

## **Work Life Balance and Female Teachers Employee Performance in Brunei Darussalam Public Schools**

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**ABSTRACT:** The focus on balancing life and work highlights the value placed on overall life quality and addresses the fact that increased demands at work are contributing to an imbalance. Work-life balance (WLB) is a choice an individual has to make. However, it is the organisation itself that needs to take an initiative to help the employee. If a company addresses these needs, in addition to provide great career opportunities, then, it will be successful in providing job satisfaction to the employees. While organisations are adopting new ways to ensure that their employees have adequate time to enjoy with their personal life and spend time with family, it is unknown major critical factors of WLB on employee performance of female teachers in Brunei Darussalam Public School. The objective of the study is to determine the relationship between work life balance (Organizational, demographic and social) factors and performance of female teachers in Brunei Darussalam public schools. The study used a survey research design on the Female Teachers in public schools in Brunei Darussalam. The study collected 280 questionnaires valid for further processes out of the sample of 300 respondents drawn from the female Teachers population of 4,176 teachers using convenient sampling technique. The researcher distributed the questionnaire using both online and physical administration of questionnaire to married female teachers in 10 of the Government's schools in Brunei-Muara district. The data was processed using SPSS and conducted correlation analysis. The results of the findings revealed that there is a strong significant positive relationship between work life balance (Demographic, Social, and Organization) factors and Female Teachers Performance in Brunei Darussalam Public Schools. The necessary suggestions for further study were recommended for future research.

**KEYWORDS:** Work life balance, Demographic, Social, Organization, Female Teachers, Brunei Darussalam

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### **I. INTRODUCTION**

The Government of His Majesty the Sultan and Yang Di-Pertuan of Brunei Darussalam have formulated a long-term development framework beginning in 2007, consisting of the National Vision, Outline Strategies and Policies for Development and National Development Plan. Under the Vision of 2035, one of the main goals aims at transforming Brunei Darussalam is to be recognized for its quality of life to be among the top 10 nations in the world. Thus, in order for Brunei Darussalam to successfully achieve this, it will be required to formulate and implement an effective social security strategy, which ensures that all citizens especially the government servants including the married female teachers' working in the Government's schools are cared for, and not just focusing on giving them more tasks or responsibilities. If the teachers are being managed well, an educated society will exist, and this can help boost the economic growth of the country by considering several opportunities of diversification in other areas other than oil and gas.

WLB can be defined as a comfortable state of equilibrium achieved between an employee's primary priorities of their employment position and their private lifestyle. Over the past three decades, there has been a widespread scholarly interest in the concept of WLB (Freeman, 2009; Moore, 2007). While extent WLB studies have significantly furthered the understanding of the phenomena, there remains great unevenness within WLB studies in a non-Western context. In essence, while WLB in the west has received enormous research exposure, far less attention has been devoted to exploring the concept of the WLB of individuals who are employed in Government Sector in Brunei. Currently, the Government of Brunei Darussalam has twelve ministries and seventy-seven government departments and has about 50,000 employees, thus making it the largest employer in Brunei. An increase in number of female teachers being employed in Government's schools and higher institutions reflects the government's effort in providing excellent education services which are at par with international schools or colleges. Thus, in order to provide quality education delivery to the people or students, the Ministry Of Education (MOE) in Brunei need to ensure that all of its employees' needs and wants are met

especially considering married female teachers who held many responsibilities not just as teachers but being given administrative work and also responsibilities at home, such as in this case, there needs to have balance between spending time with working life and family, as if there is an imbalance between these two, it can have a negative impact on their job satisfaction and job performance. Against this backdrop, the aim of this paper is to investigate the effect WLB practices on employee performance of female teachers in public schools towards achieving high quality life of Brunei 2035 vision.

