Generational Diversity and Motivation in the Irish Workforce

“What are the factors that influence how Irish employees (in Dublin) from different generations are motivated to maintain high levels of work performance?”

MSc Management Practice

Student: Noaman Gh N T Abdullatif

1715436

Word count: 19420

Supervisor: Darina Reilly
Declaration

I declare that all the work contained in this dissertation is my own work, except for the text and theories cited which are referenced with the original source.

It is being submitted in partial fulfillment of the requirements for the degree of “MSc in Management Practice” at Dublin Business School.

It has not been submitted previously for assessment either at Dublin Business School or any other academic institution.
Acknowledgement

I would like to express my sincere gratitude and appreciation to my supervisor Darina Reilly for her guidance during my research. Her support and suggestions have been precious for the development of this dissertation.

I would like to thank the Ministry of Higher Education in Kuwait for the scholarship and the financial support I have been receiving over the past five years.

Most importantly, the completion of this MSc course would not have been possible without the constant support of my parents, siblings and friends. They all stood and believed in me even at times were I felt I could not do it.

Finally I would like to thank everyone that took part in completing my survey form and happily sent the link to their friends and colleagues.
Abstract

The purpose of this study was to explore the various factors that influence motivation of the different generations of the Irish workforce. In this regards, the researcher sought to meet four research objectives: (i) to find out the motivational factors that influence Irish employees’ high levels of work performance; (ii) to investigate how motivation and motivational factors varied based on the generational cohorts of the respondents; and (iii) to determine the relationship between age, gender, and work motivation. The study also sought to recommend appropriate ways through which the Irish workforce can be motivated based on the findings made. For these research objectives to be adequately met, a quantitative study was conducted where the descriptive quantitative research design was adopted. The intended data were collected through survey questionnaires from a sample of 81 participants (Irish workers), who were selected using the stratified random sampling technique. Generally, it emerged that the main factors that influence the Irish workforce’s level of motivation include: competitive remuneration, recognition and appreciation, strong relationship with the management and co-workers, work-life balance, job security, enabling work environment, and autonomy. With respect to the second research objective, major differences between the identified motivational factors for the three generations were identified. In this case, significant differences between groups were noted where Millennials/ generation Y and Baby Boomers were found to be more motivated, while generation X was neutral. This implies that generation X was found to be less motivated compared to the other two generations. Finally, varying results were found with respect to the correlation between age, gender, and work motivation. Generally, it emerged that there is a positive correlation between motivation and age, whereby the level of motivation reduces as the age increases. However, the study found no significant relationship between gender and the motivation of the Irish workforce.

Keywords: motivation, motivational factors, Irish workforce, generational differences.
Table of Contents

Declaration ................................................................................................................................. ii
Acknowledgement ......................................................................................................................... iii
Abstract ........................................................................................................................................ iv
Table of Contents .......................................................................................................................... v

CHAPTER I: INTRODUCTION AND BACKGROUND INFORMATION ......................... 1

1.1 Introduction ............................................................................................................................ 1
1.2 Statement/research problem .................................................................................................. 4
1.3 Aims and objectives .............................................................................................................. 5
1.4 Significance of the study ....................................................................................................... 6
1.5 Structure of the dissertation .................................................................................................. 7

CHAPTER II: LITERATURE REVIEW ......................................................................................... 9

2.1 Introduction ............................................................................................................................ 9
2.2 Motivation in the workplace .................................................................................................. 9
2.3 Theories of motivation ......................................................................................................... 10
  2.3.1 Content theory .............................................................................................................. 10
  2.3.2 Process theories ............................................................................................................ 15
2.4 Generational diversity and motivation ............................................................................... 17
2.5 Generational diversity and motivation in Ireland ................................................................. 20
2.6 Generational differences in the workplace ......................................................................... 21
  2.6.1 Motivation of workers commitment to work in different generations ..................... 21
  2.6.2 Attitudes towards work ................................................................................................. 22
  2.6.3 Training styles and training needs ............................................................................... 24
2.6.4 Employers’ loyalty ................................................................. 25

CHAPTER III: METHODOLOGY ......................................................... 28

3.1 Introduction ............................................................................. 28
3.2 Research philosophy and research method used ......................... 28
3.3 Quantitative research method .................................................. 29
3.4 Research design ...................................................................... 32
3.5 Research population and the sampling technique ......................... 33
3.6 Research instrumentation ....................................................... 35
  3.6.1 Questionnaire .................................................................. 35
  3.6.2 Secondary sources .......................................................... 37
  3.6.3 Data analysis and presentation .......................................... 37
  3.6.4 Trustworthiness and validity of the data ............................. 38
3.7 Ethical considerations ............................................................. 39
3.8 Limitations .............................................................................. 39

CHAPTER IV: RESULTS AND DISCUSSION ..................................... 41

4.1 Introduction ............................................................................. 41
4.2 Demographic characteristics of the respondents ......................... 41
4.3 Factors influencing the Irish employees’ levels of motivation ............. 43
  4.3.1 First category .................................................................. 45
  4.3.2 Second category ............................................................. 47
  4.3.3 Third category .................................................................. 49
  4.3.4 Discussion ...................................................................... 51
4.4 Variance in motivation and motivational factors based on the generational cohorts .... 53
4.5 Relationship between age, gender, and work motivation .............................................. 59

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS .............................................. 62

5.1 Conclusion .................................................................................................................. 62

5.2 Recommendations ..................................................................................................... 63

5.3 Direction for further research .................................................................................... 65

Bibliography ..................................................................................................................... 71

Appendix I: Employee Motivation Survey ................................................................. 76
CHAPTER I: INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

The topic of employee motivation has been in the spotlight for a long time in the literature of human resource management and organizational development. It became popular following the development of hierarchy of needs theory by Abraham Maslow, approximately six decades ago. Most of the scholarly attention on this topic emanates from the fact that motivation is a critical aspect when it comes to the issue of improving organizational productivity and employees’ motivation. Though the aspect of how motivation impacts performance in the work place has been a contentious issue, a growing body of evidence indicates that employees who are highly motivated contribute positively to the achievement of the organization objectives (Graves, Sarkis, and Zhu, 2013, pp.81-91; Skudiene and Auruskeviciene, 2012, pp.49-67).

Actually, motivating employees is among the most common challenges that managers face in the execution of their daily operations as they attempt to make their employees put more efforts. Approximately 80% of the managers believe that motivating employees is one of their greatest functions (Graves, Sarkis, and Zhu, 2013, p.85). Undertaking this task can be a bit tedious and uncertain because there are a number of requirements that must be met in ensuring that employees are motivated and satisfied. In addition, employees have different needs and the type of workforce is growing to be more dynamic due to the increasing lifespan. The employer must understand the dynamic needs of their employees to be able to appropriately keep the workers motivated. It is, therefore, critical for the management team to learn, understand and develop systems in the organization that can identify and respond to the diverse requirements of the employees.
Essentially, motivation signifies the energy that compels behaviors, action and the needs of a person (Cadwallader, Jarvis, Bitner, and Ostrom, 2010, p.227). It acts as the drive that makes an individual act in a unique manner. All employees in the workplace have needs which they expect their employer to meet which in return motivates the employee to fulfill their daily obligations in the workplace. According to Lăzăroiu (2015, p.101), employee motivation involves acknowledging the individual efforts in attempt of achieving the communicated objectives and goals. Motivation signifies the outcome of the interaction experienced between the characteristics of the organizations and the employees.

Skudiene and Auruskeviciene (2012, p.53) maintained that the modern workplace is facing a different set of problems that range from downsizing, work stress, global competition and pointy-haired bosses. However, there is a serious problem that affects employers other than these sets of problems. This challenge is the problem of a distinct generation of the workforce, such as the veterans, Baby Boomers, Gen X, and Gen Y in the process of working together and in their interactions. These employees have different values, different minds, different approaches of getting things done and different approaches of communicating in the workplace (Skudiene and Auruskeviciene, 2012, p.53).

Generational differences affect the way things are done and people interact at the workplace. In particular, it affects team building, motivation, and management, organizational change, increasing, and maintaining productivity (Costanza et al., 2012, pp.375-394; Skudiene and Auruskeviciene, 2012, p.55). Besides that, generational differences affect the relationship between individuals, their communication, employee turnover, as well as the attainment of employee commitment.
A growing mass of evidence indicates that people communicate on the bases of their generational orientations (Korn, 2010; Salahuddin, 2010; Twenge, Campbell, Hoffman, and Lance, 2010). Every group of people portrays different expectations, attitudes, behaviors, habits and motivations. Understanding how to handle different generation of workers can go a long way in eliminating major differences, misunderstanding, and confrontations in the workplaces. Parry and Urwin (2011, p.92) note that the availability of multi-generational workforce presents distinctive challenges to the modern business managers.

In addition, Korn (2010, p.50) presents that the lack of understanding of generational differences leads to workplace conflicts which ultimately reduces the productivity and reduces revenue. Members of staff that who are more seasonal can be frustrated by the younger generation, while the younger generation can become discouraged with the established organizational structures. Furthermore, the organization managers who are anticipated to lead the diversified workforce may also be frustrated in the process of dealing with everyone (Korn, 2010, pp.50).

There are various theories that have been developed in an attempt to explain the idea of individual motivation and how it influences the behaviour of the employee in the workplace. Maslow’s theory argues that people are motivated by safety, self-esteem, physical and self-actualization requirements (Sadri and Bowen, 2011, p.47). Other motivational theories that attempt to explain this concept includes the two factor model by Fredrick Herzberg, the theory of goal setting, equity theory, the theory of three needs by David McClelland and the theory of expectancy.

Beside the fact that each theory has distinctive approaches to the concept of motivation, all the theories tend to suggest that motivation is influenced by internal factors in an individual
(intrinsic motivation) like the self-actualisation and factors surrounding the person (extrinsic motivation) such as financial rewards and benefits. However, these theories provide inadequate knowledge regarding the motivational differences that exist among the different generation of the workforce. On this understanding, a large research gap exists given the increased generational diversity observed in the modern work environment.

1.2 Statement/research problem

Despite the important role the age group plays in shaping the motivational needs of individuals and the great attention that the aspect of individual motivation has attracted into the world of research, little effort has been made to establish the relationship between the employee motivation and the generational diversity. The existing body of research on this topic dwells heavily on how elements such as financial benefits, incentives, how effective the management is, reward schemes and personality affects motivation (Lăzăroiu, 2015; et al., 2012, pp.375-394).

Therefore, the question of whether motivation factors differ across various groups is yet to be answered. However, there is an emerging body of studies that put forward that there are differences that exist among the various generational groups of workers regarding motivation (Korn, 2010; Parry and Urwin, 2011, pp.79-96). Essentially, Baby Boomers, Veterans, Generation X, and Generation Y have different factors that motivate them in the workplace.

Although Parry and Urwin (2011, p.82) argue that more evidence is necessarily in validating the claim that different generations are motivated differently, the relationship between generational differences and motivation cannot be overlooked. This relationship is highly influenced by the common social, political and economic environment shared among the members of the same generation. The diversity in the groups can be demonstrated by considering the time when baby
boomers were raised compared to the Generation Y’s. At the time of baby boomers, the level of technology was not as advanced as it was during the time of generation Y’s that was characterized by issues such as globalization, increased technological advancement and increasing cultural diversity. Twenge et al. (2010, pp.1138) noted that beliefs, attitudes, values, and preferences are of critical performance in influencing motivation across the different work groups because they vary across all the generational groups.

Additionally, only little research has been done on this topic, specifically in the Irish context. A close evaluation of the available studies on the Irish context suggests that the studies present a general conclusion and majorly focuses on the factors that motivate workers. Considering that studies conducted in this topic, but in different context cannot be generalized to represent Irish situation, there is need to investigate whether various generation of workers in the employment are motivated by different factors. The existing literature gap is the core reason that makes this study important. In particular the study seeks to establish the factors that impacts motivation across the different group of Irish workforce. The study also seeks to find whether there are assumptions that can be made about the future generation of employees in Ireland.

