

Spring 2015

The Moderating Effects of Praise on the Relationship between Autonomy and Work Motivation

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The Moderating Effects of Praise on the Relationship between Autonomy and Work Motivation

The Thesis of: Alyssa Washakowski

Abstract: This study applied self-determination theory principals and the already existing links to work motivation to examine how praise would moderate the relationship between work motivation and autonomy. Previous literature has already stated that there is a positive relationship between autonomy and work motivation and also a positive relationship between praise and work motivation. A sample of 54 participants was used in a 37 question survey highlighting questions on work motivation, autonomy and praise. Our results yielded that there was in fact a significant relationship between praise moderating the effects of autonomy on work motivation. From this research it is evident that praise plays a much greater role in the level of work motivation that employees have. This is something that managers should pay attention to when creating higher levels of motivation in their company.

Keywords: work motivation, autonomy, praise, recognition, self-determination theory

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I. INTRODUCTION

Work motivation is an important topic in literature that has been heavily researched in the past. It can be linked to many different theories and parts of a work environment that become detrimental to a corporation's and the employee's success. When companies do not have motivated employees, the productivity of the firm may decrease. Whether the employees are intrinsically motivated by their work or extrinsically motivated by the rewards they receive, they need to be motivated in some way to complete the work put in front of them. Without motivation, firms cannot operate efficiently and effectively. Studies have shown that companies with employees that have low work motivation may have higher turnover rates, low organizational commitment, and low job satisfaction among employees. It is also emphasized in multiple articles that managers and supervisors should focus their efforts on improving the level of work motivation and job satisfaction that their employees have. Work motivation has been found to not only change an employee's outlook on their job, but has also been combined in literature with other aspects of work that could improve overall work motivation. Links between motivation and autonomous work have been found; when an employee has a greater amount of freedom and independence in their work they may exhibit a higher level of work motivation in comparison to an extremely monotonous and scheduled job. A link between praise and recognition can also be seen with work motivation. Besides paychecks, monetary rewards can motivate employees, but they can also be motivated by other rewards such as praise and recognition alone. Higher levels of praise in a specific job can motivate employees and increase their productivity. This paper researches aspects of work motivation with praise moderating the effects between a routine or non-autonomous job and work motivation. We found that previous literature had proven certain links within our research question, but had not filled in the gap of

praise as a moderator. There are many studies in the past that state the relationship between work motivation and one other aspect, but none mention adding a third component into the mix. We hoped to find a positive link between praise moderating the relationship that already exists between autonomous jobs and the level of work motivation that employees have.

A. Research Question: How does praise affect the relationship between autonomy and work motivation?

II. LITERATURE REVIEW

A. What is Work Motivation?

Work motivation is necessary for humans to complete their day to day tasks at their place of work and expresses their overall commitment to their job. The reasons why people are motivated answer the question of “why do we get up in the morning and go to work?” The level of motivation that people have can vary for an immense amount of reasons. The level of work motivation of an individual can also relate to their satisfaction with their job and the enjoyment they receive from completing their tasks. In an article by Udai Pareek, it is stated that work motivation “has come to mean work satisfaction, commitment to work, involvement in work” (Pareek, 1974, p. 16). If an individual is more satisfied with the work they are doing and more committed to their company, they may exhibit a higher amount of work motivation. In the literature, work motivation is defined as “a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior and to determine its form, direction, intensity, and duration” (Latham & Pinder, 2005, p. 486). The literature also states that “motivation concerns energy, direction, persistence and equifinality--all aspects of activation and intention” (Ryan & Deci, 2000, p. 69). An individual needs to be stimulated and activated to actually do their tasks at hand and what researchers aim to find is what causes that stimulation.

Latham and Pinder believe that a person's needs help to cause the level of motivation a person has. They state that needs explain why a person must do something, but not why certain actions are chosen to be done in certain situations (Latham & Pinder, 2005). The needs of a person will help determine how motivated they are to get a task done in their environment, but they do not tell what a person will do to get the task done.