## **II. REVIEW OF RELATED LITERATURE**

### **2.1. Work Life Balance (WLB) Concept**

WBL can be described as an individual's ability to meet their work and family commitments, as well as other non-work responsibilities and activities. While Greenhaus (2002) defined WBL as satisfaction and good functioning at work and at home with a minimum of role conflict, Felstead et al. (2002) defines WLB as the relationship between the institutional and cultural times and spaces of work and non-work in societies where income is predominantly generated and distributed through labour markets. Other scholars have defined work-family balance or WLB in a manner similar to Marks and MacDermids (1996) conception of positive role balance. For example, it is defined living a balanced life as "achieving satisfying experiences in all life domains, and to do so requires personal resources such as energy, time, and commitment to be well distributed across domains" (Kirchmeyer, 2000, p. 81). In a similar vein, it is viewed work-family balance as "satisfaction and good functioning at work and at home with a minimum of role conflict" (Clark, 2000, p. 349). According to Kofodimos (1993; p. xiii), balance refers to "a satisfying, healthy, and productive life that includes work, play, and love...". According to Ministry of Manpower of Singapore, in terms of business or organizational contexts, a work-life friendly workplace is a win-win situation for both employers and employees. Organizations can implement work-life strategies where they can be put in place to help the employees manage work responsibilities alongside their personal needs. It helps raise employee productivity at work and make your organisation more competitive. These can include flexible work arrangements, leave schemes and employee support schemes (Ministry of Manpower, 2016).

#### **2.1.1 Demographic Factors - Work life balance (WLB) Practices**

Demographic variables such as age, income, experience, marital status has influenced workforce such the women employees in their WLB. Various studies were conducted to determine the impact of demographic variables on WLB of women employees. Changes in the workplace and in employee demographics in the past few decades have led to an increased concern for understanding the boundary and the interaction between employee work and non-work lives. WLB captured management's attention in the 1980s, more due to the growing number of women with dependent children entering the workforce. Refer to study being conducted by Thriveni and Rama (2012), concluded that women with dependent children are finding it more difficult to balance their life than those who do not have dependent children. Another research conducted by Hamilton and Gordon (2005) focused on understanding the work life conflict of never married women without children. Their findings showed that never married women without children do experience conflict specifically work to life conflict and often at similar levels to that experienced by other groups of working women.

The major factors such as education, income ratio, professional experience, spouse stress and work load are stressors of professional women's work family conflict. In addition, MacInnes (2005) examined in his research that WLB policies aimed at reduced working hours are often assumed to be of particular interest to workers with family responsibilities such as young children. He expressed that there is a little relationship between worker's family situation and preference for working fewer hours. Dash et al. (2012) comparative analysis of the WLB scores of different demographic profiles could not suggest that there were statistically significant differences in the perception of WLB across different demographic groups.

Furthermore, there is reason though to argue that employers' interpretation of WLB policies as relevant mainly to women might prove unsatisfactory for both professionally employed mothers and fathers who seek a well-balanced work-family life. This is because research on women and management has demonstrated over two decades that mothers in management roles may remain highly committed to their careers, even if they work part time at the point when dependent children are young (Davidson and Cooper, 1992; Blair-Loy, 2003). In addition, recent research has identified changes in parenting practices among professionally employed fathers in dual-earner couples, whereby men are less likely to expect that mothers will mediate the child-parent relationship on their behalf. Another study conducted by Cousins and Tang's (2004) in the UK, Sweden and The Netherlands, suggests that despite the fact that Sweden has the most family-friendly and gender-equal policies on WLB, both Swedish men and women have a harder time maintaining their WLB than in other countries. Therefore based on the review of the above past studies, the study hypothesis that:

**H<sub>A1</sub>: Demographic Factors has a positive significant relationship with employee job performance of female Teachers' in Brunei Darussalam public school.**

### **2.1.2 Social Factors - Work life balance (WLB) Practices**

WLB is the ability to manage balance between work and personal life and to stay productive and competitive at work while maintaining a happy, healthy home life with sufficient leisure, despite having work pressure and endless activities which require time and attention. It can also be defined in a different manner where an employee tries to justify his or her most important priorities with employer according to his or her position, grade wrapped in accountability and being a part of family, spending a good quality time apart from professional life, it suggests that professional life is a part of social life and never influenced each other if someone is willing to make happen such occurrence with a wise approach. For instance, in the banking sector, where there are rapid changes in the social, political and economic scenario which can influence both the nature of employment and its relationship with personal life. Managing between official and domestic life is a challenge. Work-life balance is on priority for choosing any profession by today's generation with changing role of women in every sphere. Adams et al. [1] in his studies observed that emotional and instrumental support from family as well as society was associated with lower levels of work-family imbalance. Edralin [20] investigated on balancing work demands with personal needs and family responsibilities by Filipina entrepreneurs (EntrePinays), in order to sustain their business and at the same time live a meaningful and happy life. Findings revealed that both positive and negative spill over effects of work-life relationships. Negative spill over stimulates stress among the entrepreneurs while positive spill over can lead to their elevated levels of life satisfaction. The results demonstrated various strategies to balance work and life such as personal planning with proper time management, the magnitude of spouse support for married entrepreneurs or the extent of support of the family members for non-business work responsibilities and activities, and delegation of routine jobs to trusted employees, usually a family member, having a flexible work schedule. Therefore based on the review of the above past studies on social factors of WLB practices and employee performance, the study hypothesis that:

**H<sub>A2</sub>: Social Factors has a positive significant relationship with employee job performance of female Teachers' in Brunei Darussalam public school.**

### **2.1.3 Organizational Factors - Work life balance (WLB) Practices**

Previous studies relating to work-life balance have focused on the concept of the "flexible firm" (Frame and Hartog, 2003), which can be seen as having two related meanings. The first refers to firms which use telecommunications and scheduling to allow employees to work at times and in locations which are most convenient for them (Hobson et al., 2001). The second refers to companies which enlarge and reduce workforces as needed, through using contract and temporary labour (Frame and Hartog, 2003). The possibility of being able to work at any time and in any place has been seen as opening the way up to being able to adjust one's schedule to fit in all of one's commitments. Hobson et al. (2001) suggest while, by contrast, Frame and Hartog (2003, p. 359) criticize the new "flexible" hiring of a temporary workforce quoting Lewis and Dyer (2002, p. 304) as saying "family oriented policies often do not apply to this contingent and peripheral workforce".

Furthermore, in Chartered Engineers (UK), stated that energy professionals with chartered status receive higher salaries, better job security and improved work-life balance than those without according to a survey of more than 1,000 professionals. The figures were published in the 2014 Hays Energy Salary and Benefits Guide, produced with support from the Energy Institute. Chalofsky (2008) found that the proper balance can be achieved when management sets a proper environment. For example, an organizational culture needs to promote WLB practices. To best encourage their employees, managers need to lead by example in WLB situations (Kumar & Chakraborty, 2013). Todd and Binns (2013) stated that managers should remind workers of the benefits of work-life balance and should bring up work-life policies and strategies during team meetings and one-on-one meetings. In addition, managers should encourage, provide guidance to, and check in with employees regarding their well-being and help plan work activities to result in a good balance. Work-life balance programs and workshops should be available to employees to allow them to become educated and to take control of their schedules. Organizations that provide flexible hours should also provide best practices on how to avoid burnout. The effectiveness of each initiative should be measured so that the initiative can be improved (Kossek, Lewis, & Hammer, 2010). Overall, organizations that put effort into reducing work-life imbalances are more desirable to both current and future employees (Bourhis & Mekkaoui, 2010). Therefore based on the review of the above past studies on organizational factors of WLB practices and employee performance, the study hypothesis that:

**H<sub>A3</sub>: Organizational Factors has a positive significant relationship with employee job performance of female Teachers' in Brunei Darussalam public school.**

## **2.2 Conceptual Framework and Theoretical Underpinning**

Based on the discussions of literature in previous sections, a proposed conceptual framework for this study has been developed as shown in Figure 1.0:

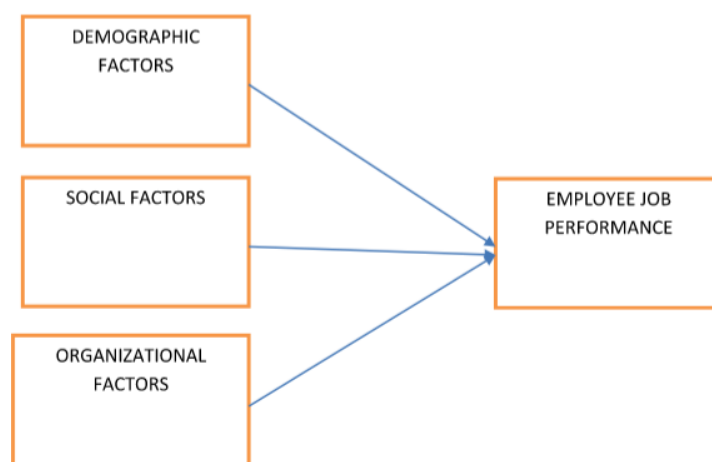


Figure 1.0: Conceptual Framework

### III. RESEARCH METHODOLOGY

The study adopted descriptive, exploratory survey research design and distributed questionnaire online through Facebook, and physically to the Government secondary schools within Brunei-Muara district ranging from those teaching between secondary level and Form 6. The main reason why the researcher only used surveys is because it is adequate enough to be able to understand more on work-life balance related issues among the teachers and to meet or achieve the objectives of this study.

