

**EFFECTS OF MINDFULNESS ON WORK MOTIVATION**

**A THESIS SUBMITTED TO THE**

**GRADUATE SCHOOL**

**OF**

**BAHÇEŞEHİR UNIVERSITY**

**BY**

**SEDA DEMİR**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS**

**FOR**

**THE DEGREE OF MASTER OF ARTS**

**IN THE DEPARTMENT OF**

**PSYCHOLOGICAL COUNSELING AND GUIDANCE**

**JANUARY 2022**



**T.C.**  
**BAHÇEŞEHİR UNIVERSITY**  
**GRADUATE SCHOOL**

...../...../.....

**MASTER THESIS APPROVAL FORM**

<b>Program Name:</b>	PSYCHOLOGICAL COUNSELING AND GUIDANCE
<b>Student's Name and Surname:</b>	SEDA DEMİR
<b>Name of The Thesis:</b>	EFFECTS OF MINDFULNESS ON WORK MOTIVATION
<b>Thesis Defense Date:</b>	21 JANUARY 2022

This thesis has been approved by the Graduate School which has fulfilled the necessary conditions as Master thesis.

**Prof. Dr. Ahmet ÖNCÜ**

**Institute Director**

This thesis was read by us, quality and content as a Master's thesis has been seen and accepted as sufficient.

	<b>Title, Name</b>	<b>Signature</b>
<b>Thesis Advisor:</b>	Prof. Dr. Raziye Bilge Uzun	
<b>2. Member:</b>	Dr. Ahmet Aydemir	
<b>3. Member:</b>	Dr. Betül Tanacioğlu Aydın	

**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

Name, Surname : Seda Demir

Signature :

## **ABSTRACT**

### **EFFECTS OF MINDFULNESS ON WORK MOTIVATION**

Demir, Seda

Master's Program in Psychological Counseling and Guidance

Supervisor: Prof. Dr. Raziye Bilge Uzun

January 2022, 63 pages

The present study aimed to examine the relationship between mindfulness and work motivation and the effects of mindfulness on work motivation. A quantitative research methodology was used as the research design. The sample includes 306 individuals who were working in an institution in Turkey. 140 female (45.8 percent) and 166 male (54.2 percent) volunteered to participate in the study. Data were gathered by using Demographic Information Form, Cognitive and Affective Mindfulness Scale-Revised, and Multidimensional Work Motivation Scale. Comparative analysis, correlational analysis, and simple linear regression analysis were used to determine the relationship between variables and effects of mindfulness on work motivation. As a result of the correlational analysis, cognitive and affective mindfulness and work motivation have a significant positive correlational relationship. According to regression analysis, mindfulness level was found as a predictor of work motivation level.

Keywords: Work Motivation, Mindfulness

## ÖZ

### BİLİNÇLİ FARKINDALIĞIN İŞ MOTİVASYONUNA ETKİSİ

Demir, Seda

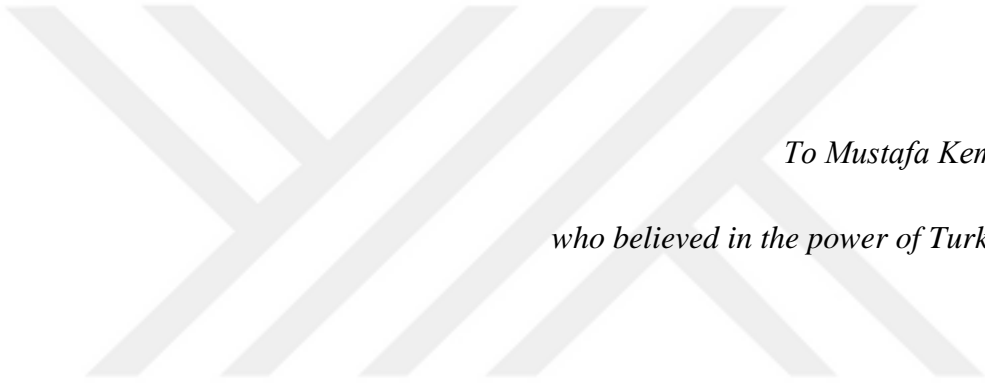
Psikolojik Danışma ve Rehberlik Yüksek Lisans Programı

Tez Danışmanı: Prof. Dr. Raziye Bilge Uzun

Ocak 2022, 63 sayfa

Bu çalışma, bilinçli farkındalık (Mindfulness) ile iş motivasyonu arasındaki ilişkiyi ve bilinçli farkındalığın iş motivasyonu üzerindeki yordayıcı etkisini incelemeyi amaçlamıştır. Araştırmanın tasarımında nicel araştırma yöntemi kullanılmıştır. Örneklem, Türkiye’de herhangi bir kurumda aktif çalışan 306 bireyden oluşmaktadır. Araştırmaya 140 kadın (yüzde 45.8) ve 166 erkek (yüzde 54.2) birey gönüllü olarak katılım sağlamıştır. Araştırma verileri, Demografik Bilgi Formu, Güncellenmiş Bilişsel ve Duyuşsal Bilinçli Farkındalık Ölçeği ve Çok Boyutlu İş Motivasyonu Ölçeği kullanılarak elde edilmiştir. Bilişsel ve duyuşsal bilinçli farkındalığın iş motivasyonu ile ilişkisine ve bilişsel ve duyuşsal bilinçli farkındalığın iş motivasyonuna etkisine karar vermek için karşılaştırmalı analiz, korelasyon analizi ve basit doğrusal regresyon analizi kullanılmıştır. Analiz sonuçlarına göre, bilişsel ve duyuşsal bilinçli farkındalık ile iş motivasyonu arasında pozitif yönde anlamlı bir ilişki bulunmuş; bilişsel ve duyuşsal bilinçli farkındalığın iş motivasyonunu yordayıcı bir etkisi olduğu görülmüştür.

Keywords: İş Motivasyonu, Bilinçli Farkındalık



*To Mustafa Kemal Atatürk,  
who believed in the power of Turkish women.*

## ACKNOWLEDGMENTS

I desire to express my deepest gratitude to my respectable supervisor Prof. Dr. Raziye Bilge Uzun. Besides she is always open to listen and becalm my anxious thoughts during the thesis progress, she is a valued role model for me. She reminded me to be self-compassionate many times. I am very grateful to be her supervisee. I am sure that the thesis progress would be painful without the support of Prof. Dr. Raziye Bilge Uzun.

I would like to thank my other committee members, Dr. Ahmet Aydemir and Dr. Betül Tanaciođlu Aydın for taking their precious time to review my thesis and giving their opinions.

I also would like to thank my beloved family and friends. I have always felt their support with me.

And, special thanks to Numan Demir for his great support and love.

## TABLE OF CONTENTS

ETHICAL CONDUCT.....	iii
ABSTRACT.....	iv
ÖZ.....	v
DEDICATION.....	vi
ACKNOWLEDGMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
LIST OF ABBREVIATIONS.....	xii
Chapter 1: Introduction.....	1
1.1 Statement of the Problem.....	3
1.2 Purpose of the Study.....	4
1.3 Research Questions and Hypothesis.....	4
1.4 Significance of the Study.....	5
1.5 Definitions.....	5
Chapter 2: Literature Review.....	7
2.1 Motivation.....	7
2.1.1 Concept of Motivation.....	7
2.1.2 Theories of Work Motivation.....	8
2.1.3 Self-Determination Theory.....	11
2.1.4 Effects of Motivation at Work.....	12
2.2 Mindfulness.....	13
2.2.1 Concept of Mindfulness.....	13
2.2.2 Mindfulness Practices.....	14
2.2.3 Mindfulness-Based Therapies.....	15
2.2.4 Effects of Mindfulness Practices at Work.....	18
Chapter 3: Method.....	20
3.1 Research Design.....	20
3.2 Participants and Settings.....	20

3.3 Instruments.....	22
3.3.1 Multidimensional Work Motivation Scale .....	22
3.3.2 Cognitive and Affective Mindfulness Scale-Revised...	23
3.4 Procedure.....	23
3.5 Data Analysis.....	24
Chapter 4: Results.....	25
4.1 Descriptive Statistics of Variables .....	25
4.2 Comparative Analysis of Variables .....	26
4.3 Correlation Analysis of Variables.....	28
4.4 Simple Linear Regression Analysis of Variables.....	29
Chapter 5: Discussion.....	32
5.1 Discussion of Findings for Comparison of Cognitive and Affective Mindfulness and Multidimensional Work Motivation With Respect to Demographic Variables.....	32
5.2 Discussion of Findings for Relationship between Variables .....	33
5.3 Discussion of Findings for Impact of Cognitive and Affective Mindfulness on Work Motivation.....	34
5.4 Discussion of Results According to Research Questions.....	35
Chapter 6: Conclusion.....	36
6.1 Limitations and Recommendations .....	36
REFERENCES.....	38
APPENDICES.....	46
A. Informed Consent Form.....	47
B. Demographic Information Form .....	48
C. Cognitive and Affective Mindfulness Scale – Revised .....	49
D. Multidimensional Work Motivation Scale .....	50

## LIST OF TABLES

### TABLES

Table 1 Demographic Characteristics of Sample.....	20-21
Table 2 Minimum, Maximum, Skewness, and Kurtosis Values For The Scale...	25
Table 3 Descriptive Statistics of the Study Variables.....	26
Table 4 Comparison of Cognitive and Affective Mindfulness Tendencies of Participants Concerning Demographic Variables.....	27
Table 5 Comparison of Multidimensional Work Motivation of Participants Concerning Demographic Variables.....	28
Table 6 Pearson Correlations for Research Variables.....	29
Table 7 Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Work Motivation.....	30
Table 8 Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Amotivation.....	30
Table 9 Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Extrinsic Motivation - Social.....	30
Table 10 Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Extrinsic Regulation – Material.....	31
Table 11 Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Identified Regulation.....	31
Table 12 Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Intrinsic Motivation.....	31
Table 13 Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Introjected Regulation.....	31

## LIST OF FIGURES

### FIGURES

Figure 1 A Hierarchy of Work Motivation .....	9
Figure 2 Self-Determination Continuum .....	12
Figure 3 Facets of Psychological Flexibility.....	17



## LIST OF ABBREVIATIONS

ACT	Acceptance and Commitment Therapy
CAMS-R	Cognitive and Affective Mindfulness Scale-Revised
CBT	Cognitive and Behavioral Therapy
DBT	Dialectical Behavior Therapy
MBCT	Mindfulness-Based Cognitive Therapy
MBSR	Mindfulness-Based Stress Reduction
MWMS	Multidimensional Work Motivation Scale
OECD	Organization of Economic Co-operation and Development

## **Chapter 1**

### **Introduction**

This chapter has five parts. Firstly, a statement of the problem was discussed. The purpose of the study was stated in the second part. Thirdly, research questions and hypotheses were mentioned. Fourthly, the researcher indicated the significance of the study. Lastly, definitions of critical terms were stated.