1.3 Aims and objectives

The core aim of the study was to investigate how different generations of the Irish workforce are motivated by different factors in enhancing their effectiveness in their work place. To achieve the aforementioned research aim, the study focused on the following specific objectives:

    a) To find out the motivational factors that influence the Irish employees’ high levels of work performance;
b) To investigate how motivation and motivational factors vary based on the generational cohorts of the respondents;

c) To determine the relationship between age, gender, and work motivation; and

d) To recommend appropriate ways through which the Irish workforce can be motivated.

Based on the above mentioned research objectives, the researcher sought to answer the following research questions:

a) Which motivational factors influence the Irish employees’ high levels of work performance?

b) How do motivation and motivational factors vary based on the generational cohorts of the respondents?

c) What is the relationship between age, gender, and work motivation?

d) How can the Irish workforce be motivated?

1.4 Significance of the study

This study plays a critical role for the organizations, managers and employers in understanding how motivation can be enhanced among the different generations of employees. As Cadwallader et al. (2010, p.236) argued, an organization must motivate employees to get the maximum output from them. This implies that organizations must make the necessary investment required to ensure that the desire, commitment, passion, and energy of the employees is aroused and maintained at a high level that would enable them achieve the predetermined objectives of the organization. Existing literature demonstrates extensively that motivating the employee yields positive outcome not only for the organization performance, but also for the employees.

When an organization embarks and commits itself in meeting the needs of the workers, employees are motivated to put forth their best minds and energy on the activities of the
organization. Ultimately, this results in the increase of productivity both at personal and organization levels. It therefore, follows that an understanding of the variation of motivation across the various generations in the workplace puts the organization in a better position to structure and develop management practices that are tailored to meeting the personal requirements of each generation.

This is actually the case considering that the diversity experienced in the workforce today has never been experienced in the past (Salahuddin, 2010, p.01). In addition, this research ignites further enquiries into the existing relationship between generational differences and motivation because very little research in this topic exists. Furthermore, researchers who would like to undertake studies in this area can undoubtedly find this research helpful because it can act as a jump start to their studies.

1.5 Structure of the dissertation

The study is organized as follows; the first chapter covers the introduction and background information of the study, the research problem, aims and objectives, and finally significance of the study. The second chapter provides a recap of the existing literature on the topic, in particular the chapter covers motivation in the workplace, and it reviews the various theories of motivation, the relationship between generational diversity and motivation in general and in the Irish context, as well as the generational differences in the workplaces.

Chapter three provides a description of the methodological approach that the researcher employed in meeting the specified research objectives. The chapter comprises of a brief introduction, research philosophy, research design, population of the research, sampling technique, the data instrumentation, the ethical issues considered, and the possible limitations of
the study. Chapter four discusses the findings and results of the study in details while the fifth chapter presents the conclusion and recommendations made in this study.
CHAPTER II: LITERATURE REVIEW

2.1 Introduction
The previous chapter has provided a general introduction about the research topic, which is workplace motivation and generational diversity, as well stated the core aim of this study. This chapter provides a critical review of the extant literature relating to the research topic. The chapter mainly focuses on motivation and generational diversity, where the concept of motivation at the workplace has been introduced and various theories of motivation have been reviewed. The aspect of generational diversity and how motivation varies among various generations have been reviewed based on the empirical studies carried out in this area. Attitudes towards work, employees’ loyalty, as well as training styles and training needs and how they differ among generations have been reviewed.

2.2 Motivation in the workplace
Zemke, Raines, and Filipczak (2013, p.51) defines motivation as the psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal oriented. In line with this definition, Weiner (2013, p.41) describes motivation as the energy that drives the actions, desires as well as behaviors of an individual. Motivation can also be denoted as that force that directs human beings to act or behave in a particular manner (Lagace, Castleberry, and Ridnour, 2011, p.11). In the workplace the context, motivation can be considered as the force that drives employees to add a little more effort so as to achieve the goals and objectives of the firm they are working for.

According to Al-Nsour (2012, pp.78-89), motivation is usually connected to the behavioral expectations of each employee which include loyalty, trust, focus, and commitment to fulfillment
of the stipulated duties for every employee. While the management of an organization may expect the above virtues from the employees, workers expect fulfillment of certain obligations in return, which serve as a great source of motivation for them in the quest for objective fulfillment.

Research has proven that motivated employees are in a better position of producing higher value that raises the organizational achievements. According to Zemke, Raines, and Filipczak (2013, p.54), business organizations that manage motivation of their employees in an effective manner tend to record higher productivity and higher levels of output. It is, therefore, imperative for every organization to do the best it can, to comprehend the motivational requirements of its labor force.

2.3 Theories of motivation

A number of theories have been developed with an aim of trying to establish how and what motivates human beings. However, all the developed theories fall under two broad categories, namely content theories and process theories of motivation (Leavitt, 2014, pp.51-71). Content theories as explained by Leavitt (2014, pp.55-71) focus the factors that induce, energize, sustain, direct, or terminate a certain behavior, that is; the theories answer the ‘what’ question. In essence, content theories hold that motivation is driven by a given need, an aspect that makes the theories to be also known as the need theories. Examples of the content theories include the Abraham Maslow`s hierarchy of needs, McClelland`s three-need theory, Theory X and Theory Y, Herzberg`s two-factor theory, as well as the Alderfer`s ERG theory (Dweck, 2013, p.46).

2.3.1 Content theory

The hierarchy of needs theory by Abraham Maslow is the most popular content theory of motivation. The theory claims that there exists a certain order in which human needs can be
categorized. Being a five-level classification, Maslow postulates that human beings are motivated to satisfy needs in each level in an ascending order. At satisfaction, an individual feels compelled to satisfy the needs in the next level in the hierarchy, until all levels are complete (Dweck, 2013, p.47). Maslow classified the first three levels of the hierarchy as the deficiency needs while the top two are the growth needs. Deficiency needs include physiological needs, safety needs as well as the social needs. Physiological needs mainly include food and clothing, safety needs, personal security, personal health, as well as individual wellbeing (Dweck, 2013, p.47).

Social needs generally include the desire for love and affection. The growth needs mainly comprises of esteem needs such as self-worth, independence and recognition, and self-actualization needs which entail self-fulfillment and self-development. Following this hierarchy, an individual cannot lack motivation as the above level acts as the motivation until one achieves their full potential at the self-actualization stage. Though this theory has been embraced by most tutors around the world, some authors claim that the theory lacks realism because of claiming that human needs follow an order for fulfillment (Lagace, Castleberry, and Ridnour, 2011, p.16).

Other types of content theory are the Theory X and Theory Y, which were developed by Douglas McGregor. Douglas hypothesized that different managers make different assumptions regarding their employees, and from these assumptions, they adopt a management approach to man their workers. The scholar maintained that Theory X had dominated most management approaches and it had adopted various assumptions. This theory assumed that an average, human being dislikes work and tend to avoid work as much as possible where possible (Dweck, 2013, p.49).
For these reason, coercing, control, direction as well as threats for punishment need to be employed in an effort to encourage employees to add more effort for the achievement of the organizations objectives. Most importantly, Theory X assumes that a normal human being would prefer to be directed, with his or her avoidance of responsibility, coupled with little ambitions. He or she would however want security above all needs (Lagace, Castleberry, and Ridnour, 2011, p.18-22).

McGregor developed nearly an opposite theory for X, which he named as Theory Y. In this theory, he assumed that work is a natural existence to some workers. Therefore, when committed will some workers develop self-direction and self-control while chasing different objectives. It therefore rules out the assumption of use of force and threats to coerce the workers to put all efforts, as assumed in Theory X. Theory Y also assumes that when put in proper conditions, the average human being will learn to not only positively accept responsibility, but also seek it.

Lastly, in Theory Y, McGregor assumed that the performance abilities of most employees are not wholly utilized in most organizations (McGregor, 1960, pp.358-374). McGregor maintained that Theory X fulfilled deficiency needs by Maslow while Theory y fulfilled the growth needs. It is therefore imperative for an organization to adopt theory Y so as to have more motivated employees (Lagace, Castleberry, and Ridnour, 2011, p.18-22; Dweck, 2013, p.49-62).

A revision to Maslow’s theory was done by Clayton Alderfer in 1972, where he developed the ERG theory; another type of content theory. In this theory, Alderfer reduced the five-level hierarchy to a three-level hierarchy with ‘Existence needs’ being the basic needs, ‘Relatedness needs’ being the social needs, while ‘Growth needs’ entail the desire for personal development, hence called ERG theory (Dweck, 2013, p.49-54). Maslow’s theory was one way based, such
that the needs only progressed upwards. In the ERG theory however, Clayton significantly altered the Maslow’s notion by allowing the regression of needs to lower levels once an individual is no longer able to meet these needs. This appears more realistic, since the virtue of meeting a need once, does not credit it to be met always and regularly.

McClelland developed his theory which like the ERG grouped the needs into three categories namely; achievement, affiliation and power. The achievement needs usually influences the desire for an individual to excel. The affiliation needs usually are those that influence an individual to develop and maintain a healthy relationship with other people. On the other hand, power needs relate to the needs influencing a person’s urge to influence the behaviors of other people.

McClelland believed that the highly performing managers are more likely to have higher urge to achieve, have control over others, as well as affiliate effectively with other people (Weiner, 2013, p.28). People with higher desire for success have a higher likelihood to be motivated from within themselves unlike those with low drive for success. Therefore, specific arrangements of work situations and job conditions can result in more motivation to different employees in regard to their drive for achievement (Weiner, 2013, p.28-30).

Herzberg’s two factor theory is the last type of content theory reviewed in this study. This theory tries to delineate the satisfying and the dissatisfying factors to the employees. According to Herzberg, the opposite of satisfaction is ‘no satisfaction’ rather than dissatisfaction (Weiner, 2013, p.33). Herzberg’s two factor theory maintains that motivation is influenced by two factors, which he termed as motivation factors and hygiene factors. Motivation factors include advancement, work, recognition, responsibility and achievement.
Hygiene factors include supervision, interpersonal relationships, the working conditions, the organization’s policies and the salary (Dweck, 2013, p.49-54). According to the theory, the lack of motivation factors leads to no satisfaction while the lack of hygiene factors leads to employees’ dissatisfaction. He therefore concluded that provision of more hygiene factors in the form of money, good working environment as well as friendly policies would not motivate the employees to their level best as adoption of motivators would.

Having being used in many instances and organizations worldwide, content theories have faced harsh criticism, at specific or general level. For instance, these theories have been criticized for failing to consider age, cultural effects, religion, and gender among other factors. Also, the research behind these hypothesis has been deemed inadequate because some of the theories such as the Maslow’s theory was based on personal opinion (Weiner, 2013, p.37). Where research has been done, it has only focused on specific group of people rather than a wide range of people (Dweck, 2013, p.49-54).

These theories have proven to be of static nature, failing to recognize the fact that not only does individual differences and preferences exist in work places but also the needs by individuals are changing with time (Miner, 2005, p.23). Lastly, the content theories ignore the importance of other life aspects by assuming that personal development can only be met in work places per se. Nonetheless, these theories have not only been of great help to most managers when evaluating their employees, but also helping in focusing on the motivation as a field (Dweck, 2013, p.49-54).
2.3.2 Process theories

The process theories assess how the motivation process works and how it can be sustained over time. The process theories of motivation usually include the Reinforcement Theory, the Goal Setting Theory, Expectance Theory as well as the Equity Theory (Weiner, 2013, p.41). The Equity theory maintains that employees assess the level of effort for the workers and the accompanying reward constantly. According to the theory, employees try their level best to make sure that there is a balance between the two in case they view that the effort put and the reward given are varying. This means that the employees can either scale their effort up or down, depending on the level of reward. It is therefore imperative that the managers meet their employees with fair and equitable rewards, and regularly adjust all the inequalities that may come along (Dörnyei and Ushioda, 2013, p.63).

