NEAR EAST UNIVERSITY

FACULTY OF EC'ONOMICS AND ADMINISTRATIVE
SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION

MOTIVATION OF ERMATAŞ EMPLOYEES

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I. INTRODUCTION

The job of a manager in the work place is to get things done through employees. Motivated employees are needed in our rapidly changing workplaces. Managers need to understand what motivates employees within the context of the roles they perform. Motivation can be defined as the psychological process that gives behavior purpose and direction; a predisposition to behave in a purposive manner to achieve specific needs; an internal drive to satisfy an unsatisfied need; and the will to achieve.

At one time, employees were considered just an input into the production of goods and services. What perhaps changed this way of thinking about employees was the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers.

Understanding what motivated employees and how they were motivated was the focus of many researchers. Five major approaches that have led to our understanding of motivation are Maslow's need-hierarchy theory, Herzberg's two- factor theory, Vroom's expectancy theory, Adams' equity theory, and Skinner's reinforcement theory.

According to Maslow, employees have five levels of needs: physiological, safety, social, ego, and self- actualizing. Maslow argued that lower level needs had to be satisfied before the next higher level need would motivate employees. Herzberg's work categorized motivation into two factors: motivators and hygienes. Motivator or intrinsic factors, such as achievement and recognition, produce job satisfaction. Hygiene or extrinsic factors, such as pay and job security, produce job dissatisfaction.

Vroom's theory is based on the belief that employee effort will lead to performance and performance will lead to rewards. Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated.
Adams' theory states that employees strive for equity between themselves and other workers. Equity is achieved when the ratio of employee outcomes over inputs is equal to other employee outcomes over inputs.

Skinner's theory simply states those employees' behaviors that lead to positive outcomes will be repeated and behaviors that lead to negative outcomes will not be repeated. Managers should positively reinforce employee behaviors that lead to positive outcomes. Managers should negatively reinforce employee behavior that leads to negative outcomes.

The purpose of this project is to describe the importance of certain factors in motivating employees at the Ermataş LTD. Currently, 55 working in the company. From a review öf literature, a survey questionnaire will be developed to collect data for the project. Data will be collected through use of a written questionnaire hand-delivered to employees. Employees will fill out questionnaires. The questionnaire asked participants to rank the importance of eight factors, namely interesting work, good wages, appreciation of work done, job security, good working conditions, promotions and growth in the organization, feeling of being in on things and personal loyalty to employees that motivated them in doing their work: 1=most important ... 8=least important.

II. THEORIES OF MOTIVATION

Motivational theories receive a great deal of attention in organizational behavior research, primarily because of their purported ability to explain some of the complexities of employee performance and turnover in an organization.

2.1 Maslow's Hierarchy of Need Theory

According to Maslow, there are general types of needs (physiological, safety, love, and esteem) that must be satisfied before a person can act unselfishly. He called these needs 'deficiency needs'.

Maslow's theory consisted of two parts, namely the classification of human needs and consideration of how the classes are related to each other.

Maslow has set up a hierarchy of five levels of basic needs. The theory suggests that behavior is driven by the urge to fulfill these five fundamental needs.

Beyond these needs, higher levels of needs exist. These include needs for understanding, esthetic appreciation and purely spiritual needs. In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on.

The Hierarchy Works as follows:

- Physiological Needs: A person starts at the bottom of the hierarchy and will initially seek to satisfy basic needs (e.g. food, shelter). Physiological needs are the very basic biological needs such as air, water, food, sleep, shelter, etc. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction. When these are not satisfied we may feel sickness, irritation, pain, discomfort, etc. These feelings motivate us to alleviate them as soon as possible to establish homeostasis. Once they are alleviated, people may think about other things.

- Safety Needs: Once these physiological needs have been satisfied, they are no longer a motivator and no longer controlling thoughts and behaviors, the needs for security can

become active. The individual moves up to the next level, safety needs. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

Safety needs at work could include physical safety (e.g. protective clothing) as well as protection against unemployment, loss of income through sickness etc. These needs are mostly psychological in nature.