According to current studies of the Organization of Economic Co-operation and Development (OECD), individuals spend 8 hours a day at the workplace in Turkey (OECD, 2021). When the time spent asleep and the time spent in traffic is added to 8 hours, there is very little time remaining for family or friends. Since people have spent so much time for working, the motivation sources of working people have been a subject of interest since the 1930s (Crossen, 2006). According to studies by Fredrick W. Taylor, individuals can be motivated by financial benefits. When people show more productivity, then they should earn more money. In this way, people increase their productivity (Crossen, 2006).

On the other hand, individuals do not meet their all needs by money. Financial rewards can be seen in basic needs level of Maslow's Hierarchy of Work Motivation. Individuals also can be motivated by seniority plans, health insurance, union or pension in security needs level; whether they have formal and informal groups at workplace in social needs level; titles, status, promotions in self-esteem needs level; and personal growth or realization of potential in self-actualization needs level (Maslow, 1943). Although several motivational sources were addressed in Maslow's model, there is a rule that higher level of needs cannot be met until lower level of needs are met. Whereas, people may need these motivational source at the same time. Claydon Alderfer categorized these needs as Existence, Relatedness and Growth. Individuals have these motivational needs to keep their productivity and efficiency at workplace (Alderfer, 1972). Herzberg also categorized the motivational sources in connection with Maslow's hierarchy of need model. While financial rewards are basic needs in Maslow's model, Herzberg named these needs as hygiene factors. Hygiene factors are dissatisfaction sources because dissatisfaction appears when fair hygiene factors are not met in workplace. Motivational sources is other category and they address with higher level of needs in Maslow's hierarchy of needs theory (Dartey-

Baah & Amoako, 2011). In terms of McClelland's Achievement Motivation Theory, there are three types of motives that affect achievement of individuals in workplace. Achievement, power, and affiliative motives are varied in terms of individuals' strengths.

Beside need based theories, process theories also have critical contribution to understand motivation sources of people in workplace. Sense of fairness in workplace affects individuals' motivation at work in terms of Adam's Equity Theory. Individuals observe their environment and compare the results of inputs. In order to get equity between inputs and their results, they are motivated to get some actions (Greenberg, 1993). According to Expectancy Theory, motivation at work emerged after three steps. First, individuals evaluate their efforts and expect high performance. Second, individuals evaluate their performance and expect rewards in terms of performance results. Finally, individuals evaluated rewards of performance. When individuals satisfies with results, valence emerged and these individuals are more motivated to work with higher effort (Van Eerde & Thierry, 1996).

According to Deci's self-determination theory, there are three types of motivation. Some individuals can be motivated by their intrinsic and self-regulated needs namely autonomous motivation. Other individuals may need to be directed by other people or situations to take an action. This is controlled motivation. In addition, when there is no intrinsic or extrinsic motivational sources, there is amotivation (Gagne & Deci, 2005).

Work motivation is affected by intrinsic or extrinsic factors mentioned above. On the other hand, recent studies show that work motivation has also significant effects on work performance (Kaseger, Pangkey & Dilapanga, 2021), job satisfaction (Rosenda & Tarmidi, 2021) and organizational citizenship behavior (Rinaldi & Riyonto, 2021). In order to support positive effects of work motivation at workplace, effects of mindfulness on work motivation was studied in this research.

According to Kabat-Zinn, Mindfulness is being aware of the moment consciously, intentionally, and accepting without judgements (Kabat-Zinn, 1994). Although the roots of Mindfulness come from Eastern culture and mindfulness techniques have been used for decades, it has found a place in Western studies after the 1970s with studies of Kabat-Zinn (Baer & Krietemeyer, 2006). Mindfulness-Based

Stress Reduction (MBSR) program was developed to decrease patients' stress level. It includes intensive training in mindfulness meditation and practices. Another program, Mindfulness Based Cognitive Therapy (MBCT) has preventive effects of major depressive episodes of people who has the history of major depression. This program includes similar meditation and practice trainings but its group is more specific and smaller than MBSR programs (Baer & Krietemeyer, 2006). As a new perspective to Cognitive and Behavioral Therapy, Acceptance and Commitment Therapy (ACT) and Dialectical Behavior Therapy (DBT) are also mindfulness based therapies. Acceptance and Commitment Therapy encourages patients to act in terms of their values as developing psychological flexibility. Psychological flexibility has significant facets from mindfulness namely openness, awareness, and engagement (Feliu-Soler et al., 2018). In Dialectical Behavior Therapy, mindfulness is a critical ability to overcome to difficulties. Therefore, mindfulness is taught beside distress tolerance, interpersonal effectiveness, and emotion regulation in treatment. (Soler et al., 2012).

MBSR programs are used in workplace to decrease stress level of employees. Since the stress level of employees are high, their wellness and health are affected negatively. With some time and group size modifications, MBSR programs are conducted in workplace and they help to decrease stress level (Wolever et al., 2012). Mindfulness is also used for developing leaders for organizations. Since self-awareness is a critical skill for being high potential employees, mindfulness practices are taught to potential leaders. High potential leaders with self-awareness help to maintain success in organizations (Lee, 2012). Mindfulness has also important effects on employee engagement (Leroy et al., 2013), job satisfaction (Hülshager et al., 2012) and meaning of working life (McCormick & Hunter, 2008).

In the light of previous researches, the current research is designed to investigate the effect of mindfulness on work motivation.

### **1.1 Statement of the Problem**

Work motivation is a critical factor that affects individuals' work performance, job satisfaction and organizational citizenship behavior positively (Kaseger, Pangkey & Dilapanga, 2021; Rosenda & Tarmidi, 2021; Rinaldi & Riyonto, 2021). Therefore, there is a need to protect work motivation for organizations and individuals.

In line with Mindfulness having beneficial effects on the health and well-being of people (Baer & Krietemeyer, 2006), the number of studies that investigate the effects of Mindfulness on work-life has been rising. Looking at the studies done so far, there were various studies about the effects of Mindfulness on several topics such as stress regulation at the workplace (Wolever et al., 2012), job satisfaction (Hülshager et al., 2012), self-awareness practices to improve leadership skills (Lee, 2012), employee engagement (Leroy et al., 2013), performance and turnover (Dane & Brummel, 2014), change management and resilience against difficulties at the workplace (McCormick & Hunter, 2008). These studies were mentioned in the Literature Review section in detail. It is easily seen with previous research that work motivation is a critical factor to determine success at work. On the other hand, there were a limited number of studies investigating the effects of mindfulness tendencies on work motivation.

Therefore, the present study is conducted to determine to what extent mindfulness tendency predicts work motivation of people who are actively working in an institution. It is expected that the results of the study will contribute to Mindfulness studies in organizational psychology.

## **1.2 Purpose of the Study**

Through the examination of the relationship between mindfulness and work motivation and the effects of mindfulness on work motivation, the present study aims to contribute to the literature on mindfulness at the workplace and work motivation.

## **1.3 Research Questions and Hypothesis**

In line with the purpose of the study, the following research questions are stated:

*R<sub>1</sub>*: Do the levels of cognitive and affective mindfulness and multidimensional work motivation differ according to demographic variables in individuals who were actively working in an institution?

*R<sub>2</sub>*: Is there any statistically significant relationship between cognitive and affective mindfulness and work motivation?

*R<sub>3</sub>*: To what extent does cognitive and affective mindfulness tendency predict work motivation?

Three hypotheses were developed in light of the purpose of the study:

*H<sub>1</sub>*: Levels of cognitive and affective mindfulness and multidimensional work motivation differ according to demographic variables in individuals who were actively working in an institution.

*H<sub>2</sub>*: Cognitive and affective mindfulness and work motivation are positively related among individuals who were actively working in an institution.

*H<sub>3</sub>*: Changes in the cognitive and affective mindfulness tendency are associated with changes in work motivation.

#### **1.4 Significance of the Study**

Working life has several factors to decrease work motivation. Some of them are external factors such as ineffective leadership, low revenue policies, unfair management. These factors have negative effects on success. In addition, intrinsic motivation of people is also decisive to success. In order to obtain or maintain personal success and growth, it will be a critical competence to protect motivation sources for individuals in a world with increasing uncertainty.

The positive effects of Mindfulness in the workplace have been revealed in previous studies. The results of one of the studies have been showing that individuals who practiced Mindfulness have presented acceptance in the face of new uncertain situations and they adapted themselves to new situations easily (McCormick & Hunter, 2008). These results were interpreted that Mindfulness has a strengthening effect in work-life where the uncertainty increases day by day.

Taking into considerations of motivation has several effects on individuals' working environment and mindfulness has beneficial effects on changing situations with its values, it has obviously seen that it will be critical to bringing the effects of Mindfulness on work motivation in literature.

#### **1.5 Definitions**

The terms that are used throughout the study are defined and conceptualized as follows:

*Work Motivation:* A kind of psychological process that regulates the energy, depth and stability of a work related action of individuals (Kanfer et al., 2008; Pinder, 2008). Within the scope of this study, operational measures of work motivation is assessed by Turkish version of Multidimensional Work Motivation Scale (Çivilidağ & Şekercioğlu, 2017).

*Intrinsic motivation:* A kind of motivation that comes from individuals' inner satisfaction. It is a subtopic of motivation according to self-determination theory and it is measured in terms of the amount of inner motivation sources. (Porter & Lawler, 1968). In current research, intrinsic motivation is measured by scores obtained from subscales of Multidimensional Work Motivation Scale namely intrinsic motivation, identified regulation, and introjected motivation (Çivilidağ & Şekercioğlu, 2017).

*Extrinsic motivation:* A kind of motivation that is created by an instrumentality. It is a subtopic of motivation according to self-determination theory and it is measured in terms of the amount of external motivation sources of motivation (Porter & Lawler, 1968). In current study, extrinsic motivation is assessed by scores obtained from subscales of Multidimensional Work Motivation Scale namely extrinsic motivation-social and extrinsic regulation-material (Çivilidağ & Şekercioğlu, 2017).

*Amotivation:* Lacking of intention or motivation (Gagne & Deci, 2005). In current research, amotivation is evaluated by scores obtained from amotivation subscale of Multidimensional Work Motivation Scale (Çivilidağ & Şekercioğlu, 2017).

*Mindfulness:* A state or trait that is being at present moment consciously, intentionally but without judgments (Kabat-Zinn, 1994). In current research, mindfulness is evaluated by scores obtained from Cognitive and Affective Mindfulness Scale.

## Chapter 2

### Literature Review

This chapter includes two parts. In the first part, work motivation was stated with theories. In the second part, Mindfulness was discussed with past and present studies about it. Detailed information about work motivation and mindfulness is given under related heading.

#### 2.1 Motivation

In our daily life, motivation is used in numerous areas. Some people can use the term in business areas to get more effective results while others may use it in education to make students more successful. Under all kinds of situations, it has the energy to change the situation.

