Case Study: Extrinsic or Intrinsic: What is motivating our Early Years Educators?

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The following **Declaration** must be included –

Declaration: I, __Michelle McGuinness__, declare that this research is my original work and that it has never been presented to any institution or university for the award of Degree or Diploma. In addition, I have referenced correctly all literature and sources used in this work and this this work is fully compliant with the Dublin Business School's academic honesty policy.

Signed: __Michelle McGuinness_____

Date: _____22nd August 2016_____

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I would like to thank DBS and all of their supportive staff for the last two years of my education; I would particularly like to thank my dissertation supervisor David Wallace.

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Abstract

One of the more challenging areas of Human Resource Management is Performance Management it is viewed as a gruelling chore by many businesses. Despite this there is no denying the positive impact it can have not only on employee performance but also on the company performance. The Performance Appraisal is a valuable aspect of Performance Management. Extrinsic Rewards are management's way of attempting to motivate their employees while intrinsic rewards are the experiences of the employees obtained from the work itself.

The workforce of a company is their most powerful resource and management endeavour to motivate their employees to superior performance in achieving the organisational mission. Motivation can too be extrinsic being the completion of an activity to attain a separate outcome or intrinsic, the completion of a task for the satisfaction it provides.

In the sector of early years education the workforce are undervalued and underpaid. This research project set out to discover what is motivating our early years educators? It was found that they are intrinsically motivated while seeing the use of none or very low extrinsic rewards. The need of a whole sector reform was identified by Early Childhood Ireland; this researcher agrees and feels research in this particular area of the sector should continue as it affects the quality of service provided by the crèches.

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Chapter 1: Introduction

1.1 Introduction

The 2013 Prime Time Investigation of crèches "Breach of Trust" highlighted a number of issues within some childcare facilities in Dublin and Wicklow ('Prime Time', 2013). In light of this exposé we not only need to look to improve quality standards within the early year's sector but we also need to support the workforce (Teresa Heeney, no date). This workforce is described by Professor Greene from Trinity College as being "undervalued and underpaid ('Did you miss the Prime Time Crèche exposé? Here's what happened', 2013). In order to enhance quality standards there is a need for a highly qualified workforce, which needs to receive a wage which reflects their qualifications ('Prime Time', 2013). The average hourly wage of an early years educator with a level 6 qualification is €10.26 however the hourly wage of an early years educator with a level 7 or 8 qualification is still €10.26 (*Early Childhood Ireland*, 2016). Dr. Mary Moloney ('Prime Time', 2013) describes the wages of the early years workforce as being "abysmal" this leads the researcher to ask the question; What is motivating our early years educators?

Researchers have discovered that individuals find differing reasons to motivate their work (Jia Hu and Liden, 2015). Motivation is an employees' willingness to initiate work related behaviours and invest themselves holistically in their role ensuring a certain level of performance (Barrick *et al.*, 2015; Stiles *et al.*, 2015). Motivation is the reason for innovation and production within an organisation (Lamptey, Boateng and Antwi, 2013). As previously stated the workforce of an organisation is their most powerful resource and when they are motivated it results in the exceptional performance of the organisation continually (Tampu,

2015). Managers endeavour to motivate their employees to superior performance in achieving the organisational mission, that is not to say motivation is manipulation it is rather concerned with the identification of wishes and desires which cause people to act and finding a way to satisfy their needs while they satisfy the needs of the organisation (Lamptey, Boateng and Antwi, 2013).

The research question of this project is "What is motivating our early years educators?"

The objectives of this research project are:

1. Are early years educators satisfied by their pay?

2. Does satisfaction affect early years educator's motivation level?

3. Are early years educators intrinsically motivated?

4. Are early years educators motivated by extrinsic rewards?

In an attempt to try and answer these questions the researcher has proposed the following project. In chapter 2 the researcher has analysed the available literature in the areas of Performance Management, the Performance Appraisal system, extrinsic and intrinsic rewards and extrinsic and intrinsic motivation. The researcher in Chapter 3 of this project has analysed the philosophy, approach and strategy which the project has taken. From the collected literature the researcher then composed a list of questions which she hoped the management and staff of her selected crèche would answer these answers are presented in chapter 4 Data Findings. Once the interviews were completed she compared the answers received from management and staff with the earlier collected literature this can be found in chapter 5 Discussion. The final chapter of this research project is the conclusions of the project and the recommendations which the researcher felt should follow on from this project.

1.2 Justification of the research

Mareesa O'Dwyer on behalf of Early Childhood Ireland in January 2016 undertook a research project with the aim of investigating the rate early childhood workers are paid, this is the first stage of a larger piece of research which is to include a number of issues such as professionalisation within the sector (*Early Childhood Ireland*, 2016). The fact that this research is being undertaken by Early Childhood Ireland tells the researcher that this is a relevant and justified project to complete. Early Childhood Ireland (2016) states there is a requirement for further professionalisation of the childcare sector as well as scope for the development of framework to support this, specifically the lack of a consistent and coherent basis for staff remuneration (*Early Childhood Ireland*, 2016). Many countries find it difficult to retain early years educators, this is due to low wages, low social status, heavy workload and lack of career progression (*Early Childhood Ireland*, 2016). A study in the US highlights the importance of the first three years of a child's life for brain development and yet their early years educators fall behind practically every other profession in terms of pay, training and quality (Schulzke, 2016). He states that Kindergarten employees are at the bottom of the education pay at $25 an hour but the preschool teachers are below that again on $14 an hour and the child care workers are even further behind on $10 an hour (Schulzke, 2016). This tells the researcher that the issue of pay in the early years sector is not confined to Ireland.

In order to accomplish their goals organisations require a wide range of specifically and generally skilled diverse workforce, people are the most important asset of any company (Lamptey, Boateng and Antwi, 2013). Even mature high performing organisations have opportunities to improve their management approaches (Evans *et al.*, 2012). It is for this and other reasons we require a Human Resource Department which is an important competitive advantage for any organisation, their key function is the alignment of employee performance with the firm's goals (Malik and Aslam, 2013; Ciobanu and Ristea, 2015). It is therefore

important that employees are not only motivated by their leaders to fulfil the organisations purpose but that this purpose is inferred by all employees in the same way (Carton, Murphy and Clark, 2015). Performance management is a vital part of human resource practices; it is the process of evaluating and calibrating the performance of individuals in order to ensure alignment with the organisational goals (Bos-Nehles, Van Riemsdijk and Kees Looise, 2013; Malik and Aslam, 2013; Jain, 2014; Ciobanu and Ristea, 2015)

Low staff turnover has been identified as a fundamental requirement in providing high quality early years' education, and retention of staff has been attributed to personal situations and the availability of benefits (Holochwost *et al.*, 2009). Although there has been research done in the area linking turnover to the quality of the care there has been little research into what in necessary to incentivise early years educators to remain within their companies and within the area as a whole (Holochwost *et al.*, 2009).

In recent times reward management has become an indispensable part of Human Resource Management with the goal of motivation, attraction and retention and skill development for the employee, as well as benefiting the company by improving business strategy and company culture (Henderson, 2011). While these valid points make the research topic new and relevant the researcher was unable to find many journal articles relating specifically to the motivation of teaching staff in the early years sector it is for this reason the researcher feels this project is fully justified.

This research project is being completed as part of an MBA placing a lot of time limitations on the work. Not only does the timeframe allowed by the college act as a limitation the other academic work which needs to be completed by the researcher as well as their full time

employment commitments limit the time the researcher can commit to this research project. While the crèche which is the focus of this case study was selected as it is a typical example of most crèches it may be viewed as a limitation to the project that the focus is just on one crèche, however this was a knock on effect of the above limitation of time. Another limitation of this research project was some of the teaching staff within the crèche refused to take part in the research as they felt they were incapable of answering the questions, this was before the researcher provided the questions. Due to this concern the researcher made the questions available to the staff and management before the interviews still some members of the teaching staff and a member of management who were interviewed voiced a concern about the difficulty of the questions. The researcher made herself available by email, phone or in person to answer any questions they had, or clarify anything that needed it. This was done in an attempt to make the interviewees as comfortable as possible, in order to minimise drop out. Each interviewed participant received a participant information sheet as well as a consent form to sign, this ensured they were fully briefed on the project before the interviews took place, everybody interviewed gave informed consent for their answers to be used in the research project.

The researcher decided to do a case study with their place of work being the focus; she decided to do this as she had a good relationship with both management and staff alike who were interested and supportive of the chosen research topic. The crèche in question was deemed suitable by the researcher as it is a typical south county Dublin crèche located in Dublin 14. The crèche was opened 20 years ago by a woman and her husband. After a significant amount of time in the hands of someone else the crèche has now been returned to the family under the management of the original owner's children. There is one director who is actively partaking in the running of the crèche on a daily basis, so she has been included by the researcher under the management portion of the interviews. Of the staff in the crèche the

researcher limited the research to teaching members in order to gain the most pertinent information on the research topic; this left 20 members of staff who could potentially be interviewed. The researcher with some guidance from her supervisor decided to interview two of the three active members of management. She defined the active members of management to be the one director who is on the premises on a daily basis, the one manager and the one assistant manager, she also decided to interview six teaching staff members. She divided the crèche by the children's ages into three segments, and interviewed two teachers from each age range in order to try and get a fair representation of all staff members.

Chapter 2: Literature Review

2.1 Performance Management Systems

One of the more challenging areas of Human Resource Management is performance management; it is seen as a gruelling chore by many businesses, however when done correctly it can have a big difference on the bottom-line (Kalman, 2016). The success of a company and the relationship of this to the importance of retaining qualified employees is not a new theory of thought (de Mesquita Ferreira and de Aquino Almeida, 2015). Performance measurement can be used by management to evaluate, control, budget, motivate, promote, celebrate, learn, and improve (Behn, 2003). Company size has no major effect on performance management, as long as resources which are needed to do it effectively are in place performance management can be executed well in any sized organisation (Kalman, 2016). Over the years the role management play in performance management has drastically changed, their role was to measure performance against a scorecard and objectives whereas now the role of management in good performance management has changed to understanding performance and communicating this with their employees (Kalman, 2016). High performers are prepared for and expect continuous feedback and expect their management to challenge them (Kalman, 2016). It appears the newest trend in performance management is to minimise the use of forms, however Kalman (2016) makes the point that every company is different and it is important that they do what works for them. There is no suitable technology solution for performance management, nor will there ever be one (Kalman, 2016). It is important organisations understand the job characteristics which link to employee engagement in order to increase it, as being able to do this has become increasingly important to organisations for their benefit and for the benefit of their employees (Jacobs, Renard and Snelgar, 2014).

