Project Dissertation

INFLUENCE OF EXTRINSIC & INTRINSIC FACTORS ON MOTIVATION OF MILLENIALS IN IT INDUSTRY

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CERTIFICATE FROM INSTITUTE

This is to certify that the Project Report titled **Influence of Extrinsic and Intrinsic Factors on Motivation of Millennials in IT Industry,** is an original and bonafide work carried out by **Ms. Hitee Singh** of MBA 2017-19 batch and was submitted to Delhi School of Management, Delhi Technological University, Bawana Road, Delhi-110042 in partial fulfilment of the requirement for the award of the degree of Masters of Business Administration.

_____   _____

 Signature of Guide   Signature of Department Head

Mr. Abhinav Chaudhary   Mr. Rajan Yadav

DECLARATION

I, **Hitee Singh**, student of MBA Batch 2017-19 of Delhi School of Management, Delhi Technological University, Bawana Road, Delhi-110042 declare that Project Report on Extrinsic and Intrinsic **Influence of Extrinsic and Intrinsic Factors on Motivation of Millennials in IT Industry** submitted in partial fulfilment of Degree of Masters of Business Administration is the original work conducted by me.

The information and data given in the report is authentic to the best of my knowledge.

This report has not been submitted to any other university for the award of any other degree, diploma and fellowship.

Hitee Singh

Place: New Delhi

Date of Submission:

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Sincerely,

Hitee Singh

EXECUTIVE SUMMARY

The aim of this research is to identify the different factors (as per Maslow's hierarchy needs, VIE theory, Herzberg's theory, ERG theory, McClelland's theory, etc.) that influence the motivation for the employees in IT industry.

A descriptive research was used for this research. Using stratified random sampling technique 150 responses were collected using a questionnaire made for this particular study. The questionnaire gathered information on the levels of agreement from the respondents regarding the different extrinsic and intrinsic facts affecting motivation and the effect of motivation on their performance.

The key findings of the study were that extrinsic factors such as salary structure, fringe benefits, bonuses, relationship with managers, the style of leadership, the way of communication of the organisation, promotion opportunities, job security, physical environment and freedom given to carry out the responsibilities impacted their motivation level. Intrinsic factors such as meaningful work, recognition, skill variety, trust, autonomy given, and work -life balance and employee engagement impacted their motivation level. Motivation levels impacted the employees' productivity, their practising of safety procedure and the turnover of the employees.

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CHAPTER – 1: INTRODUCTION

1.1 Background

People have been working together since times immemorial and organisations have existed since the time people have worked together. The proof of this is the discovery of monuments dating back to the Bronze Age confirm that those monuments were built with the help of organised actions of many groups of people. (McShane & Travaglione, 2002)

Human resource has come a long way from the traditional approach of managing the human workforce of the 1900s. Frederick W. Taylor, claimed as the father of scientific management, emphasised on the efficient way of doing work. Lillian Gilberth later laid emphasis on the human aspects of the work which laid the groundwork for future research on the workers of the organisation making them the most essential element of the organisation. (Davis & Newstrom, n.d.)

1.2 Motivation

Oxford dictionary defines motivation as a desire or willingness to do something. With respect to an organisation motivation is a set of processes which influences the persistence, intensity and direction of an employee towards achieving a goal. (Robbins & Judge, 2013)

1.2.1 Need Theories of Motivation

Need based theories of motivation are based on the school of thought that employees have certain needs that must be fulfilled in order to motivate them to perform. They are also known as static content theories of motivation. They provide a basic understanding or what motivates a person. They are limited as they look at only one point in time. (Bowditch & Buono, 2001)

- Hierarchy of Needs

Given by Abraham Maslow, he hypothesised that for every human being there is a hierarchy of five needs that exists.

  i.   Physiological: The basic physical needs like shelter, hunger, thirst, sex.
  ii.   Safety: Being safe and protected from mental and physical harm.

iii.   Social: Emotional bonds like friendship, belongingness, and acceptance.

iv.   Esteem: External factors such as status, recognition, and attention and external factors such as self-respect, autonomy, and achievement.

v.   Self-actualisation: The passion to being what one is capable of which includes self-fulfilment.

As a lower need is satisfied the next need becomes dominant and identifying the level of motivation at which a person is, it becomes easier to motivate the person. Higher the order of the need, more it will be satisfied internally. A lower order of need will be satisfied externally through incentives and rewards. (Robbins & Judge, 2013)

- Theory X and Theory Y

Proposed by David McGregor, he classified people into two categories labelled Theory X and Theory Y. Theory X states that managers believe the employees to be lazy and dislike work and have to be coerced to perform. In contrast, Theory Y states that managers believe that the employees take initiative and are participative. (Robbins & Judge, 2013)

- Two Factor Theory

Also called the motivation-hygiene theory, it was given by Hertzberg. After conducting a research he came to the conclusion that intrinsic factors such as achievement, work, growth, responsibility, advancement and recognition work as motivation factors and are satisfiers. External factors such as salary, policy, administration, work conditions, supervision, relationship with peers and relationship with supervisor provide dissatisfaction and are called hygiene factors. (Robbins & Judge, 2013)

- Theory of Needs

This theory was developed by David McClelland. According to him, a person has 3 needs-

i. Need for Achievement: The drive to excel and achieve a set of standards.

ii. Need for Power: The need to make people behave in a way they wouldn't have normally.

iii. Need for Affiliation- The desire to form close and meaningful relationships. (Robbins & Judge, 2013)

- ERG Theory

C.P Alderfer formulated the ERG theory by reducing the number of levels given by Maslow's hierarchy of needs. According to him there are three needs-

i. Existence: Also known as survival needs which are required for a person to survive such as food, water and shelter.

ii. Relatedness: It deals with social relationships and recognition from others.

iii. Growth: It deals with one's desire to grow and achieve. (Bowditch & Buono, 2001)

1.2.2 Process Theories of Motivation

Process based theories of motivation or behaviour based theories of motivation focus on how motivation occurs and how certain behavioural and psychological processes motivate an employees to act in a certain way. These theories try to predict the behaviour and attempt to explain the whole process of motivation. (Bowditch & Buono, 2001)

- Expectancy Theory

Also known as the VIE (Valence, Instrumentality, Expectancy) theory, it assumes that motivation is a function of three components-

i. Expectancy: Expectation that good performance is a result of increased effort.

ii. Instrumentality: Perception that rewards are awarded because of good performance.

iii. Valence: Value of attractiveness of a reward that is given to an individual. (Bowditch & Buono, 2001)

- Path Goal Theory

This theory is derived from the expectancy theory. Also known as the path goal model. As in expectancy theory people will be motivated to put in the amount of effort when they believe that their efforts will lead to a good performance and attainment of desired rewards. The basic underlying principle is that the management clearly defines the goals to be achieved by the employees and the path to be undertaken to achieve it thus removing any ambiguities and organisational barriers. (Bowditch & Buono, 2001)

- Goal Setting Theory

Like the expectancy and path goal theory which states that setting goals can highly motivate the people. This theory says that specific and difficult goals, with feedback, lead to higher performance. (Robbins & Judge, 2013) This is used in management by objectives wherein both the management and the employees jointly set the goals and regular feedback is given. (Bowditch & Buono, 2001)

1.2.3 Environment Theories of Motivation

The need based theory viewed motivation as a dependent variable and process based theory of motivation viewed it as an intervening variable. Environment theories of motivation focuses on the precedents of these variables to which motivated behaviour is commonly attributed to. (Bowditch & Buono, 2001)

- Operant Conditioning and Reinforcement Theory

The main underlying assumption of this theory is environment influences and determines a human's behaviour. By giving positive reinforcement (rewarding for a particular behaviour) and negative reinforcement (withdrawing of negative behaviour) will increase the chances of repetition of desired behaviour. (Bowditch & Buono, 2001)

- Social Comparison Theory

This theory believes that the social environment of a person motivates him or her. There are two models-

    i.   Equity Theory: People compare the ratio of their efforts and rewards to those of other people who they believe to be comparable to. (Bowditch & Buono, 2001)

   ii.   Social Learning Theory: It is based on the individual's belief that he or she is capable of performing a task. The higher the belief, the harder the person will try to achieve the goal. (Robbins & Judge, 2013)

1.2.4 Contemporary Theories of Motivation

These theories represent the current state of thinking in explaining employee motivation.

- Self-determination Theory

This theory proposes that people relish control and like to believe that they have a control over their actions. Once a task becomes like an obligation to they won't enjoy doing that for much longer. This theory focuses on the harmful effects of extrinsic rewards and beneficial effects of intrinsic motivation. (Robbins & Judge, 2013)

- Job Engagement

Job engagement means the physical, mental and emotional energies that an individual invests in their job. Being highly and actively engaged in a job drives the performance of the individual and promotes job satisfaction. (Robbins & Judge, 2013)

1.3 Millennials

According to Oxford Living Dictionaries, a millennial is a person who reaches young adulthood in the early 21st century.

Different organisation have different definitions for millennials. Pew Research Centre as of 2019, defines people born from 1981-1996 as millennials. Many media outlets including Time Magazine, Reuters and The Washington Post have used Pew's date range of millennials. Other organisation which uses the same date range to describe millennials are The American Psychological Association, The Federal Reserve Board and Ernst and Young.

Gallup Inc., Resolution Foundation and MSW Research use 1980-1996 as the date range for millennials. PricewaterhouseCoopers uses 1981-1995. Nielsen Media Research defined millennials as between twenty-one and thirty-seven years old in 2018.

An American business oriented lobbying group, The United States Chamber of Commerce uses 1980-1999. US PIRG describes millennials as those born between 1983 and 2000. The United States Census Bureau in a 2015 news release defined that it uses 1982-2000 to define millennials and also clarified that there is no official start date and end date to define the date range of the millennials. (Wikipedia, 2019)

In this research people born between 1984 and 2001 are used to define millennials.

1.4 IT Industry

Economy of any country is divided into three parts- primary, secondary and tertiary. Primary sector consists of extraction activities such as mining, agriculture and fishing. Secondary sector comprises of manufacturing. The tertiary sector is the service sector which consists of insurance, government, tourism, banking, social services IT, telecom, media and entertainment, health care, banking and financial services, retail, railways, environment, energy, logistics, exhibition and events, and education. (Shodhganga, 2019)

India's IT industry has clocked revenues USD one hundred eighty-one billion. The industry employs nearly 39.7 million people in India. (IBEF, 2019)

CHAPTER – 2: LITERATURE REVIEW

2.1 Introduction

This chapter presents the relevant empirical and theoretical literature in relation to employee motivation at their place of work and the eventual effect the motivation has on their performance. It also links the literature to the objectives of the research that is the extent to which the extrinsic and intrinsic factors of motivation influence the motivation of millennial employees in current times.