Within the literature, motivation is also broken down into two different types; intrinsic motivation and extrinsic motivation. Intrinsic motivation can be defined as "doing something because it is inherently interesting or enjoyable" while extrinsic motivation can be defined as "doing something because it leads to a separable outcome" (Ryan & Deci, 2000, p. 55). It can be said that "no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation" because of the way humans seek out the challenges themselves and strive to learn on their own (Ryan & Deci, 2000, p. 70). From the time we are children we learn to explore and learn each and every day. Once we find something that piques our interest it is up to us to explore that further and those that do are intrinsically motivated by that subject. This can translate into the workplace later on in life; there are many people in the world that have a job because of the genuine interest they have in their work. Some find their work captivating on its own and believe that the work they are doing serves as the reward itself, which is intrinsic motivation. Authentic work done by intrinsically motivated employees and not for external factors can be found to be more genuine and can ultimately enhance their work performance (Ryan & Deci, 2000, p. 57). On the other hand, people can be intrinsically and extrinsically motivated for different tasks and not everyone will be motivated in the same way as another. Some people may be motivated to work for the rewards they receive, such as their paycheck or benefits. This would be an example of extrinsic motivation because the activity they are doing is

not bringing them the joy or motivation, the rewards outside of their job is what is propelling them to continue their work.

Goal setting is also a huge part of work motivation and is often elaborated on in research articles. When setting high goals versus those that are easy to attain, one puts in greater effort. This could be linked to a factor of motivation in their job; a high goal within the company makes them work harder and put in effort to achieve this and therefore, motivation may be higher overall. However, it could also be said that if there is little to no commitment to the job in the first place, then the goals that are set might not be completed with as high a level of intensity. Simply put, if the work does not interest the employee, their motivation to complete goals is low. Someone who has high work motivation and is committed to their job may complete the goals set for them at a quicker pace or more thoroughly. Also, if a goal is seen as a challenge the employee could be motivated to complete the challenge and conquer it. However, if the goal is set and it seems as though failure is inevitable, the employee may draw away from this and lack the motivation they need to complete it (Locke & Latham, 2000).

Another key point that goes along with work motivation is organizational commitment and involvement in a job. In Cherian and Jacob's article they quote "job involvement and organizational commitment measures have been found to have an impact on employee motivation" (Blau, 1988). If the employee is committed to their job, they will make an effort to improve the skills needed for that job and motivate themselves to perform well (Cherian & Jacob, 2013, p. 81). If organizational commitment and involvement is low, work motivation will also be low for employees.

Motivation is an important part of everyday life and especially important for corporations to have motivated employees. “In the real world, motivation is highly valued because of its consequences: Motivation produces” (Ryan & Deci, 2000, p. 69). A motivated employee, whether for intrinsic or extrinsic reasons, can increase the level of productivity for their place of work and can contribute to meeting the goals of the company. As stated earlier in the definition for work motivation, the direction, intensity, and duration of an employee’s work motivation is what causes corporations to run smoothly and successfully. Without intrinsically or extrinsically motivated employees in a job, there is no output.

B. What is Autonomy?

Autonomy is the independence or freedom that someone has in their life. In the workplace autonomy can have a similar meaning for employees and their role within their corporation. People have a certain level of independence within their job and that level depends on many different aspects including where they work, their position within the company and their job description. In the literature autonomy is defined as "the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out” (Hackman & Oldham, 1975, p. 162). If autonomy is low within a job it is possible that the work is very monotonous or that the employee has little choice in the tasks they complete or when they complete them.

Within the literature researchers break down autonomy into three different areas and define each one. Work method autonomy can be defined as “the degree of discretion/choice individuals have regarding the procedures/methods they utilize in going about their work” (Breugh, 1985, p. 358). This could regard the manner or processes they use to complete the work they are given. Work scheduling autonomy is defined as “the extent to which workers feel

they can control the scheduling/sequencing/timing of their work activities,” which can be extremely important to an individual because our day to day schedules can become hectic and busy very quickly (Breugh, 1985, p. 358). Finally, there is work criteria autonomy which is defined as “the degree to which workers have the ability to modify or choose the criteria used for evaluating their performance” (Breugh, 1985, p. 358). Many jobs have a set system in place for evaluating their employees. However, if the employee can choose how they want to be evaluated and what they want to be evaluated on it may benefit them more so than the company’s system that is set in place. Some jobs may contain all three types of autonomy and the employee is free to create their schedule, complete tasks when they wish and choose how they structure their day. Even having one or two types of autonomy and not the third can improve the outlook an employee has on their employment. Some jobs may have very low autonomy or an amount where the employee can choose small aspects of their day and not others.