Another factor which influences employee performance is high job satisfaction (Mpembeni *et al.*, 2015).

The working environment of a company can affect the motivation of the employees within, as well as this the level of autonomy given to these employees also has an effect on job stress (Aktar, 2015). It is suggested that autonomy can boost the effectiveness of teams and teamwork has a significant impact on the level of pleasure felt by an employee which in turn affects their performance (Aktar, 2015). Aktar's (2015) study results propose that reward and promotion, work and work environment, work group, supervisor and supervision are all related to an employee's performance or ability to perform within a company.

2.2 Performance Appraisals

The performance appraisal system is considered a very important part of Human Resource Management (Selvarajan and Cloninger, 2012). It is part of the holistic process of performance management, it is concerned with a number of things; setting objectives for the individual, team, department, and organisation, reward strategies, training and development, feedback, mechanisms for monitoring the effectiveness of performance management system and interventions (Ciobanu and Ristea, 2015). It is an opportunity for management to engage staff with the business strategy while giving the employees the opportunity to communicate their expectations from management (CIPD, 2015).

Once the appraisal system has taken place two equally important subsystems must be completed they are; the reward system and the feedback system (Jain, 2014). The feedback which employees receive, is of paramount importance for the alignment of organisational goals with employee performance, as well as to direct, motivate, and reinforce behaviour (Jain, 2014; Yun Guo *et al.*, 2014). Over the years researchers have proven the effect of

different types of feedback, such as performance feedback on employee job performance however, this traditional feedback provides only evaluative data related to past performance, and this does not meet the employees' needs (Yun Guo *et al.*, 2014). Yun Guo et al. (2014) completed a case study which found that performance evaluation feedback was ambiguous to increasing job motivation and performance, it is for this reason they suggest feedback be future development focused as well as supportive, Selvarajan and Cloninger (2012) refer to this as feedback richness which should be specific, frequent and timely. They also feel the employees perception of the fairness of the appraisal system will also affect the outcomes of the appraisal system (Selvarajan and Cloninger, 2012). The performance appraisal system is a more valuable system to some employees than others, as those with high levels of proactive personality and high public self-consciousness are less likely to engage in developmental feedback seeking behaviours than those with high levels of proactive personality and low levels of public self-consciousness (Kulkarni and Gopakumar, 2014).

CIPD (2015) feel as well as this formal system it is also important to foster a company culture which encourages employees to take responsibility for the advancement of business operations as well as for their own skills, behaviours and contributions. Selvarajan and Cloninger (2012) suggest that the characteristics of the performance appraisal relate to "perceptions of fairness and accuracy, and, further, these perceptions are related to appraisal satisfaction and motivation to improve performance".

2.3 Rewards

Organisations use money, benefits and other extrinsic rewards to attract, retain, motivate and engage employees (Jacobs, Renard and Snelgar, 2014; Biddle, 2015). However, a big issue businesses are faced with is how to effectively use the rewards which are available to them to

motivate their employees thus improving productivity (Biddle, 2015). Wages, salaries or pay are thought to be compelling rewards to motivate employees and their behaviour towards the goals of the company (Chaudhry *et al.*, 2012). Biddle (2015) categorises extrinsic rewards as benefits provided externally of the job in question, these can be financial such as profit sharing, performance based bonuses etc. or non-financial such as flexible working hours, extra training etc. he classifies intrinsic rewards as benefits the employee obtains from the work at hand such as job satisfaction, companionship etc.

Individual level performance is usually encouraged with the use of performance related pay, this gives the employee an incentive to pursue the goals set by management (Kallio and Kallio, 2014). It is however extremely important that the rewards which are offered to the employee are viewed by them as desirable and valuable, this results in the rewards having the desired effect of motivating the employee (Rahman Malik, Butt and Jin Nam Choi, 2015). Bussin and Rooy (2014) confirmed with their study what others had found before and that is that depending on the generation of the employee they will show preference for certain rewards. While a pay rise or bonus motivates the employee a certain amount, it is also imperative for management to acknowledge and appreciate the work an employee completes, both of these rewards; pay and recognition should be used for increased motivation, retention, engagement and job satisfaction as it is more likely an employee will become less committed due to lack of recognition rather than low pay (Jain, 2014).

In their article Ali, Edwin and Tirimba (2015) examine a study which was completed in 2010, the study was investigating the effect pay factors had on employee satisfaction, it found there was a positive relationship between the two factors and that the employee's satisfaction with rewards also impacted on their motivation this is in contrast to what Ali, Edwin and Tirimba (2015) found in their study which was no link between pay and job satisfaction.

Due to the fact that modern organisations are becoming flatter and they are employing fewer middle management it is more important than ever that employees can take initiative and direct themselves and their work this means the employees must be capable of working with autonomy (Jacobs, Renard and Snelgar, 2014). Autonomy is the ability of the employee to choose their own work and the method of completing this work; this is according to Jacobs, Renard and Snelgar (2014) an intrinsic reward. Other intrinsic rewards they discuss are an employee getting the feeling of personal achievement from the work that they complete as well as understanding how this relates to the company's overall purpose, and the feeling of progress if a goal is meaningful which in turn causes enthusiasm and motivation (Thomas, 2009; Jacobs, Renard and Snelgar, 2014). These intrinsic rewards also have positive outcomes for the organisation as they help foster job satisfaction and professional development (Jacobs, Renard and Snelgar, 2014). Their study found the strongest link between intrinsic rewards and employee engagement was when employees found their work to have meaning they were therefore more dedicated (Thomas, 2009; Jacobs, Renard and Snelgar, 2014). In their study they found a positive link between intrinsic rewards and employee engagement which emphasises the importance of companies enhancing intrinsic rewards for all of their employees, by offering an environment from which employees can gain intrinsic rewards the company may experience more engaged employees which will have a positive effect on the goals of the company (Jacobs, Renard and Snelgar, 2014).

Another reward management can offer is training, when through their actions management show support for training the staff who are being trained perceive training as a higher priority of the management (Towler, Watson and Surface, 2014). While training is an investment which is expected to be effective, it is often criticised due to its low level of effectiveness and poor results (Renta-Davids *et al.*, 2014). Their study found that people, who attend training for their own personal or work related desire, identify with a higher level of transfer to their

career (Renta-Davids *et al.*, 2014). Likewise their participants who viewed the training programme as an opportunity to improve their job in the future showed a higher level of transfer (Renta-Davids *et al.*, 2014).

2.4 Motivation

Jobs have a variety of components which individuals can find satisfying in one respect and dissatisfying in another (Vévoda *et al.*, 2011). Motivation and job satisfaction are influenced by a number of differing factors (Vévoda *et al.*, 2011). An important but complex problem for companies is how to effectively motivate their employees (Irimie and Armean, 2012). Motivation, like rewards can also be categorised into two separate orientations; intrinsic which is the completion of a task because of the fundamental satisfaction coming from its completion rather than some separate outcome, whereas extrinsic is the completion of an activity in order to attain a separate outcome (Mirabela-Constanta and Maria-Madela, 2011). Intrinsically motivated employees tend to be proactive in generating and implementing creative solutions and their work more innovative (Chen *et al.*, 2013). One theoretical mind-set is that creativity can be difficult to encourage in employees as they can feel uncomfortable performing creatively while in the workplace despite the benefits it has to the organisation (Hye Jung Yoon, Sun Young Sung and Jin Nam Choi, 2015). It is also crucial to understand employee's perception of their work and the rewards which they receive for it, Vroom's expectancy theory is one which could explain this (Nimri, Bdair and Al Bitar, 2015). Expectancy theory is one of the most known theories which uses cognitive processes in order to motivate (Al Araimi, 2013). It suggests that employees will be motivated to work harder if they believe the effort will result in a good performance, and this performance will lead to a

reward, and this reward will satisfy a need which is worth the effort (Nimri, Bdair and Al Bitar, 2015).

Goal setting theory is another theoretical basis for motivating the performance of everything from individual work behaviours to profitability of multinational corporations, being able to motivate progress towards goals is a useful tool for managers (Johnson and Wallace, 2011). The measurement of the performance of the employee should be interpreted as an evaluation activity to assess the successes and failures of the tasks and functions assigned to them (Muhlis, 2014). The current standard for the evaluation of goal setting is the annual employee performance review, or performance appraisal which was discussed above.

A study into the satisfaction levels of nurses was completed using Herzberg's two-factor motivation theory, this theory establishes the degree to which individual factors such as salary, recognition, relationships with peers impact on motivation and job satisfaction (Vévoda *et al.*, 2011). Herzberg's theory consists of two categories hygiene factors such as work conditions, job security, salary, etc. and motivators such as responsibility, achievement, recognition, the work itself etc. (Vévoda *et al.*, 2011). Vévoda et al (2011) in their study found that the nurses in question were happy with their occupation despite the fact their opinion of the motivators and satisfiers were shown to be negative, the largest of which was in the area of salary. They also found the nurses to value recognition of personal achievement which they linked to having a positive effect on job satisfaction (Vévoda *et al.*, 2011). Their study concluded that management should focus their attention on the hygiene factor of salary to eliminate job dissatisfaction.

Al Araimi (2013) completed a study on banking staff which found that staff motivation could be positively link to a number of different things, they found when staff motivation increases they will have a better relationship with their supervisor, also when employees have a

positive relationship with their co-workers motivation levels increase. It is the role of the management to encourage these relationships between employees perhaps through teamwork or by encouraging staff to work together towards common goals (Al Araimi, 2013). They also found that when employees are given the opportunity to work with autonomy their motivation increases and finally they found that the motivation of employees was increased when their salaries were increased (Al Araimi, 2013). While monthly salary in this study was found to affect motivation levels of employees Al Araimi (2013) makes it clear that it is not the only factor which has an impact on motivation and so therefore should not be the only focus of management in order to increase motivation, However Chaudhry et al (2012) make the point that while all other social factors are significant in enhancing job satisfaction for employees, pay satisfaction is essential. He goes on to say that some evidence suggests that pay dissatisfaction can lead to decreased job satisfaction on the part of the employee as well as decreased interest in work, learning, level of motivation and performance, while increasing absenteeism and staff turnover (Chaudhry *et al.*, 2012). Chaudhry et al (2012) also states that the positive influence pay satisfaction has on motivation, performance, and job contentment is greatly studied, and job satisfaction has more of a link to pay satisfaction than it does to the length of time an employee is with the company.

