

An Assessment of Employees' Motivation:

The Case of Saint Raguel Church Primary and Secondary School

Tenaw Belachew, St. Mary's University

Abstract

This research is aimed to assessing employees' motivation on job satisfaction and employees' performance by the case organization, St. Raguel Church Primary and Secondary School. Motivational factors including monetary incentives and other benefits, recognition, career and progression work content and working condition are assessed in order to find motivation effect on employees' performance. The study was conducted based on the data gathered from St. Raguel Church School. Descriptive design with mixed research approach were employed to answer the research questions that emerged through the review of existing literature and the experiences of the researcher in respect to effect of motivation on job satisfaction and employee performance. The study analyzed data obtained from the survey questionnaire. The result of the study indicated that job satisfaction is highly leads for better employees' performance in other words; job satisfaction is a significant and strong mediator between motivation and employee performance. In the case organization employees were not highly satisfied and motivated with the current procedure carried out by the institution. It revealed that they are mostly not satisfied with the salary, benefit, and recognition and job security practice of the institution. The study suggested different measures include: implementing clear and appropriate career advancement procedures, providing proper and timely recognition as part of the system, the basis of motivational procedures taken by the organization should follow the interest of employees; shaping and implementing appropriate motivational techniques in order to satisfy its employees and to get high employee performance in order to achieve organizational objectives.

Keywords: Motivation, Job Satisfaction, Employee Performance, Monetary Incentives, Benefits, Recognition, Career Progression, Work Content and Working Condition.

Introduction

Any organization, whether it is in the public sector or any other business sector, its core resource are its employees; their presence and contribution are very important to the extent that they can determine if the organization is going to be successful or not. An organization may have a good manager, a good vision and a good goal. However, if it neglects its employees, that company will practically be in turmoil. Employee motivation is key to the overall effectiveness of organizational performance. Motivation acts as a predictor of individuals' behaviors and performances, all of which in turn, contribute to organizational performance (Ritz et al. 2016).

Human resource is one of the resources that need to be well managed. As a resource, it plays a vital role in achieving both the short term and long-term objectives of the organization. Managing people at work is not easy like managing other resources because of the complex nature of human beings (Macmillan India Ltd, 2005).

People in a single organization have different personalities, attitudes, beliefs, and values. Hence, different approaches are needed to motivate them. Taking into account peoples' complicated psychological makeup, managers must use different strategies and skills in motivating employees for the survival and best performance of the organization. Executives and managers at all levels have long recognized the importance of motivation and have used a variety of means in an attempt to stimulate it. More enlightened leaders, however, place greater value on individuals and tend to use more constructive approaches to motivate employees (Bendar & White, 1991).

The issue of motivation has gained additional significance as explanations for poor workmanship and declining productivity have been sought. According to Alan (1988), Executive Vice President of General Motors Corporation, "We are involved in a people reevaluation; it's a revolution in which each side recognizes that people, not fixed assets or technology, are the deciding factor in the bottom line."

Organizations will be more productive if the workers are motivated. Unmotivated workers are less productive, demonstrate unwanted behaviors like absenteeism, and carelessness which lead to low productivity. "The problems of motivation then become one of arriving at compensation to workers that will coax them in the output that is required" (Jovanich, 1961). Hellriegel (1996) viewed motivation as any influence that portray, direct, or maintain peoples' goal directed behaviors. It refers to the driving force that makes an individual act in a specific way. It is an inner drive that causes an individual to behave in a certain manner. The goal of most organizations is to improve productivity; therefore, factors of motivation play significant roles in improving employee job satisfaction levels. This will, in turn, help in improving an organization's productivity levels.

Statement of the Problem

Motivation is one of the essential activities of organizations in maintaining quality of productivity. The manager in an organization must focus on motivation and productivity. Employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadare et al, 2010).

A motivated employee is responsive to the definite goals and objectives he/she must achieve; therefore, he/she directs its efforts in that direction. Employees play an important role in accelerating organizational development (Bulent et al, 2009). Motivation is an internal strength that drives individuals to pull off personal and organizational goals (Reena et al, 2009).