- Social needs: When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging. Social needs recognize that most people want to belong to a group: clubs, work groups, religious groups, and family. These would include the need for love and belonging (e.g. working with colleague who support you at work, teamwork, communication).

-Need for Esteem: When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

Esteem needs are about being given recognition for a job well done. They reflect the fact that many people seek the esteem and respect of others. A promotion at work might achieve this. There are two types of esteem needs. First is self-esteem, which results from competence or mastery of a task. Second, there's the attention and recognition that comes from others. This is similar to the belongingness level; however, wanting admiration has to do with the need for power. People who have all of their lower needs satisfied; often drive very expensive cars because doing so raises their level of esteem.

- Need for Self-actualisation: When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was 'bom to do'.

Self-actualisation (fulfilment) is about how people think about themselves - this is often measured by the extent of success and/or challenge at work. The need for self-actualization is the desire to become more and more what one is, to become everything that one is capable of becoming. Self-actualization needs can be purpose, personal growth and realization of potentials. The point where people become fully functional, acting purely on their own volition and having a healthy personality. The Self-Actualization is described by Maslow as an ongoing process involved in a cause outside their own skin.

The hierarchic theory is often represented as a pyramid, with the larger, lower levels representing the lower needs, and the upper point representing the need for self-actualisation.
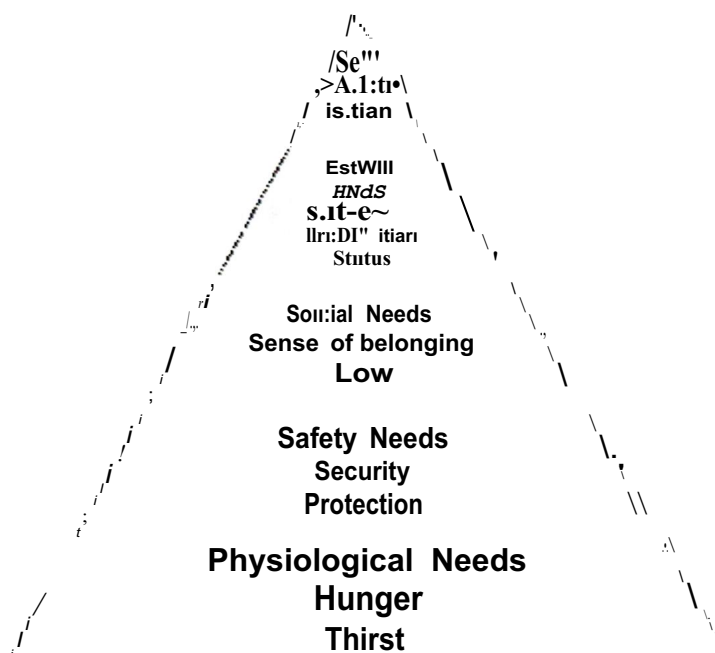
Maslow believes that the only reason that people would not move well in direction of self actualization is because of hindrances placed in their way by society. He states that education is one of these hindrances. He recommends ways education can switch from its usual person-

stunting tactics to person-growing approaches. Maslow states that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her own kind. Ten points that educators should address are listed:

- We should teach people to be authentic, to be aware of their inner selves and to hear their inner-feeling voices.

- We should teach people to transcend their cultural conditioning and become world citizens. We should help people discover their vocation in life, their calling, fate or destiny. This is especially focused on finding the right career and the right mate.

- We should teach people that life is precious, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.

- We must accept the person as he or she is and help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.

- We must see that the person's basic needs are satisfied. This includes safety, belongingness, and esteem needs.

- We should refreshen consciousness, teaching the person to appreciate beauty and the other good things in nature and in living.

- We should teach people that controls are good, and complete abandon is bad. It takes control to improve the quality of life in all areas.

- We should teach people to transcend the trifling problems and grapple with the serious problems in life. These include the problems of injustice, of pain, suffering, and death.

- We must teach people to be good choosers. They must be given practice in making good choices.