Al Araimi (2013) makes reference to equity theory and how it recognises that individuals are not only concerned with the amount of rewards they receive for their effort but also with the relationship of this amount to what others have received, this is backed up by another study based on the Telecom industry in Pakistan which found that perceived fairness is critically important to the motivation of employees (Malik and Aslam, 2013).

It is believed that public sector employees have less desire to work with autonomy than private sector employees, and that too many rewards in the public sector could reduce the intrinsic motivation of these employees, their study in Jordan found that extrinsic rewards had

little effect on public employees motivation, which they suggest should be explored further (Nimri, Bdair and Al Bitar, 2015).

Wang, Yang and Wang (2012) found that public employees in Taiwan have higher intrinsic job satisfaction but lower extrinsic job satisfaction than private employees do, they feel this is due to a number of reasons but one they mention is the lower salary paid to public employees. They feel the public employees are more intrinsically satisfied by their job because of their strong motivation for public service, However they do recommend that managers study the cause of low extrinsic satisfaction of the employees, in order to enhance their ability to motivate their staff thus making them more productive (Wang, Yang and Wang, 2012). This is not limited to Taiwan and Jordan as Georgellis, Iossa and Tabvuma (2011) using British longitudinal data found that employees are more inclined to engage in the public sector by the intrinsic rewards it has to offer rather than the extrinsic rewards. However they also say that higher extrinsic rewards reduce the intrinsic motivation of employees, which leads them to ask the question would lowering extrinsic rewards increase the average quality of job matches and therefore improve performance without the high extrinsic rewards needed to incentivise (Georgellis, Iossa and Tabvuma, 2011). They also cite Crewson who explains that employees who are intrinsically motivated tend to be more committed to their organisation, which increases productivity and improves the performance of the organisation (Georgellis, Iossa and Tabvuma, 2011).

In recent times in light of the economic downturn the motivation focus has turned from the theoretical and practical interest such as money and its importance to satisfaction and performance at work focusing on more non-financial motivation forms, this is partly if not totally due to the fact that in this day and age a company's usual way of cutting costs is at the aim of reducing staffing costs such as wages, rewards and training funds (Irimie and Armean, 2012). It can be difficult for companies to find an effective way of motivating all its staff

members due to the fact that not everybody is motivated by the same thing (Irimie and Armean, 2012). On top of this, what does motivate someone might change when or if their living or working conditions change, going back to the economic downturn, which affected many people's lives worldwide altering their perceptions of what truly mattered (Irimie and Armean, 2012). However this financial versus non-financial debate is not new, it is rather a re-launching of the thoughts of many authors over the years; such as Herzberg, Maslow and Vroom to name but a few (Irimie and Armean, 2012). Irimie and Armean (2012) finish with four ideas which they advise should be implemented within the company in question which are; rewarding works better than punishing, recognise and reward everyone's improvements not just high performers, common sense should become common practice, with managers being positive role models for staff to follow suit and finally treat everyone as a professional when you want them to act with professionalism.

Finding the appropriate way to increase employees effort and loyalty to a company with the use of motivation has always been difficult to do (Irimie and Armean, 2012). Employees are motivated by extrinsic rewards such as salary and promotion and intrinsic rewards such as satisfaction and accomplishment (Nimri, Bdair and Al Bitar, 2015). In order to motivate employees it is thus imperative that organisations operate using not only a monetary reward system but also a recognition reward system to ensure employees stay motivated, remain with the company, engage to their fullest potential and have job satisfaction (Jain, 2014). Used in conjunction with rewards developmental feedback may promote the improvement of an employee's intrinsic motivation by providing employee feedback that is considered essential for maintaining and improving employee motivation, and helping the enhancement of future employee job performance, which is beneficial for fulfilling the employees' developmental needs (Yun Guo *et al.*, 2014).
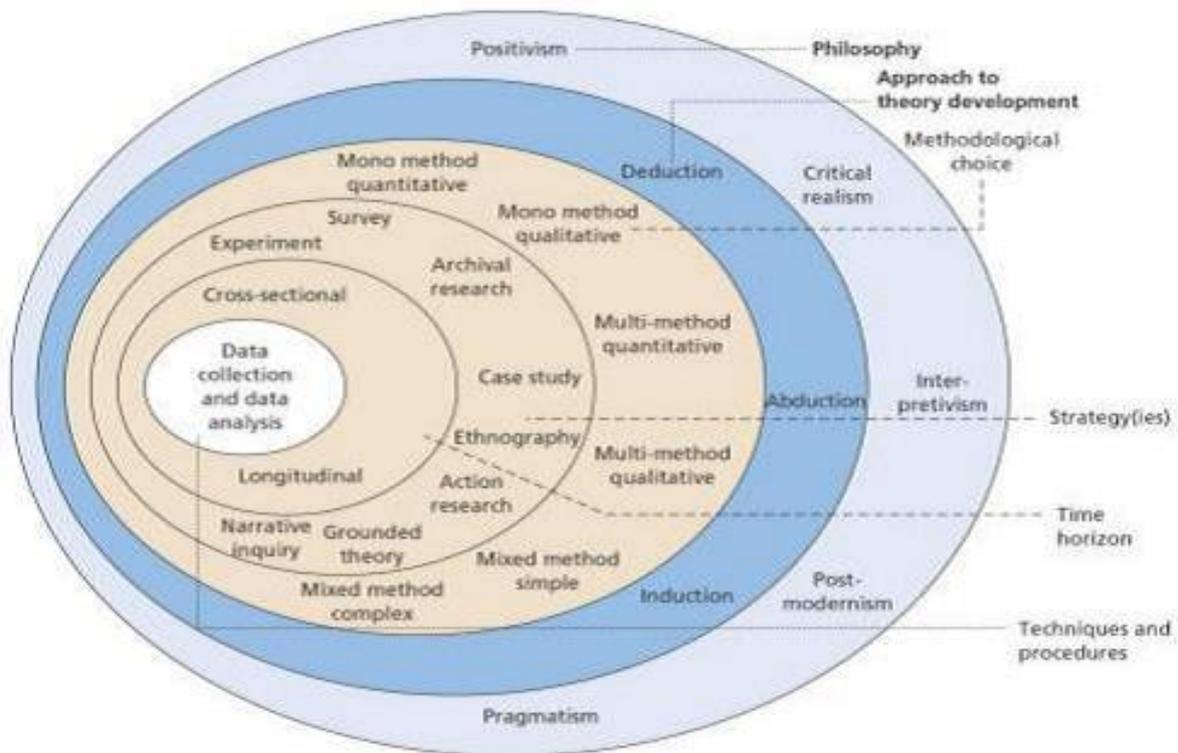
Chapter 3: Research Methodology

Fig 3.1: Research Onion (Saunders, Lewis and Thornhill, 2015)

This research project took on the assumption of epistemology as it was based on existing literature in the area of rewards and motivation (Saunders, Lewis and Thornhill, 2015). It was the aim that in its conclusion the research project would also add to the current knowledge base which exists in the area of rewards and motivation with particular attention to the area of early years education, this is another reason which resulted in the project being of an epistemology assumption (Saunders, Lewis and Thornhill, 2012).

This research project can be further categorised as subjectivism under the assumption of epistemology as the research was concerned with the narrative and opinions of the individuals who were interviewed (Saunders, Lewis and Thornhill, 2015). As the researcher

is also an early years educator it was assumed that she would have an opinion regarding the research area which would probably influence the writing of the project, this also led to the categorisation of subjectivism (Saunders, Lewis and Thornhill, 2012).

3.1 Research Philosophy

Saunders and Lewis (2014) define philosophy as "the critical analysis of the fundamental assumptions or beliefs held by an individual". The researcher felt of the five philosophies outlined by Saunders and Lewis (2015) interpretivism was best used to describe this research project especially as interpretivism was developed from a subjectivist perspective, and as stated above this research project took a subjectivist assumption. Interpretivism as a research philosophy is associated with the studying of social phenomena within their natural environment, this research project wished to identify what was motivating early years educators so it was therefore necessary to interview what Saunders and Lewis (2014) refer to as "Social actors" which in the case of this research project were the teaching staff within the crèche as well as interviewing the management to get their opinions of the staff member's attitudes (Saunders and Lewis, 2014). Interpretivism maintains that theories and concepts are too simplistic as people; differing in many ways will all have differing social realities based on the experience (Saunders, Lewis and Thornhill, 2015). Interpretivist researchers argue that because social actors within a company depending on their differing roles will have different experiences thus resulting in differing workplace realities (Saunders, Lewis and Thornhill, 2015). Saunders, Lewis and Thornhill (2015) go on to say that by focusing on the common experiences of these social actors we lose the richness of the research, it was for this reason the researcher decided to interview the staff members for their opinions of their position and to also interview the management to get their opinion of the same staff positions. The

researcher further categorised this project as phenomenalistic as it focuses on the staff members lived experiences i.e. their everyday working lives and the rewards they receive for completing this. Interpretivists recognise that their own interpretation of the data and research material, and therefore their own beliefs and values have an important role to play in the research process, it is also crucial to the interpretivist philosophy that the researcher adopt an empathetic stance (Saunders, Lewis and Thornhill, 2015). As the researcher of this project is also an early years educator it is certainly clear that she already possesses this empathy, she also has the added bonus of understanding the industry and the point of view the staff may have.

The researcher ruled out the philosophy of positivism as she felt that when dealing with people it is impossible to make law-like generalisations (Saunders, Lewis and Thornhill, 2015). The researcher also felt that realism was an inappropriate philosophy as it emphasises that objects exist independently of our knowledge of their existence, as this project is based on opinions of the staff members and management of the crèche (Saunders and Lewis, 2014). As some of the interviewees voiced their concern about the questions in the interview, the researcher felt it inappropriate to use the philosophy of postmodernism due to its placing of such importance on the role of language (Saunders, Lewis and Thornhill, 2015). Finally the researcher felt pragmatism was also an inappropriate philosophy to use as she felt unable to integrate sufficiently different perspectives when interpreting the data obtained (Saunders, Lewis and Thornhill, 2012).