Motivation influences an organization more effectively because motivated employees are constantly looking for improved practices to do a work, so it is essential for organizations to focus on the motivation of their employees (Kalimullah et al, 2010).

Any business organization largely depends on the performance of its employees. Thus, blending individual goals with organizational objectives for achieving their commitment to the organization assumes vital importance. Viewed in this context, employee motivation has, in recent time, emerged as an important area of concern. Notwithstanding improved monetary compensation, better job security, good working environment and comprehensive condition of employment, it has been observed that fairly a large majority of the employees are not only unwilling to direct their energies to the attainment of organizational goals but do not also enjoy their work assignment.

Saint Raguel Church Primary and Secondary School is located in Merkato which is the biggest market place in Ethiopia. Because of this, teachers are always complaining about the chaos in the environment. Besides the close proximity with the church and the Anwar Mosque, the school's environment is not conducive, especially on some occasions.

In addition to unconducive working environment, the other major reason for employees being not motivated is lack of fair salary and other incentives. According to the student researcher's preliminary observation, the salary of the institution is not fair as compared to other equivalent schools. In addition, incentives are not offered in the school to motivate the teachers though there is small amount of bonus on every Easter. Some teachers also complain about the management, specifically the school director does not motivate the teachers though they perform well.

Research Questions

1. To what extent are employees motivated in Saint Raguel Church Primary and Secondary School?
2. What are the factors that affect employees' motivation in Saint Raguel Church Primary and Secondary School?
3. What are the positive and negative impacts of employment motivation on Saint Raguel Church Primary and Secondary School employees' performance?

General Objective

The general objective of this study is to assess employees' motivation in the case of St. Raguel Church Primary and Secondary School.

Specific Objectives

The study addressed the following specific objectives:

1. To investigate to what extent the institution motivates its employees,
2. To identify the factors affecting employees' motivation, and
3. To assess the positive and negative impacts of employees' motivation on their performance.

Research Design

A descriptive research design was implemented. Descriptive research design is used to describe the situation as it is. The student researcher chose to adopt descriptive design to assess employees' motivation. The researcher used mixed approach (qualitative and quantitative data collected and analyzed) applied to assess employees' motivation on their job performance.

Population and Sample Size

The researcher took the school's teachers and management staff as population of the study. The total number of teachers is 113. The researcher used Yemane's formula to determine the sample size:

$$n = \frac{N}{1+N(e^2)}, \text{ where } N = \text{Total population, } n = \text{sample size and } e = \text{error.}$$
$$\Rightarrow n = \frac{113}{1+113(0.05^2)} \Rightarrow n=90, \text{ therefore, the sample size is } 90.$$

Sampling Techniques

The researcher used simple random sampling technique for employees to give equal chance for all teachers in the sample population, and purposive sampling technique for the management body.

Sources of Data

The researcher used both primary data and secondary data as sources. Primary data are those which are collected afresh and for the first time, whereas secondary data are those collected by someone else and have already been passed through the statistical process for this study.

Method of Data Collection

Both primary and secondary data types are used in order to collect information. The primary data were collected through close ended and open-ended questionnaires distributed to the selected respondents, and structured interview was used with the management body. Secondary data were obtained from different books, publications and websites related to the study.

Method of Data Analysis

Data were analyzed using Statistical Software Version 23/26 (SPSS) and MS Excel as convenience. A descriptive analysis was made in the form of frequency and percentage. The data were presented in different frequency tables, cross tabulation and charts.

Data Presentation and Analysis

This part of the study analyzes and interprets the data obtained from Saint Raguel Church School on the basis of data gathered through the distributed questionnaires. The questionnaires were distributed randomly to the school's teachers. From 90 questionnaires 75 were filled and returned. This implies that about 83.33% of the respondents replied to the distributed questionnaires carefully, and in the assumption of the researcher, it is quite possible to draw conclusion from the data obtained and meet the purpose of the study.