The Expectancy theory highlights that motivation is to a process in decision making, where efforts are evaluated for their outcomes. It holds that employees are motivated to put more effort in the responsibilities when they believe that their effort will result in positive performance evaluation, and as a result, fulfillment and rewarding of individual objectives. This in essence means that the employees are motivated to put more effort by certain expectations (Dweck, 2013, p.55-59).

Management of different organizations is therefore expected to understand the individual objectives, communicate their expectations, and accompany that with attractive rewards upon the achievement of the set expectations. This theory has proven to put its focus on extrinsic motivational factors, thereby disregarding the intrinsic motivational factors which are magnanimously important for the achievement of organizations objectives. According to Weiner
(2013, p.42), the main assumption of the expectancy theory is that rewarding the employees guarantees a rise in productivity which is not always the case.

The reinforcement theory assesses the relationship that exists between a behavior and its consequences. For this, the theory is linked with the works of Skinner B.F, who assumes that a behavior is usually influenced by its consequences. Therefore, employees modify their behaviors when they learn of the consequence tied to that behavior. Based on operant conditioning, this theory is based on three principles of operant conditioning. For instance, desirable behaviors such as salary increment and job promotion are reinforced positively with consequences being positive. The undesirable behaviors are usually reinforced with negative consequences such as punishments which may include, demotion, pay cuts, suspension and job termination (Miner, 2015, p.43). Where an organization clearly outlines the consequences of certain behaviors, the employees are motivated since they know what to expect, once they behave in a certain manner.

The last process theories reviewed in this study is the Hypothetical Development theory which was developed by Stacey Adams known as goal setting theory. This theory is based on the analogy that specific goals by an organization are likely to motivate the employees more compared to the unclear goals. A great motivational force is therefore generated where managers get their employees to set and achieve specific goals not matter how challenging they might appear to be. Various researches have proven that the more difficult a goal appears to be, the more the efforts that employees put, but to a certain limit. The effort previously employed by the employees, however, starts to diminish in case a task is perceived to be impossible (Miner, 2015, p.43).
2.4 Generational diversity and motivation

Economic liberalization and migrations have made the topic of workplace diversity gain popularity at various levels including policy makers level, scholarly level, and the organizational levels. Workplace diversity entails the appropriate use of employees’ diversity as far as skills, genders, age, experience, disability status, ethnic, racial and cultural backgrounds, sexual orientation, political, and religious affiliations are concerned (Miner, 2015, p.58).

Miner (2015, p.58) notes that workplace diversity is believed to positively influence the performance of an organization positively in the long run. It also results in provision of diverse solutions to problems in different sectors of the organization such as service and resource allocation. Out of workplace diversity, varying points of view are likely to be experienced due to the diversity, which increases the pool of ideas and experiences for the organization, and resultantly higher productivity.

Among the main aspects of the diversity at workplace is the generational diversity. In accordance to the generational cohort theory, a generation is basically an identifiable group of persons sharing years of birth and crucial events in their life development stages (Rood, 2011, pp.10-89). A study by Leavitt in 2014 indicated that there are four generations in the world current workplaces. The first generation is known as the traditionalists or veterans, which is comprised of all the persons born in and between the years 1900 and 1945. The second generation is referred to as the Baby Boomers, who were born in and between 1946 and 1964. This generation is still large in number, boosted by the high fertility rate experienced during this period (Leavitt, 2014, pp.55-71).
Persons born in and between 1965 and 1980 fall under the third generation, classified as Generation X, while the fourth generation (generation Y) is comprised of the Millennials; persons born in and between 1981 and 2000. This classification is however sensitive to social, cultural and political histories and therefore varies from country to country (Rovner and Loeb, 2013, pp.32-69). This paper does not, however, discuss the traditionalists as a generation, since their population in labour force is rapidly declining, mainly through retirement.

The different generations were born and raised in different social, economic and political times and may therefore have varying virtues. The baby boomers for instance came after the World War II, while the Generation X came into existence during the technological revolution age. Generation X is more of individualists and self-reliant people, who highly regard immediate feedback and recognition. The Millennials on the other hand, portrays various values such as love and team building. Hernaus and Poloski (2015, pp.615-641) note that the variation in values and perceptions among the different generations has significant effects when it comes to the workplace.

Various researchers have come into conclusion that the differences in generations at workplaces have a higher tendency of resulting to distinguished motivational requirements. For instance, a study by Leavitt in 2014, conducted on healthcare staff revealed that the innate and external motivation was higher with a significant margin for Generation Y compared to the Generation X and the baby boomers. In the tourism industry, Rood (2011, pp.10-89) noted generational differences has been portrayed in various aspects as interpersonal relationship among the employees, recognition, commitment in workplace, workplace status as well as the preferences and attitudes.
In the electronics industry, a study by Yusoff and Kian (2013) revealed that generations X and Y have notable differences in regard to the intrinsic and extrinsic motivational factors. In general, the Generations X and Y put more emphasis on the intrinsic and extrinsic motivation while the Baby Boomers and the veterans are concerned with altruistic motivation. According to Yusoff and Kian (2013, pp.97-103), generation X tend to balance between work and private life, with their motivation emanating from a job that fulfills them in person as well as financial incentive.

They view financial rewards as an appreciation for job well done, but does not constitute value addition to a job (Lagace, Castleberry and Ridnour, 2011, p.110; Yusoff and Kian, 2013, pp.97-103). Generation Y on the other hand is usually motivated by friendship. This means that they can opt for a job just to be with friends. There is therefore, a need for organizations to understand these differences as have been proven to exist between generations.

Not all studies concur with the notion that there are generational differences in workplaces. In a cross-sectional survey study conducted by Wong and colleagues which involved respondents from the three generations (Generation X, Generation Y, and the Baby Boomers) indicated that there are no significant differences between the three groups. The Baby Boomers and the Generation X have been proven to be homogenous with respect to the commitment aspects of work. Such aspects include professional commitment, attachment to an organization, as well as the involvement in work (Wong, Gardiner, Lang, and Coulon, pp.878-890. While criticizing the generational cohort theory, Rood (2011, pp.10-89) asserted that variations in beliefs, preferences, values as well as individuals` attitudes are more oriented to age as opposed to the generational behavior.
2.5 Generational diversity and motivation in Ireland

The Irish economy had been showcased among the fastest growing economies in the 1990s, contrary to what other industrialized countries were experiencing. Being driven primarily by construction and increased consumer spending, the unprecedented economic growth reversed the undesirable economic variables of high unemployment and mass migration, while attracting large numbers of influx workers from other nations (Parry, 2014, pp.79-96). This in turn diversified the Irish labor market as far as language, ethnicity and nationality are concerned.

This trend was however, weakened with the emergence of the financial crisis of the 2008, that has led to the Irish labour market supply exceed the labour demand, hence resulting in unemployment rates heading north. Cowan conducted a study in 2013 that aimed at exploring the retention of employees particularly in the financial sector beyond the financial crisis. The researcher observed that the crisis made employee motivation an unavoidable agenda in an attempt to ensure that the employees are retained and productivity raised (Cowan, 2013, pp.42-59.

Like other workforces in different countries, the Irish work force is composed of different generations, both the veterans, the baby boomers, the generation X, and the generation Y. As studies have proven, the older generation is growing faster as compared to the entire population in Europe and so is in Ireland (Parry, 2014, pp.79-96). About 11% of the Irish workforce is comprised of persons who are 65 years and above. In this respect, the differences in generations in the workforce have triggered various studies, in the attempts to figure out how the employee motivation is being affected (Parry, 2014, pp.79-96).
2.6 Generational differences in the workplace

2.6.1 Motivation of workers commitment to work in different generations

Studies that have examined the impact on the motivation of workers out of diversity in generations have concluded that in deed there is a significant difference. A study conducted on different generations of employees across the state, based on Herzberg’s motivation factors revealed that the generational differences have shown varying commitment in their organizations, satisfaction in their jobs, as well as the stress they get from jobs. The older generations proved to be more satisfied with work, contrary to the satisfaction from the younger generations (Twenge et al., 2010, pp.1138-1149).

This means that the older generation, mainly the veterans and the baby boomers, experience various motivational attributes such as, achievements in their jobs, are well recognized and are responsible in their tasks, as outline in Herzberg’s` motivation factors requirements. Job satisfaction has proven to be independent off age in some instances, with the baby boomers, generation x and generation y all showing insignificant differences when working in junior positions. This is to mean that satisfaction in job depends on the job position that an employee holds, contrary to the generational characteristics (Twenge et al., 2010, pp.1138-1149).

The veterans reported the highest level of commitment in their jobs, followed by the baby boomers and the generation X. The Irish Generation X on the other hand, exhibited the highest levels of perceived job stress compared to any other generation cohort. Job stress in essence, refers to the situations where a worker is disrupted physiologically or psychologically and thereby deviating from the normal functioning (Twenge et al., 2010, pp.1138-1149).
Contrary to that, a study by Raganowicz-Gargasz’s (2014, pp.54-68) revealed that workplace motivation for different generations does not present difficulties when it comes to managerial functions. This is in line with an assertion by Rood (2011, pp.54-68), which claims that differences in the sources of motivation is usually age oriented rather than generation oriented. There is, however, inadequate research on the motivation of employees in workplaces in the Irish context.

2.6.2 Attitudes towards work

Scholars have perceived reduced work ethic as one of an important indicator of the generational differences in the work place. For instance, generation X has been identified as a “slacker” generation, where the younger workforce shows low commitment to their job and only works within the required working hours. The Boomers are perceived as workaholics and are believed to be the origin of the trend (Lyons and Kuron, 2014, pp. 139-157). On the other hand, traditionalists are recognized as the generation that is more hard working among the different generations. The idea behind the prevailing stereotype lies in the argument that younger employees do not put more effort like the older workers. However, the stereotype is based on argument and whether the older generation of workers puts more efforts than younger workers is something that can be debated upon.

A cross-sectional study conducted by Costanza and Finkelstein (2015) that compared a group of workers in the range of 27 to 40 years against 41 to 65 years. The researchers found that both groups perceived that it was not important for a worker to have a sense of pride in their work. The groups also indicated a decreased work ethics and values among the managers. The study also indicated that both groups believed that the way an individual perform in their workplace reflect the individual worth of the specific person. In addition, the groups were also likely to
believe that working hard makes one better or is an important part of life. Furthermore, older workers held a less idealized view about work compared to the younger workers. Ideally, it was hypothesized that the younger workforce developed a less idealized view after an experience of low employer loyalty toward the employees (Costanza and Finkelstein, 2015, pp.308-323).

Some studies do not support the claim that younger generations manifest decreased work ethics. A study by Lamm and Meeks (2009, pp.613-631), indicated that the relationship between work ethics and age is indirect proportion. The study found that work ethics decreases as the age increases indicating that younger works have higher work ethics compared to the older generation. A different study by Twenge and Campbell (2008, pp.862-877), made similar findings that indicated that approximately 44% of workers within the age of 18 to 24 would choose to spend more time working in comparison to 23% of all other ages.

Twenge and Campbell (2008, pp.862-877) also indicated that the younger generation was willing to make attempts of working more time than the average working time. Nevertheless, the findings cannot be assumed to reflect the actual attitude differences among the various generations of workers. There is a possibility that the argument regarding the decreasing work ethic is correct. However, the results are not substantiated through credible researches as still more investigation need to be done in the area.