In this section, work motivation was discussed in detail.

**2.1.1 Concept of motivation.** Motivation is defined as a psychological process that regulates the energy, depth, and stability of action of individuals (Kanfer et al., 2008).

In order to understand the concept of motivation, it is beneficial to look at the root of the word. Motivation comes from a Latin word and it means “move” (Kressler, 2003). It can be commented as a “power to move” or “energy to move”. Although this comment alone sounds reasonable there is no consensus to define motivation and there are different theories of motivation (Robbins, 2005).

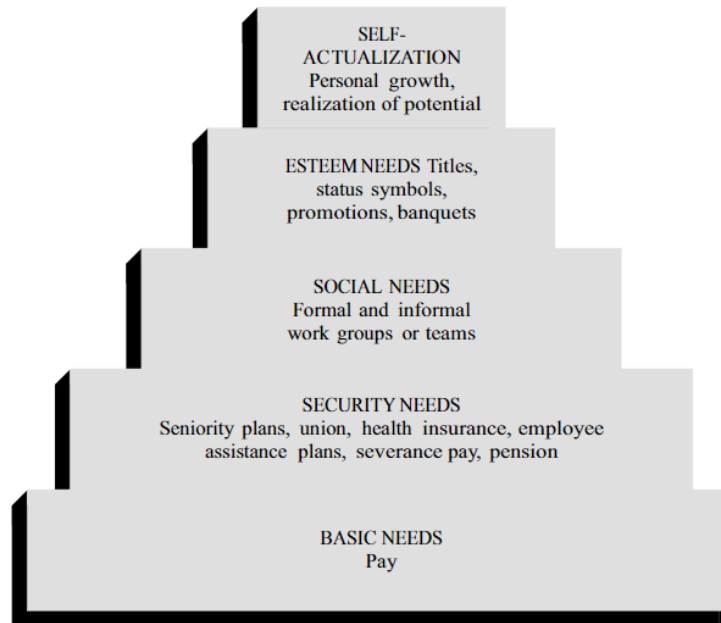
Work motivation will be discussed in this study. Work motivation is a set of energy that comes from inside or outside of the individual to initiate a work-related behavior (Pinder, 2008). Work motivation was explained with several theories that are all valuable. It should be considered that work motivation is not supported by one source, there are several motives for work.

**2.1.2 Theories of work motivation.** Theories aim to explain people's motivation sources that influence their work or behavior. They draw a framework of how people work efficiently or how they can be eager to behave in a specific way. (Dinibutun, 2012). Early researches about working motivation started with Fredrick Taylor's Scientific Management theory in a business context in the 1930s. Taylor focused on employee motivation in working areas. In terms of his Principles of Scientific Management people can be motivated by only financial benefits. This theory has three components for increase efficiency: Measure, control and monitor. Works can be measured, controlled, and monitored. In this way, efficiency and productivity will be increased. The amount of money that is paid for employees is specified with their productivity (Crossen, 2006). After his contribution to the work motivation area, various theories about work motivation have also emerged. The Content Theories, Process Theories, and Self Determination Theory will be explained.

**2.1.2.1 The content theories.** Content theories defend the opinion that people can be motivated by satisfying their needs. People can behave in a specific manner to meet their needs for instance they can work hard to satisfy their physiological needs by earning money or reading more to satisfy their growth needs.

According to Maslow's hierarchy of needs theory, people have five types of needs with a specific hierarchy and their source of motivation stems from these needs. (Maslow, 1943). At the basic level, there are physiological needs. People are motivated to meet their physiological needs for instance work to eat a meal or have a house to live in. These needs should be satisfied to survive. Safety needs are in the second level. People are motivated to behave protect themselves from threats. At present that has a very high level of uncertainty, taking health insurance or choosing a corporate company for working beside startup companies could be examples of satisfying safety needs. Social needs are the third level of needs. People are motivated to behave for satisfying belongingness and love needs after they satisfy the first two needs. While eating is a behavior to meet the most basic need, eating something with friends is a motivated behavior to meet social needs. Some people can be motivated to organize big family or friends meetings or be active participants in nongovernmental organizations for satisfying their social needs. Esteem needs are the fourth level of needs in terms of Maslow's hierarchy. People need to be respected and recognized. Grades, prizes, or promotions can be tools for satisfying these needs.

Finally, self-actualization is at the top of the hierarchy. When people satisfy their first four needs, they need to actualize their selves. People realize their full potential and became self-fulfilled at this level. (Maslow, 1943). It is critical that after the satisfaction of lower levels of needs, these needs will be no longer motivators for people. Motivation stems from unsatisfied needs (Maslow, 1943). There can be seen the hierarchy of work motivation in terms of Maslow's hierarchy of need theory in Figure 1.



*Figure 1.* A hierarchy of work motivation (Kanfer, Chen & Pritchard, 2008).

Claydon Alferder has modified Maslow's hierarchy of needs theory. He classified the needs under 3 categories namely Existence, Relatedness, and Growth. Another important difference between Maslow's theory and Alferder's theory is there is no hierarchy between these three categories (Alderfer, 1972). These three categories address Maslow's five levels. Existence needs are addressed to physiological and safety needs. Relatedness needs are addressed to social needs and Growth needs are addressed to self-actualization in the hierarchy (Alderfer, 1972).

Herzberg also brought a different perspective to Maslow's needs of hierarchy with his research about employees' motivation. He examined the satisfaction and dissatisfaction sources with employees and he created the two-factor theory of motivation. According to this theory, there are satisfaction sources namely motivators, and dissatisfaction sources namely hygiene factors (Steers et al., 2004). As a parallel

with Maslow's need of hierarchy, motivators correspond to higher levels of needs while hygiene factors correspond to lower levels of needs. There is an important point that hygiene factors do not affect motivation negatively but an absence of enough or fair hygiene factors are a source of dissatisfaction (Dartey-Baah & Amoako, 2011).

McClelland's Achievement Motivation Theory classified three types of motives and these motives vary in terms of individuals' strengths. People with higher achievement motives desire to get satisfaction from accomplishing a tough goal or task. People with higher power motives desire to have effects on others by giving advice or opinions. Lastly, people with higher affiliative motives desire to establish and protect relationships.

**2.1.2.2 The process theories.** Motivation does not derive from needs alone. People can observe their environment, have some thoughts or feelings and behave in a certain way. These rational analyses and choices are also determinants of motivation.

People are motivated by a sense of fairness in their interactions according to Equity Theory (Adams, 1965). The sense of fairness has emerged from social comparisons. People desire to get equity between their contributions to work and their rewards and others' contributions to work and others' rewards. In this kind of equation, others are named as referents. Contributions are inputs and rewards or results of contributions are output. Sometimes people could not get the expected equity in outcomes. In these kinds of unfair situations, people need to get equity by taking some actions. Changing perception, increasing referent inputs, reducing their inputs (Carrell & Dittrich, 1978), increasing their inputs (Greenberg, 1993), changing referent, leaving the situation (Schmidt & Marwell, 1972), and taking legal actions are reactions of unfairness.

Expectancy Theory has also a reasonable equation based on expectancy, instrumentality, and valence (Porter & Lawler, 1968). In terms of this theory, there are three steps to affect work motivation. First of all, people evaluate their efforts and decide whether their efforts cause high performance. This creates an expectancy step. Second, people evaluate their performance and decide whether their performance leads to rewards. This is an instrumentality step. Finally, people are interested in the rewards of their performance. If they are satisfied with the results of outcomes, valence

has emerged. When people have positive evaluations about three steps, they are more likely to be motivated to work with great effort (Van Eerde & Thierry, 1996)

**2.1.3 Self-determination theory.** Self-determination is a competence to manage people's selves, to make their decisions more convinced, and to think about themselves (Deci, 1971). Motivation is derived from the growth tendencies and psychological needs of people. There are three psychological needs namely autonomy, competence, and relatedness and people get their well-being by satisfying these needs (Ryan, 1995). Self-determination help people to get independence on their well-being and psychological health (Deci & Ryan, 2000).

Autonomy is the ability to act in a specific way with the responsibility of own choice (Gagne & Deci, 2005). Autonomy is connected with feeling independent because it also includes the power to make choices without external effects. Competence is a second psychological need that means feeling mastery about the work (White, 1959). Relatedness is also the ability to feel a sense of closeness and belonging to a group. It helps to internalize working values and rules (Gagne & Deci, 2005).

According to Self-determination theory, there are three kinds of motivation: Autonomous motivation, controlled motivation, and amotivation. Before explaining these motivation types, it is beneficial to mention intrinsic and extrinsic motivation. Porter and Lawler (1968) developed a model of intrinsic and extrinsic motivation. In terms of this model, intrinsic motivation is about people's inner satisfaction. People desire to do something since they find it interesting or joyful. On the other hand, extrinsic motivation derives from instrumentality. People do something for getting extrinsic consequences. In order to get total job satisfaction, there should be intrinsic and extrinsic motivation together (Porter & Lawler, 1968).

Getting back to the motivation types of the Self-determination theory, autonomous motivation, controlled motivation, and amotivation should also be explained. Autonomous motivation is a kind of intrinsic motivation that is derived from inner wishes. In contrast, controlled motivation is a kind of extrinsic motivation that is derived from external demands (Gagne & Deci, 2005). In order to explain these two motivation types, reading a book can be an example. If a person is reading a book because she/he desire to learn and enhance her/his worldview, this person has an autonomous motivation. On the other hand, if the person is reading a book because

she/he has to finish the book before the weekend as homework at school, this person has controlled motivation. It can be said that autonomous motivation and controlled motivation are engaged with the intention of an action. However, amotivation does not have intention or motivation whether there are some rewards or not (Gagne & Deci, 2005). The critical features of amotivation, extrinsic motivation, and intrinsic motivation have shown in Figure 2.

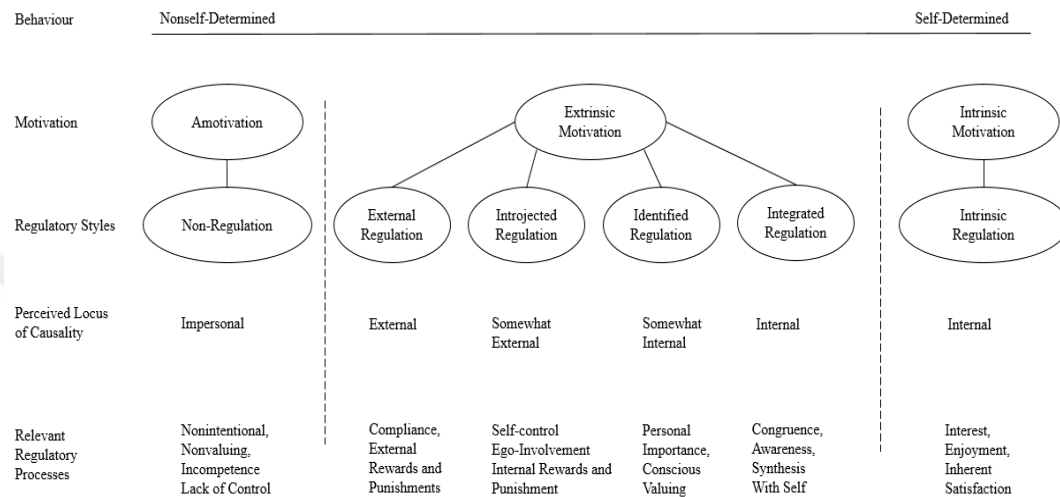


Figure 2. Self-Determination Continuum (Ryan & Deci, 2000).