Demographic Information of the Respondents

The demographic information of this study included respondents' gender, age, educational level, work experience, and their current department. Some of the findings that were obtained with regard to demographic information of respondents are as follows:

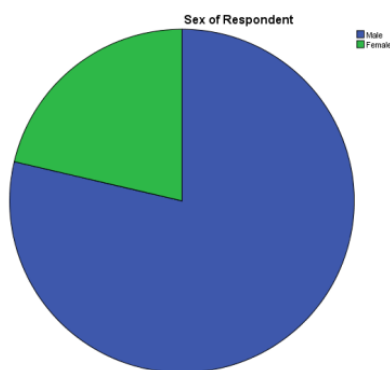


Figure 1: Sex of the respondent

Source: Own survey (2022)

According to the above pie chart, of the total respondent 59 (78.7%) are male and the rest 16 (21.3%) of them are female. This clearly indicates that male teachers outnumber the female teachers in the school.

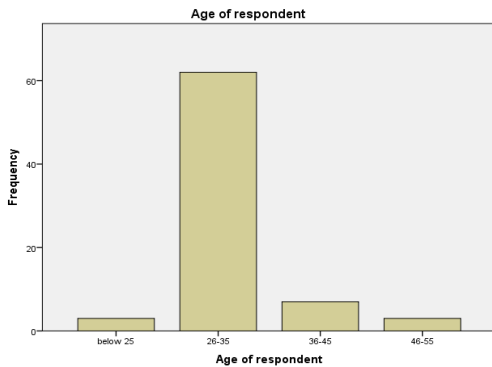


Figure 2: Age of the respondents

Source: Own survey (2022)

According to the above bar graph, of the total respondents, most of the teachers in the school, 82.7% are in the age range of 25-36.

Table1: Educational Level of the Respondents

Educational Level	Frequency	Percent
Diploma	18	24
Degree	54	72
Masters	3	4
Total	75	100

Source: Own survey (2022)

According to Table 1, 18(24%) of the total respondents' educational level is diploma, 54(72%) are degree graduate, and the rest 3(4%) are post masters. From the above data, most of the teachers 54(72%) in the school are first degree holders.

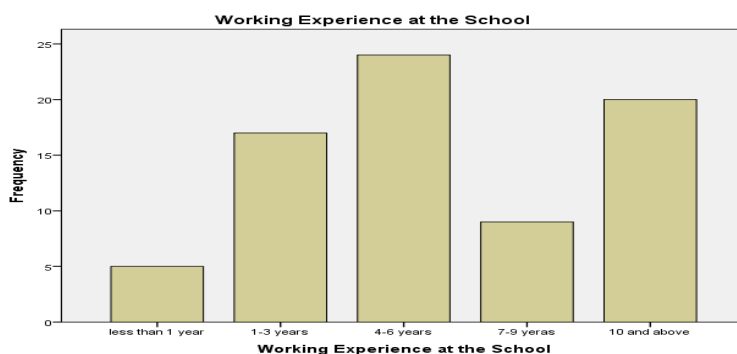


Figure 3: Work Experience

Source: Own survey (2022)

Figure 3 shows the work experience of the teachers and 5(6.7%) of the total respondents have less than a year's experience in the school; 17 (22.7%) respondents have worked in the school for 1-3 years; 24(32%) respondents have worked for 4-6 years; 9(12%) respondents have a

work experience of 7-9 years; and the rest 20(26.7%) of the respondents have worked in the school for about 10 years and above. From the above presented data, it is clearly seen that most of the respondents 24(32%) of the total have a work experience in the school for about 4-6 years.