Nevertheless, there are various factors that influence work ethics for the employees that are beyond the generational factors. Some of these factors include the level of education, the terms of employment, whether part time or permanent job, marital status and level of income among other factors. Studies have shown that the lower the level of education an employee has, the higher the work ethics possessed (Lyons and Kuron, 2014, pp. 139-157). Employees in a full
time job have been observed to have lesser work ethic compared to part-time employees; married employees have higher work ethics compared to single employees. In addition, workers with low income show highest work ethics compared to highly paid employees.

The extent of how far employees can go in terms of working hard has also been associated with the individual employees approach to work. Costanza and Finkelstein (2015, pp.312), observed that boomers are characterized by being oriented to the process, whereas the younger generation has been characterized by the aspect of being result oriented without considering the timing of the action. The younger generation of worker focuses on achieving high productivity at their own timing as long as the given deadline is not exceeded. They also like doing the task at their own pace and making their own time management. The existing studies do not highly focus on this aspect when investigating the effects of generational groups on the work motivation and performance.

2.6.3 Training styles and training needs

Different generations prefer different styles of learning. According to Lyons and Kuron (2014, pp. 139-157), there are workforce groups that prefer soft and other prefers hard learning skills. Traditional and boomers like learning the soft skills while doing the job and hard skills in a classroom setting. The majority of generation X and generation Y prefers learning both the soft and hard skills on the job. The older workforce prefers discussions as the second style of learning soft skills. However, this method was less preferred by the Xers and Yers taking the fifth and third choice, respectively.

The younger generation preferred receiving the assessment and feedback as the top five methods of learning soft skills. This was different with the older generation affirming the argument that
while older generation show sensitivity to feedback, the young generation like it. While a large portion of researcher endorses top five methods of learning hard and soft skills, it is important to understand that each generation has different preference in the selection of the top methods.

2.6.4 Employers’ loyalty

This is another aspect where generational differences among different work force are manifested. The Traditional and Boomers are known to exhibit extremely high loyalty to their employers while younger employees, mostly Xers, are known to have very low if any loyalty to their employers. Sayers (2007, pp.474-487), suggested that Xers may value their relationship with their work mates as more than their relationship with their employer, especially where the work mates is a friend of the worker. In addition, Xers perceives hopping from one job to another as a career advancement method that is valid.

According to Sayers (2007, pp.474-487), this tendency in the Xers could have been promoted by the experience of the Xers seeing their parent loss jobs even after showing loyalty to their employers. As a result, the Xers has been known to believe more than the boomers that being loyal to the employers is outdated and cannot guarantee job security. However, since the participants of the study were graduates, the results made in this study cannot be extrapolated to the entire population. Nonetheless, the employer loyalty from the employees has been decreasing depending on the generation of the workers. The older the generation the higher the loyalty, and the newer the generation, the lower the employee loyalty (Sayers, 2007, pp.474-487).

Cekada (2012, pp.40-44) found that about 70% of traditional would like to remain in their current employment for the remaining part of their career, boomers, Xers and Yers were 65%, 40% and 20% respectively. The findings are associated with the fact that human beings tend to
stick to what they are familiar to and want to be stable in their current employment. Therefore, they do not like the process of starting a new social life in a new environment in their later life stages. The younger generation is more focused on themselves rather than the organization. They want promotion at the expense of the older generation with the ultimate aim of getting higher incomes (Cekada, 2012, pp.40-44).

Nevertheless, the idea of employee loyalty highly depends on the context. For instance Xers and Yers do not whoop from one job to another like the older generations did when they were the same age with them. Additionally, the rate at which employees switch from one job to another may also be influenced by the economy. Individuals are likely to change jobs more when the economy is doing well and there are plenty of job opportunities. Further, younger workers actually hold more than one job when studying and end up settling to one employer as their age increases. Therefore, Tolbize (2008, pp.1-33), stated that loyalty is a matter that is affected by other factors such as age or other circumstances based on the context.

Despite the fact that the extent to which worker experience, loyalty toward their employers differs among the various generations of workers, different group members in each generation happen to share similar reasons for staying in their current workplace. Tolbize (2008, pp.1-33) also noted that other factors that affects the employee loyalty toward the employers were opportunities to get new skills, opportunity for career advancement and promotion and attractive compensation like higher income or benefits.

Lamm and Meeks (2009, pp.613-631) also noted that employees can retain their current employees if the organization values are in line with their personal values. These values may include the better management of organizational changes, creation of opportunities for a better
life for their employees and better communication to all employees. Studies have shown that an individual is likely to stay in an organization where the organization have respect for older employees with experience compared to younger employee but also acknowledge the talents possessed by the younger generation.
CHAPTER III: METHODOLOGY

3.1 Introduction

The previous chapter provided a critical review of the literature relating to the research topic where, various components such as workplace motivation, theories of motivation, and generational diversity have been reviewed. This chapter provides a detailed explanation of the approach adopted in the achievement of the research objectives stated in chapter one. Some of the components covered in this chapter include the research philosophy employed, research design, sampling and the sample size used. In addition, the chapter provides a discussion of the instruments used in collecting the intended data, the data analysis technique employed, approaches used to promote data reliability and credibility, ethical considerations made, as well as the limitations encountered during the study.

3.2 Research philosophy and research method used

Research philosophy essentially denotes the set of epistemological, ontological, and axiological beliefs and assumptions that guide a researcher throughout the entire research process, from research approach selection, to the choice of data collection and analysis techniques (Saunders et al., 2015, p.22). Generally, a research can be carried out within the positivist philosophy or the interpretivist philosophy. The positivism philosophy, which views knowledge as objective and universal, denotes the utilization of scientific evidence through evaluations derived from statistics or social experiments. In this case, the researcher and the subject are viewed as distinct entities (Easterby-Smith, Thorpe and Lowe, 2002, p.29; Saunders et al., 2015, p.23).

The interpretivism philosophy, also known as the subjectivism paradigm, is on the other hand a broad category of research enquiries that oppose the positivist view of research. According to (Bryman, 2015, p.30), researchers in favor of this research philosophy supports the application of
qualitative research approaches in a study. Unlike studies that are based on the positivist research paradigm, interpretivist studies view knowledge as subjective, hence not readily generalizable. Consequently, the researcher cultivates a closer relationship with the subjects (Saunders et al., 2015, p.28). Further details about the differences and factors that influence the choice of a given research philosophy are not provided in this study due to its limited scope.

The positivist philosophy was deemed as the most appropriate philosophical premise for this study. This is due to a number of reasons. First, positivism allows the researcher to observe social reality and subsequently test the formulated hypotheses (Taylor, and Medina, 2013, p.33). Furthermore, since the researcher and the researched are separate entities, unlike in interpretivist research where the researcher interacts more closely with subjects, the researcher is able to carry out research without interfering with subjects (Saunders et al., 2015, p.30). Most importantly, research based on the positivist philosophy is more generalizable because the researcher can include a large number of subjects or can use a large sample size (Bryman, 2008, p.33).

3.3 Quantitative research method

As advocated for positivist research studies, the researcher decided to use a quantitative research methodology. Taylor, and Medina (2013, p.36) describe a quantitative methods as research approaches that focus on objective measurements, as well as the mathematical, numerical, or statistical analysis of the data collected through questionnaires, polls, and surveys, using computational techniques. According to Taylor, and Medina (2013, p.36), quantitative studies encompass a systematic collection and analysis of numeric data using statistical data collection and analysis techniques. As Cohen, Manion, and Morrison (2013, p.39) note, the main focus in a quantitative study is laid on the value of numeric measurement.
Creswell (2013, p.41) explains that a quantitative method makes use of numerical data where events are calculated, categorized and interpreted using the selected statistical approaches and instruments. The available alternatives are discrete and the results can easily be compared to results obtained from a different study focusing on a similar topic. Presenting behavioral data in a numerical form promotes the standardization of methodologies, thereby enabling the scholars to accept or reject stated hypothesis and the correlation proposed. Venkatesh, Brown, and Bala, (2013, p.37) note that one of the main characteristics of a quantitative research approach is its focus on the ability to gather and analyze numerical data with the aim of evaluating the quantitative features of the phenomenon. In addition, the approach aims at developing and cross verifying the statistical correlation.

The other characteristic which is also a strong reason behind the selection of this approach is the objective nature of the method as opposed to the qualitative research. While a qualitative research aims at gaining an enhanced understanding of the phenomenon under study, a quantitative research aims at making findings and conclusions that are based on the statistical analysis and the subsequent relationships that emerge. Bernard and Bernard (2012, p34) suggest that a quantitative study should make a conclusion that is based on data that is valid, reproducible and one that corresponds to the objectives of the study.

A quantitative research also utilizes both primary and secondary sources of information. Ultimately, the results obtained in a quantitative study are majorly expressed in numerical nature and presented in form of graphs, percentages and tables. The data gathered using this research approach is analyzed using statistical software such as the Statistical packages for the Social Sciences (SPSS) and Ms Excel (Sarantakos, 2012, p.12).
There are numerous methods that can be used to collect data when a quantitative approach is applied. The method includes interviews, surveys, experiments, and observations. In most cases, the interview approach is preferred over the other methods with semi-structured or structured questionnaires. However, the questionnaires should be structured in such a way that necessitates easy participation for the respondents. The questionnaires utilized in a qualitative study mostly contain questions that have suggested responses. This simplifies the process of filling the questionnaire for the customer because the respondents can easily select the statements that easily describe their statements.

A significant benefit of using a quantitative approach as compared to qualitative approach is that it is easy to handle and analyze data, unlike in a qualitative approach where data must be transcribed and the analysts have to read it severally in order to identify the dominant theme (Lyon, Möllering, & Saunders, 2012, p.117). In addition, a quantitative approach also makes it possible to avoid selection bias because appropriate sampling methods such as random methods are used in selecting the participants. Furthermore, the technique does not necessarily require the interviewer to have excellent interview skills to collect credible and reliable data as opposed to the qualitative research.

Nevertheless, there are numerous limitations that are associated with the application of quantitative techniques in a study. First, it is challenging to have an in-depth understanding of the quantity or quality of the information that a respondent have during the study. Secondly, the participants may in some cases lack the appropriate response from the predetermined solutions when personal details are involved are required in the study (Langley, 2009, p.698).
Essentially, a quantitative research is critical in researches where the researchers want to answer research questions that seek quantitative responses such as “what”, “how much” and “when”. Considering that the study aims at examining factors that affect motivation in different generations of the Irish workforce (especially Baby Boomers, Generation X, and Generation Y) while developing conceptualizations on the motivation for future generations, a quantitative approach was considered an appropriate technique. The nature of the data required to meet the set objective had to be quantitative in nature.

3.4 Research design

According to Lewis (2015, p.15), research design refers to the entire strategy or plan that a team of researchers put in place to enable them achieve the set objectives. Equally, Bryman and Bell (2015, p.38) explained that a research design is composed of the techniques applied when undertaking a study. A research design helps in the coordination of all the activities involved in the research to ensure that the entire research process is successful (Lewis (2015, p.25; Bryman and Bell, 2015, p.38). It also assists the researchers in arriving at the most appropriate source of data collection, the best instruments of collecting data, analyzing and presenting. Scholars have proposed various types of research designs that can be applied in a study.

The type of the research design that the team of researchers applies is highly influenced by a number factors such as the nature of the study, the type of the data required, and the availability of the data required, among other factors (Bryman and Bell, 2015, p.38). As Feilzer (2010, p.56) hold, the type of the research design employed by a team of researchers when undertaking a study significantly influences the reliability, accuracy and effectiveness of data collected. It is therefore rational to conclude that the type of the research design applied in a study determines the credibility, reliability, and accuracy of the study findings and conclusions made in a study.
Considering that this study was conducted based on the positivism research philosophy that advocates for the application of quantitative research methods, a quantitative research design had to be used. Out of the two broad categories of quantitative research designs namely, descriptive and experimental research designs, the researcher decided to use a descriptive research design. According to Arghode (2012, p.52), a descriptive research design is a research strategy used when a study seeks to establish the relationship between variables where subjects are measured only once. Descriptive studies are all about seeking answers to the “How”, “Who”, “What”, “When”, and “Where” type of questions.