**2.1.4 Effects of motivation at work.** In order to understand the effects of motivation at work, previous studies were reviewed. Firstly, in a research conducted by Kaseger, Pangkey, and Dilapanga, whether work motivation affects work performance was investigated. According to its results, work motivation was found as a predictor of work performance positively. It means that the change in the level of work motivation will affect the level of work performance in the same direction (Kaseger, Pangkey & Dilapanga, 2021).

Effects of work motivation on job satisfaction were also examined with a research in 2021. In terms of the results of the research, it was concluded that work motivation is a predictor of job satisfaction positively. It means that if there is a higher level of work motivation, there should also be a higher level of job satisfaction (Rosenda & Tarmidi, 2021).

Another research about work motivation was conducted in 2021. The research has investigated the effects of work motivation on organizational citizenship behavior. People who show organizational citizenship behavior take positive actions at the

workplace even these actions are not parts of their job descriptions. In terms of the results, work motivation has a significant influence on organizational citizenship behavior (Rinaldi & Riyonto, 2021).

To sum up, it was proven by previous studies that work motivation has significant effects on work performance, job satisfaction, and organizational citizenship behavior. While the importance of work motivation is obvious, this study aims to investigate effects of Mindfulness on work motivation.

## **2.2 Mindfulness**

It is not easy to protect the state of here and now physically and mentally. Although the body is in the present time, the mind can float on past or future. Sometimes people do not aware of their emotions, thoughts, and sensations (Uzun, 2020). In this section, Mindfulness was discussed to show the effects of being in the state of here and now both physically and mentally. The concept of mindfulness, mindfulness practices, and mindfulness-based therapies, and the effects of mindfulness practices at work will be stated under the main heading.

**2.2.1 Concept of mindfulness.** Mindfulness is defined as being aware of the present moment consciously, intentionally but without judgments (Kabat-Zinn, 1994). It is about living in the present moment with all sensations. At this moment, there are no yesterday regrets or anxiety about the future.

The roots of Mindfulness come from Eastern culture, Buddhism. A Buddhist word of “Sati” means “to remember”. It is actually intended to remember to be aware and be in the moment and maintain these states (Batchelor, 1997). It can be noticeable that Sati could be defined as being mindful in Western languages. On the other hand, it is more than just a personal trait. In the Buddhist context, there are some other features to be mindful. First of all, people should be ready to be aware of the moment purposefully (Kabat-Zinn, 2003). People should be open to sense-perceptible experiences. Second, people should protect their nonjudgmental states and accept the experiences without judgments (Germer et al., 2013) Third, people should continue to examine their experiences without comments or calculations. Forth, people should know that awareness is not attention. Attention is a short-time activity that protects

people from danger. However, awareness is a kind of continuous situation. Lastly, there should be systematic practice to see the positive effects (Siegel, 2010).

**2.2.2 Mindfulness practices.** In the mindfulness definition of Buddhist culture, three dimensions can be seen easily: Awareness, attention, and remembering. In addition, acceptance is a crucial part of Mindfulness practices. With the help of acceptance, people can feel compassion, warmth, and friendliness. (Siegel, 2010). There are vital feelings for attending the life.

People tend to wake up with numerous thoughts, to-do lists, anxieties, stress, and regrets in daily life. They unintentionally think about a lot of things while life is flowing. They may miss the smell of the morning coffee, taste of their lunch, see thousands of different colors of tree leaves. Mindfulness practices allow people to be aware of the moment. All regrets are about past experiences, Mindfulness practices let people feel compassion about their current selves and have relief about themselves (Siegel, 2010). It makes an easier life without judgments about people, situations, or events.

In terms of Kabat-Zinn, Mindfulness can be grown through mindfulness meditations (2005). He also defined Mindfulness as “*the final common pathway of what makes us human, our capacity for awareness and self-knowing*” (2005, p.11). When people develop their mindfulness, they can understand themselves via being aware of their thoughts, feelings and sensations, and the environment with social, political, global aspects (Kabat-Zinn, 2003).

People tend to be in the moment physically but the mind is busy with the past and future. It is like living on autopilot. While people become aware of the moment with Mindfulness practices, they can realize their moments that were driven by automatic pilots. It can be learned that people can take control of their moments from the automatic pilot with help to mindfulness practices (Uzun, 2020)

There is a controversy about mindfulness in literature. Some theorists advocate that mindfulness is a state while others defend it as a trait (Jamieson & Tuckey, 2017). According to trait theorists, traits are stable characteristics of people that cannot be changed in a short time. On the other hand, the state is not stable and can be changed in a short time (Cohen et al., 2013). Current researches showed that mindfulness has effects on both traits and states. Mindfulness practices change the present conditions

of the mind and make people take mindful actions at the moment. It is state mindfulness. Further, these practices have effects on personality for a longer period. It is trait mindfulness (Shapiro et al., 2011).

Mindfulness practices are classified as informal, formal meditation, and retreat practices. First of all, informal practices are daily attention practices (Siegel, 2010). While eating a piece of bread, keeping the bread in the mouth for three seconds and feeling the softness of bread on the roof of the mouth or while walking, standing in front of a tree and seeing the colors of leaves, hear the sounds of leaves with the wind. Secondly, formal meditations help people to aware of the present moment with acceptance. These practices have time and posture limitations. People can do meditations by sitting, standing, walking, and lying down (Siegel, 2010). These meditations improve concentration and help to focus the mind. Lastly, retreat practices are like shutting up your sounds and being part of nature with silence. While silence, there may be a lot of sounds on my mind. People in retreatment practice hear these anxious, regretful, or comparing sounds but park them for a while. When people in silent in their mouth and mind, it is easy to be in the moment so, it is easy to be mindful (Siegel, 2010).

**2.2.3 Mindfulness-based therapies.** Although Mindfulness practices were born in Eastern culture, they were used in medical, mental health, and wellness settings in Western countries. Mindfulness-based therapies use therapy techniques and exercises to help patients to develop their mindfulness levels. These therapies focus on acceptance before the change (Kabat-Zinn, 2003).

Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), Acceptance and Commitment Therapy (ACT), and Dialectical Behaviour Therapy (DBT) are the main mindfulness-based therapies. While MBSR and MBCT are intense training programs and use mindfulness exercises in training groups, ACT and DBT synthesis mindfulness-based techniques with cognitive, behavioral, and experiential methods of CBT (Çatak & Ögel, 2010).

Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT) use mindfulness practices as treatments. These programs have formal meditation and informal mindfulness practices in the treatment process. (Baer & Krietemeyer, 2006).

Kabat-Zinn created the Mindfulness-Based Stress Reduction (MBSR) program at the University of Massachusetts (Baer & Krietemeyer, 2006). Patients with chronic pain attended the MBSR program and they learned Mindfulness for relieving their symptoms and pain. This approach of Mindfulness was different from approaches from Eastern cultures since MBSR is a kind of treatment method instead of spiritual practice (Baer & Krietemeyer, 2006).

Mindfulness-Based Stress Reduction program consists of 8 weeks of intensive training in mindfulness meditation in which at least 2.5-3 hours in a week and mindfulness practices as homework. Participants of this program may have various diagnoses or disorders. The program aims to change participants' internal situations and increase their mindfulness level by practicing (Baer & Krietemeyer, 2006)

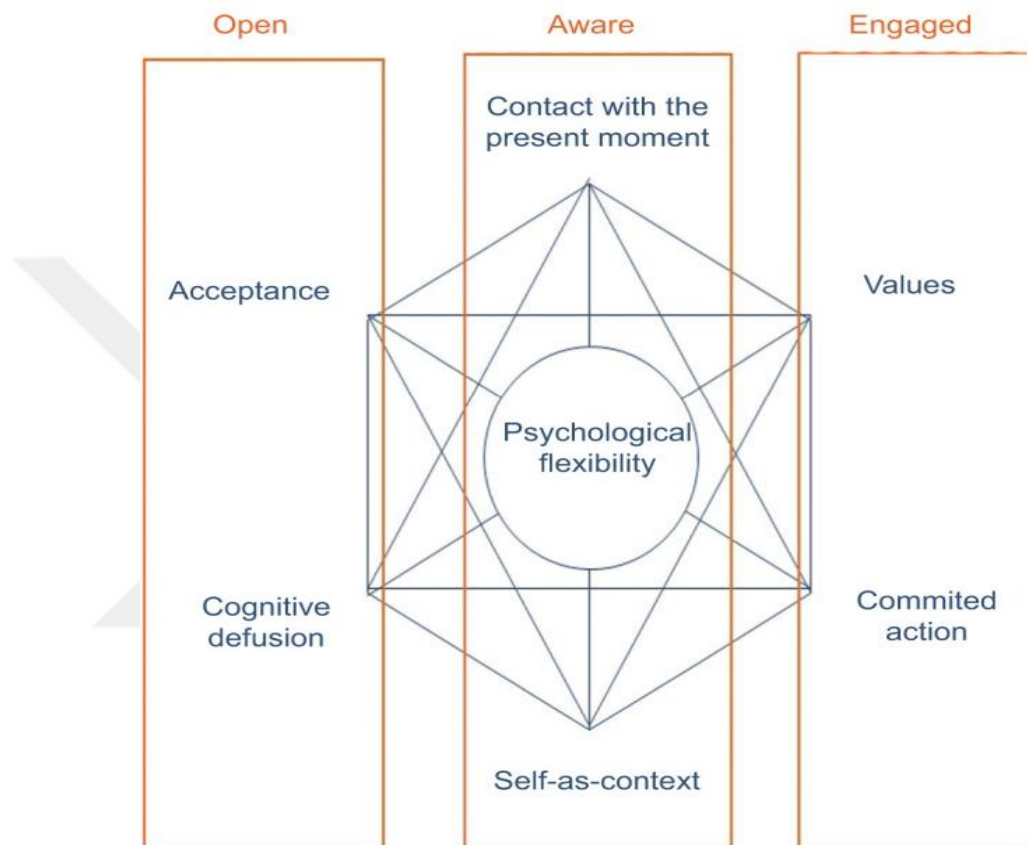
Mindfulness-Based Cognitive Therapy (MBCT) is similar to MBSR. Both of them focus to enhance the mindfulness skills of people by practicing. MBCT program is also 8 weeks training program with homework mindfulness practices. However, MBCT has shorter class hours as 2 hours a week and a smaller group size than MBSR. In the MBCT program, participants had major depression diagnosed in their past. MBCT program aims to prevent the relapse of major depressive episodes (Baer & Krietemeyer, 2006).

