

Motivation and its Impact on Employee Loyalty and Commitment: A Qualitative Analysis

Marquita Chanel Smith

Trinity Washington University

I have adhered to the university policy regarding academic honesty in completing this
assignment

Submitted to Dr. Kelley Wood on behalf of the faculty of the School of Business and Graduate
Studies in partial fulfillment of the degree requirement for the Master of Science Administration
in Organizational Development and Human Resource Management

Spring 2015

Abstract

Motivation, employee loyalty and commitment are crucial to the success of any business. Regardless of one's likes and dislikes, every employer has to stay on top of the needs of their employees in order to limit high rates of employee turnover. Although it is at the discretion of the employee to choose how long they will remain with one employer, it is the employer who has the ability to impact such decisions. This study will provide insight into what the average employee feels is important and how the presence or absence of intrinsic and or extrinsic factors can impact their motivation to remain loyal and committed to their current company, organization, association, job or position. Most employees remain loyal and committed to their employers because of diverse intrinsic and extrinsic motivational factors which include belief in the mission and vision; due to job security; because of job satisfaction, because of the work environment; promotion potential; pay and benefits; and recognition. Through qualitative interviews, I examined employee perceptions of job satisfaction and whether the presence or absence of intrinsic and or extrinsic incentives or factors might impact their motivation to remain loyal and committed to an employer. Through descriptive coding, pattern coding and triangulation, I was able to cluster similar words or phrases into categories or themes, which revealed that employees place high value on intrinsic and or extrinsic factors. Though these factors relate to the employee's ability to have a job that is fulfilling, gratifying, convenient and flexible, financially stable and allows them to help others, it also encompasses their employer's ability to provide a positive work environment that has advancement opportunities, and learning and enrichment programs.

Keywords: loyalty, employee loyalty, commitment, employee commitment, motivation, work motivation, intrinsic motivation, and extrinsic motivation.

Table of Contents

	Page
Introduction	5
Statement of the Problem	5
Purpose and Significance of the Study	5
Theoretical Perspective	6
Definition of Key Terms	6
Research Method	8
Assumptions and Limitations	8
Summary	9
Literature Review	10
Motivation	11
Maslow's Hierarchy of Needs Theory	12
Herzberg's Motivator-Hygiene Theory	13
Employee Commitment	15
Organizational Commitment	17
Loyalty	18
Job Satisfaction	19
Theoretical Construct	21
Summary	23
Research Methods	25
Research Questions	25
Setting	27
Population	27
Ethical Considerations	28
Research Design	29
Interview Instrument	30
Data Analysis Strategy	32
Summary	34
Findings	35
Participants	35

EMPLOYEE MOTIVATION, LOYALTY, AND COMMITMENT	4
Data Analysis and Coding	40
Summary.....	47
Discussion.....	48
Research Questions	48
Conclusions	51
Recommendations and Implications.....	53
Summary.....	54
References	56
Appendices	62
Appendix A: Recruitment Letter	62
Appendix B: Informed Consent Form.....	63
Appendix C: Interview Instrument for Non-Retirees	65
Appendix D: Interview Instrument for Retirees	67

List of Tables

Table 1. <i>Descriptive Categories, Themes, or Findings</i>	42
Table 2. <i>Meta-codes: Factors that impact motivation</i>	44

List of Figures

<i>Figure 1. The theoretical construct model of motivation, loyalty, and commitment</i>	23
<i>Figure 2. Background of Participants</i>	35

Introduction

Employee loyalty and commitment is the cornerstone to any organization's success (Shahid & Azhar, 2013). Without employee loyalty, commitment, and the ongoing work they do that is critical to a business's infrastructure, organizations and companies alike would not be able to achieve its mission, vision, or goals. The level of motivation and commitment an employee exhibits towards one's organization varies from employee to employee. The outlook one has about their employer, their work, their peers, salary, recognition or promotion potential can greatly impact an employee's motivation, loyalty and commitment. In consideration of the aforementioned prospective factors, the focus of this research will be on motivation and its impact on employee loyalty and commitment.

Statement of the Problem

Workplace motivation is a widespread topic that everyone can take a stance on. Whether it is good, bad, positive or negative each factor that either aids in or helps diminish employee motivation can greatly impact one's loyalty and commitment. In order to prevent qualified, committed and talented employees from leaving, employers need to consistently recruit and retain. In order to recruit and retain good employees, employers need to reassess their current employee engagement practices so they can implement new strategies that will positively impact current and prospective employees. As such, this study will provide insight into what intrinsic and or extrinsic factors the average employee feels is important and how such factors can impact their motivation to remain loyal and committed to their company, organization, association, job or position.

Purpose and Significance of the Study

The purpose of this study is to examine whether employee motivation reflects how loyal and committed they are to their employer. Employers will receive insight and feedback on how

an employee feels and what an employer can do to either improve or maintain an employee's motivation. In general, the information gathered from this study will provide employers with vital information that might be used to establish or improve upon an employer's employee recognition program, professional development opportunities, and or employee merit based benefits programs.

Theoretical Perspective

According to Bernard, Mills, Swenson and Walsh (2005) motivation is theorized as a "purposeful behavior that is ultimately directed toward the fundamental goal of inclusive fitness" (p. 129). Bernard et al., (2005) propose that due to the randomness of behaviors and interests, an individual's differences may be guided by motives. Based on this theory, the study will attempt to define what guiding factors or motives, employees use to motivate themselves and what impact if any it may have on the feelings of loyalty and commitment shown to one's employer. Every employee has differing motivational factors that can potentially impact their degree of loyalty and commitment. As such, I theorize that if an employee is satisfied with his or her work environment, then he or she will be loyal and committed to one's employer. Similarly, if an employee is motivated to achieve a goal, receive recognition, or has an expectation to receive a promotion, he or she in turn will also be loyal and committed to one's employer.

Definition of Key Terms

Loyalty as defined by Logan (1984) is "a strong tie that binds an employee to his [or her] company even when it may not be economically sound for him [or her] to stay there" (p. 150).

Employee Loyalty is "is a deliberate commitment to further the best interests of one's employer, even when doing so may demand sacrificing some aspect of one's self-interest beyond what would be required by one's legal and other moral duties" (Elegido, 2013, p. 496).

Commitment, according to Anderson and Weitz (1992) and Morgan and Hunt (1994), “is a long-term relational perspective [that] encourages parties to resist the short-term benefits offered by other [companies] in favor of the benefits associated with remaining in a relationship” (as cited in Dagger, David & Ng, 2011, p. 276).

Employee Commitment has three levels. If an employee falls within the *affective* commitment level, they identify with and are emotionally attached to their organization so much so that they remain with the same employer because they want to (Pepe, 2010). If an employee falls within the *continuance* commitment level, they remain with the same employer for numerous years because they are aware of the expenses connected with leaving, so they choose to remain not because they want to, but because they need to (Pepe, 2010). Finally, if an employee exhibits *normative* commitment, they opt to stay with an organization, not because they want to, or because they have to but it’s alternatively because they feel they ought to (Meyer & Allen, 1991 as cited in Pepe, 2010).

Motivation can be “defined as purposeful behavior that is ultimately directed toward [a] fundamental goal...” which “may be measured in terms of individual difference in covarying categories of behaviors and interest” (Bernard, Mills, Swenson & Walsh , 2005, p. 129).

Work Motivation “is the steering of human activity towards a desired objective by means of motives generated internally in a person or in his or her environment, on the basis of his or her needs” (Peklar & Bostjancic, 2012, p. 57).

Intrinsic Motivation “refers to a desire to work primarily because the work itself is interesting, challenging and satisfying to the person...” (Cantania & Randall, 2013, p. 32).

Extrinsic Motivation occurs when an employee “performs an activity with the intention of attaining some separable consequence, such as receiving an award, avoiding guilt, or gaining approval” (Deci, Ryan, & Williams, 1996 as cited in Dysvik & Kuvaas, 2013, p. 413).

Research Method

A qualitative study will be used to explore how motivation might impact the loyalty and commitment an employee shows toward an employer. By utilizing face-to-face interviews with open-ended and semi-structured qualitative questions, I will seek to understand what intrinsic and or extrinsic factors motivate employees and how their motivation or lack thereof impacts the loyalty and commitment they feel towards their company, organization, or association.

Assumptions and Limitations

This study will examine how intrinsic and extrinsic motivational factors impact employee loyalty and commitment. Although the study does not examine external economic factors or personal situational influences that may impact an employee's decision to stay or quit, this study will however draw on previous literature to reveal what attributes describe an employee committed and loyal to one's employer and what if anything should an employer expect from the average employee who is loyal and committed. Participation in this study is restricted to employees who are 18 years of age and over, has previous or current work experience with the same employer for two (2) or more consecutive years, and who are willing to voluntarily participate. This study will be limited to the analysis of employees who have two or more consecutive years with the same employer. Individuals can be currently working or currently retired. If individuals do not meet the aforementioned criteria, they will be excluded from the study.

Due to potential time constraints and the limited sample in which participants will be found, there is a possibility that the size of my sample may not amount to or be greater than 12 participants. Simply put, due to the time constraints and the small size of my sample, the findings of this study will only be used to provide general information on what motivates the average employee to remain with the same employer for more than five years.

Summary

This chapter provides the reader with an overview of the research topic, a statement of the problem, the purpose and significance of the study, the theoretical perspective, and the research methodology, definitions of key terms, delimitations, and limitations of the study. Using the aforementioned sections as a starting point, the reader will begin to understand what motivation is and how it can play a role in the level of loyalty and commitment an employee has toward an employer. Throughout the subsequent chapter, I will do a review of related research, discuss my qualitative theoretical construct and describe the theoretical framework in an effort to expose the audience to what intrinsic and extrinsic factors can impact an employee's loyalty and commitment.

Literature Review

In the following literature review I discuss the attributes of employee commitment and loyalty to an employer, and what if anything should an employer expect from an employee who is loyal and committed. Regardless of size, all companies, organizations, associations and or businesses aim to fill their workforce with employees who are loyal and committed (Pepe, 2010). Individuals, who perform their duties because of their loyalty, do so because they are committed to doing the work and achieving the mission and vision of their employer. Their actions, intentions, and motives are pure and untainted (Pfeiffer, 1992). For example, according to Pfeiffer (1992), loyal and committed employees do not perform tasks “in order to promote personal gain”, but instead according to Michalos (1981) as referenced by Pfeiffer (1992) complete tasks because they endeavor to promote and advance the interests of their employer (p. 535).

According to Peklar and Bostjancic (2012) work motivation is the steering force behind whether or not an employee opts to promote or advance personal or professional interests. Work motivation according to Peklar and Bostjancic (2012) “is the steering of human activity towards a desired objective by means of motives generated internally in a person or in his or her environment, on the basis of his or her needs” (p. 57). Regardless of intention, many employee’s will base their decisions or choices on their personal or professional need to either achieve a goal, promotion potential, job satisfaction, and or they seek recognition for the work they do.

Regardless of the position one holds, the title one possess, or the salary one earns, workplace motivation is an important and engaging topic that involves everyone. Whether you are ethical, unethical, positive or negative, the behavior of every employee regardless of rank or stature is influenced either because of intrinsic or extrinsic factors. As a result of the previously mentioned reasons, I will investigate how the presence of motivation, whether intrinsic or

extrinsic can impact the degree of loyalty and commitment an employee shows an employer. Although the behavior of employees can be influenced by intrinsic or extrinsic factors, I hypothesize that more often than not, the reason an employee chooses to remain loyal and committed to an employer for several years, is due to the presence or possibility of attaining extrinsic factors such as receiving a promotion; getting an increase in pay, the existence of good benefits, and the potential to receive positive recognition.

In general, this study will provide insight into what the average employee feels is important and how the presence or absence thereof can impact their motivation to remain loyal and committed to their current company, organization, association, job or position. Throughout the literature, motivation, intrinsic motivation, extrinsic motivation, employee commitment, loyalty, and job satisfaction have all been described and defined in various ways. The following descriptions and definitions are some of the existing characterizations of what the aforementioned terms denote.