There are several problems with the Maslow model when real-life working practice is considered:
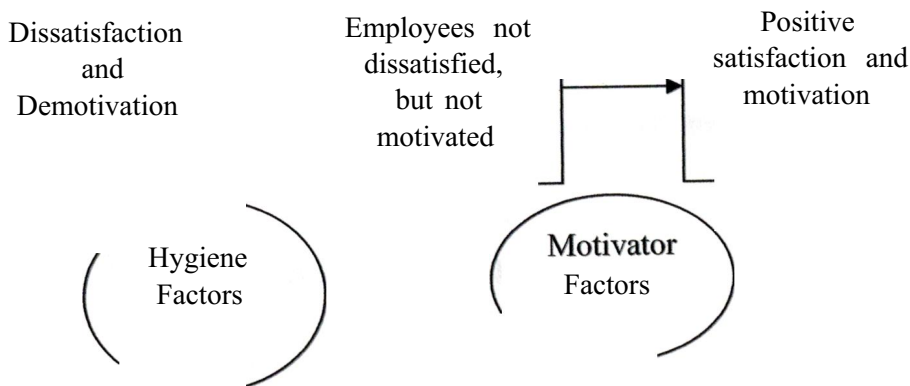
- Individual behaviour seems to respond to several needs - not just one.

- The same need (e.g. the need to interact socially at work) may cause quite different behaviour in different individuals.

- There is a problem in deciding when a level has actually been "satisfied".

- The model ignores the often-observed behaviour of individuals who tolerate low pay for the promise of future benefits.

- There is little empirical evidence to support the model. Some critics suggest that Maslow's model is only really relevant to understanding the behaviour of middle-class.

2.2 Herzberg's Two-Factor Theory

According to the two-factor theory people are influenced by two factors. Satisfaction and psychological was a factor of motivation factors. Dissatisfaction was a result of hygiene factors.

Hygiene factors are needed to ensure an employee does not become dissatisfied. They do not lead to higher levels of motivation, but without them there is dissatisfaction. Motivation factors are needed in order to motivate an employee into higher performance. These factors result from internal generators in employees.

Therefore the theory suggests that intrinsic factors (motivator) are related to job satisfaction, while extrinsic factors (hygiene factor) are associated with dissatisfaction. Herzberg suggested a two-step approach to understand the employee motivation and satisfaction:

Dissatisfaction and Demotivation — **Employees not dissatisfied, but not motivated** — **Positive satisfaction and motivation**

Hygiene Factors — Motivator Factors

- Hygiene Factors

Hygiene factors are based on the need for a business to avoid unpleasantness at work. If employees consider these factors inadequate, then they can cause dissatisfaction with work. Typical Hygiene factors include:

- Company policy and administration

- Wages, salaries and other financial remuneration

- Quality of supervision

- Quality of inter-personal relations

- Working conditions

- Feelings of job security

-Status

-Company

-Job

-Interpersonal Relations

Motivation Factors

Motivator factors are based on an individual's need for personal growth. When they exist, motivator factors actively create job satisfaction. If they are effective, then they can motivate an individual to achieve above-average performance and effort. Typical motivator factors include:

- Opportunity for advancement to higher-level tasks

- Interest in the job

- Responsibility for task

- Challenging *I* stimulating work

- Achievement

- Recognition for Achievement

-Growth

Combining the hygiene and motivation factors result in for scenario's:

High hygiene + High motivation: The ideal motivation where employees are highly motivated and have few complaints.

High hygiene **+** Low motivation: Employees have few complaints but not highly motivated. The job is perceived as a paycheck.

Low hygiene + High motivation: Employees are motivated but have a lot of complaints. A situation where the job is exciting and challenging, but salaries and work conditions are not up to par.

Low hygiene **+** Low motivation: The worst situation. Unmotivated employees with lots of complaints.

Concerning the application of Hertzberg's model to de-motivated workers, low productivity, strikes *I* industrial disputes *I* breakdowns in employee communication and relationships, poor

production or service quality and complaints about pay and working conditions considered as factors that make employees de-motivated in the business.

According to Herzberg, management should focus on rearranging work so that motivator factors can take effect. He suggested three ways in which this could be done:

- Job enlargement: Increasing the number of tasks a worker performs but keeping all of the tasks at the same level of difficulty and responsibility

- Job rotation: Exchanging working roles with others in the work team.

