correlation through statistical testing. Meaning participants that showed high levels of amotivation also showed elevated levels of organisational burnout. This study differed slightly from other studies because amotivation means a person is showing low to little levels of motivation. Studies have shown these two variables usually have a larger correlation, however, in an underdeveloped area of focus on amotivation. most studies have been conducted in the fields of sport and education that have positively correlated burnout with amotivation (Cresswell and Eklund, 2005 & Pisarik, 2009 & Chang et al., 2016 & Van den Bosch and Taris, 2018). A study conducted that included physicians as participants found the main predictor of burnout was amotivation (Popa-Velea et al., 2019). With high-pressure jobs like first responders in this study e.g., Garda and fire brigade, it is possible that due to the stress it may be hard to always keep motivation levels up and then organisational burnout appears. The findings

did not agree with another study that found no relationship between burnout and amotivation in hospitality and tourism settings and retail workers (Hsu, 2013 & Silva et al., 2021). However, this leaves room for further research to explore different industries and levels of amotivation to find if they correlate with certain workplaces e.g., high amotivation in stressful frontline jobs compared to retail and hospitality careers.

Intrinsic motivation and Amotivation in customer-facing and non-customer-facing roles:

The final hypothesis stated that customer-facing roles and non-customer-facing roles would differ in levels of intrinsic motivation and levels of Amotivation. Results showed that both groups did not differ in levels of intrinsic motivation, but there was a statistically significant difference in both groups in terms of Amotivation. A study agreeing with the results showed, comparing the private sector to the public sector, with over 250 participants, showed no statistically significant differences in differences of intrinsic or extrinsic motivation between staff or managers. But the most distinctively expressed motivation was intrinsic motivation (Peklar and Boštjančič, 2014). This could mean most participants enjoyed their career and therefore expressed internal motivation to complete their work regardless of sector. Public sector employees are considerably lazier compared to their private sector counterparts (Dur and Zoutenbier, 2014). Studies conducted on firefighters' motivation found positive effects of eternal motivation and workload and negative effects of intrinsic motivation on health and performance (Sandrin et al., 2019). As firefighters have different stress levels compared to customer-facing roles, this may be on a more extrinsic level due to the pressure and stress of being responsible for people's lives. Customer-facing roles vs non-customer-facing roles and Amotivation: Amotivated employees show lower levels of productivity and engagement. A study conducted in the public sector resulted in elevated levels of each motivation type, with a-motivated employees feeling they are disconnected from their role completely (Lundsten, 2008). This can arise when an employee has reached a stage where they are ready to leave their job which leads to them feeling trapped (Masood, Karakowsky and Podolsky, 2022). Meaning employers have a challenging time motivating these types of employees. The

results found through statistical analysis, have agreed with other literature, A study based in the United Kingdom, has shown that amotivation in hospitality workers showed that males with longer years' experience are more likely to demonstrate particularly higher levels of amotivation (Kotera, 2018). This could be due to the 'trapped' feeling being prolonged. Chen (2011) explains that literature that has compared public sector management shows stronger levels of amotivation compared to non-profit management. The reason behind this is due to limited alternatives and tend to thrive more from extrinsic rewards like job security (Chen, 2011). For future research statistical analysis could compare sectors rather than customer-facing roles.

Implications:

This study aimed to carry out research in the Human resources field, in highly explored areas such as motivation and burnout, while also including topics that are underexplored in the literature included turnover intention and the focus on customer-facing roles compared to non-customer facing roles. The research objectives included turnover intentions relationship with organisational burnout and this study found organisational burnout to be positively correlated with turnover intention. This was similar to other studies done in this field. The second objective found that a-motivation was also largely positively correlated with both turnover intention and had a medium correlation with organisational burnout. For objective and hypothesis 3, When comparing customer-facing roles and non-customer-facing roles, intrinsic motivation levels did not differ significantly but levels of amotivation did. It was difficult to find other studies based on a-motivation with the comparison of customer-facing and non-customer-facing roles, as most studies either examined these areas separately or compared them in a public vs private sector sense. This study attempted to start filling a gap identified within the literature, finding that customer vs non-customer facing roles do show differences creating the potential for more research to be conducted in this field.

Limitations:

If this study were to be carried out again the survey would be shortened as it included 60 questions and took 20 minutes to complete, to only include questions in the survey that specifically related to data analysis, e.g., amotivation and intrinsic motivation questions from the WEIMS motivation scale. This would have helped the survey be shorter to attract more participants to complete the entire survey. Other limitations in this study included sample size, population, and lack of studies available in this area of research. Firstly, sample size, due to time constraints data collection was given a limited timeframe and aimed to gather as many participants as possible with some needing to be excluded for consent reasons, but, due to the research design being quantitative, had more participants been included results would be even more accurate to the population size. The population of the participants also included 70% females to 30% males, ideally, this would have been a 50/50 split to ensure no gender differences. Similar to this more non-customer-facing participants would have helped gain more accurate results through analysis. Exploring areas specifically like amotivation and customer-facing compared to non-customer-facing professions, limited studies were available to include in the discussion section. However, this study aimed to build on these areas to bring more awareness to organisations on the importance of the links between organisational burnout, amotivation and turnover intention before employees decide to fully turnover, which helps bring down organisational costs and keep staff morale high. The final limitation of this study is the quality and scope of the discussion section when compared to other scholars with many more years of experience.