Autonomy is important to the workplace because “when employees are given job autonomy, they can more effectively perform producing and servicing activities by more efficiently utilizing their knowledge, skills, and abilities” (Park & Searcy, 2011, p. 305). An employee may feel as though their talents are highlighted more when the work they do is completely scheduled and chosen by them. An employee may feel as though their talents are overshadowed if they are in a group setting or if their schedule and tasks are compiled by someone else. There could be situations where employees could work their way up in a company or when they have worked at the company for multiple years that their job then becomes more autonomous. “When a company grants employees job autonomy, employees may consider these freedoms and discretions as indications that the company respects them and values their inputs” which can be extremely important because an employee’s feelings towards the company can

have a great impact on the work they produce (Park & Searcy, 2011, p. 307). Overall, individuals and employees do not want to be told what to do; they want the freedom and independence to choose their tasks and schedule that an autonomous job would give them. If they are given more freedom and choices, they may be more productive and committed to their job.

C. What is Praise?

Praise is known as the act of conveying approval to someone or of something. If someone is given praise, it is to show them they have done a good job at something or to show support for the other. In the workplace, praise can be an important part of completing tasks for some people and for others, it is not important to receive praise in order for them to continue doing their jobs sufficiently. Whether it is important to someone or not, it is still something that can and should be given to employees from managers, fellow employees or group members. “According to a comprehensive study by the Gallup Organization, employees throughout America have reported receiving little recognition and praise” and it was stated that “approximately 65% of Americans reported receiving no recognition or praise within the workplace (Rath & Clifton 2004)” (Stevic & Ward, 2008, p. 524). Although literature does not give a clear definition of recognition, we are defining it as acknowledgement of a person and their actions. It is similar to praise although there is a slight difference in that it is more about giving credit for work that has been done and recognizing someone’s actions rather than giving them approval. Recognition can be positive or negative and in this paper we will just focus on positive recognition or appreciating employees for their efforts. Danish and Usman state that “employees take recognition as their feelings of value and appreciation and as a result it boosts up morale of employee which ultimately increases productivity of organizations” (Danish & Usman, 2010, p. 160). Without this recognition, companies and organizations may lack

productivity due to employees that feel undervalued and unappreciated. It is an important factor to efficiency of companies to praise and recognize their employees for their hard work.

As mentioned before, receiving recognition or praise may not affect the level of productivity or the effort one puts in at work because praise is not something everyone neither seeks nor needs to feel successful in their jobs. For others, not receiving enough or any praise can hinder their level of productivity and can greatly affect the effort they put into their tasks at work. It can be said that “the power of positive recognition, praise, and life satisfaction not only appear to influence the optimal functioning of people in the present, but also encourage positive development in the future” and this development can greatly impact someone’s career and daily work habits (Stevic & Ward, 2008, p. 525). Praise and recognition can come in many different forms within a corporate setting. Monetary based rewards could promote motivation and productivity, but verbal praise and non-monetary rewards for goals met can also help boost morale and strengthen an employee’s mood or work engagement. “The Aon Hewitt survey found recognition was the fourth-most important driver of engagement globally in 2012” and giving out praise can also have other benefits such as improving revenue growth and employee retention rates (Ladika, 2013, p. 52). Similarly, it was found that “encouraging employees to recognize one another for exceptional performance or cooperation can enhance teamwork, strengthen bonds between employees and instill pride” (Ladika, 2013, p. 52). If an employee completes a project or task correctly, in the given time frame, or works extremely hard on it, they deserve to be given praise by their managers and or peers in their place of work. Although it may not be what drives someone to get their work done, for others it may make all the difference for their work life and their personal life.

III. THEORETICAL DEVELOPMENT

A. Self-Determination Theory

Self-determination theory is the philosophy that an individual's behavior can be self-determined or self-motivated. This theory helps tie all points of this research paper together in that it focuses largely on what externally motivates people and causes them to make choices without any external interference. In the literature, Ryan and Deci define self-determination theory as "an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation" (Ryan, Kuhl, & Deci, 1997 p. 68). Some aspects of STD point out that the motivation people may have is because of external factors that force them to do the things they do, it is not because they want to internally. For example, employees may be motivated to get their work done because their supervisor or manager is overseeing them for the day. If the superior was not present, they may not be as highly motivated.