3.2 Research Approach

As this research project was based on the interviews and opinions of a sample portion of the teaching staff members and management of the chosen crèche the researcher felt this project

took the approach of induction (Saunders, Lewis and Thornhill, 2012). Saunders, Lewis and Thornhill (2015) outline three approaches to theory development; deduction, induction and abduction. Deduction is concerned more so with scientific research, induction came about with the social sciences in the 20th century and abduction is in essence a combination of deduction and induction (Saunders, Lewis and Thornhill, 2015). As social science researchers were wary of deduction and the way the approach enabled a cause-effect link to be made between variables without an understanding of the way humans interpreted their social world the inductive approach to theory development came about (Saunders, Lewis and Thornhill, 2012). Another reason the researcher felt that an inductive approach best suited this research project was because motivation is one of the most intensively studied topics in the area of social science (Al Araimi, 2013). If we induce something we draw conclusion from one or more particular fact, the conclusion explains the facts and the facts support the conclusion (Blumberg, Cooper and Schindler, 2014). Deduction and induction could be considered tendencies rather than a conclusive distinction (Bryman and Bell, 2011).

Developing an understanding of the social actors and their world is the strength of the inductive approach (Saunders, Lewis and Thornhill, 2015). Inductive reasoning is concerned with moving from specific observations to broader generalisations and theories (Saunders and Lewis, 2014). Another criticism induction followers have of deduction is its rigid methodology that doesn't permit alternative explanations of what is happening (Saunders, Lewis and Thornhill, 2012). Research using an inductive approach is usually concerned with context, it therefore is likely to be a study of a small sample of subjects which was the case in this research project (Saunders, Lewis and Thornhill, 2015). The inductive approach to theory development is usually concerned with the collection of qualitative data again like this research project was (Saunders, Lewis and Thornhill, 2012).

3.3 Research Strategy

The researcher made the decision to complete a mono method qualitative methodological research project; she had considered completing the project using mixed methods in a sequential exploratory design however it was decided that by using the same questions to interview both management and a sample portion of staff it gave the whole research project a more complete view of the opinions of the different social actors and made the project more complete in the analysis section. Qualitative research is associated with interpretive philosophy, this is because it is concerned with the researcher making sense and analysing the subjective and socially constructed meanings expressed by the interviewees about the phenomenon which was being studied (Saunders, Lewis and Thornhill, 2015). Due to the fact that there was not a lot of research already completed in the area of motivation within a childcare setting the researcher felt that qualitative research was appropriate as it is particularly relevant when insights about the phenomenon being explored are modest (Ghauri and Grønhaug, 2005). Like this research project does often qualitative research begins with an inductive approach, this is where naturalistic and emergent research is used to build or develop a more complete theory than already exists in the literature (Saunders, Lewis and Thornhill, 2015). As the researcher was a colleague of the research participants it was believed that she had built a rapport with them and she was conscious of demonstrating sensitivity thus access was gained to their cognitive data (Saunders, Lewis and Thornhill, 2015). Qualitative research was appropriate for this research project as its roots lie in ontological philosophy and like this project was epistemological philosophy, it was also appropriate as this project was a case study which along with other strategies suits qualitative research (Saunders, Lewis and Thornhill, 2015).

As this research project was seeking information on a very highly researched topic, being motivation but in an area which was not very highly researched that being the area of

childcare, this research project was classified as an exploratory study (Saunders, Lewis and Thornhill, 2012). Saunders, Lewis and Thornhill (2015) say that exploratory research may start with broad focus but narrow as the project progresses, the research felt this was relevant to this research project because as she was researching the idea and aim of the project changed a few times. A research strategy can be defined as "a plan of how a researcher will go about answering her or his research question" (Saunders, Lewis and Thornhill, 2015). The researcher decided to conduct a case study on a typical south county Dublin crèche as research using the medium of case study is very effective and widely used in business and management research, as well as being a popular choice of students completing their research projects (Blumberg, Cooper and Schindler, 2014). One of the main differences between case studies and other research strategies is that the case study approach investigates a phenomenon rather than being a specific method to collect information (Blumberg, Cooper and Schindler, 2014). The researcher not only decided to complete a case study as it was a typical south county Dublin crèche but also because case studies obtain a complete picture of an entire situation which requires examining in a real-life example (Hair Jr *et al.*, 2011). As discussed above the relationship the researcher has with the research participants is vital for the accumulation of quality information in qualitative research, this is why the researcher chose to complete the case study on her place of work where these relationships already existed, as the time frame of the project was too short to try and build these relationships as well as completing the project in full. It is for these reasons the researcher sought to complete a case study rather than another research strategy. In this particular instance the case refers to an organisation (Saunders, Lewis and Thornhill, 2015). This research strategy is distinguished from others because of the fact you are studying something in its real setting, this allows us to develop in-depth insights into the research frequently by using a mono

method approach to gather a wide breadth of information (Saunders, Lewis and Thornhill, 2012).

Yin (2009) highlights four major case study types; single case, multiple case, holistic case and embedded case. This research project falls under the categories of single and embedded (Yin, 2009). The centre has been selected for this case study as it is typical representation of the industry as stated above, and it is embedded as both the answers of management and teaching staff are being collected and analysed (Saunders et. al., 2009).

3.4 Research Objectives

As previously stated in this research project the aim is to identify what is motivating our early years teaching staff? The research objectives are:

1. Are early years educators satisfied by their pay?
2. Does Job satisfaction affect early years educators motivation level?
3. Are early years educators intrinsically motivated?
4. Are early years educators motivated by extrinsic rewards?

3.5 Population and Sample

The elements of this research population are Childcare teaching staff; the unit is early years education sector; extent is south county Dublin and the time is June - August 2016.
The target population is the full group of elements which are relevant, for this research project it is the teaching staff in a typical south county Dublin crèche located in Dublin 14 which is the subject of the case study (Hair Jr *et al.*, 2011). This can be narrowed further by defining the sampling unit which is the elements available for selection during the sampling process, for the purpose of this research project the researcher eliminated any teaching staff

or members of the management team who were unavailable due to holidays or other commitments (Hair Jr *et al.*, 2011). The next step was for the researcher to use the staff rota as a sampling frame for the sample to be drawn from, the researcher divided the sampling frame into three groups by the age brackets of the children being educated and cared for by the teaching staff this was to ensure probability sampling (Hair Jr *et al.*, 2011). The researcher then used random sampling to select two teaching staff members from each age bracket, this resulted in 6 teaching staff members being selected for interview, in the case of the management interviews there was only two of the three managers available at the time the interviews were taking place so these two were interviewed (Hair Jr *et al.*, 2011).

The researcher felt this method of selection was best for the research project as the crèche which was the target of the case study has a relatively small staffing number but is still typical of most crèches in operation.

3.6 Data collection, editing, coding and analysis

The researcher decided to complete eight personal interviews with six members of the teaching staff and two members of the management team in order to obtain the qualitative data required for this project, a personal interview is "a two-way conversation initiated by an interviewer to obtain information from a participant (Blumberg, Cooper and Schindler, 2014). The researcher decided the best approach to these interviews was to use a semi-structured interview with moderately specific topics which she required opinions on this was used to guide the interview while giving the interviewees scope to answer with their own opinions (Bryman and Bell, 2011). While the interviewing technique used was flexible it was also dependant on the interviewees understanding of the issues in question (Bryman and Bell, 2011). The researcher had intended to voice record all 8 interviews however some staff

members felt uncomfortable with the use of a recording device, the researcher was able to voice record the two interviews with management and she also voice recorded two interviews with members of the teaching staff, for the other four interviews the researcher relied on her handwritten notes alone.

In editing the research data gathered by the researcher while transcribing the interviews ensured that there were few or no errors or data omissions, she corrected any issues there were for example by rewording a question which caused some confusion with the interviewees, this was to ensure there was enough relevant and pertinent data gathered for the research project to proceed (Blumberg, Cooper and Schindler, 2014).

Hair Jr et al. (2011) states that in qualitative data gathering the researcher is looking for commonalities and patterns both during and after the data is collected, they can then either prepare a written description of the patterns observed without formally coding the data or they can code the answers and examine the findings with the use of software aids. The researcher decided to do a thematic analysis of the data collected, focusing on what was said by the interviewees rather than how it was said (Blumberg, Cooper and Schindler, 2014). Coding for thematic analysis is involved with the labelling of each unit of data within the interview transcripts with a code that summaries that extract's meaning (Saunders, Lewis and Thornhill, 2015). Without coding there may have been difficulty on the researchers part to comprehend all of the data collected (Saunders, Lewis and Thornhill, 2015). Coding is a simple and versatile tool which allows the linking of data that refers to the same meaning in order to compare and contrast (Saunders, Lewis and Thornhill, 2015). Thematic analysis is not tied to one philosophical mind set making it flexible, however your assumptions will affect how you use thematic analysis to interpret you data (Saunders, Lewis and Thornhill, 2015). In the case of this research project as it is an interpretivist study the researcher used it to explore the different interpretations the teaching staff and management had on rewards and

motivation in relation to the teaching staff of the crèche (Saunders, Lewis and Thornhill, 2015). Thematic analysis is the comparison of multiple stories from many different tellers, this has the potential weakness of losing the context of each individual story in the search for the comparisons (Blumberg, Cooper and Schindler, 2014). Another important aspect of thematic analysis which the researcher was aware of was the sequencing the interviewees used as this can have an effect on the outcome whereas in content analysis the sequencing would have no effect (Blumberg, Cooper and Schindler, 2014).

3.7 Ethical issues and procedure

Ethics is relevant to business research as ethical issues occur in almost every phase of the research process (Hair Jr *et al.*, 2011). Ethical dilemmas emanate from "questions of fairness, justice, potential conflicts of interests, responsibility issues, power discrepancies, and honesty issues" (Hair Jr *et al.*, 2011). Throughout the duration of this research project the researcher was faced with a number of ethical considerations and decisions some of which she highlighted below.

As this research project involved human volunteers it was imperative that the researcher followed the DBS Guidelines on ethical approval and received college clearance before completing the research project (DBS Guidelines on Ethical Approval).

All participants had to be fully briefed on what the project was researching, who would be aware of their involvement in the project and who would be able to read the project at the end, this was done using a participant information sheet allowing them to give informed consent for their participation in the project and for their answers to be used in the project (Saunders et. al., 2016). The researcher informed the participants that their interview tapes would be kept confidential, only the researcher would be listening to them unless the integrity

of the research project came into question. If that was the case then the two markers of the research project would be given access to the interview recordings, the interviewees were unidentifiable on the recording other than through coding. From these recordings the researcher typed interview transcripts which would also be submitted to DBS but only for the use of the two markers. The 8 interviewees were identified on the recordings and on the researcher's notes through a numbering system, the owner and manager were identified using m1 and m2 and the teaching staff were identified using t1 – t6. When the researcher was writing up the findings and discussion chapters of this project she continued to protect her interviewee's identity.

