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THE IMPACT OF
EMPLOYEES MOTIVATION ON
ORGANIZATIONAL EFFECTIVENESS

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ABSTRACT

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The objective of the thesis was to find out the impact of employee motivation on organizational effectiveness. The study focused on (1) defining the motivation concepts and methods, (2) identifying the most motivating factors, and the linkage of employee motivation with an organization's productivity and effectiveness. In addition, suggestions to increase employee' level of motivation and direction for further study were also discussed.

To gain deeper understanding of the research topic, different motivation theory models were reviewed. However, the attention was on analyzing the three motivation theories of Maslow's Hierarchy of Needs, Herzberg's Two-Factor theory, and Vroom's Expectancy theory. In addition, quantitative method was used in order to acquire data. First, a questionnaire based on chosen theoretical framework was created. Later it was sent to all the students at Vaasa University of Applied Sciences, but with the target on currently working students.

In conclusion, the thesis pinpointed money, personal growth, and work-life balance as the three most influential motivation factors for employees. Nonetheless, the research also revealed the factors that motivate employees were not the same as the factors that retain employees at work. While there might still other ways to increase employee' level of motivation, the practice of combining both physical incentives and spiritual stimulation was proved to be the most effective.

Keywords	Employees motivation, organizational effectiveness.

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1 INTRODUCTION

This chapter aims at drawing a brief outline and explain the objectives of this study through three separate sections: (1) background of the study, (2) purposes and objectives of the study, and (3) structure of the study. The first section supports general understanding of the topic. The second one clarifies the purposes and objectives of the study followed by the third section which includes a short description of the framework of the study.

1.1 Background of the study

Today in a world of competitive corporate environment, every company – regardless of scales and markets is striving to gain competitive advantage(s), to perform better and to achieve productivity and effectiveness. In order to do that, it is important for an organization to clearly define its objectives, and to know how to do it well with the use of available resources. However, mentioning an organization's resources, it is the human resources that fill all the gaps between each step to success. Personnel are the one who use their competencies and knowledge to provide support to the company as the way of achieving goals. Organizations across the globe that consider their human resources as a central core of the business and continuously increase the level of their employees' motivation and performance tend to be more effective (Adi, 2000, Anka, 1988, Rothberg 2005).

1.2 Objectives of the study and research questions

An effective organization is defined as the competency of a company to achieve its intended objectives (Etzioni 1964). According to Waterman and Peters (1982), there are elements in an organization that needs to be coordinated and supported in order to achieve the organization's productivity and effectiveness. They are classified as hard elements (strategy, structure, and systems) and soft elements (share values, skills, style, and staff). This study, however, will concentrate only on the staff element and with the focus on employee motivation, since it is notable that there exists a strong relationship between employees' motivation and organizational effectiveness. Employees with high motivation are thought to have better

work performance, and overall resulting in a better, more productive and effective company performance (Abbah 2014).

Acknowledging the importance of employees' motivation in everyday work, the research is carried out with the aims to:

- Study the definition of employee motivation, its concepts and methods, and the link of it to organizational effectiveness
- Find out what factors motivating employees the most
- Provide suggestions for companies and managers in order to increase employees' motivation.

1.3   Methodology

Both primary and secondary data collection methods will be used in order to acquire data for this research. First, secondary data will be gathered through such sources as books, articles, and from online platforms to get a thorough understanding about the research. Theoretical framework of this study is built based on the knowledge gaining from this step. Furthermore, primary data will be obtained through a tailored-made survey which will be implemented by sending it to students studying at Vaasa University of Applied Sciences.

1.4   Structure of the study

The study comprises of five sections. The first section introduces general information, including the background, purpose and objectives, and structure of the study. The study's theoretical framework is presented in the second section. All the theories related to employee motivation are outlined and explained. The following chapter describes the research methodology chosen in this study. Also, the limitations, as well as validity and reliability are also explained in this section.
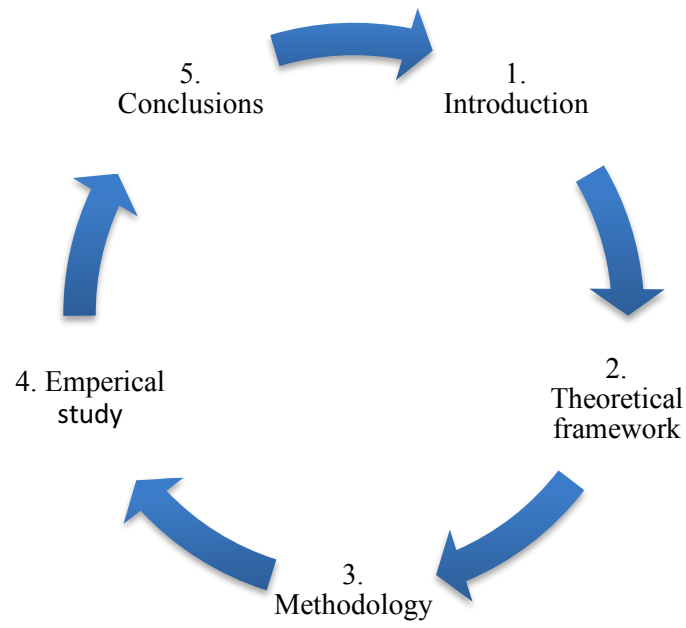
Figure 1: Structure of the study

The fourth section focuses on the empirical study. Research's data and results are analyzed and discussed with illustration of figures, tables, and charts. The study closes with conclusion and recommendations for further study.

2 THEORETICAL FRAMEWORK

The theoretical framework is a fundamental part of every study since it contributes as a crucial role in orienting to the whole processes of the research. It does not only help the researcher to see thoroughly the variables but also provides her/him with a framework for data analysis (Mehta 2013). In the beginning of this chapter, the definition of motivation, its concepts and methods will be introduced. The importance of employees' motivation on organizational effectiveness is also discussed shortly. Next, the motivation theories of Abraham Maslow, Frederik Herzberg and Victor Vroom will be explained in detail. It will bring insight on employees' motivation and understanding of different motivational theories, which act as a base for this study. This chapter closes with a summary of all theories and states out the connections of the chosen theories.

2.1 The definition of motivation

The word "motivation" originates from a Latin word "movere". "Movere" means to move. Thus, it creates a reflection of something going up, keeping us working and helping us to achieve our goals (Korth 2007).

Jeffrey S. Nevid, a professor of psychology, defined "motivation" as:

"The term motivation refers to factors that activate, direct, and sustain foal-directed behavior … Motives are the 'whys' of behavior – the needs or wants that drive behavior and explain what we do. We don't actually observe a motive; rather, we infer that one exists based on the behavior we observe." (Nevid 2013).

The definition of "motivation" can be broad, and there are many ways to define the term itself, depending on e.g. different perspectives. The purest definition it expresses is something that motivates (Merriam-Webster Dictionary 1873). It is an act or a process that gives a person a reason to do something in a particular way, or an explanation for the repeated behaviors, needs, and desires (Ellliot 2001). In short, it describes why a person does something.

In an organizational aspect, motivation has been defined as "the sum of the processes that influence the arousal, direction, and maintenance of behaviors relevant to work settings". Employee motivation at work is considered as an essential drive as it generates effort and action towards work-related activities, for example, employee's willingness to spend the energy to achieve a common goal or reward. When an employee is motivated, he or she shows enthusiasm and eagerness towards the work and a strong determination to implement and accomplish the work tasks (Moran 2013).

2.2 The concept of motivation

"Motivation is psychological forces that determine the direction of a person's behavior in an organization, a person's level of effort and a person's level of persistence" (Jones & George 2008).

The concept of motivation could be broad, however, according to Jones & George (2008), there are three major components of motivation which are direction, intensity, and persistency.

Direction is a goal that forces an individual to perform an act to achieve it. A goal is chosen consciously or unconsciously by an individual. There are factors that influence a person in selecting the goal, including both internal and external factors, and the final goal is the best one chosen among potential alternatives. The intensity is the level of determination or effort put by an individual in the process of achieving the goal; how hard an individual has tried, and how much energy, time, money, or any other mental or physical things have been used during the process to achieve the goal. Persistence is the ability of an individual to maintain the motivation through times even though obstacles may exist (Robbins and Judge 2013).

It is not an exaggeration to say motivation is the core to being successful. A motivated person is likely to willingly put more effort into doing a task and a good result is within expectations. When goals are achieved, it drives a feeling of being

satisfied and enjoyment for the employees and creates a positive working attitude in the workplace.

Additionally, the concept also mentions in the classification of motivation types which can be divided as Intrinsic (internal) motivation and Extrinsic (external) motivation as show in figure 2 (Richard & Edward 2000).