A sample of 300 respondents will be needed to conduct this research, thus, the researcher have distributed it to 30 married female teachers in 10 of the Government's schools in Brunei-Muara district. The reasons as to why the researcher have chosen Brunei-Muara district to conduct its survey is firstly, due to its highly populated where there are more local teachers in Brunei-Muara district as compared to other district. Also, it is important for the researcher to collect large sample of data in order to produce a more reliable results. In addition, there are more Government's secondary and sixth form schools in Brunei-Muara district as compared to in other districts. As of 2014, according to Department of Statistics, Prime Minister's Office, Brunei Darussalam, there are 4,176 teachers teaching in secondary or sixth form Government schools. The study sample size 300 was computed using Rao soft Sample Size Calculator with margin error of 5%, Confidence level 95%. However due to the time constraints and non-responses from some respondent, some questionnaires were not returned, therefore, the researcher can only collected 280 of these which were returned and completed.

The study adapted the questionnaires items from Byington (2010), for measuring the work life using Five-likert Scale, ranging from "Strongly Disagree" to "Strongly Agree". For the demographic factors, this study adapted the items from the survey questions by Smith J. and Gardner D. (2007). As for social factors, this study adapt the items used by Dr. S. C. Das and Ms. Shivani Kushwaha (2013). This study also adapted the items from Kushwaha (2013) in order to measure the organizational factors of WLB.

For the purpose of processing or analyzing the data, Statistical Package for Social Sciences (SPSS) was used for descriptive and inferential statistics. This study employed the Pearson Moment Correlation Test to examine the relationship between the variables. As part of the procedure for questionnaire validation and also to ensure the ability to understand and clarity of the items in the questionnaire, the questionnaire was pre-tested in a pilot study that involved female teachers in one of the Government's secondary school.

### IV. DATA ANALYSIS, HYPOTHESIS TESTING AND DISCUSSION OF FINDINGS

#### 4.1. Work-life Balance and Job Performance

The objective of this research was to investigate and identify which factors have a very significant impact on work-life balance among married female teachers in Brunei Darussalam. Based on the literature reviews, three factors were selected and hypothesized. Factors selected for this research were (1) Demographic, (2) Social, (3) Organizational, and were hypothesized against the teachers' work-life balance. In order to determine the relationship between Work-life Balance and Job Performance, Pearson's correlation was employed with the p-value of 0.05. The outcome of the study, accepts the alternate hypothesis, as there is a very significant relationship between teachers' job performance and their work-life balance. According to Cohen (1988), a correlation  $r = 0.1$  to  $0.29$  is a small relationships,  $r = 0.30$  to  $0.49$  is a medium relationship, and  $r = 0.5$  to  $1.0$  is a strong relationship. According to Guilford (), a correlation  $r < 0.20$  is a weak relationship,  $r = 0.20$  to  $0.40$  is a low relationship,  $r = 0.40$  to  $0.70$  is a moderate relationship,  $r = 0.70$  to  $0.90$  is a strong relationship, and  $r > 0.90$  is a very high relationship. For this study, the strength of the relationship was based on Guilford's guidelines in determining the strength of the correlations.

#### **4.1.1 Demographic Factors of Work-Life Balance and Job Performance**

The correlation analysis revealed that demographic factors of WLB was significantly related to female teachers' performance in Brunei Darussalam Public with the P-value set at 0.05. The demographic factors includes the number of dependents (the parents and children), the teachers' current status of employment and perception of work-life balance among female teachers, were also examined in relation to work-life balance as they have been shown to affect this construct. Ultimately, this research utilized a theoretical approach to enhance a practical understanding of the factors that affect the teachers' work-life balance.

In this study, three questions were asked to the teachers regarding few demographic issues which can influence their work-life balance. From the results, it shows that some of the teachers might feel uncertain to answer it possibly due to they are new teachers and some of the teachers disagree and strongly disagree with the statements posed by the researcher. Therefore, this has made it less significant and is of less influence to affect the teachers' work-life balance. What this means is that even though there are teachers who have worked many years, they can still balance and fulfilling the requirements of their job and family. Struggle to balance these will always exist in the working population. Thus, it does not matter if the teachers are new or has already been there for a long time, it does not affect their work-life balance.

Furthermore, in this study also analyzes in terms of the number of dependents, which includes their parents and children. Based on the data analysis, it gives less significant impact on the teachers work-life balance as it does not matter whether the teachers have too many or few number of dependents as long as they can manage their work responsibilities and spending adequate quality time with their family and most of the teachers are able to do this. The results can also show that if the Government has done their job in providing personal care to these dependents such as in terms of health, education and so on, it can help teachers to avoid worrying about their dependents and focused more on their work, which can have a direct impact on their job performance.