Motivation

Motivation, regardless of reason is an important driver used by employees. In fact, according to Mitchell (1982) motivation is so important that it is often recognized as a “psychological process that causes the arousal, direction, and persistence of voluntary actions that are goal directed” (p. 81). Consequently, although Park and Rainey (2012) and Peklar and Bostjancic (2012) assert motivation can be intrinsic and extrinsic, Clark, Varadaraajan and Pride (1994) on the other hand theorize motivation can be used to attain a goal (as cited in Ward, 1997). Motivation that is intrinsic occurs when people participate in an activity when they truly find them enjoyable and interesting, whereas extrinsic motivation arises when individuals engage in activities where they anticipate receiving a reward or other incentives (Eccles & Wigfield, 2002).

According to Wiley (1997) today's research on human motivation is guided by the following acknowledged assumptions and due to fact that (1) motivation is contingent upon the precise examination of personal, task, and environmental characteristics that have the ability to influence the behavior and job performance of an employee; (2) motivation is not a permanent attribute; it can change and be influenced by personal and situational factors and (3) motivation affects behavior not performance. Similar to Wiley (1997) are Kreitner and Kinicki, (1995) who stated that "motivation is [a] psychological force that directs employees' behavior towards achievement of organizational goals..." (as cited in Dar, Bashir, Ghazanfar, & Abrar, 2014, p. 230).

Maslow's Hierarchy of Needs Theory

Abraham H. Maslow's (1943) Hierarchy of Needs theory provides insight into the fundamental needs of human beings (Conforti, 1972). According to Maslow (1943), in order for one to achieve self-actualization where they "find fulfillment and realize [their] own potential", one must first meet the primary needs associated with psychological, security, social, and self-esteem (as cited in Brown & Cullen, 2006, p. 100). During level one of the psychological need stage individuals must be able to meet the physical requirements for survival such as eating, sleeping, drinking and taking care of oneself (Conforti, 1972; Brown & Cullen, 2006). Only after a person is successfully able to survive and provide for oneself, are they able to progress to level two of the security needs, which is comprised of one being able to "feel physically and emotionally safe in [the] present and the future" (Conforti, 1972, p. 11). Once people feel secure, they are able to advance to level three, which consists of one's social needs. Throughout the social needs level, people must be able to socialize and communicate with others (Conforti, 1972). Subsequent to the social needs level is the self-esteem needs level. During level four of the self-esteem needs, individuals should be able "to respect one's self and receive respect from

others” (Conforti, 1972, p. 11). Lastly, only after successfully fulfilling the needs in the previously mentioned four levels can one reach their full potential and become level five self-actualizers (Conforti, 1972).

According to O'Connor and Yballe (2007), it is only when someone reaches level five and achieves self-actualization are they then able to extend themselves to the point where they not only seek to improve the well-being of their personal or professional groups, but also the well-being of their communities. In general, because self-actualizers are “guided by the understanding [they have] of their own unique talents, preferences, values, and meaning”, they are able to make choices “in what to do and how to do it” (O'Connor & Yballe, 2007, p. 748).

Herzberg’s Motivator-Hygiene Theory

According to Herzberg (1959) the following two factors influence people’s motivation at work; (1) hygiene factors which can discourage or demotivate people when they are off-putting or inappropriate and (2) “motivators that sustain effort” (as cited in Bassett-Jones & Lloyd, 2005, p. 932). According to Bassett-Jones and Lloyd (2005), Herzberg’s (1959) two-factor theory suggests that individuals remain in a neutral state between satisfaction and dissatisfaction and can only be swayed in the direction of increased satisfaction when there is “an improvement in...pay, supervision, and prospects for [a] promotion...” (Bassett-Jones & Lloyd, 2005, p. 932). Conversely, when there is decline in pay; when supervision is bad; or when the prospects of a promotion do not exist, individuals will move from feelings of neutrality to feelings of dissatisfaction (Bassett-Jones & Lloyd, 2005).

Motivation according to Herzberg “is like an internal self-charging battery” which requires energy and desire (Bassett-Jones & Lloyd, 2005, p. 933). According to Herzberg (1959), in order “for an employee to become motivated, the energy of desire to move must come from within” (as cited in Bassett-Jones & Lloyd, 2005, p. 933). Employees who seek upward

mobility in an organization or an increase in pay have to be willing to put in the work (energy) and remain dedicated (desire), regardless of the situation. In general, if employees want to achieve satisfaction, they must be motivated not because of “externally-stimulated incentives”, but because of “internally-generated drives” (Bassett-Jones & Lloyd, 2005, p. 933).

Intrinsic Motivation. Intrinsic motivation occurs when an individual does something not because there may be a reward at the end, but because they find satisfaction in the activity itself (Park & Rainey, 2012; Eccles & Wigfield, 2002). In fact, according to Deci (1975) and Deci and Ryan (1985), not only can intrinsic motivation be “based on positively valued (rewarding) experiences that a person gets directly from their work tasks” (as cited in Quigley & Tymon, 2006, p. 527), but it can also be a passionate or positive feeling an employee can experience as a result of the work they do (Quigley & Tymon, 2006). Although Deci and Ryan (1987) believe intrinsic motivation “is one of the most powerful forms of motivation” (as cited in Bumpus, Olbeter, & Glover, 1998, p. 451), it can oftentimes go untapped, whether because of situational work constraints or due to bad task characteristics (Bumpus, et al., 1998). In general, if an employer wants an employee to engage in activities purely because of personal enjoyment and not because they feel coerced, that employer must first and foremost ensure that the needs of the employee “are being met in a specific environment” (Ryan & Deci, 2006 as cited in Dysvik & Kuvaas, 2013, p. 414).

Extrinsic Motivation. Extrinsic motivation refers to the behavior or action an individual exhibits or takes because of an anticipated reward (Park & Rainey, 2012; Eccles & Wigfield, 2002). Furthermore, employees who are extrinsically motivated tend to work harder for one of three reasons; either (1) because they are striving to attain something they desire; (2) because they are working towards something of significance; or (3) so they can avoid something negative

(Deci & Ryan, 2000 as cited in Dysvik & Kuvaas, 2013; Deci & Ryan, 2000 as cited in Wong-On-Wing, Guo, & Lui, 2010).

Employee Commitment

The commitment an employee shows to their employer and to their work is an important quality that can often determine whether or not an organization will be successful (Shahid & Azhar, 2013). Although committed employees, according to Porter, Steers, Mowday and Boulian (1974) are loyal and productive (as cited in Pepe, 2010), they also tend to have positive outcomes for both the individual and the employer (Rosanas & Velilla, 2003). In fact, according to Mathieu and Zajac (1990, for a review) commitment to organization not only has a positive association with work outcomes, such as employee satisfaction, motivation, and performance, but it also has a negative association to absenteeism and turnover (as cited in Chen, Tsui, & Farh, 2002).

According to Pepe (2010) affective commitment, continuance commitment, and normative commitment are the three types of commitment levels all employees experience. Employees that experience affective commitment not only emotionally attach themselves to their organization, but they also identify with and become involved in the organization (Pepe, 2010). Because affectively committed employees will identify with, involve themselves in and become emotionally attached to their organizations, they will consequently have strong outlooks that will enable them to continue working for the same employer, not because they have to, but because they want to (Pepe, 2010). Continuance commitment according to Pepe (2010) “refers to [an employee’s] awareness of the costs associated with leaving the organization” (p. 99). While affective commitment employees stay with an employer because they want to, continuance commitment employees stay with the same employer because they need to, and normative

commitment employees remain with the organization not because they need to or want to, but because they feel they ought to (Meyer & Allen, 1991 as cited in Pepe, 2010).

According to the beliefs of Meyer and Herscovitch (2001), because affective committed employees accept and internalize the goals and values of their organization, they are consequently more willing than others to exert themselves on behalf of their organization and thus have a stronger emotional attachment to their employer (as cited in Johnson, Chang, & Yang, 2010). In opposition to affective committed employees are normative employees. Due to the morality and value-driven principles held by normative committed employees, they will often feel obligated to reciprocate with loyalty and commitment toward the organization that hired them (Johnson, et al., 2010). Although normative committed employees are loyal and committed due to feelings of obligation, employees with strong continuance commitment, on the other hand maintain their current employment not because they feel obligated, but because it provides them with the “desirable personal outcomes that they are [either] unwilling to give up or because they perceive a lack of employment opportunities elsewhere” (Johnson et al., 2010, p. 229).

Similar to Pepe (2010) are the theories of Donald Super (1957) who postulates younger and less experienced employees tend to be less committed than their older more tenured colleagues to their employer (as cited in Brimeyer, Perrucci, & Wadsworth, 2010). In fact, according to Super’s career-stage theory, before people reach the *decline* stage (stage four) and begin to have a decrease in commitment, they must first pass through three preceding stages which include *trial*, *establishment*, and *maintenance* (as cited in Brimeyer et al., 2010). During the trial stage, Super (1957) asserts that “workers are the least committed and involved with their jobs” (as cited in Brimeyer et al., 2010, p. 513). During the establishment stage, Super (1957) states “worker commitment and involvement increase and remain at high levels throughout [stage three of] the maintenance stage” (as cited in Brimeyer et al., 2010, p. 513). Finally, once

an employee reaches the decline stage, he or she will more than likely be “beginning to or preparing to withdraw from their jobs and may experience a decline in commitment and involvement” (as cited in Brimeyer et al., 2010, p. 513).

Organizational Commitment

According to Grusky (1966), “organizational commitment refers to the nature of the relationship [that] the member [or employee has] to the system as a whole” (p. 489). According to Grusky (1966), the rewards one receives from an organization and the experience one has while achieving the reward impacts the extent of the attachment an employee has toward an organization. In fact, because rewards and experiences influence an employee’s attachment toward a business or organization, if an employee learns they will not receive the reward they desire most, he or she can do one of two things (Grusky, 1966). When the originally desired reward is not attainable, the employee can opt to leave their current organization and join another or stay and accept the offered reward (Grusky, 1966). The experience of not getting what one really wants or desires can potentially lead to the employee feeling less committed to the organization (Grusky, 1966).

Consistent with Grusky (1966) are Ferris and Aranya (1983), who theorize organizational commitment should be “viewed as the relative strength of an individual's identification with and involvement in a particular organization, as well as the willingness to exert effort and remain in the organization” (p. 87). According to Hall (1979) before an employee chooses to identify with or attach themselves to a particular organization, they must first assess or evaluate the following attitudinal and behavioral intention variables (as cited in Ferris & Aranya, 1983). Prior to binding oneself to an organization, employees need to: (1) figure out whether or not they can identify with and accept the goals of the organization, (2) assess and evaluate the strength of the attachment, (3) determine whether or not they have “warm, affective regard for, or loyalty to the

organization”, (4) must have a “willingness to exert effort,” and (5) have “a desire or willingness to remain in the organization” (Hall, 1979 as cited in Ferris & Aranya, 1983, p. 88).

Loyalty

Loyalty, while important, is yet oftentimes elusive, vague, and inconsistent (Rosanas & Velilla, 2003). Despite the fact that loyalty can oftentimes be elusive or vague, it can also be found within the company or organization itself. For example, according to Antoncic and Antoncic (2011), “the loyalty of employees exists in the company, when employees believe in the objectives of the company, accept the objectives as their own, work for the common welfare, and want to stay in the company” (p. 82). Loyalty can be seen as an action that stems from honest motives (Pfeiffer, 1992). It can also be seen as “a form of commitment” (Elegido, 2013, p. 499), that requires deliberate actions of the employee “to further the best interests of [their] employer, even when doing so may demand sacrificing some aspects of [their] self-interest beyond what would be required by one’s legal and other moral duties” (Elegido, 2013, p. 496).

In fact, according to Reichheld (2001) loyalty is the willingness to put aside the personal needs one has for the betterment of a relationship (as cited in Kumar & Shekhar, 2012). Similarly, loyalty according to Rusbult, Farrell, Rogers, and Mainous III (1988), “means passively but optimistically waiting for conditions to improve – giving public and private support to the organization, waiting and hoping for improvement, or practicing good citizenship” (p. 601). Contradictory to Reichheld (2001) and Rusbult et al., (1988) are the theories of Hart and Thompson (2007) who consider loyalty to be a stance one takes due to perceived obligation and reciprocity (as cited in Kumar & Shekhar, 2012).

Loyalty between multiple individuals or between an individual and an organization requires both parties to enter into a mutually beneficial pact “for the purpose of satisfying individual and collective needs” (Turner & Haslam, 2001; Wageman, 2001 as cited in Coughlan, 2005, p. 47).