All hard copy data collected will be kept in a locked home filing cabinet and all data entered onto the computer will be password protected.

When analysing the data collected the researcher remained objective and represented the true data collected. This collected and analysed data was kept until December 2016 in case of any queries arising during the correction of the project. Once the researcher has received the final results of the MBA all data collected will be destroyed.

If it was pertinent to the project the researcher may have looked for permission from the managers to identify the early years education centre to her dissertation supervisor however every effort was made to preserve the anonymity of the centre throughout the written project so when it is available through the DBS website the centre is unidentifiable. It is for this reason that the researcher got a member of management from the crèche to sign an access to information form however the company name was left blank.

Chapter 4: Data Findings

4.1 Presentation of Findings from teaching staff interviews

None of the teaching staff interviewed feel the payment they received reflects the job that they do, there were mixed feelings on pay satisfaction with some commenting that they are aware the wages that they are receiving is better than they would get elsewhere. Four of the six interviewed staff members feel that satisfaction has an effect on their motivation while the other two staff members feel it doesn't affect their motivation and they will do their job regardless of their remuneration for the sake of the children.

All teaching staff interviewed felt that they have the opportunity to work with autonomy however while some felt they were given too much autonomy others felt they were supported by management and given an appropriate amount of autonomy.

When asked about intrinsic versus extrinsic rewards five of the interviewed staff members felt they were more motivated by intrinsic rewards, of these five three of them felt that the extrinsic rewards are a great extra bonus, one didn't mention extrinsic rewards at all and just discussed her love of the work and the last person felt the lack of a decent wage and her working conditions over the years now out-weighed her love of the job. The last person interviewed felt she did not receive any rewards either intrinsic or extrinsic.

There were mixed feelings from the interviewed staff members when asked if they felt extrinsic rewards reduced their intrinsic motivation, the interviewee who felt she doesn't receive any reward from the company reiterated her viewpoint, another staff member felt she would do her job no matter what and another said the poor wages doesn't take away from the job that she does. The other three interviewees felt extrinsic rewards do impact on intrinsic

motivation by reducing their internal drive and undermining their natural talents for self-regulation.

All interviewed staff members felt it is important to be intrinsically motivated in order to work in the childcare industry, three of them felt it important for the sake of the children, two felt so because the rewards we receive are little and far between and one felt most people in this line of work do it for the love of the job but this only takes you so far and then issues with money and working conditions come to the forefront again.

One of the interviewed staff members felt she was not with the company long enough to answer the question relating to managements attempts at motivating staff with financial or non-financial rewards, and another feels that management use non-financial rewards to try and motivate her but she feels she has not been working in childcare long enough to comment if this is new or if this has always been managements preferred motivational technique. One staff member said that before the new owners took over again two years ago they received token gifts at Christmas which she found demotivating whereas the new owners offer a financial bonus at Christmas, other than this she feels management focus on non-financial rewards to motivate staff. Another interviewee said she would be motivated by financial reward based on work performance, attendance and commitment to her role; however she feels rewards are not offered within the company. The last staff member that was interviewed said management did attempt to motivate them once using financial reward however the pay increase was so insignificant it failed to change her level of motivation.

There was an almost unanimous sentiment that rewards offered by the company are generalised for all staff members with two commenting that rewards were given very seldom or very little and one staff member felt the company does not offer rewards. One staff

member did comment that in regards to time in lieu each person gets back what they have worked, this is the closest mention of individual rewards.

All of the staff members who were interviewed agreed that financial rewards are insufficient tools to motivate and engage staff. One staff member said that many feel underappreciated and would prefer even a verbal acknowledgement of what they do but she said staff need to be firstly doing the job for their love of it, another staff member commented that even though she is dissatisfied with the wages she is still there doing her best. One interviewee commented that while money can motivate people to do a good job she felt management also had to promote positive team energy and encourage staff to increase their skills. Another member of the teaching staff who was interviewed felt there needs to be an element of respect and understanding between management and staff, she said mostly it feels like you're in school being told what to do rather than a stimulating working environment where you studied hard to be seen as a peer and an educator in your own right..

There is a 50/50 divide between the interviewees when asked if they can see team based rewards being used within the company. Three said team based rewards are not used within the company, one going on to say there are very little rewards or incentives within the company. Two talk about the whole crèche being rewarded as one team one of which goes on to say there used to be competitions at Christmas or Halloween and whichever room won the competition staff of that room got an hour off, now she says the management pays for drinks on staff nights out. One interviewee said she could really see how team based rewards would work and they would be good for staff morale and bring the staff closer together, this leads me to believe she doesn't feel they are in use at the moment.

There was only one staff member that felt management were the role models they needed to be but she didn't elaborate on that point, one staff member felt at times they offer support and

guidance but most of the time she felt she was on her own, another staff member felt management need to be stronger and if they make a decision they can't let a staff member make changes to that decision, which she felt does happen at times. An interviewee felt that management don't hold sufficient qualifications to engage or train staff, they felt management don't see the importance of suitable staff members and that their main focus was complying with adult child ratios. Another staff member felt management were oblivious to what was going on in the rooms unless there was a major issue brought to their attention by a staff member or parent and she feels they come and go as they please. The last interviewee also felt that management were not good role models in relation to time keeping and she felt at times they did show bias towards certain members of staff.

One staff member felt overall management tried to encourage positive relationships, another felt most of the time they did but she felt sometimes management took one side just to make life easier and to avoid certain conflicts. Another felt that while they do want everyone to get along they don't necessarily promote and encourage the behaviours for positive relationships, she feels at times they are biased and can show favouritism. She feels this is very demotivating and that it's easier for them to sweep an issue under the carpet rather than dealing with it. One staff member interviewed felt that on the whole relationships within the company were very positive and there were only a few issues but she said she felt at those times the management could have done more. The last interviewee feels that management expect you to go into your classroom and carry out your duties and responsibilities regardless of your relationship or any issues you might have with your co-worker.

All staff members interviewed agreed that the relationship they have with their co-workers affects their level of motivation. Three said they get on well with their colleagues, this makes it easier to come into work and the room they work in runs better. One commented that in the past she had issues with a co-worker who she found difficult to work with she said this

affected her motivation to complete her work to the highest of her standards. Another staff member told the researcher she had been bullied by two other staff members and felt very demotivated while it was going on, she said it also made her sick which reduced her productivity. The last staff member to be interviewed feels it is difficult to come in and work to the best of her ability when she sees others doing the bare minimum and getting away with it, it make her question why she should bother doing the extra when others don't.

Five of the six staff members interviewed would liken what they do with the public sectors opportunity to serve the public, two felt they did this by shaping the minds of the future, two felt they were doing this by allowing the parent return to work. The other said childcare is a customer service based business but she said the difference between private and public childcare companies is that in private companies what the customer wants the customer gets regardless of how much that adds to the already impossible workload of the staff. The last interviewee would not compare her job to that of the public sector as she works for a private company whose main focus is to make a profit.

All the staff members interviewed can relate what they do to the overall purpose of the company to varying degrees. One staff member feels if it weren't for the hard work and dedication of the staff the company would not be where it is today, another feels her presence contributes and results in the smooth running of her room which leads to happy co-workers and happy children. Another two interviewees are there doing their best for the children in their care which the researcher feels contributes to the purpose of the company.

Four of the six staff members that were interviewed feel they have the opportunity to meet or exceed their personal standard of achievement. Of the other two one feels there are not enough resources or time allocated and she points out that all lesson planning ends up being

done at home by staff members. The other feels she would like to work towards a goal but currently management are not cross checking anyone's work which makes this impossible.

4.2 Presentation of Findings from management interviews

When management were asked if they felt the staff members were satisfied by their pay they both said no, one member of management went on to say she didn't think anyone would ever be happy with the pay, but she did think staff found it fair for their relevant qualifications and in the relevant industry. One of the managers felt the rate of pay was not reflective of the work the teaching staff do however the other felt that it was but followed this up again stating it is the industry which has set these wages and what she pays is industry reflective.

Both members of management felt that the satisfaction levels of staff would affect their motivation, both stating it is important for the staff members to be happy and if they are not happy they will not be working to the best of their ability.

Both members of management feel it is important for staff members to be able to work with autonomy and they are given the opportunity to do this within the company; however one member of management when listing the autonomy she likes to see firstly focused on the staff working with autonomy on their own time doing extra and giving the company more than what they are paid to do and give.

When management were asked which motivated the staff more extrinsic or intrinsic reward they both felt it was a mixture of both types of rewards. One member of management feels that while everybody loves extrinsic, one member of management feels that younger staff are more motivated by extrinsic rewards and older staff are more intrinsically motivated, she felt this is because younger staff want to save for cars and houses whereas she feels the older

members of staff work in the company for the environment more than the money. The other member of management feels that while extrinsic rewards motivate childcare is a vocation and the people working in the industry don't do it to get rich but rather for the love of the children. She feels the extrinsic rewards are important for longevity in the industry as it is such a demanding job.

One member of management feels that the issue of extrinsic rewards reducing intrinsic motivation is not a worry they are faced with as any wage increases are so incremental and reiterates the fact that people do it for the love of the job and the children. The other member of management reiterated the fact that pay increases are so low that it can be more motivating for the staff to receive new equipment for their room which might make their working day easier.

Both members of management feel it is important for staff members to be intrinsically motivated one makes the comment you won't get or keep a job unless you are intrinsically motivated the other feels it is important if they are not working because they are not intrinsically motivated but also feels it is important for the staff member to have.

Both members of management feel they use a combination of financial and non-financial rewards in an attempt to motivate their staff members. One manager mentions the importance of not only financial support for staff to further educate themselves but also supporting them with time off when they need it for exams etc. The other member of management says they reward staff in a number of ways such as buying drinks on a night out, they also now provide staff with their uniforms free of charge, she feels this is important as the new uniforms make them look nice. She also comments that since the new owners have taken over they are given more money to spend than they were in the past.

Both members of management feel the company offers rewards on an individual basis, one goes on to comment that she doesn't follow a clinical rewards system she does it in her head, she has an idea of what a mediocre reward would be and there are grades of excellence above and below.