STD involves an individual's underlying values and the reasons why they would be intrinsically motivated to do something rather than extrinsically motivated. Gagne and Deci state that "an important aspect of SDT is the proposition that extrinsic motivation can vary in the degree to which it is autonomous versus controlled" (Gagne & Deci, 2005, p. 334). What they are highlighting here is the fact that some activities may not intrinsically motivate a person, but the reasons they do the activity (which they are extrinsically motivated to do) could be either for some type of reward or for the consequence associated with not completing the activity. Being extrinsically motivated to complete a task for the reward holds more autonomy than if they are being punished for not completing it, which would be more of a controlling situation. The

reasons why people do things relate to either their values or beliefs in the action or whether they are externally motivated and STD aims to interpret human behavior in this sense.

B. Work Motivation and Praise

The relationship between an employee's level of work motivation and the praise or recognition they receive in a job has been researched and supported in many different articles. Recognition or feedback in a job can be extremely important to employees' work performance and motivation to complete their assignments. If an employee is not intrinsically motivated by their work from the start, giving rewards can certainly help to motivate them extrinsically. Workers can be motivated by rewards such as financial bonuses, promotions, or benefits, but they can also be motivated by recognition in the form of praise. Feedback itself, whether positive or negative, can be vital to the learning process in an educational setting, but also in a professional environment. If one is not told they are doing something incorrectly, they may never correct their mistakes. Praise is just as important to learning as constructive criticism and employees may value the feedback they receive at different levels. Literature has shown in the past that workers who have experienced a high level of feedback or praise within their jobs have a higher level of work motivation. In one study done by Ali and Ahmed, they found that "if more focus is placed on rewards and recognition, it could have a resultant positive impact on motivation and thus result in higher levels of job performance" (Ali & Ahmed, 2009, 278). Continuously doing work and not receiving any feedback whether positive or negative could possibly hinder an employee's work ethic or make them believe that they are not completing their work adequately. In other words, people want to be told when they are doing a good job. If employees are being recognized and rewarded for their work, such as with a promotion, it can produce further growth for the employee and leave them with a feeling of higher responsibility.

These results in turn will lead to higher motivation and commitment within their place of work (Danish & Usman, 2010, p. 160). As stated earlier, many companies do not pay enough attention to the praise they give their employees because of the low percentage of people that reported not receiving any praise or recognition in their job. The first hypothesis of this paper has been researched in the past and proven to be positive; higher levels of praise will lead to highly motivated employees.

Hypothesis 1: Praise is positively related to work motivation.

C. Work Motivation and Autonomy

The link between the level of work motivation an employee has and the level of autonomy within their job is evident through many works of literature. If an employee does not have the option to control any of their day to day activities, their motivation to do those daily tasks will decrease. Also, if their tasks are mundane and very routine, the employee will have a lower desire to complete them. An assembly line worker may have a lower desire to go into work every day because they know they will be doing a similar task to those they completed the day before. When jobs can be more heavily enriched and workers can change up their schedules, the desire to work may increase. Oldham and Cummings found that “complex, challenging jobs... are expected to support and encourage higher levels of motivation and creativity than are relatively simple, routine jobs” (Oldham & Cummings, 1996, 626). While routine jobs can lower a workers motivation, a controlling manager can also lower their motivation. Having the freedom to choose what tasks are completed each day and to create a schedule will help to boost the motivation a worker has. The literature shows that “employees exhibited higher performance and lower intentions to quit when their jobs were complex and when their supervisors were described as supportive and non-controlling” (Oldham & Cummings, 1996, 626). While there are certainly

jobs where managers and superiors must control the schedule, having some form of autonomy in the work day will help boost spirits and increase the motivation a worker has to stay at the job. If a manager can support the decisions an individual makes and not control every part of their schedule, they will be happier overall and driven to complete their work. With our data we hoped to research further the relationship that has been found in literature between work motivation and autonomy.

Hypothesis 2: Autonomy is positively related to work motivation.