Loyalty according to de Graaf (2011) is a concept that “has normative, symbolic, and emotional connotations” (p. 288). Likewise, according to Antoncic and Antoncic (2011) “the loyalty of an employee can be expressed through a feeling of the individual to belong to the company and the team of co-workers, whom he or she wants to help...” (p. 82).

When contemplating one’s loyalty to an employer, the employee should consider three things. One, “that being loyal as an employee can be conducive to human flourishing...” which can result in having a stable identity that is certain to provide structure throughout one’s personal and professional life (Elegido, 2013, p. 498). Two, a loyal employee “tends to have greater motivation to work...” Three, “a loyal employee is [considered] inherently more trustworthy” than a disloyal employee (Elegido, 2013, p. 501). An employee who demonstrates loyalty toward their employer is more often than not someone who aims to “improve the performance of the organizations for which they work...” (Elegido, 2013, p. 501). Loyal employees are high performers who look at the bigger picture and who do things not just because they are being paid to do so, but because they have the best interest of their employer in mind (Elegido, 2013).

In general, loyalty allows for the allotment of trust (Ewin, 1993); is an emotional attachment (Ewin, 1993); is good and bad (Ewin, 1993); can cause people to participate in or cover up the misconduct of another (Ewin, 1993); is not always deserving (Ewin, 1993); shouldn’t be given freely (Ewin, 1993); can cause people to ignore or disregard good judgment (Ewin, 1993); requires commitment (Elegido, 2013); and is normative, symbolic and has emotional connotations (de Graaf, 2011).

Job Satisfaction

Job satisfaction is affected by the presence or lack thereof of happiness, which “has [a] profound effect on behavior and commitment” (Shahid & Azhar, 2013, p. 257). Similarly Locke (1976) classified job satisfaction as “an emotional state resulting from the evaluation or appraisal

of one's job experience." Also, Pepe (2010) states job satisfaction is not only a concept that communicates how an employee feels about their job, but is also directly correlated to an employee's willingness to quit their current job or position (as cited in Springer, 2011, p. 34).

Gupta and Gokhale (2013) define job satisfaction as the extent to which an individual is content with his or her job. Affective job satisfaction and cognitive job satisfaction are the two types of job satisfaction that can determine how well an employee fits with either the job or the organization. For example, "affective job satisfaction is the extent of pleasurable emotional feelings individuals have about their jobs overall...[while] cognitive job satisfaction is the extent of individuals' satisfaction with particular facets of their jobs, such as pay, pension arrangement, [and] working hours..." (Gupta & Gokhale, 2013p. 17).

Melvin (1979) theorized that older workers or employees tend to be more satisfied with their jobs. However Eichar, Brady, and Fortinsky (1991) postulated "individuals [tend to] become more satisfied with their jobs during their thirties as their careers become more defined" (as cited in Ghazzawi, 2011, p. 29). Conversely, Nimmagadda and Buddha (2012) asserted that passion and fulfillment rather than age determined whether or not an employee achieved job satisfaction. If an employee does not believe in or is not truly satisfied with the work he or she has been given, then not only will the quality of their work diminish, but so too will the quantity of work they produce. However, "if [an] employees job satisfaction increases ... [employers will see] improvement in both quality and quantity of production" (Nimmagadda & Buddha, 2012, p. 515).

Being satisfied with one's job is contingent upon one's ability to achieve specific motivators (Herzberg, Mausner, & Snyderman, 1959 as cited in Ghazzawi, 2011). According to Two Factory theory (Herzberg et al., (1959), employees can achieve job satisfaction when it is directly related to outcomes connected with the work itself, and when employees are able to: (1)

attain success, (2) have a chance for personal growth, (3) receive recognition, (4) be given responsibility, (5) have work that's stimulating, and (6) have promotion opportunities (as cited in Ghazzawi, 2011). Similar to Herzberg's et al., (1959) is Taylor's (1911) concept and assessment of job satisfaction. Feelings of being satisfied with one's job can be improved or heightened when "rewards like earnings of the job, incentive payments, promotion, appreciation, and opportunities for progress are accessible" (as cited in Ahmed, Nawaz, Iqbal, Ali, Shaukat, & Usman, 2010, p. 72).

Theoretical Construct

In general, people are typically loyal and committed to their employer for intrinsic and extrinsic reasons (Eccles & Wigfield, 2002; Park & Rainey, 2012; Peklar & Bostjancic, 2012). According to Park and Rainey (2012) employees either choose to remain in the same position or at the same job, because they want the intrinsic and extrinsic rewards that result from their loyalty and commitment. Some of the factors that influence or contribute to the intrinsic and extrinsic motivations of employees include job satisfaction (Pepe, 2010; Kumar & Shekhar, 2012); belief in the organizations mission and vision (Shahid & Azhar, 2013); feeling emotionally connected to the work (Kumar & Shekhar, 2012); belief in leadership (Kumar & Shekhar, 2012); promotion potential (Kumar & Shekhar, 2012); pay or salary (Peklar & Bostjancic, 2012); and job security (Peklar & Bostjancic, 2012).

The model of theoretical construct, below, demonstrates that regardless of the situation, all employees can be or are motivated to be loyal and committed to one's employer based on both intrinsic and extrinsic factors. For example, if employees are intrinsically satisfied with their job, believe in or promote the organizational mission and vision, perceive themselves to have job security, and because they truly enjoy their peers and work environment, they tend to exhibit commitment and loyalty. In contrast to the intrinsic employee is the extrinsic employee

who is someone who appears loyal and committed because he or she plans to do something with the intent of receiving an award, getting a higher paying job with better benefits or because they want recognition.

Job Security. According to the research, employees tend to be more or less committed and loyal to their employer when they feel a sense of job security (Peklar & Bostjancic, 2012). When employees are confident that they won't be laid off or taken away, they tend to be more satisfied and more productive.

Promotion Potential. According to Bore (1997) the perception of a promotion is one of the most important components of the employer employee relationship (as cited in Sharabi, 2008). For example, if an employee feels like he or she will be able to advance or receive a promotion or pay raise, they tend to be more willing to do tasks and take on responsibilities that will afford them the opportunity to receive positive recognition and the possibility of advancing up in rank, position, or job (Friedlander & Walton, 1964).

Work Environment. If employees are able to do what they love, believe in their employers mission and vision, and surround themselves with the people they enjoy working with, they tend to remain with the company, organization, association or business (Nimmagadda & Buddha, 2012; Buchanan, 1974 as cited in Pepe, 2010; Mulki, Jaramillo & Locander, 2006 as cited in Pepe, 2010; Kumar & Shekhar, 2012; Elegido, 2013).

Job Satisfaction. When employees like what they do, the work environment there in, the people they work with, and the pay and benefits they receive, they are more likely to be loyal and committed to their employer (Friedlander & Walton, 1964; Pepe, 2010; Shahid & Azhar, 2013). When employees don't have a reason to seek employment elsewhere, because they have most everything they want in an employer, they tend to be loyal and committed. Similarly, loyal and committed employees are people who don't feel the need to work anywhere other than with their

current employer, simply because they can't ever imagine working someplace else. In general, when the positives outweigh the negatives, employees can oftentimes find reasons to stay with an employer who appears to care about the personal and professional welfare of its employees.

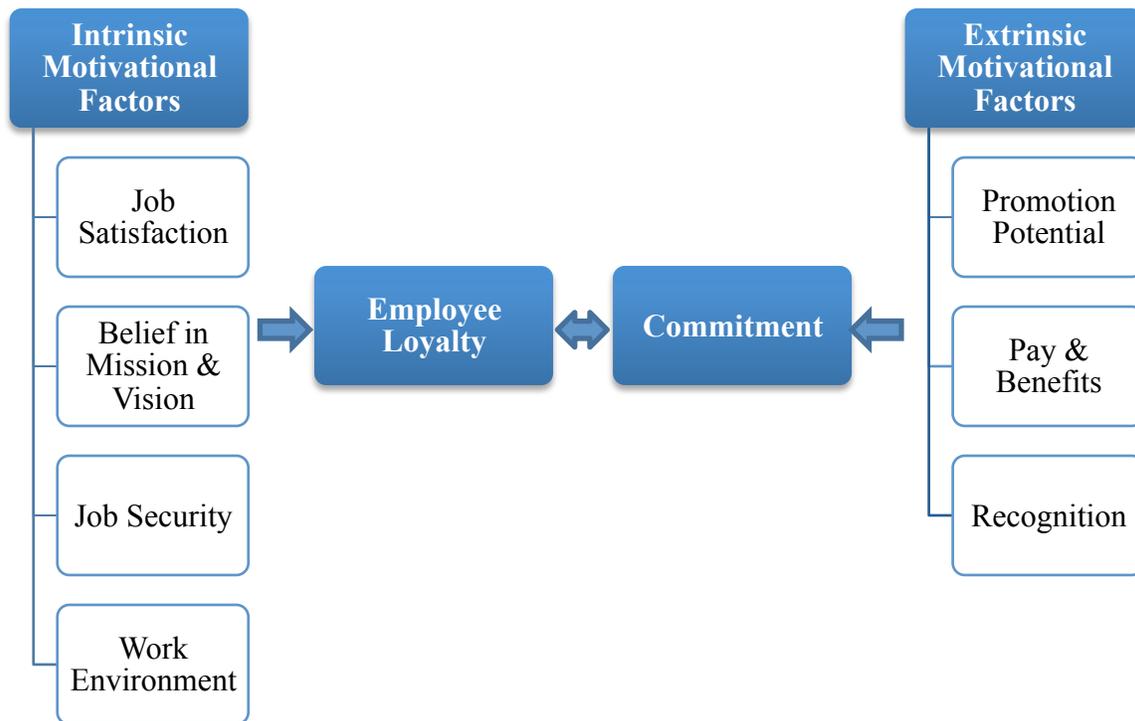


Figure 1. The theoretical construct model of motivation, loyalty, and commitment, adapted from Friedlander and Walton (1964).

Summary

Throughout this chapter, I discussed motivation and how it is both intrinsic and extrinsic; the importance of commitment; the elusiveness yet importance of loyalty; the affects job satisfaction can have on behavior and commitment; offered a review of related research, and discussed my qualitative theoretical construct which stated that all employees regardless of rank, position, or title can be or are motivated to be loyal and committed to their employer based on the presence of intrinsic or extrinsic factors. During the subsequent chapter, I will discuss the research method, the setting where my participants will be found, the population of my

participants, the ethical considerations of my study, the research design, the interview protocol, and my data analysis strategy.

Research Methods

Throughout this study, a social constructivist qualitative analysis was used as the method to evaluate motivation and its impact on employee loyalty and commitment. According to Creswell (2009), not only do social constructivists look for view complexity when recruiting participants, but they also focus on the specific environments in which people live and work. By utilizing a qualitative analysis face-to-face interview methodology and a social constructivist worldview this study lead to a better understanding of what intrinsic and or extrinsic factors motivate an employee and how their motivation or lack thereof impacts the loyalty and commitment they feel towards their company, organization, or association.

I used a grounded theory method throughout this study to analyze data. Grounded theory is a “type of qualitative study...that emerges from, or is “grounded” in, the data...” by utilizing this method I was able to uncover why employees choose to ignore external job possibilities and instead opt to remain with one employer for several years (Merriam, 2009, p. 29). In general, I theorize that a combination of both intrinsic and extrinsic motivational factors sway employees to be loyal and committed to their employer. However, prior to discovering what factors motivate employees to be loyal and committed I had to determine the setting in which I will find my potential participants; the demographics and sample size of my population; the ethical considerations of my study; the research design of my study; the interview protocol; and the data analysis strategy that will be used after conducting in depth, face-to-face qualitative interviews using open-ended and semi-structured questions.

Research Questions

Using the following questions, this qualitative research study will explore and examine the working theory that most employees remain loyal and committed to their employers because of diverse intrinsic and extrinsic motivational factors which include belief in the mission and

vision; due to job security; because of job satisfaction, because of the work environment; promotion potential; pay and benefits; and recognition.

Research question one (RQ1): What is the purpose of creating a company, organization, or association vision statement?

This question seeks to investigate Pepe's (2010) stance as articulated by Mulki, Jaramillo, and Locander (2006), "employees attach to their organizations emotionally as they come to believe in its value and vision" (p. 99).

Research question two (RQ2): What practices or policies do companies employ to develop loyal and committed employees and to keep them from quitting or leaving?