- Job emichment: Increasing a worker's responsibility and control over his or her work

2.3 Vroom's Expectancy Theory

The theory deals with motivation and management. It assumes that behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and minimize pains. It realized that an employee's is based on individuals' factors, skills, knowledge, experience and abilities such as personality, performance. The expectancy theory says that individuals have different sets of goals and can be motivated if they believe that:

- There is a positive correlation between efforts and performance,

- Favorable performance will start in a desirable reward,

- The reward will satisfy an important need,

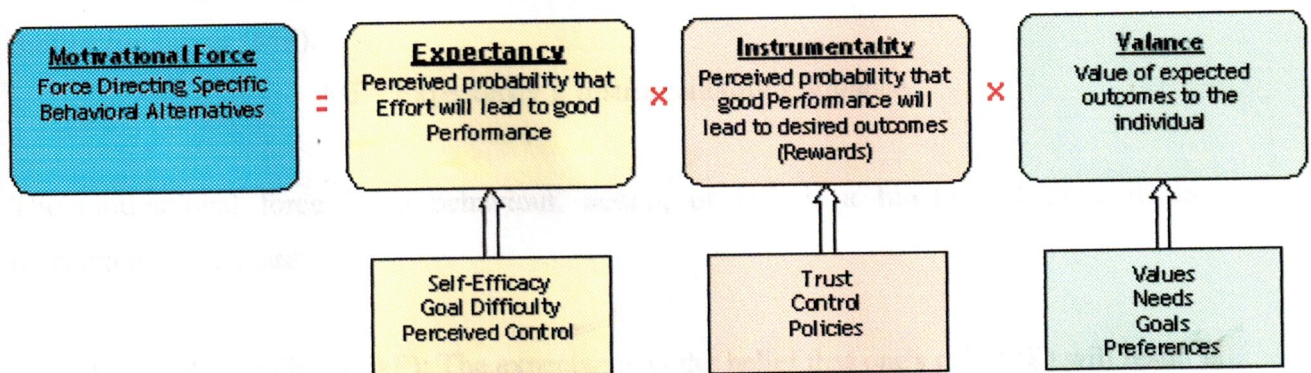- The desire to satisfy the need is strong enough to make the effort worthwhile

The theory explains behavior of expectancies, instrumentalities and valences.

Expectancy: The expectation that effort will result in performance range from 0 to 1. Employees have different expectations and levels of confidence about of what they are capable of doing. Management should discover the resources, training or supervision employees need.

Management should ensure that promises of rewards are ~~~~~~~~~~~~~~~~ ~~ ~~~~
aware of that.

~~l with~~

respect to outcomes (rewards). The depth of the want of an employee for extrinsic
(money, promotion) or intrinsic (satisfaction) rewards. Management should discover
~~the employee's value.~~

Motivational Force		Expectancy		Instrumentality		Valance
Force Directing Specific Behavioral Alternatives	=	Perceived probability that Effort will lead to good Performance	×	Perceived probability that good Performance will lead to desired outcomes (Rewards)	×	Value of expected outcomes to the individual
		Self-Efficacy Goal Difficulty Perceived Control		Trust Control Policies		Values Needs Goals Preferences

Motivation is defined as the force that:

Energies Behaviour- What initiates behaviour, behavioural patterns, or changes in behaviour? What determines the level of effort and how hard a person works? This aspect of motivation deals with the question of "What motivates people?"

Directs Behaviour- What determines which behaviours an individual chooses? This aspect of motivation deals with the question of choice and conflict among competing behavioural alternatives.

Sustains Behaviour- What determines and individuals' level of persistence with respect to behavioural patterns? This aspect of motivation deals with how behaviour is sustained and stopped.

Motivation is behaviourally specific, that is, it is more appropriate to think in terms of an individual's motivation to excel in a particular job requirement or even to carry out a specific behaviour than it is to think about an individual's overall motivation. While individual dispositional variables may affect an individual's motivation level at any particular time, motivation itself is not a dispositional variable.

