

THESIS ABSTRACT

Master of Business Administration
Management Option

Adventist University of Africa

School of Postgraduate Studies

TITLE: THE RELATIONSHIP BETWEEN THE SOURCES OF EMPLOYEES' MOTIVATION AND WORK ENGAGEMENT IN SEVENTH-DAY ADVENTIST INSTITUTIONS IN MADAGASCAR

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Employee engagement and motivation are important issues for today's management. Employee's motivation has been in discussion for years and each organization adopted its proper compensation plans and strategies in order to make employees more productive. Motivation drives employees to perform well and give the best they can. Thus, motivated employees help organizations attain their goals. It is the reason why such a study has been done. Its purpose is to explore the relationship between sources of employees' motivation and work engagement in Seventh-day Adventist institutions in Madagascar. The present study also wanted to determine the variables which have a significant effect on work engagement in the Adventist institutions in Madagascar.

In order to fulfill the research purpose, a self-designed questionnaire was used to collect data. The target population was 205, and 157 out of 205 shared

questionnaires were collected. Female gender was the most represented and the majority of respondents were from the age group of 40-49 years old. The 10 years and more categories of service were more represented compared to others. Many of the respondents hold a Bachelor's degree.

Statistical Package for the Social Sciences (SPSS) was used to perform the required test of descriptive statistics, bivariate correlation, and multiple regression analysis. The results of SPSS revealed a positive relationship between intrinsic motivation, individual characteristics, spirituality, and work engagement. However, the correlation and multiple regression analysis showed that only personal characteristics (ability and personality) and spirituality are important determinants of employee work engagement.

Based on the findings, it is concluded that sources of intrinsic motivation are extremely important to employees. In addition, personal characteristics and spirituality are key determinants of work engagement in the Adventist institutions in Madagascar.

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THE RELATIONSHIP BETWEEN THE SOURCES OF EMPLOYEES'
MOTIVATION AND WORK ENGAGEMENT IN SEVENTH-DAY
ADVENTIST INSTITUTIONS IN MADAGASCAR

A thesis
presented in partial fulfillment
of the requirements for the degree
Master of Business Administration

by
Tantely Eric Andrianasolo

May 2020

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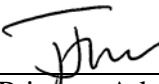
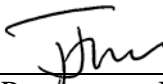
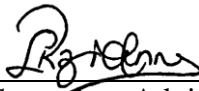
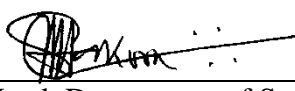

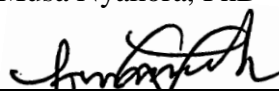
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I dedicate this paper to my wife, Noée Andrianasolo for her love and support during
my study.

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
AUA	Adventist University of Africa
IOUC	Indian Ocean Union Conference of Seventh-day Adventists
LYPARS	Lycée Privé Adventiste Rajoelison Soamanandrarinny
LYPAT	Lycée Privé Adventiste Toamasina
MBA	Master of Business Administration
MEA	Maison d'Édition Adventist (Adventist Printing House)
SDA	Seventh-day Adventist
SID	Southern Africa Indian Ocean Division of the General Conference of Seventh-day Adventist
SMA	Système Médical Adventiste (Adventist Health System)
SPSS	Statistical Package for the Social Sciences
UAZ	Université Adventiste Zurcher

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CHAPTER 1

INTRODUCTION

Background of the Study

Motivation, employees, engagement, organizations, Seventh-day institutions are important keywords that draw ones' attention in the present study. This chapter discusses the background of the study, the problem statement and the research questions. Furthermore, the conceptual framework is presented with the significance of the study, the scope and limitations of the study and operational definitions of terms.

For any business, employees are the most valuable assets. Organizations need to understand that employees are important while focusing on achieving objectives. A good manager needs to know the behaviors of the employees and understand their meanings. It is irrefutable that each person has his or her own motivators but if organizations want to reach their goals; it is primordial to managers to consider motivation factors.

Getting employees to perform optimally is a constant challenge for many organizations. According to Armstrong (2006), employees are the organization's key resource, and high performing organizations largely depend on them. Imran, Majeed, and Ayub (2015) added that employees are true assets for any organization and every organization wants to get maximum benefit from its resources. In fact, they are the engine and foundation of each organization.

Human resources management participates actively in motivation matters. In other words, the human resources management needs to be able to put an employee at the position that really suits him or her. Only then, the worker feels needed and becomes motivated. Jasmi (2012) explained that putting the right employees in the right positions depending on their skills and amount of work they can generate will enhance their ability to use their skills and abilities more frequently which will lead them to concentrate on the business missions and objectives. In other words, having someone in the right place is an advantage for an organization as motivation matter is concerned.

Organizations need to take care of their employees because they are important resources. Imran et al. (2015) stated that human resources, if not treated fairly, can affect the productivity of the organization. Therefore, motivation plays an important role in the long-term growth of an organization. Motivation is the process of providing reasons for employees to perform persistently in the good interest of the organization. In addition, motivated employees are needed and required in our rapidly changing workplaces and markets. They will help organizations survive by performing the job and work required with their full talent; hence employees will be more productive.

Allan (2005) also stressed that motivation is natural. He continued by saying that motivation is a more basic drive than morale. If the employees are not motivated and satisfied in their jobs, the success of the organization is questionable. If there is a lack of fulfillment of the tasks within the organization, it has difficulty to achieve its goals. So, without motivation nothing exclusive will ever occur which will lead the organization to get a high-performance rate, high productivity and hence high profit (Jasmi, 2012).

It is undeniable that an organization where motivated and engaged employees work will thrive successfully. Hence, organizations are always concerned with what should be done to achieve sustained high levels of performance through people (Armstrong, 2006). However, motivating employees to do their best work begins with recognizing the different sources of motivation. In fact, motivation comes from several sources; some of these sources are internal, while others are external.

However, Jasmi (2012). reported what Steers and Porter (1987) stated by saying that work motivation is a factor that changes employee's way of working and behavior and Allscheid and Cellar (1996) stated that in order to be good in anything in the workplace, the only talent required is motivation. Accordingly, motivation is a talent that is required to do any job or task. Considering the importance of this talent organizations might have engaged employees. One definition is given by Anne (1994) compares motivation as a term that refers to a process that draws, controls, and sustains certain behaviors and also explores that each employee has different needs and desires which means the motivation factors are different from one employee to another. Based on that definition, motivation theories should be consulted to be aware of almost all employee's needs. Several need and motivation theories have been discussed in the study to clarify any factors that might affect motivation.

While employee motivation is an important concept in organizational studies, it is a means to drive an employee to engagement. Ideally, employee motivation should lead to engagement. While employee motivation is generally demonstrated as the internal or external forces that arouse enthusiasm and persistence to pursue a certain course of action Daft (2015), Khan and Iqbal (2013) describe employee engagement as a psychological presence of an employee when executing his or her task in organization. According to Kruse (2012), employee engagement is the

emotional commitment the employee has to the organization and its goals. Fully engaged employees care deeply about the organization and actively seek ways to serve the mission (Daft, 2015). Such employees are passionate about their jobs, feel a sense of belonging and commitment to the organization, and put discretionary effort into their work.

Employees might be motivated by many items such as salary, a sense of achievement, promotion, etc. Employee motivation and employee engagement go hand in hand. Employee engagement is the level of commitment an employee has towards the organization. It means that an engaged employee is aware of his or her works. It is so a positive attitude that leads employees to reach organizations' goals.

The Seventh-day Adventist institutions in Madagascar equally depend on its human resources to facilitate the advancement of the gospel commission by providing professional services in various areas. It's therefore important to identify the specific sources of employee motivation and understand the way those sources have impact on the employees' enduring motivational and psychological states in which they devote their hands, mind, and heart to their work (Christian, Garza, & Slaughter, 2011).

Accordingly, it can be argued that motivation plays a major role in the achievement of an entity's objectives. Thus, the prime objective of this present study is to determine the relationship between work engagement and employees' sources of motivation.

Statement of the Problem

The levels of employees' motivation and engagement are crucial for any given organization to function optimally. Without motivated employees, an organization might not achieve its goals, and performance may suffer. Even in faith-based institutions like the Seventh-day Adventist institutions, it is important to understand

what exactly motivates the employees, and to what extent their level of motivation affects their level of engagement. Unfortunately, it is noticed that some of the employees from the Adventist Institutions in Madagascar are not as motivated and engaged as others. While some employees pay attention to the job, some do it as a routine and carelessly.

Acknowledging the fact that many pieces of research have been conducted on motivation and engagement, this present study examined the relationship between sources of employees' motivation and work engagement within a Christian context such as the Seventh-day Adventist institutions in Madagascar. Moreover, this research considered spirituality as important determinant of work engagement.

Research Questions

1. Is there any significant relationship between sources of employees' extrinsic motivation and work engagement in the Adventist institutions in Madagascar?
2. Is there any significant relationship between sources of employees' intrinsic motivation and work engagement in the Adventist institutions in Madagascar?
3. Is there any significant relationship between employees' personal characteristics and work engagement in the Adventist institutions in Madagascar?
4. Is there any significant relationship between employees' level of spirituality and work engagement in the Adventist institutions in Madagascar?
5. Which of the following variables has a significant effect on work engagement in the Adventist institutions in Madagascar?
 - a. Extrinsic motivation
 - b. Intrinsic motivation
 - c. Individual characteristics and
 - d. Spirituality

Null Hypotheses

1. H₀₁: There is no significant relationship between sources of employees' extrinsic motivation and work engagement in the Adventist institutions in Madagascar.
2. H₀₂: There is no significant relationship between sources of employees' intrinsic motivation and work engagement in the Adventist institutions in Madagascar.
3. H₀₃: There is no significant relationship between employees' personal characteristics and work engagement in the Adventist institutions in Madagascar.
4. H₀₄: There is no significant relationship between employees' level of spirituality and work engagement in the Adventist institutions in Madagascar.
5. H₀₅: The following variables below have no significant effect on work engagement in the Adventist institutions in Madagascar.
 - a. Extrinsic motivation
 - b. Intrinsic motivation
 - c. Individual characteristics and
 - d. Spirituality

Conceptual Framework

In this study, the dependent variable is the work engagement. Work engagement depends on four independent variables which are extrinsic motivation, intrinsic motivation, individual characteristics, and spirituality. Figure 1 shows the schematic presentation of the relationships between the independent variables and the dependent variable.

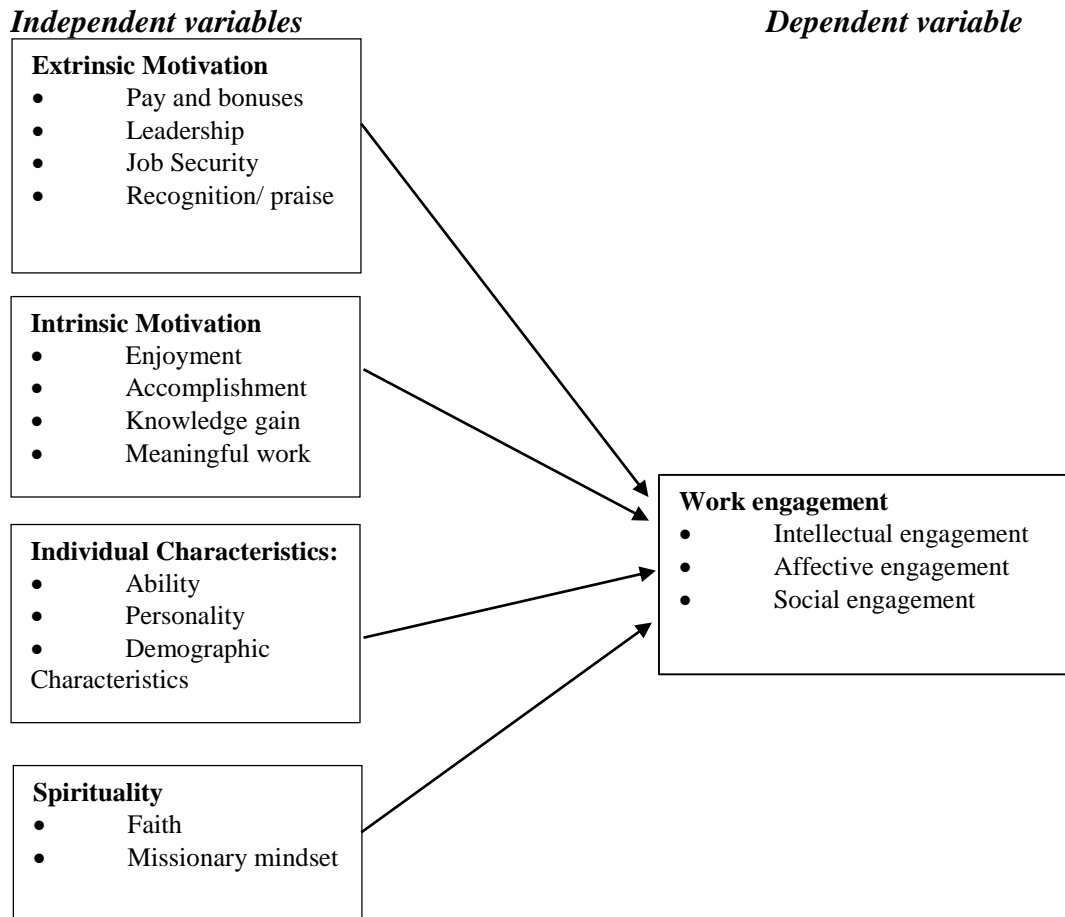


Figure 1. Conceptual Framework
 Researcher's Construct, 2020

Figure 1 shows that the extrinsic motivation for this present study includes pay and bonuses, leadership, job security, and recognition/praise. These four factors have an impact on employees' work engagement. Besides, intrinsic motivational factors such as enjoyment, accomplishment, knowledge gain and meaningful work can also determine the level of employees' work engagement.