In addition to providing insight into what influences employees to stay in a job or with a company, organization, or association, this question will also make employers aware of what they can do in order to prevent or lower employee turnover. In effect, according to Shahid and Azhar (2013) in order to build and maintain high levels of commitment, organizations need to establish activities or events that allow employees to interact both inside and outside of work.

Research question three (RQ3): What is a great work environment that inspires loyalty and commitment in employees?

This question allows the participant to describe what an ideal place to work is and provides insight into what the employee feels makes up a good work environment. Depending on the answer, the participant may begin to describe aspects that are missing from their individual work life. As a result of the missing factors, the employee may not be experiencing job satisfaction, which according to Pepe (2010) "is an attitudinal cause of commitment and is, therefore, important to the study of organizational commitment and turnover" (p. 101).

Setting

Potential participants for my study were found by recruiting the participation of colleagues and the friends or acquaintances of my colleagues and friends via email or telephone. By utilizing email or the telephone and limiting the participants to individuals who have previous or current work experience with the same employer for two (2) or more consecutive years, the interview data will offer true unadulterated feedback from employees and or retirees as to what motivates or motivated them to be loyal and committed to their employer.

Population

Although I conducted a purposive selection of individuals, in order to obtain participants for this study, I used nonprobability snowball sampling which asks individuals to refer people they know and for the people they know to in turn refer other individuals and so on. Through referrals, snowball sampling allowed me to utilize individuals who are unknown to me, 18 years of age and over, has previous or current work experience with the same employer for two (2) or more consecutive years, and who are willing to voluntarily provide answers to all the aforementioned research questions.

As a current employee of a professional organization where the average employee stays for about “20 years when you compound those that have been [their] since high school”, I estimate that at least 50 people can meet the necessary criteria that is required in order to move on to taking part in the face-to-face interviews (Matthews, 2014). In order to obtain a sufficient amount of data to analyze and to avoid or limit sample bias, I relied on the referrals of my initial participants so that I may recruit, interview and collect data on individuals who are unknown to me, but may be the friend, relative, or colleague of the referrer. Interviews were conducted with the aim to recruiting 15 to 20 participants. Interviewing and collecting data on 15 to 20 participants falls within the parameters of Saldana’s (2011) recommendations, which stated that

“a minimum of ten to twenty participants is needed to insure more credible and trustworthy findings” (p. 34).

Ethical Considerations

According to Merriam (2009) “in any qualitative study, ethical issues relating to protection of the participants are of concern” (p. 161). In consideration of the protection of participants, prior to conducting this research, all details, methods and procedures of this study were reviewed and approved by the Trinity Washington University Institutional Review Board (IRB). Only after careful consideration did the IRB sanction the commencement of my research project. Although there were no physical risks, some participants may have experienced minimal levels of discomfort when responding to questions. If the discomfort became too much, each participant had the right to stop the interview or withdraw from the study at any time. As the researcher and interviewer, in order to protect participants, all identifying information will be kept apart from the interview recordings and notes, in separate locked locations that are confidential and will only be accessible by me, the researcher. All personal identifying information will be destroyed three years after the completion of the research study.

In addition to being over the age of 18, all responders voluntarily agreed to participate. In order to truly gather and analyze the data, all participants at the time of the interview were either currently employed or retired. If the participant was currently employed, in order to participate, he or she had to be currently working for an employer for two (2) or more consecutive years. Similarly, if a participant was retired at the time of the interview, in order to participate, he or she had to have formerly worked for their previous known employer, company, organization, or business for two (2) or more consecutive years prior to retiring. All participants were required to read and sign an Informed Consent form that (1) outlined who I am as the researcher, (2) displayed the institution sponsoring the research, (3) discussed my participant

selection process, (4) summarized my research purpose, (5) discussed possible benefits for those who opted to participate, (6) identified any possible risks, (7) assured confidentiality and anonymity for the participant, their noted responses and their identities, (8) asserted that the participant was able to withdraw at any point during the study, and (9) contact information in the event the participant had a question or concern (Creswell, 2009).

Research Design

Once the Institutional Review Board approved the research proposal, I was able to conduct face-to-face interviews using open-ended and semi-structured qualitative questions. Participants for this study were targeted through email, by being given a hard copy of my recruitment letter and by telephone. Each initial recruit were chosen based on their age, their ability to meet the research criteria, and their willingness to provide candid answers to the questions.

Prior to their participation, all individuals were emailed or given a brief correspondence outlining who I was as the researcher, the purpose of my study, the institution sponsoring my research, my participant selection process, my phone number and Trinity email address to schedule a time to meet (See Appendix A) that was confidential to all other participants. If participants agreed to participate in my study, they were given an Informed Consent form (See Appendix B) to sign prior to beginning the interview.

Each interview was recorded and took approximately 15-35 minutes. Prior to beginning the interview, I informed each participant of their right to stop the interview or withdraw from the study at any time. In order to encourage open dialogue, each interview was held in an easily accessible location and conducted in an informal manner so the participant felt as comfortable as possible. During the course of the interview, I paid close attention to their “body movements, facial signals, and eye contact” in order to determine their willingness to continue on with the

current topic (Schensul & LeCompte, 2012, p. 16). If it appeared the participant was starting to veer off topic or give the impression that they are uncomfortable or agitated with the current line of questions, I tried to transition to another topic so the unease the participant might have been experiencing could lessen or subside. At the end of each interview, in addition to thanking each participant for their openness and willingness to share their time and experiences with me, I also asked them if they had any questions or additional comments they would like to make prior to concluding the interview.

Interview Instrument

By using face-to-face interviews as an avenue to gather data, I was able to assess demographical information through approximation in the initial part of the interview. Participants were asked to sign an Informed Consent form before the interview began. During the interview portion, participants were asked a series of open-ended and semi-structured qualitative predetermined questions that were adapted from Clemenson (2007) and Koprulu (2013) (See Appendix C and D). By using follow-up probing and clarifying questions in no particular order, I was given flexibility so I could “respond to the situation at hand” (Merriam, 2009, p. 90). Each interview question was created based on my theoretical construct which stated that all employees can be or are motivated to be loyal and committed to their employer based on intrinsic and or extrinsic factors. All participant interviews were recorded so responses could be descriptively coded using either “the exact word(s) of the participant, [my] words, or a concept from the literature” in order to determine the intrinsic and or extrinsic factors that motivate them to be loyal and committed to their employer (Merriam, 2009, p. 178).

Open-ended questions. The following open-ended exploratory questions were used in order to “solicit participant perspectives and stories” about their employer and what made them

stay with the same company, organization or association for as long as they currently are or did (Saldana, 2011, p. 35).

How does your organizations mission and vision impact how you feel about your work and employer?

What factors or incentives have the most impact on your motivation to stay with your current company? Why?

Semi-structured questions. The interviews were conducted using predetermined semi-structured questions that gave me the flexibility to ask follow-up probing and clarifying questions when necessary. The following is an example of a semi-structured question that was asked during the interview.

What can your employer do to make your company a better place to work?

Why do you work for your current company, organization, or association?

What scenario would tempt you to leave this job or organization?

How satisfied are you with your current role/position in the company? If satisfied, what makes it satisfying? If not satisfied, why not?

Generally, if you knew what you know now, would you still choose to work for this company? If yes, why? If no, why not?

Probing questions. The probing questions are intended to be follow-up questions based on the participant's response to the initial open-ended question. Asking probing questions will help focus the interview and prompt the participant to "explain their ideas in more detail or to elaborate on what they [just] said" (Creswell, 2009, p. 183).

After asking participants what factors or incentives have the most impact on their motivation to stay with their current employer, depending on their answer, I asked them to give me an example or to describe how they feel the presence or absence of the particular factor(s) or incentive(s) impacts or impacted the likelihood of them staying or leaving their current job.

Clarifying questions. Throughout the interview, I asked clarifying questions, in order to ensure that I understood the participant's perspective and so their thoughts, views, or feelings were accurately captured. For example, after asking the participants to describe what a great work environment is, depending on their answer, I could have asked the following question.

What do you like best about working for your current company, organization, or association?

Data Analysis Strategy

The qualitative response data generated from the interview will be analyzed using descriptive coding and a grounded theory methodological approach. Descriptive codes according to Miles and Huberman (1994) "are primarily nouns that simply summarize the topic of a datum" (as cited in Saldana, 2011, p.104). By using descriptive coding to analyze the responses, I was able to cluster similar words or phrases into categories, themes, or findings that was later used to detect frequency, interrelationship, and grounded theory development (Saldana, 2011; Merriam, 2009).

After grouping the initial data set into similar words or phrases, I repeated the process with subsequent generated data in order to place them into categories, themes, or findings that are "responsive to the purpose of [my] research" and provide "answers to my research question(s)" (Merriam, 2009, p. 185). Both the initial data and all subsequent data were merged into one master list that "constituted a primitive outline or classification system [that reflected] the recurring regularities or patterns in [my] study" (Merriam, 2009, p. 180).

Using pattern coding in the secondary level of coding, allowed me to take the categories or themes that resulted from the initial data set and do an additional analysis so that I could begin to tighten and convert them into conceptual categories that had "one central or core category identified for the development of [my] theory" (Saldana, 2011, p. 116). After establishing a

central or core category, I categorized the categories in order “to get at the essence and essentials of...” the overarching items so I could create an illustration that displays the relationship possibilities between the major categories or themes (Saldana, 2011, p. 117).

Triangulation. In order to ensure the validity and trustworthiness of my qualitative study, I used the method of triangulation (Merriam, 2009; Schensul & LeCompte, 2012). To triangulate the data I compared and cross-checked the raw data collected during the semi-structured participant interviews. After comparing and cross-checking the “actual language used by the participants” and the “fit”, I picked out and clustered similar words or phrases that either appeared to be significant or had the ability to encompass what’s being said by participants into categories or themes in order to reveal what intrinsic or extrinsic factors motivate employees to be loyal and committed (Merriam, 2009; Saldana, 2011, p. 99). According to Creswell (2009), by establishing themes based on the different perspectives of my interview participants, I will not only be triangulating my data, but I will also be adding validity to my study.

After triangulating my original data to ensure the experiences, ideas and feelings of my participants are accurately depicted; I looked to see what if any lessons were learned and what interpretations could be made (Creswell, 2014). One of two things will come about by comparing my interview findings with the information collected from past research or theories as depicted in my literature review. Either I will affirm my previously held suspicions on what the average employee feels is important and how the presence or absence thereof can impact their motivation to remain loyal and committed to an employer, or it will give me a new and emerging understanding that will allow me to ponder what new questions needed to be asked, should have been asked, but were not anticipated and thus never considered (Creswell, 2014).

Summary

This chapter describes and outlines the qualitative sampling and interview methodology procedures I used throughout the study. Through referrals, I gathered demographical information on individuals who were 18 years old and over in an attempt to uncover what motivational factors or incentives have the greatest impact on the loyalty and commitment employees have toward an employer. Using descriptive coding, pattern coding and triangulation as a means to analyze the data, I was able to group similar words or phrases into categories, themes or findings in order to reveal patterns or interrelationships between the data.

Findings

The purpose of this qualitative study was to examine motivation and its impact on employee loyalty and commitment. I report and describe the data in the interviews by utilizing the methods of descriptive coding, pattern coding, clustering, categorization, and triangulation, I was able to uncover whether or not a currently working employee or a retired employees motivation reflected how loyal and committed they are or were to their employer.

Participants

Through purposive selection of initial participants who were colleagues and the friends and acquaintances of colleagues and friends, I was able to use nonprobability snowball sampling which asks individuals to refer people they know and for the people they know to in turn refer other individuals and so on. Through purposive selection and referrals, I was able to recruit, interview, and analyze the data of twenty (20) participants all of whom were 18 years of age and over, had work experience with the same employer for two (2) or more consecutive years, and were either currently working or retired (See Figure 2). Of the individuals interviewed, nineteen were conducted face-to-face and one was interviewed via telephone. In order to maintain the confidentiality of the interviews, each participant self-selected a pseudonym for identification purposes.