According to a self-determination theory of Deci and Ryan, (Deci & Ryan, 2000) motivation can be broadly classified into two broad categories which are extrinsic and intrinsic motivation that influence the performance of employees within an organization. P. Chaudhary (Chaudhary, 2012) supports this by stating that there are two major types of motivation which can be labelled as extrinsic and intrinsic. Also, it is the responsibility of the manager to understand the effect of the motivators on their employees and the mechanism between them and how external motivation leas to internal motivation and vice-versa. (Deci, 2005)

2.2 Extrinsic Factors Influencing Employee Motivation

Extrinsic factors that influence employee motivation are tangible rewards such as monetary compensation, fringe benefits, job enrichment, work environment and work conditions.

Extrinsic motivation requires a purpose between the activity and the consequences of the work which maybe tangible or the satisfaction that comes from the extrinsic results to which the activity leads and not from the activity itself. (Deci & Ryan, 2000) The attitude of an employee towards a job is determined by the benefits that are attached towards the completion of an action. These rewards can be monetary, non-monetary or incentives and encourage the employees to perform as is required. (Chaudhary, 2012)

2.2.1 Pay

To date, the most crucial extrinsic motivating factor is money. (Obasan, 2011) Monetary compensations are the most important tools to motivate employees towards higher performance. (Deci & Ryan, 2000) Tangible rewards such as pay, bonuses,

promotion are used to motivate employees which in turn increases their productivity and benefits the organisation. (Deci & Ryan, 2000)

Vroom conducted an empirical study on an oil refinery worker to identify the role of rewards in influencing employee motivation. At the end of the study it was observed that the workers may be satisfied with their wages but when they discovered that their peers were paid more than them they were easily dissatisfied. This proved that to keep the employees motivated, they must be paid higher salaries to keep them motivated. (Locke & Latham, 2007)

2.2.2 Fringe Benefits

Providing fringe benefits to the employees is consequently cheaper to achieve. Providing these benefits amplifies the performance of the employees. The benefits can later become an alternative to salary. (Baughman, et al., 2003)

The reward shape towards the benefits that employees obtain from their work (Kaleberg, 1977) and the other crucial parts of a worker job approach such as employee performance, incentive and business assurance (Kressler, 2004). Employees work in organisation with their skills and attain the desired goals and in return good working conditions. The provisions of providing fringe benefits enhance their productivity and efficiency towards the completion of their goals. (Mottaz, 1988)

2.2.3 Job Environment

Job environment is a complex operational surrounding comprising of-

- Peripheral aspect made up of the physical environment.
- Individual physical characteristics.
- Type of work being carried out. (Bratton, 2012)

Lack of favourable working conditions such as lighting, temperature, hygiene, working hours, ventilation and noise can badly affect am employee's physical and mental well-being and adversely affect his/ her motivation. (Feldman & Arnold, 1996) If the working conditions are either too extreme or too favourable, most of the employees will take this for granted. (Buskist & Irons, 2008)

The work group or the people an individual employee works with also serve as a source of motivation. By providing group members with opportunities to interact with each other and fills the need for social interaction. If the co-workers have similar values or attitudes it causes less disruptions on a daily basis and a stronger source of motivation by providing confirmation of an employee's self-efficacy. (Ayo & Oluseyi, 2009)

2.2.4 Management

A good leadership from the management will motivate the employees to do the right thing and which can be achieved if only the employees trust their managers and look up to them for guidance and higher levels of morality and motivation. (Rukhmani, et al., 2010)

There should be proper dissemination of information and information must be readily available to the employees, thus promoting efficiency by maintaining transparency. Availability of same information to everyone keeps a healthy competitive spirit among the employees. (Jang & Chiang, 2008)

Employees should have good relations with their managers as it fosters employee motivation. It helps them with their problems pertaining to their jobs, feedback about their performance and a healthy communication which avoids any type of misunderstandings. (Tella, 2007)

2.2.5 Job Enrichment

Job enrichment is a job redesign technique that gives the employees the autonomy to choose as to how they perform their job responsibilities, thus giving them more authority over themselves. This makes the employees more efficient and eliminate redundant tasks and improving their own performance and increasing their productivity and reducing turnover. On the other hand, this may also cause dissatisfaction among the employees as with increased responsibility and autonomy they may expect higher levels of pay or incentives and failure to meet their expectations may cause frustration. (Whittaker, 2008)

2.2.6 Career Growth

An employee's motivation is affected by the promotional opportunities that is available for the employee. Promotion is perceived as the ultimate achievement by the employees and makes them extremely satisfied. Employees will be motivated and satisfied if the organisation provides them promotion and also the factors responsible for it like facilities, skills and ability. (Turkyilmaz, et al., 2011)

Training programmes give the employees a chance to grow at their job by enhancing their knowledge and skills. These training programs help the employees to be self-confident and help them in their career. (Kabir & Parvin, 2011)

2.2.7 Job Security

Globally around seventy-five percent of the employees in comparison to other factors in their preference list preferred to keep their jobs, making job security a determinant factor due to economic reasons. (Arnold & Feldman, 1985) According to Osuagwa (Osuagwa, 2002), employee performance is effected by job security and motivation to work is directly proportional to job security. Job security changes the negative work behaviours and the thought of leaving the job and hence functions as an important motivational tool. (Arnold & Feldman, 1985)

2.3 Intrinsic Factors Influencing Employee Motivation

Intrinsic motivation includes factors of motivation such as interest, personal enjoyment and commitment to work. Intrinsic motivation includes the inherent satisfaction that is derived from the doing of an activity rather than for some separable benefit derived from the activity. (Deci & Ryan, 2000)

Intrinsic motivation is the motivation that is derived from engaging in one's own work not out of compulsion or obligation but for the satisfaction or pleasure derived from performing the work. Employees motivated by intrinsic factors require intangible rewards such as recognition and they are motivated from the work more than the benefits derived from the work. (Chaudhary, 2012)

2.3.1 Skill Variety

Skill variety is the extent to which a particular jobs requires different set of competencies of the employee to carry it out. (Jackson & Mathis, 2011) The more skills are involved in performing a job, the more meaningful it becomes for the employee. By performing in a job with high skill diversity and expertise may develop a sense of competency among the employees. (Dockel, et al., 2006)

2.3.2 Empowerment

Empowerment is defined as allowing and encouraging the employees to take personal initiative and responsibility for any amelioration that is a result of their execution of their assigned work and also contributing to the organisation's overall objective. (Kernaghan & Clutterback, 1994)

It can be also defined as delegation of authority that is done by the managers to their employees. (Sibson, 1994) Employee empowerment gives the employees a control and autonomy over their work which makes them enjoy their work more. (Robbins & Judge, 2013)

More than half of the respondents of a study conducted by Sibson said their motivation for work and job satisfaction comes from the feeling of control over their work and making decisions independently. (Sibson, 1994)

2.3.3 Recognition

The need for recognition makes the employees do more work than they would do normally due to their intrinsic need for the psychological rewards associated with doing a job well. This type of motivation drives an employee on a day-to-day level rather than any other tangible rewards. A study conducted on Pakistani commercial banks to examines the relationship between employee motivation and rewards established that recognition correlates significantly (0.65) with employee work motivation. (Kamalian, et al., 2010)

2.3.4 Total Life Space

Total life space is a new concept which throws light on the fact that employees want to balance their work and home. They expect a reasonable amount of work which doesn't interfere with their personal and social life. (Khan, et al., 2010)

2.3.5 Meaningful Work

Employees wish to engage in meaningful work that gives them a feeling of pride and accomplishment. The outcomes and distinctiveness is important for people who wish to engage in meaningful work and gives them a sense of purpose. (Yaseen, 2013)

2.3.6 Job Engagement

Job engagement means the investment of an employee's mental, cognitive, physical and emotional energies into performing their job. Highly engaged employees have higher productivity levels, lower turnover and fewer safety incidents than less engaged employees in the organisation. Highly successful organisations have more number of engaged employees than in average organisations. (Robbins & Judge, 2013)

2.4 Employee Motivation Impact on Employee Performance

A motivated employee works with greater enthusiasm and gives her/ his best to the work in hand and is an asset for the organisation.

2.4.1 Absenteeism

There is an inverse relationship between motivation and absenteeism of the employee. In case of high motivation the absenteeism is low and vice versa. Absenteeism is viewed as a mean to avoid stressful situations. (Luthans, 1995)

Absenteeism can cost the organisations a lot of money due to the non-attendance of the employees. One of the underlying reason for absenteeism is low employee motivation. (Aguilar & Vlosky, 2009).

2.4.2 Productivity

There isn't much research to establish a relationship between motivation and productivity. However there is consensus that increased amount of motivation and being motivated for a longer period of time leads to increased productivity. (Wigfield & Wentzel, 2009)

When employees perceive that the intrinsic and extrinsic rewards are contingent upon their productivity, then high productivity leads to motivation. Also when extrinsic rewards are distributed equally then they show high productivity which also leads to motivation. (Wajidi & Muhammad, 2013)

2.4.3 Turnover

Turnover is defined as the process in which the employees who have left the organisation are replaced. Turnover, like absenteeism costs organisation a lot of money due to recruitment and training costs associated with it. Excessive turnover reduces the productivity of the organisation. (Westover, 2010)

Though according to a research by Van and Adonisi, some employees, however demotivated they are by their present job, they cannot imagine themselves working at some other place. (Adonisi & Wyk, 2008)

2.4.4 Safety Practices

Low motivation levels discourage people about performing their jobs. This discouragement makes them inattentive and they pay less attention to the job at hand. The lack of attention makes them predisposed to accidents and can be a cause of safety. (Wigfield & Wentzel, 2009)

A study conducted on classroom teachers in Hong Kong showed that those individual who were dissatisfied with their work neglected the safety practices. (Wing-Tung & Chung-Lim, 2006)

CHAPTER – 3: RESEARCH METHODOLOGY

3.1 Need for the Study

Effectively motivating the employees to perform their best has been one of the most crucial but also the toughest responsibilities of management. In a globalised world with cut-throat competition it has become highly imperative for organisations to produce lower priced products with better quality and managing a diverse workforce, in order to motivate employees, managers cannot employ the policy of one glove fits all, they need to consider the other individual factors of each employee which could influence their performance. (Fugate & Kinicki, 2012)

Employees tend to be more motivated towards making effective strategic contributions in their organisations when they are involved and are driven towards achieving the objectives of the organisations. A well-motivated is an asset of the organisation and will increase the efficiency of an organisation towards fulfilling its goals. (Martin & Thompson, 2010)

In the service industry it is beneficial for the organisations that their employees are motivated to perform better and provide better services to their clients. As per KPMG's report of 2017-18, average annual voluntary attrition rate is at 13.4 percent (across nineteen sectors) in India. Attrition rate was observed to be decreasing on moving up the corporate ladder from 15.1 percent (individual contributors) to 8.7 percent (top executives). (KPMG, 2017)

As per Morgan Stanley's research report titled "Millennials to Anchor India's Growth Story", the four hundred million millennials of India constitute around forty-six percent of India's workforce. This makes it necessary to identify the factors which motivates the millennial employees based on their level in the organisation and when a particular motivating agent fails to do so. (Morgan Stanley, 2017)

3.2 Objectives

- Identifying the extrinsic factors influencing motivation.
- Identifying the intrinsic factors influencing motivation.
- Influence of motivation on performance.