D. Praise as a Moderator

The relationship between autonomy and work motivation has been proven to be positive in the literature as stated earlier, but adding another variable, praise, into that relationship has not been studied within previous literature. We wanted to research what the results would be if for example, someone had a job with very low autonomy and therefore low work motivation, received an immense amount of praise and if it would eventually cause their work motivation to increase. Another example of a question we wanted to find out was if someone was working in a very autonomous job with high work motivation received praise for their work would their work motivation further increase because of the praise they received? We wanted to see how important the factor of praise really was to employees' levels of work motivation in jobs where they had more or less freedom to schedule themselves. We already knew that autonomy itself helped boost levels of work motivation and that praise alone also helped to boost motivation, but would praise be an aspect that improved motivation with an autonomous or non-autonomous job? With our study we researched the effects that praise had as a moderator on the already existing relationship between autonomy and work motivation.

Hypothesis 3: Praise moderates the relationship between autonomy and work motivation.

IV. METHODS

A. Subjects

We present a study using 54 people in a professional work environment that are all above the age of 18. The participants were chosen from professional contacts and from there we used the snowball effect to gain more participants. We targeted industries such as insurance, engineering, finance and education. Out of the total participants, 36.8% came from engineering, 12.3% came from education, 10.5% came from other industries not included in the survey, 7% of participants came from finance industry, another 7% was from nonprofit organizations and another 7% came from the technology and electronics industry. The other industries that were represented by 1-3 participants included advertising or marketing, business support, government, insurance, manufacturing, and retail industries. There were three people that dropped out of the study for unknown reasons and these participants were not penalized in any way. The study took place in March and April of 2015. The Institutional Review Board from the University of New Hampshire reviewed and approved this study before it was given to human subjects. The approval letter from the IRB is below in Exhibit 1 in the Appendices section.

B. Survey

To complete this study we created a survey of 37 questions using a website that participants could use to access the survey. The link was pasted into the email that was sent to them along with the explanation of the study. The ethical consent form was on the first page of the survey and if participants did not wish to continue, they could simply click that they did not comply and the survey would end. Our survey consisted of a 1-7 scale for all questions where 1 was “strongly disagree” or “not at all important” and 7 was “strongly agree” or “extremely important” depending on the wording of the question. To create the work motivation section of

the study we used the 12 question Motivation at Work Scale by Gagné, Forest, Gilbert, Aubé, Morin, and Malorni (2010). This included statements such as “because I enjoy this work very much” where the participants responded how strongly they agreed that the statements were reasons that they were doing their specific job. For the questions related to autonomy we used the nine question Work Autonomy Scale by Breugh (1999). In this section the participants were asked how much they agreed with statements such as “I have some control over the sequencing of my work activities (when I do what)”. The scales for the four feedback and praise questions in the survey were created by Earley (1986). Here the participants were asked how important praise and feedback criticism were to their personal lives and their job performance. Finally, 11 questions about job satisfaction, motivation, and autonomy were used from the Basic Need Satisfaction Scale by Van den Broeck, Vansteenkiste De Witte, Soenens, and Lens (2010). These questions asked participants to use the 7 point scale and state how much they agreed with statements such as “my job allows me to make a lot of decisions on my own”. By compiling all parts of the above listed scales we were able to create a unique 37 question survey for our participants that highlighted work motivation, autonomy and praise. The survey is present in Exhibit 2 in the below Appendices section.

C. Procedure

The participants were sent an email that asked them to be involved in a study regarding work motivation and explained that it was part of a thesis study at the University of New Hampshire. They were told to click the link within the email to start the survey. When they opened the link the participants would see the ethical consent form displayed as the first page of the survey. If they consented to start the survey, it took five to ten minutes of their time to complete. All responses that were recorded were kept completely confidential in a password

protected folder on my computer. We then compiled the data to find the results of the survey after a month of collecting responses.

V. RESULTS

Correlation and regression analyses were conducted to examine the relationship between autonomy and work motivation. We also used these analyses to examine the relationship of praise as a moderator in the relationship between work motivation and autonomy. Table 1 in the below Appendices sections shows the correlations from our study. We found from this table that relationships do or do not exist with the significance at the 0.05 level. The relationship between praise and work motivation was not significant at $r = .168$ ($p > .05$). The relationship between autonomy and work motivation was significant at the $r = .275$ ($p < .05$). Our third hypothesis that we formulated showed a strong relationship with a significant correlation at $r = .748$ ($p < .05$). Table 2 below in the Appendices shows our Model Summary from the regression analysis. This table holds work motivation as the dependent variable and has the model praise, autonomy and work motivation as number 1 and the relationship between all three (work motivation, autonomy and praise) with praise as the moderator as number 2. Our results showed that the relationship between praise and work motivation was not significant at $r = .079$ ($p > .05$). However, the relationship of praise moderating motivation and autonomy, our third hypothesis, showed to be significant at $r = .000$ ($p > .05$). The R^2 value in this table also corresponds with our significance levels as the first relationship has a much lower R^2 value at $R^2 = .095$ compared to the second relationship at $R^2 = .979$. This shows how closely the data relates to the model we created and how accurate the significance levels are. Ideally, we want the R^2 value to be as close to one as possible and our third hypothesis is almost exactly at one.