#### **4.1.2 Social Factors of Work-Life Balance and Job Performance**

Social factors of work-life balance demonstrated the highest significance result with Performance of Female Teachers in Brunei Darussalam. Since balance is related to both personal and professional life, factors like, family background, financial and social status of the family, life stage of the employee, financial standing, family structure, daily routine, friends circle and social life would also affect their work life. In any organization, an employee who is struggling financially or who has a large family to support or other family problems may spend more time in taking care of those issues. To be able to focus on their work, it is necessary that he is free from any domestic encumbrances. It is equally important to create a healthy working environment at the work place. The comfort and ease at the working place enhances the efficiency as well as the effectiveness of the performance.

From the survey conducted, the result shows that social factors have less effect on the teachers' work-life balance with significance of .060. This means that their personal life, which includes their family and friends, did not influence or directly impacted on their work life. Even though it have less impact on the teachers, but this factor also need to be considered in order not to affect their job performance in school. For those teachers who are already married and have many dependents, they will certainly need to spend more quality time with their family so as not to destroy the relationships. The Government of Brunei need to consider in managing its human assets by providing them with more benefits so that they are more motivated to do their job even though this is unlikely the only main drivers of motivation. In this research, they need to distribute the workloads or divide the tasks and share responsibilities so that they can balance their work and life. They will need to have a constant communication not just with their family but also friends and relatives which can further reduce the stressfulness of only thinking about their job. According to Gandecka (2015), she stated that, when family and work are in balance, a person is healthier, happy, and more productive. Nicholas and McDowall (2012) argued that balance does not mean that one spends exactly the same amount time in both aspects of life. Rather, it means that the individual spends the amount of time that is comfortable for him or her at the time. Needs can change with time; thus, work-life balance is not set once. Instead, achieving balance is a constantly growing, evolving, and adjusting process.

In addition, another study conducted by Desrochers and Sargent (2004), found that when it comes to balancing work and family, one needs to be able to set clear boundaries. For those who work from home, this can be especially challenging because the separation of work from family can become blurred. One should keep work-related items, such as computers or papers, in a designated workspace in order to preserve boundaries. One should also designate specific blocks of time for work and family to ensure that they do not overlap. The authors also said that another way to ensure that balance is maintained is to work with one's family on the understanding that even though the worker may be at home, he or she may not be available to the family during work hours. Similarly, during family hours, work problems should not interrupt designated times. Thus, the

amount of work or tasks given can indirectly affect the social life of a person unless there a sense of balance between job demands and life demands.

#### **4.1.3 Organizational Factors of Work-Life Balance and Job Performance**

Organizational factors of work-life balance had the strongest relationship with performance of female teachers in Brunei Darussalam Public Schools. An organization's internal environment consists of the entities, conditions, events, and factors within the organization that influence choices and activities. It exposes the strengths and weaknesses found within the organization. Factors that are frequently considered part of the internal environment include the employee behaviour, the organization's culture, mission statement, and leadership styles. (Johnson et. al, 2009)

In this study, wider perspectives of those organizational variables are closely investigated which can have an impact on the teachers' work-life balance. This can include the working environment and the organization's culture, financial and non-financial benefit which they are entitled to, the management of these teachers, the number of trainings attended and so on. From the survey conducted, it was found that organizational factors have a very significant impact of .961 on the teachers' work-life balance as compared to other factors. This means that in this case, Ministry of Education needs to take these work-life balance issues into consideration when planning their strategies, especially with regards to teachers' life, where they need to ensure that there is a balance between their job and family, so as to improve the teachers' teaching delivery.

There is another study linking organizational climate and work-life balance (Behson, 2002), where employed students from an American university were sampled in order to examine the effect of family-friendly work climates on job satisfaction, commitment to the organization and work-family conflict. The findings of this study revealed that perceptions of family-friendly work culture did significantly affect work-family conflict. However, none of the other examined variables were statistically significantly affected by this culture.

Findings from past study on organizational climate revealed that work environments that were perceived as supportive, cohesive, inclusive and low pressure had respondents who tended to report higher levels of job satisfaction, whereas those climates that were perceived as high pressure tended to incite a drive to work hard in respondents (Johnstone & Johnston, 2005). This study agrees with this research that organizational factors have a very significant impact on their work-life balance, which can also affect the level of the teachers' job satisfaction. If the Government put more emphasis on balancing the job and life demands, they can produce more satisfied teachers of whom, will perform better due to the balance of work and family time.