Acceptance and Commitment Therapy (ACT) is also a mindfulness-based therapy that encourages the patients to act in terms of their values as developing psychological flexibility. In the ACT, patients accept their emotions and thoughts but before changing them, patients generate compassion with them (Dindo et al., 2017)

ACT has 6 basic facets to improve individuals' psychological flexibility. These are acceptance, cognitive defusion, and contact with the present moment, self as context, values, and committed action. (Feliu-Soler et al., 2018). The relationships of these facets with each other and their classification in terms of openness, awareness, and engagement can be seen in Figure 3.

Acceptance means being open to emotional experience (Feliu-Soler et al., 2018) while cognitive defusion means changing the relationship with thoughts and extinguishing their functions (McHugh, 2011). Acceptance and cognitive defusion include openness. Contact with the present moment means developing a relationship

with the current moment (Batink et al., 2016) while self as context refers to observations with awareness and attention on emotions or thoughts of self. (Feliu-Soler et al., 2018). Contact with the present moment and self as a context includes awareness. Values imply guidelines for choices (Zhang et al., 2018) and committed action implies taking responsibility for personal goals and progressing them (McHugh, 2011). Values and committed action include engagement.



*Figure 3. Facets of psychological flexibility (Feliu-Soler et al., 2018).*

Dialectical Behavioral Therapy is generated by Linehaine in the late 1980s while using CBT on patients who have a borderline personality disorder. One most significant differences of DBT from classical CBT is integrating change and acceptance to the treatment. DBT uses acceptance-based therapy and cognitive behavioral therapy techniques together (Soler et al., 2012).

In DBT, four skills are taught to patients to develop their abilities to overcome their experienced difficult situations. Mindfulness, distress tolerance, interpersonal effectiveness, and emotion regulation were aimed to teach in the progress of therapy. In DBT groups there is 24 weeks curriculum to follow (Soler et al., 2012).

**2.2.4 Effects of mindfulness practices at work.** It can be easily seen that there are numerous research about the effects of mindfulness practices. Because the research focuses on working people, the researcher decided to review literature about mindfulness research at work.

Stress has negative effects on our minds and body. It also affects our business world. Stress at the workplace costs at least \$ 150 billion in a year in the USA (Sauter, Murphy & Hurrell, 1990). People with stress tend to do not desire to go to work and their performance and productivity decrease (Hyland et al., 2015). In order to decrease stress at the workplace, mindfulness training is an effective method. Although it is hard to conduct MBSR training programs at the workplace because of the time limitation, it can be applied with some modifications such as shortening the session time by 60 or 90 minutes. (Chaskalson, 2011). This program also helps to decrease high-level stress (Wolever et al., 2012).

In order to maintain the success of organizations, they need well-qualified leaders. According to Hogan, Hogan & Kaiser, high potential employees should be aware of their abilities and development areas (2010). As I mentioned before, awareness is one of the most critical element of mindfulness. To improve employees' self-awareness, mindfulness training will be effective. This leads organizations to have high potential leaders with self-awareness and it helps to maintain success in the organization (Lee, 2012).

Employee engagement is one of the top priorities of organizations because it affects employee satisfaction positively and turnover rate negatively (Saks, 2006). It is found that mindfulness practices could be used to maintain or improve employee engagement (Leroy et al., 2013). In addition, mindfulness was linked with a higher level of performance and a lower level of turnover intention (Dane & Brummel, 2014). These results support the link between Mindfulness and employee engagement.

Job satisfaction is critical for achievement in the current job. It is also found that mindfulness practices promote job satisfaction and help to prevent burnout by working on emotional exhaustion (Hülsheger et al., 2012).

Lastly, an exploratory study has conducted in 2008 with managers and professionals who have a mindfulness meditation practice. It is found that there are

twelve positive effects of mindfulness meditation on people while they are working: these meditations increase their awareness level in the working environment; they can meet new changes with the acceptance that is one of the key components of mindfulness and they have healthy adaptation skills; their coping mechanisms are improved in the face of difficulties; they can set more beneficial objectives for their work; they improve awareness for their selfish actions; their thoughts about financial gain is decreased; they give importance to the internal feud; their perspective about “meaning of life” changes from just work-life to holistic perspective; they found their works enjoyable and have healthy relationships with colleagues (McCormick & Hunter, 2008).



## Chapter 3

### Method

This section includes the research design, participants, measurements, and data analysis of the research. Firstly, the researcher will explain the research design. Secondly, participant demographic information will be shared. Thirdly, data collection measurements' information will be explained in detail, and lastly, the researcher mentions data analysis.

#### 3.1 Research Design

Quantitative research methodology principles are decided to use in this study since quantitative research methodology permits to get required generalizations, predictions, and causality relationships between the variables (Hesse-Biber, 2010). Although there are various quantitative research methods, this study was conducted with a survey research design.

#### 3.2 Participants and Settings

The target population of the study is clearly defined. While the target population of the study is people who are working in a government or private institution. To represent this target population, data have been gathered from 306 people who are actively working in an institution. The demographic characteristics of the sample are presented in Table 1.

Table 1

*Demographic Characteristics of the Sample*

Characteristics	Frequency	Percentage
Gender		
Female	140	45.8
Male	166	54.2
Age		
18 - 27	70	22.9
28 - 34	142	46.4
35 - 41	48	15.7
42 or over	46	15.0
Marital Status		
Married	170	55.6
Single	136	44.4

Table 1 (contd)

Characteristics	Frequency	Percentage
Institution		
Government	44	14.4
Private	262	85.6
Working Experience		
0 - 5 years	115	37.6
6 - 10 years	99	32.4
11 – 15 years	35	11.4
16 - 20 years	23	7.5
21 or over years	34	11.1
Whether Heard of Mindfulness		
Yes	139	45.4
No	167	54.6
Whether Practice of Mindfulness		
Yes	75	24.5
No	231	75.5

In the sample, 45.8 percent of participants (140) were female and 54.4 percent of participants (166) were male. Participants were coming from different age groups, with 70 of them (22.9%) aged between 18 and 27; another 142 (46.4%) aged between 28 and 34; 48 participants (15.7%) in the age range of 35 – 41, and finally 46 of them (15%) aged 42 or over. Participants also differ in their marital status. While 170 participants (55.6%) were married, 136 participants (44.4%) were single. Participants were predominantly working in a private company. While 44 participants (14.4%) were working at a government institution, 262 participants (85.6%) were working at private institutions. Participants have also had different working experiences, with 115 participants (37.6%) having 5 years or less working experience; another 99 participants (32.4%) had working experience between 6 and 10 years; 35 participants (11.4%) had working experience between 11 and 15 years; 23 participants (7.5%) had working experience between 16 and 20 years, and finally, 34 of them (11.1%) had working experience 21 years and over. In the demographic questionnaire, participants were asked whether heard of Mindfulness and whether they practiced Mindfulness. While 139 participants (45.4%) reported they heard about Mindfulness, 75 participants (24.5%) reported they practice Mindfulness.

### 3.3 Instruments

One demographic information form and two different scales were used in this study. In demographic information form (see Appendix B), participants' gender, age, and marital status, working institutions, working experience, and whether they have heard Mindfulness and whether they have practiced Mindfulness were asked.

In order to measure mindfulness levels of participants, Turkish version of Cognitive and Affective Mindfulness Scale-Revised (see Appendix C) was used. Turkish version of Multidimensional Work Motivation Scale (see Appendix D) was also performed to understand participants' work motivation levels in terms of subscales. Analyses were made to predict the effect of mindfulness level on work motivation in terms of the results of the scales. Detailed information about these scales is given in the following sections.

**3.3.1 Multidimensional Work Motivation Scale.** This scale was created by Gagné, Forest, Gilbert, Aubé, Morin ve Malorni in 2010 (Çivilidağ & Şekercioğlu, 2017). It was a Likert type questionnaire with 19 items. Turkish version of the scale was completed by Çivilidağ and Şekercioğlu in 2017. (Çivilidağ & Şekercioğlu, 2017).

This scale has subscales namely amotivation, extrinsic motivation-social, extrinsic regulation-material, introjected regulation, identified regulation, and intrinsic motivation. Factor analysis results of these 6 subscales were calculated to construct validity. Alpha Factor Analysis (AFA) result of identified regulation is between .60 and .82; AFA result of extrinsic regulation-material is between .79 and .81; AFA result of extrinsic regulation-material is between .79 and .81; AFA result of extrinsic motivation-social is between .78 and .84; AFA result of amotivation is between .73 and .81; AFA result of introjected regulation is between .53 and .86; and finally AFA result of intrinsic motivation is between .65 and .85 (Çivilidağ & Şekercioğlu, 2017).

**3.3.2 Cognitive and Affective Mindfulness Scale-Revised.** This scale was developed by Feldman, Hayes, Kumar, Greeson ve Laurenceau in 2008. In this version of the scale, there were 12 items. As a result of the validity measurements, it was found that item 2 and item 7 were not representing mindfulness. Therefore, the Cognitive and Affective Mindfulness Scale was revised with 10 items. This scale has been adapted to the Turkish language by Çatak in 2012 (Çatak, 2012). It aims to measure participants' mindfulness level in a multi-faceted context of awareness, acceptance, and non-judgment (Feldman et al., 2008).

Cognitive and Affective Mindfulness Scale-Revised provides a comprehensive evaluation with a brief structure. It also eases the data collection process and facilitation of questionnaire administration.

The internal consistency of Turkish version of the scale was  $\alpha = 0.77$ . It means that the Turkish version of the scale has an acceptable level of internal consistency (Çatak, 2012).

### **3.4 Procedure**

An online survey system was utilized, and the link was shared with groups of people who are actively working in an institution by e-mail, messages, and social media posts. After people answer the questionnaire and submit their responses, they could not reach the questionnaire a second time because of the setting of the survey. Completing the form takes approximately 5 minutes. Participants were requested to answer all items and survey settings were managed to provide this. Therefore, the risk of missing any item was prevented. Confidentiality promise was stated in the informed consent form. In addition to all answers being kept confidential, participants were not asked to share any personal information such as name, e-mail address, or phone number.

When participants open the survey link, they were faced with an informed consent form (see Appendix A). After they approved the consent form, they were permitted to access the demographic information form, Cognitive and Affective Mindfulness Scale-Revised, and Multidimensional Work Motivation Scale.