Our Anova Results (Table 3 in Appendices) from our regression analysis show that the first model between praise and autonomy is not significant at $F(2, 53) = 2.671, p > .05$. It also shows the second model as the relationship between the interaction of praise on autonomy and work motivation was significant at $F(3, 53) = 769.987, p < .05$. Table 4 in the below Appendices section is our Coefficients table from the regression analysis. This table again states the significance of our models and shows that praise does in fact moderate the relationship between autonomy and work motivation at a significant level.

VI. DISCUSSION/CONCLUSION

In our results from the regression analysis we can see that our third hypothesis is significant. Praise moderates the relationship that exists between work motivation and autonomy. The correlations show that our second hypothesis with praise and work motivation does not exist. Although this relationship has been proven positive in past literature, our results did not yield it to be significant. This could be because our sample size was small and could not detect the relationship properly. The high correlation and significance level of our third hypothesis shows that praise plays a significant role within the already existing relationship between autonomy and work motivation. From the results of our research it is evident that praise is an extremely important component to organizations running smoothly. Even if employees have a highly autonomous job, praise is still a factor that needs to be added to increase their work motivation. Managers and supervisors need to be aware that praise can significantly affect the way their employees work and could ultimately improve overall work motivation for them. When employees feel appreciated and valued for the work they have done, it makes them work toward their goals and feel accomplished. Giving employees the freedom to choose their schedules and work functions helps to boost motivation in some ways, but overall, giving

employees praise often will increase their level of work motivation which in turn could increase their levels of productivity, efficiency, and job commitment. Managers are often taught to motivate their employees and one major way they can do this is through praise and recognition.

In our study there were some limitations that may have affected the data we collected and the results we analyzed. Our sample size of 54 participants was relatively small. The data and responses may have been different if our sample size was larger. If we had a larger sample size of data our results may have increased the power of the sample size and thus reducing the chance even further of a null hypothesis. Also, to add more participants to the study we used the snowball effect and asked participants to circulate the survey as best they could. This could be a limitation in our study because the majority of our participants came from the engineering industry. If we had used a random sample from multiple different industries the results may have turned out differently with industries more evenly represented.

VII. APPENDICES

Table 1:

		Correlations		
		Motivation	Autonomy	Praise
Pearson Correlation	Autonomy	.275*		
	Praise	.168	.112	
	Interaction	.748**	.236	.773**

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2:

Model Summary		
Model	R Square	Sig. F Change
1	.095	.079
2	.979	.000

a. Predictors: (Constant), Praise, Autonomy

b. Predictors: (Constant), Praise, Autonomy, Interaction

c. Dependent Variable: Motivation

Table 3:

Anova Results				
	Model	df	F	Sig.
1	Regression	2	2.671	.079
	Residual	51		
	Total	53		
2	Regression	3	769.987	.000
	Residual	50		
	Total	53		

a. Dependent Variable: Motivation

b. Predictors: (Constant), Praise, Autonomy

c. Predictors: (Constant), Praise, Autonomy, Interaction

Table 4:**Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.874	.708		4.058	.000
	Autonomy	.183	.094	.260	1.939	.050
	Praise	.116	.112	.139	1.033	.306
2	(Constant)	4.498	.115		39.100	.000
	Autonomy	.020	.015	.029	1.344	.185
	Praise	-.847	.027	-1.014	-31.056	.000
	Interaction	.183	.004	1.525	45.675	.000

a. Dependent Variable: Motivation

Exhibit 1:

University of New Hampshire

Research Integrity Services, Service Building
51 College Road, Durham, NH 03824-3585
Fax: 603-862-3564

11-Mar-2015

Washakowski, Alyssa
Management, Paul College
4 Main St., Apt 11
Durham, NH 03824

IRB #: 6186

Study: The Moderating Effects of Praise on the Relationship Between Job Task and Work Motivation

Approval Date: 09-Mar-2015

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved the protocol for your study as Exempt as described in Title 45, Code of Federal Regulations (CFR), Part 46, Subsection 101(b). Approval is granted to conduct your study as described in your protocol.