3.3 Research Design

Research design outlines the procedures and set of measures used for collecting, measuring and analysing the data that is collected by the researcher. A study that is undertaken to find out the what, who, where, when and how of a particular phenomenon is a descriptive study. (Cooper & Schindler, 2014)

In this research, the questions will be answered by the descriptive research design using cross-sectional technique in which the chosen sample of population will be surveyed with the help of a questionnaire once for answering the research questions. (Sekaran & Bougie, 2013)

In this quantitative research a descriptive research design is appropriate because the study is designed to find out the factors (extrinsic and intrinsic) affect the employee motivation at the work place.

3.3.1 Population and Sampling Design

A population refers to the elements of which some study or inferences can be made. (Cooper & Schindler, 2014) The target population is the population defined by the time, elements and geographical boundaries which shows that the research objectives and scope of the study play a huge role in defining the target population. (Sekaran & Bougie, 2013)

The study population is the total collection of elements which one would like to study as they meet the desired requirements. Sampling is the process in which a part of the population is selected and conclusions are drawn about the entire population. IT industry employs around 3.97 million people. (IBEF, 2019)

- Sampling Technique

Stratified random sampling was used to select sample elements for the survey. This ensures the statistical efficiency of the sample. (Cooper & Schindler, 2014)

- Sample Size

This refers to the number of elements selected from a given population.

According to Cochran's formula,

Sample size (n) = (Z^2 * p * q) / e^2

Where,　　　Z is the confidence level,

　　　　　p is the estimated proportion of the population,

　　　　　q is 1 – p and

　　　　　e is the desired level of precision (margin of error).

As per Morgan Stanley's research report titled "Millennials to Anchor India's Growth Story", the 400 million millennials of India constitute around 46 % of India's workforce. So, let's assume that millennials constitute 46 % of the number of people employed in the IT industry.

Assuming proportion as 46 %, p = 0.46,

q = 1 – 0.46 = 0.54.

Assuming confidence level as 95 %, so the value of Z from Z-table is 1.96.

Assuming margin of error as 8 % = 0.08

n = (1.96 * 1.96 * 0.46 * 0.54) / 0.08 * 0.08

　= 149.10 = 150 (approximately)

Hence, the sample size is 150.

3.3.2 Data Collection Method

It refers to the process of gathering the data after identifying the information needed for the research. It also involves identifying the type of data that needs to be collected (like nominal, ordinal, interval or ratio). A Likert scale was used to gather data on the factors influencing motivation and interval data was collected for the number of years the respondents worked for the organisation.

3.4 Research Procedures

A questionnaire was developed exclusively for this particular study. A self-administered structured questionnaire was used. The questionnaire has four sections, one collects the demographic data, second collects the data of extrinsic factors affecting motivation, third collects the data of intrinsic factors affecting motivation, fourth collects data on effects of motivation on performance.

3.5 Data Analysis Methods

The reason for doing data analysis is to develop summaries and look for patterns by applying statistical techniques. (Cooper & Schindler, 2014) Statistical Package for Social Scientists (SPSS) 20 was used to analyse the data.

CHAPTER – 4: RESULTS

4.1 Introduction

Using SPSS 20 software statistical analysis was done on the data collected. A total of 150 responses were collected from the people working in the IT sector. Based on the research objectives, the data was analysed to generate charts and interpret the results.

4.2 Classification of Respondents by Age Group

Out of the 150 responses collected, 32 percent (48) respondents lie in the age group 18-23, 46 percent (69) respondents lie in the age group 24-29 and 22 percent (33) respondents lie in the age group 30-35.
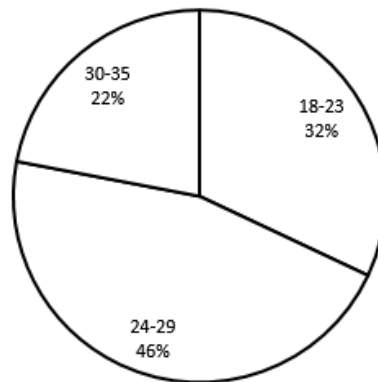

Figure 4.01: Classification of Respondents by Age Group

4.3 Classification of Respondents by Gender

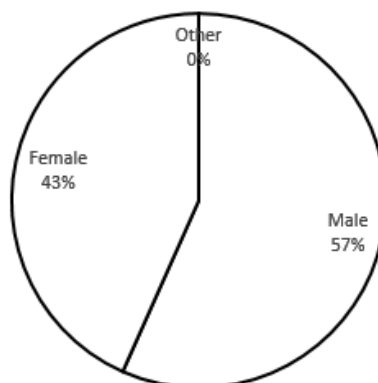Out of the 150 responses collected, 57 percent (85) respondents are male and 43 percent (65) are female.

Figure 4.02: Classification of Respondents by Gender

4.4 Classification of Respondents by Tenure in the Organisation

Out of the 150 responses collected, 67 percent (101) respondents have an experience of 0-4 years, 23 percent (35) respondents have an experience of 5-9 years and 10 percent (14) respondents have an experience of 10-14 years.
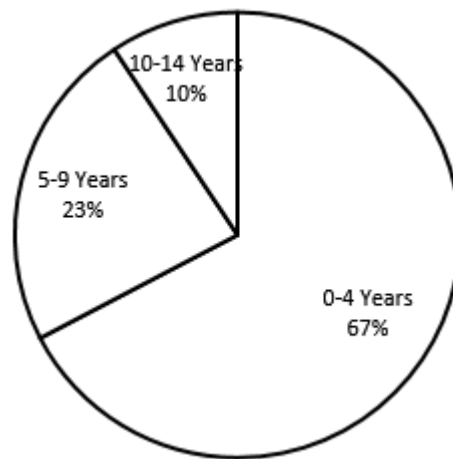

Figure 4.03: Classification of Respondents by Tenure in the Organisation

4.5 Classification of Respondents by Education Background

Out of the 150 responses collected, 3 percent (5) respondents have professional qualifications like CA, CS, 27 percent (40) respondents have a postgraduate degree and 70 percent (105) respondents have an undergraduate degree.
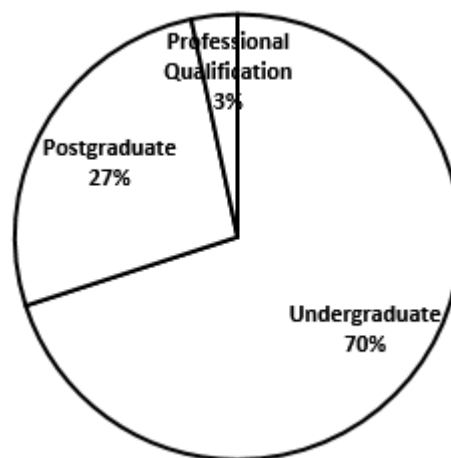

Figure 4.04: Classification of Respondents by Education Background

4.6 Extrinsic Factors that Influence Employee Motivation

The respondents were asked to mark their levels of agreement on a Likert scale for 12 extrinsic factors that influence employee motivation.

4.6.01 Salary Structure

Out of the 150 respondents, 2 (1.33 %) respondents strongly disagreed that salary structure impacted their motivation level. 17 (11.33 %) respondents disagreed that salary structure impacted their motivation level. 2 (1.33 %) respondents neither disagreed nor agreed that salary structure impacted their motivation level. 76 (50.66 %) respondents agreed that salary structure impacted their motivation level. 53 (35.33 %) respondents strongly agreed that salary structure impacted their motivation level.
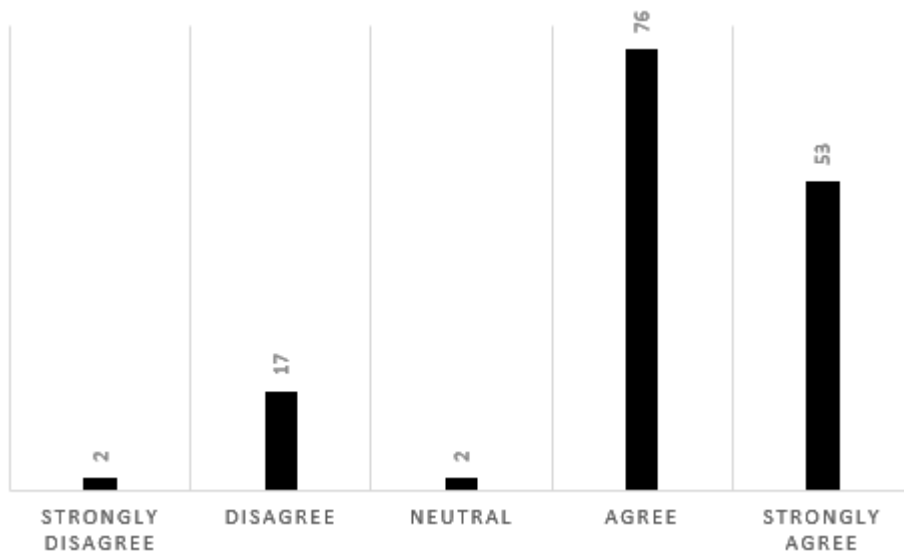

Figure 4.05: Salary Structure Influences Motivation

4.6.02 Fringe Benefits and Bonuses

Out of the 150 respondents, 24 (16 %) respondents strongly disagreed that fringe benefits and bonuses impacted their motivation level. 23 (15.33 %) respondents disagreed that fringe benefits and bonuses impacted their motivation level. 16 (10.66 %) respondents neither disagreed nor agreed that fringe benefits and bonuses impacted their motivation level. 49 (32.66 %) respondents agreed that fringe benefits and

bonuses impacted their motivation level. 38 (25.33 %) respondents strongly agreed that fringe benefits and bonuses impacted their motivation level.
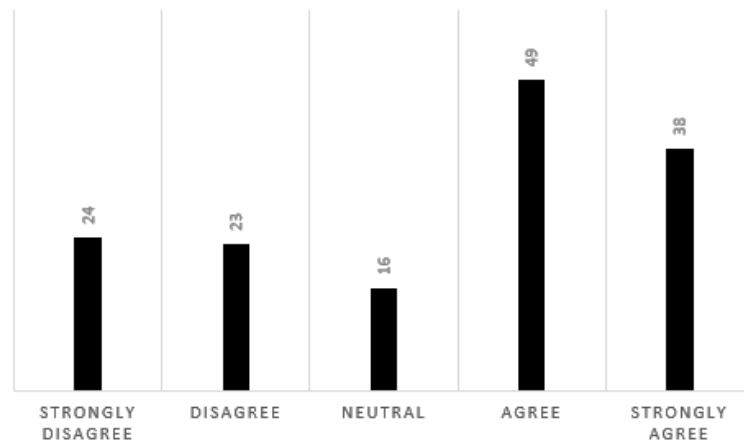