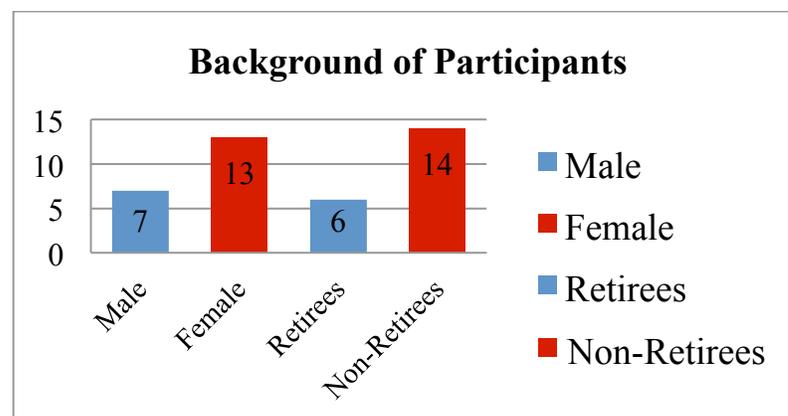


Figure 2. Background of participants

The data collected for this study came from participants who had or have a variety of job roles or positions, some of which include working in education, government, and non-profit organizations. On average, my retired participants spent thirty-four (34) years with the same employer, while my currently working participants have so far spent fourteen (14) years with the same employer.

Barney is an African American female who is approximately 51 years old and has been working in the Washington D.C. area for her current employer for 9 years. In her current position as a house manager in a transition facility for the homeless, Barney helps her clients whether they are elderly, formerly incarcerated or are returning from a drug and treatment program find housing so they can be successful after transitioning back into the workforce.

Ree is a retired African American female who is approximately 67 years old. Prior to retiring, Ree worked for Pepco for 39 years as a lead clerk in her last held position. Ree's position supported a department whose job was to correct and handle the large commercial accounts for the major corporations in the Metropolitan area such as the Washington Metropolitan Authority, Verizon, Washington Gas and parts of the Southern Maryland Electric Company.

Kathy is an African American female who is approximately 45 years old and has been working for her current employer for 8 years. In her current position, Kathy is a facility manager at a hospital who ensures the facility is running safely for the benefit of the patients and the hospital employees.

Senior is an African American male who is approximately 73 years old and has been working for his current employer for 2 years. In his current position as a bailiff, Senior is an officer of the court whose job entails setting up the court, keeping order while trials are in

session, and breaking down the courtroom after trials conclude to ensure the place is clear of any suspicious items that may have been left behind.

Mary is an African American female who is approximately 33 years old and has been working for her current employer for 9 years. In her current position as a social worker, Mary determines the eligibility status for public assistance for low income residents in Washington, D.C. so they can receive much needed services.

May is a retired African American female who is approximately 65 years old. Prior to retiring, May worked for her employer for 40 years and 6 months. In her last held position as supervisor in the binary department for a printing company, she got the opportunity to meet and help people while still producing quality work under time constraints.

Diamond is an African American female who is approximately 43 years old and has been working for her current employer for 14 years. When first starting her career with her current employer, Diamond began as a legal secretary but currently holds the position of a word processor. As a word processor, Diamond is responsible for typing and formatting documents and legal papers for hearings and closing proceedings for the firm. She considers herself and those in her position as “the backbone of the firm”.

Alexis is a Hispanic female who is approximately 30 years old and has been working for her current employer for 4 years. In her current position as a leasing agent, Alexis helps individuals and families on an everyday basis find apartments or a place to live where they can be comfortable.

Sam is a retired Hispanic female who is approximately 54 years old. Prior to retiring, Sam had worked for her employer for 26 years as an Administrative and Financial Assistant who was responsible for setting up conferences, assisting with the workshops, setting up PowerPoint

presentations, handling awards dinners, contracts, vouchers, and monitoring the spending habits of the unit.

Neicy is an African American female who is approximately 45 years old and has been working for her current employer for 20 years as an Associate Director of Meetings and Member Services in an educational organization. As a Director, Neicy's primary role with her organization, company or association is to manage the Association Management software (AMS), maintain the company website, and manage and handle logistic for meetings.

Karen is an African American female who is approximately 52 years old and has been working 12 years for the National Institute of Health (NIH). In her current role as a GS14 Branch Chief, Karen is responsible for supervising and overseeing the work performance of staff, providing them guidance, and ensuring staff have the skills they need to perform their job.

Lady is a retired African American female who is approximately 65 years old. Prior to retiring, Lady worked as a Washington, D.C. Elementary classroom and mentor to new teachers for 36 years. As a teacher and mentor, Lady was responsible for observing the lessons of new teachers, providing new teachers feedback and advice in the event they had problems dealing with students or parents. Overall, Lady believed her role and every teacher's role was to provide instruction in order to lay a solid foundation for children with the intention of developing a well-rounded student who is able to function once he or she reaches middle school.

Bear is a retired African American male who is approximately 68 years old. Prior to retiring, Bear worked as a Washington, D.C. police officer for 21 years. As a police officer, Bear not only worked to ensure the public followed the law, but he also worked closely with the community in order to steer children in the right direction so they could stay out of trouble.

E. Lee is a retired African American male who is approximately 63 years old. Prior to retiring, E. Lee worked as a *Washington Metropolitan Area Transit Authority (WMATA)* bus

operator for 41 years. As a bus operator, E. Lee considered himself a public servant who provided public transportation for those who had transportation needs.

Lisa is an African American female who is approximately 60 years old and has been working for her current employer for 37 years. In her current role as the Director of Administrative Services, Lisa helps coordinate the services for individuals who are blind and visually impaired. In addition to managing services for the blind and visually impaired, Lisa finds time to also process invoices, manage the volunteer program, and manage the assisted technology department.

Larry is an African American male who is approximately 47 years old and has been working for his current employer for 26 years. In his current role as a Sr. Program and Financial Specialist, Larry's primary responsibility is to do budget analysis work in order to provide accurate and precise data for his center.

Alex is an African American male who is approximately 51 years old and has been working for his current employer for 7 years. In his current role as a Policy and Program Analyst, Alex's primary responsibility is to review policy for his organization, create programs that help the organizations members, and acts as a liaison between his organization and the people they represent around the country.

Bob is an African American male who is approximately 43 years old and has been working for his current employer for 15 years and 8 months. In his current role as a Sr. Program Assistant, Bob is responsible for supporting the professional staff members in his department who all advocate on behalf of everyone in a public school setting who is not a teacher (i.e. cafeteria employees, bus drivers, school custodians and school engineers).

Lola is a Hispanic female who is approximately 53 years old and has been working for her current employer for 28 years. In her current role as a Sr. Program Assistant, Lola is

responsible for meeting planning, supporting a professional staff of fifteen including a Director and Associate Director, and processing payments and or invoices for services rendered or for individuals who have attended meetings the organization has sponsored.

Curtis is an African American male who is approximately 29 years old and has been working for his current employer for 5 years. In his current role as a Program Management Associate for a non-profit organization, Curtis is responsible for helping to foster teacher leadership nationwide in order to equip teachers with the skills to lead in their profession.

Data Analysis and Coding

Data analysis according to Merriam (2009) “is the process of making sense out of the data” (p. 175). In order to make sense out of the data, Merriam (2009) says one must be able to consolidate, reduce, and interpret. Nevertheless, because data analysis is both a daunting and complex process that requires “moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation” researchers must be able to deduce meaning from what’s been said by the participants and what’s been seen and read by the researcher (Merriam, 2009, p. 176). By utilizing the analytical methods of descriptive coding, pattern coding, and triangulation, I will be able to discern what motivates employees and what impact, if any it has on the amount of loyalty and commitment one shows an employer.

Descriptive Coding. The initial phase of coding consisted of using descriptive coding and a grounded theory methodological approach in order to cluster similar words or phrases into categories, themes, or findings. First, after listening to each recorded interview in their entirety, I noted the participant’s keywords or phrases that I felt were “responsive to [my] research questions” and “were important or relevant to [my] study...” in a spreadsheet (Merriam, 2009, p. 176; p. 185). Second, after reviewing the keywords and phrases, I added nouns to a secondary

column “that simply summarized the topic of datum” (Saldana, 2011, p. 104). Third, I compiled a merged master list of the summarized topic of datum and began to cluster the similar nouns of my participants. Fourth, after clustering the coded nouns, I then grouped them into lists that fittingly represented the experiences of the participants. Once everything was appropriately grouped together, the names of the upper level categories, themes, or findings started to emerge.

For example, during the course of his interview, participant E. Lee stated that because he had seniority status, he was not only able to choose his route, the hours he wanted to work, and the days off he wanted to take, but his status also afforded him the flexibility to make adjustments when necessary in order to accommodate and meet the needs of his family. Comments such as E. Lee’s and those from other participants were descriptively coded, clustered, and ultimately classified under the Convenience/Flexibility category.

Similarly, when Kathy was asked to describe how she felt the presence or absence of the particular factor(s) or incentive(s) she mentioned throughout the course of the interview could impact the likelihood of her staying or leaving her current job, she responded by saying she felt God put her in her position to give back. Comments such as Kathy’s that conveyed an ambition or passion to help others (i.e. members, clients, patients, or the community) were descriptively coded and ultimately classified under The Desire to Help People category. The following eight categories, themes, or findings emerged as a result of using descriptive coding: The Desire to Help People Positive Work Environment; Feeling Valued; Job Fulfillment/Gratification; Learning and Enrichment Programs; Convenience/Flexibility; Advancement Opportunities; and Financial Stability.

Table 1. *Descriptive categories, themes, or findings.*

Keywords and Phrases	Resulting Category, Theme, or Finding
Helping others; passion for helping others; helping others less fortunate; a calling to give back; helping people with disabilities; giving back; helping and interacting with the members; liked dealing with the public; belief in the cause of organization	The Desire to Help People
Felt like a family; trusting leadership; supportive administrators; great employees; respectful and happy environment; allowed to voice opinions; great bosses; colleagues who are willing to help; creative freedom; camaraderie between coworkers; healthy relationship between labor and management	Positive Work Environment
Recognition; being respected; being appreciated; feeling appreciated; acknowledgement emails of a job well-done; increased responsibility and recognition; shown loyalty from employer	Feeling Valued
Doing valuable or impactful work; making an impact; rewarding work; pride in doing a good job; passion for work; fulfilling job; enjoyed the work; job satisfaction; went from a job to a career	Job Fulfillment/Gratification
Learning environment; training; career support; a learning experience; enrichment programs	Learning and Enrichment Programs
Work-life balance; convenience; flexibility	Convenience/Flexibility
Room to grow and advance; growth potential; more opportunities; responsibility; looking for advancement; advancement opportunities	Advancement Opportunities
Financial security; security blanket; good benefits; good salary and benefits package; paid time off; pension; competitive salaries; commission pay; financial stability; cost of living increase; pay raises given; having seniority status	Financial Stability

As an additional step, I examined the abovementioned categories, themes, or findings in Table 1 that resulted from the initial data set and conducted an additional analysis so I might further collapse and convert them into conceptual categories that would result in “one central or

core category” (Saldana, 2011, p. 116). By reducing redundancy in this way, I was able to combine the keywords and phrases under the *Feeling Valued* category with the *Positive Work Environment* category. After narrowing and converting the categories, themes, or findings from my initial data, I am left with the following seven categories: The Desire to Help People, Positive Work Environment, Job Fulfillment/Gratification, Learning and Enrichment Programs, Convenience/Flexibility, Advancement Opportunities, and Financial Stability.

According to Saldana (2011), all major categories, themes or finding must be able to “pass the touch test” (p. 117). If a category is not conceptual in nature and can be touched, it must then “be reconceptualized to something that cannot” (Saldana, 2011, p. 117). In recognition of Saldana’s (2011) “touch test”, six of the seven newly tightened categories or themes pass the test. Because the word *people* in the category labeled *The Desire to Help People* can be touched, I reconceptualized and changed it to *The Desire to Help the Public*. After establishing a central or core category, I classified the categories in order “to get at the essence and essentials of...” the overarching items so I could begin to examine the relationships amongst them (Saldana, 2011, p. 117).

Pattern Coding. Throughout the secondary phase, pattern coding was utilized in order to examine the interrelationship possibilities between the major categories or themes. According to Miles and Huberman (1994), by utilizing pattern coding, I was able to group the data from the first level of coding “into a smaller number of sets, themes, or constructs” (as cited in Saldana, 2009, p. 152). By reexamining and narrowing the categories that resulted from the initial phase of descriptive coding, “major themes from the data” will begin to emerge. For example, by reexamining the categories that emerged from the initial coding phase, I was able to develop meta-codes, which according to Saldana (2009) are ‘the category labels that identif[y] similarly coded data” (p. 150). The following illustration in Table 2 displays the relationships between the

categories or themes that were developed during the initial phase of descriptive coding and the resulting major themes that emerged as a result of the meta-codes.