Individual characteristics comprise of factors that are unique to the employees: such as ability, personality and demographic characteristics. These personal factors can equally affect work engagement. Spirituality is also another work engagement determinant. It is certain that each individual has a personal reason related to the way faith and spiritual matter help him/her to stay within an organization. In other words,

it is concerned with the manner in how faith and missionary mindset contribute to workers' motivation toward work engagement.

Significance of the Study

This present study is very important for Seventh-day Adventist institutions in Madagascar. First of all, the study will help the Indian Ocean Union Conference's administrators to face realities related to those institutions as far as employees' motivation and engagement are concerned. Secondly, the study will guide Seventh-day Adventist institutions in Madagascar management to consider the importance of human resource management. Third, it will lead top management to be informed of the sources of motivation for their employees and the way to treat and consider those sources in order to increase engagement. Lastly, this research helps the researcher to study and apply management theories and above all to know the strength and weaknesses of Adventist Institution in Madagascar in terms of motivation in order to suggest improvements.

Scope and Limitations of the Study

The study focused on exploring the relationship between sources of employees' motivation and work engagement of five selected Adventist institutions in Madagascar. The study was limited to one dependent variable namely work engagement and four independent variables which are extrinsic motivation, intrinsic motivation, individual characteristics, and spirituality. Since the study was limited to Adventist institutions, the generalizability of the outcome of the study may be hindered.

Operational Definition of Terms

Ability: ability is the value of being able to do something. It is about what you are capable of doing things.

Accomplishment: This is the act of accomplishing job successfully.

Bonuses: a bonus is an extra amount of money given to someone and added to the salary.

Enjoyment: enjoyment is a feeling of happiness received on doing work.

Extrinsic motivation: extrinsic motivation refers to an action that is driven by external rewards such as money, appreciation and praise.

Faith: Faith is a trust in something that we cannot see. Faith is strong religious belief.

Intrinsic motivation: intrinsic motivation is engaging in a behavior because it is personally rewarding.

Job security: job security is the assurance that an employee has to keep his or her job as long as possible.

Knowledge gain: knowledge gain is all capacities received from learning something.

Leadership: leadership is all about influence.

Meaningful work: meaningful work is the value devoted to a given job.

Motivation: motivation is an internal or external power that pushes people to act (badly or well).

Pay: pay the amount given to someone after doing work.

Personality: personality makes someone who is he/she. Personality differs from one person to another. It is an individual difference in characters, thinking, and behaviors.

Praise: praise is an acknowledgment of something done from the authority.

Recognition: recognition is an acknowledgment given to someone after doing a good job or action.

Work engagement: work engagement is when the employees are committed to working willingly since they want to give their best while working.

CHAPTER 2

REVIEW OF LITERATURE

Literature Review chapter is a review of the popular motivation theories and motivation approaches. This chapter aims at indicating those that researchers already know about the topic, their findings toward studies they have done, and the means they used to achieve the objectives of the researches. The present chapter has six sections: The keyword 'Motivation' is going to be defined. It is also necessary to understand the importance of motivation. Then, some theories of motivation will be discussed; the theoretical framework of the study will be presented and will be followed by the sources of motivation. The section will be ended by the dependent variable of the study which is work engagement.

Motivation

Daft (2015) defined motivation as the forces either internal or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. Then, Colquitt, Lepine and Wesson (2013) shared this view in saying that motivation is a set of energetic forces that originates both within and outside an employee, initiates work-related effort, and determines its direction, intensity and persistence. This definition can be divided into three: first direction means what to do? Second, intensity means how hard to do it? And third persistence means how long do a person do it?

Ahmed, Mohamed, Oyagi and Tirimba (2015) attributed another point of view by saying that motivation is the driving force for moving and directing employee

behavior resulting in better productivity. According to them motivation is a way to conduct someone's behavior on doing things. Armstrong (2006) proposed another definition. He said that motivation is concerned with the factors that influence people to behave in certain ways. Three components of motivation are listed: direction (what a person is trying to do), effort (how hard a person is trying), persistence (how long a person keeps on trying).

Aycan, Kanungo and Mendonca (2014) added that motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity and duration. It means that motivation is a combination of two important factors: within and beyond a person. Those factors lead people to be careful with his or her responsibility.

Importance of Motivation

Motivation is a powerful subject to be considered within organizations. It is vital for all organizations. It is one of the keys that lead to success. Ahmed et al. (2015) said that if there is no motivation, there is no productivity. Without motivation, employees cannot give much effort. Motivation is a necessary contributor to job performance (Mullins, 2009). This is something that cannot be earned easily but organizations need to cultivate it for each employee. More importance is given to human resources these days. Moreover, motivation has become an important subject considered by many companies. Motivation can be compared to something that is in constant construction. It is never complete nor done in a given period. When someone has to build a house for instance, he has to start from nothing, then gradually he gathers all the needed equipment and furniture. He will put his efforts into the project

until all conditions are met. But still, there are always things to be improved. So must be the way 'motivation' is looked at.

Motivation has a strong positive effect on Job Performance (Colquitt, Lepine, & Wesson, 2009). It means that employees who have higher levels of motivation tend to have higher levels of task performance. As Daft (2015) said, employee motivation affects productivity.

That is why each organization has to take care of this matter because motivation is important for firms to grow. The same author stated that high employee motivation and high organizational performance and profits go hand in hand. Knowing that is very important for organizations because it can lead to behaviors that reflect high performance within the organizations. To confirm the veracity of the previous finding, a survey by the Gallup Organization for example Daft (2015) has found that high employee motivation and high organizational performance and profits go hand in hand. Another interesting finding proved that when workers are not motivated to achieve organizational goals, something might be wrong with leader (Daft, 2015).

Theories of Motivation

There are a number of theories that attempt to explain why employees are more motivated or engaged than others. According to Armstrong (2006), motivation theories examine the process of motivation and the reason why people at work behave in the way they do in terms of their efforts and the directions they are taking. Key theories are therefore reviewed below to gain a better understanding of employees' behavior.

Maslow's Hierarchy of Needs

The psychologist Abraham Maslow believed that to understand motivation at work, managers must, in general, understand human motivation in general (Nickels, McHugh, & McHugh, 2010). Those authors said that Maslow's hierarchy of needs is based on the idea that motivation comes from need. There are some levels:

1. Physiological needs: basic survival needs such as the need for food, water, and shelter
2. Safety needs: the need to feel secure at work and at home
3. Social needs: the need to feel loved, accepted, and involved in a group
4. Esteem needs: the need for recognition and acknowledgment from others
5. Self-actualization needs: the need to develop to one's fullest potential

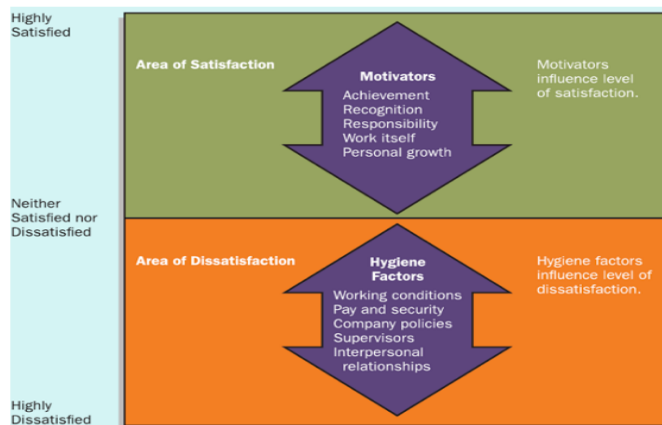
Daft (2015) said that once a need is satisfied, it declines in importance and the next higher need is activated. Armstrong (2006) shared the same idea by saying that Maslow's theory of motivation states that when a lower need is satisfied, the next highest becomes dominant and the individual's attention is turned to satisfying this higher need.

Two-Factor Theory

Frederick Herzberg developed a popular needs-based theory of motivation called the two-factor theory (Daft, 2015). Armstrong (2006) explained that Herzberg's theory is all about two factors of satisfiers and dissatisfiers employees. This author explained that the desire of employees divides into two groups. The first group is about the need to develop in one's occupation as a source of personal growth. The second one operates as an essential base to the first and is associated with fair treatment in compensation, supervision, working conditions and administrative practices.

Daft (2015) underlined that Herzberg believed that two entirely separate dimensions contribute to an employee's behavior at work: hygiene factors and motivators. Ahmed et al. (2015) provided an explanation about this theory by saying that the motivating factors are the six job content factors that include; achievement, recognition, work itself, responsibility, advancement, and possibility of growth. Hygiene factors are the job context factors, which include company policy, supervision, relationship with supervision, work conditions, relationship with peers, salary, personal life, relationship with subordinates, status, and job security. Daft (2015) shared the same idea while saying that hygiene factors involve the presence or absence of job dissatisfiers such as working conditions, pay, company policy etc. He also said that motivators fulfill high-needs for achievement, recognition, responsibility and opportunity for growth. Figure 2 summarizes Herzberg's Two Factor Theory (Daft, 2015).

Figure 3: Herzberg's Two Factor Theory



Source: Daft (2014, p. 232)

Figure 2. Herzberg's Two Factor Theory

According to Figure 2, the center of the scale is neutral. It means that workers are neither satisfied nor dissatisfied. The theory proposed that two dimensions contribute to an employee's behavior at work: hygiene factor and motivators.

Acquired Need Theory

The Acquired Need theory was established by David McClelland. According to Daft (2015), this theory proposes that certain types of needs are acquired during an individual's lifetime. Three needs are studied in this theory:

1. Need for achievement: it is the desire to accomplish something difficult, attain a high standard of success, master complex task, and surpass others
2. Need for affiliation: the desire to form close personal relationships, avoid conflict, and establish warm friendship
3. Need for power: the desire to influence or control others, be responsible for others, and have authority over others

Expectancy Theory

Expectancy theory suggests that motivation depends on individuals' mental expectations about their ability to perform tasks and receive desired rewards (Daft, 2015). Nickels et al. (2010) explain that employee expectations can affect motivation. Daft (2015) said that "Expectancy theory is based on the relationship among the individuals' efforts, the possibility of high performance, and the desirability of outcomes following high performance" (Daft, 2015, p. 238). Expectancy theory defines the cognitive process that employees go through to make choices among different voluntary responses (Colquitt et al., 2009).

Equity Theory

Daft (2015) defined this theory as a theory proposing that people are motivated to seek social equity in the rewards they receive for performance. On the other hand Armstrong (2006) underlined that equity theory is concerned with the perceptions people have about how they are being treated compared to others. It means that individuals will be motivated if they are treated equitably. There is a relationship between motivation and job satisfaction in that case (Armstrong, 2006). Colquitt et al.

(2009) stated that equity theory suggests that employees create a “mental ledger” of the outcomes (or rewards) they get from their job duties. Those same authors explained that equity theory argues that one compares one’s own ratio of outcomes and inputs in comparison to the others’ ratio.

Goal-Setting Theory

Colquitt et al. (2009) view goals as the primary drivers of the intensity and persistence of effort. They defined goals as the objective or aim of action and typically refer to attaining a specific standard of proficiency, often within a specified time limit. According to the same authors, this theory argues that assigning employees specific and difficult goals will result in higher levels of performance than assigning no goals, easy goals, or “do-your-best” goals.