### **3.5 Data Analysis**

A quantitative design and methods were used in this study. IBM SPSS 25.0 program was used for the data analysis. Cronbach's alpha coefficient was preferred to determine the internal consistency of the scales. It was concluded that Cronbach's alpha results of Cognitive and Affective Mindfulness Scale-Revised ( $\alpha = .77$ ) and Multidimensional Work Motivation Scale ( $\alpha = .76$ ) are acceptable in terms of social sciences (Bademci, 2006).

Since this study aimed to predict the effect of Mindfulness level on work motivation, simple linear regression analysis was utilized in order to see any possible effects. Another goal is examining the relationship between mindfulness level and work motivation; therefore, Pearson correlation analysis was also utilized before simple linear regression analysis. In correlation analysis, the researcher measures two or more variables and examines the relationship between them (Hayes, 2000). Additionally, paired difference tests were used to compare a) cognitive and affective mindfulness with respect to demographic variables and b) multidimensional work motivation with respect to demographic variables.

## Chapter 4

### Results

In this chapter, the results of the data analysis of the study variables (demographic variables, mindfulness, and work motivation) were presented. In terms of the research questions, the results were interpreted. Descriptive analysis, difference analysis, Pearson Correlation Coefficient, and simple linear regression were utilized for explaining the meaning of data.

#### 4.1 Descriptive Statistics of Variables

To check the normality of the data, skewness and kurtosis values for items were calculated. The normality range is between -1.5 and +1.5 in skewness and kurtosis values. (Tabachnick & Fidell, 2014). In the present study, skewness and kurtosis values were between -1.5 and +1.5. It means that the data does not violate the normal distribution. Mean, standard deviation, skewness, and kurtosis values were presented in Table 2. Research data includes 306 participants' responses.

Table 2

*Minimum, maximum, skewness, and kurtosis values for the scales*

	N	Minimum	Maximum	Skewness	Kurtosis
Multidimensional Work Motivation Scale	306	37	131	-.142	.139
Cognitive and Affective Mindfulness Scale-Revised	306	16	39	-.055	-.258

Descriptive statistics of the study can be viewed in Table 3. It shows means, standard deviations, and number of cases for Cognitive and Affective Mindfulness Scale-Revised (CAMS-R); Multidimensional Work Motivation Scale (MWMS); six subscales of MWMS namely amotivation, extrinsic motivation-social, extrinsic regulation-material, identified regulation, intrinsic motivation, and introjected regulation; age, and working experience (See Table 3).

For the responses to the Cognitive and Affective Mindfulness Scale-Revised (CAMS-R), the mean score was 29.25 ( $SD = 4.048$ ). As for the total Multidimensional Work Motivation Scale (MWMS) score, the mean was 81.09 ( $SD = 14.455$ ). For the

amotivation subscale, the mean score was 6.79 ( $SD = 4.167$ ); for the extrinsic motivation-social subscale, the mean score was 10.02 ( $SD = 4.978$ ); for the extrinsic regulation-material subscale, the mean score was 12.32 ( $SD = 4.874$ ); for the identified regulation subscale, the mean score was 16.35 ( $SD = 3.935$ ); for the intrinsic motivation subscale, the mean score was 14.45 ( $SD = 4.543$ ), and for the introjected regulation subscale, the mean score was 21.17 ( $SD = 4.464$ ).

Table 3

*Descriptive Statistics of the Study Variables*

Measures	M	SD
Cognitive and Affective Mindfulness Scale-Revised	29.25	4.048
Multidimensional Work Motivation Scale	81.09	14.455
Amotivation	6.79	4.167
Extrinsic motivation-social	10.02	4.978
Extrinsic regulation-material	12.32	4.874
Identified regulation	16.35	3.935
Intrinsic motivation	14.45	4.543
Introjected regulation	21.17	4.464

$N = 306$

#### 4.2 Comparative Analysis of Variables

In order to investigate the levels of cognitive and affective mindfulness and multidimensional work motivation that differ according to demographic variables in individuals, a comparative analysis was utilized.

In terms of the results of the analysis that has been shown in Table 4, it was found that there was a statistically significant difference in terms of cognitive and affective mindfulness between the groups that answered yes and no to the question of “Have you ever practiced Mindfulness?” question ( $p < .05$ ,  $p = .012$ ). In order to determine the direction of difference, the means of the groups were examined. As a result, it was found that those who answered as “yes” ( $x = 30.2$ ) had a higher cognitive and affective mindfulness tendency than those who answered as no ( $x = 28.9$ ). In terms of Table 4, there was no statistically significant difference in terms of cognitive and affective mindfulness between the other demographic groups ( $p > .05$ ).

Table 4

*Comparison of Cognitive and Affective Mindfulness Tendencies of Participants with Respect to Demographic Variables*

Dependent Variable	Demographic Variables	N	$\bar{X}$	SS	t	p
<b>Cognitive and Affective Mindfulness</b>	<b><i>Gender</i></b>					
	Female	140	29.3	4.1	.386	.700
	Male	166	29.1	3.9		
	<b><i>Age</i></b>				1.726	.162
	Ages Between 18-27	70	29.6	3.8		
	Ages Between 28-34	142	28.7	3.8		
	Ages Between 35-41	48	29.0	4.6		
	Ages Between 42 or over	46	30.2	4.1		
	<b><i>Marital Status</i></b>				-.819	.413
	Married	170	29.0	4.1		
	Single	136	29.4	3.9		
	<b><i>Working Institutions</i></b>				.008	.994
	Government	44	29.2	4.3		
	Private	262	29.2	4.0		
	<b><i>Working Experience (Year)</i></b>				1.676	.155
	0 - 5 years	115	29.1	3.6		
	6 - 10 years	99	29.0	4.1		
	11 – 15 years	35	28.5	4.4		
	16 - 20 years	23	29.4	5.0		
	21 or over years	34	30.8	3.4		
	<b><i>Whether Heard of Mindfulness</i></b>				-.087	.931
Yes	139	29.2	3.9			
No	167	29.2	4.1			
<b><i>Whether Practice of Mindfulness</i></b>				2.543	.012	
Yes	75	30.2	3.6			
No	231	28.9	4.1			

In terms of the results of the analysis that has been shown in Table 5, it was found that there was a statistically significant difference in terms of work motivation between groups working government institutions and private institutions ( $p < .05$ ,  $p = .001$ ). In order to determine the direction of difference, the means of the groups were examined. As a result, it was found that individuals who are working in government institutions ( $x = 74.1$ ) had a lower level of work motivation than individuals who are working in a private institutions ( $x = 82.2$ ) In terms of Table 5, there was no statistically significant difference in terms of work motivation between the other demographic groups ( $p > .05$ ).

Table 5

*Comparison of Multidimensional Work Motivation of Participants with Respect to Demographic Variables*

Dependent Variable	Demographic Variables	N	$\bar{X}$	SS	t	p
<b>Multidimensional Work Motivation</b>	<b><i>Gender</i></b>					
	Female	140	80.6	14.0	-.520	.603
	Male	166	81.4	14.8		
	<b><i>Age</i></b>				1.264	.287
	Ages Between 18-27	70	82.8	13.7		
	Ages Between 28-34	142	81.7	14.7		
	Ages Between 35-41	48	78.4	14.7		
	Ages Between 42 or over	46	79.1	14.1		
	<b><i>Marital Status</i></b>				-.323	.747
	Married	170	80.8	15.2		
	Single	136	81.3	13.4		
	<b><i>Working Institutions</i></b>				-3.390	.001
	Government	44	74.1	14.7		
	Private	262	82.2	14.1		
	<b><i>Working Experience (Year)</i></b>				.265	.900
	0 - 5 years	115	82.0	13.6		
	6 - 10 years	99	80.8	15.1		
	11 – 15 years	35	79.7	16.8		
	16 - 20 years	23	81.0	14.2		
	21 or over years	34	79.9	13.0		
	<b><i>Whether Heard of Mindfulness</i></b>				-.009	.993
	Yes	139	81.0	14.1		
	No	167	81.1	14.7		
<b><i>Whether Practice of Mindfulness</i></b>				.332	.741	
Yes	75	81.5	14.3			
No	231	80.9	14.5			

**4.3 Correlation Analysis of Variables**

Correlations among variables were analyzed by the Pearson Product Moment correlation to assess the relationship between cognitive and affective mindfulness and work motivation including its subscales namely amotivation, extrinsic motivation-social, extrinsic regulation-material, identified regulation, intrinsic motivation, introjected regulation.

The results showed that there is a significant correlation between cognitive and affective mindfulness and work motivation ( $r = .471, p < .05$ ). Considering subscales

of multidimensional work motivation, cognitive and affective mindfulness showed a positive significant correlation with identified regulation ( $r = .280, p < .01$ ), intrinsic motivation ( $r = .171, p < .01$ ) and introjected regulation ( $r = .117, p < .05$ ). However, amotivation, extrinsic motivation-social, and extrinsic regulation-material showed no correlation with cognitive and affective mindfulness (see Table 6).

Table 6  
*Pearson Correlations for Research Variables*

Variables	1	2	3	4	5	6	7	8
1.Cognitive and Affective Mindfulness Scale-Revised	1							
2.Multidimensional Work Motivation Scale	.471*	1						
3.Amotivation	-.077	-	1					
4.Extrinsic motivation – social	-.051	-	.143*	1				
5.Extrinsic regulation-material	-.060	-	-.024	.507**	1			
6.Identified regulation	.280**	-	-.319**	.027	-.022	1		
7.Intrinsic motivation	.171**	-	-.085	.028	.053	.499**	1	
8.Introjected regulation	.117*	-	-.243**	.353**	.425**	.411**	.246**	1

\*  $p < .05$ , \*\*  $p < .001$

#### 4.4 Simple Linear Regression Analysis of Variables

In order to examine whether the change in cognitive and affective mindfulness level explains the change in work motivation level, a simple linear regression analysis was performed. According to the results were indicated in Table 7, cognitive and affective mindfulness ( $\beta = .106, p = .044$ ) predicts work motivation positively ( $p < .05$ )

Table 7

*Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Work Motivation*

Work Motivation	R <sup>2</sup>	Adj R <sup>2</sup>	β	t	p
Cognitive and Affective Mindfulness	.114	.091	.106	1.858	.044*

\* p < .05, \*\* p < .001

In addition, to investigate whether the change in cognitive and emotional mindfulness level predicts the change in subscales' level of work motivation namely; amotivation, extrinsic motivation-social, extrinsic regulation-material, identified regulation, intrinsic motivation, and introjected regulation; regression analysis was performed for all subscales. Results of these analyses were indicated in Table 8, Table 9, Table 10, Table 11, Table 12, and Table 13. According to analysis, it can be concluded that cognitive and affective mindfulness predicts identified regulation, intrinsic motivation, and introjected regulation positively.