Conclusion & Recommendations:

In conclusion, this paper introduced the topic of motivation, turnover intention, and burnout. With the hospitality industry facing major challenges and turnover costing organisations to find replacements (Bebe, 2016 & Fox, 2022). Motivation can be intrinsic, meaning an individual is motivated internally for their gain, compared to extrinsic motivation, where individuals are

motivated externally from things such as pay. Finally, is a-motivation, where individuals are not motivated externally or internally. As motivation is maladaptive, it is possible to change this in employees. Theories of motivation were also discussed, to give a better understanding of how motivation works, these included Maslow's hierarchy of needs, Alderfer's ERG theory, Skinner's reinforcement theory and finally, equity theory. The importance of burnout, which is a syndrome that is now recognized by the World Health Organisation. With a lengthy recovery process, it occurs in a state of stress and when one is overwhelmed. Turnover intention, which is the intention to leave your job, was also discussed as they can affect motivation in employees including their levels of engagement. Costing organisations a lot of money and brings down the morale of the remaining employees.

For statistical analysis, this study found that organisational burnout was significantly positively correlated with turnover intention. As burnout takes a toll on the individual mentally and physically which then can lead to the employee wanting to leave the organisation and creates turnover intention. This outcome was similar to what the literature had predicted as a most experience both together. The second hypothesis tested the relationship between a-motivation and turnover intention which showed a large positive correlation, this result agreed with previous findings in this area. In careers when individuals are burnout within the organisation it makes them more likely to want to leave the job as it may be the best solution to stop the burnout (McCormack and Cotter, 2013). Then, a-motivation was tested using a Pearson correlation against the turnover intention, results showed that there was a positive medium correlation. This also agreed with previous literature although literature had been scarce. With employees feeling unmotivated they may wish to leave their current career in the hope of finding better opportunities. Longer years' experience also contributed to higher levels of amotivation in males (Kotera, 2018). When investigating customer-facing roles and non-customer-facing roles they showed no difference in terms of intrinsic motivation levels. This agreed with the literature that had been found when comparing the public sector to the private sector in terms of intrinsic and extrinsic motivation levels (Peklar and Boštjančič, 2014). But an independent samples t-test showed that levels of amotivation did

differ in customer facing and non-customer facing roles. This area of literature was extremely limited, studies did show that males in retail experience higher levels of amotivation with more experience compared to females (Kotera, 2018). Although this paper attempted to build on literature more research is still recommended.

Recommendations:

The researcher recommends that employers pay special attention to help employees with levels of organisational burnout they may face, it is recommended that employers implement programs to assist their employees through tough times. As recovery can take up to 2 years, Employee assistance programs or mental health support can help to benefit employees (Zwier, 2021). Taking time to also learn employee motivation types helps the employer to understand which ways are best to continue motivating employees. In terms of amotivation, which has been related to organisational burnout, an employer allowing an a-motivated employee to engage in job crafting behaviours, allows them to take on more responsibility and offers career development for employees to provide a sense of progress (Van den Bosch and Taris, 2018 & Masood et al, 2022). By taking these steps, it aims to create a snowball effect which will improve levels of turnover intention to save organisational costs. For future research, more studies need to be conducted on organisational amotivation. As research was limited, employers could benefit from learning more about this motivation type and how to get the most from employees who are motivated this way. Also, investigating amotivation in different working sectors would be an interesting comparison as most studies investigate areas individually or in a private vs public sector format. If this study were to be recreated it would be recommended that different work sectors should be compared rather than customer facing vs non-customer-facing professions. The survey length would also be shortened to keep participants more engaged and avoid unfilled surveys.

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Appendices:

Appendix A:

Personal learning statement:

Looking back at when I first began my journey into studying human resource management, in September 2021, in National college of Ireland. I had just recently finished a psychology degree and found the overlap between the two subjects to be remarkably interesting. During my first week of studying for my Master of arts, I thought I was way in over my head, finding everything very overwhelming and that the thoughts of authoring a dissertation or completing the course was next to impossible. After taking the course one day at a time I realised how much I began to enjoy it, each time I started a new module I was excited. My personal favorite module was employment law, as I could easily implement it in the job, I was working at the time.

It has been one of the most challenging yet rewarding times I have ever experienced. Completing a piece of work of this altitude makes me extremely proud of what I have accomplished since 2021. Upon completion of this course, I am looking forward to beginning a career in Human resources as I now have an abundance of knowledge that I have learned throughout the course. I am grateful for all the support and hardships I have faced during this time.

Appendix B: Consent form

I voluntarily agree to participate in this research study.