Figure 4.06: Fringe Benefits and Bonuses Influence Motivation

4.6.03 Monetary Rewards v/s Non-monetary Rewards

Out of the 150 respondents, 16 (10.66 %) respondents strongly disagreed that non-monetary rewards motivated them more than monetary rewards. 39 (26 %) respondents disagreed that non-monetary rewards motivated them more than monetary rewards. 41 (27.33 %) respondents neither disagreed nor agreed that non-monetary rewards motivated them more than monetary rewards. 37 (24.66 %) respondents agreed that non-monetary rewards motivated them more than monetary rewards. 17 (11.33 %) respondents strongly agreed that non-monetary rewards motivated them more than monetary rewards.
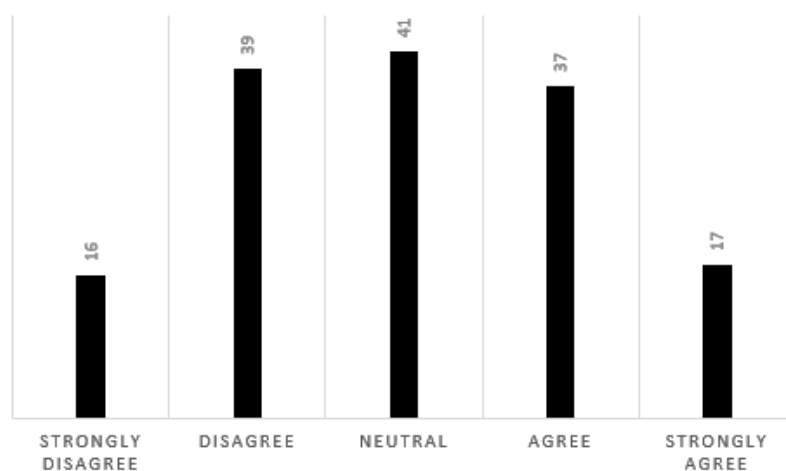

Figure 4.07: Monetary Rewards and Non-Monetary Rewards Influence Motivation

4.6.04 Relationship with my Managers

Out of the 150 respondents, 13 (8.66 %) respondents strongly disagreed that relationship with their managers influenced their motivation level. 24 (16 %) respondents disagreed that relationship with their managers influenced their motivation level. 16 (10.66 %) respondents neither disagreed nor agreed that relationship with their managers influenced their motivation level. 56 (37.33 %) respondents agreed that relationship with their managers influenced their motivation level. 41 (27.33 %) respondents strongly agreed that relationship with their managers influenced their motivation level.
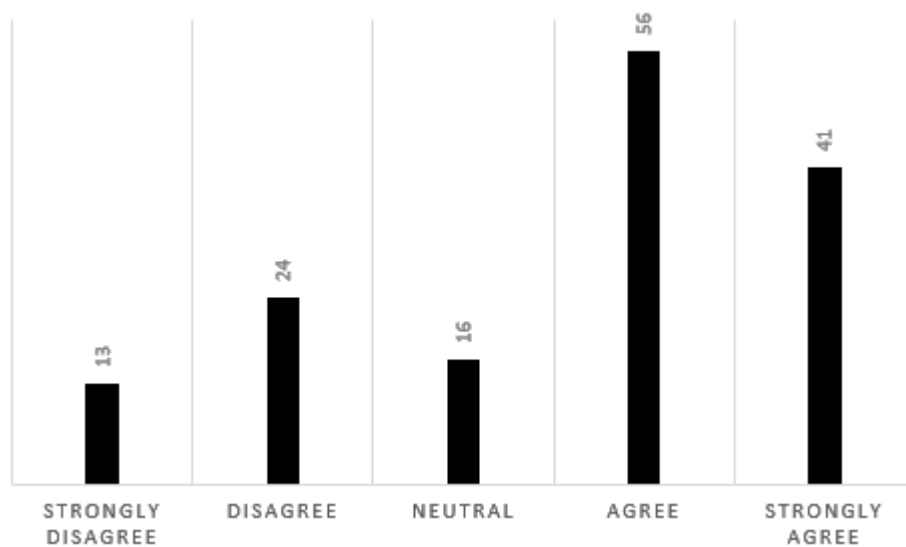

Figure 4.08: Relationship with Managers Influences Motivation

4.6.05 Physical Environment

Out of the 150 respondents, 17 (11.33 %) respondents strongly disagreed that quality of physical environment influenced their motivation level. 17 (11.33 %) respondents disagreed that quality of physical environment influenced their motivation level. 20 (13.33 %) respondents neither disagreed nor agreed that quality of physical environment influenced their motivation level. 49 (32.66 %) respondents agreed that quality of physical environment influenced their motivation level. 47 (31.33 %) respondents strongly agreed that quality of physical environment influenced their motivation level.
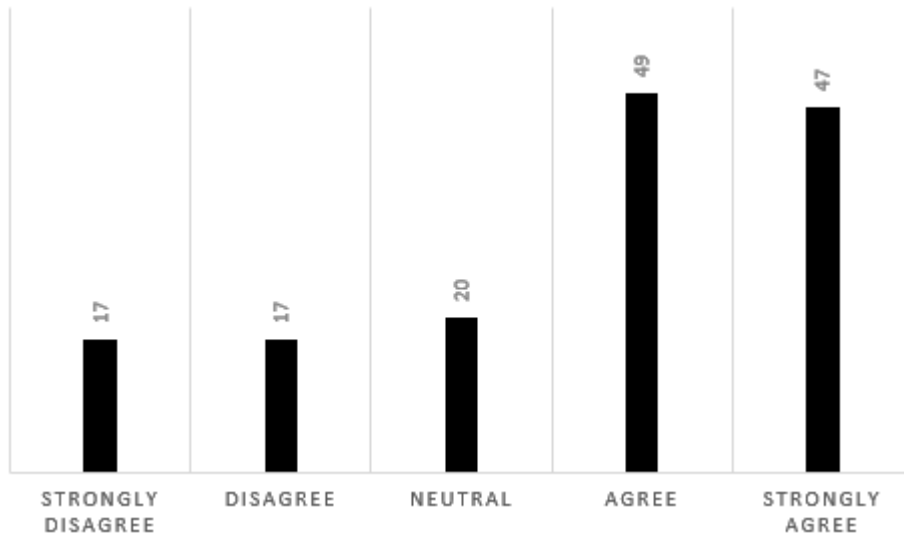
Figure 4.09: Physical Environment Influences Motivation

4.6.06 Co-workers

Out of the 150 respondents, 20 (13.33 %) respondents strongly disagreed that their motivation level is influenced by co-workers. 41 (27.33 %) respondents disagreed that their motivation level is influenced by co-workers. 23 (15.33 %) respondents neither disagreed nor agreed that their motivation level is influenced by co-workers. 43 (28.66 %) respondents agreed that their motivation level is influenced by co-workers. 23 (15.33 %) respondents strongly agreed that their motivation level is influenced by co-workers.
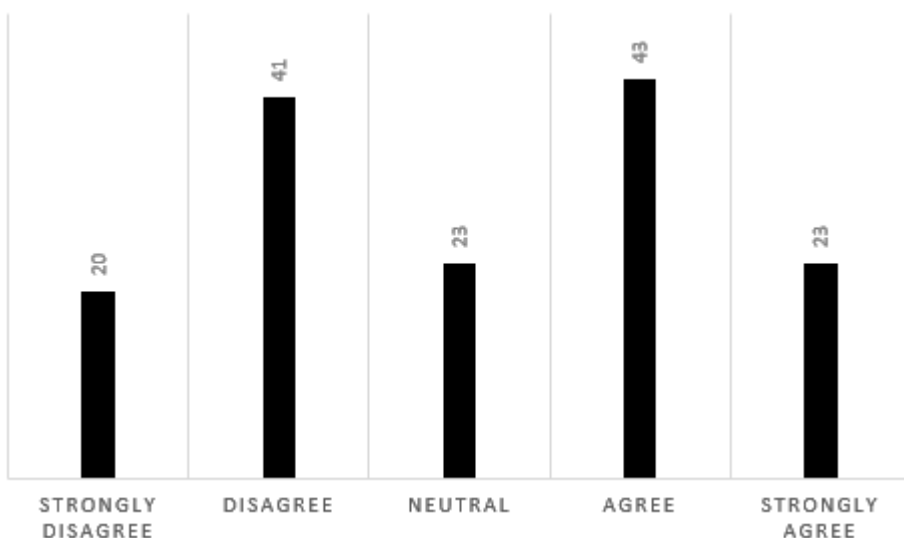

Figure 4.10: Co-Workers Influence Motivation

4.6.07 Style of Leadership

Out of the 150 respondents, 24 (16 %) respondents strongly disagreed that style of leadership influenced their motivation level. 32 (21.33 %) respondents disagreed that style of leadership influenced their motivation level. 11 (7.33 %) respondents neither disagreed nor agreed that style of leadership influenced their motivation level. 57 (38 %) respondents agreed that style of leadership influenced their motivation level. 26 (17.33 %) respondents strongly agreed that style of leadership influenced their motivation level.
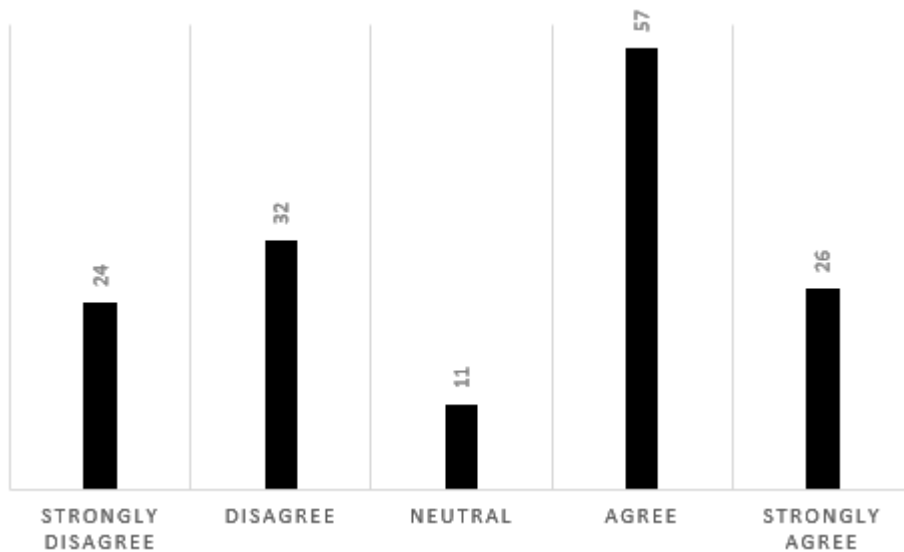