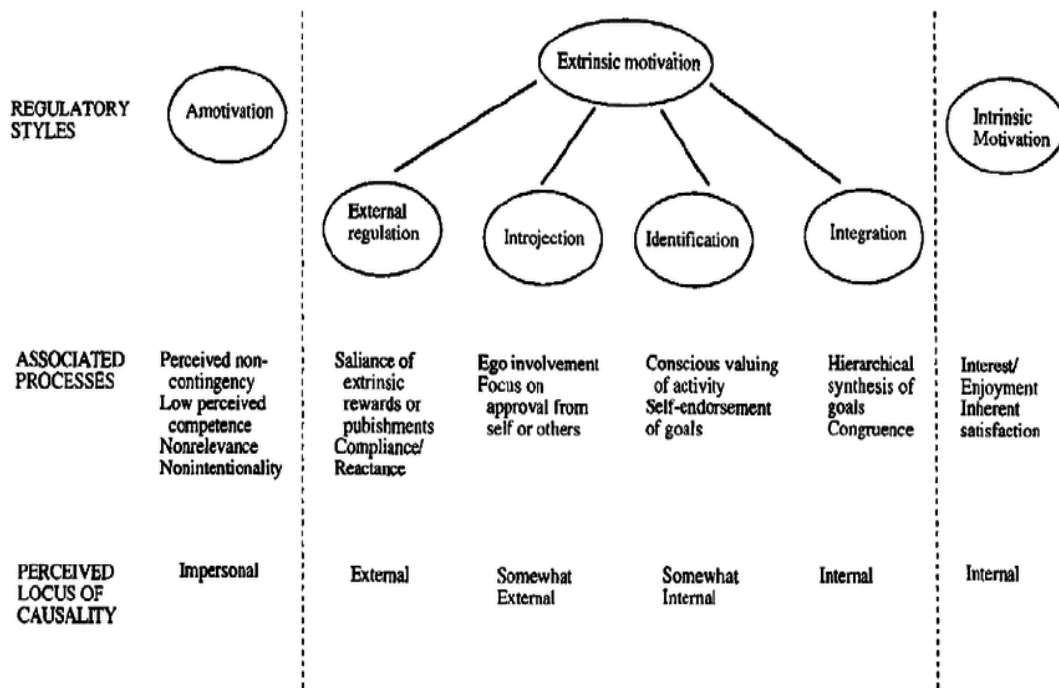| REGULATORY STYLES	Amotivation	Extrinsic motivation				Intrinsic Motivation
		External regulation	Introjection	Identification	Integration	
ASSOCIATED PROCESSES	Perceived non-contingency Low perceived competence Nonrelevance Nonintentionality	Saliance of extrinsic rewards or pubishments Compliance/ Reactance	Ego involvement Focus on approval from self or others	Conscious valuing of activity Self-endorsement of goals	Hierarchical synthesis of goals Congruence	Interest/ Enjoyment Inherent satisfaction
PERCEIVED LOCUS OF CAUSALITY	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal

Figure 2: Intrinsic and Extrinsic Motivation (Ryan & Deci 2000)

Intrinsic motivation comes from one's self-desire to seek out new things and to challenge oneself. It is the eagerness to learn, to gain knowledge and to explore self-values and capabilities (Ryan 2000). When a person has intrinsic motivation, it means he or she does the job with interest and enjoyment. Such persons have the tendency to be engaged in their jobs, do their work with passion and willingness, striving for best results and self-reward as well as continuously improving their skills and abilities (Wigfield 2004).

On the contrary, extrinsic motivation refers to the performance of activities to achieve the desired outcomes. Extrinsic motivation can arise from both internal and external factors. However, most of the time it comes from the impact of external factors rather than internal ones (e.g. individual itself). Therefore, the main

question to answer is from where to get the extrinsic motivation and how a person can sustain his/her motivation (Ryan 2000). There are factors that create extrinsic motivation, for example, competitions, appraisals, external rewards, or punishment (Dewani 2013).

2.3 Motivation methods

There are many ways to motivate employees in today's working environment. Companies globally have been using different strategies and approach in order to improve employees' motivation. However, it seems that the best motivator for employees is something that is indeed important in their lives. Furthermore, different people might have different values and approaches and, therefore, being able to understand employees' needs and using appropriate motivating methods can help increase the level of motivation (Gleeson 2016)

According to Jan Ketil Arnulf's article "Money as a Motivator" on Fudan University School of Management (2014), money is deemed to be the best motivator to any individual. Looking back to the historical time, it is money that caused huge differences between employees working in inhuman conditions in the early industrial revolution and the ones working in slave-conditions in the countryside. For those who take part in the "paid employee" system, the money means more than just itself; it also means freedom and prosperity. That is why many people trying to move to industrial regions with the hope to improving their lives and working conditions. With that prospect of salary, today many young people are still striving from poorer to better living conditions, from low to high education since they think it is the only way to ensure a prosperous future (Arnulf 2014).

But is money the best and only motivator? Or are there any of motivators that have surpassed the money motivator? Considering from another perspective, we, as human beings, work for money, but also for many other things too, such as achievement, recognition, advancement, growth, responsibility, and the work itself (Herzberg 1987)

Employee empowerment has been promoted as a way to increase motivation (Kaplan & Norton 1992, 1996). Empowerment gives employees a feeling of control, efficiency and impact. It creates a sense of freedom in making choices and the ways how to work, and work involvement; the feeling of responsibility and the ability to carry out work in a satisfactory manner; and the feeling of achievement when the task is accomplished within expectations and with desired outcomes. Many studies have shown that employees with high empowerment motivation have higher level of work motivation, which correspondingly results in better organizational productivity and performance (Thomas & Velthouse 1999; Koberg, Boss, Senjem & Goodman 1999)

Achievement motivation is referred to as the need for achievement (Elliot & McGregor 1999). It is the need for success and indicates the wish of attaining excellence. Achievement may vary depending on different people. For example, it is the need for enjoyment and fulfillment to have a work-life balance, to feel engaged and satisfied with the work but still able to enjoy meaningful life to the fullest. Or it is simply about the impact their work has had on e.g. society and, environment. Feeling that you are making a difference, changing the world in a positive way, and making it a better place to live is really a powerful motivator (Jex & Britt 2008)

Advancement as a motivator indicates the opportunities of being promoted to higher position, having higher salary and more benefits in the company. Not all employees share the same advancement motivation, therefore understanding each employee's needs and assisting them to reach the satisfied drivers is also a way to motivating employees (Lipman 2014)

Growth motivation is quite similar to advancement motivation since it is one of the motivators that helps retain the employees. However, the definition is broader and it is not only just about career promotion or better salary and benefits. Good employees are enthusiastic, eager, determined, and above all, ambitious. They are always looking for better opportunities to grow, to acquire more knowledge, to learn new skills, to widen their network, and to challenge themselves with differ-

ent positions. Providing and stimulating employees' growth motivation is essential method of increasing the level of motivation (Lipman 2014)

The work itself is also a contributor to employee motivation. There is a fact that an employee might absolutely love his or her job, is satisfied with the pay, and has good relationships with his/her colleagues, but still finds the work itself completely boring and uninspiring. A happy employee may stay, but if you really want to motivate the employees, create interesting work and let them engage with it. This means forming strong work cultures, encouraging creative thinking and innovation, and especially, avoiding unhealthy, unequal and impotent working environments (Landrum 2015)

Finally, whatever the job is and no matter what your position is, it is very important to an employee that his/her efforts are recognized. If an employee has been spending a lot of time working on a task, or is even just willing to help out the other co-workers, give them applause and show them your gratitude. It can be understood that it is not merely about giving praise. If the efforts of an employee are recognized, he/she will feel achievement and fulfillment and continue to excel in the work. However, it is crucial to consider that the recognition as a motivator may differ among employees as one might increase the work productivity after being recognized while one is the opposite. By working closely with employees, you may know how they react to recognition, thus being able to off a fitting way of appreciation (Healthfield 2017)

Additionally, in 2014, the employee engagement firm TINYpulse carried out a survey "The seven key Trends Impacting Today's Workplace" which involved over 200 000 employees in more than 500 organizations (Lipman 2014). The aim of the survey was to discover the factors that motivate employees to excel and go for an extra mile in the organization.

Figure 3: Motivation factors (TINYpulse Employment Engagement & Organizational Culture Report 2014)

The results came out were surprising. Money, which often seems to be the major contributor to motivation, was the seventh on the list. On the contrary, peer motivation/camaraderie was ranked first (20%), followed by the intrinsic desire to a good job (17%) and feeling encouraged and recognized (13%). This result had pointed out the paramount importance and huge influence of intrinsic motivation towards a person's viewpoint and accordingly made concrete the perspective of intrinsic motivator has surpassed extrinsic motivator.

2.4 The importance of motivation on organizational effectiveness

All organizations, regardless of size, market, and technology, want to be successful and maintain a constant progress even in a current highly competitive business environment. In order to achieve those goals and objectives, strategies must be developed and well-implemented with the effective utilization of all capable resources. A few companies believe that their employees are an important asset that can lead them to overcome difficulties, exceed their limits and reach prosperity. In

contrast, companies that put their personnel in the centre of the business, maintaining a positive and strong relationship with its employees, persuading them towards task fulfilment are proved to result in higher effectivity and productivity (Adi, 2000, Anka, 1988, Rothberg 2005).