Table 8

*Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Amotivation*

Amotivation	R <sup>2</sup>	Adj R <sup>2</sup>	β	t	p
Cognitive and Affective Mindfulness	,006	,003	-,077	-1,823	,178

\* p < .05, \*\* p < .001

Table 9

*Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Extrinsic Motivation - Social*

Extrinsic Motivation - Social	R <sup>2</sup>	Adj R <sup>2</sup>	β	t	p
Cognitive and Affective Mindfulness	,003	-,001	-,051	-,887	,376

\* p < .05, \*\* p < .001

Table 10

*Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Extrinsic Regulation - Material*

Extrinsic Regulation - Material	R <sup>2</sup>	Adj R <sup>2</sup>	β	t	p
Cognitive and Affective Mindfulness	,004	-,000	-,060	-,887	,292

\* p < .05, \*\* p < .001

Table 11

*Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Identified Regulation*

Identified Regulation	R <sup>2</sup>	Adj R <sup>2</sup>	β	t	p
Cognitive and Affective Mindfulness	,078	,075	,280	25,870	,000**

\* p < .05, \*\* p < .001

Table 12

*Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Intrinsic Motivation*

Intrinsic Motivation	R <sup>2</sup>	Adj R <sup>2</sup>	β	t	p
Cognitive and Affective Mindfulness	,029	,026	,171	9,163	,003*

\* p < .05, \*\* p < .001

Table 13

*Simple Linear Regression Analysis for Predicting the Impact of Cognitive and Affective Mindfulness on Introjected Regulation*

Introjected Regulation	R <sup>2</sup>	Adj R <sup>2</sup>	β	t	p
Cognitive and Affective Mindfulness	,014	,010	,117	4,211	,041*

\* p < .05, \*\* p < .001

## **Chapter 5**

### **Discussion**

In this section, it will be discussed the major findings of the current research, describe the theoretical and practical implications of the study, express the study limitation as well as some recommendations for the upcoming studies.

It was aimed to examine the relationship between mindfulness tendency and work motivation and to understand the effect of mindfulness tendency on work motivation among individuals who are working in an institution. There are several previous studies about mindfulness at workplace. One of the research show that mindfulness based stress reduction program decrease the stress levels of employees at workplace (Wolever et al., 2012) while other found that mindfulness practices promote job satisfaction of employees (Hülsheger et al., 2012). In addition, there are also proofs that mindfulness has effects on leadership, employee engagement, employee performance and lower turnover, change management and resilience (Lee, 2012; Leroy et al., 2013; Dane & Brummel, 2014; McCormick & Hunter, 2008). On the other hand, any published study examining the effects of mindfulness on work motivation was found in literature.

In order to test the research hypothesis, data were collected via an online survey system from individuals who are actively working in an institution in Turkey. The final sample consisted of 306 participants and hypotheses were tested by using IBM SPSS 25.0 program.

#### **5.1 Discussion of Findings for Comparison of Cognitive and Affective Mindfulness and Multidimensional Work Motivation With Respect to Demographic Variables**

In order to examine whether cognitive and affective mindfulness levels of participants differ in terms of their demographic information, a comparative analysis was utilized. It was seen that cognitive and affective mindfulness tendencies of individuals who have practiced Mindfulness differ from individuals who have not practiced Mindfulness. Individuals who have practiced Mindfulness have a higher level of cognitive and affective mindfulness according to current research. This result is consistent with a previous study that found mindfulness is enhanced through

mindfulness meditation since mindfulness meditation is a kind of attention and awareness training (Walsh & Shapiro, 2006). These two studies conducted over 16 years support each other.

In addition, to examine whether the work motivation levels of participants differ in terms of their demographic information, another comparative analysis was utilized. It was found that the work motivation levels of individuals who are working in government institutions differ from individuals who are working in public institutions. Individuals who are working in government institutions have a lower level of work motivation than individuals who are working in public institutions. According to the study of Gabris and Simo, it was found that there is no difference in motivation level and motivation sources between groups of individuals who were working in government or private institutions (1995). The inconsistency between the results of two studies may be interpreted with the changes in working conditions in 26 years or countries that studies conducted. Working conditions of government and private institutions may also change in terms of development levels of countries. In additions, factors that affects the motivation also change in years. It should also be considered that the number of data could not be gathered equally from participants who are working in a government institution and private institution in current study. Although the result is valid and reliable, reliability value may not be higher as previous research.

## **5.2 Discussion of Findings for Relationship between Variables**

The cognitive and affective mindfulness levels of participants were significantly correlated positively with work motivation levels. This means that while the level of cognitive and affective mindfulness increased, the level of work motivation also increased. The cognitive and affective mindfulness levels of participants had also a significant positive correlation with some subscales of Multidimensional Work Motivation. Regarding these subscales separately, cognitive and affective mindfulness levels of participants had a significantly positive correlation between identified regulation, intrinsic motivation, and introjected regulation.

Several studies proved mindfulness training has positive impacts on emotion regulation and self-regulation (Baer et al., 2009). Since intrinsic motivation, identified regulation, and introjected regulation includes self-regulation, it will not be surprising

that cognitive and affective mindfulness has a positive relationship with the subscales related to intrinsic motivation.

### **5.3 Discussion of Findings for Impact of Cognitive and Affective Mindfulness on Work Motivation**

Simple Linear Regression analysis was utilized to decide whether the cognitive and affective mindfulness tendency predicted the work motivation. The results of the analysis concluded that cognitive and affective mindfulness levels positively predicted work motivation.

Although there is no study found about mindfulness tendency and work motivation, in terms of a previous research, people tend to be less motivated to complete a task immediately after mindfulness meditation (Hafenbracka & Vohs, 2018). Since individuals focus on here and now and have a sense of calm while meditating, they do not desire to take action for future after meditation. Works includes stress and uncertainty. These features make work to undesired actions after meditation. Although this research doesn't seem to support current research, they actually differ in terms of timing. While current research focused on effects of mindfulness tendency on work motivation in general, previous research focused on individuals' motivation level after mindfulness meditation.

On the other hand, individuals with mindfulness tendency have stronger resilience skills against difficulties at the workplace (McCormick & Hunter, 2008). These individuals have awareness skills and they can easily adapt the new changes. It is not expected that work motivations of these individuals drop easily. When considered from this point of view, current research has supportive results to previous research.

Lastly, job satisfaction is related with work motivation. Theories of motivation use satisfaction and motivation with each other. In Maslow's hierarchy of need, satisfaction of needs lead to motivation for satisfying upper level of needs. While this theory applied to work motivation, it states that job satisfaction activates work motivation. Similarly, ERG Theory and Two Factor Theory also advocates that satisfaction of needs creates motivation. Job satisfaction refers to satisfaction of need in work environment and when it is provided, work motivation will be produced (Kian,

Yusoff & Rajah, 2014). According to other previous study, it was found that mindfulness practices has important effects on motivation. While people are becoming more mindful, their job satisfaction is increasing (Hülshager et al., 2012). When considered from these points of view, the result of current study that mindfulness has an important on work motivation is consistent with previous research about job satisfaction, work motivation and mindfulness.

#### **5.4 Discussion of Results According to Research Questions**

In order to answer research questions and test hypotheses, required analyses were performed.

Firstly, to determine whether the level of cognitive and affective mindfulness and work motivation differ according to demographic variables two comparative analyses were performed. The level of cognitive and affective mindfulness differs in terms of whether individuals have practice Mindfulness. Participants who have practiced Mindfulness showed a higher level of cognitive and affective mindfulness level. On the other hand, the level of work motivation differs in terms of whether the institution participants work for is a government institution or a private institution. Individuals who were working in government institutions showed lower levels of work motivation. The first hypothesis was supported by these results.

Secondly, in order to decide if there is a significant relationship between cognitive and affective mindfulness and work motivation, a correlation analysis was performed. It was found that there is a significantly positive relationship between cognitive and affective mindfulness and work motivation. The second hypothesis was supported by the result.

Finally, to investigate the predictor effect of cognitive and emotional mindfulness on work motivation, a regression analysis was utilized. In terms of the result of the analysis, cognitive and affective mindfulness predicts work motivation. Therefore, the third hypothesis was supported by the result of the analysis.

## **Chapter 6**

### **Conclusion**

The purpose of the study was to investigate the relationship between mindfulness and the effects of mindfulness on work motivation. To sum up, the following results were acquired in this study.

- a) Individuals who have practiced mindfulness have a higher level of cognitive and affective mindfulness level.
- b) Individuals who work in a government institution have a lower level of work motivation than individuals who work in a private institution.
- c) A statistically significant positive relationship was found between cognitive and affective mindfulness and work motivation.
- d) A statistically significant positive relationship was found between cognitive and affective mindfulness and 3 subscales of work motivation namely identified regulation, intrinsic motivation, and introjected motivation.
- e) Cognitive and affective mindfulness predicts work motivation positively.
- f) Cognitive and affective mindfulness predicts 3 subscales of work motivation namely identified regulation, intrinsic motivation, and introjected motivation positively.

#### **6.1 Limitations and Recommendations**

Although this study has been prepared precisely, it has some limitations.

Firstly, the data of this study were gathered from 306 individuals who were actively working in an institution in Turkey. While generalizing the research findings, this fact must be considered with caution. In future studies, obtaining data from other countries with bigger samples will be beneficial to improve the literature.

Secondly, although the researcher tried to acquire data from equal number of people according to demographic variables, number of participants from some groups was higher than others. Especially, the number of participants from government institutions were distinctively lower than the number of participants from private institutions. Even the result that individuals who work in a government institution have a lower level of work motivation than individuals who work in a private institution were valid, the reliability of this result was affected negatively. In future studies,

getting equal number of data from all groups in terms of demographic variables will be useful to enhance the literature.

Thirdly, research data were collected with the self-report method. While individuals were answering the scales, they may have a tendency to answer as ideal for society. Therefore, social desirability bias may occur. To eliminate this bias, it is recommended that participants can be selected by interview before research.

Finally, the limited number of studies about mindfulness and work motivation in Turkey prevents to the comparison of the results in the Turkey setting. In order to make the studies about mindfulness and work motivation more useful in business in Turkey, it will be beneficial to increase the number of studies about mindfulness and work motivation.

## REFERENCES

- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (pp. 267–299). New York: Academic Press
- Alderfer C. P. (1972). *Existence, relatedness, and growth: Human needs in organizational settings*. Free Press
- Bademci, V. (2006). Tartışmayı sonlandırmak: cronbach'ın alfa katsayısı, iki değerli [0, 1] ölçümlenmiş maddeler ile kullanılabilir. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi*, (13), 438-446.
- Baer, R. A., & Krietemeyer, J. (2006). Overview of Mindfulness- and Acceptance-Based Treatment Approaches. In R. A. Baer (Ed.). *Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications* (pp. 3–27). Elsevier Academic Press.
- Baer, R. A., Walsh, E. & Lykins, L. B. (2009). Assessment of mindfulness. In F. Didonna (Ed). *Clinical Handbook of Mindfulness* (pp. 153–171). New York, NY: Springer
- Batchelor, S. (1997). *Buddhism Without Beliefs: A Contemporary Guide to Awakening*. Riverhead Books.
- Batink, T., Bakker, J., Vaessen, T., Kasanova, Z., Collip, D., van Os, J., Wichers, M., Germeys, I., & Peeters, F. (2016). Acceptance and Commitment Therapy in Daily Life Training: A Feasibility Study of an mHealth Intervention. *JMIR mHealth and uHealth*. 4 (3), p. 103.