Figure 4.11: Style of Leadership Influences Motivation

4.6.08 Communication of Management

Out of the 150 respondents, 24 (16 %) respondents strongly disagreed that the effectiveness in which information is provided and communication is carried out influences their motivation. 17 (11.33 %) respondents disagreed that the effectiveness in which information is provided and communication is carried out influences their motivation. 13 (8.66 %) respondents neither disagreed nor agreed that the effectiveness in which information is provided and communication is carried out influences their motivation. 57 (38 %) respondents agreed that the effectiveness in which information is provided and communication is carried out influences their motivation. 39 (26 %) respondents strongly agreed that the effectiveness in which information is provided and communication is carried out influences their motivation.
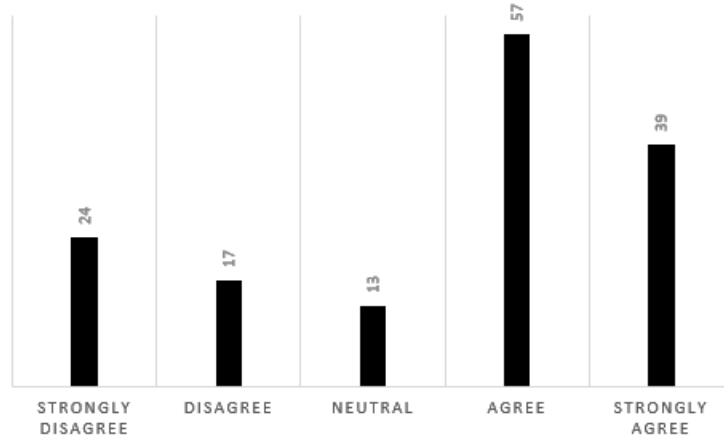
Figure 4.12: Communication of Management Influences Motivation

4.6.09 Freedom to Carry Out Responsibilities

Out of the 150 respondents, 18 (12 %) respondents strongly disagreed that the degree of freedom given to them to carry out their responsibilities impacted their motivation level. 18 (12 %) respondents disagreed that the degree of freedom given to them to carry out their responsibilities impacted their motivation level. 10 (6.66 %) respondents neither disagreed nor agreed that the degree of freedom given to them to carry out their responsibilities impacted their motivation level. 56 (37.33 %) respondents agreed that the degree of freedom given to them to carry out their responsibilities impacted their motivation level. 48 (32 %) respondents strongly agreed that the degree of freedom given to them to carry out their responsibilities impacted their motivation level.
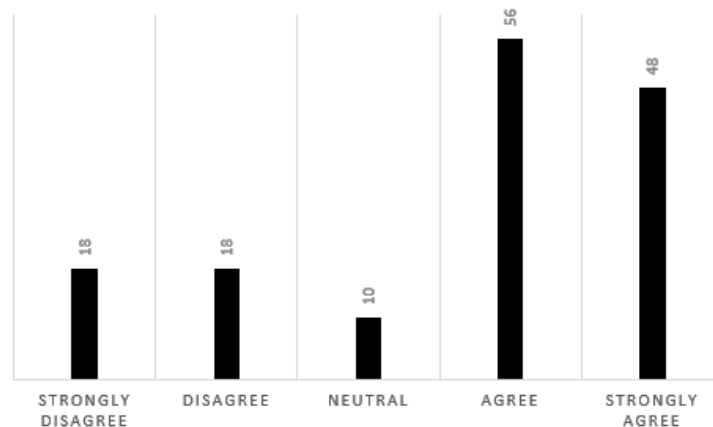

Figure 4.13: Freedom to Carry Out Responsibilities Influences Motivation

4.6.10 Promotion Opportunities

Out of the 150 respondents, 17 (11.33 %) respondents strongly disagreed that the promotion opportunities in the organisation impacted their motivation level. 29 (19.33 %) respondents disagreed that the promotion opportunities in the organisation impacted their motivation level. 4 (2.66 %) respondents neither disagreed nor agreed that the promotion opportunities in the organisation impacted their motivation level. 56 (37.33 %) respondents agreed that the promotion opportunities in the organisation impacted their motivation level. 44 (29.33 %) respondents strongly agreed that the promotion opportunities in the organisation impacted their motivation level.
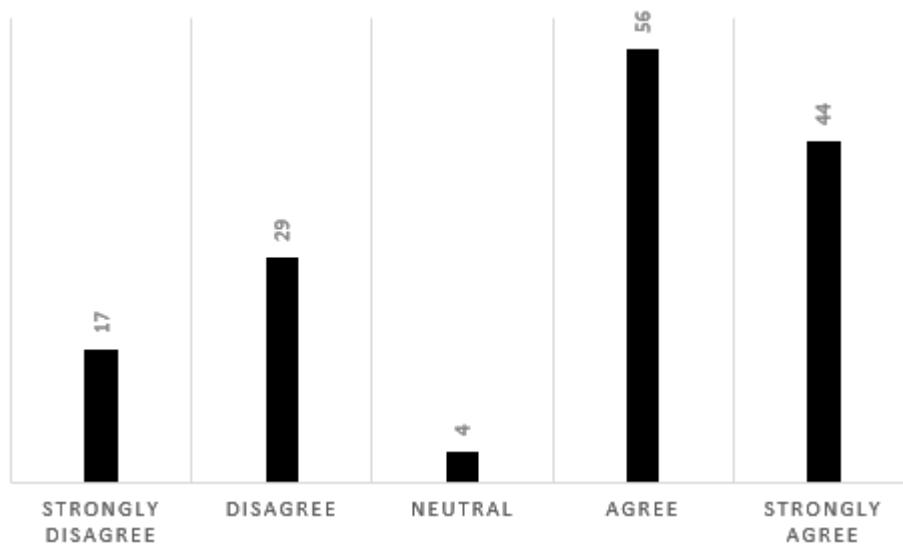
Figure 4.14: Promotion Opportunities Influence Motivation

4.6.11 Job Security

Out of the 150 respondents, 25 (16.66 %) respondents strongly disagreed that job security impacted their motivation level. 22 (14.66 %) respondents disagreed that job security impacted their motivation level. 9 (6 %) respondents neither disagreed nor agreed that job security impacted their motivation level. 53 (35.33 %) respondents agreed that job security impacted their motivation level. 41 (27.33 %) respondents strongly agreed that job security impacted their motivation level.
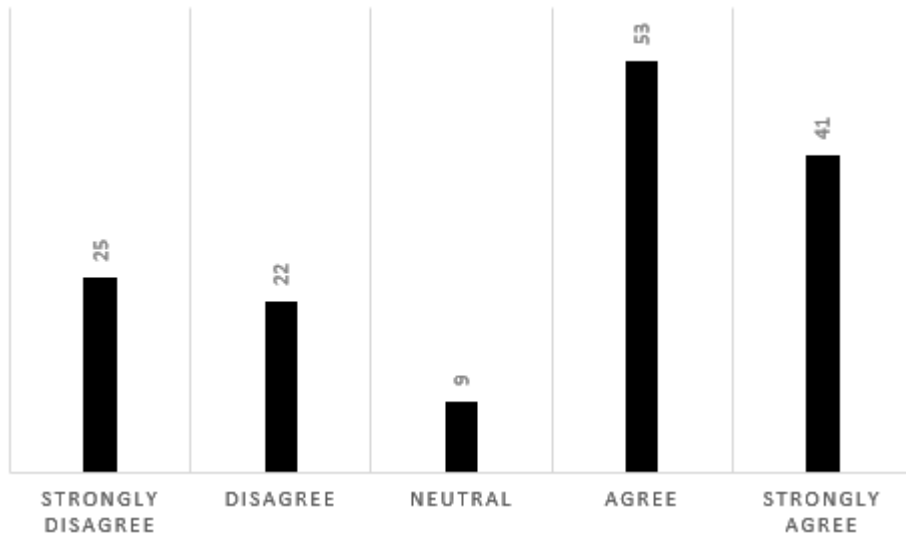
Figure 4.15: Job Security Influences Motivation

4.6.12 Training Programmes

Out of the 150 respondents, 23 (15.33 %) respondents strongly disagreed that the training programmes impacted their motivation level. 40 (26.66 %) respondents disagreed that the training programmes impacted their motivation level. 13 (8.66 %) respondents neither disagreed nor agreed that the training programmes impacted their motivation level. 45 (30 %) respondents agreed that the training programmes impacted their motivation level. 29 (19.33 %) respondents strongly agreed that the training programmes impacted their motivation level.

Figure 4.16: Training Programmes Influence Motivation

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4.7 Intrinsic Factors that Influence Employee Motivation

The respondents were asked to mark their levels of agreement on a Likert scale for 9 intrinsic factors that influence employee motivation.

4.7.1 Recognition

Out of the 150 respondents, 18 (12 %) respondents strongly disagreed that recognition impacted their motivation level. 19 (12.66 %) respondents disagreed that recognition impacted their motivation level. 7 (4.66 %) respondents neither disagreed nor agreed that recognition impacted their motivation level. 57 (38 %) respondents agreed that recognition impacted their motivation level. 49 (32.66 %) respondents strongly agreed that recognition impacted their motivation level.
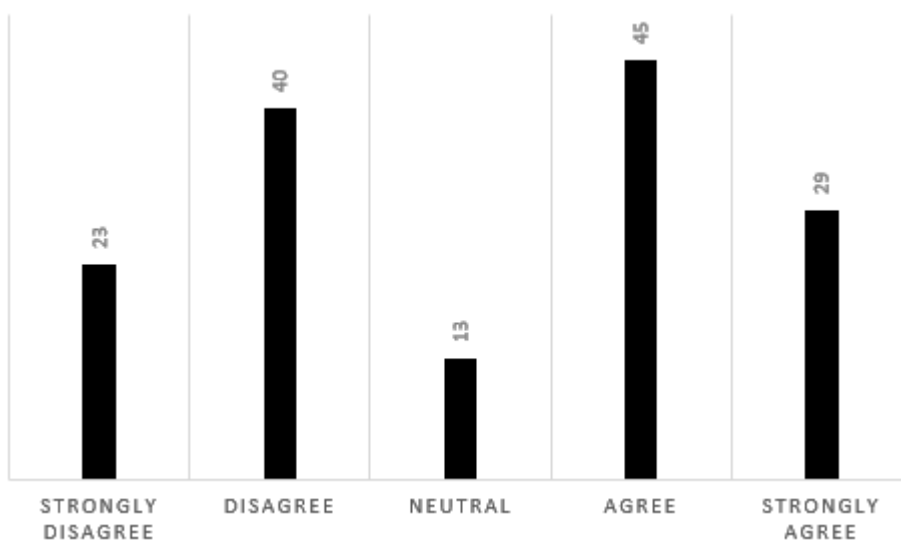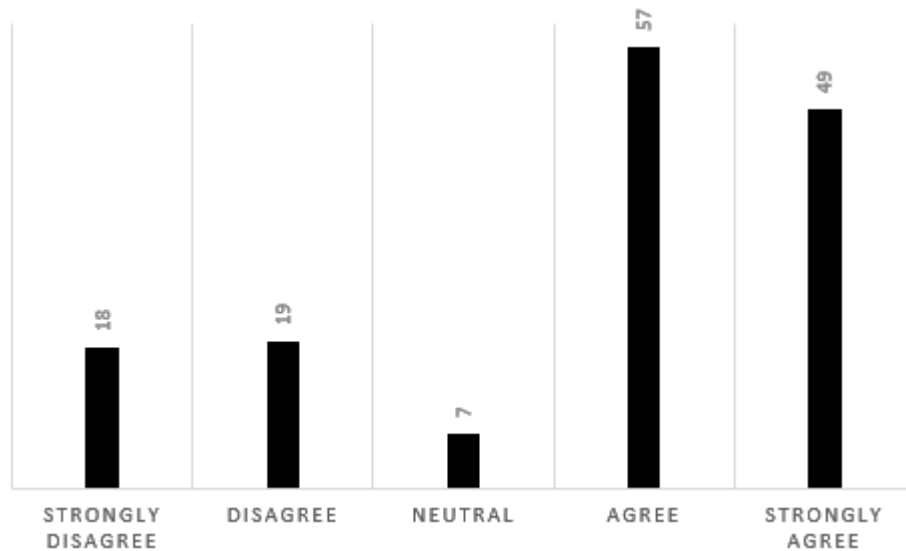