However, today, companies are also facing challenges in employee retention. Acknowledging the important role of employees and the huge influence they bring towards organizational effectiveness, companies are trying to retain employees by creating motivation and a healthier workplace. This is very important because if the personnel are not focused well, it associates with a decline in business productivity and effectiveness. Unless and until the employees are motivated and satisfied, an organization cannot foster to success (Manzoor 2011)

Many researches have shown that motivated employees perform work better than demotivated ones. Motivated employees are more innovative as they are always looking for better ways to complete a task. They are self-direct and goal-oriented. They can produce high-quality work with more or maximized efficiency and productivity (Boundless 2017) which also leads to maximization of profits (Matthew, Grawhich & Barber 2009).

Employee motivation has a strong influence on the effectiveness of an organization (Paul 2017). Organizational effectiveness is a broad term but this study follows the concept as "locating targets and attaining them proficiently in spirited and energetic surroundings" (Constant 2001). "An effective organization will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence" (Abbah 2014). There are no fixed parameters to compute the effectiveness of an organization since it varies from company to company and from case to case. However, it can be used to measure anything within an organization, from leadership, communication, accountability, metric, human performance, to the delivery systems (Anderson & Adams 2015). In this research, the focus is mainly on human performance, specifically on the aspect of employees' motivation. The aim is to prove the connection and made concrete the idea of employee motivation resulting in organizational effectiveness.

In summary, motivation is important to both an individual and the organization. For an individual, motivation is an essential factor that encourages a person to achieve his/her personal goals. Within an organization, motivation is said to be a factor that leads to employee satisfaction. Also, motivation inspires a person to widen his/her knowledge, to explore and unleash his/her full capabilities and potential. Correspondingly, from the organizational aspects, motivation leads to a positive attitude in the workplace, easy adaptation to changes and more creativity. The more motivated the employees are, the more contribution they bring, thus the more profitable and successful is the business (MSG Experts 2017).

2.5 Maslow Hierarchy of Needs

The first theory of motivation which is used as a theoretical base for this study is Abraham Maslow's motivation theory. Abraham Harold Maslow (1908 – 1970) is an American psychologist who is well-known for his theory of Hierarchy of Needs. The theory illustrates five different stages of human needs in a hierarchic order, starting from the most basic to the most complex ones. In a survey "Review of General Psychology" published in 2002, Maslow was named among the tenth most famous psychologists in the 20th century (Haggbloom, Warnick, Warnick, Jones, Yarbrough, Russell, Borecky, McGahhey 2002)

There are some needs that are fundamental to human beings, and without their existence nothing else matters. We – living persons – consider needs as a motivator. We always start with the lowest level of needs (Skemp-Arlt & Toupence 2007) and strive for satisfaction fulfilment; once achieved, we are then looking to satisfy higher needs. In other words, "a person cannot move to the next level of needs without satisfying the previous level" (Maslow 1954)

Maslow's Hierarchy of Needs is often described in a pyramid shape with the largest and most elementary levels of need at the bottom, and the need for self-actualization at the top (Steere 1988).

"Maslow used the terms 'physiological', 'safety', 'belongings' and 'love', 'esteem', and 'self-actualization' to describe the pattern that human motivations gen-

erally move through. The goal of Maslow's theory is to attain the highest level of stage: self-actualization needs" (McEwen & Wills 2014). According to Maslow (Figure 4) (1954), the needs from the basic to the most complex are listed as follow:

- Physiological needs: breathing, food, water, sex, sleep, homeostasis, excretion
- Safety needs: security of body, employment, resources, morality, family, health, and property
- Love and belonging: family, friendship, sexual intimacy,
- Esteem: confidence, achievement, respect of others, respect by others
- Self-actualization: morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
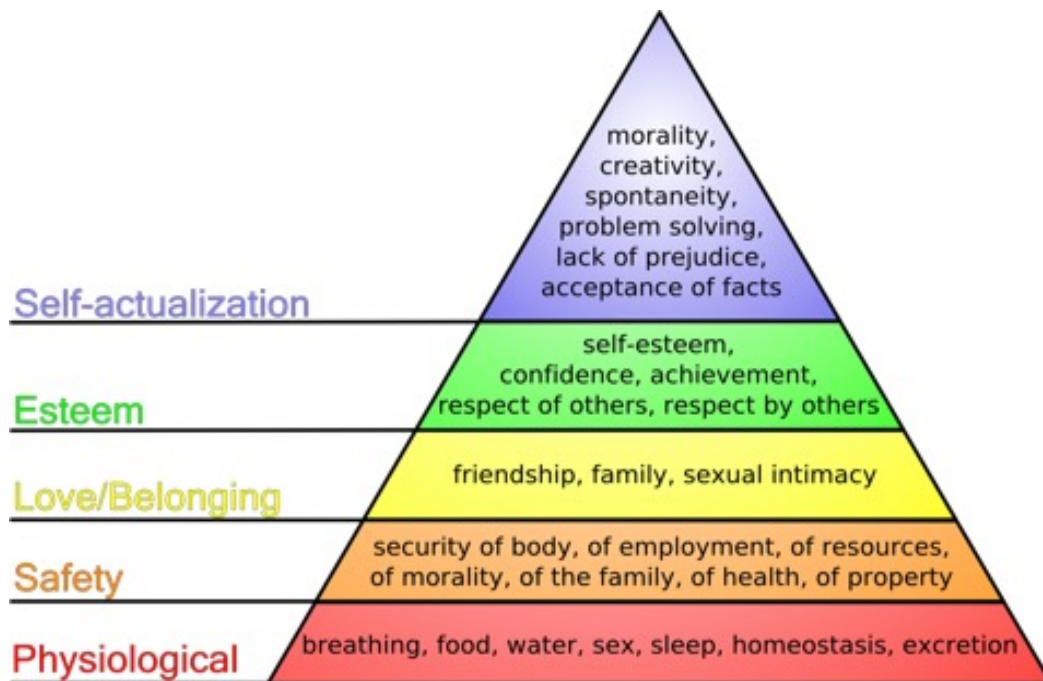

Figure 4: Maslow's Hierarchy of Needs (Finkelstein 2006)

The most basic and essential four layers of Maslow's Hierarchy of Needs pyramid are called "deficiency needs" or "d-needs": physiology needs, safety needs, love and belongings, and esteem. If there is a deficiency on this level, an individual's

all behaviours will be directed to content the deficits (Cherry 2015). Furthermore, if these "d-needs" are not met – with the exception of physiology needs: a fundamental level of need which must be fulfilled with satisfaction in the first place – the individual will feel nervous and scared. For example, if you have not slept well or eaten adequately, you will not be interested in your belongings desires. It is suggested by Maslow that the most essential level of needs must be met and achieved before a person moving to satisfy higher levels of needs (Goble 1970). In addition, the "d-needs" itself classified into basic needs (including physiological and safety needs) and psychological needs (including love and belonging and esteem) (McLeod 2007, 2016).

The Hierarchy of Needs starts with the lowest level of need: physiology needs (Skemp-Arlt et al. 2007). Physiological needs including vital necessities for human existence and survival, such as air, water, food, and other living needs. Physiological needs are considered to be the most important because without satisfying it first, the desires for other needs is not a matter of concern. Without food, a human body cannot function well; if you are hungry, all your activities will be oriented and forced to find food; "employers who pay at least a minimal living wage will meet these basic employee needs" (Silberstein 2017). Therefore, physiological needs should be met first.

Once an individual's physiological needs are achieved and somewhat satisfied, the person drives the desire towards his or her safety needs (Skemp-Arlt et al. 2007). It includes, for instance, the personal security: of body, of health and well-being, of morality, and of family; the job security: of work opportunity, and of employment; and the financial security: of property, and of resources. In the world nowadays, it is a concern when the need for safety is day by day increasing. It is not just about having a place to live, feeling certain and being free from the threat of danger and pain. People feel unsafety due to such reasons as natural disaster, war, violence, abuse, or economic instability. This level is more likely to be appeared in children as they normally need the feeling of being secured. In organization, "employers can meet these needs by ensuring employees are safe from phys-

ical, verbal or emotional hazards and have a sense of job security" (Silberstein 2017).

The next level of needs is love and belonging (Skemp-Arlt et al. 2007), which belongs to human's psychological needs. "Humans need to love and be loved – both sexually and non-sexually – by others" (Goble 1970). According to Maslow, when an individual's basic needs are fulfilled, their need is interpersonal, involvement, and acceptance. This is the need to be social, to have friends, and relationships. It can be the involvement in a group of co-workers, clubs, student organization, hobbies group, or a person's own gang; or the connections with family, close friends, colleagues, and neighbours. We cannot deny the important role of love and belonging needs in human's life, as there are evidences of people experiencing from loneliness, anti-socialization, autism or even depression in the deficient of this element. Respectively, for employers in business aspect, being able to create a satisfactory reward system and implement organizational program in which employees are actively take part in can help fulfil and satisfy these needs of employees (Silberstein 2017).