Both members of the management team who were interviewed agreed that financial rewards alone are insufficient tools to motivate and engage staff. One added to this by saying unfortunately everything comes down to money but it's not everything, we all love to be told we are doing a great job and we love to have and work towards goals and targets. The other interviewee feels that autonomy motivates and staff being given the chance to run their room as they feel best will motivate them to a greater extent than paying them more money will. Both members of the management said they don't use team based rewards, one said that's not to say they wouldn't but currently all team activities are social nights out or group training when certificates such as manual handling or first aid need to be renewed. The other said she doesn't like to reward that way as only those that win are happy. In the past there has been competitions for best decorated room but she feels bad only picking one winner and would rather motivate by congratulating the staff on their fantastic work and reward everybody on the next staff night out. She would reward the whole crèche as one team as she feels this would keep everybody motivated.

Both members of management hoped that the management were the role models they need to be for staff to follow suit, one commented that there is always room for improvement and that if you are going assess someone's performance you need to be able to stand up to that same scrutiny. The other member of management feels that by management having a good work ethic they instil this in the staff, and by giving staff time off when they need it they will be more inclined to help you if you are in need.

Both members of management feel they try to encourage positive relationships one says they do this by having nights out, and fun things to do, she tries to instil a professional but fun vibe. The other member of management feels they try to let staff members sort out their issues themselves but says that they step in when they need to. Both members of management who were interviewed see the importance of positive relationships between staff members, one manager feels there is a level of responsibility from staff members to act professionally as this is their place of work, but there have been instances where management have had to step in and listen to both sides of the argument and try to help resolve an issue. The other member of management interviewed recognises how staff may be reluctant to come in if they are having issues with their co-workers and she said that in the past they have gotten rid of people who have brought levels down and when they are hiring positivity and fitness are traits they watch out for in prospective employees.

Both members of management who were interviewed could relate the job of the teaching staff to offering the opportunity to serve the public. One linked it back to what she had mentioned before about childcare being a vocation, just like nursing etc. the other interviewee feels that not only is it a service that needs to be provided but she feels with the way the employment system works in Ireland which she compared to Germany she feels there is even more need for this service in Ireland.

Both members of management felt that the role of the early year's teacher related very much to the company's overall purpose, one said they were one and the same and they must be aligned. The other member of management who was interviewed said the teachers educate, nourish and look after the children while physically and emotionally supporting them and that would be the purpose of the company also. When asked if staff members have the opportunity to work and perform in a way that meets or exceeds their personal standard of achievement both members of management felt the teaching staff most definitely do have this

opportunity available to them, one said they have the opportunity to take on any extra roles if they want, she did also comment that when the company was part of a chain it was easier for staff to see the potential of progression as they could move to another centre to fill an assistant manager role and they felt there was more openings available to them whereas now that the crèche is independently run those same opportunities for career progression are no longer available to the teaching staff, so it can be difficult to keep everyone happy. The other member of management brought her point back to the autonomy they are given and freedom with the budget to buy what teaching materials they feel are needed, the management encourage improvements to the curriculum and that she feels this encourages the staff members to flourish in whatever area they show aptitude or interested in, whether that be sports or art.

Chapter 5: Discussion of Findings

The majority of the interviewees both members of management and members of the teaching staff said that there was little to no pay satisfaction experienced by the teaching staff, this is worrying as according to Chaudhry et al. (2012) while all social factors are important in improving an employee's job satisfaction pay satisfaction is amongst the most important. Pay satisfaction is also said to have a positive effect on employee performance and motivation this can lead to less absenteeism and lower staff turnover (Chaudhry *et al.*, 2012; Aktar, 2015). However in contrast to this theory in their study Ali, Edwin and Tirimba (2015) found no link between these two factors. Most interviewed staff members commented that their pay was good for what is generally regarded as a poorly paid sector this is backed up by the numerous surveys by both Early Childhood Ireland and Montessori Alliance on rates of pay within the early year's sector (*Early Childhood Ireland*, 2012, *Early Childhood Ireland*, 2016; Montessori Alliance, 2013). All the teaching staff and one member of management who were interviewed felt the job they do on a daily basis deserved higher rate of pay than what is currently available within the early year's sector, Nimri, Bdair and Al Bitar (2015) feels it is essential to understand an employee's perception of their work and the rewards that they receive. Both members of management felt satisfaction had an impact on motivation, four staff members also felt that satisfaction played a role with regard to their motivation while two other staff members felt satisfaction did not have an effect on their motivation, the literature has found higher job satisfaction is linked to better performance (Mpembeni *et al.*, 2015).

Everybody that was interviewed for this research project agreed that they were given or that they continue to give staff members the opportunity to work with autonomy, this is thought to

give staff members the feeling of responsibility for the quality of their work (Jacobs, Renard and Snelgar, 2014). Flatter organisation structures require more autonomy from their employees the researcher finds this very relevant to this situation as the crèche which is the focus of this investigation has an extremely flat organisational structure (Jacobs, Renard and Snelgar, 2014). While one staff member felt they were given the opportunity to work with autonomy however they felt this was taken to the extreme, this could link back to the literature review where a study found public sector employees didn't value autonomy as much as private sector employees (Nimri, Bdair and Al Bitar, 2015).

All of the people who were interviewed, except one could relate the childcare sector to the public sector's opportunity to serve the public; the researcher feels this could be because of a number of reasons. Some similarities between the two sectors are the low rewards resulting in lower extrinsic satisfaction, and also the fact that employees are more satisfied by intrinsic rewards of the jobs but less satisfied with the extrinsic rewards (Wang, Yang and Wang, 2012).

Members of the teaching staff who were interviewed said they were more intrinsically motivated, this goes further to explain the link to public service work as Georgellis, Iossa and Tabvuma (2011) found that people were more attracted to jobs in the public sector because of their intrinsic rewards rather than the extrinsic offered by the job. However Nimri, Bdair and Al Bitar (2015) made recommendations that further research is required into the reason why extrinsic rewards fail to motivate employees in the public sector. This researcher feels this is also true of the childcare sector as one interviewee commented that lack of extrinsic reward for her started to outweigh the love of the job.

The majority of interviewees feel that extrinsic rewards can reduce your intrinsic motivation this correlates to what Nimri, Bdair and Al Bitar (2015) stated in their paper about extrinsic

rewards decreasing intrinsic motivation as well as the findings of Georgellis, Iossa and Tabvuma (2011) that extrinsic rewards reduce the inclination of intrinsically motivated people to accept public sector employment. One member of management made the comment that any pay increases would be so low that it wouldn't allow any complacency these comments link back to the findings of the pay surveys completed by the Montessori Alliance in 2012, 2013 and 2016 (*Early Childhood Ireland*, 2012, *Early Childhood Ireland*, 2016; Montessori Alliance, 2013).

Everybody interviewed felt it was important for early years educators to be intrinsically motivated, intrinsically motivated employees usually show higher levels of commitment to their company, productivity and performance within a given organisation (Georgellis, Iossa and Tabvuma, 2011). In this case a high level of commitment to the children by the staff members care can also be seen in the crèche which is the focus of this case study.

There was mixed feeling when the staff members were asked if management tried to motivate them with financial or non-financial rewards, one said there was no attempt to motivate staff with either form of reward, another interviewee said the financial attempt at motivating was so minimal it had no impact on their motivation and the remaining interviewees felt the focus was on non-financial reward but it had always been this way, this is in contrast to what is generally seen in the literature which says that the focus has switched to non-financial reward but only since the economic downturn (Irimie and Armean, 2012).

The general consensus from the staff members interviewed was that rewards were few and far between if at all and these rewards were always generalised, this is in contradiction to what management said which was that rewards within the company were awarded based on individual merit. The literature on the subject says that people are individual and therefore are motivated by different things and that a change in circumstance can also alter the priorities of

rewards (Irimie and Armean, 2012). One member of management commented that the staff members of differing ages were motivated by different things, this is in agreement with the literature which found that depending on one's generation some rewards will be more desired than others (Bussin and van Rooy, 2014).

All of the people interviewed agreed that financial rewards alone were insufficient tools to motivate this correlates with the literature which says while a pay rise or bonus motivates the employee a certain amount, it is also imperative for management to acknowledge and appreciate the work an employee completes, both of these rewards; pay and recognition should be used for increased motivation, retention, engagement and job satisfaction as it is more likely an employee will become less committed due to lack of recognition rather than low pay (Jain, 2014). While monthly salary in a study by Al Araimi (2013) was found to affect motivation levels of employees they make it clear that it is not the only factor which has an impact on motivation and so therefore should not be the only focus of management in order to increase staff motivation levels. However it is important to also remember what was spoken about above with regard to low wages. Chaudhry et al (2012) pointed out that while all other social factors are significant in enhancing job satisfaction for employees, pay satisfaction is essential.

The interviewees felt that team based rewards were not used within the company unless it was on the basis of the whole crèche being rewarded as one team Aktar (2015) discusses the importance of working in a team, as it increases the individuals level of pleasure which in turn increases their performance.

One staff member feels management are the role models they for what they should be aspiring to be, Another interviewee feels they sometimes are role models and the other four feel they are not the role models they need to be, management hope they are the role models

they need to be. Irimie and Armean (2012) conclude their paper with four concepts for minimal or non-financial motivation and one of these is management need to be an example for the employees to follow.

Everybody within the crèche who was interviewed for the purpose of this research project agrees that the relationship one has with their co-workers has an effect on their motivation. This backs up the study by Al Araimi (2013) which found the same and they suggest that employees strengthen their relationship with the people they work with to motivate themselves. Al Araimi (2013) also state that management should encourage these positive relationships, While in this study management feel they do this the teaching staff members who were interviewed had mixed feelings, one interviewee felt management did encourage these positive relationships, while three other interviewees felt that management could do more to encourage the formation of positive relationships with in the workplace, one interviewee felt management don't encourage positive relationships amongst their staff enough and one felt they have no knowledge of the relationships co-workers have until a complaint is made.

Everybody who was interviewed could relate the role of the teaching staff to the company's overall purpose in varying degrees. Jacobs, Renard and Snelgar (2014) state an employee must understand their roles purpose and be able to relate that to the purpose of the company in order to feel rewarded and satisfied and thus motivated. They also say employees should feel proficient at handling their work and performing in a way that meets or exceeds their personal level of achievement (Jacobs, Renard and Snelgar, 2014). Both members of management feel staff members are given the opportunity to fulfil this feeling of proficiency and four staff members feel they are afforded this opportunity, however two further staff members interviewed feel they are not proficient at handling their work or performance.