Figure 4.17: Recognition Impacts Motivation

4.7.2 Skill Variety

Out of the 150 respondents, 14 (9.33 %) respondents strongly disagreed that skill variety impacted their motivation level. 24 (16 %) respondents disagreed that skill variety impacted their motivation level. 15 (10 %) respondents neither disagreed nor agreed that skill variety impacted their motivation level. 64 (42.66 %) respondents agreed that skill variety impacted their motivation level. 33 (22 %) respondents strongly agreed that skill variety impacted their motivation level.
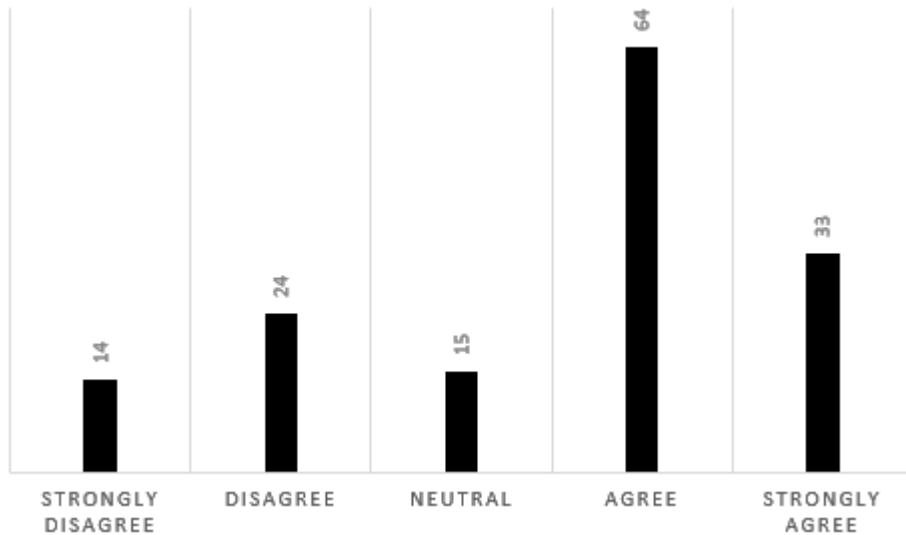
Figure 4.18: Skill Variety Influences Motivation

4.7.3 Meaningful Work

Out of the 150 respondents, 18 (12 %) respondents strongly disagreed that meaningful work impacted their motivation level. 26 (17.33 %) respondents disagreed that meaningful work impacted their motivation level. 15 (10 %) respondents neither disagreed nor agreed that meaningful work impacted their motivation level. 56 (37.33 %) respondents agreed that meaningful work impacted their motivation level. 35 (23.33 %) respondents strongly agreed that meaningful work impacted their motivation level.

Figure 4.19: Meaningful Work Influences Motivation

4.7.4 Trust

Out of the 150 respondents, 18 (12 %) respondents strongly disagreed that trust shown in them impacted their motivation level. 23 (15.33 %) respondents disagreed that trust shown in them impacted their motivation level. 3 (2 %) respondents neither disagreed nor agreed that trust shown in them impacted their motivation level. 64 (42.66 %) respondents agreed that trust shown in them impacted their motivation level. 39 (26 %) respondents strongly agreed that trust shown in them impacted their motivation level.
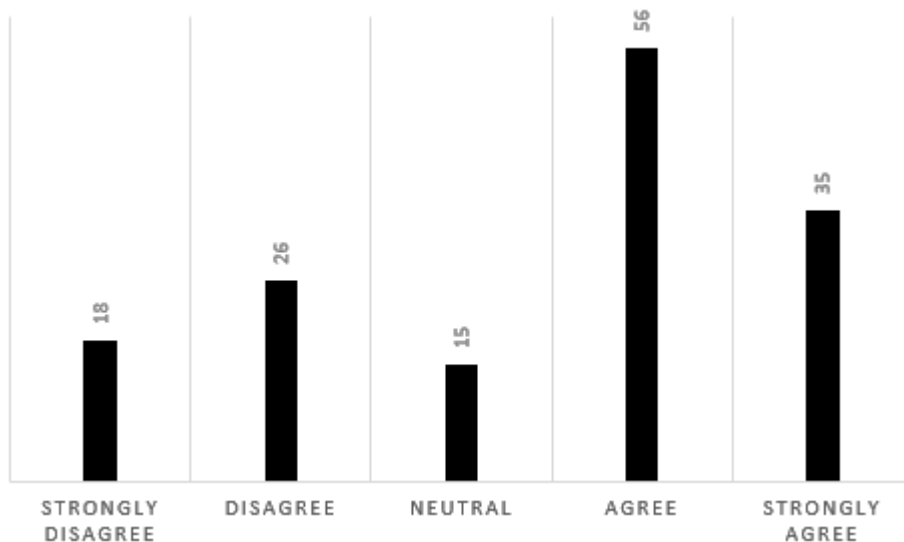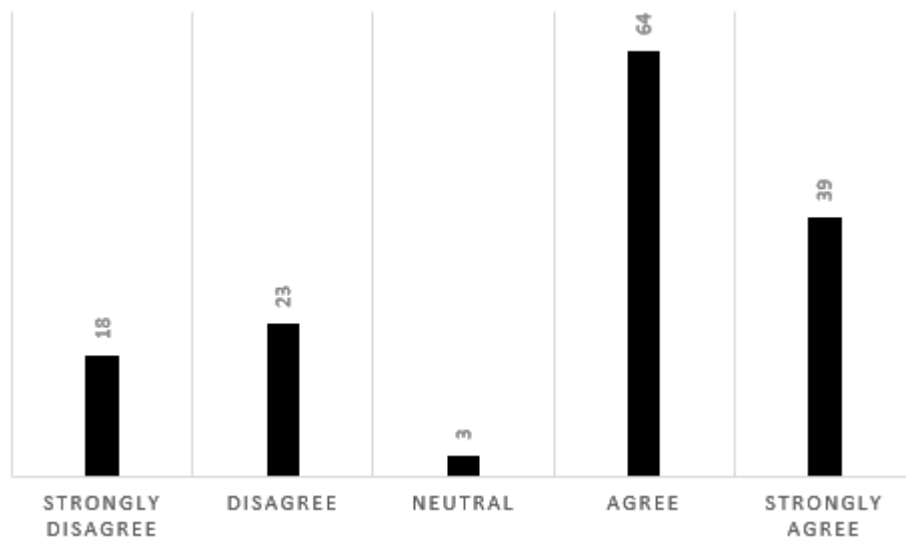

Figure 4.20: Trust Influences Motivation

4.7.5 Responsibility

Out of the 150 respondents, 10 (6.66 %) respondents strongly disagreed that the amount of responsibility given to them impacted their motivation level. 19 (12.66 %) respondents disagreed that the amount of responsibility given to them impacted their motivation level. 12 (8 %) respondents neither disagreed nor agreed that the amount of responsibility given to them impacted their motivation level. 57 (38 %) respondents agreed that the amount of responsibility given to them impacted their motivation level. 52 (34.66 %) respondents strongly agreed that the amount of responsibility given to them impacted their motivation level.
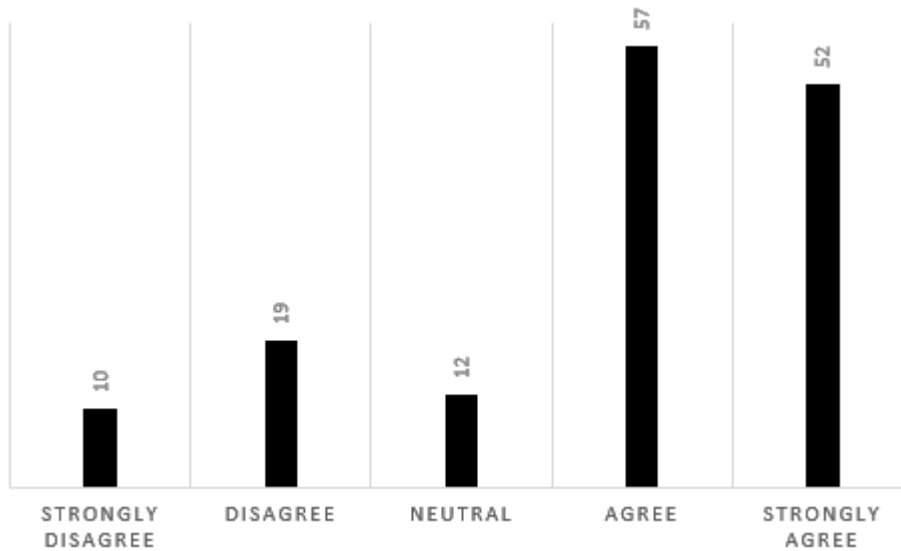
Figure 4.21: Responsibility Influences Motivation

4.7.6 Work-Life Balance

Out of the 150 respondents, 18 (12 %) respondents strongly disagreed that having a balanced work-life impacted their motivation level. 28 (18.66 %) respondents disagreed that having a balanced work-life impacted their motivation level. 7 (4.66 %) respondents neither disagreed nor agreed that having a balanced work-life impacted their motivation level. 59 (39.33 %) respondents agreed that having a balanced work-life impacted their motivation level. 38 (25.33 %) respondents strongly agreed that having a balanced work-life impacted their motivation level.