Ahmed et al. (2015) explained that motivation and productivity are higher when individuals set specific goals when goals are difficult but acceptable, and when there is feedback on productivity. Kiruja and Mukuru, as cited by Ahmed et al. (2015) said that this theory places particular emphasis on goal-setting behavior and stipulates that the goals need to be clear, specific and achievable if they are to motivate. It means that productivity could be higher if there is challenge with the objectives and organization’s goal.

Goal setting is important, it increases the motivation, and then the organization can get better productivity since employees feel more responsible when they set the goals with their managers. Their theory further suggests that the joint setting of objectives, feedback and involvement, which are all part of a managerial approach, can improve motivation (Ahmed et al., 2015).

Theoretical Framework

Although there are different theories of motivation, the theory which is really appropriate for this present research is the two-factor theory. As the theory is explained above Two Factors theory of Frederick Herzberg, people are influenced by two factors: motivation factors and hygiene factors. Daft (2015) defined hygiene factors as the first dimension of Herzberg's two-factor theory: working conditions, pay, company policies, and interpersonal relationship.

Motivators as the second dimension involve job satisfaction and meeting higher-level needs such as achievement, recognition, and opportunity for growth (Daft, 2015). To conclude, this theory assumes that employees can be dissatisfied with their jobs. This often has something to do with hygiene factors, such as salary and work conditions. Employees' satisfaction has to do with motivation factors. These factors have to do with development opportunities, responsibility and appreciation.

Kuijk (2018) suggested a way of how to apply this theory within an organization by saying that motivating people really works when the things that bother them – the things they complain about -disappear. It means that organizations need to take away the dissatisfaction and create conditions for satisfaction. When the dissatisfaction is taken away, the organization can focus on motivating its employees effectively (Kuijk, 2018).

Sources of Motivation

Extrinsic Motivation

According to Santrock (2014), extrinsic motivation is the act of doing something to obtain something else (the activity is a means to an end). This author explained clearly that extrinsic motivation is often influenced by external incentives such as rewards and punishment. Armstrong (2009)'s point of view is the same. He

said that extrinsic motivation includes rewards, such as incentives, increased pay, praise, or promotion; and punishments such as disciplinary action, withholding pay, or criticism.

Colquitt et al. (2009) supported this idea by defining extrinsic motivation as motivation that is controlled by some contingency that depends on task performance. Even Armstrong (2006) said that extrinsic motivation occurs when things are done to or for people to motivate them. Mullins (2009) attributed another definition by saying that extrinsic motivation is related to ‘tangible’ rewards. During this study, the researcher will concentrate more on some of the sources of extrinsic motivation, especially the remuneration (pay and bonuses), the leadership, job security, and lastly support and praises.

Pay and bonuses. Many pieces of research and studies have proved that payments have great importance to employees compared to other motivators. It means that higher salary to employees is equivalent to high motivation. Armstrong (2006) mentioned that money, in the form of pay or some other sort of remuneration, is the most obvious extrinsic reward. Each employee has his or her own consideration and point of view about money. Rynes stated that there is strong evidence that pay is a powerful motivator. It means that pay is among the vital motivators. This is why the same authors underlined that money is a crucial incentive. Pfeffer and Sateger (2006) stated that financial incentives are the most important of all motivators. In general, that stated fact relates reality but the present research will find out if this view of money is also valid for Adventist Institutions in Madagascar.

It clarifies that when employees are satisfied financially, they are much more motivated and they work hard. As the current study deals with Adventist Institutions in Madagascar, does money mean a lot for the employees for the selected Adventist

Institutions in Madagascar? Mullins (2009) explained that earlier, workers would be motivated by obtaining the highest possible wages through working in the most efficient and productive way. Armstrong (2006) gives an interesting explanation about money. He said that money provides the carrot that most people want. This author said that money can provide positive motivation in the right circumstances, not only because people need and want money but also because money serves as a highly tangible means of recognition. Generally speaking, it means money is viewed as a first tangible extrinsic motivation.

Workers need to receive a high salary in exchange for their work but the way an individual considers money differs from one person to another. Research has shown that people differ in how they view the meaning of money – the degree to which they view money as having symbolic, not just economic, value (Colquitt et al., 2009). Mullins (2009) stated that although pay still makes people tick, there are now a number of other important influences on motivation.

Leadership. Leadership is an important subject for employee motivation and engagement. Blanchard (2014) confirmed that good leadership is the most important factor in contributing to an organization's success and longevity. Knowing the meaning of leadership is so significant for each organization. It is vital for the success of the leaders as well as for the followers. Miller and Blanchard (2005) said that any good or bad situations depend on leadership.

An interesting definition is given by Maxwell (2001) when he said that leadership is all about understanding players, bringing them together as a team to reach their potential. As a group, as a team, the leader has to consider each team member in order to do something together.

Many definitions were given but according to each definition, it is noticed that generally speaking, leadership is all about influence (Daft, 2015). He defined leadership as an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes. The author explained that leadership is about influence. Effective leadership is the sum of trait, behavior and situation. A good leader needs to understand that concept and apply it to any situation within the enterprise.

Ivancevich, Gibson and Konopaske (2006) shared this idea of influence by saying that leadership is an attempt to use influence to motivate individuals to accomplish some goals. This definition implies that leadership involves the use of influence. A leader can have an influence over another person without actually leading him or her anywhere in accordance with a vision and direction (Blanchard, 2014).

Leadership and motivation. Leadership has an impact on motivation. It is because of the teamwork. If the leader understands that a company cannot run itself without a team, it is really a good sign. A leader, as well as a manager, needs the employees to do the job. He or she cannot work alone. Maxwell (2001) explained that a leader has to give value to any member of the team. He added “the stronger the leadership of the team, the greater the team’s potential for success. Never forget: Everything rises and falls on leadership” (Maxwell, 2001, p. 224). This point is very strong because leaders need to take care of his or their leadership style. If an employee feels that he or she is part of the team, he or she will give his or her best for the enterprise. Undoubtedly, this will have an impact on his or her motivation.

Leadership and motivation are two topics of the interdependent topic. That is why Blanchard (2014) provides ten motivators by order of priority (P. 269):

1. Personally, thank employees for doing a good job - one on one - verbally, in writing, or both. Do it in a timely manner, often and sincerely.
2. Be willing to take the time to meet with and listen to employees – as much as they need or want.
3. Provide specific feedback about the performance of the person, the department, and the organization.
4. Strive to create a work environment that is open, trusting, and fun. Encourage new ideas and initiatives.
5. Provide training about how the company makes and loses money, upcoming products, strategies for competing in the marketplace, and how the person fits in with the overall plan.
6. Involve employees in decisions, especially when those decisions affect them.
7. Provide employees with a sense of ownership in their work and the work environment.
8. Recognize, reward, and promote people based on their performance. Deal with low and marginal performers so that they can either improve or leave.
9. Give people a chance to grow and learn new skills. Show them how you can help them meet their goals within the context of meeting the organization’s goals. Create a partnership with each employee.
10. Celebrate successes – of the company, of the department, and of individuals in it. Take time for the team and morale-building meetings and activities.

Leadership and work engagement. Leaders hold the key to employee engagement (Popli & Rizvi, 2016). It means that the leadership style of the leader plays an important rule in employee motivation and employee engagement. Those authors explained that effective leadership builds employee engagement. Aon Hewitt’s Trends in Global Employee Engagement Report, as cited in Popli and Rizvi (2016) stated that “leaders play an important role in employee engagement and becoming the best employer company. They do this in direct and indirect ways” (Popli & Rizvi, 2016, p. 916).

Job security. Lucky, Minai and Rahman (2013) stated that job security is defined as the assurance in an employee’s job continuity due to general economic

conditions in the century. The authors continued by saying that it is concerned with the possibility or probability of an individual keeping his/her job. Aycan et al. (2014) shared the idea while stating that job security is long-term employment in the company.

As explained above through Maslow's theory, an employee has a need to be satisfied. One of the needs is 'job security'. An employee needs to be assured about the permanency of his or her job. There are factors that affect job security such as employment contract, labor legislation and personal factors such as education, work experience, work location, etc. (Lucky et al., 2013). It means that even if job security has great importance to each employee, he/she has to understand that there are some factors to be considered.

Job security is crucial for employees. It is why Adebayo and Lucky as cited in Lucky et al. (2013) said that job security has become indispensable in the employee and organization preference list, particularly due to economic reasons. After a research 75% of the employees preferred to keep their jobs compared to other factors in their preference lists (Lucky et al., 2013). It means that to the employees, job security has an important level as the salary and other factors.

Imran et al. (2015) indicated that job security is an important variable that directly affects employee organizational satisfaction and level of commitment. Kraja (2015) added by saying that employees with high job security may invest more in their companies out of loyalty or because they view their jobs as long term commitments.

Recognition and praises. Recognition is a necessity in order to motivate any workers. Leaders should appreciate all things done by employees. They have to recognize what they accomplish. It has an impact on their motivation and their

production for the firm. Maxwell (2001) reported that most people are willing to work hard if they receive recognition for their effort. It is a need and if each leader takes time to appreciate every single effort made by employees, each one of them will be motivated to work. Leaders need to complement their teammates (Maxwell, 2001).

Nickels et al. (2010), after research, concluded that letting people know you appreciate their work is usually more powerful than giving a raise or bonuses. Sometimes, managers forget that appreciation or recognition can boost and increase the motivation of employees. However, recognition and appreciation might be a simple word or a simple sentence but it can empower employees to put more effort into their job. Nickels et al. (2010) stated that promotions aren't the only way to celebrate a job well done. Recognition can be as simple as noticing positive actions out loud, making employees feel their efforts are worthwhile and valued enough to be noticed. Saying thank you as recognition will make the business successful (Jasmi, 2012).

Jasmi (2012) reported what Pinar started by saying that employees work harder when they are recognized and appreciated for their effort toward the work and tasks that have been given and this is a simple, easy and powerful system. It means that recognition can help management to encourage employees to do their best in their job. The fact of appreciating employees can help them prove their talents and skills to the organization. It is why Jasmi (2012) summarized that employees who feel appreciated and recognized are more positive about themselves and their abilities to contribute. It also guarantees positive, productive and innovative organization environment.

Intrinsic Motivation

According to Santrock (2014), intrinsic motivation is doing something for its own sake and involving factors such as self-determination and opportunities to make choices. Armstrong (2006) stated that intrinsic motivation can arise from the self-generated factors that influence people's behavior. This type of motivation can take the form of motivation by the work itself when the employees consider that the work is important and interesting. In another way, Armstrong (2009) explained that intrinsic motivation is self-generated factors such as responsibility, autonomy, skills, challenging work that influence people to behave in a particular way or to move in a particular direction.

Intrinsic motivation came from psychology. Mullins (2009) point of view is that intrinsic motivation is related to 'psychological' rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. It is felt when task performance serves as its own reward. In other words, intrinsic motivation reflects the desire to do something because it is enjoyable (Colquitt et al., 2013). It clarifies what Daft (2015) explained about intrinsic rewards. He stated that intrinsic reward comes from internal satisfaction and enjoyment a person receives in the process of performing a particular action. It is under control of the person.

Enjoyment. It is important for everyone to feel good about doing a job. This affects motivation. It comes from inside not from outside. It is a feeling that pushes someone to do something. When someone feels satisfaction in his or her job, he or she becomes motivated automatically. Thomas (2009) explained that workers with high rewards level experience more positive feelings and fewer negative ones on the job, their job satisfaction is higher.

Workers have to enjoy the work itself. It is one of the components of intrinsic motivation. Work itself reflects employees' feelings about their actual work tasks, including whether those tasks are challenging, interesting, respected, and make use of key skills rather than being dull, repetitive, and uncomfortable. It means enjoyment of the work itself is a key determinant of intrinsic motivation.

Colquitt et al. (2013) reported through research that 'three critical psychological states' make work satisfying:

1. **Meaningfulness of work:** this is really important because it helps an employee to give the best from himself or herself. It is all about the degree to which work or tasks are viewed as something that "counts" in the employee's system of philosophies and beliefs. Tasks that make workers feel like they are helping an organization are needed.
2. **Responsibility for outcomes:** it is all about the degree to which employees feel that they are key drivers of the quality of the unit's work. It is important because if it is not the case, employees feel like they don't participate in the advancement of the work.
3. **Knowledge of results:** it reflects the extent to which employees know how well (or how poorly) they are doing. It is true that sometimes employees do not realize if they did good or not if they made a mistake or not.