I understand that I can withdraw and refuse to answer any questions even if I agree to participate right now, without penalty.

I understand that I cannot withdraw permission to use data from my questionnaire.

Once completed I am unidentifiable.

I have had the nature and purpose of the study explained to me in writing.

I understand that participation involves a short anonymous questionnaire.

I understand that I will not benefit from participating in this research directly.

I understand that all information I provide for this study will be treated confidentially.

I understand that in any report on the results of this research my identity will remain anonymous.

I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Researcher: Emily Jones
Contact: x20251050@ncirl.ie

This survey is estimated to take 20 minutes to complete, thank you in advance for your participation.
Please continue to give full consent to take part in this study.

Appendix C: Survey

Turnover intention:

1. Because this is the type of work I chose to do to attain a certain lifestyle.

2. For the income it provides me.

3. I ask myself this question, I don't seem to be able to manage the important tasks related to this work.

4. Because I derive much pleasure from learning new things.

5. Because it has become a fundamental part of who I am.

6. Because I want to succeed at this job, if not I would be very ashamed of myself.

7. Because I chose this type of work to attain my career goals.

8. For the satisfaction I experience from taking on interesting challenges

9. Because it allows me to earn money.

10. Because it is part of the way in which I have chosen to live my life.

11. Because I want to be very good at this work, otherwise I would be very disappointed.

12. I don't know why, we are provided with unrealistic working conditions.

13. Because I want to be a "winner" in life.

14. Because it is the type of work I have chosen to attain certain important objectives.

15. For the satisfaction I experience when I am successful at doing difficult tasks.

16. Because this type of work provides me with security.

17. I don't know, too much is expected of us.

18. Because this job is a part of my life.

Burnout:

01 . I feel emotionally exhausted because of my work

02 . I feel worn out at the end of a working day

03 . I feel tired as soon as I get up in the morning and see a new working day stretched out in front of me

04 . I can easily understand the actions of my colleagues/supervisors

05 . I get the feeling that I treat some clients/colleagues impersonally, as if they were objects

06 . Working with people the whole day is stressful for me

07 . I deal with other people's problems successfully

08 . I feel burned out because of my work

09 . I feel that I influence other people positively through my work

10 . I have become more callous to people since I have started doing this job

11 . I'm afraid that my work makes me emotionally harder

12 . I feel full of energy

13 . I feel frustrated by my work

14 . I get the feeling that I work too hard

15 . I'm not really interested in what is going on with many of my colleagues

16 . Being in direct contact with people at work is too stressful

17 . I find it easy to build a relaxed atmosphere in my working environment

18 . I feel stimulated when I been working closely with my colleagues

19 . I have achieved many rewarding objectives in my work

20 . I feel as if I'm at my wits' end

21 . In my work I am very relaxed when dealing with emotional problems

22 . I have the feeling that my colleagues blame me for some of their problems

Motivation:

1. Because this is the type of work I chose to do to attain a certain lifestyle.

2. For the income it provides me.

3. I ask myself this question, I don't seem to be able to manage the important tasks related to this work.

4. Because I derive much pleasure from learning new things.

5. Because it has become a fundamental part of who I am.

6. Because I want to succeed at this job, if not I would be very ashamed of myself.

7. Because I chose this type of work to attain my career goals.

8. For the satisfaction I experience from taking on interesting challenges.

9. Because it allows me to earn money.

10. Because it is part of the way in which I have chosen to live my life.

11. Because I want to be very good at this work, otherwise I would be very disappointed.

12. I don't know why, we are provided with unrealistic working conditions.

13. Because I want to be a "winner" in life.

14. Because it is the type of work I have chosen to attain certain important objectives.

15. For the satisfaction I experience when I am successful at doing difficult tasks.

16. Because this type of work provides me with security.

17. I don't know, too much is expected of us.

18. Because this job is a part of my life.

Note. Intrinsic motivation 4,8,15; integrated regulation 5,10,18; identified regulation 1,7,14; introjected regulation 6,11,13; external regulation 2,9,16; amotivation 3,12,17.

Appendix D: Debriefing sheet

WHO I AM & WHAT THIS STUDY IS ABOUT?

I am a master's human resource management student conducting a study on workplace motivation and its relationship to retention rates.

WHAT WILL TAKING PART INVOLVE?

Ticking the box on the consent form, also fill out the 20-minute survey as follows.

DO YOU HAVE TO TAKE PART?

Participation in this study is completely voluntary and you can withdraw from this study at any time you wish, you can skip certain questions if you wish and there will be no consequence for withdrawal.

WHAT ARE THE POSSIBLE RISKS AND BENEFITS OF TAKING PART?

Taking part in this study will not pose an imminent danger to the participant.

WILL TAKING PART BE CONFIDENTIAL?

This study will be conducted 100% anonymously participants will not be identifiable, and no recording devices or video will be used.

WHAT WILL HAPPEN TO THE RESULTS OF THE STUDY?

The results will be analysed for statistical purposes. Then saved into a computer file where it will remain until it can be adequately destroyed.