The fourth level mentioned by Maslow in the Hierarchy of Needs is esteem needs. "All people in our society have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect, and for the esteem of others" (Maslow 1954, Stephens 2000). Consequently, this level of needs is categorized into 2 types, which can be defined by the term "self-respect" and "esteem". Self-respect refers to "the desire for strength, for achievement, for adequacy, for mastery and competence for confidence in the face of the world, and for independence and freedom" (Maslow 1954). This level is achieved when a person feel satisfied and enjoyable with what they have completed, like simply by feeling positively, and living a meaningful, valuable and on-purpose life. Likewise, esteem portrayed the desire to be accepted and valued by others. And only by satisfying the "desire for reputation or prestige, status, fame and glory, dominance, recognition, attention, importance, dignity, or appreciation" this esteem needs will be fully achieved (Maslow 1954, Brembeck 1991).

Finally, self-actualization – which is classified as the "being needs" or "b-needs – is the highest level in Maslow's Hierarchy of Needs. "What a man can be, he must be" (Maslow 1954). This level illustrates the need of "to become everything that one is capable of becoming" (Hagerty 1999): to be aware of and achieve a person's full potential. In other words, they will try to do everything to the best of their ability. When a person has reached the state of self-actualization, they tend to be individualistic, focusing more on themselves and having a desire to widen knowledge, acquire new skills, take on new responsibilities, experience more new challenges, and act in a way that will take them to attain their desired life goals. According to Maslow, in order to completely achieve this level of needs, an individual must not only achieve and satisfying the previous needs, but also master them (Maslow 1954; McLeod 2007, 2016).

To sum up, Maslow's Hierarchy of Needs can be briefly described up as follow:

- Humans are influenced and motivated by their personal's desires, wants and goals. Only unsatisfied needs motivate, satisfied ones don't.
- The needs are organized in hierarchic order based on the priority order in human's life, starting from the most basic to the most complex.
- A person can move to the higher levels of needs only when the previous lower ones are successfully achieved.
- The higher level of needs a person reaches, the more individuality, humankind, and well-being a person becomes.

2.6 Herzberg's two-factor theory

The theoretical study of this thesis continues with Frederik Herzberg's motivation theory. Frederick Herzberg's two-factor theory demonstrated that human's behaviour is influenced by two sets of factors which are the satisfaction factor and the dissatisfaction factor. He believes that those factors result in human motivation and job satisfaction in the workplace and the absence of them does not cause dissatisfaction but not motivation either. Based on the theory, Frederik Herzberg also pointed out the two components which contribute to the state of satisfaction and

dissatisfaction, called motivator factors and hygiene factors as show in figure 5 (Herzberg 1987)
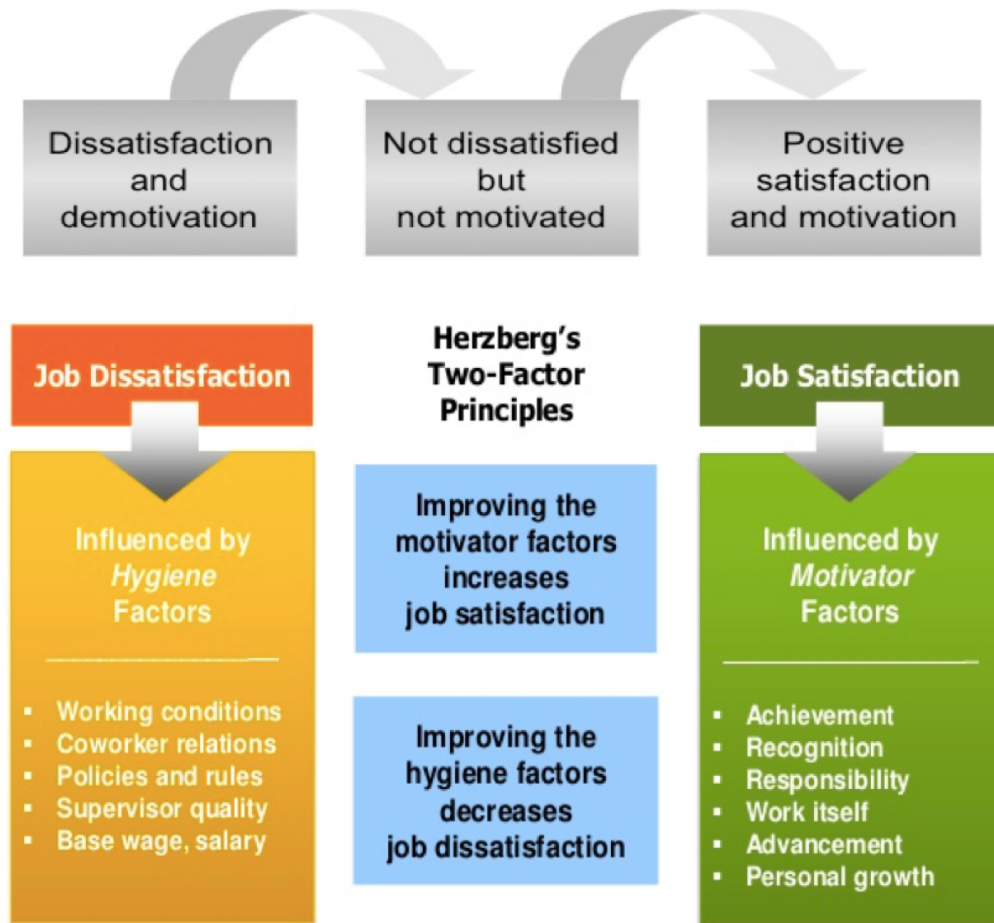

Figure 5: The two-factor theory of motivation (Weiner 2012)

Motivator factors, including personal achievement, status, recognition, the work itself, responsibility, growth, promotion, and opportunity for advancement, are described as intrinsic factors (Herzberg 1987). The intrinsic factors tend to be intangible and deal with more emotional needs. A typical example of it would be referred to doing something with interest and enjoyment. The presence of motivator factors can lead to an increase in motivation, satisfaction and, thus, higher commitment, but the absence of it will not certainly reduce motivation (Pardee 1990)

On the contrary, hygiene factors, for instances, interpersonal relationships, company policies and administration, working conditions, quality of supervision, job security, salary, and wages and other benefits, and work-life balance, are characterized as extrinsic factors (Herzberg 1987). The extrinsic factors are tangible and classified as basic needs since it refers to doing something for external rewards such as money, fame, or status. It is opposite to intrinsic factors which influence a person's behaviour by his or her inner desire and motivation. Also, unlike motivator factors, the presence of hygiene factors will not motivate, but could avoid dissatisfaction, however the absence will surely lead to demotivation (Chapman 2017)

According to Herzberg (1987), there exist a complex connection between satisfaction and dissatisfaction. They both have a great influence on a person's behaviour and the state of being satisfied or dissatisfied, however, they are affected by different factors and proceeded independently of each other (Herzberg, Mausner & Snyderman 1959; Herzberg 1965). For example, a person indicates himself/herself as a cause to satisfaction, whilst blaming the external factors like the situation or environment for resulting in dissatisfaction (Cummings & Elsalmi 1968; House & Wigdor 1967)

Nonetheless, the theory is essential to every manager as it marked the importance of providing hygiene factors sufficiently to the employees as a way of motivation and so far, somewhat resulted in satisfaction. The absence of hygiene factors will lead to demotivation; however, the presence of it is not enough to motivate people. Therefore, managers also have to focus on increasing motivator factors, such as by job enrichment: creating an interesting job and working environment, giving employee more opportunities for advancement, to maximize the competences, taking more responsibilities, experiencing new challenges, and giving employees a praise whenever needed.

2.7 Vroom's Expectancy theory

The last motivation theory chosen as a basement for this study is Vroom's expectancy theory. The theory, which was established by Victor H. Vroom in 1964, cit-

ed the connection between a person's effort and motivation with the expected desired outcomes. It explains the procedure of how a person selects to perform a set of behaviours over another one, and how the decision made is related to the goals (Skemp-Arlt & Toupence 2007).