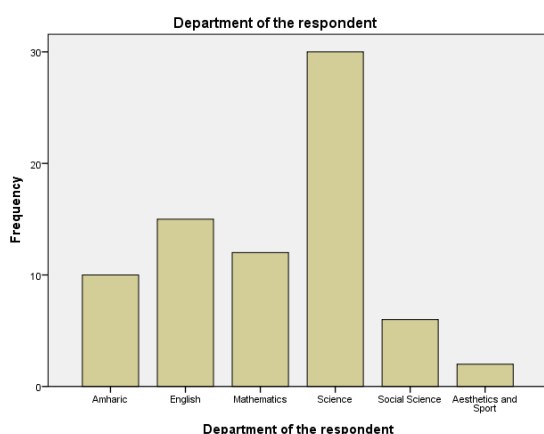


Figure 4: Current Department of the Respondents

Source: Own survey (2022)

Figure 4 shows the current department of the respondents. 10(13.3%) of them are from Amharic department, 15(20%) from English department, 12(16%) from Mathematics department, 30 (40%) from science department, 6 (8%) from Social Science department and the rest 2 (2.7%) are from Aesthetics and Sport department.

Table 2: Motivational Practice in the School

Items	Alternatives	Frequency of respondent	
		No.	%
Is there a motivational practice in your school?	Yes	50	66.7
	No	25	33.3
	Total	75	100
The type of motivational practice in the school.	Financial	24	32
	Non-financial	23	30.7
	None	25	33.3
	Both	3	4
	Total	75	100

Source: Own survey (2022)

According to question 1 in Table 2, 50(66.7%) respondents replied that there is a motivational practice applied in the school and the rest 25 (33.3%) of the respondent said that there is no motivational practice applied in the school. From the above data, it is shown that 50(66.7%) of the respondent responded that the school motivates the teachers.

According to question 2 in Table, 24(32%) of the respondents said that the school motivates them through financial means. 23(30.7%) of the respondents replied that the school motivates them through non-financial means. 3(4.0%) replied that the institution motivates them through both financial and non-financial means, and the rest 24(32%) said that the school doesn't motivates them through either financial or non-financial means.

From the above data the majority of the respondent 50(66.7%) replied that the school motivates them through either financial or non-financial means.

Table 3: Motivational practice in the current institution

Question	Alternatives	Frequency of respondent	
		No.	%
To what extent are you motivated in your current institution's practice?	Highly Motivated	11	14.7
	Motivated	32	42.7
	Moderate	17	22.7
	Demotivated	15	20
	Total	75	100

Source: Own survey (2022)

Based on Table 3, 11(14.7%) of the respondents are highly motivated, 32(42.7%) of them are motivated, 17(22.7%) are moderately motivated, and the rest 15(20%) of the respondents are demotivated by the current motivational practice in the institution. From the data given, most of the teachers in the school are motivated by the current motivational practice employed in the school.

Table 4: Level of satisfaction of the teachers

Question	Alternatives	Frequency of respondent	
		No.	%
What is your level of satisfaction with the working culture of the institution?	Highly satisfied	9	12.0
	Satisfied	38	50.7
	Average	26	34.7
	Dissatisfied	2	2.7
	Total	75	100
	Highly satisfied	6	8.0

How far are you satisfied with the incentives provided by the institution?	Satisfied	31	41.3
	Dissatisfied	35	46.7
	Highly dissatisfied	3	4.0
	Total	75	100

Source: Own survey (2022)

For question 1 in Table 4 about the level of satisfaction of the teacher in the working culture of the institution, 9(12.0%) of the respondents are highly satisfied, 38(50.7%) are satisfied, 26(34.7%) are averagely satisfied, and the rest 2(2.7%) are dissatisfied. From the above presented data, it is clearly shown that most of the teachers are satisfied in the working culture of the institution.

According to question 2 in Table 4, to gauge teachers' satisfaction about incentives provided by the school, 6(8.0%) of the total respondents are highly satisfied, 31(41.3%) are satisfied, 35(43.6%) are dissatisfied, and the rest 3(4.0%) are highly dissatisfied. From the above presentation, it is clearly seen that most of the teachers of the school are dissatisfied with the incentives provided by the institution.