Table 2. *Meta-codes: Factors that impact motivation*

Categories	Resulting Meta-code Themes
The Desire to Help People; Job Fulfillment/Gratification; Positive Work Environment	Intrinsic Motivational Factors
Feeling Valued; Learning and Enrichment Programs; Financial Stability; Convenience/Flexibility; Advancement Opportunities	Extrinsic Motivational Factors

As shown in Table 2, the two meta-code themes that emerged from conducting pattern coding include Intrinsic Motivational Factors and Extrinsic Motivational Factors. Included under the Intrinsic Motivational Factors theme are the categories titled The Desire to Help People, Job Fulfillment/Gratification, and Positive Work Environment. Likewise, the meta-code theme of Extrinsic Motivational Factors contains initial level categories Feeling Valued, Learning and Enrichment Programs, Financial Stability, Convenience/Flexibility, and Advancement Opportunities.

Throughout the course of the interviews, in one form or another, the majority of the participants either mentioned that *Feeling Valued*, having *Job Fulfillment or Gratification*. Or they mentioned creating a *Positive Work Environment* by making an impact, doing rewarding work or having a positive environment with great colleagues and supportive administrators, managers, or supervisors were among the reasons why they either were or are motivated to stay in their current or previous jobs. For example, throughout the course of interviewing Senior, he stated that the people and the camaraderie shared between him and his coworkers made it a pleasure to go to work in the mornings. While Sam on the other hand not only mentioned how

making an impact with her organizations members encouraged her to do her best, but also the fact that she “had the perfect job, where there was no micromanaging [and] where there was trust with [her] manger and [her] director”.

Participants also mentioned how important extrinsic motivational factors such as *Financial Stability* was and how its’ presence or absence could impact or did impact the likelihood of them staying or leaving either their current or previous job. For example, although Curtis mentioned he appreciated the fact he was able to express his ideas and that the labor management relationship was healthy. Curtis also conveyed how important financial stability was when he stated that “the compensation and benefits [were] for the most part the crucial factor that keeps [him with his current employer]” and that he “would never stay in a job if he felt he wasn’t being [adequately] compensated for his services”.

Although I expected *Financial Stability* and having a *Positive Work Environment* to be among the reasons why employees opt to stay with an employer, I did not anticipate how important *Feeling Valued* or having *Job Fulfillment/Gratification* would be to participants. While the themes are significant to my study and were either discussed in the literature review or depicted in my theoretical construct, I was still amazed at how many participants simply loved their job or placed a high value on having a *Positive Work Environment* where their colleagues “felt like a family”, or contained “great bosses” and “supportive administrators”.

Triangulation. In order to establish validity, a form of triangulation was utilized to compare and cross-check the raw data collected during the participant interviews with the resulting categories from the initial descriptive level of coding with the resulting meta-code themes from the second level of pattern coding to ensure the “fit”. After listening to all the interviews for a third time, I compared and cross-checked the words and phrases used by the participants in order to ensure that I didn’t miss important information and that I noted comments

that were relevant to my study. After picking out and clustering those that were similar, significant, or had the ability to encompass what was said by participants into categories or themes, based on the information, I decided to change the Feeling Valued category to the Feeling Valued/Recognition category. By changing the name, I ensured that the feelings and experiences conveyed by the participants are adequately presented in the category name. By reviewing the data and changing a category name, I confirmed the “fit” of the resulting descriptive coding categories which resulted in the initial level analysis. Through reanalysis, the following eight themes ultimately emerged: (1) The Desire to Help People; (2) Positive Work Environment; (3) Feeling Valued/Recognition; (4) Job Fulfillment/Gratification; (5) Learning and Enrichment Programs; (6) Convenience/Flexibility; (7) Advancement Opportunities; and (8) Financial Stability. After combining categories that overlapped and reconceptualizing based on Saldana’s (2011) “touch test” I was able to rename and reduce the above mentioned eight categories to the following seven:

- The Desire to Help the Public,
- Positive Work Environment,
- Job Fulfillment/Gratification,
- Learning and Enrichment Programs,
- Convenience/Flexibility,
- Advancement Opportunities, and
- Financial Stability.

In the secondary level of analysis after first using axial coding, I determined that pattern coding might yield a better result. By using pattern coding, I was able to further examine the interrelationships between the categories so that major themes could begin to emerge. As a result of utilizing pattern coding, the following two meta-code themes developed: Intrinsic Motivational Factors and Extrinsic Motivational Factors. Undertaking this process of

triangulation caused me to reexamine my initial understanding of the participant's experiences and lends credibility and trustworthiness to my understanding of the findings.

Summary

Through data analysis and by utilizing the methods of descriptive coding, pattern coding, and triangulation. I was able to compile data that helped me develop the following categories in the initial level: The Desire to Help People, Positive Work Environment, Feeling Valued/Recognition, Job Fulfillment/Gratification, Learning and Enrichment Programs, Convenience/Flexibility, Advancement Opportunities, and Financial Stability. I then developed the following themes in the secondary level: Intrinsic Motivational Factors and Extrinsic Motivational Factors, and ensured "fit" through triangulation, which enables me to use the experiences of the participants to reveal what intrinsic or extrinsic factors motivate employees to be loyal and committed. Throughout the subsequent chapter, I will develop connections and discuss the significance of the data in an attempt to uncover new knowledge, which might incentivize management to make changes in order to prevent hardworking and productive employees from seeking employment elsewhere.

Discussion

Throughout this qualitative research study, the following questions have helped guide the exploration and examination of motivation and the working theory that most employees remain loyal and committed to their employers due to diverse intrinsic and extrinsic motivational factors. By using the reviewed literature and the emergent findings based on my participant interviews, I will be able to make connections and provide recommendations for either future research or for the Human Resources field of practice.

Research Questions

Research question one (RQ1): What is the purpose of creating a company, organization, or association vision statement?

According to the literature, there are three types of employees. There are employees who remain with an employer because they want to, need to, or ought to. Those who stay because they want to are known as affectively committed employees. Individuals who stay because they need to are known as continuance committed employees and those who stay because they feel they ought to, are known as normative committed employees. As such, when a company, organization, or association constructs a vision statement, the aim or purpose should not only be to achieve a goal, but it should also be to retain a workforce full of employees who are passionate, genuine, and affectively committed to growing the business and achieving the goals or efforts of the company, organization, or association.

For example, according to Meyer and Allen (1991) employees who exhibit affective commitment “are seen as having a sense of belonging and identification that increases their involvement in the organization’s activities, their willingness to pursue the organization’s goals, and their desire to remain with the organization (as cited in Pepe, 2010, p. 100). The aforementioned stance by Meyer and Allen (1991) exemplifies employees such as Lola who

during the course of her interview stated that she was not only passionate about her association's mission and vision, but she was also aware of how important her work is, so much so that she said "knowing the work is important, makes me more committed".

Similar to the comments made by Lola, were the views shared by other participants throughout the study. In fact, because the majority of the studies participants worked in professions dedicated to helping others, i.e. public service, education, non-profit; many of them stated that helping others was one of the main reasons why they not only enjoyed their job, but also the reason why they felt committed to their job, profession, or employer. In general, because many participants have or had *the desire to help others*, it thus became an emerging category and a resulting sub category under the resulting meta-code theme of *intrinsic motivational factors*.

Research question two (RQ2): What practices or policies do companies employ to develop loyal and committed employees and to keep them from quitting or leaving?

According to Pepe (2010) "employees who believe that their supervisor(s) value their contributions and care about their well-being show increase perceived organization support, which in turn relates to decreased turnover" (p. 103). In fact, not only does Meyer and Allen's (1991) remarks support the fact that engaged employees tend to have a positive relationship with their employers which oftentimes results in a "desire to remain with the organization", so to do the comments brought forth by my interview participants (as cited in Pepe, 2010, p. 100).

Interview participants like Karen and Lisa are prime examples of engaged employees who have positive relationships with their employers and are thus motivated to achieving the goals of their departments and the overall mission of the employer. Even though Karen is a twelve year employee at her agency, she still believes "the mission of [her] company is a fabulous incentive". Likewise, even though Lisa has been with one employer for thirty-seven

years, she still: believes in the mission of her organization, loves the rewarding work she does helping people with disabilities, and she still appreciates being acknowledged as a good director of administrative services by not only her CEO and COO, but also by her employees and colleagues.

Aside from providing a *positive work environment* or *financial stability*, in order for companies, organizations, or associations to develop and keep loyal and committed employees from quitting or leaving, employers must acknowledge and recognize the work of its employees and they must give employees something to work towards by creating a mission that creates a positive relationship between the employer and employee. Since *feeling valued* and *receiving recognition* was so important to multiple participants, it became an emerging category and a resulting sub category under the resulting meta-code theme of *extrinsic motivational factors*.

Research question three (RQ3): What is a great work environment that inspires loyalty and commitment in employees?

According to O'Malley (2000), "employees want to be in environments that make them feel comfortable" (as cited in Shahid & Azhar, 2013, p. 256). Consistent with O'Malley (2000) are that thoughts of Shahid and Azhar (2013), who believe that employers need to focus on engaging and retaining top performers in order to create a great work environment that inspires loyalty and commitment from employees. In fact, according to Shahid and Azhar (2013), not only do employers need to focus on "creating a climate that will keep top performers engaged and employed" but they also need to "have a clearly coherent and enforced vision and set of values" in order to "assure that top performers are both personally inspired and feel connected to the common purpose..." (p. 261). Because engaging and retaining top performers "is the single most important priority ..." organizations need to ensure that their employees are happy, receive

reasonable monetary rewards for achievements and have a positive relationship with their managers and colleagues (Shahid & Azhar, 2013, p. 261).

Throughout the course of the interviews, participants confirmed the findings of the aforementioned researchers. Many participants throughout the course of their interview stated how they worked in a respectful and happy environment, filled with great and supportive administrators, bosses, colleagues, and managers. To have a *positive work environment* was so important to so many participants, that it became an emerging category and a resulting sub category under the resulting meta-code theme of *intrinsic motivational factors*. For example, the work environment for Barney was so good that she said she would never leave her company for the simple fact that they were too good to her. Echoing the comments of Barney are the remarks made by Alexis who specified that she loved her job for multiple reasons, which included the fact that she receives commission pay and because she is in a “good environment with great people”.

Conclusions

Regardless of the industry, every employer wants to recruit, hire and retain employees, who are motivated to advancing the goals, achieving the vision and strengthening the internal and external relationships of the organization, association, or company. For example, previous research conducted by Hackman and Oldham (1980) suggested that employees can be internally motivated because of their job in three instances (as cited in Ramlall, 2004). According to Hackman and Oldham (1980) in order for employees to experience internal motivation while on the job, he or she must (1), “feel personal responsibility for the outcomes of the job” (as cited in Ramlall, 2004, p. 57). (2), regard the work as meaningful and (3), they must be “aware of how effective she [or] he is [when] converting [their] effort into performance” (as cited in Ramlall, 2004, p. 57).

The literature reviewed prior to conducting this research study purported that all employees regardless of age, title, or position will fall within one of three commitment levels. In fact, according to Pepe (2010) employees will either exhibit affective, continuance, or normative commitment. If an employee is affectively committed, he or she will remain with an employer not only because they want to, but also because they identify with and are emotionally attached to the company, organization, or association (Pepe, 2010). Alternatively, if an employee exhibits continuance commitment, they elect to stay with the same employer, not because they are emotionally attached, but because they realize the financial expenses associated with leaving, so they have a need to stay in order to avoid such costs. Equal to continuance committed employees are those who exhibit normative commitment. If an employee shows normative commitment toward an employer, they choose to stay not because they want to further the agenda of their respective employer, but instead stay because they feel they ought to or have to (Meyer & Allen, 1991 as cited in Pepe, 2010).

Motivation whether intrinsic or extrinsic is a crucial driver and the deciding factor for whether or not an employee decides to stay or leave a company, organization, or association. The final analysis of the data provided me with the knowledge and awareness that all employees regardless of age, race, or gender just want to be fairly compensated, respected, and supported by their organizations, companies, or associations and their subsequent directors, managers and supervisors.