Researchers who conduct studies involving human subjects have responsibilities as outlined in the attached document, *Responsibilities of Directors of Research Studies Involving Human Subjects*. (This document is also available at <http://unh.edu/research/irb-application-resources>.) Please read this document carefully before commencing your work involving human subjects.

Upon completion of your study, please complete the enclosed Exempt Study Final Report form and return it to this office along with a report of your findings.

If you have questions or concerns about your study or this approval, please feel free to contact me at 603-862-2003 or Julie.simpson@unh.edu. Please refer to the IRB # above in all correspondence related to this study. The IRB wishes you success with your research.

For the IRB,



Julie F. Simpson
Director

cc: File
Franczak, Jennifer

Exhibit 2:

Work Motivation Survey

1. What industry does your job identify with? (multiple choice question)

Advertising and Marketing

Business Support and Logistics

Education

Engineering

Finance and Financial Services

Government

Insurance

Manufacturing

Nonprofit

Retail and Consumer Durables

Real Estate

Technology, Internet and Electronics

Utilities and Energy

Other

For questions 2-13 please use the scale below to indicate for each of the following statements to what degree they presently correspond to one of the reasons for which you are doing this specific job. (Gagné, Forest, Gilbert, Aubé, Morin, and Malorni, 2010)

1= not at all 2= very little 3= a little 4= moderately 5= strongly
6= very strongly 7= exactly

1. Because I enjoy this work very much
2. Because I have fun doing my job
3. For the moments of pleasure that this job brings me
4. I chose this job because it allows me to reach my life goals
5. Because this job fulfills my career plans
6. Because this job fits my personal values
7. Because I have to be the best in my job, I have to be a “winner”
8. Because my work is my life and I don’t want to fail
9. Because my reputation depends on it
10. Because this job affords me a certain standard of living

11. Because it allows me to make a lot of money
12. I do this job for the paycheck

For questions 14-22, please use the scale below to indicate how much you agree with the following statements. (Breugh, 1999)

1= Strongly Disagree 2= Disagree 3= Disagree Slightly 4= Neither Agree Nor Disagree
5= Slightly Agree 6= Agree 7= Strongly Agree

13. I am allowed to decide how to go about getting my job done (the methods to use).
14. I am able to choose the way to go about my job (the procedures to utilize).
15. I am free to choose the method(s) to use in carrying out my work.
16. I have control over the scheduling of my work.
17. I have some control over the sequencing of my work activities (when I do what).
18. My job is such that I can decide when to do particular work activities.
19. My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others.
20. I am able to modify what my job objectives are (what I am supposed to accomplish).
21. I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives).

For questions 23-24, please use the scale below to indicate how important the following types of feedback are to your job performance. (Earley, 1986)

1= Not at all Important 2= Not that Important 3= Does not Matter 4=
Somewhat Important 5=Important 6= Very Important 7= Extremely Important

22. Praise
23. Criticism Feedback

For questions 25-26, please use the scale below to indicate how important the following types of feedback are to you personally. (Earley, 1986)

1= Not at all Important 2= Not that Important 3= Does not Matter 4=
Somewhat Important 5=Important 6= Very Important 7= Extremely Important

24. Praise

25. Criticism Feedback

For questions 27-37, please use the scale below to indicate how much you agree with the following statements. (Van den Broeck, Vansteenkiste De Witte, Soenens, and Lens 2010)

1= Strongly Disagree 2= Disagree 3= Disagree Slightly 4= Neither Agree Nor Disagree
5= Slightly Agree 6= Agree 7= Strongly Agree

26. People at work tell me I am good at what I do.
27. I am quite proud to be able to tell people for whom I work.
28. I can decide for my own which task I execute.
29. My job allows me to make a lot of decisions on my own.
30. I feel free to express my ideas and opinions in this job.
31. I feel like I can be myself at my job.
32. At work, I often feel like I have to follow other people's commands
33. If I could choose, I would do things at work differently
34. The tasks I have to do at work are in line with what I really want to do
35. I feel free to do my job the way I think it could best be done
36. In my job, I feel forced to do things I do not want to do

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