Table 5: Factors that motivate the teachers most

Question	Alternatives	Frequency of respondent	
		No.	%
Which of the following factors motivate you the most?	Salary increment	55	73.3
	Recognition	13	17.3
	Promotion	2	2.7
	Motivational Talks	5	6.7
	Total	75	100

Source: Own survey (2022)

From Table 5 of the respondents, the factors that motivate the teachers most, 55(73.3%) of the respondents are motivated by salary increment, 13(17.3%) are motivated by recognition given by the institution, 2(2.7%) are motivated by promotion, and the rest 5(6.7%) are motivate by motivational talk by the managers of the institution. From the above presentation, it is clearly shown that most of the teachers, 55(73.3%), are motivated through salary increment.

Motivational Factors Related Questions

1= "Strongly Agree", 2= "Agree", 3= "Neutral", 4= "Disagree", 5= "Strongly Disagree"

Table 6: Salary and Benefits

Items	Alternatives and Frequencies									
	1		2		3		4		5	
	No	%	No	%	No	%	No	%	No	%
I feel I am being paid a fair amount the work I do.	5	6.7	17	22.7	13	17.3	35	46.7	5	6.7
I earn the same salary and benefits with others doing the same job in other institutions.	5	6.7	8	10.7	15	20	33	44	14	18.7
I feel that the existing salary and benefit motivates me to perform well.	7	9.3	22	29.3	12	16	26	34.7	8	10.7
Salary and benefit increment are made based on the performance result of the employee.	12	16	13	17.3	18	24	26	34	6	8
Performance related incentives improve my work motivation.	35	46.7	23	30.7	12	16	5	6.7	0	0

Source: Own survey (2022)

For item 1 in Table 6, 5(6.7%) of them strongly agreed; 17(22.7%) of them agreed; 13(17.3%) of them were neutral; 35(46.7%) of them disagreed and the rest 5(6.7%) of the respondents strongly disagreed. From the presented data, it is clearly seen that most of the respondents disagreed that they are paid fair amount for the work they do.

For item 2 in Table 6, of the total respondents, 5(6.7%) of them strongly agreed; 8(10.7%) of them agreed; 15(20%) of them were neutral; 33(44%) of them disagreed; and the rest 14(18.7%) strongly disagreed. From the data shown above, it is clearly seen that most of the respondents didn't agree that they are earning equivalent salary and benefit with those working in other similar institutions.

For item 3 in Table 6, out of the total respondents, 7(9.3%) of them strongly agreed; 22(29.3%) of them agreed; 12(16.0%) of them were neutral; 26(34.7%) of them disagreed; and the rest 8(10.7%) of the total respondents strongly disagreed saying that the existing salary does not motivate them. From the data it is seen that most of the respondents are not motivated by the current salary and benefit provided by the institution.

For item 4 in Table 6 of the total respondent, 12(16%) of them strongly disagreed; 13(17.3%) of them agreed; 18(24%) of them were neutral; 26(34%) of them disagreed; and the rest 6(8%) of the total respondents strongly disagreed claiming that salary and benefit increments are not

based on individual performance of the employee. From the presented data, it is clearly seen that most of the respondents replied that salary and benefit increments are not made based on the performance result of the employee.

For item 5 in Table 6 of the total respondents, 35(46.7%) of them strongly agreed; 23(30.7%) of them agreed; 12(16%) of them were neutral; and the rest 5(6.7%) of the total respondents disagreed to the statement that says performance related incentives improve their work motivation. It is seen that the majority of the respondents agreed that performance related incentives improve their work motivation.