Accomplishment. Achievement is one of the most important motivators (Bagshawe, 2011). Ivancevich et al. (2006) defined achievement as a self-administered reward derived from reaching a challenging goal. Bagshawe (2011) in other way explained clearly that most people get a great deal of pleasure from gaining a sense of achievement and success from what they do. It means that there is a good feeling inside oneself after accomplishing something. It is intrinsic motivation. This feeling is needed for motivation because a lack of achievement can lead to a sense of failure and disappointment (Bagshawe, 2011).

D. C. Thomas and Inkson (2009) said that accomplishment varies both between individuals and across cultures. It means that achievement and culture have relationship. Leaders have to understand that meaning. Research Pfeffer and Sateger

(2006) has shown that important work gives feeling of accomplishment. This idea means that when workers feel that the work is important, they can accomplish their tasks correctly.

Knowledge gain. When someone works, time after time, day after day, he or she learns something. He or she gets new experiences on how to perform the job. Through the work and experience from it, the worker receives knowledge. He or she gets a personal experience and this affects his or her motivation. This skill affects his or her ability to remember, reason, and solve problems. It means that someone can be motivated through the knowledge gained from the job. And this knowledge might be seen through the quality of his or her job.

Workers are motivated if they feel good about doing the job. It is self-determination. Santrock (2014) explained clearly this fact by saying that intrinsic motivation is doing something for its own sake; involves factors such as self-determination and opportunities to make choices. So, if the workers are convinced that they got new things, they upgrade their knowledge through the job, they are really motivated. This is important because it is an inside feeling and no one forced them to work correctly. It is their respective choice and the organization needs to nurture that choice.

One point to be mentioned is that each job should be enrichment. Each job should give new learning (Ivancevich et al., 2006). A good job enables people to feel that they are growing. All jobs should provide opportunities to learn (Ivancevich et al., 2006). If it is the case, each worker will enjoy his or her job and gain more knowledge through the work; thus he or she will be surely motivated.

Meaningful work. Geldenhuys, Łaba and Venter (2014) said that meaningful work is the significance of work to people (meaning); both have significance and are

positive in valence (meaningfulness). Hackman and Oldham (1975, p. 162), as reported by Geldenhuys et al. (2014) said that “meaningful work as ‘the degree to which the employee experiences the job as one which is generally meaningful, valuable, and worthwhile” (p. 3). Those ideas show that it is important for each worker to understand the meaning of the work. The meaning attached to work can predict important work outcomes (Geldenhuys et al., 2014). Steger (2016) provided another definition by saying that meaningful work is described in terms of employee perceptions that a particular job is meaningful, worthwhile, and valuable.

K. W. Thomas (2009) explained that the leaders from top-down need to focus on the following questions in the self-management process:

1. What can we do here that is meaningful?
2. What creative choices can we think of to accomplish this?
3. How can we make sure we’re doing this work competently?
4. How can we make sure we are actually accomplishing a purpose?

According to those questions, followers, as well as leaders, have to consider the meaning of work. If it is the case, both sides will do their part properly and the result will be impressive. To make work interesting, managers can provide employees with greater opportunities to exercise discretion by making the following changes (Ivancevich et al., 2006):

1. Direct feedback – the evaluation of performance should be timely and direct.
2. New learning – a good job enables people to feel that they are growing. All jobs should provide opportunities to learn.
3. Scheduling – people should have some unique qualities of their work.
4. Uniqueness – each job should have some unique qualities or features.
5. Control over sources – individuals should have some control over their job tasks.
6. Personal accountability – people should be provided with an opportunity to be accountable for the job.

How can employees be motivated if the work is not interesting? It is so logical that someone feels better if the work is motivating. This fact has a relationship with the post and job description: the right person in the right place at the right time. Managers have to remember that intrinsic motivation goes along with extrinsic motivation in order for the employees to fulfill their tasks correctly.

Individual Characteristics

Individual characteristics and motivation play a great role in the success of a company. These are two essential elements that have to be scrutinized carefully. It is undeniable that individual characteristics can affect motivation or vice versa, knowing that a company depends on each individual's commitment to act towards an organization's mission and goals.

Ability. Abilities are skills and knowledge that can be applied to accomplishing work tasks (Cardon, 2014). It can also be a trait, biological or learned, that permits a person to do something mental or physical (Ivancevich et al., 2006). In other words, it is the fact of being able to do something.

Colquitt et al. (2009) said that ability refers to the relatively stable capabilities people have to perform a particular range of different but related activities. It means that ability is the capability to do things. Individuals have different abilities; therefore, it is important to say that abilities determine the effectiveness of someone in doing something. Figure 3 below summarizes the major categories of employees' ability (Colquitt et al., 2009).

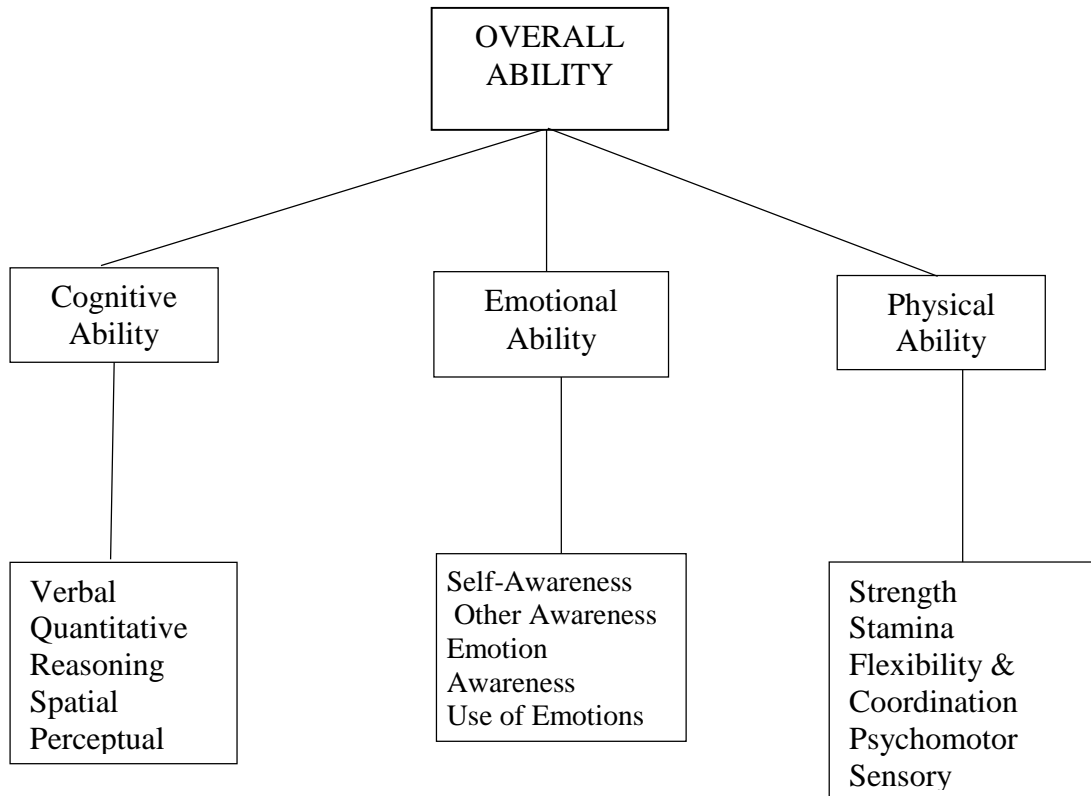


Figure 3. The Major Categories of Employees' Ability

Personality. Personality is a stable set of characteristics and tendencies that determine commonalities and differences in people's behavior (Ivancevich et al., 2006). It means that personality differs from one person to another by thinking, behaviors, and characteristics. According to Daft (2015), personality is the set of unseen characteristics and processes that underline a relatively stable pattern of behavior in response to ideas, objects, and people in the environment.

Knowing the importance of personality is really important for an organization because it affects job performance and motivation. Lefton (1994) explained some categories of personality known as the Big Five:

1. Extroversion – introversion - the extent to which people are social or unsocial, talkative or quiet, affectionate, or reserved.
2. Agreeableness-antagonism - the extent to which people are good-natured or irritable, courteous or rude, flexible or stubborn, lenient, or critical.

3. Conscientiousness-undirectedness - the extent to which people are reliable or undependable, careful or careless, punctual or late, well organized or disorganized.
4. Neuroticism-stability - the extent to which people are worried or calm, nervous, or at ease, insecure or secure.
5. Openness to experience – the extent to which people are open to experience or closed, original or conventional, independent or conforming, creative or uncreative, daring, or timid.

Those big five play an important role in workplace behaviors (Ivancevich et al., 2006). As an example, highly conscientious employees perform better than their low-in-conscientiousness counterparts (Ivancevich et al., 2006). Daft (2015) amplified the idea by explaining that each dimension of big five personalities contains a wide range of specific traits.

Personality is influenced by hereditary, cultural, and social factors (Ivancevich et al., 2006). Those authors stressed that no manager should conclude that personality is an unimportant factor in workplace behavior simply because it's formed outside the organization. It is why personality is so interrelated with perception, attitudes, learning, and motivation. Figure 4 summarizes the major forces influencing personality (Ivancevich et al., 2006).

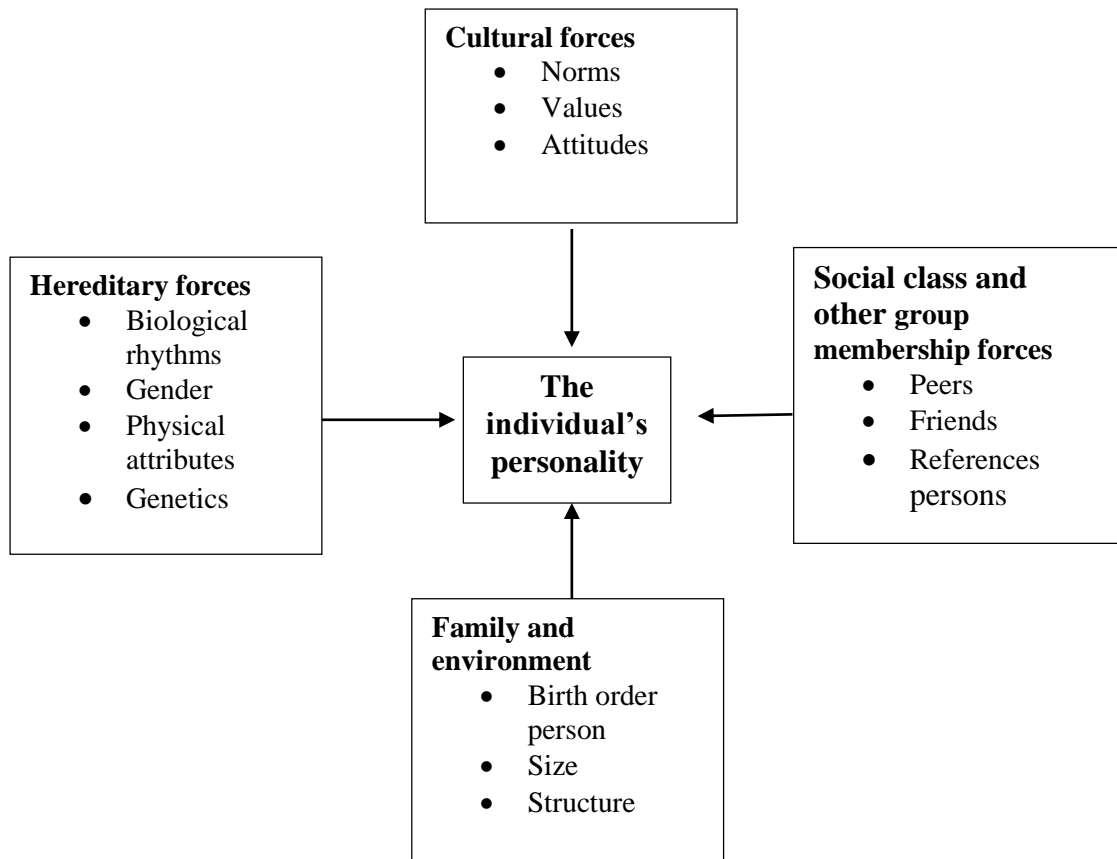


Figure 4. The Major Forces that Influence Personality

Figure 4 explains that an employee's behavior is difficult to understand. It is hard for managers to control personality because it has many facets such as family, culture, heredity and environment. Even so, managers and leaders should consider the importance of personality in order to ensure the understanding and behavior of each employee.