- Carrell, M. R., & Dittrich, J. E. (1978). Equity theory: The recent literature, methodological considerations, and new directions. *Academy of Management Review*, 3, 202–210
- Chaskalson, M. (2011). *The mindful workplace: Developing resilient individuals and resonant organizations with MBSR*. Oxford, United Kingdom: Wiley.
- Cohen, R. J., Swerdlik, M. E. & Sturman, E. D., 2013. *Psychological testing and assessment: An introduction to tests and measurement*. 8th edition. New York: McGraw-Hil.
- Crossen, C. (2006). Early Industry Expert Soon Realized a Staff Has Its Own Efficiency. *Wall Street Journal*, p. B.1
- Çatak, P.D. (2012). The Turkish Version of the Cognitive and Affective Mindfulness Scale-Revised. *Europe's Journal of Psychology*, 2012, Vol. 8(4), 603–619, doi:10.5964/ejop.v8i4.436
- Çatak, P.D & Ögel K. (2010). Bir Terapi Yöntemi Olarak Farkındalık. *Nöropsikiyatri Arşivi* 2010; 47: 69-73.
- Çivilidağ, A. & Şekercioğlu G. (2017). Çok Boyutlu İş Motivasyonu Ölçeğinin Türk Kültürüne Uyarlanması. *Mediterranean Journal of Humanities*, mjh.akdeniz.edu.tr, VII/1 (2017) 143-156, doi: 10.13114/MJH.2017.326
- Dane, E., & Brummel, B. J. (2014). Examining workplace mindfulness and its relations to job performance and turnover intention. *Human Relations*, 67, 105–128.

- Dartey-Baah, K. & Amoako, G. (2011). Application of Frederick Herzberg's Two-Factor theory in assessing and understanding employee motivation at work: A Ghanaian Perspective. *European Journal of Business & Management*. Vol 3, No 9.
- Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, 18, 105–115.
- Deci, E. L., & Ryan, R. M. (2000). The ‘what’ and ‘why’ of goal pursuits: human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227–268.
- Dindo, L., Van Liew, J. R. and Arch, J. J. (2017). Acceptance and Commitment Therapy: A Transdiagnostic Behavioral Intervention for Mental Health and Medical Conditions. Neurotherapeutics. *The journal of the American Society for Experimental NeuroTherapeutics*. 14 (3), pp. 546-553.
- Dinibutun, S. R. (2012). Work Motivation: Theoretical Framework. *GSTF Business Review (GBR)*, 1(4), 133.
- Feliu-Soler, A., Montesinos, F., Gutierrez-Martinez, O. and Scott, W. (2018). Current status of acceptance and commitment therapy for chronic pain: a narrative review. *Journal of Pain Research*. 11 (1), pp. 2145-2159.
- Gabris, G.T. & Simo G. (1995). Public Sector Motivation as an Independent Variable Affecting Career Decisions. *Public Personnel Management* 24 (1): 33 – 51.
- Gagne, M & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26, 331–362.
- Germer, C. K., Siegel, R. D. & Fulton, P. R. (Eds.). (2013). *Mindfulness and psychotherapy* (2nd ed.). The Guilford Press.

- Greenberg, J. (1993). Stealing in the name of justice: Informational and interpersonal moderators of theft reactions to underpayment inequity. *Organizational Behavior and Human Decision Processes*, 54, 81–103.
- Hafenbracka, A.C., Vohs K. D. (2018). Mindfulness Meditation Impairs Task Motivation but Not Performance. *Organizational Behavior and Human Decision Processes*, Volume 147, Pages 1-15. doi: 10.1016/j.obhdp.2018.05.001
- Hayes, N. (2000). *Doing psychological research*. Philadelphia, PA: Taylor & Francis Group.
- Hesse-Biber, S. (2010). Emerging Methodologies and Methods Practices in the Field of Mixed Methods Research. *Qualitative Inquiry*. 16, pp. 415-418.
- Hogan, J., Hogan, R., & Kaiser, R. B. (2010). Management derailment. In S. Zedeck (Ed.), *American Psychological Association handbook of industrial and organizational psychology*, Vol. 3 (pp. 555–575). Washington, DC: American Psychological Association.
- Hülshager, U., Alberts, H., Feinholdt A. & Lang, J. (2012) Benefits of Mindfulness at Work: The Role of Mindfulness in Emotion Regulation, Emotional Exhaustion, and Job Satisfaction. *The Journal of applied psychology*. 98. 10.1037/a0031313.
- Hyland P. K., Lee R. A. & Mills M.J. (2015). Mindfulness at Work: A New Approach to Improving Individual and Organizational Performance. *Industrial and Organizational Psychology*, 8, pp 576-602 doi:10.1017/iop.2015.41
- Jamieson, S. D. and Tuckey, M. R. (2017). Mindfulness interventions in the workplace: A critique of the current state of the literature. *J Occup Health Psychol*. 22 (2), pp. 180-193.

- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York: Hyperion
- Kabat-Zinn J. (2003) Mindfulness-based interventions in context: past, present, and future. *Clin Psychol Sci Pract*; 10:144-56.
- Kanfer, R., Chen, G., & Pritchard, R. D. (2008). The three C's of work motivation: Content, context, and change. In R. Kanfer, G. Chen, & R. D. Pritchard (Eds.), *Work motivation: Past, present, and future* (pp. 1–16). Routledge/Taylor & Francis Group.
- Kaseger, M. R., Pangkey, I. & Dilapanga, A. R. (2021). The Effect of Work Culture and WorkMotivation on Employee Performance at Manado State University *Technium Social Sciences Journal*, Vol. 21, 167-175.
- Kian, T.S., Yusoff, W. F. W., Rajah, S. (2014). Job Satisfaction And Motivation: What Are The Difference Among These Two? *European Journal of Business and Social Sciences*, Vol. 3, No.2, pp 94-102.
- Kressler, H.W. (2003). *Motivate and reward: performance appraisal and incentive system for business success*. Palgrave Macmillan.
- Kumar, S., Feldman, G., & Hayes, A., (2008). Changes in mindfulness and emotion regulation in an exposure-based cognitive therapy for depression. *Cognitive Therapy and Research*. 32 (6), 734–744.
- Lee, R. A. (2012). Accelerating the development and mitigating derailment of high potentials through mindfulness training. *The Industrial–Organizational Psychologist*, 49, 23 – 34.

- Leroy, H., Anseel, F., Dimitrova, N. G., & Sels, L. (2013). Mindfulness, authentic functioning, and work engagement: A growth modeling approach. *Journal of Vocational Behavior*, 82(3), 238–247.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370–396.
- McCormick, D. W. & Hunter, J. (2008). *Mindfulness in the Workplace: An Exploratory Study*. Paper presented at the Academy of Management Annual Meeting, Anaheim, CA.
- McHugh, L. (2011). A new approach in psychotherapy: ACT (acceptance and commitment therapy). *World Journal of Biologic Psychiatry*. 12, 76-79.
- OECD (2021). Hours worked (indicator). doi: 10.1787/47be1c78-en (Accessed on 17 December 2021)
- Pinder, C. C. (2008). *Work motivation in organizational behavior* (2nd edition). New York: Psychology Press
- Porter, L. W., & Lawler, E. E. (1968). *Managerial attitudes and performance*. Homewood, IL: Irwin
- Rinaldi, E. A. & Riyanto, S. (2021). The effect of work motivation, work environment, and job satisfaction on organizational citizenship behavior and their impact on employees performance of RSU Menteng Mitra Afia during the Covid-19 pandemic. *International Journal of Research in Business & Social Science*. 10(6), 101-110.
- Robbins, S. P. (2005). *Organizational behavior*, 11th edition, Upper Saddle River, NJ: Pearson.

- Rosenda, R. & Tarmidi, D. (2021). The Effect of Motivation and Compensation on Employee's Work Satisfaction. Case Study of PT Infomedia Nusantara Telkomsel E-Care Division. *Technium Social Sciences Journal*, 20, 680-685.
- Ryan R. M. (1995). Psychological needs and facilitation of integrative processes. *Journal of Personality*, 63, 397-427
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21, 600–619.
- Sauter, S. L., Murphy, L. R., & Hurrell, J. J., Jr. (1990). Prevention of work-related psychological disorders. *American Psychologist*, 45(10), 1146–1153.
- Schmidt, D. R., & Marwell, G. (1972). Withdrawal and reward reallocation as responses to inequity. *Journal of Experimental Social Psychology*, 8, 207–211
- Shapiro, S. L., Brown, K. W., Thoresen, C. & Plante, T. G. (2011). The moderation of mindfulness-based stress reduction effects by trait mindfulness: results from a randomized controlled trial. *J. Clin. Psychol.* 67, 267–277
- Siegel, D. J. (2010). *The mindful therapist: A clinician's guide to mindsight and neural integration*. W W Norton & Co.
- Soler, J., Valdeperez, A., Feliu-Soler, A. (2012). Effects of the dialectical behavioral therapy-mindfulness module on attention in patients with borderline personality disorder. *Behaviour Research and Therapy*. 50 (2), pp. 150-157.
- Steers .R.M. & Shapiro, D.L. (2004). *The future of work motivation theory*. Academy of management review, 29 (3) : 379-385.
- Tabachnick, B. G. & Fidell, L. S. (2014). *Using multivariate statistics*. 6th edition. Essex: Pearson.
- Uzun, B., 2020. *En uzun yollar tek adımla başlar*, İstanbul: İnkilap Yayınevi.

- Walsh, R. & Shapiro, S. (2006). The meeting of meditative disciplines and Western psychology - A mutually enriching dialogue. *The American psychologist*. 61. 227-39. 10.1037/0003-066X.61.3.227.
- White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*. 66 (5): 297–333.
- Wolever, R. Q., Bobinet, K. J., McCabe, K., Mackenzie, E. R., Fekete, E., Kusnick, C. A., & Baime, M. (2012). Effective and viable mind-body stress reduction in the workplace: A randomized controlled trial. *Journal of Occupational Health Psychology*, 17, 246 – 258.
- Van Eerde, W. & Thierry, H. (1996). Vroom's expectancy models and work-related criteria: A meta-analysis. *Journal of Applied Psychology*, 81, 575–586
- Zhang, C. Q., Leeming, E., Smith, P., Chung, P. K., Hagger, M. S., & Hayes, S. C., (2018). Acceptance and Commitment Therapy for Health Behavior Change: A Contextually Driven Approach. *Frontiers in Psychology*. 8, p. 2350.