Expectancy Theory of motivation helps to understand how individuals make decisions regarding various behavioural alternatives. This model deals with the direction aspect of motivation, that is, once behaviour is energized, what behavioural alternatives are individuals likely to pursue. The following are propositions of Expectancy Theory:

When deciding among behavioral options, individuals select the option with the greatest motivation forces (MF).

$$MF = \text{Expectancy} \times \text{Instrumentality} \times \text{Valance}$$

The motivational force for a behaviour, action, or task is a function of three distinct perceptions, which are:

Expectancy- Probability (E7 P): The expectancy is the belief that one's effort (E) will result is attainment of desired performance (P) goals. This belief, or perception, is generally based on an individual's past experience, self confidence (often termed self efficacy), and the perceived difficulty of the performance standard or goal.

Variables affecting the individual's Expectancy perception:

-Self-Efficacy: efficacy is a person's belief about his or her ability to perform a particular behaviour successfully. Does the individual believe that he or she has the require skills and competencies required to perform well and the required goals?

-Goal Difficulty: Goals that are set too high or performance expectations that are made too difficult, lead to low expectancy perceptions. When individuals perceive that the goals are beyond their ability to achieve, motivation is low because of low Expectancy.

-Perceived Control Over Performance: For Expectancy to be high, individuals must ~eve that some degree of control over the expected outcome. When individuals perceive tha ~FKO~~ outcome is beyond their ability to influence, Expectancy, and thus motivation, is low. For example, many profit-sharing plans do not motivate individuals to increase their effort because these employees do not think that they have direct control over the profits of their large companies.

Instrumentality- Probability (P7 R): The instrumentality is the belief that if one does meet performance expectations, he or she will receive a greater reward. This reward may come in the form of a pay increase, promotion, recognition or sense of accomplishment. It is important to note that when it is perceived that valued rewards follow all levels of performance, then instrumentality is low.

Variables affecting the individual's instrumentality perception:

-Trust: When individuals trust their leaders, they're more likely to believe their promises that good performance will be rewarded.

-Control: When workers do not trust the leaders of their organizations, they often attempt to control the reward system through a contract or some other type of control mechanism. When individuals believe they have some kind of control over how, when, and why rewards are distributed, Instrumentality tends to increase.

-Policies: The degree to which pay and reward systems are formalized in written policies has an impact on the individuals' Instrumentality perceptions. Formalized policies linking rewards to performance tend to increase Instrumentality.

Valance- V(R): The valance refers the value the individual personally places on the rewards. This is a function of his or her needs, goals, values and Sources of Motivation.

Variables affecting the individual's Valance for outcomes:
-Values
-Needs
-Goals

-Preferences

-Sources of Motivation

Potential Valued Outcomes may include:

-Pay increases and bonuses

-Promotions

-Time off

-New and interesting assignments

-Recognition

-Intrinsic satisfaction from validating one's skills and abilities

-Intrinsic satisfaction from knowing that your efforts had a positive influence in helping

someone.

Expectancy and Instrumentality are attitudes, or more specifically, they are cognitions. As such, they represent an individual's perception of the likelihood that effort will lead to performance and performance will lead to the desired outcomes. These perceptions represent the individual's subjective reality, and may or may not bear close resemblance to actual probabilities. These perceptions are tempered by the individual's experiences (learning theory), observations of others (social learning theory), and self-perceptions.

Expectancy Theory can be used to define what is termed a strong situation. Strong situations act to have base is a strong influence on the behaviour of individuals, often overriding their personalities, personal preferences, and other dispositional variables.

-Consequences: There are highly valued positive or negative outcomes perceived to be associated with behaviour in the situation. This is the same as Valance in Expectancy Theory.

-Likelihood: There is a high-perceived probability that these consequences will follow behaviour. This is the same as Instrumentality in Expectancy Theory.

-Specificity: Required behaviour is well defined and understood by the individual. This is a part of what determines Expectancy in Expectancy Theory.

2.4 Adams's Equity Theory

The theory suggests that individuals compare their job inputs and outcomes with those of others and then respond so as to eliminate any inequities. Inputs can be anything that individuals feel they personally contribute in a given work setting. Outcomes can be all the factors that the individual perceives as having some personal value.