Demographic characteristics. Among the most important demographic classifications are gender, race, age, educational level, marital status, etc. The questions to be answered are: are men and women differ in terms of job performance, commitment, and concept related to job? Do they behave the same way in the workplace? Are they the same in terms of listening, self-confidence, verbal and non-verbal communication?

Research has shown that men and women are equal in terms of learning ability, memory, reasoning ability, creativity, and intelligence (Ivancevich et al., 2006). Another result of the research was the only area in which a difference is found somewhat consistently is absenteeism (Ivancevich et al., 2006). This is a normal result because sometimes women are engaged with many things: children, spouses, home, etc. One of the conclusions is that men and women are becoming more alike in terms of workplace behavior (Ivancevich et al., 2006).

Colquitt et al. (2009) provided another result through research. They said that gender and race continue to have significant impacts on organizational decision making. In terms of pay, research has shown that women almost always earn less than men for doing the same job (Colquitt et al., 2009). Men and women have different listening styles (Hybels & Weaver, 2007). Women were more likely to be people listeners than were men (Hybels & Weaver, 2007).

As far as nonverbal communication is concerned, the same authors stated that men and women use and interpret nonverbal communication differently. Research has demonstrated that females are better interpreters (Hybels & Weaver, 2007). In terms of verbal communication, those same authors said that females use more cortical areas for verbal experience, and they turn their experiences into emotive verbal responses.

Talking about self-concept, two researchers found that when forming self-concept, men give the most importance to social comparisons, whereas women attach more importance to reflected appraisals (Hybels & Weaver, 2007). Moreover, female self-confidence comes primarily from connections and attachments, while male self-confidence comes primarily from achievement (Hybels & Weaver, 2007). This result is observed even in normal life. Women care about details but men care about general life.

Spirituality

Asafo (2008) explained that spirituality is a personal relationship with one's object of worship, and intangible. Spirituality is then a personal matter. It is not possible to see it external because it is a personal conviction. This present research tries to understand the relationship between faith and workers' motivation towards work engagement. Jager (2015) clarified that it is difficult to define spirituality. He stated that “the definition of spirituality itself proves difficult, if not impossible, to pinpoint, which is an indication of the great variety of forms and functions spirituality manifests itself in amongst different cultures and creeds” (p. 6).

Welzen, as cited in Jager (2015), said that spirituality touches on a great number of disciplines in pursuit of greater understanding of the human-divine relationship and is therefore interdisciplinary in nature. Schneiders as cited in (Jager, 2015) stated that spirituality is very different from the field it draws from. Spirituality is considered another worldly encounter with God that we experience in our souls (Canale, 2015).

Faith. The Holy Bible defines faith as the assurance of things hoped for, the conviction of things not seen (Hebrews 11:1). Finley (2014) explained that faith is a gift God gives to each believer. It is not an emotional feeling, or some type of humanistic, positive-thinking mind-set. When we make a conscious decision to surrender our lives to Christ and become children of God through His Holy Spirit, He gives us the gift of faith. The author emphasized saying that faith grows as we exercise the faith we have. White (1903) said

Faith is trusting God—believing that He loves us and knows best what is for our good. Thus, instead of our own, it leads us to choose His way. In place of our ignorance, it accepts His wisdom; in place of our weakness, His strength; in place of our sinfulness, His righteousness. Our lives, ourselves, are already His; faith acknowledges His ownership and accepts its blessing (White, 1903, p. 253).

Heppenstall (1956) explained that the Seventh-day Adventist position has been well stated in the chapter "The Scriptures a Safeguard" in the same book. He argued that in numerous places in the writings of Ellen G. White we have been warned against a formal, theoretical religion, devotion to doctrine rather than to the truth as it is in Christ Jesus. For Seventh-day Adventists, the truth remains independently of all men the indisputable truth of God, regardless of whether man believes it or not (Heppenstall, 1956). The SDA Church is built on a biblical foundation.

Working within an Adventist institution is then an advantage for every single worker in order to help to keep their beliefs. And the present research will try to find out if it is a way to motivate workers to stay within the institutions. Concerning the keeping of the Sabbath, there are some laws which order workers to work on Saturdays. Jager (2015) mentioned that politicians are most often required to attend to work and social obligations during the Sabbath hours, which is problematic for adherents to the Adventist faith. At present, in the case of Madagascar (Belalahy, 2019), once a month every single civil servant has to work on Saturday. It is a law. It affects SDA workers because if they do not attend the workshop, they have to provide a serious explanation or they have to be punished.

Spirituality in the workplace. Fanggidae, Suryana, Efendi and Hilmiana (2016) defined spirituality workplace as the recognition that people are coming to work with their bodies and minds; they bring their talents and unique soul. Meanwhile, Gull and Doh (2004) explained workplace spirituality as employees who are involved, more responsible, more ethical, more collaborative and also more creative. According to these definitions, management should understand and consider spirituality in the workplace as an important topic for an organization. If the

employees as well as employers feel its importance, everybody will be more engaged to their work.

International Institute for Spiritual Leadership (2015) stated that workplace spirituality is not about religion or conversion, or about accepting a specific belief system. The author underlines clearly by saying that spirituality at work is about leaders and followers who understand themselves as spiritual beings who have a sense of calling that provides meaning and purpose for their lives. The fact of living within workplace spirituality really affects everybody's motivation. It is because everyone felt a call and work seriously. So, having workplace spirituality is primordial if an organization wants job commitment from the employees. It is why through their research, Fanggidae et al. (2016) conclude that Spirituality Workplace has a positive and significant relationship with job satisfaction and organizational commitment.

Missionary mindset. The word mission comes from Latin 'to send'(Jensen, 2011). Generally, a missionary is someone whose whole life is determined by a mission or an assigned task. General Conference of Seventh-day Adventists, Volunteer Staff (2001) report underlined that "we are all missionaries in our communities, our families, even at work" (P. 6). The Church has accepted the commission given by Jesus Christ to His disciples to proclaim the gospel to the entire world (North American Division of Seventh-day Adventists, 2011).

The mission of SDA Church is to make disciples of Jesus Christ who live as His loving witnesses and proclaim to all people the everlasting gospel of the Three Angels' Messages in preparation for His soon return (Matt 28:18-20, Acts 1:8, Rev 14:6-12) (General Conference of Seventh-day Adventists, Executive Committee, 2014). Understanding the mission helps workers within Adventist Institutions to behave as missionaries. Having a missionary mindset requires every worker to

accomplish the mission of the church (North American Division of Seventh-day Adventists, 2011).

This mission-oriented mindset is embedded in the remuneration philosophy of Seventh-day Adventists. Thus, remuneration is predicated upon the fact that a spirit of sacrifice and dedication should mark all denominational employees irrespective of the position they hold or the department or service they represent. Jensen (2011) pointed out that being a missionary is a mindset that once adopted affects all life's decisions. It is why North American Division of Seventh-day Adventists (2011) confirmed that the work of the Church, including denominational organizations, is a mission to which lives are dedicated to selfless service.

Work Engagement

Work engagement is the dependent variable of the present study. Broadly speaking employee motivation and employee engagement seem to be the same thing but they are different. Galloway (2016) stated that motivation is different from engagement. He emphasized that an employee might be engaged in something but not absorbed in it because he or she is feeling a sense of "have to." Khan and Iqbal (2013) use the term employee engagement as a psychological presence of an employee when executing his or her task in the organization. Motivation is the "why" or reason we act; engagement is typically the "what" (Galloway, 2016).

According to Shuck and Wollard (2010), as reported by Khan and Iqbal (2013), employee engagement is "an individual employee's cognitive, emotional, and behavioral state directed toward desired organizational; outcomes. Baht (2018) stated clearly the difference between employee motivation and employee engagement by saying that employee motivation is the level of energy and enthusiasm an employee

brings to his/her workplace, and employee engagement is an approach, that results in giving an appropriate condition to all the employees in a workplace.

Gupta and Sharma (2016) stated that engagement involves both ‘emotional and rational factors relating to work and the overall work experience. Shuck and Wollard as cited in (Gupta & Sharma, 2016) stated that “employee engagement has been defined as ‘an individual employee’s cognitive, emotional and behavioral state directed towards desired organizational outcomes” (p. 48).

Engagement also means that people enjoy their jobs and are satisfied with their work conditions, contribute enthusiastically to meeting the team and organizational goals and feel a sense of belonging and commitment to the organization (Daft, 2015). It means that when employees are motivated within the organization, they care about the goals of the organization. There are three types of employees according to (Gemma & Markwick, 2009):

1. Engaged employees work with passion and feel a profound connection to their company. They drive innovation and move the organization forward.
2. Not-engaged employees are essentially ‘checked out’. They’re sleepwalking through their workday, putting time – but not energy or passion – into their work.
3. Actively disengaged employees aren’t just unhappy at work; they’re busy acting out their unhappiness. Every day, these workers undermine what their engaged co-workers accomplish.

Gupta and Sharma (2016) explained that employee engagement has emerged as an important management-focused activity in order to compete and perform in a dynamic and competitive environment, having linkage with the organization’s goals and objectives. It means that organizations need to have people engaged. Engaged people are not by any chance, there are many factors that need to be in place in order to have that. However, each organization needs to have engaged employees. One way to build engagement is by caring about motivation. Daft (2015) said that fully

engaged employees care deeply about the organization and actively seek ways to serve the mission.

Engagement ensures that the employees invest discretionary effort in their behavior towards the organization and is identified as the critical factor in delivering the desired business result needed during recession and stagnation for rapid growth (Gupta & Sharma, 2016). Leaders should know which factors motivate employees in order to have engaged employees.

This is why Daft (2015) mentioned that it is the behavior of leaders that makes the biggest difference in whether people feel engaged at work. Therefore, how employers treat employees at the workplace makes a difference to the employees. A leader's role is not to control others but to organize the workplace in such a way that each person can learn, contribute, and grow (Daft, 2015). When employees feel that the organization considers their uniqueness and abilities, it is normal that they are totally engaged at work. Leaders should give each one of the employees the opportunity to grow. Daft (2015) explained that when people have an opportunity to do work that marches their talents and abilities, their satisfaction and engagement levels soar.

Research has shown (Daft, 2015) that when people feel appreciated and recognized for doing good work, whether they have a friend at work, and whether they feel that their opinions are important, organizations enjoy a highly motivated, engaged, and productive workforce. Gupta and Sharma (2016) explained that engagement is a two-way process in which the organization has to put extra effort to engage the employees and in return, engaged employees freely and willingly give the discretionary effort to the organizational goals and values that motivate them to

contribute to the organizational success and at the same time enhances their own sense of well-being.

Gupta and Sharma (2016) suggested that employee engagement is considered to have three core facets:

1. Intellectual engagement—thinking intensively about the job and continuous improvement in it;
2. Affective engagement—feeling positive about their job; and
3. Social engagement—ready to take opportunities to discuss the matters of improvement in work with others.

Rocklin (1994) explained that intellectual engagement represents a departure from the common conceptualization of intelligence as maximal performance, and a measure of the construct correlates with measures of crystallized intelligence but not with a measure of fluid intelligence. Jacobsen, Lock and Friesen (2013) stated that intellectual engagement is absorbing, creatively energized focus resulting in a deep personal commitment to exploration, investigation, problem-solving, and inquiry over a sustained period of time.

Fritsch (2009) explained that the concept of effective engagement is introduced to inform the practical work when designing experiential fields as conditions of emergence in interaction design. He argues that effective engagement is especially valuable as a resource when the goal of the design process transcends ideals of effective, task-oriented design.

These factors mean how an individual reacts towards his work and organization. The intellectual engagement of an employee means that he/she is thinking about how to accomplish the job in a better and more effective way. Affective engagement is about the feelings of the employee towards his job. It means that if an employee feels engaged, he or she feels positive about his/her job. They

want to do a good job. Likewise, a socially engaged employee actively discusses work-related matters. For example, they take opportunities to talk about how to improve the work and/or the organization

Factors Leading to Employee Engagement

The question to be answered is then “what are the drivers of employment factors?” Popli and Rizvi (2016) suggested that organizations drive engagement by proactively leveraging three sources of influence for change, that is, employees, leaders, and organizational systems and strategies. These three drivers need to work in concert to create an engaging work environment where leadership plays a critical role.

Apart from those three points, other drives of engagement need to be cited (Popli & Rizvi, 2016): management practices, immediate supervisor, career development opportunities, recognition, teamwork, and supportive environment, pay rewards and benefits, employee input in decision-making, constructive feedback, receiving formal appraisals and the implementation of performance development plans.