The fact that the early years teachers that were interviewed are so intrinsically motivated and are receiving such low and unsatisfactory wages can be related back to the study by Ali, Edwin and Tirimba (2015) which found there is no link between the salary paid to an employee and their job satisfaction. It is perhaps the intrinsic rewards that the staff experience which have kept them so motivated. Thomas (2009) identifies four intrinsic rewards meaningfulness, choice, competence and progress, the researcher can apply each of these to the answers given by the teaching staff members in the interviews: Meaningfulness can be linked to the fact that staff could relate what they do to the company's overall purpose, choice can be linked to the autonomy which the management allow the staff to work with, competence links to the fact that staff are working to and meeting their own personal achievements, unfortunately the researcher can only link progress to a negative comment in an interview with a teaching staff member who said she would like to be meeting goals. The researcher can see similarities between this research project and that completed by Vévoda et al (2011) on the attitudes of nurses using Hertzberg's two factor motivation theory. Both the nurses and the teaching staff were unsatisfied by their wages however they both felt satisfied in terms of personal achievement. Both seem content with the area's they work in despite this low remuneration and like that study this researcher feels the hygiene factor of salary needs to be addressed to higher job satisfaction within the wider industry of early years education.

Management discussed the importance of their role in offering support such as time off, as well as financial backing for employees who wish to further their own education, when management through their actions show support for training the staff who are being trained tend to perceive the training as a higher priority for the management rather than as something being done for the benefit of the staff (Towler, Watson and Surface, 2014).

The members of management appear to have given mostly similar or identical answers which show the researcher that the management appear to have their ideas on their vision of how

they wish to operate the day to day running of the crèche aligned. However this alignment doesn't continue down to the teaching staff as they mainly gave differing answers to those given by management. It is important that employees are not only motivated by their leaders to fulfil the organisations purpose but that this purpose is inferred by all employees in the same way (Carton, Murphy and Clark, 2015).

Chapter 6: Conclusions and Recommendations

6.1 Conclusions

This research project set out in an attempt to widen the scope of research and breadth of knowledge in the subject area of motivation of early years teachers. While the investigation into motivation is vast there is little evidence of research within the area of childcare. The researcher through the collection and analysis of primary and secondary data has been able to conclude the following.

The level of payment for teachers in the early years sector is as described by Dr. Mary Moloney abysmal ('Prime time', 2013). The current level of remuneration is not reflective of the responsibility placed on the early years workforce (*Early Childhood Ireland*, 2016). This backs up the opinions of the early years employees who were interviewed for this research project. However the Survey completed in 2012 by Early Childhood Ireland stated that the rate of pay for early years staff needed to increase (*Early Childhood Ireland*, 2012). Here we are now four years on from their first survey and their current survey is still saying the same, yet action doesn't seem to have taken place, this makes the researcher question if it will ever happen (*Early Childhood Ireland*, 2016). When looking at the rate of pay in the early years if we apply Hertzberg's two factor theory, salary is a hygiene need and these need to be met in order to bring the employee to a level of no dissatisfaction, therefore the researcher when applying Hertzberg's theory feels it will be impossible to even start moving towards motivating early years teachers with the use of extrinsic rewards until this is rectified. The current line of thought of the 2016 researcher on behalf of Early Childhood Ireland has called for professionalisation of the sector as a whole and has acknowledged the need to develop a framework to support this professionalisation (*Early Childhood Ireland*, 2016).

The researcher has been able to conclude from the literature and through her own interviews that job satisfaction has an effect on the motivation of early years teachers (Mpembeni *et al.*, 2015).

The literature review for this research project outlined the importance of intrinsic motivation as well as the use of extrinsic rewards in order to keep staff motivated, the early years teachers who were interviewed for this research project demonstrate a high level of intrinsic motivation down to what was described by a number of both teaching staff and management as being for the sake of the children. This tells the researcher the staff are very dedicated and this is reiterated by the sentiments of one member of management team who was also interviewed when she said childcare is a vocation; people were born to do it. This also links back to the literature review where it was found that employees who find their work meaningful are more likely to be dedicated (Jacobs, Renard and Snelgar, 2014). All of the people who were interviewed for this research project felt that it is very important for early years teachers to be intrinsically motivated, some of the teaching staff furthered their point by saying that it is important as there are not many extrinsic rewards and the few that there are fail to motivate as they are of negligible value as a motivational factor. Everybody that was interviewed can relate the role of the early years teachers to the overall purpose of the company this is positive as the literature says that this has a positive impact on intrinsic motivation. The early years teachers that were interviewed said they don't see very much use of extrinsic rewards by management in an attempt to motivate them, if they do they say they are minimal and generalised. They also felt that the management was focused on using non-financial rewards and that this has always been the case, this is in contrast to the literature as while it did say the focus of rewarding had moved to non-financial forms they said this was only since the recent major economic downturn (Irimie and Armean, 2012).

Most of the interviewed members of staff as well as all the management who were interviewed could relate childcare to the opportunity to serve the public which is afforded to the employees of the public sector. When the researcher compares the data which she collected to the literature on public service employee's motivation she can see a number of similarities such as the fact that both are intrinsically motivated and the fact that extrinsic rewards and pay are low in both sectors (Georgellis, Iossa and Tabvuma, 2011; Chaudhry *et al.*, 2012; Wang, Yang and Wang, 2012). It is perhaps the fact that extrinsic rewards are low which results in them failing to motivate staff in these sectors.

All interviewees acknowledge the importance of positive relationships on motivation however most staff members felt that management fail to encourage or fail to do enough to encourage these relationships.

When the two members of management were interviewed by in large their answers were similar or the same this is positive as it means there is consistency within the management team, however the answers of the staff members were the majority of the time different to those of management. It is important that employees are not only motivated by their leaders to fulfil the organisations purpose but that this purpose is inferred by all employees in the same way (Carton, Murphy and Clark, 2015). Currently within the crèche this does not seem to be happening.

6.2 Recommendations

The researcher is in agreement with the 2016 Early Childhood Ireland survey; there is a need for a whole sector reform in the area of early years teaching. While staff members said they were happy they would not receive any more remuneration if they moved to another crèche

they are still unsatisfied with their pay which is understandable when it is so much lower than the average Irish industrial wage (*Early Childhood Ireland*, 2016).

One member of the management team when interviewed said she doesn't have a clinical reward system, she just kind of does it in her head, she has an idea of what a mediocre reward would be and there are grades of excellence above and then below. In order for performance management to be truly effective you need to employ both formal and informal processes (CIPD, 2015). CIPD (2015) recommend establishing a culture within the company where employees take responsibility for the improvement of business processes and of their own skills, behaviours and contributions. As well as this they recommend operating a performance appraisal system between management and staff which will allow management to clarify their expectations of staff, and the business strategy, it also gives employees an opportunity to convey their expectations of management and the support and resources they feel are necessary for them to do their job to the best of their ability (CIPD, 2015). The researcher feels if this was in place within the company in question it would help to align the management and teaching staff.

Employees who are intrinsically motivated tend to be more organisational committed, which increases productivity and improves the performance of the organisation (Georgellis, Iossa and Tabvuma, 2011). It is for this reason the researcher feels it is important for everybody to try and maintain or increase the intrinsic motivation of the teaching staff perhaps with the use of continued autonomy.

In recent times and in light of the economic downturn the motivation focus has turned from the theoretical and practical interest such as money and its importance to satisfaction and performance at work focusing on more non-financial motivation forms, this is partly if not totally due to the fact that in this day and age a company's usual way of cutting costs is at the

aim of reducing staffing costs such as wages, rewards and training funds (Irimie and Armean, 2012). A member of the management team made it clear in her interview that they offer all they are able to afford in terms of financial rewards, the researcher taking this into account along with the fact that all employees interviewed said that only general rewards were offered has come to the recommendation of trying to individualise the small financial rewards which the company can afford to offer. It can be difficult for companies to find an effective way of motivating all its staff members due to the fact that not everybody is motivated by the same thing (Irimie and Armean, 2012). On top of this, what does motivate someone might change when or if their living or working conditions change, such as if there is another economic downturn, it will affect many people's lives worldwide altering their perceptions of what truly matters to them (Irimie and Armean, 2012). Generation of the staff member also has an effect on the desirability of extrinsic and intrinsic rewards to an employee (Bussin and van Rooy, 2014).

The researcher felt the sector of early years educators is so under researched that there is plenty of scope for new research projects in the area. As has been discussed before in this research project the Early Childhood Ireland (2016) survey is part of a larger piece of work which is still on-going into the wider environment of the Early Childcare sector in Ireland. The researcher felt it might be of benefit to the sector if this project was completed on a quantitative basis with the hopes that all early years professionals in Ireland would take part in the survey. The researcher felt that in light of the horrific discoveries during the 'Prime Time' investigation and the large impact, which the early years teaching staff has on the children in their care, that there will always be room for investigative work into the industry. The researcher felt it might be interesting to complete this work in the future on a chain of crèches to discover if the staff members have the same feelings or if their feelings and attitudes may differ as a result of being part of a larger organ

Reflections on learning

I found the completion of this course to be very beneficial to me on a personal level and on a career level. I found myself in the first year of this course rather suddenly as when I applied unbeknownst to me the course had already started, this created some minor discomfort as before this course started there was an introduction day, this game the attendees an opportunity to become familiar with the college and meet the other people on the course. As a result of missing this in combination with the fact that I am quite shy I found it difficult to settle into the course and make friends. In the first year my favourite subject was Personal and Professional Development, as I had studied similar classes before I enjoyed the familiarity of the work. I also feel the reflective thinking activities heightened the base I already had before starting the course. I feel this class will aid my future career as in my current role as a Montessori teacher it is important for me to reflect on lessons and change them if they are unsuitable or if I feel I could improve them. This module also helped me for the duration of the MBA as it helped me to think more about ethics which is something I hadn't actively done since completing my B.A. (Hons) degree. I feel this module will help me in my future career as I would like to manage a crèche this module will help me to guide the employees I am responsible for in the area of reflective thinking and ethics as it has provided me with a greater understanding of both.

I found the Finance and Marketing subjects in the first year also beneficial. They reminded me of my past experience in business and accounting for the leaving cert and as a student entering such an unknown area of academia I found it very reassuring when I encountered something familiar. I feel I will be able to apply the finance module to my future career as knowledge of numbers no matter how small is beneficial in any business role. I particularly

found the lessons on spreadsheets informative as in a crèche it is vital to keep track of fees paid, fees due, and expenses such as rates, wages etc.