According to Adams, an individual assesses his relationships by analyzing his inputs to the relationship and what he receives in return compared to what other individuals contribute to the relationship and receive in return. At its core, this is a theory that is based on perceived fairness. It is a reasonable, common sense notion that people want to be treated in a manner that they perceive to be fair, or at the very least, equal to those performing the same tasks.

If the individual thinks that his outcome-to-input ratio is less or more than that of the other individuals in the relationship, then inequity arises and the individual is compelled to restore equity in order for the relationship to remain acceptable. Therefore, inequity can be either positive or negative. An individual perceives negative inequity when his outcome-to-input ratio is less than the other individuals in the relationship, and he perceives positive inequity when the opposite is true. According to Adams, an individual will react negatively whether he perceives his situation to be creating positive or negative inequity. Therefore, individuals will seek to reach equilibrium with the others in their environment.

2. 5 Skinner's Reinforcement Theory

Reinforcement theory is a functional theory. That means all of its components are defined by their function (how they work) rather than by their structure (how they look). The main idea is that reinforcers can control behavior. Reinforcer can be any stimulus that, when contingent on a response, serves to increase the rate of responding. Changes in behavior are the result of an individual's response to events that occur in the environment. A response produces a consequence.

A reinforcer is anything that strengthens the desired response. It could be verbal praise, a good grade or a feeling of increased accomplishment or satisfaction. There are three types of reinforcers, namely positive reinforcer, negative reinforcer and punishment. Positive reinforcer is presenting a reward after a desired behavior. Negative reinforcer is taking away an aversive stimulus after a desired behavior. Punishment is presenting an aversive stimulus contingent on a response and/or taking away a rewarding stimulus contingent on a response.

The theory also covers negative reinforces, any stimulus that results in the increased frequency of a response when it is withdrawn, punishment, which result in reduced responses.

There are three basic principles of this theory. These are the rules of consequences and the behavior is a function of its consequences. The three rules describe the logical outcomes, which typically occur after consequences.

1. Consequences, which give rewards, increase behaviour.
2. Consequences, which give punishments, decrease behaviour.
3. Consequences, which give neither rewards nor punishments, extinguish behaviour.

If someone wants to increase a behavior then when the behavior is shown, provide a consequence of reward. If someone wants to decrease a behavior, then when the behavior is shown, provide a consequence of punishment. Finally, if someone wants a behavior to extinguish, then when the behavior is shown, then provide no consequence. Reward can be anything that increases the behavior and the punisher can be anything that decreases the behavior.

The Rules of Consequence are used in a three-step sequence that defines the process of reinforcement. We can call these steps, When-Do-Get.

Step 1: When in some situation,

Step 2: Do some behavior,

Step 3: Get some consequence.

According to Reinforcement Theory, people learn several things during the process of reinforcement. First, they learn that certain behaviors (Step 2: Do) lead to consequences (Step 3: Get). This is the most obvious application of the Rules of Consequence.

But second, and as important, people learn that the Do-Get only works in certain situations (Step 1: When).

When in some situation-Do some behavior-Get a consequence. And there are only three consequences, Rewarding, Punishing, and Ignoring. Let's look at some examples in action.

The recursive nature of motivation is illustrated in reinforcement theory. When a need exist, people are motivated to work hard to achieve goal, to satisfy needs. If hard work leads to a valued reward such as a paycheck, raise, bonus, or promotion and this reward satisfies a need, the employee will be motivated to continue with the hard work. In this case, the reward is the reinforcer.

It is important to note that the work itself can be a motivator. For instance, if the work is interesting and rewarding, it can create a sense of accomplishment, that in turn satisfies a need for achievement and thus motivate work in the future. In this case, the sense of accomplishment is the reinforcer.

While Reinforcement Theory is a powerful influence tool, it does have several serious limitations.

It is difficult to identify rewards and punishments. As noted earlier, reinforcers are identified by their function. Once you do find things that function effectively, you can be seriously disappointed to discover that they lose their value over time.

You must control all sources of reinforcement.

Internal changes can be difficult to create. You should also realize that reinforcement works best with the heuristic thinker.

Punishing is difficult to do well. Punishment is an extremely powerful consequence for all living things. The problem is that effective punishment demands certain requirements.