According to Vroom (1964), an individual's motivation to reach a desired outcome is determined by the three important components, which are expectancy, instrumentality, and valence. They can be illustrated in an equated as show in figure 6:
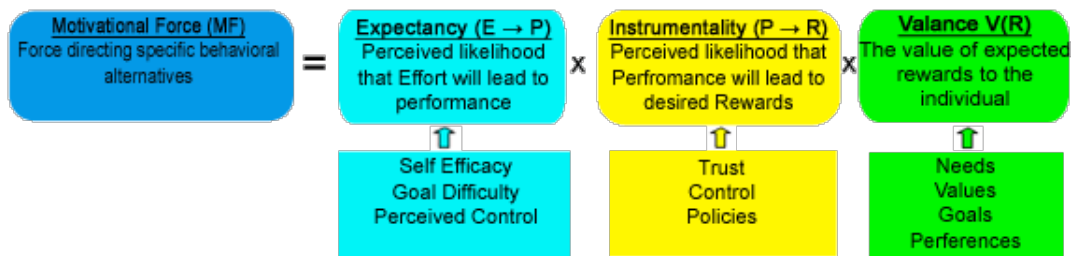

Figure 6: Vroom's expectancy theory (Scholl 2002)

The first component in the equation is expectancy, which is defined as a person's belief that their effort will resulted in desired outcomes, such as performance or success. It is also a person's evaluation of what kind and how much effort should be put in order to achieve better results or higher performance. For example, an employee working in the customer services department believes that if he/she tries harder, the work performance will lead to customer satisfaction. When the employee has a strong feeling of it and is aware that he/she is able to accomplish the goal, then he/she will be likely to put more effort to work. In this way, we say he/she has high expectancy. The second component – instrumentality – refers to a person's belief that his/her performance is linked to later results, such as reward or punishment. For instance, if a person believes that his/her hard-work will be recognized and resulted in rewards, he/she is likely to put more effort to work. Finally, valence component demonstrates a person's perception about the amount of reward or punishment received as a result of performance. If a person feels that the reward or punishment is well-earned with his/her effort and performance, he/she will put more effort to achieving it (Skempt-Arlt et al 2007; Scholl 2002).

Force, which indicates a person's motivation to perform a set of activities, is the result of the three components. "In general, people will work hard when they think that it is likely to lead to desired organizational rewards" (Skempt-Arlt et al 2007). "Vroom thought that people are motivated to work toward a goal if they believe the goal is worthwhile and if they perceived that their efforts will contribute to the achievement of that goal" (Moran 2013).

In short, the theory implies that when a person reaches a high level of all components in the equation, he/she will be highly motivated and put more effort into attaining the desired outcomes.

2.8 Summary of theories

In conclusion, motivational theories, especially employees' motivation theories, might be broad in quantum, vary in nature and differ in meaning. However, all of them share some common traits, which are for example, that motivation can arise from intrinsic (internal) factors or extrinsic (external) factors and the theories so far have proved the outweighed value of intrinsic motivators from an individual's perspective rather than the extrinsic ones (e.g. money) as we have normally assumed.

Maslow's Hierarchy of Needs, Herzberg's Two-Factor theory, and Vroom's Expectancy theory were chosen as the basis for this study because they demonstrate a strong connection with each other and are supportive with the research topic. The three theories share a similar and concrete outcome that attitudes do have a huge influence on the administration of activities and results. According to Maslow, it is necessary for every individual to fulfil the basic levels of needs before moving to higher ones; and the ideal is to achieve and satisfy the highest level of self-actualization in the hierarchy. In parallel, Herzberg's theory shows that people are not satisfied by the lower needs at work but only by achieving the psychological needs of achievement, recognition, responsibility, growth, advancement, and the nature of work itself. Besides, Vroom's theory also supports the conclusion by pointing out the dependence of an individual's work outcomes on intrinsic motivation, which is mentioned in the form of effort. At last, the theories

as well suggest that the most effective way to motivate a person is through intrinsic motivation, of which, if done correctly and successfully, leads to the state of organizational effectiveness.
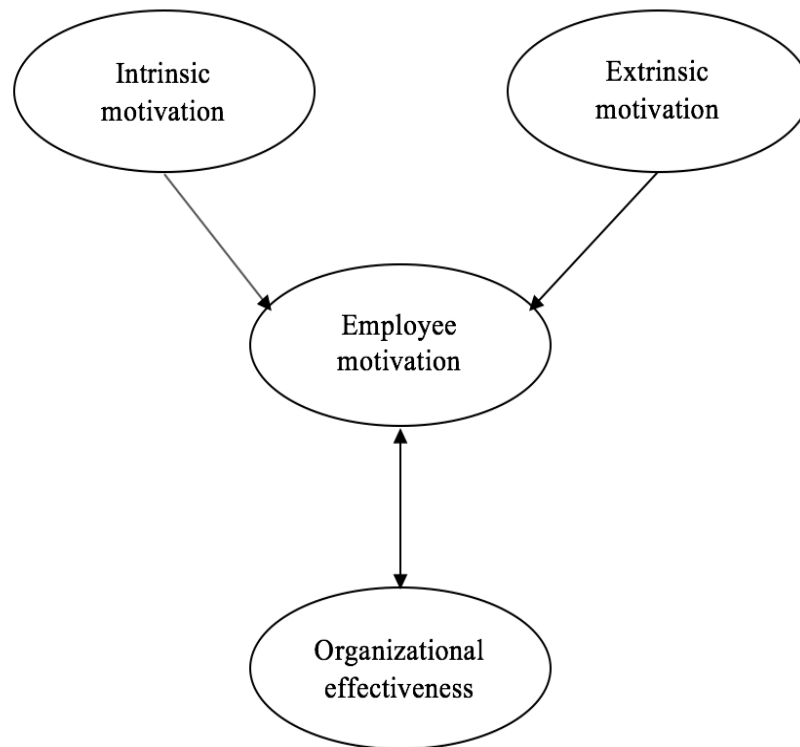

Figure 7: Summary of theories

Although all these theories will be used as a base for empirical research, the focus will be on Herzberg's Two-Factor theory of motivation. This model will be used to identify and analyse different motivational factors, and find out what has the most influence on employees' motivation in the workplace. The link between employees' motivation and its effect on organizational effectiveness will also be discussed.

3   RESEARCH METHODOLOGY

"Research methodology is a way to systematically solve the research problem" (Kothari 1985). In other words, it describes the process of how the research is done scientifically. It is very important for researchers to know not only the application of research approaches, but also its relevance to the study's objectives, its meaning, indication, and the reason for choosing a specific technique. Since different problems might have different approaches, being able to understand the theoretical background and variables of different techniques, and to know what certain techniques are appropriate for the research problem allows researchers to decide the best methodology used for the research (Kothari 1985, 8)

From what have been acknowledged above, research methodology is a broad concept and the research method only contributes partly of it. According to Kothari (1985), "when we talk of research methodology we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by other". Therefore, it is essential to comprehend precisely what is the purpose of the study, what is (are) the question(s) that researchers want to solve and in what way it will be investigated, how the data is collected and by what methods, and how the data is processed and analysed in order to generate the outcomes and conclusions (Kothari 1985, Howell 2013)

3.1   Research methods

As mentioned by Kothari (1985), there are many types of research e.g. Descriptive vs. Analytical, Applied vs. Fundamental, Conceptual vs. Empirical, and so on. However, in fact, all of these are all classified into two basic forms of research methods which are the quantitative method and the qualitative method.

The quantitative method is used to examine the research problem by collecting number-based data and converting into applicable statistics. It is fundamentally a

deductive process to test a pre-specified concept or hypothesis and to provide researchers possible effects which drive from the problem observation. Researchers use statistical data, which is concluded from a large sample of population, for analysis. Therefore, the results are considered to be more generalizable and have higher level of validity and reliability. Quantitative research is a structured respond option since it mainly supports fixed answers. However, the form of data collection is varied, for instances, paper survey and online survey (Wyse 2011).

The qualitative method, on the contrary, gathers information on a text-based format. Unlike the quantitative method, it is an inductive process used to propose or develop a theory or concept. Also, it aims to answer not only the question of what, where, when, and who but also to examine the human's behavior and the reasons that administer such behavior, which stands for the why and how in a decision making. Since the qualitative method collects the in-depth information based on a few specific cases of which the problem is described on personal point of view, it is objective and the level of validity and reliability has to depend on the scale of population. Qualitative research offers an unstructured or semi-unstructured respond options, and the popular methods are case study, face-to-face interview or in-depth interview (Alasuutari 2010, Stake 1995 & Yin 1989).

As the main purpose of the research is to study employees' motivation of which is concluded to be affected by different intrinsic and extrinsic factors, it is difficult to observe or done by only observing. Thus, the quantitative method and specifically online survey was chosen as the research method for this study. It provides everyone an opportunity to answer the questions and give reflection with confidentiality and with regards to cost-saving and time-efficiency when executing the research.

3.2 Data collection

Data collection is a process of collecting and measuring information based on focus groups which are done by using systematic techniques. Executing an appropriate data collection method plays an important role in every research as it allows researchers to gather relevant evidences that enables analysis of which provides

the means to answer the research questions, and furthermore, to conclude possible outcomes. The two types of data are primary data and secondary data (O'Gorman & MacIntosh 2014).

Primary data, or first-hand collected information, is collected directly from original sources. The method to gather primary data is diversified, of which can be accumulated through questionnaire, survey, personal interview or researcher's observation. The access of primary data is private until the researcher publish it (Currie 2005, 89).

Unlike primary data, secondary data refers to the collection of information from researches that others have done. The data could be withdrawn from various sources, for examples, books, journals and articles, company records, previous published researches or from the internet. The aim of collecting secondary data can be understood as a process of acquiring necessary knowledge to get a deeper understanding about the topic and using it as a frame to study the research (Metcalf 2017).