The choice for the descriptive quantitative research design was also arrived at due to the nature of the set research objectives and questions. As noted in chapter one, the primary purpose of this study was to find out the motivational factors that influence Irish employees’ high levels of work performance. The study also pursued to determine the relationship between age and gender with work motivation, as well as recommend appropriate ways through which the Irish workforce can be motivated. These research objectives could have only been met appropriately using quantitative data.

3.5 Research population and the sampling technique

According to Mason (2010, p.12), a research population refers to the number of units or items that a researcher considers important in a study. The research population can be people, objects, institutions, animals, or other items that the researcher may consider important to the study. This study considered working Irish citizens as the appropriate population for the study. Since it is impossible or rather tedious to collect data from the entire study population, a researcher must select an appropriate portion of the entire population referred as a sample, to represent the entire population.
In order to make the sampling process more efficient, the researcher decided to employ the stratified random sampling technique, where the sample population (employees) was distinguished based on their relevant characteristics. The main characteristics used in this case were age (based on the three generations; Baby Boomers, Generation X, and Generation Y) as well as the gender of the respondents. Using these characteristics, several strata were formed from which the participants were randomly selected.

The stratified random sampling technique was found to be the most appropriate method of sample selection because the researcher was able to cover participants with different characteristics, thus ensuring that it was inclusive as much as possible. In addition, the researcher was able to overcome biasness that exists in a purposive sampling, where the researcher relies on their intuitions when selecting participant. Therefore, stratified random sampling was considered the best participants’ selection method because it prompts inclusiveness and avoids biasness.

The researcher targeted 90 participants, but four participants declined to participate in the study. Three participants were not able to complete the entire set of questions, hence their questionnaires were discarded. Two participants had completed the questionnaire, but later called requesting the information they provided to be withdrawn from the study. Therefore, 9 participants were not considered in the study and the sample size reduced to 81 participants.

According to Ritchie, Lewis, Nicholls, and Ormston (2013, p.43), a sample of more than 50 units is appropriate to make reliable and credible findings where the sample size is inclusive. With a sample of 81 participants, the researcher was convinced that the findings of the study would be reliable and credible. Although various scholars have found that the population size needs little attention when deciding on the sample size, it is obvious that the selected sample size should be
large enough to represent the total population under study. In addition, the selected sample size should also be able to represent the entire population and mitigate the influence of outliers’ observations. Similarly, Thomas et al. (2010, p.09) insists that the importance of a large sample size cannot be overlooked in promoting credibility and reliability of a study.

Additionally, the high response rate of approximately 91% of the targeted participants for the research study was large enough to contribute to study findings that are reliable and credible. The response rate was excellent, according to Ritchie et al. (2013, p.73), who concluded that a study whose results should be considered as valid should not have a response rate below 40%. In this regard, the response rate and the size of the sample used in this study were large enough for the results obtained to be considered as valid and acceptable.

3.6 Research instrumentation

Brinkmann (2014, p.19) defines research instruments as the methods and processes used to collect the required data from the participants in a study. The type of instruments applied in a study highly influences the reliability and credibility of the study. Similar to the selection of the research design, the choice of the appropriate research instruments is determined by the objectives of the study. Pope and Mays (2013, p.52) equally pointed out that the tools of data collection should be selected in a cautious manner in order to promote the reliability of the study results. The researcher in this study employed two tools of data collection; use of questionnaires and the use of secondary sources.

3.6.1 Questionnaire

This was the main data collection instrument used in the collection of data in this study. The researcher used Google document forms to prepare the questionnaires. The reason behind the use
of the approach was the fact that the researcher was able to prepare many questionnaires within a short time. In addition, the customized Google documents are flexible enough to help the user make changes to the questionnaires as many times as possible. In addition, grammatical errors were automatically detected and corrected. The approach was also appropriate because the questionnaire form was easily attached to the link that was sent to the participants who also shared the link with their friends.

The questionnaires were structured into two main parts, where the first part sought demographic information of the participants such as the age, gender, marital status and occupation, among other characteristics. The second part solicited information relating to factors that influence how Irish employees from different generations are motivated to maintain high levels of work performance (refer to Appendix I). Practically, all the questions used in the study were structured in order to guide the participants on the specific data required for the study. This minimized chances of collecting voluminous information that would be unnecessary.

The use of questionnaire enabled the researcher to quantify the responses that were obtained from the participants because the data was gathered through digital forms. Additionally, the researcher was able to selectively collect more information required in the study. The researcher also found it easy to make analysis on the results that were obtained using methods that are scientific in nature. According to Lewis (2015, p. 83), scientific methods provide findings that are more accurate compared to the other methods of data analysis such as thematic analysis, mostly employed in qualitative studies.

Nonetheless, the use of this data collection instrument subjected the study to a number of limitations. First, the instruments limited the ability of the respondents to give their insight on the
topic since the questions were structured or closed questions. As Lewis, Thornhill, and Saunders, (2009, p.22) note, quantitative studies restrict the possibility of the respondents to express their own opinions, mostly when the questionnaires are close ended and this was the case in this study. Finally, the approach also presented a challenge of determining the truthfulness and credibility of the responses received from the respondents.

3.6.2 Secondary sources

Despite the fact that a quantitative study highly depends on the primary data collected using tools such as survey questionnaires, there is always a need for supplementing the collected primary data using secondary data (Lewis, Thornhill, and Saunders, 2009, p.25). In this respect, secondary sources were utilized in this study in an effort to have a better understanding of the conceptual and background information about the research topic. The intended data was collected from credible sources such as magazine written by accredited authors, peer reviewed journals, textbooks, as well as credible websites. Journals were retrieved from credible databases such as Google Scholar, Ebscohost.com, Emeraldinsight, Proquest, and Google Books.

3.6.3 Data analysis and presentation

Tesch (2013, p.29) defines data analysis as the process that involves interpretations, summarization, and presentation of the data collected. It also involves presentation of the findings deduced in a study in an organized way that average scholars can understand without struggling. In this case, the collected data was sorted and edited for any errors, coded, and analyzed using the Statistical Package for the Social Sciences (SPSS) software.

The use of the SPSS software assisted the researcher in eliminating possible errors, processing the gathered data, as well as in presenting it in various forms such as tables, graphs, pie-charts
and percentages. The use of tables and graphs in the presentation of data resulted in neat and simple to understand the findings. The distribution of the demographic profiles of the respondents was presented using frequencies. A multivariate of variance (ANOVA) was performed to statistically determine the differences between the three generational cohorts.

3.6.4 Trustworthiness and validity of the data

According to Bekhet and Zauszniewski (2012, p.41), the validity and trustworthiness of data in a study is critical because it promotes the reliability of the results of the study. In this consideration, the researcher applied different approaches in testing the reliability and credibility of the data used in a study. Data triangulation was the main technique used in the verification of the validity of the data used in the study. Data triangulation basically refers to the procedure of cross examining the responses received from various respondents in a bid to establish the relationship between the responses of the participants (Fielding, 2012, p.133). The researcher undertook the process of data triangulation in the phase of data analysis and it involved cross examining and authenticating the primary data gathered through questionnaires.

The other process of data verification conducted beside the authentication of the primary data was the comparison of the empirical results obtained in the study with other studies that had already been published on this topic. This was essential in enhancing and establishing the accuracy and reliability of the data collected, and subsequently the findings of the study. According to Hussein (2015, p.11), the application of data triangulation in a study enhances the reliability, validity, and accuracy of the study, besides promoting the accumulation of rich data that results in the enhancement of the researcher’s level of confidence.
3.7 Ethical considerations

Venkatesh, Brown, and Bala, (2013, p. 32) argue that adherence to ethical considerations is an important element that cannot be overlooked whenever conducting a study. This is based on the fact that ethical considerations influence the validity of the data that a researcher collects and use in a study. Similar to other studies that use human beings as participants, the researcher had to adhere to the ethical requirement of a study. One of the main requirements that the researcher adhered to was seeking for an express permission from the participants before including them in the study. The researcher informed the participants of their right to participate or withdraw from the study at any stage of the study without prior permission or notification to the researcher. No participant was coerced or forced to participate in the study.

In addition, the researcher adhered to privacy principle where no information gathered from the study was exposed to a third party or used for any other purpose apart from the study. The researcher also did not record unique information such as names and personal details that might lead to identification of the respondents. Furthermore, all the data collected was destroyed once the data analysis and presentation phase was over.

3.8 Limitations

The study faced a number of limitations at various stages of the study. First, the researcher was limited in terms of the depth of data to be collected. Considering that structured questionnaires were used to collect information from the respondents, the researcher could not capture personal opinions of the respondents regarding the topic under study. Following the right of the participant to withdraw from the study at any time of the research process, two participants withdrew from the study. This challenged the researcher because some adjustments were to be made promptly in order to make sure that validity of the outcomes of this study was not affected
by the action. Finally, the researcher also found time frame allocated to conduct the study so limiting considering the high demanding tasks that the researcher had to achieve.
CHAPTER IV: RESULTS AND DISCUSSION

4.1 Introduction

As noted in chapter one, the aim of this study was to investigate how different generations of the Irish workforce are motivated by different factors in enhancing their effectiveness in their workplace, using the methodological approach discussed in the previous chapter. This chapter provides a presentation of the results obtained from the primary data collected through surveys. The chapter comprises of five key sections and a number of subsections. Section two provides a description of the demographic characteristics of the respondents, while sections three, four, and five present the results obtained for the first three research objectives, based on the primary data collected.

4.2 Demographic characteristics of the respondents

As noted in the previous chapter, this study involved a sample of 81 respondents, though the initially targeted sample was 90 participants. This translates to a response rate of approximately 91%, which surpasses the minimum recommended response rate of 40% (Ritchie, Lewis, Nicholls, and Ormston, 2013, p.43). The recruited participants had a wide range of demographic characteristics, ranging from age, through gender and marital status, Number of children’s Occupation, to occupation as summarized in the table below.
Table 1: Demographic characteristics of the respondents

<table>
<thead>
<tr>
<th>Profile</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>37</td>
<td>45.7</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>49.4</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>4.9</td>
</tr>
<tr>
<td>Generational cohorts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-34 years (Millennials/generation Y)</td>
<td>30</td>
<td>37.0</td>
</tr>
<tr>
<td>35-55 years (Generation X)</td>
<td>35</td>
<td>43.2</td>
</tr>
<tr>
<td>56-65 years (Baby Boomers)</td>
<td>16</td>
<td>19.8</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married or cohabiting</td>
<td>39</td>
<td>48.1</td>
</tr>
<tr>
<td>Single</td>
<td>41</td>
<td>50.6</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Number of children’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or More</td>
<td>34</td>
<td>42.0</td>
</tr>
<tr>
<td>None</td>
<td>44</td>
<td>54.3</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floor staff/operations</td>
<td>22</td>
<td>27.2</td>
</tr>
<tr>
<td>Middle management</td>
<td>14</td>
<td>17.3</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>19.8</td>
</tr>
<tr>
<td>Senior management</td>
<td>14</td>
<td>17.3</td>
</tr>
<tr>
<td>Team leader/Supervisory</td>
<td>15</td>
<td>18.5</td>
</tr>
</tbody>
</table>

As illustrated in the table above, almost an equal number of male and female participants took part in this study, even though the number of male participants was slightly higher. Male respondents comprised of 49.4% of the surveyed respondents, females 45.7%, while 4.9% of the
respondents did not indicate their gender. The age of the respondents ranged between 18 and 65 years, though the vast majority of the participants were generation Y; fell under the 35-55 age cohort (43.2%), followed by generation Y; 18-34 years (37%). More than half of the participants (50.6%) were single, and they did not have children; the percentage of participants without children was 54.3%. With respect to the occupation of the participants, 27.2% of the respondents held floor staff/operations positions, while the rest worked in various departments such as senior and middle management, and team leader/supervisory among other occupations.