Table 7: Recognition

Items	Alternatives and Frequencies									
	1		2		3		4		5	
	No	%	No	%	No	%	No	%	No	%
I received recognition from my immediate manager for work well done.	14	18.7	27	36	19	25.3	13	17.3	2	2.7
I get credit for the work I do.	13	17.3	26	34.7	20	26.7	11	14.7	5	6.7
The acknowledgment I get for my accomplishment will make me exert more.	13	17.3	28	37.3	18	24	14	18.7	2	2.7
I receive feedback on making progress.	20	26.7	33	44	11	14.7	11	14.7	0	0
Recognition is very important to improve my work motivation.	45	60	26	34.7	2	2.7	2	2.7	0	0

Source: Own survey (2022)

For item 1 in Table 7, out of the total respondents, 14(18.7%) of them strongly agreed; 27(36.) of them agreed; 19(25.3%) of them were neutral; 13(17.3%) of them disagreed; and the rest 2(2.7%) of the total respondents strongly disagreed. From the data, it is clearly seen that most of the respondents received recognition from their immediate manager for the work they have done well.

For item 2 in Table 7, out of the total respondents, 13(17.3%) of them strongly agreed; 26(34.7%) of them agreed; 20(26.7%) of them were neutral; 11(14.7%) of them agreed; and the rest 5(6.7%) of the total respondents strongly disagreed that they get credit for the work they do. It is clearly seen that majority of the respondents got credit for the work they accomplish.

For item 3 in Table 7, out of the total respondents, 13(17.3%) of them strongly agreed; 28(37.3%) of them agreed; 18(24%) of them were neutral; 14(18.7%) of them disagreed; and the rest 2(2.7%) of the respondents strongly disagreed that the acknowledgment they get for job done makes them exert more. From the given data, it is clearly seen that most of the respondents believed that the acknowledgment they get for their accomplishment makes them do more.

For item 4 in Table 7, out of the total respondents, 20(26.7%) of them strongly agreed; 33(44%) of them agreed; 11(14.7%) of them were neutral; and the rest 11(14.7%) of the respondents disagreed about receiving feedback on making progress. From the data, it is shown that most of the respondent got feedback when they make progress.

For item 5 in Table 7, out of the respondents, 45(60%) of them strongly agreed; 26(34.7%) of them agreed; 2(2.7%) of them were neutral; and the rest 2(2.7%) of the respondent disagreed about importance of recognition to improve their work motivation. From the presented data, it is clearly seen that majority of the respondents believed that recognition is very important to improve work motivation.

Table 8: Work related content

Items	Alternatives and Frequencies									
	1		2		3		4		5	
	No	%	No	%	No	%	No	%	No	%
I am interested in my work.	24	32	35	46.7	6	8	8	10.7	2	2.7
I am trained related to my work.	30	40	34	45.3	9	12	2	2.7	0	0
My work has great value in my school.	50	66.7	22	29.3	3	4	0	0	0	0

Source: Own survey (2022)

For item 1 in Table 8, out of the total respondents, 24(32%) of them strongly agreed; 35(46.7%) of them agreed; 6(8%) of them were neutral; 8(10.7%) of them disagreed; and the rest 2(2.7%) of the respondents strongly disagreed. From the data, it is shown that majority of the respondents are interested in their work.

For item 2 in Table 8, out of the total respondents, 30(40%) of them strongly agreed; 34(45.3%) of them agreed; 9(12%) of them were neutral; and the rest 2(2.7%) of the respondents disagreed about receiving training related to their work. It is clearly seen that majority of the respondents are trained related to their work.

For item 3 in Table 8, out of the total respondents, 50(66.7%) of them strongly agreed; 22(29.3%) of them agreed; and the rest 3(4%) of the respondents were neutral about their work having great value in the school. From the presented data, it is clearly seen that 96% of the respondents believed that their work has great value in the institution.

Table 9: Working condition

Item	Alternatives and Frequencies									
	1		2		3		4		5	
	No	%	No	%	No	%	No	%	No	%
I have the necessary equipment and supplies to perform my job.	11	14.7	30	40	21	28	13	17.3	0	0
I have good working relationship with my immediate manager.	24	32	25	33.3	15	20	11	14.7	0	0
I have good working relationship with my colleagues.	38	50.7	37	49.3	0	0	0	0	0	0
My working hours are reasonable.	4	5.3	37	49.3	6	8	25	33.3	3	4

Source: Own survey (2022)

For item 1 in Table 9, out of the total respondents, 11(14.7%) of them strongly agreed; 30(40%) of them agreed; 21(28%) of them were neutral; and the rest 13(17.3%) of the respondents disagreed about the availability of necessary equipment and supplies to perform their job. From the above data presented, it is shown that most of the respondents have the necessary equipment and supplies to perform their job.