Participant's primary reason why they chose to stay with one employer for multiple years was the fact that they truly love the work they do. Yes, the benefits and pay are good, but it was the relationships built and interactions between employees, coworkers, managers, supervisors, members, clients, and students that ultimately influenced participants to stay with their employers for an average of 14 years for the currently working participants and 34 years for the

retired participants. In general, participants in my study communicated the fact that as employees, they just want to: (1) feel like what they do matters; (2) do gratifying and impactful work; (3) feel valued and respected; (4) be supported mentally and physically; (5) have upward mobility options; (6) be financially stable; and (7) work in a constructive and trusting environment.

Recommendations and Implications

In consideration of the fact that the majority of participants were female, I first recommend that future researchers purposively seek out more male participants so comparisons between men and women can be analyzed. Second, because all but three participants tended to be between 43 and 73 years of age, I recommend future researchers also purposively seek out more younger aged participants so comparisons can be made between the motivations of older employees versus the motivations of younger employees. Third, in order to receive a variety of experiences across multiple ethnic groups, I recommend future researchers try to interview participants from different backgrounds (i.e. Caucasian, African American, Hispanic, Asian, Middle Eastern and African) in order to get a true representation of the general population. Finally, although I interviewed twenty participants, I recommend expanding the population in order to interview, analyze and interpret the comments, views, and experiences of more people so one can begin to understand the motivations of employees and how those motives may or may not impact the loyalty and commitment they have toward an employer.

As a result of utilizing these recommendations, the implications for the Human Resources field might be many. For example, employers seeking to retain good and productive employees might use this research to improve their employee engagement policies, programs, and practices. Employee engagement according to Towers (2012) is “the intensity of [an] employees’ connection to their organization by being engaged, being enabled and feeling energized” (as

cited in Sharma & Kaur, 2014, p. 40). For example, according to Biswas and Bhatnagar (2013) not only does “a high level of employee engagement reflect a greater trust and loyal relationship between the individual and the organization [but it also] suggests the building up of higher degree of commitment by the employee towards their employing organization” (p. 27). Overall, by having a strong employee engagement and sustainability program, employers will begin to notice positive improvements in performance and retention (Jones, 2010 as cited in Glavas, 2012); engagement and creative involvement (Glavas & Piderit, 2009 as cited in Glavas, 2012); commitment (Maignen, Ferrell, & Hult, 1999 as cited in Glavas, 2012); identification with the organization (Carmeli, Gilat, & Waldman, 2007 as cited in Glavas, 2012); and employee relationships (Agle, Mitchell, & Sonnenfeld, 1999 as cited in Glavas, 2012).

By intentionally seeking out younger participants, future researchers will provide insight to employers who are looking to recruit, hire, and retain hardworking young employees who are willing to grow with the company, organization, or association and progress the work of the employer. Similarly, by interviewing participants from a wide range of ethnic backgrounds, future researchers will give employers the ability to implement good employee engagement programs, policies or practices that can potentially sway good employees away from competitors.

Summary

The purpose of this study was to examine whether employee motivation reflects how loyal and committed employees are to their employer. However, I first needed to explore and investigate the topics of motivation, loyalty, and commitment. By seeking answers the following questions: (1) What is the purpose of creating a company, organization, or association vision statement?; (2) What practices or policies do companies employ to develop loyal and committed employees and to keep them from quitting or leaving?; and (3) What is a great work environment

that inspires loyalty and commitment in employees?, I aimed to expose whether or not employees remain loyal and committed to their employers because of diverse intrinsic and extrinsic motivational factors such as belief in the mission and vision; due to job security; because of job satisfaction, because of the work environment; promotion potential; pay and benefits; and recognition.

By utilizing nonprobability snowball sampling to conduct a purposive selection of individuals who were either retired or currently working, I was able to recruit and utilize individuals who were unknown to me, 18 years of age and over, and have previous or current work experience with the same employer for two (2) or more consecutive years. Steered by the grounded theory methodological approach, I was able to analyze data using descriptive coding, pattern coding, and triangulation in such a way that allowed resulting categories and resulting meta-code themes to emerge and ensure “fit”. Through analysis, I was able to reveal that participants place great value on the following categories so much so that without having: (1) The Desire to Help People, (2) a Positive Work Environment, (3) Job Fulfillment/Gratification, (4) Learning and Enrichment Programs, (5) Convenience/Flexibility, (6) Advancement Opportunities, and (7) Financial Stability employees would not stay with one employer for numerous years.

References

- Ahmed, I., Nawaz, M. M., Iqbal, N., Ali, I., Shaukat, Z., & Usman, A. (2010). Effects of motivational factors on employees job satisfaction a case study of University of the Punjab, Pakistan. *International Journal of Business and Management*, 5(3), 70-80. Retrieved from <http://search.proquest.com/docview/821544210?accountid=14407>
- Antoncic, J. A., & Antoncic, B. (2011). Employee loyalty and its impact on firm growth. *International Journal of Management and Information Systems*, 15(1), 81-87. Retrieved from <http://search.proquest.com/docview/853756722?accountid=14407>
- Bassett-Jones, N., & Lloyd, G. C. (2005). Does Herzberg's motivation theory have staying power? *The Journal of Management Development*, 24(10), 929-943. Retrieved from <http://search.proquest.com/docview/216356386?accountid=14407>
- Bernard, L. C., Mills, M., Swenson, L., & Walsh, R. (2005). An evolutionary theory of human motivation. *Genetic, Social & General Psychology Monographs*, 131(2), 129-184.
- Biswas, S., & Bhatnagar, J. (2013). Mediator analysis of employee engagement: Role of perceived organizational support, p-o fit, organizational commitment and job satisfaction. *Vikalpa: The Journal for Decision Makers*, 38(1), 27-40.
- Brimeyer, T. M., Perrucci, R., & Wadsworth, S. M. (2010). Age, tenure, resources for control, and organizational commitment. *Social Science Quarterly (Wiley-Blackwell)*, 91(2), 511-530. doi:10.1111/j.1540-6237.2010.00705.x
- Brown, K., & Cullen, C. (2006). Maslow's hierarchy of needs used to measure motivation for religious behaviour. *Mental Health, Religion & Culture*, 9(1), 99-108. doi:10.1080/13694670500071695
- Bumpus, M. A., Olbeter, S., & Glover, S. H. (1998). Influences of situational characteristics on intrinsic motivation. *The Journal of Psychology*, 132(4), 451-463. Retrieved from <http://search.proquest.com/docview/213831466?accountid=14407>
- Catania, G., & Randall, R. (2013). The relationship between age and intrinsic and extrinsic motivation in workers in a Maltese cultural context. *International Journal of Arts & Sciences*, 6(2), 31-45. Retrieved from <http://search.proquest.com/docview/1496695859?accountid=14407>

- Chen, Z. X., Tsui, A. S., & Farh, J. (2002). Loyalty to supervisor vs. organizational commitment: Relationships to employee performance in China. *Journal of Occupational & Organizational Psychology*, 75(3), 339-356.
- Clemenson, B. (2007). How do leaders' values influence employees' commitment to their organizations? A qualitative study. Retrieved from <http://digitalcase.case.edu:9000/fedora/get/ksl:weaedm058/weaedm058.pdf>
- Conforti, M. F., EdD. (1972). Practical applications of Maslow's theory of human motivation in industry. *Occupational Health Nursing*, 20(12), 10-13. Retrieved from <http://search.proquest.com/docview/1012768939?accountid=14407>
- Coughlan, R. (2005). Employee loyalty as adherence to shared moral values*. *Journal of Managerial Issues*, 17(1), 43-57. Retrieved from <http://search.proquest.com/docview/194166299?accountid=14407>
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.), Thousand Oaks, CA: Sage, Publications.
- Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.), Thousand Oaks, CA: Sage, Publications.
- Dagger, T. S., David, M. E., & Ng, S. (2011). Do relationship benefits and maintenance drive commitment and loyalty? *The Journal of Services Marketing*, 25(4), 273-281. doi:<http://dx.doi.org/10.1108/08876041111143104>
- Dar, A. T., Bashir, M., Ghazanfar, F., & Abrar, M. (2014). Mediating role of employee motivation in relationship to post-selection HRM practices and organizational performance. *International Review of Management and Marketing*, 4(3), 224-238. Retrieved from <http://search.proquest.com/docview/1550960873?accountid=14407>
- de Graaf, G. (2011). The loyalties of top public administrators. *Journal Of Public Administration Research & Theory*, 21(2), 285-306. doi:10.1093/jopart/muq028
- Dysvik, A., & Kuvaas, B. (2013). Intrinsic and extrinsic motivation as predictors of work effort: The moderating role of achievement goals. *British Journal of Social Psychology*, 52(3), 412-430.

- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-32. Retrieved from <http://search.proquest.com/docview/205754091?accountid=14407>
- Elegido, J. M. (2013). Does it make sense to be a loyal employee? *Journal of Business Ethics*, 116(3), 495-511. doi: <http://dx.doi.org/10.1007/s10551-012-1482-4>
- Ewin, R. E. (1993). Corporate loyalty: Its objects and its grounds. *Journal of Business Ethics*, 12(5), 387. Retrieved from <http://search.proquest.com/docview/198181029?accountid=14407>
- Ferris, K. R., & Aranya, N. (1983). A comparison of two organizational commitment scales. *Personnel Psychology*, 36(1), 87-98.
- Friedlander, F., & Walton, E. (1964). Positive and negative motivations toward work. *Administrative Science Quarterly*, 9(2), 194-207.
- Ghazzawi, I. (2011). Does age matter in job satisfaction? the case of U.S. information technology professionals. *Journal of Organizational Culture, Communication and Conflict*, 15(1), 25-54. Retrieved from <http://search.proquest.com/docview/886532019?accountid=14407>
- Glavas, A. (2012). Employee engagement and sustainability. *Journal Of Corporate Citizenship*, (46), 13-29.
- Grusky, O. (1966). Career mobility and organizational commitment. *Administrative Science Quarterly*, 10(4), 488-503.
- Gupta, R., & Gokhale, H. V. (2013). An exploratory study on job satisfaction of employees in newspaper industry with special reference to Nagpur region. *Srusti Management Review*, 6(1), 17-29. Retrieved from <http://search.proquest.com/docview/1369312359?accountid=14407>
- Johnson, R. E., Chang, C., & Yang, L. (2010). Commitment and motivation at work: the relevance of employee identity and regulatory focus. *Academy of Management Review*, 35(2), 226-245. doi:10.5465/AMR.2010.48463332

- Koprulu, O. M., (2013). Examining the antecedents of organizational commitment in the context of un and eu police contingents in conflict and terror areas. Retrieved from <http://dga.rutgers.edu/wp-content/uploads/2012/10/Examining-the-Antecedents-of-Organizational-Commitment-in-the-Context-of-UN-and-EU-Police-Contingents-in-Conflict-and-Terror-Areas.pdf>
- Kumar, D. N. S., & Shekhar, N. (2012). Perspectives envisaging employee loyalty: A case analysis. *Journal of Management Research*, 12(2), 100-112. Retrieved from <http://search.proquest.com/docview/1033786746?accountid=14407>
- Logan, G. M. (1984). Loyalty and a sense of purpose. *California Management Review*, 27(1), 149-156.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Mitchell, T. R. (1982). Motivation: New directions for theory, research, and practice. *Academy Of Management Review*, 7(1), 80-88. doi:10.5465/AMR.1982.4285467
- Nimmagadda, S., & Buddha, M. K. (2012). Key determinants of job satisfaction and its impact on public service sector employees. *International Journal of Research in Social Sciences*, 2(4), 513-521. Retrieved from <http://search.proquest.com/docview/1399358525?accountid=14407>
- O'Connor, D., & Yballe, L. (2007). Maslow revisited: Constructing a road map of human nature. *Journal of Management Education*, 31(6), 738-756. Retrieved from <http://search.proquest.com/docview/195727460?accountid=14407>
- Park, S., & Rainey, H. G. (2012). Work motivation and social communication among public managers. *International Journal of Human Resource Management*, 23(13), 2630-2660. doi:10.1080/09585192.2011.637060
- Pepe, M. (2010). The impact of extrinsic motivational dissatisfiers on employee level of job satisfaction and commitment resulting in the intent to turnover. *Journal of Business & Economics Research*, 8(9), 99-107. Retrieved from <http://search.proquest.com/docview/751427400?accountid=14407>