In this research, both primary and secondary data are used. At the beginning, secondary data was collected through numerous academic sources in order to gain a deeper understanding about different types of motivational factors and the effects of it towards a person's work performance and furthermore, the contribution to organizational effectiveness.

In parallel, primary data is collected by an electronic survey. The questionnaire was created based on the theoretical framework of the research. Different questions were used to examine various aspects of motivation. The first questions act as a basis for the researcher to get to know the respondents on a general level, and asking them about how long time have they been working in the current position. The next questions aim at generating respondents' self-assessment of their motivation level at work and how it is linked with their work performance. The later section of the survey focuses on asking the respondents about different motivation factors which motivate them the most and make them stay in the job with the use

of multiple choice questions. The survey ends with questions related to job retention and the respondents' feelings towards their own organization.

After a pilot testing on nine persons, the survey was sent out to 3230 students at Vaasa University of Applied Sciences through the university's communication platform. 314 persons, which were around 10% of total population, clicked in the survey link and completed the whole questionnaire. The process of conducting the survey took place during weeks 38 and 39 in the year 2017.

3.3   Data analysis process

Once the process of data collection is completed, data will be analyzed using quantitative approach. Numeric data was systematized and converted into percentages, charts, and table illustrations to assist the researcher's progress of making analysis and comparison, as well as concluding in further suggestion and recommendation.

3.4   Validity and reliability

"Validity is defined as the extent to which a concept is accurately measured in a quantitative study" (Heale & Twycross 2015). In other words, a research is valid if it measures what it is supposed to measure. According to the American Educational Research Association, Psychological Association and National council on Measurement in Education (1999), a high validity research transpires when the evidence and literature support the interpretations of the results. In order to keep the research in a high valid level, a theoretical review was done to acquire understanding on different motivational types and factors and the effects it has on personal work performance and organizational effectiveness. The survey was created based on the theory to ensure the consistency of the findings. Before conducting the survey, it was tested on nine persons in furtherance of detecting errors and possibly improving the quality of questionnaire.

Reliability, on the other hand, refers to the precision and consistency of the study findings. When the answers of the survey generate a similar result, the finding is said to be reliable. The amount of error existing in the findings also indicates how

reliable the research is. If the degree of error is low then the level of reliability is high and vice versa, high degree of error results in low reliability research (Heale & Twycross 2015). For this study, the survey was conducted on a large sample size of 3230 students studying at Vaasa University of Applied Sciences. All the respondents were collected individually and anonymously, hence increasing the objectivity of the research. With 314 respondents, the data gathered is considered reliable.

3.5 Limitations

The greatest limitation of this research is the sample size. In order to acquire a more concreted result, the survey should have been carried out in a larger sample size, as the case maybe a company located in Vaasa. However, due to the time, resources, and financial limits, the research was restricted to only the students in Vaasa University of Applied Sciences, with a focus on currently working students. Additionally, it would have been useful to carry out in-depth interviews to reach a thoroughly exploited data and a more generalised outcome is received.

4   EMPERICAL STUDY

The research aims at revealing what motivational factors motivate a person the most at work and how it is linked with their work performance and furthermore, the important contribution to organizational effectiveness. The population size is limited to 3230 students studying at Vaasa University of Applied Sciences. The survey acquired 314 respondents of which was approximately about 10% of total population. This section of the thesis will focus on analysing the data and discussing the findings with illustration of charts and tables.

4.1   The background questions

The objective of the first three questions is to understand who are the respondents. The questions about gender, age, and how long a time the respondents have been working in the current position were asked and the results were illustrated in figure 8 and 9.
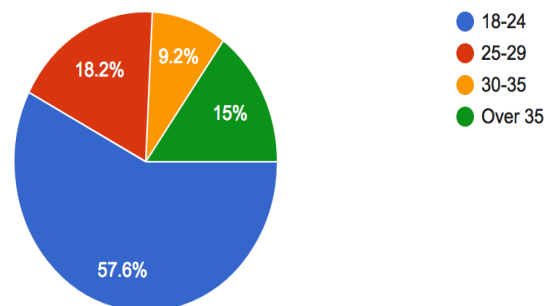

Figure 8: Respondents' age groups

 55 percent of the respondents were female, whereas the number of male respondents was 45 percent. The respondents' age groups diversified with the majority were between 18 and 24 years old with 57,6 percent, followed by the age group from 25 to 29 with 18,2 percent (figure 8). These statistics had shown that the overall respondents were quite young with higher rate of response rate for females rather than that for males.
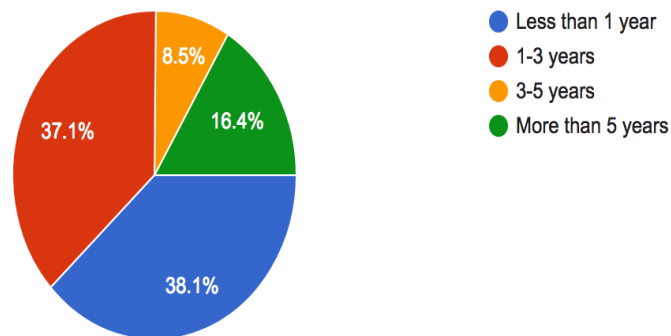
Figure 9: Respondents' years of working

38,2 percent of the respondents have been working in their current position for less than one year, however, the almost equivalent statistics also applied to those working between one and three years. Additionally, there were a 8,6 percent from three to five years, with 16,6 percent of more than five years working experience (figure 9). It can be seen that most of the respondents are experienced employees and have been working in their present job for quite a long time.

4.2 Motivation levels

The survey continues with questions about motivation levels. The next three questions indicate a person's self-evaluation on their motivation level at work and what they think about its linkage to work performance. The results were shown in figure 10, 11, and 13.
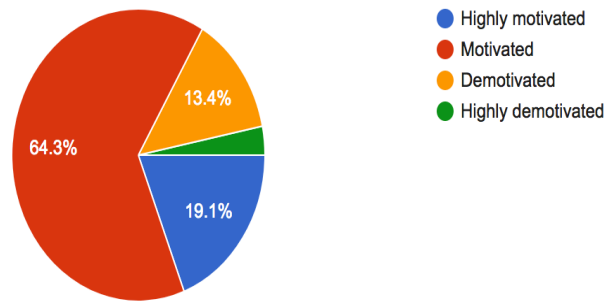
Figure 10: Respondents' motivation level

The results turned out surprisingly but positively. Figure 10 pointed out that 19,1 percent of respondents felt highly motivated at work, whilst 64,3 percent evaluated themselves as motivated. On the other side, there was 13,4 percent of whom recorded to be demotivated at work and more notably a small but worrying 3,2 percent of total respondents marked themselves as highly demotivated.
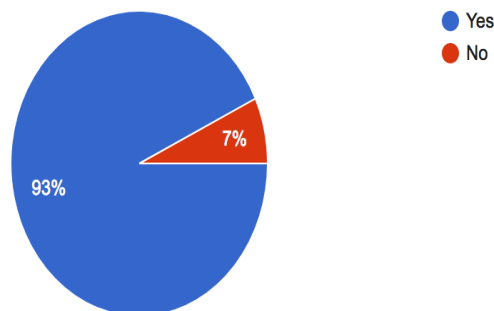

Figure 11: Motivation and work performance linkage

In addition, when asked about if there exist any connections between one's motivation and the work performance, 93 percent of the respondents confirmed with the statement whereas 7 percent disagreed (figure 11).