Gupta and Sharma (2016) suggested eight most important factors as the drivers of employee engagement:

1. Trust and integrity—it is important for managers to effectively communicate and stick to their words.
2. Nature of the job—employees should motivate themselves by adopting the challenges of the job.
3. Line of sight between employee performance and company performance—employees should be aware of their role in organizational performance.
4. Career growth opportunities—employees should have a well-defined career path and growth opportunities in the company.
5. Pride about the company—employees should feel proud to be part of the organization.

6. Co-workers/team members—relationship with co-workers significantly enhance the level of employee engagement.
7. Employee development—employers have to take requisite steps for the development of knowledge, competence, and attitude training.
8. Relationship with the manager—the manager should maintain comfortable and value relationship with their employees.

In the other hand, Gemma and Markwick (2009) identified three key critical drivers of employees' engagement:

1. Work: job challenge; clear goals and accountability; freedom to act; purpose and meaning; important work; resources available.
2. Manager: who listens; develops; open communication; makes time; respects individuals; encourage; fair and provide feedback.
3. Autonomy: confident in achieving; feels respected; feels valued; is in control; has the skills; opportunity to perform; motivated and feels work as important.

CHAPTER 3

METHODOLOGY

This chapter will deal with the strategy and the tools that have been used to achieve the research objectives. Seven sections will be discussed during this chapter: Research design, the population and sampling procedure, instruments for data collection, instrument validity and reliability, ethical considerations, data collection procedure, and lastly the method used for data analysis.

Research Design

The purpose of this study was to explore the relationship between sources of employees' motivation and work engagement. Descriptive and inferential/causal research designs were used for this since that way allowed the researcher to establish the relationship between variables and the effect of the dependent variable. Also, that approach clearly indicated how the relationship between the independent variables and the dependent variable was established.

Population and Sampling Procedure

According to Sekaran and Bougie (2013), the population refers to the entire group of people that the researcher wants to study and draw conclusions at the end of your study. For this present research, the population comprised all employees of five selected Adventist institutions in Madagascar. Table 1 shows the target population of the study. Since the population is small for this present study, the researcher used all the population as sample.

Table 1. Adventist Institutions' Workforce

Institution		Workforce
Université Adventiste Zurcher	UAZ	89
Maison d'Édition Adventiste	MAE	38
Système Médical Adventiste	SMA	27
Lycée Privé Adventiste Toamasina	LYPAT	26
Lycée Privé Adventiste Rajoelisoa Soamanandrany	LYPARS	25
Total		205

Source: Adventist Institution's Entities, 2019

Instruments for Data Collection

In order to collect the data, a self-designed questionnaire was used. The questionnaire (see appendix) was mostly designed by the researcher based on the reviewed literature, comprising of closed and open-ended questions. The closed questions included demographic information of the respondents and a 5-point Likert scale ranging from 1 (not at all important, strongly disagree) to 5 (extremely important, strongly agree).

The Intellectual, Social, Affective Engagement Scale (ISA Engagement Scale) was adapted to measure work engagement since it fits the conceptual framework of the study (Soane et al., 2012). The last part of the questionnaire was an open-ended question where the respondents were free to express their own ideas about motivation and work engagement. The 5-point Likert scale used to measure the variables was also the basis of interpretation of the results presented in chapter four. This is presented in Table 2.

Table 2. Likert Scale Rating and Interpretation

Scale	Responses	Mean Interval	Interpretation of Scale
1.	Not at all important/Strongly Disagree	0.01 to 1.00	Not at all important/Poor
2.	Slightly important/Disagree	1.01 to 2.00	Fairly important/Fair
3.	Moderately important/Neutral	2.01 to 3.00	Moderately important/Average
4.	Very important/Agree	3.01 to 4.00	Very important/Good
5.	Extremely important/Strongly Agree	4.01 to 5.00	Extremely important/Excellent

Source: Researcher, 2019.

Furthermore, the original questionnaire in English was translated to Malagasy by two professional translators: Pastor Pamphile Rabazanaka, the official translator at the Université Adventiste Zurcher, and Noée Rakototiana, English teacher and translator.

Instrument Validity and Reliability

Validity is a test of how well an instrument that is developed measures whatever concept it is intended to measure (Sekaran & Bougie, 2013). The researcher used to face validity and content validity. According to Sekaran and Bougie (2013), face validity indicates that the items that are intended to measure a concept, do, on the face of it, look like they measure the concept. Face validity was used for a group of untrained individuals. This was really important because it helped the researcher to know if respondents understood the questions. Also, it allowed determining if the feedback from them can be used to revise the questionnaire.

For this study, some employees from Université Adventiste Zurcher (UAZ) and some friends were chosen for a pilot study. Moreover, content validity ensures that the measure includes an adequate and representative set of items that tap the concept (Sekaran & Bougie, 2013). The research instruments were content validated

by management professors from Adventist University of Africa (AUA) and the Human Resource directorate from the Malagasy Prime Minister's office, Nestor LAPROZY.

The reliability of a measure indicates the extent to which the instrument is without bias (error-free) and hence ensures consistent measurement across time and across the various items in the instrument (Sekaran & Bougie, 2013). In order to test the reliability of the instrument, the researcher used Cronbach's coefficient alpha. Lee Cronbach's Reliability Estimation (Lemi, 2015) was helpful to interpret the reliability statistics of the current study as seen in Table 3.

Table 3. Lee Cronbach' Reliability Estimation Table

Cronbach's alpha	International consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Lemi, 2015.

According to Sekaran and Bougie (2013), the closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. Table 3 and Table 4 show that the Cronbach's alpha coefficients of the variables are consistent and therefore acceptable.

Table 4. Reliability Statistics of Each Variable of the Survey Instrument

Variables	Cronbach's Alpha	Number of Items
Extrinsic motivation	.870	9
Intrinsic motivation	.879	7
Individual characteristics	.761	11
Spirituality	.799	9
Work engagement	.769	11
Overall	.887	47

Ethical Considerations

After receiving approval from AUA, the researcher sought permission from the Seventh-day leadership in Madagascar (Indian Ocean Union Conference). The researcher brought an official letter from the Adventist University of Africa and from the Indian Ocean Union Conference (IOUC) to prove to the participating institutions that the questionnaire and interviews are approved and authorized. Upon approval, the researcher took time to explain the purpose of the study to the study participants and sought their consent to take part in this study. Also, the researcher sought approval for interview sessions and arranged appointments.

The researcher ensured confidentiality for the respondents because their personal identity is not included in the results and all the responses received were coded and aggregated as a whole. Moreover, participants were not forced in any way to participate in the study and they were not penalized for withdrawing from the study.

Data Collection Procedure

After receiving approval from AUA, the researcher sought permission from the Seventh-day leadership in Madagascar (IOUC). Upon approval, the researcher took the time to explain the purpose of the study to the study participants and sought

their consent to take part in this study. The whole data collection exercise took about 4 working weeks.

After collecting the data from the participants, the first step was checking the questionnaire for errors, coding, and data entry. Then the researcher reviewed the data entry in order to ensure accuracy prior to analysis.

Method of Data Analysis

The researcher used descriptive statistics to summarize the general characteristics of all respondents. Then, Pearson bivariate correlations and multiple regression analyses were conducted to examine the relationship between the independent variables and the dependent variable. The Statistical Package for the Social Sciences (SPSS) was used to analyze all the data.

CHAPTER 4

RESULTS AND DISCUSSION

The previous chapter discussed the methodology that was used whereas this present chapter deals with the results and analysis of the questionnaire that was conducted for the study. The following is the division of this chapter: the response rate, the demographics of the respondents, and finally the results and discussions based on the Research Questions.

Response Rate

Five Adventist institutions from Madagascar were selected to participate in the study and the response rate of the population is given in Table 5. According to the response rate from Table 5, the LYPAT was more responsive than the other institutions. It represented 92.30% of its population followed by LYPARS (88 %) then the SMA (77.77 %), the MEA (76.31 %), and the last were UAZ (67.41 %).

Table 5. Response Rate

ENTITIES		Questionnaires Distributed	Questionnaires Received	Response Rate
Université Adventiste Zurcher	UAZ	89	61	67.41 %
Maison d'Édition Adventiste	MEA	38	29	76.31 %
Système Médical Adventiste	SMA	27	21	77.77 %
Lycée Privé Adventiste Toamasina	LYPAT	26	24	92.30 %
Lycée Privé Adventiste Rajoelisoa Soamanandrarinny	LYPARS	25	22	88 %
TOTAL		205	157	76.58 %

Demographic Characteristics of Respondents

This section presents the demographic characteristics of the study participants as shown in Tables 6 to 10 below. Table 6 shows the gender distribution of the study respondents.

Table 6. Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	76	48.4
Female	81	51.6
Total	157	100.0

As indicated in Table 6, the gender proportion of the female respondents was 51.6% while the male respondents 48.6%. It means that both males and females were well represented in this study.

According to Table 7, the age group of 40-49 years was the most represented in the study with 33.8% followed by the age group of 30-39 years represented with 30.6% then the age group of 20-29 years represented with 22.9% and the smallest is the age group of 50 or more represented with 12.7%. This result means that the employees within the selected Adventist institutions in Madagascar are quite matured in age.

Table 7. Age Distribution of the Respondents

Age (Years)	Frequency	Percentage
20-29	36	22.9
30-39	48	30.6
40-49	53	33.8
50 or more	20	12.7
Total	157	100.0

Table 8 represents the number of years of service which also depicts employees' length of employment. The most represented years of service group are 10 years and more which is 36.3%. The year of service group of 5-7 was 33.1%. 12.1% of the respondents represent the year of service group 8-10. 8.9% of the respondents represent the year of service group 2-4. 9.6% of the respondents represent the year of service group less than 2 years.

Table 8. Year of Service of the Respondents

Length of Service	Frequency	Percentage
Less than 2 years	15	9.6
2-4	14	8.9
5-7	52	33.1
8-10	19	12.1
More than 10	57	36.3
Total	157	100.0

Educational level is another aspect that had to be considered. It serves as a drive to good performance. Table 9 shows the percentage represented in each group of the educational level of respondents. The bachelor's degree is the most represented with 28.7 % followed by other with 24.8%, then the diploma with 23.6%. The master's degree is represented with 19.1% and the smallest is doctoral with 3.8%. Thus, 75.2% of the respondents have at least diploma educational level which means that the majority of the respondents have received acceptable education. Successful development for organization depends on capabilities of the employees.

Table 9. Educational Level of the Respondents

Educational Attainment	Frequency	Percentage
Diploma	37	23.6
Bachelor's degree	45	28.7
Master's degree	30	19.1
Doctoral	6	3.8
Other	39	24.8
Total	157	100.0

The variable “Occupation of the respondents” seeks to identify if the respondent is an employee or a supervisor. Table 10 shows that most of the respondents are employees represented with 92.4%. Then the supervisors are 7.6% among the respondents. Accordingly, the supervisor is a very small group compared to the total respondents which means that the findings of the study are not really based on the supervisor responses.

Table 10. Job Position of the Respondents

Position	Frequency	Percentage
Supervisor	12	7.6
Employee	145	92.4
Total	157	100.0

Descriptive Statistics of Variables

Extrinsic Motivation

The results of the survey based on the components of extrinsic motivation are shown in Table 11.

Table 11. Descriptive Statistics for Extrinsic Motivation

Indicators	Mean	SD	Interpretation
Financial compensation	3.89	.97	Very important
In-direct financial compensation	3.90	1.08	Very important
Leadership style	3.75	1.20	Very important
Ethical leadership	4.24	1.00	Extremely important
Good supervisory support	4.09	.95	Extremely important
Job security	4.06	.99	Extremely important
Job stability	3.90	1.09	Very important
Fair reward & recognition systems	3.97	1.14	Very important
Recognition /appreciation for good work done	4.11	1.06	Extremely important
The overall mean of extrinsic motivation	3.99	.74	Very important

In general, the overall mean of extrinsic motivation is 3.99, indicating that generally extrinsic factors are very important sources of employee motivation. The highest mean 4.24 indicates that the majority of the respondents agreed that ethical leadership is very important for them as workers, in order to keep them motivated. Besides, recognition or appreciation for good work done ($M = 4.11$), supervision, and job security are also very important sources of job motivation. It is however very interesting to note that leadership style (e.g. democratic, autocratic) is not as important as others.

Intrinsic Motivation

The results from the survey based on the elements of intrinsic motivation are shown in Table 12. The overall mean of the intrinsic motivation is 4.34, indicating an agreement in the 7 elements of intrinsic motivation given in the table. The highest mean 4.46 indicates that the majority of the respondents believe that having a deep sense of happiness from their job is a very important source of intrinsic motivation.