For item 2 in Table 9, out of the total respondents, 24(32%) of them strongly agreed, 25(33.3%) of them agreed; 15(20%) of them were neutral and the rest 11(14.7%) of the respondents disagreed about the presence of good working relationship with their immediate manager. From the data, it is shown that most of the respondents believed that they have good working relationship with their manager (director).

For item 3 in Table 9, out of the total respondents, 38(50.7%) of them strongly agreed, and the rest 37(49.3%) of the respondents agreed that they have good working relationship with their colleagues. From the presented data, all respondents believed that they have good working relationship with their colleagues.

For item 4 in Table 9, out of the total respondents, 4(5.3%) of them strongly agreed; 37(49.3%) of them agreed; 6(8%) of them were neutral; 25(33.3%) of them disagreed; and the rest 3(4%) of the respondents strongly disagreed about the reasonableness of their working hours. From the presented data, it is shown that the majority of the respondents believed that their working hours are reasonable.

Analysis of Interview Questions

1. Does your institution motivate and satisfy employees?
 - According to the director's response, the institution tries to motivate its employees based on the finance and other capability of the institution.
2. What are the motivational schemes of the institution?
 - According to the director's response, the institution tries to motivate its employees by:
 - Providing recognition yearly on closing day of the school;
 - Providing bonus on every Easter festivity;
 - Motivational talks;
 - Preparing facilities in the teachers' staff-room such as Wi-Fi, Television to motivate them and to make them familiar with technology;
 - Preparing annual get-together parties;
 - Letting the employees to go home if they finish their job even if the exit time has not reached; and
 - Applying teaching rather than penalizing when the employees are found guilty in any actions.
3. Do you think the current salary is enough for your employees?
 - According to the director's response, the current salary is not satisfactory considering the cost incurred on the current demand of the employees due to inflation. It may not be enough to manage their daily current cost, although the institution tries to pay fair price for the work they do.
4. Do you think the existing salary and benefit is similar with other institutions doing the same job?
 - According to the director's response, comparing the instruction's fee collection and capability of payment, there is a satisfactory and similar payment with that of similar institutions. The institution collects not much higher amount of money as tuition fee, and if we are comparing the institution with others which collect the same tuition fee, there is not much difference of payment.
5. Is there a clear human resource policy in the organization?
 - According to the director's response, there is a clear human resource policy, but the policy is not updated as per the current time requires. It needs to be updated accordingly.
6. Is the policy communicated to the management and the employees?
 - According to the director's response, there is a copy of the policy in the library so that anyone can access it. Moreover, some of the policies are posted in different areas of the school bulletin -board. The major drawback of it is, the institution does not give a copy of the policy when a new employee joins the institution. We are trying to correct this.
7. What does the relationship between the managers and employees look like?
 - According to the director's response, there is a sound and good working relationship between the management and the employees of the institution. As the director responds, almost all teachers are cooperative and genuine to perform tasks given by their

managers; moreover, meetings are held peacefully and timely. This indicates that the relationship among them is sound and good.

8. Is the working environment conducive?

- According to the director's response, there is not as such a big problem with regards to the day-to-day activities. But the environment may not be conducive for the teachers. For instance, there is no spacious staffroom; the recreation club is not that much conducive; and toilets of the staff are not that much satisfactory.

9. What are the major problems related to the working environment?

- According to the director's response, there is no such big problem that could deteriorate the learning teaching process. But some interference may happen. Since the institution is located at the center of Merkato, there is a sound interference outside the compound.
- In addition, the institution is between St. Raguel Church and Anwar Mesgid; this also brings sound interference to some extent.