Figure 4.22: Work-Life Balance Influences Motivation

4.7.7 Autonomy and Empowerment

Out of the 150 respondents, 13 (8.66 %) respondents strongly disagreed that the level of autonomy and empowerment given to them impacted their motivation level. 20 (13.33 %) respondents disagreed that the level of autonomy and empowerment given to them impacted their motivation level. 11 (7.33 %) respondents neither disagreed nor agreed that the level of autonomy and empowerment given to them impacted their motivation level. 61 (40.66 %) respondents agreed that the level of autonomy and empowerment given to them impacted their motivation level. 45 (30 %) respondents strongly agreed that the level of autonomy and empowerment given to them impacted their motivation level.
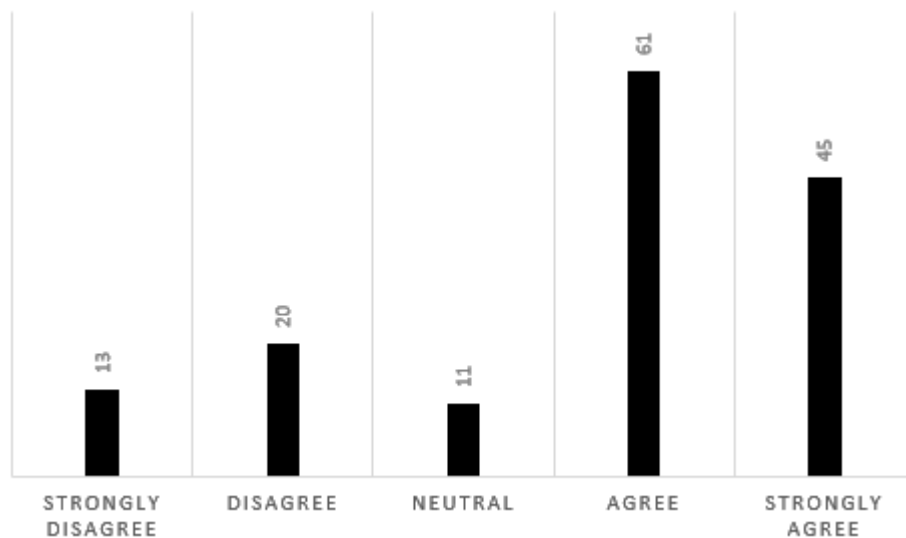
Figure 4.23: Autonomy and Empowerment Influence Motivation

4.7.8 Employee Engagement

Out of the 150 respondents, 23 (15.33 %) respondents strongly disagreed that the amount of cognitive and mental skills invested impacted their motivation level. 21 (14 %) respondents disagreed that the amount of cognitive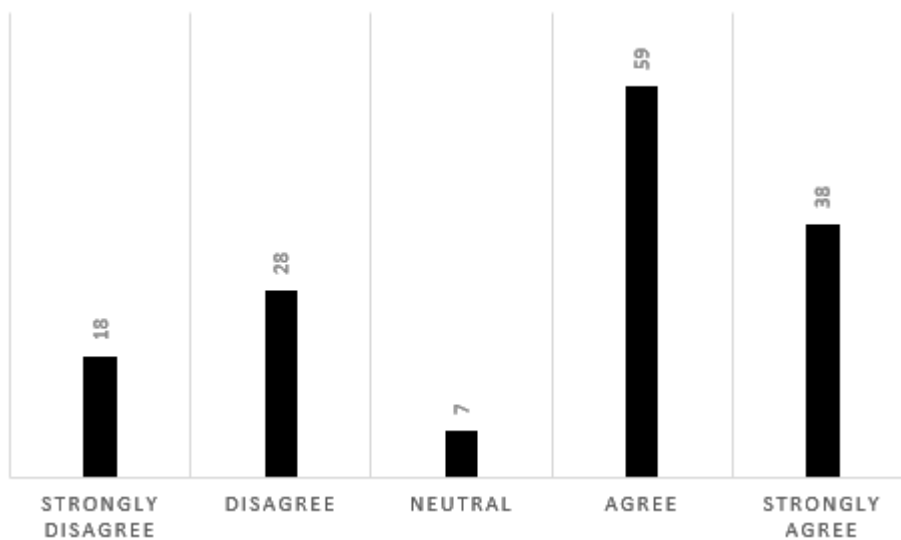 and mental skills invested impacted their motivation level. 10 (6.66 %) respondents neither disagreed nor agreed that the amount of cognitive and mental skills invested impacted their motivation level. 55 (36.66 %) respondents agreed that the amount of cognitive and mental skills invested impacted their motivation level. 41 (27.33 %) respondents strongly agreed that the amount of cognitive and mental skills invested impacted their motivation level.
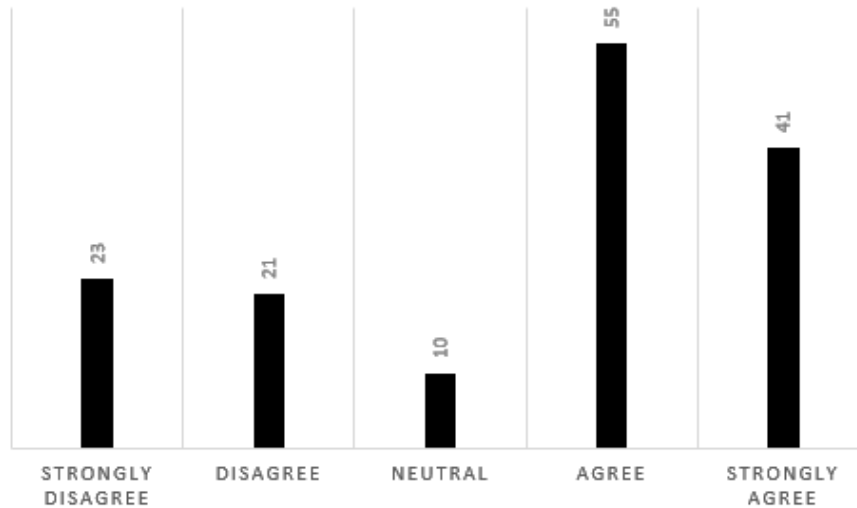
Figure 4.24: Employee Engagement Influences Motivation

4.7.9 Feedback

Out of the 150 respondents, 23 (15.33 %) respondents strongly disagreed that the feedback given to them impacted their motivation level. 33 (22 %) respondents disagreed that the feedback given to them impacted their motivation level. 13 (8.66 %) respondents neither disagreed nor agreed that the feedback given to them impacted their motivation level. 41 (27.33 %) respondents agreed that the feedback given to them impacted their motivation level. 40 (26.66 %) respondents strongly agreed that the feedback given to them impacted their motivation level.
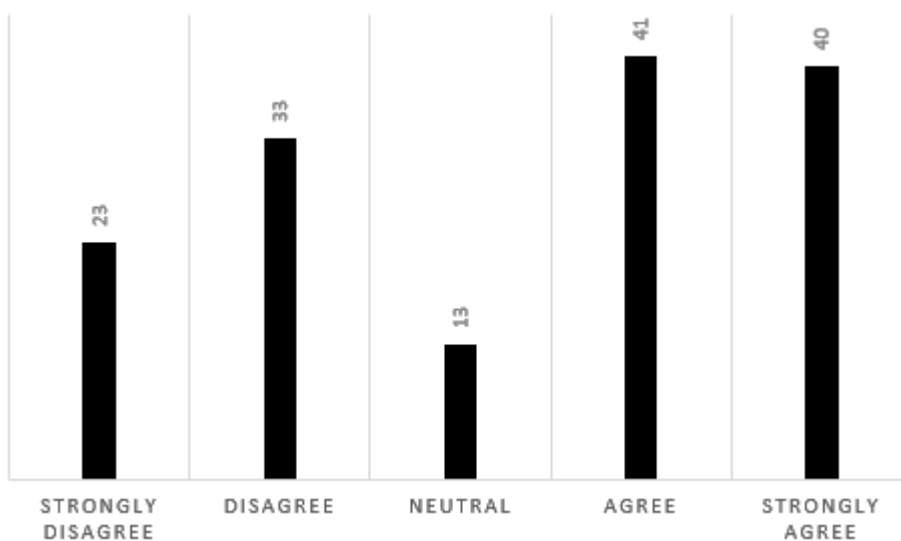
Figure 4.25: Feedback Influences Motivation

4.8 Impact of Employee Motivation on Performance

Using a Likert scale the agreement levels of respondents were measured to the impact of employee motivation on their performance.

4.8.1 Absenteeism

Out of the 150 respondents, 36 (24 %) respondents strongly disagreed that employee motivation is indirectly proportional to absenteeism. 36 (24 %) respondents disagreed that employee motivation is indirectly proportional to absenteeism. 15 (10 %) respondents neither disagreed nor agreed that employee motivation is indirectly proportional to absenteeism. 48 (32 %) respondents agreed that employee motivation is indirectly proportional to absenteeism. 15 (10 %) respondents strongly agreed that employee motivation is indirectly proportional to absenteeism.
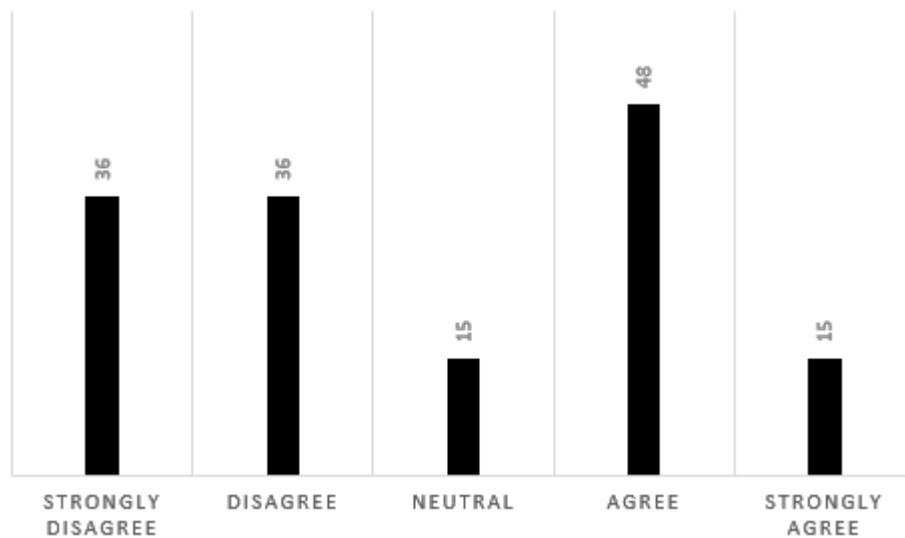
Figure 4.26: Motivation Impacts Absenteeism