Table 12. Descriptive Statistics for Intrinsic Motivation

Intrinsic Factors	Mean	SD	Interpretation
A deep sense of happiness when I do my job.	4.46	.73	Extremely important
Personal enjoyment I get when I do my job.	4.35	.80	Extremely important
A sense of accomplishing something important by own effort.	4.27	.76	Extremely important
Learning new knowledge from my work.	4.34	.81	Extremely important
Gaining new experience from my work.	4.22	.86	Extremely important
Interesting job.	4.34	.81	Extremely important
Job opportunity to improve my capacity	4.38	.76	Extremely important
The overall mean of intrinsic motivation	4.34	.60	Extremely important

Table 13 also shows that all elements have a mean above 4 which is very important. However, the lowest mean of 4.22 seems to indicate that relatively, gaining news job experience is not as important as other intrinsic factors.

Table 13. The One Key Thing that Motivates the Most

Key Motivator	Frequency	Percentage
A way to share my faith	1	.6
Appreciation	5	3.2
Appropriate materials	1	.6
Blessings	3	1.9
Brotherhood	1	.6
Call from God	54	34.4
Dignity	1	.6
Eternal life	4	2.5
Faith	19	12.1
God's love	1	.6
Good relationship between workers/ supervisors	1	.6
Growing my faith	1	.6
Having an honest and fair leader	1	.6
Helping others	1	.6
Knowing that we are different within the workplace	1	.6
Listening	1	.6
Mutual respect	1	.6
My job	1	.6
Positive attitude of the employers	1	.6
Power of prayer (Faith)	1	.6
Sabbath-keeping	44	28.0
Salary	1	.6
Satisfaction of the clients	1	.6
Serving others	1	.6
Spirituality	1	.6
Task accomplishment	3	1.9
Trust from my supervisor	1	.6
Trustworthy leadership	1	.6
Value of the organization	1	.6
Total	157	100.0

Apart from the above mentioned, the study participants were asked to further list only one thing that motivates them individually. Table 13 presents the results. Call from God is the highest frequency which is 54. According to the respondents then, the one thing to motivate them the most is the feeling of a call from God. Keeping that fact in mind allows the participants to be motivated. It means that they work not for

the institutions but for the One who called them to the fields. It is important because the behavior is affected: they work to the glory of God not to the supervisors. On the other hand, the same participants were asked also about one thing they like the least.

Table 14 shows the result.

Table 14. The One Thing the Participants like the Least

Demotivator	Frequency	Percentage
Application of rules	1	.6
Discrimination	3	1.9
Dishonest leaders	1	.6
Fixed time constraints	1	.6
Infrastructure	2	1.3
Internal policy	7	4.5
Jealousy	2	1.3
Jealousy between employees	2	1.3
Job description not clear	4	2.5
Job misfit with educational level	2	1.3
Lack of adequate materials	16	10.2
Lack of appreciation	9	5.7
Lack of collaboration	3	1.9
Lack of communication	22	14.0
Lack of consideration	1	.6
Lack of dialogue	4	2.5
Lack of equity	7	4.5
Lack of Faith	2	1.3
Lack of a good relationship	9	5.7
Lack of motivation of some employees	1	.6
Lack of organization	1	.6
Lack of recognition for a job well done	4	2.5
Lack of training	5	3.2
Lack of trust	3	1.9
Leadership style	10	6.4
Mentality of each worker	2	1.3
Mentality of leaders	1	.6
Micromanagement	2	1.3
Not knowing the priority	1	.6
Not putting God first	1	.6
Overload of work	5	3.2
Selfishness	4	2.5
Supervisor's attitude	1	.6
The place of the institution	1	.6
Total	157	100.0

According to Table 14, the participants like the least is the lack of communication ($f = 22$). Employees felt this lack of communication through their experiences within the workplace. Poor communication affects bad situations for an

individual as well as for the organization. Lack of communication can lead to lack of team cohesion, unclear messaging, wasted time and resources, damaged relationships, low employee morale, stress levels, morale, health. This situation creates misunderstanding between workers and employees. Employees might not understand what to do if the guidelines are not clear.

Individual Characteristics

Individual characteristics comprise ability, personality and demographic characteristics of employees. This is important for the employees because it affects work engagement. According to Table 15, The highest mean is 4.52 which is the fact of doing the job with less supervision. This means they have the ability to perform their duties. This implies that employees are able to work independently without strict supervision. However, the lowest mean is 2.96 shows that some of the employees are easily stressed possibly due to their personality and demands of their work.

Table 15. Descriptive Statistics for Individual Characteristics

Individual variables	Mean	SD	Interpretation
I am able to do my job with less supervision.	4.52	.685	Excellent
Am able to cope well with the physical demands of my work.	4.30	.625	Excellent
Am able to cope well with the mental demands of my work.	4.20	.738	Excellent
I have the needed skills and knowledge to do my work well.	3.81	.848	Good
I am capable of controlling my own emotions (e.g. anger, fear, etc.)	3.91	.883	Good
I am a good observer of others' emotions.	3.01	1.230	Good
I see myself as extraverted (e.g. talkative, sociable, ongoing person)	3.90	.846	Good
I worry a lot. Easily stressed.	2.96	1.198	Average
I see myself as an agreeable (e.g. cooperative, Considerate, helpful) person	4.01	.725	Excellent
I see myself as open to new ideas/experiences (e.g. Curious, adventurous, creative)	4.17	.732	Excellent
I see myself as dependable (e.g. self-disciplined, reliable, organized)	2.76	1.318	Average
The overall mean of individual characteristics	3.77	.397	Good

Spirituality

This variable is also very important as the present study deals with denominational institutions. Do the respondents consider spirituality as an important part of their work engagement? The result of the survey in Table 16 indicates that the majority of the respondents agreed that they consider their work as part of God's plan to use their skills and talents (as the mean value of 4.77 indicates).

Each element of Table 16 represents a score of 4 and above. It means that spirituality is valued by the respondents. The respondents are aware that they work as it is for God but not for human beings. Another mean of 4.76 is also important. It shows that the respondents think of their work as having eternal significance. What matters most to them is the life-to-come reward but not what's happening in the present. The score of overall mean is 4.62 which is very important.

Table 16. Descriptive Statistics for Spirituality

Spirituality	Mean	SD	Interpretation
I see my job as a way of serving God.	4.61	.713	Excellent
I feel a deep sense of responsibility for doing my work well even if am frustrated at work	4.52	.685	Excellent
I pursue excellence in my work because of my faith.	4.66	.563	Excellent
Working at an Adventist Institution contributes to my personal spiritual growth.	4.52	.805	Excellent
I believe God will reward my good work one day.	4.73	.654	Excellent
I think of my work as having eternal significance.	4.76	.511	Excellent
I view my work as part of God's plan to use my skills and talents	4.77	.505	Excellent
I know my work makes a positive difference in the world.	4.51	.666	Excellent
I view my work as my mission field.	4.50	.657	Excellent
The overall mean of spirituality	4.62	.401	Excellent

Work Engagement

Work engagement is the dependent variable for this present study. The result of the survey for work engagement is presented in Table 15 with an overall mean of 4.07. It means that a large number of respondents agreed that they are cognitively, emotionally, and behaviorally committed to working toward the desired organizational goals. The highest mean is 4.43 shows that the respondents agreed that they focus hard on their work.

This is good for organizations because each organization needs its workers to focus on the job. They do not only focus hard but they concentrate on the job as the mean of 4.39 shows. However, it is important to state that the respondents also agree that they don't forget about everything else because they are performing their job as the mean is 3.26. Thus, although the employees are fully engaged in their work, they seem to balance work and other demands such as family, church, etc.

Table 17. Descriptive Statistics for Work Engagement

Work Engagement	Mean	SD	Interpretation
I focus hard on my work	4.43	.557	Excellent
I concentrate on my work.	4.39	.618	Excellent
I pay a lot of attention to my work.	4.36	.632	Excellent
Performing my job is so absorbing that I forget about everything else.	3.26	1.150	Good
I share the same work values as my colleagues	3.75	.837	Good
I share the same work goals as my colleagues	4.04	.719	Excellent
I share the same work goals as my colleagues	3.50	.837	Good
My heart is in my job.	4.28	.608	Excellent
I feel positive about my work.	4.37	.546	Excellent
I feel energetic in my work	4.19	.632	Excellent
I am enthusiastic about my work.	4.15	.618	Excellent
The overall mean of work engagement	4.07	.398	Excellent

Testing Hypotheses

Research Question 1: Significance of the Relationship between Employees' Sources of Extrinsic Motivation and Work Engagement in the Adventist Institutions in Madagascar

Pearson bivariate correlation was conducted to test the relationship between employees' sources of extrinsic motivation and work engagement. Table 18 displays the results of the correlation results. The Pearson Correlation matrix obtained for extrinsic motivation and work engagement is shown in Table 18. The result reveals that among the nine components of extrinsic motivation only job security has positive but very weak correlation with work engagement ($r=.182; p<.05$). The other extrinsic sources of motivation such compensation, leadership, job stability among others are not related to employees' level of work engagement in Madagascar.

Therefore, on the basis of the above results, the null hypothesis which stated that there is no significant relationship between extrinsic sources of motivation such compensation (direct and indirect), Leadership (style, ethical, supervisory support),

job stability, reward systems, and recognition and work engagement among employees in the Adventist institutions in Madagascar is accepted.

Table 18. Pearson Correlation Matrix of Extrinsic Motivation and Work Engagement

Sources of Extrinsic Motivation		Work engagement
Financial compensation	Pearson Correlation	-.101
	Sig. (2-tailed)	.208
	N	157
In-direct financial compensation	Pearson Correlation	.013
	Sig. (2-tailed)	.869
	N	157
Leadership style	Pearson Correlation	-.025
	Sig. (2-tailed)	.757
	N	157
Ethical leadership	Pearson Correlation	.066
	Sig. (2-tailed)	.409
	N	157
Good supervisory support	Pearson Correlation	.115
	Sig. (2-tailed)	.151
	N	157
Job security	Pearson Correlation	.182*
	Sig. (2-tailed)	.022
	N	157
Job stability	Pearson Correlation	.107
	Sig. (2-tailed)	.181
	N	157
Fair reward & recognition systems	Pearson Correlation	.013
	Sig. (2-tailed)	.874
	N	157
Recognition/appreciation for good work done	Pearson Correlation	.056
	Sig. (2-tailed)	.484
	N	157

Sig. 0.05 (2-tailed) *

On the other hand, since there is a slight positive relationship between job security and work engagement, the null hypothesis is rejected. Adebayo and Lucky as cited in Lucky et al. (2013) said that job security has become indispensable in the

employee and organization preference list, particularly due to economic reasons. Similarly, this present confirms what Kraja (2015) stated by saying that employees with high job security may invest more in their companies out of loyalty or because they view their jobs as long term commitments.

According to Mullins (2009), although money still makes people tick, there are now a number of other important sources on motivation. Many people believe that money is a motivator, but in this study financial compensation (direct and indirect) appears insignificant. The reason may be that SDA employees are more mission-oriented because of their Christian beliefs and values. The results in Table 13 can explain that situation. The respondents felt that they work within an Adventist Institution because they are convinced that God called them to work in His field. Thus, the respondents seem to indicate that although extrinsic factors are important, they are not really a major motivational drive for them.

Research Question 2: Significance of the Relationship between Employees' Sources of Intrinsic Motivation and Work Engagement in the Adventist Institutions in Madagascar

For Research Question 2, Pearson bivariate correlation was also conducted to test the relationship between employees' sources of intrinsic motivation and work engagement, and Table 19 shows the results.

Table 19. Pearson Correlation of Intrinsic Motivation and Work Engagement

Sources of Intrinsic Motivation		Work engagement
A deep sense of happiness from job	Pearson Correlation	.297**
	Sig. (2-tailed)	<.001
	N	157
Personal enjoyment from job	Pearson Correlation	.325**
	Sig. (2-tailed)	<.001
	N	157
A sense of accomplishment	Pearson Correlation	.248**
	Sig. (2-tailed)	.002
	N	157
Learning new knowledge from the job	Pearson Correlation	.171*
	Sig. (2-tailed)	.032
	N	157
Gaining new experience from job	Pearson Correlation	.275**
	Sig. (2-tailed)	<.001
	N	157
Interesting job	Pearson Correlation	.166*
	Sig. (2-tailed)	.038
	N	157
Job opportunity	Pearson Correlation	.218**
	Sig. (2-tailed)	.006
	N	157
Sig. 0.01 (2-tailed) **		
Sig. 0.05 (2-tailed) *		

The Pearson Correlation matrix obtained for intrinsic motivation and work engagement is shown in Table 19. The result reveals that work engagement is positively correlated with a deep sense of happiness ($r = .29$; $p < .01$), Personal enjoyment ($r = .32$; $p < .01$), a sense of accomplishing something important ($r = .24$; $p < .01$), Learning new knowledge ($r = .17$; $p < .05$), gaining new experience ($r = .27$; $p < .01$), interesting job ($r = .16$; $p < .05$), and job opportunity ($r = .21$; $p < .01$). Accordingly, relationship between intrinsic motivation and work engagement exists.