4.3 Factors influencing the Irish employees’ levels of motivation

Investigating the motivational factors influencing the Irish employees’ high levels of work performance was one of the core objectives of this study. Based on the analysis of the primary data collected, a number of internal and external factors were found to impact the Irish workforce level of motivation. Since a large number of motivational factors were tested, they were grouped into four main categories in an effort to establish the factors with the highest impact on motivation and those with the least effect.

The four classifications include category 1, category 2, category 3, and category 4. The first category comprised of factors where the percentage of ‘agree’ and ‘strongly agree’ ranged between 70% and 100%, the percentage of ‘agree’ and ‘strongly agree’ for category two ranged between 50% and 69% , while the percentage of ‘agree’ and ‘strongly agree’ for the 3rd category ranged between 0% and 49%. The table below provides a summary for the factors that fell under the first category.
Table 2: Factors with the highest influence on the Irish workers level of motivation

<table>
<thead>
<tr>
<th>Profile</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
<th>Total % of ‘agree’ and ‘strongly agree’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasonable compensation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>21.0</td>
<td>92.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>4.9</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>1</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>58</td>
<td>71.6</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>Recognition and appreciation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>35.8</td>
<td>82.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>5</td>
<td>6.2</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>38</td>
<td>46.9</td>
<td></td>
</tr>
<tr>
<td>Good communication and relationship with the managers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
<td>40.7</td>
<td>80.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>9.9</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>8</td>
<td>9.9</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>32</td>
<td>39.5</td>
<td></td>
</tr>
<tr>
<td>Good and strong relationship with coworkers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>36</td>
<td>44.4</td>
<td>75.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>17.3</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>6</td>
<td>7.4</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>25</td>
<td>30.9</td>
<td></td>
</tr>
<tr>
<td>Work-life balance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>49.4</td>
<td>74.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>14.8</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>7</td>
<td>8.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>disagree</td>
<td>Strongly agree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>disagree</td>
<td></td>
<td>20</td>
<td>24.7</td>
</tr>
<tr>
<td>Strongly agree</td>
<td></td>
<td>24.7</td>
<td>1.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td></td>
<td>1.2</td>
<td>1.2</td>
</tr>
</tbody>
</table>

### 4.3.1 First category

As illustrated in the table above, five factors namely, competitive remuneration, recognition and appreciation, good relationship with the management and communication, strong relationship with the co-workers, and work-life balance were found to have the highest influence on the Irish workers level of motivation. With respect to the aspect of remunerations, this study found that 71.6% of the participants strongly agreed that competitive compensation enhanced their motivation to work, with another 21% of the participants agreeing that compensation that is up to their expectation improved their motivation. Only small percentages of the population 1.2% strongly disagreed and 4.9% disagreed that compensation influenced their motivation and 1.2% expressed indecisiveness. This implies that virtually all the Irish employees (92.6%) surveyed in this study irrespective if their generational cohort felt motivated something good home as remuneration.

Recognition and appreciation emerged as the second most effective factors that influence the Irish workforce level of motivation. In this regards, 46.9% of the Irish employees who participated in the study agreed strongly that they were motivated when their supervisors and managers recognized their efforts and appreciated them, with 35.8% of the respondents agreeing that they were motivated when their managers noticed and recognized their work and when they performed well. Only a small percentage (11%) did not indicate recognition and appreciation as a key motivational factor, with 6.2% of the participants being uncertain. This means that about
82.7% of the Irish workforce is motivated by recognition and appreciation as indicated in this survey.

Good relationship with the management and communication emerged as the third most motivating factor for the Irish workforce. When asked to indicate how good communication between the surveyed respondents and their managers influenced their level of satisfaction, 39.5% of and 40.7% of the respondents ‘strongly agreed’ and ‘agreed’, respectively; implying that about 80.2% of the surveyed respondents perceived communication and good relationship with their seniors as a key motivating factor. Similarly, the respondents were requested to illustrate how gaining the trust of my managers to individually work and surprising results were obtained.

It emerged that 18.5% and 59.3% of the respondents ‘agreed’ and ‘strongly agreed’, respectively (meaning that 77.8% of the surveyed respondents perceived trust and good relationship with their seniors as a key motivating factor). When these two factors are combined because they are related, it is evident that about 79% (mean of 80.2% and 77.8%) of the Irish workforce find good relations in the organization with their seniors/managers as the third most motivating factor.

Strong relationship with the co-workers and work-life balance were found to be the fourth and fifth most motivational factors for the Irish workforce. In this regards, an aggregate of 75.3% and 74.1% of the respondents indicated that strong relationship with their co-workers and work-life balance, respectively, were instrumental motivational factors. The figure below illustrates a graphical presentation of the results obtained for the five factors discussed in this section.
4.3.2 Second category

As stated earlier, the second category of factors with the highest level of influence on the level of motivation for the Irish workforce comprised of factors where the percentage of ‘agree’ and ‘strongly agree’ ranged between 50% and 69%. In this regards, three core factors were identified namely, job security, enabling work environment, and autonomy (being given a chance to use one’s skills and abilities when making decisions). The table below provides a summary for the factors that fell under the second category.

**Figure 1:** Factors with the highest influence on the Irish workers level of motivation
Table 3: 2nd category of factors influencing the Irish workers level of motivation

<table>
<thead>
<tr>
<th>Profile</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
<th>Total % of ‘agree’ and ‘strongly agree’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job security</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>27.2</td>
<td>66.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>17.3</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>11</td>
<td>13.6</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>32</td>
<td>39.5</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td><strong>Enabling work environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g use of up to date technology)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>27.2</td>
<td>60.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>18.5</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>10</td>
<td>12.3</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>27</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>8.6</td>
<td></td>
</tr>
<tr>
<td><strong>Autonomy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(getting a chance to use my skills abilities)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>37</td>
<td>45.7</td>
<td>66.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>23.5</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>8</td>
<td>9.9</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>21.0</td>
<td></td>
</tr>
</tbody>
</table>

With respect to the aspect of job security, it emerged that about 39.5% of the participants strongly agreed and 27.2% agreed that job security enhances their motivation to work. This implies that approximately 66.7% of the Irish workers surveyed in this study irrespective if their generational cohort motivated find job security as a motivating factor. With regards to the aspect of autonomy (being given a chance to use one’s skills and abilities when making decisions),
45.7% and 21% of the respondents agreed and strongly agreed, respectively, that being offered an opportunity to utilize their skills and abilities in the workplace made them more motivated. This statistics imply that 66.7% of the respondents considered autonomy as a crucial motivational factor.

Having a conducive or enabling work environment such as the use of updated technology among other features were identified by an aggregate of 60.5% of the respondents surveyed in this study as a core factor that influenced their motivation. To be precise, 27.2% and 33.3% of the participants considered in the study ‘agreed’ and ‘strongly agreed’ that an enabling working environment made them feel better and valued and hence more motivated to work, with only a small proportion of the respondents 8.6% strongly disagreeing.

4.3.3 Third category

The third and fourth categories of factors with the highest level of influence on the level of motivation for the Irish workforce comprised of factors where the percentage of ‘agree’ and ‘strongly agree’ ranged between 0% and 49%. In this regards, five factors were ranked in this category namely, attractive benefits, regular job training, working in teams, career advancement opportunity, and social events outside working hours. The table below provides a summary for the factors that fell under the third category.
### Table 4: 3rd category of factors influencing the Irish workers level of motivation

<table>
<thead>
<tr>
<th>Profile</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being offered benefits (eg health insurance and retirement package)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>12.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>38</td>
<td>46.9</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>28</td>
<td>34.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td><strong>Receiving job specific training regularly</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>25.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>23</td>
<td>28.4</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>10</td>
<td>12.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>11.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>18</td>
<td>22.2</td>
</tr>
<tr>
<td><strong>Working in teams</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>38.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>27</td>
<td>33.3</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>7</td>
<td>8.6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>8.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>9.9</td>
</tr>
<tr>
<td><strong>Career advancement opportunity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>21.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>39.5</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>8</td>
<td>9.9</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>20</td>
<td>24.7</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Setting up social events outside working hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>28.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>22.2</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>27.2</td>
<td>17.3</td>
</tr>
</tbody>
</table>

**Table 1:** Motivational factors influencing the Irish employees’ high levels of work performance

As illustrated in the table above, factors often reported in studies conducted in other settings such as offering attractive benefits and career advancement were in this study found not to have a major effect on the motivational level of the Irish workers. However, it was surprising to note that regular job training, working in teams, as well as organizing social events outside working hours were considered as motivational factors in the Irish setting. This category of factors was considered not to have a major effect on the motivational level of the Irish workers compared to the previous to categories.

### 4.3.4 Discussion

Based on the analysis carried out in the previous sections, it is fairly correct to argue that the main factors that influence the Irish workforce’s level of motivation include: competitive remuneration, recognition and appreciation, strong relationship with the management and co-workers, work-life balance, job security, enabling work environment, and autonomy. All these factors fall under the first and the second category.

With respective to the aspect of remunerations, it was found that employees feel demotivated in situations when they feel like they are not remunerated according to their efforts. This has direct implications on the performance of the individual employee and the organization at large. This is line with the Expectancy Theory which argues that employees are motivated to work hard when they are convinced that their inputs will yield positive performance (Weiner, 2013, p.42).
Although employees are motivated by more than attractive remuneration, it was found that poor remuneration may lead to low motivation and low performance in the Irish context.

It also emerged that the Irish workforce high value enabling work environment, which refers to how the employees relate with each other, the management, and the adoption of updated technology. This finding is in line with Factor Model Theory, which states that the nature of work environment influences the motivation of the employees (Sadri and Bowen, 2011, p.47). A good environment, according to Sadri and Bowen (2011, p.47), involves a good relationship with core-workers and managers, favorable policies, favorable working conditions and procedures.

With respect to the aspect of recognition and appreciation, this study established that employs feels good and motivated to work when their efforts and contributions are recognized and appreciation given for the work well done. The findings made in this study support the remarks of the Napoleon who once said that "It is amazing how willing men are to risk their lives for a little bit of tin and ribbon to wear upon their chest." The finding is also in line with what was understood in the literature review from both the Maslow theory and Herzberg’s theory. According to the Maslow’s theory, the need for recognition is among the core elements that make up the social need of an employee (Skudiene and Auruskeviciene, 2012, pp.49-67).

Similarly, Herzberg’s two-factor model argues that one of the two factors that influence the employee’s motivation and recognition is one of the elements of this factor. Other studies conducted in other contexts have revealed that employees value awards and prizes or any other form of recognition and appreciation. For example, in Temminck, Mearns, and Fruhen (2015, p.409) study, the interviewed employees confessed that receiving an award in a meeting or a gathering of coworkers would make them feel motivated and appreciated.
Though the findings made in this study concur with the findings made in most other studies carried out in other countries and settings, it is worth noting that there exist some inconsistencies. For example, most of the studies conducted specifically in the healthcare sector in most countries have revealed that achievements or meeting the set goals is one of the key motivational factors for medics (Helmink et al., 2012, pp.682-688). Similarly, the Herzberg’s two-factor model argues that achievement influences the motivation of the employees and the three needs model as recapped in the literature review, even though it was ‘achievement’ was not found as a major motivational factor in the Ireland context. It was also surprising to note some of the most ignored aspects such as regularly training employees and organizing social events outside working hours were considered as considerable motivational factors in the Ireland setting.