Organizational behavior-modification programs apply many of the principles of operant conditioning. Working conditions are established so that appropriate reinforcement is linked to desired performance on the job. Types of rewards and schedules of reinforcement are manipulated to maximize motivation. The assumption is that when a clear contingency is established between performance and reinforcement, it leads to and maintains high levels of motivation to perform effectively.

III. MOTIVATION OF ERMATAŞ EMPLOYEES

3.1 Erma taş LTD.

Ermataş LTD was founded in 1983 in Nicosia-Cyprus. It has three shareholders and three directors.

The company has been engaged in importing, selling and distributing of building and construction materials for twenty years.

It moved to a new company building in 1997, which incorporates 400 m_1 show room, 2500 m_1 .light equipment store, 360 m2 office space, 1800 m2 space roof, 1500 m2 close and 3000 m2 open storage areas and 1400 m2 private parking areas on 7 acres of land. The joint Eczacıbaşı - Ermataş construction of omomant pool in private parking area is a symbol for its fondness for green and the sensitivity to environment.

Ermataş LTD has supplied nearly 5000 different building materilas, which consists of ceramic plating and its derivatives, sanitaryware, hygienic installation materials, iron materials.

It is the TRNC distributor/agent for Eczacıbaşı Yapı Grubu, Fırat Plastik Kauçuk Sanayi ve Ticaret AŞ., Askaynak Kyanak Tekniği Sanayi ve Ticaret AŞ., Showduş Duş ve Küvet Kabinleri Paz. Ticaret LTD. Şti., Tema Yapı Malzemeleri Sanayi ve Ticaret LTD. Şti., Orko Ahşap Ürünleri Sanayi ve Ticaret LTD. Şti, Petek Yapı Gereçleri Doğ. Ve Pon. Tic. AŞ., Çelik Pres Golvanin Sanayi ve Ticaret LTD. Şti, Kısmet Plastik, Pork Dış Ticaret Ltd. from Turkey, Valvulas Arco s.l. Socomesıt srl., Remer Rebinetterıe, Smavit s.p.a., Pentax s.p.a, Asracast Jakuzzı Genesis ASP International, Panzer, Isımex Export Germany, Jinan Hauachen Industrial Co. Ltd from various European and fareast countries.

Ermataş provides service for customers with 55 employees, 2 lorries, 7 distributor devices, 5 forklift, 2 trucks, 1 technical service device, 1 active sale device and 3 marketing devices.

3.2 Studying the Needs ofErmataş Employees

The research design for this study employed a descriptive survey method. The target population of this study included employees at the Erm.ataşLTD. The sample size included all 55 employees of the target population and 55 employees participated in the survey for a participation rate of 100%.

From a review of literature, a survey questionnaire was developed to collect data for the study. Data was collected through use of a written questionnaire hand-delivered to ,participants. Questionnaires were filled out by participants. The questionnaire asked participants to rank the importance of ten factors that motivated them in doing their work: 1=most important ... 8=least important. These factors are:

- Interesting work
- Good wages
- Appreciation of work done
- Job security
- Good working conditions
- Promotions and growth in the organization
- Feeling of being in on things
- Personal loyalty to employees.

3.3 Most Important Need ofErmataş Employees

According to the results of the study good wages is the number one need of Ermataş employees, which is an indicator for Ermataş Company for their further success.

IV. CONCLUSIONS AND RECOMMENDATIONS

This study asked workers to rank job-related factors listed above. The ranked order of motivating factors ofEmıataş employees were:

1. Good wages (%69)
2.. Job Security (%56)
3. Feeling of being 'in' on things (%50)
4. Appreciation of work done (%45)
5. Interesting work (%42)
6. Potential for promotions and growth in the organization (%36)
7. Good working conditions (%32)
8. Personal loyalty to employees (%20)