For the second section of the survey, the focus is on analysing the findings of the sixth question as it was used to support the two main theoretical frameworks of the study, which are Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory (figure 12). According to Maslow (1954), a person can move to higher levels of needs only when the previous lower levels are successfully achieved, or at least, to be at a satisfactory level. Applying this theory in organizational settings, in order for every employee to reach the full potential at work, companies need to fulfil their personnel's needs. When Maslow's Theory of Needs mentioned about the process of needs' achievement must follow hierarchic order by starting from the most basic the the most complex ones, Herzberg's theory in parralel pointed out the need to satisfy hygiene factors before moving to motivator factors as the existence of hygiene factors will not motivate but the disappearance leads to demotivation. And at the time that the basic needs are met, it is more likely for employees to raise their motivation level as it present along the path to achieve higher levels of needs. Another way to express this is that the motivation level arises from the need of achieving motivation factors.
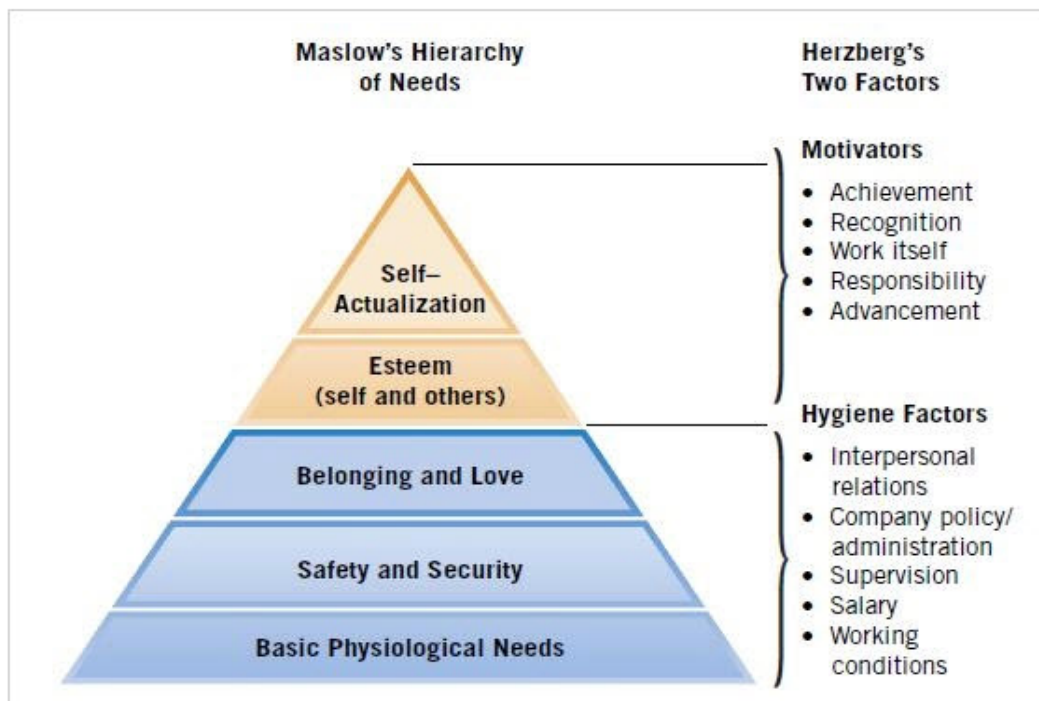

Figure 12: Maslow's and Herzberg's Ideas compared

And as shown by the results, 98,1 percent of the respondents agreed that they are motivated to excel in work and bring out better work performance when the organisation can fulfil their needs. However, there was still 1,9 percent who disagreed with the statement (figure 13).
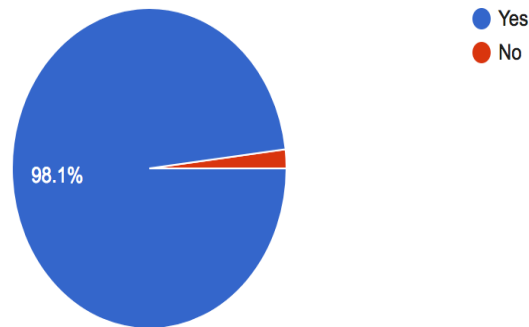

Figure 13: Employees' performance in connection with needs' fulfilment

In brief, the results acquired from the first six questions have partly shown evidence for the researcher's point of view that a person who is motivated will produce higher work performance in comparison to those who feel demotivated. Also, a linkage between employees' motivation and organisational effectiveness is proved to exist and strongly connected based on both literature framework and practical statistics.

4.3 Motivation factors

After the questions about motivation levels, the survey moved to examine in details of which factors motivate the respondents the most at work. The answer options, which are financial benefits, work-life balance, promotion opportunities, praise and recognition, organization's cultures, personal growth, and empowerment, were created based on Herzberg's Two-Factor Theory. The respondents were asked to choose the three most motivating factors that applied to their cases and the results were listed as shown in figure 14.
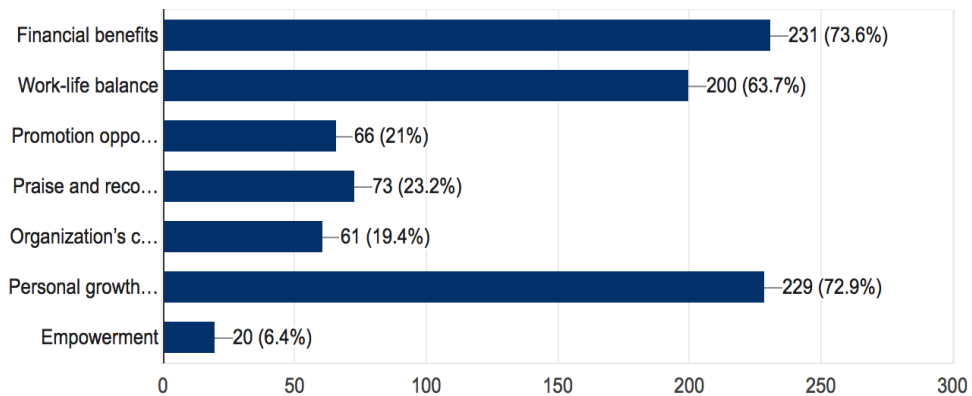
Figure 14: Motivation factors

Among the seven options, financial benefits ranked first with 73,6 percent. Without doubt, money is important. People work to earn money and use it as a mean to secure their lives and satisfy their needs. This is accurate when comparing to the theoretical models of this research, where money represents the most primary need of a person that must be achieved first. Once this need is fulfilled, people have the tendency to be more driven by intrinsic motivation factors. As reported by the respondents, personal growth stood the second with 72,9 percent. The growth itself does not mean only the increase in salary or promotion possibilities; it is also about a person' opportunities to grow, to challenge themselves, to acquire knowledge, and to learn new things. Employees with high level of personal growth are highly motivated, determined, enthusiastic, and ambitious. They tend to put more effort in accomplishing their work and strive to produce the best work quality. The last factor in top three was work-life balance with 63,7 percent. The respondents emphasized the need for enjoyment and fulfilment, while being happy and feeling engaged at work but still enjoying the life to the fullest.

However, it does not seem like the factors that motivate employees at work are the factors that make them to stay in their job. Motivation can cause in excelling performance, but it is the feeling of satisfaction and happiness that makes employees remain in their current positions.
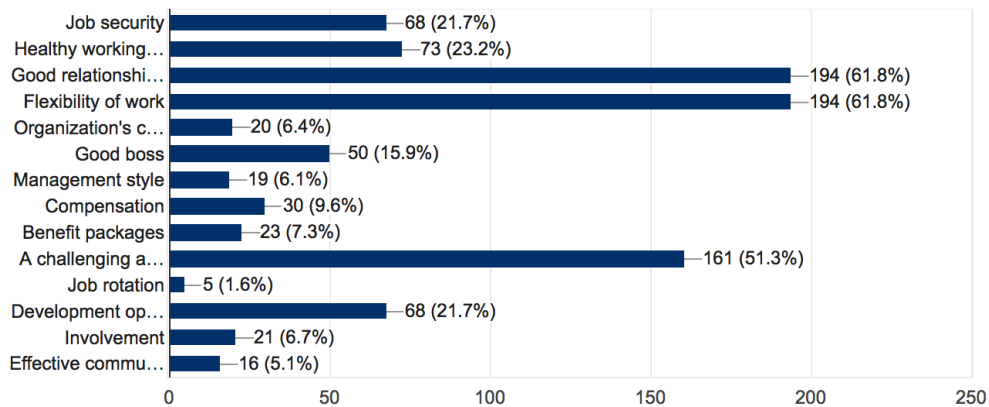

Figure 15: Reasons for job retention

The next question targets on defining the factors that make respondents stay in their current jobs (figure 15). The answer options were created based on Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, but with a focus on Herzberg's theory. The results turned out to be different from that of the previous question. Money, which was chosen as the most motivating factor to employees, now ranked eighth and ninth. The flexibility of work and a good relationship with supervisors/co-workers were the leading reasons with 61,8 percent, followed by a challenging and interesting job with 51,3 percent. In addition, job security, a healthy working environment, and development opportunities were also listed as one of the reasons contributing to job retention with around more or less by 20 percent. Apparently, intrinsic factors were seen to have more influence on a person's job retention decision.

To continue with the motivation factors , how the respondents feel about their work was investigated by posing a likert scale question (figure 16). The respondents were asked to mark their level of agreement using terms "strongly agree", "agree", "disagree", or "strongly disagree" for the following statements:

- "I am happy with my job"
- "I am inspired to meet my goals at work"
- "I am determined to give my best effort at work each day"
- "I have clear goals, priorities, and objectives in my work"
- "I am provided with adequate materials and equipment needed to do my job"
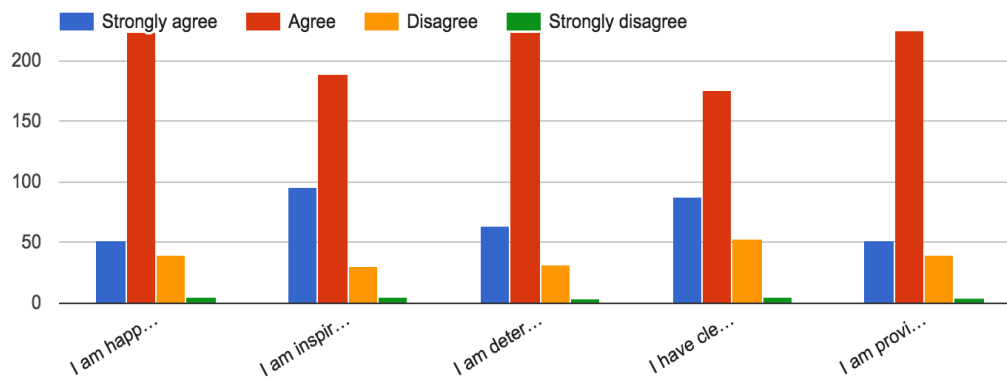

Figure 16: Respondents' feeling about work

The results appeared convincing. The vast majority of respondents indicated that they are satisfied with sufficient working facilities that enable them to perform better. The nature of work and the work direction were thoroughly acknowledged. The respondents were motivated and willing to put more effort to achieving the goals at work. Most importantly, they were happy with what they were doing.