- Peklar, J., & Bostjancic, E. (2012). Motivation and life satisfaction of employees in the public and private sectors. *Uprava, 10*(3), 57-74. Retrieved from <http://search.proquest.com/docview/1291089822?accountid=14407>
- Pfeiffer, R. S. (1992). Owing loyalty to one's employer. *Journal of Business Ethics, 11*(7), 535. Retrieved from <http://search.proquest.com/docview/198076026?accountid=14407>
- Quigley, N. R., & Tymon, Walter G., Jr. (2006). Toward an integrated model of intrinsic motivation and career self-management. *Career Development International, 11*(6), 522-543. doi:<http://dx.doi.org/10.1108/13620430610692935>
- Ramlall, S. (2004). A review of employee motivation theories and their implications for employee retention within organizations. *Journal of American Academy of Business, Cambridge, 5*(1), 52-63. Retrieved from <http://search.proquest.com/docview/222877129?accountid=14407>
- Rosanas, J. M., & Velilla, M. (2003). Loyalty and trust as the ethical bases of organizations. *Journal of Business Ethics, 44*(1), 49-59. Retrieved from <http://search.proquest.com/docview/198060971?accountid=14407>
- Rusbult, C. E., Farrell, D., Rogers, G., & Mainous III, A. G. (1988). Impact of exchange variables on exit, voice, loyalty, and neglect: An integrative model of responses to declining job status satisfaction. *Academy Of Management Journal, 31*(3), 599-627. doi:10.2307/256461
- Saldana, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks: Sage Publications. Retrieved from http://stevescollection.weebly.com/uploads/1/3/8/6/13866629/saldana_2009_the-coding-manual-for-qualitative-researchers.pdf
- Saldana, J. (2011). *Fundamentals of qualitative research*. New York, NY: Oxford University Press.
- Schensul, J., & LeCompte, M. (2012). *Essential ethnographic methods: A mixed methods approach* (2nd ed.). Lanham, MD: AltaMira Press.

- Shahid, A., & Azhar, S. M. (2013). Gaining employee commitment: Linking to organizational effectiveness. *Journal of Management Research*, 5(1), 250-268. Retrieved from <http://search.proquest.com/docview/1328488987?accountid=14407>
- Sharabi, M. (2008). Promotion according to who or what you know: managers' and workers' perception of factors influencing promotion. *Human Resource Development International*, 11(5), 545-554. doi:10.1080/13678860802417700
- Sharma, S. K., & Kaur, S. (2014). An introspection of employee engagement: A quantitative content analysis approach. *IUP Journal of Organizational Behavior*, 13(2), 38-57.
- Springer, G. J. (2011). A study of job motivation, satisfaction, and performance among bank employees. *Journal of Global Business Issues*, 5(1), 29-42. Retrieved from <http://search.proquest.com/docview/871891682?accountid=14407>
- Ward, E. A. (1997). Multidimensionality of achievement motivation among employed adults. *The Journal of Social Psychology*, 137(4), 542-544. Retrieved from <http://search.proquest.com/docview/199815147?accountid=14407>
- Wiley, C. (1997). What motivates employees according to over 40 years of motivation surveys. *International Journal of Manpower*, 18(3), 263-280. Retrieved from <http://search.proquest.com/docview/231904581?accountid=14407>
- Wong-On-Wing, B., Lan, G., & Lui, G. (2010). Intrinsic and extrinsic motivation and participation in budgeting: Antecedents and consequences. *Behavioral Research in Accounting*, 22(2), 133-153. doi:10.2308/bria.2010.22.2.133

Appendices

Appendix A: Recruitment Letter

Dear _____,

My name is Marquita C. Smith and I just wanted to send you a quick note to thank you for your preliminary agreement to participate in my graduate study research interviews. I am examining Motivation and its Impact on Employee Loyalty and Commitment. My investigation aims to find what guiding factors or motives, employees use to motivate themselves and what impact if any it may have on their feelings of loyalty and commitment shown to one's employer. In consideration of the aim of my investigation, I would like to invite you to participate in my research study, which will add to the knowledge related to topics such motivation, employee commitment, employee loyalty and employee turnover. Under the supervision of Trinity Washington University and my professor, Dr. Kelley Wood, I am able to examine whether the motivation exhibited by an employee reflects how loyal and committed they are to their employer.

Based on the aforementioned purpose of my study, you have been purposely selected or recommended by a colleague or friend to participate because you meet the fundamental requirements necessary to participate in that you are 18 years of age and over, and have previous (if retired) or current work experience with the same employer for two (2) or more consecutive years. Please read the attached Informed Consent Form after which, if you are still willing to participate, please use my email or phone number to schedule a time to meet at your earliest convenience. Again, thank you and if you have any questions or concerns, please do not hesitate to email or call. I can be reached at smithmar@students.trinitydc.edu or 240-460-4841. I look forward to the opportunity to meet with you.

Kind Regards,

Marquita C. Smith, MSA candidate

Appendix B: Informed Consent FormMotivation and its Impact on Employee Loyalty and Commitment

My name is Marquita C. Smith and I would like to invite you to participate in a research study examining Motivation and its Impact on Employee Loyalty and Commitment, which will add to the knowledge related to topics such as motivation, employee commitment, employee loyalty and employee turnover. The data collected in this interview will help fulfill the requirements for a Master of Arts/ Master of Science in Administration in Human Resource Management and Organizational Development at Trinity Washington University. I am under the supervision of my faculty advisor Dr. Kelley Wood.

Participation Requires of You: To participate in an interview, which will require 30-60 minutes of your time.

Your Privacy: Your participation in this study and your responses will be kept confidential. Any reference to you will be by pseudonym, including any direct quotes from your responses. This document and any notes or recordings that might personally identify you as a participant in this study will be kept in a locked place that only the researcher will have access to. Only the researcher and the research supervisor might know who has participated in this study. Three years after the completion of this research study all personally identifying information will be destroyed.

Risks to you: There are five acknowledged risks generally associated with participation in research studies such as this one: Physical, psychological, social, economic, and legal. The researcher foresees minimal risk for those who choose to participate in this study. There is no planned use of deception involved in this study. There are no foreseen physical risks associated with this study; other risks might include the following:

You might experience anxiety, discomfort, or negative emotions as a result of responding to the questions asked of them in this research study. If you experience a negative reaction, you may choose to skip the question, to withdraw from the study, or you may contact my faculty advisor or the SPS Institutional Review Board, especially if your discomfort continues after the study. See the contact information on the page below.

You might experience social, economic, or legal implications if you share your responses or your participation in this study with others. If you choose to participate in this study, you are encouraged to keep your participation in this study and your responses confidential. The researcher will maintain your confidentiality throughout the study, and will destroy the records of your participation three years after the study is complete.

Benefits to You: There are not foreseen direct benefits to you regarding participation in this study beyond the general knowledge that you are assisting in furthering the knowledge related to this research topic, and assisting the researcher in completing the degree requirements. There is no compensation associated with participation in this study.

Informed Consent Form, continued:Motivation and its Impact on Employee Loyalty and Commitment

I acknowledge that the researcher has explained my rights, the requirements of this study, and the potential risks involved in participating in this study. I understand there is no compensation for, or direct benefit of participating in this study. By signing below and providing my contact information I am indicating that I consent to participate in this study, that I am at least 18 years of age, and I am eligible to participate in this study.

You may withdraw from this study at any time by notifying me by email. If you have any concerns regarding your participation in this research study you may contact my faculty advisor, Dr. Kelley Wood, or the BGS Institutional Review Board (IRB), which oversees the ethical practice of research involving human participants conducted by students of the Trinity Washington University School of Business and Graduate Studies.

Signing this document acknowledges you understand your rights as a participant, which have been explained to you prior to signing this document. You may ask for a copy of this document for your own records.

Signed Name: _____ Date: _____

Printed Name: _____

Phone Number, Email Address, or Postal Address: _____

Thank you for your participation,

Marquita C. Smith

MSA in Human Resource Management and Organizational Development
Trinity Washington University
Email Address: smithmar@students.trinitydc.edu

Research Supervisor: Dr. Kelley Wood
MSA Program
Trinity Washington University
(202) 884-9620, or
KWood@trinitydc.edu

BGS Institutional Review Board Committee
(202) 884-9620, or
BGS@trinitydc.edu with BGS IRB in the subject line.

Appendix C: Interview Instrument for Non-Retirees**Semi-structured Questions**

How long have you been at your current job? (Clemenson, 2007)

What role do you play or what position do you have with your organization? (Clemenson, 2007)

Do you feel like your job is important and meaningful to the overall success of the organization? If so, how? If not, why? (Clemenson, 2007)

Why do you work for your current company, organization, or association? (Koprulu, 2013)

What scenario would tempt you to leave this job or organization? (Clemenson, 2007)

How satisfied are you with your current role/position in the company? If satisfied, what makes it satisfying? If not satisfied, why not? (Koprulu, 2013)

Generally, if you knew what you know now, would you still choose to work for this company? If yes, why? If no, why not?

Open-ended Questions

How do you feel your job supports the efforts of the company or organization?

What factors or incentives have the most impact on your motivation to stay with your current company? Why?

Can you give me an example or describe how you feel the presence or absence of the particular factor(s) or incentive(s) you just mentioned impact the likelihood of you staying or leaving your current job?

What can your employer do to make your company a better place to work?

What needs to be in place or what steps need to be taken for you to want to stay with your current employer for additional years?

Do you have any questions for me or any additional comments you would like to add before we conclude our interview? If no, thank you for your openness and willingness to share your time and experiences with me.

Motivation Questions

As an employee, what motivates you or encourages you to do your best, day in and day out?

Have there been changes in the company or to your position that have affected your motivation? If so how?

Employee Loyalty Questions

For the purposes of my study, I define loyalty as “a strong tie that binds an employee to his [or her] company even when it may not be economically sound for him, [or her] to stay there” (Logan, 1984, p. 150). Based on this definition, do you feel you are loyal to your employer? Why? or Why not?

Commitment Questions

How does your organizations mission and vision impact how you feel about your work and employer?

Do you feel like “your commitment to [your employer] has increased, decreased, or remained the same” from the time when you first started there? If yes what do you feel “were some of the main reasons that [caused your commitment to either] increase or decrease...?” If it remained the same, what needs to occur for it to improve? (Koprulu, 2013, p. 236)

Appendix D: Interview Instrument for Retirees**Semi-structured Questions**

How long did you work for your last employer before retiring? (Clemenson, 2007)

What role did play or what position did you have with your organization before retiring? (Clemenson, 2007)

Do you feel like your job was important and meaningful to the overall success of the organization? If so, how? If not, why? (Clemenson, 2007)

What made you want to work for your past company, organization, or association? (Koprulu, 2013)

What scenario would have tempted you to leave your previous job or organization? (Clemenson, 2007)

How satisfied were you with the last role/position you had in the company prior to retiring? If satisfied, what makes it satisfying? If not satisfied, why not? (Koprulu, 2013)

Generally, if you knew what you know now, would you still have chosen to work for your previous employer? If yes, why? If no, why not?

Open-ended Questions

How did you feel your job supported the efforts of the company or organization?

What factors or incentives have the most impact on your motivation to stay with your current company? Why?

Can you give me an example or describe how you felt the presence or absence of the particular factor(s) or incentive(s) you just mentioned impacted the likelihood of you staying or leaving your past job?

What could your employer have done to make your company a better place to work?

What needed to be in place or what steps needed to be taken for you to have wanted to stay with your previous employer for an additional amount of years?

Do you have any questions for me or any additional comments you would like to add before we conclude our interview?

Motivation Questions

As a past employee, what motivated you or encouraged you to do your best, day in and day out?

Prior to retiring, were there any changes in your company or to your position that may have affected your motivation? If so how?

Employee Loyalty Questions

For the purposes of my study, I define loyalty as “a strong tie that binds an employee to his [or her] company even when it may not be economically sound for him, [or her] to stay there” (Logan, 1984, p. 150). Based on this definition, did you feel you were loyal to your employer? Why? or Why not?

Commitment Questions

How did your organizations mission and vision impact how you felt about your work and employer?

As you got closer to retirement, did you feel like “your commitment to [your employer] increased, decreased, or remained the same” from the time when you first started there? If yes what do you feel “were some of the main reasons that [caused your commitment to either] increase or decrease? If it remained the same, what needed to occur for it to improve? (Koprulu, 2013, p. 236)