Motivator
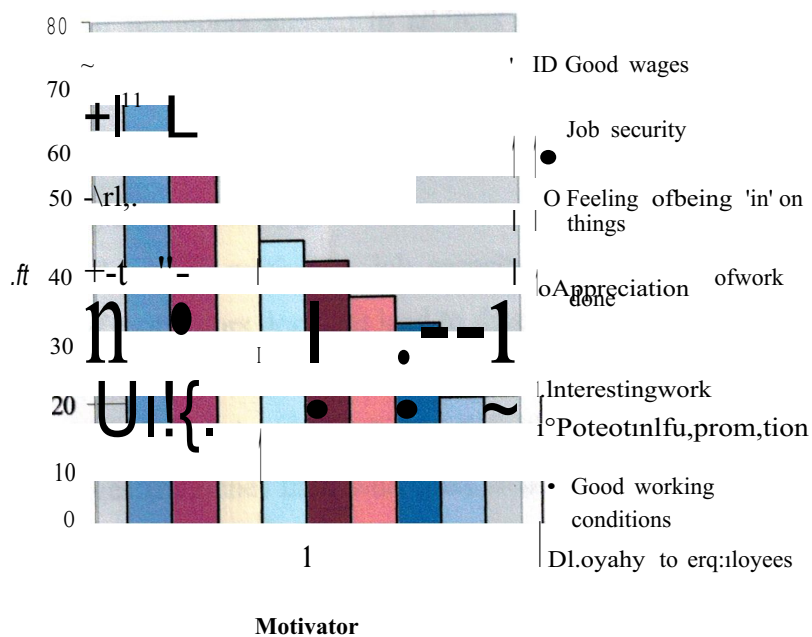
They ranked good wages first and job security second. The main reason behind this is that our economy has shown low economic performance. Therefore, the workers have been seeking good pay jobs in order to satisfy many needs and they just want to make sure that they have got something that will provide them with security in the future. If Ermataş gives good wages to employees and improve their job security, motivation of employees will developed. Motivated employees help organizations to improve their productivity, efficiency and competitiveness.

A comparison of these results to Maslow's need-hierarchy theory provides some interesting insight into employee motivation. The number one ranked motivator, good wages, is a physiological factor. The number two-ranked motivator, job security, is a safety factor. The number three-ranked motivator, feeling of being 'in' on things, is. a social factor. The number four-ranked motivator, appreciation of work done, is an esteem factor. Therefore, Maslow's conclusions that lower level motivational factors must be met before ascending to the next level were confirmed by this study. If managers wish to address the most important motivational factor of Ermataş' employees, good wages, physiological factors must first be satisfied. If managers wished to address the second most important motivational factor of Ermataş', job security, safety factors must be satisfied.

According to the Herzberg's two-factor theory, the highest ranked motivator, good wages, and the second ranked motivator, job security, are hygiene factors. According to a theory the absence of motivators does not lead to dissatisfaction. The theory states that to the degree that hygienes are absent from a job, dissatisfaction will occur. When present, hygienes. prevent dissatisfaction, but do not lead to satisfaction. In our example, paying Ermataş' employees lower wages (hygiene) than what they believe to be fair and lack of feeling of job security may lead to job dissatisfaction. Also, the third ranked factor, feeling of being 'in' on things, is a motivator factor. Motivator factors actively create job satisfaction. If they are effective, then they can motivate an individual to achieve above-average performance and effort. So, employees will be motivated when they are feeling of being 'in' on things and but will not necessarily be motivated by higher pay.

The Vroom's Expectancy Theory emphasizes the importance of employees believing that they could improve their effort, believing that this would lead to improved performance, and

believing that this improvement would be recognized and would lead to a reward,. which they did desire.

If Ermataş employers have ensured that their workers understand what rewards will result from higher effort, where the employer has made sure that these rewards are desired by the workers, where supervisors and managers have made sure that employees know what effort is required from them and where the employees have confidence that they will have the facilities, the resources and the ability to achieve the effort and produce the results,. then they will be motivated by the incentives offered by the payment system. And where these constituents of the process are missing,. the attempt to motivate has a high probability of failing.

As a result, it is recommended that,. it is important for Ermataş to adopt a performance-based wage system and introduce contract system in order to provide a motivational climate for employees. When introducing and operating a performance-based wage system, it is important to gain the agreement of employees by setting proper objectives,. maintaining transparency and fairness, giving highly importance to human resource development.

Above changes will satisfy the most important needs of Ermataş employees,. which will result in high motivation and high performance. It is a win-win case for both the company and for the employees.

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