I found coming back to the second year of the MBA difficult to do after the summer break, I feel this is particularly difficult for part time students as the heavy load of work duties as well as education duties can be very demanding, I found this especially tough going as I was working two jobs while completing the course. However once classes started I found myself enjoying the course so much more, I feel this was because we started our elective subjects. I found strategies for HR very interesting particularly the recruitment and selection aspect of the course. I was able to apply what I had learnt in this portion of the course when my company was hiring a new Montessori teacher and I was asked to sit in on interviews. I was to the best of my ability with the limited access I was receiving able to analyse the candidates' suitability to the role and the company and offer my opinion on whether they would be a strategic fit. I found this a very interesting experience which along with the knowledge I have gained will aid me in my future career, as at times the lack of experience and breadth of theory was overwhelming particularly as my current role within the company gives me very little opportunity to experience what is discussed in class.

I also enjoyed my other elective class Performance and Reward Management in these classes the lecturer attempted to let us apply our learning to our working environment with group discussion. I found this expanded my experience of the classes a s I was learning about other people's experiences which made it easier for me to create an understanding of the theory that I hadn't experienced myself in work. This module also gave me my first formal exposure to my proposed research topic, as well as the opportunity to start researching the area for a smaller piece of continual assessment. I was glad of this opportunity to receive feedback on my work in the relevant area.

I found the lack of continuity between Research methods one and Research methods two had a negative effect on my final dissertation as we seemed to receive conflicting ideas on the method of which our dissertation should follow. I feel this could have been avoided if we had the same lecturer for the whole of the two years.

When formulating an idea for my dissertation I felt it important to be in the area of childcare as not only is this my chosen field of occupation it is the area in which I have connections and experience. I felt the area of early years staffing was relevant to research as it has an impact on the quality of care the children receive. Not only this but as a Montessori teacher myself I find the pay to be unsatisfactory for the demands of the job.

I was slightly surprised to see the emphasis in the literature being on intrinsically motivated employees, while this does make sense to me now that I have contemplated it over the last few months I can still see how the lack extrinsic rewards can demotivate employees. I feel the remuneration for early years staff would need to increase significantly before even possibly starting to impact their intrinsic motivation. However I also feel that the intrinsic motivations in the occupational area are so strong that I doubt a pay or reward increase would affect the motivation of staff. I feel a little bit disheartened by the lack of literature available in the area of pay for early years educators, however I was delighted to see that Early Childhood Ireland is completing a study which includes exploration into the pay received by employees in the area of early years education, this I feel is a good starting point for more research.

As I am working in the area I was aware of the issue of remuneration becoming a growing concern however it was not until I started this project that I realised how many surveys there are on the topic. When I proposed this project back in December 2015 I was certain there was no information relevant to the topic available. Now through my research I have found these surveys, it makes sense to me that the first issue that needs to be explored is the low basic

pay, once that has been rectified then it is possible that research will begin on the other issues such as no or low extrinsic rewards. While the crèche that was the focus of the case study was a privately run crèche there were more similarities between it and the public sector employees in the literature. While at first it was a surprise to me upon reflection it did make sense and should have from the start as you see in the media both sectors are looking for reform on similar issues.

When I was seeking authorisation to gather my research material from this crèche the owner asked me if I would be willing to share the piece of work with them when it was completed. I am looking forward to bringing my research project into the crèche and would like to offer my assistance and knowledge from completing this course wherever possible to the management. I great pride in completing this course and dissertation and I am now eager to share my knowledge in an attempt to make my place of work more successful.

While completing this course there were a number of group projects which needed to be completed, while at the time they seemed like an unnecessary waste of time in an already bulging calendar upon reflection I can see the advantages of completing them. It gave me an opportunity to work with colleagues of diverse backgrounds and areas of expertise which enlightened my frame of thought. These team projects also made me explore what role I fulfil in these projects, using Belbin's team roles test I was able to discover I am a team worker, which is one of the people oriented roles. I tend to support and encourage cooperation. The fact that I came out of the test as fulfilling this role didn't surprise me, a lot of that is described under this role is part of my daily work routine with the children in my care so it is no surprise to me that it comes naturally to me. I also enjoyed the other tests completed from the Cottrell book both as part of the Personal and Professional Development module and throughout the rest of the course. I found this book a very useful tool in learning more about myself and my learning styles. From completing the Honey and Mumford

learning styles questionnaire I discovered I have a pragmatist learning style, I like to learn

from practical applications, I also learned I have a preference towards kinaesthetic learning

(Cottrell, 2010).

I feel this MBA course has provided me with a great deal of knowledge, the tools to acquire

more and the confidence to apply this knowledge in my future career. I look forward to

challenging myself to now apply what I have learnt to the best of my ability. Throughout this

MBA I felt this was the hard part, coming to college, completing the assignments, exams and

finally the dissertation, now that I am finished I feel that was the easy bit, now comes the

hard bit…. What am I going to do with it?

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Appendix 1: Request to gain access to research material

Appendix 9: Request to gain access to research material

Dublin Business School

Name: _____Michelle McGuinness_____

Student Number: _____10220147_____

Dissertation Title:
Case Study: Extrinsic or intrinsic rewards what motivates staff in the Early Year's sector?

Company Security Clearance
Please initial as appropriate

- We agree that the student(s) may undertake a dissertation of the nature indicated above and that he/she/they will be given access to appropriate information sources within our Organisation

- We agree that copies of the finished project will be made available for assessment by staff of Dublin Business School and External examiners

Company Name: _____

Signed: _____ _CDempsey_____
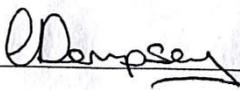
Position: _____Manager_____

Date: _____11ᵗʰ August 2016_____

Note to Student:
Please keep the original signed copy of this form and ensure a copy is included in the Dissertation Appendices.

Appendix 2: Information and Consent forms

INFORMATION SHEET FOR PARTICIPANTS

PROJECT TITLE

Case Study: Extrinsic or intrinsic rewards what motivates staff in the Early Year's sector?

You are being asked to take part in a research study on the influence rewards have on the motivation levels of early year's teachers (0-6). This research project is being undertaken by Michelle McGuinness under the Supervision of David Wallace to be submitted to Dublin Business School in partial fulfilment of a Masters of Business Administration (Human Resource). The aim of this project is to further the understanding and knowledge in the area of rewards with particular attention to the Early years sector due to a lack of information currently available in this particular sector.

WHAT WILL HAPPEN

In this study, you will be asked to take part in a short recorded interview with the researcher. The questions asked will be made available to you before the interview. The researcher will then listen to and transcribe the interviews for the appendix of the final written project, the recording will only be provided to the college should an issue arise relating to the project and it's grading. Your anonymity will be protected throughout the project with the use of coding so therefore the researcher will be the only one able to identify your answers as yours. The researcher guarantees your answers will not be identified as yours to anybody. The information you provide the researcher will only be used for this research project and will be outlined within fully anonymously.

TIME COMMITMENT

The interview typically takes between 30 and 60 minutes. It is expected and planned to be a one off interview, with the possibility of follow up questions via email.

PARTICIPANTS' RIGHTS

- You may decide to stop being a part of the research study at any time without explanation required from you.

- You have the right to ask that any data you have supplied to that point be withdrawn / destroyed.

- You have the right to omit or refuse to answer or respond to any question that is asked of you.

- You have the right to have your questions about the procedures answered (unless answering these questions would interfere with the study's outcome. A full de-briefing will be given after the study).

- If you have any questions as a result of reading this information sheet, you should ask the researcher before the study begins.

CONFIDENTIALITY/ANONYMITY

The data I collect does not contain any identifying information about you except your name which will not be made available to anybody. The information within this project will be available to my supervisor and another reader and it will then be available on the DBS eSource for other students and members of the public to access. Throughout the existence of this project including if the work is to be published you will continue to be identified through the coding system which will ensure your anonymity.

FOR FURTHER INFORMATION

I or / and David Wallace will be glad to answer your questions about this study at any time. I can be contacted at (01) 2984036 or shely05@gmail.com. You may contact my supervisor at (01) 417 7500 or david.wallace@dbs.ie .

INFORMED CONSENT FORM

PROJECT TITLE:

Case Study: Extrinsic or intrinsic rewards what motivates staff in the Early Year's sector

PROJECT SUMMARY:

You are being asked to take part in a research study on the influence rewards have on the motivation levels of early year's teachers (0-6). This research project is being undertaken by Michelle McGuinness under the Supervision of David Wallace to be submitted to Dublin Business School in partial fulfilment of a Masters of Business Administration (Human Resource). The aim of this project is to further the understanding and knowledge in the area of rewards with particular attention to the Early years sector due to a lack of information currently available in this particular sector.

By signing below, you are agreeing that: (1) you have read and understood the Participant Information Sheet, (2) questions about your participation in this study have been answered satisfactorily, (3) you are aware of the potential risks (if any), and (4) you are taking part in this research study voluntarily (without coercion).

_____ _____

Participant's signature   Participant's Name (Printed)

_____ _____

Student Name (Printed)   Student Name signature

_____

Date

Appendix 3: Interview Questions

1) What is your position within the crèche (Room you work in/ age of children you work with)

2) What age bracket do you fall into

20-30   30-40   40-50   50-60   60+

3) How long have you worked in the crèche?

4) What level of education have you completed and in what area?

5) Have you an intention to further educate yourself in your interested area?

6) Are you satisfied by your pay?

7) Do you feel the payment you receive is reflective of the job you do?

8) Do you feel you are given Autonomy within the company?

9) Which of the rewards that you receive do you find more motivating, extrinsic rewards (Day's off, Time in lieu, Pay and Bonuses) or Intrinsic rewards (Love of the job and Job satisfaction)?

10) Public sector jobs are described as offering the opportunity to serve the public. Would you relate that to what you do in any way?

11) Do you feel extrinsic rewards reduce your intrinsic motivation? How does it do this?

12) How important do you feel it is that childcare workers are intrinsically motivated?

13) Do you feel the focus on motivation in the early years' sector is on financial or non-financial forms?
Do you feel this was always the case?

14) Do you feel the individual is being considered when rewards are offered or are general rewards only being offered within the company?

15) Do you feel management are the role models they need to be for staff to follow suit?

16) Do you feel the relationship you have with your co-workers affects your motivation levels?

17) Do you feel your management encourage positive relationships within the company?

18) Do you see the use of team based rewards within the company?

19) Would you say your satisfaction level effects your motivation and the way you do your job? (This could be your personal satisfaction level or your satisfaction level with the company)

20) Do you agree or disagree that financial rewards alone are insufficient tools to motivate and engage staff?

21) Can you relate the role you play within the company to the company's overall purpose?

22) Do you feel you have the opportunity in work to perform in a way that meets or exceeds your personal standard of achievement?