**4.4 Variance in motivation and motivational factors based on the generational cohorts**

Besides seeking to identify the factors that influence the Irish workforce level of motivational, this study also sought to find out whether there was any major difference between the levels of motivation and the identified motivational factors for the three generations (Baby Boomers, Generation X and Generation Y). In table 5, one-way ANOVA was used to determine the mean differences between groups where a significant differences between the three generations was noted since (sig. value=0.000<0.05 significance level). From Table 6, there is mean difference between 54 years and below years as compared 55 or older years.

**Table 5: ANOVA table**

<table>
<thead>
<tr>
<th>Differences</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>5.903</td>
<td>3</td>
<td>1.968</td>
<td>9.839</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>15.199</td>
<td>76</td>
<td>.200</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Age groups</td>
<td>N</td>
<td>Mean</td>
<td>Response on Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----</td>
<td>--------</td>
<td>------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-34</td>
<td>30</td>
<td>3.6700</td>
<td>Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35-54</td>
<td>35</td>
<td>2.9781</td>
<td>Neutral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55-65</td>
<td>16</td>
<td>3.7250</td>
<td>Agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As illustrated in the table above (tables 6), the first and last age cohorts; 18-34 years (Millenials/generation Y) and Baby boomers (55 years and above) was found to be motivated, while 33-54 years (generation X) were found to be neutral. This implies that generation X was found to be less motivated compared to the other two generations. Therefore, it is fair to conclude that the motivational factors discussed in the previous section apply across board, particularly for the Baby boomers and generation Y.

The findings made in this study concur and slightly differ with some of the surveys recently conducted in Ireland. For example, an employee motivation survey conducted in 2013 by the Mazars, a global audit, accounting and consulting group, revealed that 58% of the Irish workers are motivated in the workforce (Mazars, 2013, pp.3). However, according to the State of the Global Workplace 2015 report which was published by Gallup, a performance management firm, 64% of the of the Irish workers are neither motivated nor engaged to their work (are not likely to invest discretionary efforts in the company’s objectives), and the remaining 20% are actively disengaged (are unhappy and unproductive at work). Nevertheless, these studies did not indicate the differences in terms of the level of motivation for the three generations.
Based on the findings made above, there is a need for reviewing the main characteristics of the three generations examined in this study in order to have a better understanding of the findings made. To start with, Baby Boomers are said to have obtained intense parenting than the generations that came before them. They are also said to be born in a period that was so optimistic in the world history after the World War II (Twenge et al., 2010, pp.1138).

At this time, there was rapid growth in the economy of many countries as they struggled to recover from the effects of the war, there was improved lifestyle promoted by improvement in technology, and medicine and advancement in the field of science. However, the generation grew up under the threat of nuclear poisoning, civil strife and unrest as more minority and enslaved ethnic groups in different parts of the world agitated for civil rights and equal treatment (Hernaus and Poloski, 2015, pp.615-641).

The characteristics of this generation in the workplace are believed to have been influenced by the environment in which they grew and the events that took place. Considering the events that took place during their era, Boomers are known to be the most idealistic generation of all the three. Despite the claim that millennials share the same traits, Boomers are believed to possess relatively higher idealism and are known to be unrestrained idealists. Boomers are believed to put more effort and hours in their work compared to both Millennial and Generation X despite the fact that they were brought up during a time of peace, happy moments and experienced parental love (Twenge et al., 2010, pp.1138).

In relation to the findings made in this study, Hernaus and Poloski (2015, pp.615-641) found that Boomers like their work, therefore, they are motivated by status and advancement in the workplace, respect and prompt payment of their remunerations. In addition, it emerged that
Boomers want to work in an environment that offers work flexibility, such as the chance to work from their residences. However, Rood (2011, pp.10-89) noted that Boomers are the least comfortable with the idea of flextime and remote work and requires more training and guidance than both the Millennials and GenX.

Generation X on the other hand, is perceived to be smaller than its predecessor Boomers and successor millennial. Due to their small number, this generation is believed to have insignificant effects in shaping the workplace as experienced with Boomers and expected with Millennials. They were brought up by Boomers parents that spent long hours in the workplace and therefore missed the opportunity to know that they can what they desire to be. They experienced high cases of divorces as families earning to the path of duality earning. They also witnessed long hours committed by their parents in the workplace, yet the recognition and reward for that commitment was abused through poor rewards and uncalled termination of employment. As such, Generation X is often found to be less committed to their employers than millennial and Boomers (Rovner and Loeb, 2013, pp.32-69).

The group is also believed to be distrustful of employers and institutions associated with the aspect of the generation witnessing their parents being laid-off from work despite the hard work and commitment that they showed for their work. In addition, the generation learned to be independent from their parents since they were busy, they are said to express these characteristics in the workplace. They have little commitment to their work and are not motivated by career advancement or recognition than reward. This generation started the increasing disloyalty for the employers by the employees. The distance between the employers and the employees is increasing to an extent that Xers and Millennials depend on themselves wholly for career development (Rovner and Loeb, 2013, pp.32-69).
Yusoff and Kian (2013, pp.97-103) maintain that generation X is independent and prefers to do things by themselves compared to working in a team. The generation X values autonomy more than any other generation. The generation believes that the responsibility of developing their careers lies in their hands. Therefore, they do not entrust or expect employers to contribute in their career development. This group puts more emphasis on competency rather than experience; consequently, they value their sense of competency and mastery of their areas of specialization (Yusoff and Kian, 2013, pp.97-103).

Therefore, they are motivated by the desire to improve their professional skills with the aim of increasing their opportunity for future career opportunity. Generations X is motivated by more time out of the work than other forms of rewards. This generation focuses on accomplishing their tasks in the fastest and most rational way possible to live a personal life outside the office setting.

The group is motivated by independence from employment and they like starting businesses that make them free from commitment to an employer. According to Lagace, Castleberry and Ridnour (2011, p.110), generation X has given very little attention to the aspect working for 12 hours in an office just to demonstrate commitment. They exhibit a low tolerance in waiting for their turn for promotion and are motivated by instant recognitions and reward. They perceive hoping from one job and one employer to another as an acceptable way of increasing promotion opportunities and higher remunerations.

Employees in this generation are more entrepreneurial than Millennials and Boomers possibly as a defense mechanism or as a result of pursuing autonomy. In addition, this generation is motivated by working environment that encourage the use of technology probably due to their technological literacy. This generation manifested an increased level of motivation for work and
moderate motivation for promotion, achievement and recognition. In addition, generation X was found to be highly motivated by the work environment and favorable organization policies and moderately motivated by payment and benefit package (Yusoff and Kian, 2013, pp.97-103).

Finally, generation Y/ Millennials are known to be aggressive in seeking passion and purpose in the work they perform. However, competitive compensation has been reported as a significant motivator for this generation. This results from the fact that Millennials believe that they only count on themselves to save for their retirement. As a result, competitive wages enable them to save for retirement. They are motivated to work in a bid to meet their personal financial commitments.

Similar to Generation X, Millennials seek work that is interesting to them, experience of the job and flexibility is prioritized over the job security (Rovner and Loeb, 2013, pp.32-69). Just like the Boomers, Millennials were brought up knowing that they are there to take up the world and the opportunities therein. They were trained not to concentrate on achievements alone, but also on the participation as well. Despite the fact that Millennials’ parents have been more often absent to guide and clear a way for them, this generation demonstrate love for accomplishments in the workplace, idealistic, fun-loving, passionate, collaborative and pragmatic. They appear to be more practical compared to the Boomers when they were at their young age (Rovner and Loeb, 2013, pp.32-69).

In general, the study found that employees in Generation Y have moderate motivation on the recognition, appreciation, achievements and recognition. They have slight motivation in the work itself that is under intrinsic factors. The group also has the moderate motivation for the three
extrinsic factors, namely the payments and benefits, organization policies and administration and working conditions.

4.5 Relationship between age, gender, and work motivation

This study also sought to investigate the correlation between age, gender, and work motivation. Generally, it emerged that there is a positive correlation between motivation and age, whereby the level of motivation tend to reduce as the age increases. However, the study found no significant relationship between gender and motivation. The table below presents a summary of the findings made regarding the impact that age and gender has on the employees’ level of motivation.

Table 7: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.443</td>
<td>.197</td>
<td>.176</td>
</tr>
</tbody>
</table>

R-square represents the coefficient of determination, which was found to be equal to 0.197. This therefore, indicates that age and gender accounts for 19.7% of the employee’s level of motivation. With respect to the element of finding out whether gender and age could be used as predictors of motivation, the following results were obtained.

Table 8: ANOVA table

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>4.149</td>
<td>2</td>
<td>2.075</td>
<td>9.422</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>16.953</td>
<td>77</td>
<td>.220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21.102</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table; the significant value of F-statistic is (0.000<0.05 level of significance), thus indicating that age and gender can be used as predictors of motivation.
Table 9: Model Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>3.950</td>
<td>.189</td>
<td>20.849</td>
<td>.000</td>
</tr>
<tr>
<td>1</td>
<td>Gender</td>
<td>.023</td>
<td>.106</td>
<td>.023</td>
</tr>
<tr>
<td>1</td>
<td>Age</td>
<td>-.204</td>
<td>.047</td>
<td>-.445</td>
</tr>
</tbody>
</table>

From the table; the significant value of gender is (0.825>0.05 significance level) meaning that it is not a significant predictor of employee motivation. On the other hand, age was found to be a significant predictor of motivation whereby the findings indicated that the level of motivation would reduce by 0.204 when age is increased by a single unit. In brief, the results of this study indicated that gender has no significant effect on the level of motivation among the employees. On the other hand, age was unsurprisingly found to have a considerable impact as far as the level of motivation was concerned.

The study indicated that the level of motivation decreases as the employees’ age increases. Various studies have also shown that young employees in most cases are more motivated than the older employees. For instance, Lamm and Meeks (2009, p.628) found that age and work ethics are inversely proportional. Their study indicated that work ethics reduce as the age of the employee increases, meaning that younger employees have higher work ethics than their older counterparts. Twenge and Campbell (2008, p.686) in another different study also made similar findings whereby they found that roughly 44% of young employees between the age of 18 and 24 would prefer to spend much of their time working compared to 23% of other ages.
Furthermore, another study on the relationship between age, gender and employee motivation by Cavanaugh and Blanchard-Fields (2006) indicated that older employees were less likely to be motivated, especially when the job requires them to undertake further training and development in order to acquire new skills. In support of this, a study by Noack and Staudinger (2009) on a similar issue indicated that older employees are generally less motivated mainly due to the lack of energy and a general lack of interest in training.
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

The purpose of this study was to explore the various factors that influence motivation of the different generations of the Irish workforce. In this regards, the researcher sought to meet four research objectives: (i) to find out the motivational factors that influence the Irish employees’ high levels of work performance; (ii) to investigate how motivation and motivational factors varied based on the generational cohorts of the respondents; and (iii) to determine the relationship between age, gender, and work motivation. The study also sought to recommend appropriate ways through which the Irish workforce can be motivated based on the findings made in the previous chapters.

In conclusion, this study found that the main factors that influenced the Irish workforce’s level of motivation included: competitive remuneration, recognition and appreciation, strong relationship with the management and co-workers, work-life balance, job security, enabling work environment, and autonomy. In this regards, 82.7% of the Irish employees who participated in the study agreed strongly that they were motivated when their supervisors and managers recognized and appreciated their efforts. A slightly higher proportion of the respondents (92.6%) identified competitive remunerations as a core motivational factor.

Besides seeking to identify the factors that influence the Irish workforce level of motivational, this study also sought to find out whether there was any major difference between the identified factors for the three generations (Baby Boomers, Generation X and Generation Y). In this case, significant differences between groups were noted where Millennials/ generation Y and Baby Boomers were found to be motivated, while generation X was found to be neutral. This implies that generation X was found to be less motivated compared to the other two generations.
Therefore, it is fair to conclude that the motivational factors discussed in the previous section apply across board, particularly for the Baby boomers and generation Y.