4.8.2 Productivity

Out of the 150 respondents, 0 respondents strongly disagreed that employee motivation is directly proportional to productivity. 47 (31.33 %) respondents disagreed that employee motivation is directly proportional to productivity. 7 (4.66 %) respondents neither disagreed nor agreed that employee motivation is directly proportional to productivity. 56 (37.33 %) respondents agreed that employee motivation is directly proportional to productivity. 40 (26.66 %) respondents strongly agreed that employee motivation is directly proportional to productivity.
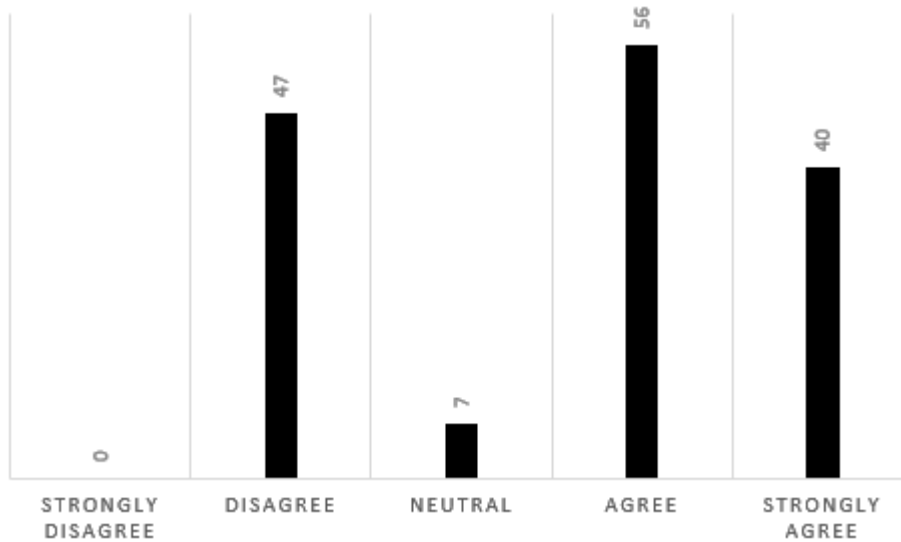
Figure 4.27: Motivation Impacts Productivity

4.8.3 Turnover

Out of the 150 respondents, 18 (12 %) respondents strongly disagreed that employee motivation is indirectly proportional to turnover. 33 (22 %) respondents disagreed that employee motivation is indirectly proportional to turnover. 30 (20 %) respondents neither disagreed nor agreed that employee motivation is indirectly proportional to turnover. 47 (31.33 %) respondents agreed that employee motivation is indirectly proportional to turnover. 22 (14.66 %) respondents strongly agreed that employee motivation is indirectly proportional to turnover.

Figure 4.28: Motivation Impacts Turnover

4.8.4 Safety Practices

Out of the 150 respondents, 11 (7.33 %) respondents strongly disagreed that employee motivation is directly proportional to safety practices. 26 (17.33 %) respondents disagreed that employee motivation is directly proportional to safety practices. 34 (10 %) respondents neither disagreed nor agreed that employee motivation is directly proportional to safety practices. 51 (34 %) respondents agreed that employee motivation is directly proportional to practices. 28 (18.66 %) respondents strongly agreed that employee motivation is directly proportional to practices.
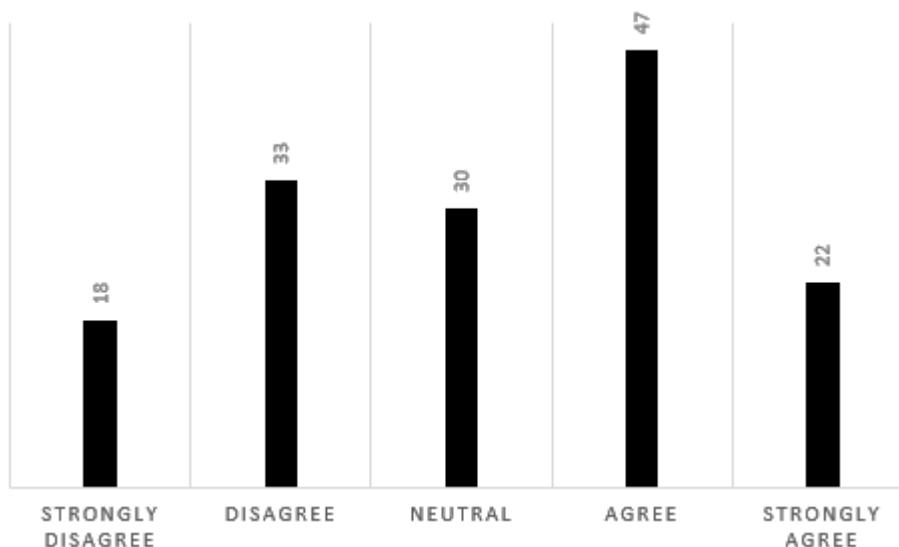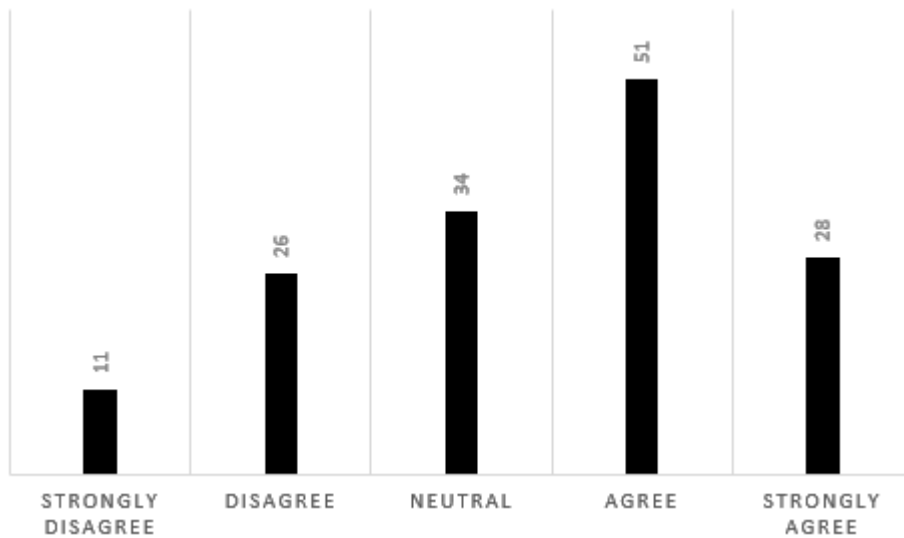

Figure 4.29: Motivation Impacts Safety Practices

CHAPTER – 5: RECOMMENDATIONS

5.1 Recommendations for Improvement

After studying the results the study has following recommendations to make. The following recommendations are for improving the motivation of the employees through the extrinsic and intrinsic factors established.

5.1.1. Extrinsic Factors Influencing Motivation

The organisations should exploit these factors to maintain the employee motivation level. Keeping these factors in mind, changes should be introduced in the company's policy and their human resource practices so as to ensure that the employees are well motivated to do their jobs. Salary and bonuses are important to boost motivation. Management style and the physical environment also impact their motivation. The responsibility given and how their career maps out in the company also influences their motivation. Thus, the human resource policies should be designed keeping these motivation drivers in mind.

5.1.2 Intrinsic Factors Influencing Motivation

Organisations can use certain extrinsic factors to influence the intrinsic factors that influence motivation like giving the employees the autonomy to do their work and designing their job in such a way so as to inspire the employees and keep their motivation level high.

5.1.3 Impact of Motivation on Performance

As one can see the impact an employee's motivation has on his/ her performance in terms of absenteeism, turnover and productivity, it becomes imperative for the organisation to maintain the motivation of the employees so that they can contribute to the organisation's goals and objectives. Hence, the organisation should implement human resources policies and practices keeping this in mind.

5.2 Recommendations for Future Research

Future researchers can widen the scope of this research by studying various other industries. They should also study other factors beside the extrinsic and intrinsic factors and also study the effect of other independent variables (like family background, etc.) on motivation. Future researchers can use this study as a literature review and take up from here to study the motivation factors.

CHAPTER – 6: REFERENCES

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CHAPTER – 7: ANNEXURE-QUESTIONNAIRE

Dear Respondent,

This is a survey form to collect data on the factors influencing the motivation of millennial employees and the impact on performance. The information you will provide will remain strictly confidential and will be used for the purpose of completing my MBA research project.

Thank you for your time, if you would like to receive a copy of the results kindly mention your e-mail id so that it can be mailed to you.

Regards.

Q1) Age

18-23   24-29   30-35

Q2) Gender

Male   Female   Other

Q3) How long have you been working in your current organisation?

0-4 Years   5-9 Years   10-14 Years   15-18 Years

Q4) Level of Education

10th Pass   12th Pass   Undergraduate   Postgraduate   Doctorate

Professional Qualification (CA, CS)

Q5) Section A: Extrinsic factors influencing employee motivation.

Levels of Agreement				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Levels of Agreement	1	2	3	4	5
The salary structure has an impact on my motivation level.					
The fringe benefits and bonuses influence my motivation level at work.					
Non-monetary rewards motivate me more than monetary rewards.					

	1	2	3	4	5
My relationship with my managers influences my motivation level.					
The quality of physical environment impacts my motivation level.					
My motivation level is influenced by co-workers.					
The style of leadership of the management affects my motivation level.					
The effectiveness in which information is provided and communication is carried out influences my motivation.					
The degree of freedom given to me to carry out my responsibilities impacts my motivation level.					
The promotion opportunities in my organisation impact my motivation levels.					
Job security influences my motivation level.					
The training programmes offered influence my motivation level.					

Q6) Section B: Intrinsic factors influencing employee motivation.

Levels of Agreement				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Levels of Agreement	1	2	3	4	5
I am more motivated to perform my job when I am recognised and appreciated for my work.					
The different skills required to do my job influence my motivation levels.					
My motivation level is influenced by how meaningful I think my work is.					
The level of trust shown in me influences my motivation at work.					
The amount of responsibility I have impacts my motivation level.					
Having a balanced work-life influences my motivation level.					
The level of autonomy and empowerment I have impacts my motivation level.					

The amount of cognitive and mental skills invested influence my motivation levels.					
Feedback on my work impacts my motivation level.					

Q7) Section C: Impact of employee motivation on performance.

Levels of Agreement				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Levels of Agreement	1	2	3	4	5
The level of motivation has indirect impact on number of leaves I take.					
The level of motivation has direct impact on my productivity.					
The degree of motivation has indirect impact on turnover. (Turnover is when employees leave the organisation and have to be replaced.)					
The degree of motivation has direct impact on practising safety procedures.					

Q8) E-mail id. (In case you want to know the results of the study.)