#### **4.1.4 Implication of the study**

There is a very significant relationship between the teachers' work-life balance and job performance. This means that when they are able to fulfill both their job and family demands with the Government playing a role in making sure that these two are balance, it can certainly help boost their job performance. Furthermore, when there is a greater sense of appreciation among the higher authority in the Government towards these teachers or educators, this can also help them to improve their performance and they will try to find new methods of learning which will be very effective for students' better understandings of the subjects or courses. According to M. Muthukumar et al (2012), balance between professional and personal life improves performance at work and also helps in gaining job satisfaction. It gives a feeling of contentment and motivates the individual to shoulder responsibilities with greater accountability. It helps in creating a congenial environment at the work place and also strengthens family bonds of the employees.

Furthermore, there is a study which have been carried out by Obiageli, Uzochukwu and Ngozi (2015) to examine work life balance and employee performance in selected commercial banks in Lagos state. The problem identified in this study is poor working organizational culture in the commercial banks which may not encourage various types of work life balance practices. It was discovered that there is a significant positive relationship between leave policy and service delivery. The findings revealed that leave policy motivate employee ability to deliver services efficiently and effectively, in conclusion work life balance practice is an important factor in increasing employee performance. The researcher recommends that managers of these commercial banks should prioritize creating different work life balance incentives that will improve employee performance.

Thus, Brunei can learn from these findings to improve its current work-life balance initiatives or strategies by introducing more of it so as to improve the teachers' teaching delivery and performance, not just for the benefit of themselves but also for the country as a whole. They will need to avoid in worrying more about the costs and start to invest in these initiatives as it can produce more great outcomes in the long run.

## **V. CONCLUSIONS**

In conclusion, work-life balance is an issue of great importance that has to be addressed by the organizations at the earliest. After all, the employees are the greatest asset and the organization performance is

affected by employee performance. The Human Resource (HR) department of the organization and the employees together must work out strategies to help attain Work-life balance which makes the organization the happiest place to work in.

Thus, from the study, it can be seen that organizational factors have the most impact on the teachers' work-life balance, followed by demographic factors and the least impact is the social factors. For instance, in spite of higher salaries and other monetary and non-monetary benefits, a comfortable working environment, less work load and organizations taking care of employees, it is observed that sometimes, in business, employees fail to deliver expected sales. Though there can be numerous factors that affect the performance of an employee achieving balance in work and familial life is considered important in order to perform par excellence. Balance between professional and personal life improves performance at work and also helps in gaining job satisfaction. It gives a feeling of contentment and motivates the individual to shoulder responsibilities with greater accountability. It helps in creating a congenial environment at the work place and also strengthens family bonds of the employees.

Based on the analysis, it is concluded there is a very significant relationship between organizational factors or variables and teachers' work life balance. By understanding the relationship between these two variables can be an important input in designing appropriate policies for employees to address work –life balance issues. Work-life balance initiatives designed to help employees balance their work and personal lives are not only an option, but also a necessity for many employers today.

## **VI. RECOMMENDATIONS**

Currently, Brunei have not yet impose adequate Work-Life Balance (WLB) policies, other than extended maternity leave, probably paternity leave and providing loans assistance for house and car. Thus, in this study, in order to improve teaching delivery, the Government specifically MOE need to consider other WLB policies which can produce positive outcomes in the long run. They can introduce other paid leave schemes such as eldercare sick leave or childcare leave which is very important to consider to increase the teachers' job satisfaction as this are the most popular option among the teachers in terms of improving their job performance will have positive effect on their work-life balance. Other options could be flex-time arrangements or 'further study' allowance for the teachers which can also be considered.

It is recommended for Brunei to take these Work-Life Balance (WLB) issue seriously not just in education sector but also others, as this may affect an employee performance which can affect the outcomes in the end, and future growth of the economy. Thus, the Government needs to introduce more of these WLB strategies, like in Singapore in order to avoid the imbalance between job and family demands, not just among the teachers but also in other sector of the economy. They should also need to stop worrying about the costs in introducing it and start to think what it will produce or the outcomes in the long run. If Brunei can start implementing it in one sector of the economy such as education, it will result in more improvements in terms of teachers' performance in schools and also students' results. Even though this may take a long time to see its result, but we should think how it will be in the future. Thus, in general, human being will be more motivated to do their tasks well if they are well taken care of in all aspects, full management support, being valued and recognized with the work they have done, not to be bias in decision-making, encourage feedback and others, rather than to focus on the financial aspect of it.

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