4.4 Job retention and recommendation

The survey ends with two questions concerning job retention. After examining all aspects of motivation, the respondents were asked if they might ever think of quitting their current job (figure 17). The answer options were ranged based on frequency levels, which were "always", "sometimes", "rarely", and "never".
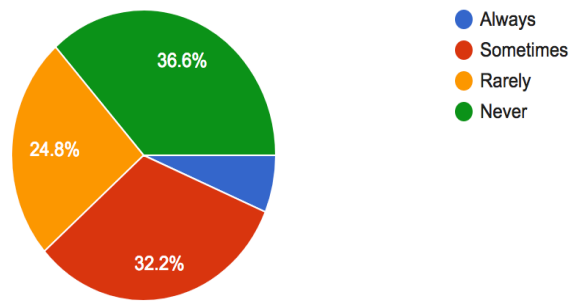
Figure 17: Job retention

36,6 percent replied with the answer "never", with 24,8 percent indicated "rarely". However, there was still one-third of total respondents who marked the answer "sometimes", and 6,3 percent of them said "always".
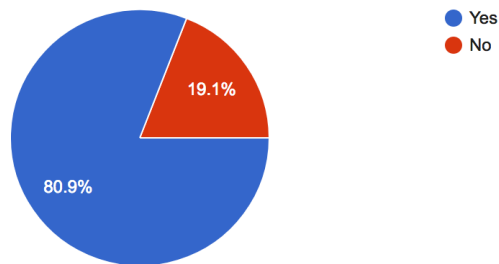

Figure 18: Job recommendation

The last question concluded the survey by inquiring if respondents would suggest their organization to other people as a great place to work. 80,9 percent addressed the answer "yes", while 19,1 percent responded "no" (figure 18).

4.5   Summary on research findings

The study results show that in general, the respondents are motivated in their work. Money, personal growth, and a work-life balance are what motivate them the most. They enjoy the flexibility of work, the challenging and interesting traits it brings, and a good relationship with their supervisors and colleagues. They have clear goals, priorities, and objectives at work plus sufficient working facilities.

They are inspired to give the best effort and meet the set goals every day. Above all, they are happy with what they are currently doing and glad to recommend their organization as a great place to work to others.

However, there still exists some factors that need to be improved in order to increase employees' motivation. For examples, according to the results, the respondents experienced a low rate for empowerment. It might be the consequence of deficient work involvement, low responsibility level, or a lack of freedom in making choices and the way to implement tasks. Furthermore, the availability of promotion opportunities should be higher and a clear, united, and a unique organization culture needs to be defined and practices well. In addition, providing job rotation, improving management style, and having effective communication within the organization are also ways to a higher employee motivation level.

5   CONCLUSION

This chapter concludes the research with a brief summary of the findings of the study. Additionally, limitation of the research and further recommendations are also mentioned.

5.1   Conclusions

In conclusion, the motivation of employees plays one of the most vital roles in an organization's effectiveness and assertively contributes to its growth and prosperities. Therefore, it is necessary for any employer to understand what truly motivates the employees and how to maximize the overall job performance. The theoretical framework of the study and the findings had confirmed that the motivation of employees is affected by two main factors which are intrinsic motivation and extrinsic motivation. The extrinsic motivation arises from external elements such as salary or other benefit packages. However, intrinsic motivation, which derived from the inside of a person and seemingly related to their needs, desires, and goals has established a fact to overweigh the influence of extrinsic motivation. Some examples of intrinsic motivation can be listed as personal growth, having a work-life balance, an interesting and challenging job, work flexibility, and a good relationship with supervisors and co-workers. It is not only a factor that motivates employees at work; it is also an important determinant for job retention.

5.2   Recommendations

Employees are indeed a major contributed component to the business development and success. It suggests that the motivation of employees can be achieved through the empowerment of employees. It indicates the degree of which the employees are involved in decision-making processes, the existence of mutual connection between the employees and the company, and the authorization over the task they are working on. High employee involvement shows higher level of employee motivation and satisfaction. Therefore, engaging employees in meetings and discussions and letting them know that their ideas and contributions are listened to and appreciated, giving them space and opportunities to experience and

be aligned with the corporate culture, delegating them a higher responsibility level for the task they are in charge of, and the freedom in making choices and decisions regarding their specific tasks are some ways to increase the motivation level.

Furthermore, having repetitive tasks every day is a reason for demotivation, boredom, and a lack of enthusiasm. Thus, it is recommended for companies to implement job rotation in order to keep the employees' interest and satisfaction with work. Sufficient training programs and feedback systems are necessary to be included not only to provide employees adequate knowledge and skills to do the work but also to improve the working environment, techniques, and quality. Proper recognition of well-done work and opportunities to growth and become promoted are also prioritized as an effective method for motivation fulfilment. Finally, a utilisation of appropriate management style and effective communication within all levels of the organization are as well the elements that contribute to higher motivation level of employees.

To sum up, the motivation of employees can be affected by many factors. However, a combination of both physical incentive and spiritual stimulation is the most powerful way to raise the motivation level.

5.3   Direction for further study

It is recommended that further studies should take demographic factors into account. The reason for this is because not everyone shares the same motive for motivation. People of different gender, age, different education level, occupation, position, income, or even religion and believes will have different expectations of a job and are influenced by different motivation factors. The research was implemented on a target group which was students at Vaasa University of Applied Sciences. The majority of the respondents were mostly from 18 to 24 years old with a higher number of females than males. The results acquired are valid for the chosen sample group; however, the accuracy on a larger scale has not yet been examined. Therefore, it would lead to a more solid and generalised conclusion if other researches supporting the same outcomes.

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APPENDICES

Employees' motivation survey

Welcome to the employees' motivation survey!

This survey is carried out with the aim to measure the level of employees' motivation influencing by different motivational factors. It should take you less than 3 minutes to complete and be assured that all the answers you provided will be kept confidentially and only be used for the purposes of the author's thesis data collection and analysis.

Thank you for your time and interest on the survey.

* Required

1. Gender *

○ Female

○ Male

2. Age *

○ 18-24

○ 25-29

○ 30-35

○ Over 35

3. How many years have you been working on your current position? *

○ Less than 1 year

○ 1-3 years

○ 3-5 years

○ More than 5 years

4. How motivated are you at work? *

○ Highly motivated

○ Motivated

○ Demotivated

○ Highly demotivated

5. Does the level of motivation affects your performance? *

○ Yes

○ No

6. Do you think a person can be motivated to reach their full potentials and to perform better when the organization can fulfil their needs? *

○ Yes

○ No

7. What are the main factors motivating you the most at work? *
(You can select up to 3 answers)

☐ Financial benefits

☐ Work-life balance

☐ Promotion opportunities

☐ Praise and recognition

☐ Organization's culture

☐ Personal growth and satisfaction

☐ Empowerment

8. What are the top reasons for you to stay in your current job? *

(Please select 3 answers)

- ☐ Job security
- ☐ Healthy working environment
- ☐ Good relationship with supervisors/co-workers
- ☐ Flexibility of work
- ☐ Organization's culture
- ☐ Good boss
- ☐ Management style
- ☐ Compensation
- ☐ Benefit packages
- ☐ A challenging and interesting job
- ☐ Job rotation
- ☐ Development opportunities
- ☐ Involvement
- ☐ Effective communication within the organization

9. How do you feel about your work? *

Please rate your level of agreement for each statement by choosing one alternative.

	Strongly agree	Agree	Disagree	Strongly disagree
I am happy with my job	☐	☐	☐	☐
I am inspired to meet my goals at work	☐	☐	☐	☐
I am determined to give my best effort at work each day	☐	☐	☐	☐
I have clear goals, priorities and objectives in my work	☐	☐	☐	☐
I am provided with adequate materials and equipment needed to do my job	☐	☐	☐	☐

10. Have you ever thinking of quitting your job? *

○ Always

○ Sometimes

○ Rarely

○ Never

11. Would you recommend your organization to others as a great place to work? *

○ Yes

○ No

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