Strong relationships with the co-workers and the general management were also found to have a positive impact on the employees’ level of motivation. In this regards, 79% of the surveyed respondents indicated that good relations in the organization with their seniors/ managers. An almost equal proportion (5.3%) of the surveyed respondents indicated that strong relationship with the co-workers was a crucial motivational factor. With regard to the aspect of opportunity for career advancement, job security, enabling work environment, and autonomy, the study found that at least two-thirds of the surveyed respondents considered these factors as key motivational factors.

Finally, this study sought to investigate the correlation between age, gender, and work motivation. Generally, it emerged that there is a positive correlation between motivation and age, whereby the level of motivation tend to reduce as the age increases. However, the study found no significant relationship between gender and motivation. This implies that age was found to be a significant predictor of motivation whereby the level of motivation would reduce by 0.204 when age is increased by a single unit, while gender has no significant effect on the level of motivation among the employees.

5.2 Recommendations

Based on the results obtained in this study, this study recommends that the motivation of the Irish workforce can be improved by: adopting appropriate and frequent communication approaches, providing incentives, employee empowerment, and by providing opportunities for advancement. As noted in the previous chapter, providing attractive remunerations is among the
main factors that highly influence the Irish workforce level of motivation. However, it may not be sustainable to keep on increasing salaries. As a result, it is highly advisable to look for other alternatives such as provide incentives.

According to Drury and Drury (2016, pp.7-9) incentives act as motivators for all the employees, although it magnitude varies across various generations of employees. These incentives do not need to be expensive, but adequate enough to send an appreciation gesture. The offered incentives can be of any form such as an extra day off, movie ticket, gift cards, shopping vouchers, and other economical techniques. The employees can also be thanked personally when they do a good job since as noted in the previous chapter; recognition and appreciation are crucial motivational factors for the Irish workforce. The employees’ performance should be used as the grounds for promoting people, rewarding and recognizing. Low performer should be encouraged to meet and exceed the objective of the organization.

The employee should often receive the feedback that tells them on how they performed as compared to the other employees, organization and department. Employees should also be allowed to participate in the process of making decisions, especially one that falls within their area of specialization. This is because autonomy was found to be a leading factor that influences the employees’ level of motivation. The employees can also be motivated by developing ways in which employees can develop a sense of ownership in their duties and responsibilities and in their work environment.

Besides that, employers in the Irish setting should provide opportunities for career advancement or development. Drury and Drury (2016, pp.7-9) note that it is important to provide an employee with an opportunity for career development. Considering that employees aims at advancing their
careers either as individuals or with the assistance of the employer, finding a way of making them achieve their personal objectives as they achieve organization objectives imperative. This can be achieved through training that equips employees with the necessary skills to take them to the next career ladder. Offering job opening to the employees who meet the minimum requirements before looking for an external candidate also improves the morale of the employees.

5.3 Direction for further research

The present study, whose core aim was to explore the various factors that influence motivation of the different generations of the Irish workforce, has set grounds for further research in the Irish context and in other countries. First, though using the quantitative research approach was the most appropriate method for the present study based on the nature of the set research objectives, there is a need conducting further research on this area using a hybrid of qualitative and quantitative research approaches. This can help in bringing in more and new insights about factors that influence the Irish workforce level of motivation.

The data for the qualitative part should be collected through semi-structured interviews or focus groups so that participants can be able to bring in new insights. In this study, the data collected was restricted because the researcher used close ended questions. Another area that future studies can focus on includes investigating generational differences in motivation of employees in other settings such as other cultures and countries since doing so can help in promoting a greater understanding of generational differences. Finally, conducting a longitudinal study would be helpful in exploring how various factors impact employees’ level of motivation.
Reflection

Now after completing my dissertation journey I can confidently say that it was a successful one. This journey like any other journey had challenges that I was faced with from the beginning. One of the challenges was that I had no work experience and I was fresh out of college. Having no work experience meant that I was limited by the topics I could choose to research on. What helped me overcome this challenge was that all the modules I have studied over the 3 years while doing my BA were of interest. Motivation was always a topic that I found interesting and it was also I topic I always chose to write about in exams, so I had enough information about this topic which gave me the basic grounds to carry one researching it. Since the beginning of the course I broke down the full journey into smaller phases and dealt with each one individually, and made sure that I didn’t move onto the next level with any doubts.

One of the challenges that most students were faced with and I wasn’t was adapting to the college environment and getting to know the place and the rules. As I was already a student at DBS I did not have to go through this phase. For most of my modules I had to work in groups and most of the group members had work experience and had left university a long time ago, so when myself and them got together we helped each other. I shared with them some of my up to date research and explained to them how they can use the library resources and they told me more about the application of the models and theories in real life. The first few weeks I felt unconfident to take part in class discussions especially that most of my class mates had work experiences and I had none. After lecturers started using case studies and pieces of research that I was very familiar with and most of my class mates haven’t heard of them I felt much better and started discussing the knowledge I had. I always doubted myself and underestimated myself but
that was a lesson I learnt to always be confident of whatever information I have. That boost of confidence gave me a push to read more about motivation and try to find gaps in research.

A module that guided me to discover more about myself was Management simulation and personal and Professional development. We had to produce a portfolio which included short term goals and long term goals. One of my short term goals was the completion of my dissertation:

### SHORT TERM GOAL 1

<table>
<thead>
<tr>
<th>Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complete my dissertation on the time I have set, which is 1 week before the submission date on (22/08/16).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefit of accomplishing goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I will pass my MSc course on time without any delays.</td>
</tr>
<tr>
<td>- Being an expertise in the topic area that I have chosen to research about for my dissertation which is motivation.</td>
</tr>
<tr>
<td>- Gain experience in gathering primary research and creating my own research and findings.</td>
</tr>
</tbody>
</table>
### Pain of not achieving goal:

- Not achieving this goals means that I will not graduate with my MSc on time and I will have to submit my dissertation again in January 2017.
- If I do fail I will need time to get over the fact that I failed and this will take time.
- I will be over stressed, as I will only have a few months to redo and amend my previous dissertation.
- My next submission will be capped at 40%

### Information needed to achieve goal:

- Attend my Research Methods lectures and pay attention to the lectures notes.
- Ask questions whenever I doubt anything and this includes taking some classes that the library provides about the dissertation.
- Talk to my supervisor, friends and close family members this will help me as talking to those people relaxes me

### First three action steps you are willing and ready to take to move your goal forward:

- Follow my action plan that I have set and setting clear deadlines for each task.
- Start working on my dissertation as early as possible as this will reduce the amount of stress I will have to deal with closer to the deadline. This also allow me to get answers
to any questions that will arise

- Read and gather as much information about my topic as possible as this will widen my thoughts and ideas and will allow some areas for improvement.

Writing up detailed goals encouraged me to do my best as it explained exactly why I wanted to achieve each goal and what the consequences would be if I didn’t achieve them. I have decided to always use this way as not only did it guide me but also motivated me.

During the personal development module I found out from some personality test that my personality was an introvert one. Most of my sampling required me to talk to people and ask them to fill in my survey I knew that I needed more experience to be able to talk to random people. I decided to sign up in a charity were I responsible for collecting money on the streets.

One main obstacle I was face with was that during the second week of the dissertation phase which was also my first week of data collection it was the start of Ramadan. Ramadan is a holy month were eating and drinking is not allowed during the day. The total fasting hours were more than 15 hours this year. I collected most of my primary data in the mornings and the afternoon and trying to get work done during the day was very hard. I tackled this obstacle by trying to manage my time and collect some data by sending links of the survey to my friends that work.

Finally, if was given the opportunity to do this dissertation again I would try to add more factors into my survey that have not been tested before. If I had more time for primary data collection I would’ve considered interviews or focus groups instead of surveys. I was surprised by how interested people were in answering the surveys and some of them actually were happy to talk to
me and tell me more about how they are motivated. I believe that interviews might have given a better chance for the employees to express their opinion especially after all the welcoming responses I received from them.
Bibliography


Appendix I: Employee Motivation Survey

I am an MSc student at DBS and this survey will help me answer my dissertation topic which is "What are the factors the influence how Irish employees from different generations are motivated to maintain high levels of work performance?" The data collected from this survey will ONLY be used for my dissertation.

1) Gender
☒ Male  ☐ Female

2) Age
☒ 18-34  ☐ 35-45  ☐ 55 or older

3) Martial Status
☐ Single  ☒ Married or cohabiting

4) Children
☐ None  ☒ 1 or More

5) Occupation
☐ Senior management  ☐ Middle management  ☒ Floor staff/operations  ☐ Team leader/Supervisory  ☐ Other

6) What factors make you more willing to put in extra effort at work. -Rate from 1-5 (1= strongly disagree 5=strongly agree)
I feel more willing to put in extra effort when.........

7) The organisation I work in is financially stable
☐ Strongly disagree  ☐ Disagree
☐ Neither agree or disagree
☑ Agree
☐ Strongly agree

8) I get a chance to use my skills/abilities
☐ Strongly disagree
☐ Disagree
☐ Neither agree or disagree
☐ Agree
☐ Strongly agree

9) My job is secure
☐ Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
☐ Agree
☐ Strongly agree

10) I have good and strong relationship with my co-workers
☐ Strongly disagree
☑ Disagree
☐ Neither agrees nor disagrees
☐ Agree
☐ Strongly agree

11) There is good communication between me and my managers
Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
☐ Agree
☐ Strongly agree

12) I receive job specific training regularly
☐ Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
☐ Agree
☑ Strongly agree

13) Compensation/pay is reasonable and up to my expectations
☐ Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
Agree
☐ Strongly agree

14) The general work environment is informal (example: open door policy, no uniform, everyone is treated equally etc..)
☐ Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
☒ Agree
☐ Strongly agree

15) The organization provides me with career advancement ☐opportunities
☐ Strongly disagree
☐ Disagree
☒ Neither agrees nor disagrees
☐ Agree
☐ Strongly agree

16) there is a work life balance
☐ Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
☒ Agree
☐ Strongly agree

17) I am offered benefits with my job (example: health insurance, child & elder care, life & disability insurance)
☐ Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
☒ Agree
☐ Strongly agree

18) My manager notices and recognizes my work, and when I do well
☐ Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
☐ Agree
☒ Strongly agree

19) Up to date, technology and software are available to help increase efficiency
☐ Strongly disagree
☒ Disagree
☐ Neither agrees nor disagrees
☐ Agree
☐ Strongly agree

20) I could gain the trust of my manager to individually work on a task/project without constantly having to be supervised
☐ Strongly disagree
☒ Disagree
☐ Neither agrees nor disagrees
☐ Agree
☐ Strongly agree

21) I am aware of the retirement package I will receive
☐ Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
☒ Agree
☐ Strongly agree

22) I am given the chance to choose my working hours, holidays and having extra time to spend with family and friends rather than being paid extra
☐ Strongly disagree
☐ Disagree
☒ Neither agrees nor disagrees
☐ Agree
☐ Strongly agree

23) My organization sets up social events outside working hours were I can get a chance to know my colleagues better
☒ Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
☒ Agree
☐ Strongly agree

24) I am required to work in a team/group with colleagues from different departments
☐ Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
☐ Agree
☒ Strongly agree
25) Job rotation is active and I get a chance to perform different jobs rather than the same job
☐ Strongly disagree
☐ Disagree
☐ Neither agrees nor disagrees
☐ Agree
☒ Strongly agree

26) The work environment is formal (example; relationship between the employees is more a status relationship than a personal relationship)
☐ Strongly disagree
☐ Disagree
☒ Neither agrees nor disagrees
☐ Agree
☐ Strongly agree

Thank you for completing this survey questionnaire. The data will be treated in ultimate confidence.