Summary of Major Findings

- According to the majority of the respondents (66.7%), the institution motivates its employees through financial and non-financial schemes, though it is not satisfactory.
- According to the respondents, most of the employees (66.7%) are motivated on the current institutional practice.
- As revealed by the respondents, half of the respondents (50.7%) are satisfied with the working culture of the institution.
- A little below half the respondents (46.7%) are not satisfied with the incentives provided by the institution.
- According to the majority of the respondents (73.3%), the factor that motivates them mostly is salary increment.
- As revealed by almost half of the respondents (46.7%) and confirmed by the school management, the salary and benefit are not satisfactory for the work they do.
- Though the school director thinks that the current salary and benefit of the institution is the same with similar institutions, a little below half of the employees (44%) did not agree with this.
- Almost half of the respondents (46.7%) said that performance related incentives improve their work performance.
- According to the collected data, one third of the respondents (36%) confirmed that they received recognition from their directors.
- As indicated by a little below half of the respondents (44%), they get feedback when they make progress.
- 60% of the respondents confirmed that recognition is very important to improve employees' motivation.
- 85.3% of the respondents have got trainings related to their work.
- As revealed by the respondents (66.6%) and confirmed by the school director, the work relationship between the employees and the director are sound and good.
- According to the collected data, there is a good work relationship among employees which creates coordination and cooperation among them.

Conclusion

The necessary data were collected from St. Raguel Church Primary and Secondary school, and the results were analyzed and interpreted in the previous chapter. Despite the limitations discussed in chapter one, the following conclusion can be made on the obtained results.

As the majority of respondents stated that the motivation scheme of the institution is not satisfactory, the teachers in the school are not satisfied by the incentives and other benefits provided by the institution.

As the majority of the respondents stated that the best motivational factor to motivate employees is salary increment, recognition awarded by the institution, work content and work conditions in the institution. The motivational factors are provided in the institution, but as the respondents said, they are not satisfactory. The teachers said salary and benefits provided in the school are not similar with other institutions (schools) though the school directors didn't agree with this. The study also disclosed that proper and fair incentives improve employees work performance recognition and feedbacks given to teachers by the school directors increase their job performance. Recognition is very important to improve the employees' performance on their work. Sound and good relationship between the employees and the school directors increases job motivation; because of their sound relation, employees perform their tasks when they are told to do so by their managers; periodic meetings are held without any problem; there is a good and cooperative relationship between employees among themselves; and the result is tasks are performed in a coordinated and cooperative manner.

Recommendations

To be effective and efficient in giving motivation and to make highly motivated employees, the organization should implement the following recommendations:

As the majority of the employees are not satisfied with the motivational practice of the institutions, Saint Raguel Church School should examine and improve the motivational schemes to decrease teachers' turnover. If teachers are not satisfied with the incentives and other benefits provided in the institution, experienced teachers will probably migrate to other schools which have good salary and benefit packages. The school should work on how to increase the incentives and other motivational factors given to teachers so that it could motivate them to make them work to their maximum.

As majority of the respondents, they believed that salary increment and other benefits are the best mechanism of motivational factors, the school shall increase teachers' salary, provide bonuses and other benefits, and provide periodic recognition for those who perform well to motivate them. The teachers believed that, the current salary and benefits provided in the school are not similar with the other equivalent institutions. Therefore, the school should assess salaries and benefits provided in other institutions and adjust the benefits provided to its teachers. As the teachers stated that performance related incentives increase their performance, the school should work on how to provide performance related incentives to boost its employees' motivation.

The respondents confirmed that there is a sound and good relationship between the teachers and the directors. Therefore, both the management and the employees should maintain this relationship to create sound environment that could increase the teachers' motivation. The school has to engage in creating conducive environment for its employees. Since recognition and feedback is very important, as stated by the respondents, the school shall provide periodic recognition and feedback to increase their motivation.

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