Thus, the null hypothesis which stated that there is “there is no significant relationship between sources of intrinsic motivation and work engagement” in the

Adventist institutions in Madagascar is rejected. Intrinsic motivation is related to ‘psychological’ rewards such as having a deep sense of happiness, joy, accomplishment from the job, the opportunity to learn and grow from the job. This means that the job itself serves as a motivation. This finding is consistent with the results presented in Table 13. Thus, the respondents seem to indicate that intrinsic factors are significant sources motivation.

Research Question 3: Significance of the Relationship between Employees’ Personal Characteristics and Work Engagement in the Adventist Institutions in Madagascar

Pearson bivariate correlation was also conducted to test the relationship between employees’ personal characteristics and work engagement, which is shown in Table 20.

Table 20. Pearson Correlation of personal characteristics and Work Engagement

Personal Characteristics		Work engagement
Ability to do a job with less supervision.	Pearson Correlation	.248**
	Sig. (2-tailed)	.002
	N	157
Ability to cope with the physical demands of job.	Pearson Correlation	.341**
	Sig. (2-tailed)	<.001
	N	157
Ability to cope well with the mental demands of job.	Pearson Correlation	.443**
	Sig. (2-tailed)	<.001
	N	157
Skills and knowledge to work well.	Pearson Correlation	.415**
	Sig. (2-tailed)	<.001
	N	157
Capable of controlling emotions	Pearson Correlation	.305**
	Sig. (2-tailed)	<.001
	N	156
Good observer of others' emotions.	Pearson Correlation	.292**
	Sig. (2-tailed)	<.001
	N	157
Extroversion	Pearson Correlation	.197*
	Sig. (2-tailed)	.013
	N	157
Easily stressed	Pearson Correlation	.019
	Sig. (2-tailed)	.815
	N	157
Agreeableness	Pearson Correlation	.255**
	Sig. (2-tailed)	<.001
	N	157
Openness	Pearson Correlation	.279**
	Sig. (2-tailed)	<.001
	N	157
Dependable	Pearson Correlation	-.015
	Sig. (2-tailed)	.856
	N	157
Sig. 0.01 (2-tailed) **		
Sig. 0.05 (2-tailed) *		

The Pearson Correlation matrix obtained for personal characteristics and work engagement is shown in Table 20. The result reveals that work engagement is

positively correlated with ‘ability to do job with less supervision’ ($r = .25; p < .01$), ‘ability to cope well with the physical demands of job’ ($r = .34; p < .01$), ‘ability to cope well with the mental demands of work’ ($r = .44; p < .01$), ‘skills and knowledge to work well’ ($r = .42; p < .01$), ‘capable of controlling own emotions’ ($r = .31; p < .01$), good observer of others' emotions ($r = .29; p < .01$), ‘extraverted’ ($r = .19; p < .05$), ‘agreeableness’ ($r = .25; p < .01$), and ‘openness’ ($r = .28; p > .01$). However, being ‘easily stressed’ ($r = .02; p > .05$) and ‘dependable’ ($r = -.02; p > .05$) has no significant relationship with work engagement.

Therefore, the null hypothesis which claimed that there is no significant relationship between personal characteristics such as the ability to work with less supervision, cope with physical and mental demands of the job, skills and knowledge, ability to control one’s emotion, observing others emotion, extroversion, agreeableness, and openness to new ideas and work engagement in the Adventist institutions in Madagascar is rejected. On the contrary, the null hypothesis is accepted for the relationship between being easily stressed and dependability and work engagement.

It is undeniable that individual characteristics such as ability and personality can affect motivation. For example, having the necessary knowledge and skills as well as being emotionally intelligent can improve performance and motivation. Our personality can also affect our level of motivation and work engagement. Conscientious employees are generally dependable which reflects a desire to accomplish organizational goals. However, in this study, dependability is not positively related to work engagement.

**Research Question 4: Significance of the Relationship
between Employees' Level of Spirituality
Motivation and Work Engagement
in the Adventist Institutions
in Madagascar**

The Pearson Correlation matrix obtained for spirituality and work engagement is shown in Table 21.

Table 21. Pearson Correlation of Spirituality and Work Engagement

Spirituality	Work engagement	
Job is service to God.	Pearson Correlation	.133
	Sig. (2-tailed)	.098
	N	157
A deep sense of responsibility for the job.	Pearson Correlation	.238**
	Sig. (2-tailed)	.003
	N	157
I pursue excellence because of faith.	Pearson Correlation	.272**
	Sig. (2-tailed)	.001
	N	157
Adventist work contributes to spiritual growth.	Pearson Correlation	.088
	Sig. (2-tailed)	.271
	N	157
God rewards a job well done.	Pearson Correlation	-.032
	Sig. (2-tailed)	.692
	N	157
Work has eternal significance.	Pearson Correlation	.114
	Sig. (2-tailed)	.155
	N	157
Work is as part of God's plan to use talents	Pearson Correlation	.230**
	Sig. (2-tailed)	.004
	N	157
Work makes a positive difference in the world.1	Pearson Correlation	.381**
	Sig. (2-tailed)	<.001
	N	157
Work as a mission field.	Pearson Correlation	.329**
	Sig. (2-tailed)	<.001
	N	157

Sig. 0.01 (2-tailed) **
Sig. 0.05 (2-tailed) *

The result reveals that work engagement is positively correlated with only 'I feel a deep sense of responsibility for doing my work well even if am frustrated at work' ($r = .24; p < .001$), 'I pursue excellence in my work because of my faith' ($r = .27; p < .001$), 'I view my work as part of God's plan to use my skills and talents' ($r = .23; p < .001$), 'I know my work makes a positive difference in the world' ($r = .38; p < .001$), 'I view my work as my mission field' ($r = .33; p < .001$). However, there seems to be no significant relationship between seeing job as service to God ($r = .13; p > .05$), working in Adventist institution contributes to spiritual growth ($r = .09; p > .05$), God rewards a job well done ($r = -.03; p > .05$), and work has eternal significance ($r = .11; p > .05$).

Therefore, on the basis of the above results, the null hypothesis which says there is no significant relationship between work engagement and spirituality in terms of feeling a deep sense of job responsibility, pursuing excellence, viewing working as God's plan to use talents, using working to make a difference and viewing work as a mission is rejected. On the other hand, the null hypothesis is accepted for the relationship between work engagement and viewing job as service to God, working in Adventist institution contributes to spiritual growth, God rewards good job and work has eternal significance.

The results above clearly show the deep values of the respondents that give meaning to their work and level of engagement. This is consistent with the previous findings that showed that the respondents are more intrinsically motivated than extrinsic.

Research Question 5: Effect of Variables on Work Engagement in the Adventist Institutions in Madagascar

Which of the following variables has a significant effect on work engagement?

1. Extrinsic motivation
2. Intrinsic motivation
3. Individual characteristics and
4. Spirituality

Table 22 shows the bivariate correlation between dependent and independent variables. As displayed in Table 22, among the four independent variables, extrinsic motivation doesn't have significant relationship with work engagement ($r = .07; p > .05$). Thus, for the Adventist Institutions in Madagascar, the variables which have positive relationship with work engagement are intrinsic motivation ($r = .32; p < .01$), spirituality ($r = .31; p < .01$) and individual characteristics ($r = .51; p < .01$).

Table 22. Pearson Correlation of Variables

Independent Variables		Work engagement
Extrinsic Motivation	Pearson Correlation	.065
	Sig. (2-tailed)	.417
	N	157
Intrinsic Motivation	Pearson Correlation	.318**
	Sig. (2-tailed)	<.001
	N	157
Individual Characteristics	Pearson Correlation	.512**
	Sig. (2-tailed)	<.001
	N	156
Spirituality	Pearson Correlation	.307**
	Sig. (2-tailed)	<.001
	N	157

Sig. 0.01 (2-tailed) **

If there is a relationship between intrinsic motivation, individual characteristics, spirituality and work engagement, how about the effect? Multiple regression analysis was further used to determine the effect of intrinsic motivation, spirituality and individual characteristics on work engagement as presented in Tables 23-25.

Table 23. Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564 ^a	.318	.304	.33309

a. Predictors: (Constant), spirituality, individual characteristics, intrinsic motivation

Looking at Table 23, the adjusted R² is 0.304, meaning that extrinsic motivation, intrinsic motivation, spirituality, and individual characteristics account for approximately 30.40% of work engagement of the Adventist Institutions in Madagascar. In Table 24, the ANOVA shows that the regression model related to the present study is statistically found to be significant, $F(3, 152) = 23.615, p < .01$; implying that the combination of the predictors significantly impacts work engagement.

Table 24. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.860	3	2.620	23.615	.000 ^b
	Residual	16.864	152	.111		
	Total	24.724	155			

a. Dependent Variable: Overall mean of work engagement
b. Predictors: (Constant), spirituality, individual characteristics, intrinsic motivation

Table 25 shows the coefficients of the regression analysis.

Table 25. Coefficients of the Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	1.200	.373		3.214	.002	.462	1.937
Intrinsic motivation	.040	.054	.060	.747	.456	-.066	.146
Individual characteristics	.461	.072	.459	6.448	.000	.320	.603
Spirituality	.206	.077	.207	2.685	.008	.054	.357

a. Dependent Variable: Overall mean of work engagement

Table 25 shows the coefficients of the individual predictors. The results show that only individual characteristics ($\beta = .459, p < .01$) and spirituality ($\beta = .207, p < .01$) are significant predictors of work engagement in the model. This shows that individual characteristics (ability and personality) and spirituality are important determinants of employees' work engagement as intrinsic motivation just has significant relationship but not affect work engagement.

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter represents the summary of the major findings of the study, conclusion, and recommendations that can help Adventist Institutions in Madagascar to keep the employees motivated.

Summary

This study aimed to examine the relationship between sources of employees' motivation and work engagement in SDA institutions in Madagascar which are UAZ, LYPAT, LYPARS, SMA, and MEA. Five research questions were used to guide the study:

1. Is there any significant relationship between employees' sources of extrinsic motivation and work engagement in the Adventist institutions in Madagascar?
2. Is there any significant relationship between employees' sources of intrinsic motivation and work engagement in the Adventist institutions in Madagascar?
3. Is there any significant relationship between employees' personal characteristics and work engagement in the Adventist institutions in Madagascar?
4. Is there any significant relationship between employees' sources of spirituality and work engagement in the Adventist institutions in Madagascar?
5. Which of the following variables has a significant effect on work engagement in the Adventist institutions in Madagascar?
 - a. Extrinsic motivation
 - b. Intrinsic motivation
 - c. Individual characteristics and
 - d. Spirituality

A descriptive research design was used in the study. Data was collected from 157 respondents out of the 205-sample size. A self-designed questionnaire was the main instrument used for the survey.

For the data analysis, it is always important to have valid, reliable, and consistent data when conducting a study. For the present research, it was revealed that the survey instrument used for the study was valid and reliable and the data were consistent.

The study was conducted to explore the relationship between sources of employees' motivation and work engagement of five selected Adventist institutions in Madagascar which are SMA, UAZ, MEA, LYPAT, LYPARS. As work engagement was the dependent variable of the study and extrinsic motivation, intrinsic motivation, individual characteristics, spirituality were the independent variables, it was revealed that generally, both extrinsic and intrinsic motivation are important to the employees, though they place more extreme importance on intrinsic motivation. The correlation and multiple regression analysis showed that individual characteristics (ability and personality), and spirituality are important determinants of employee work engagement.

Conclusion

Based on the results of the study, it can be concluded that sources of intrinsic motivation are extremely important to employees. In addition, only individual characteristics and spirituality are key determinants of work engagement in the Adventist institutions in Madagascar. Thus, employees are actively engaged in their work when they find meaning in the things that motivate them such as a deep sense of enjoyment and the internal satisfaction, they receive from learning something new and job accomplishment. Spirituality aspects also considered significant for work

engagement include instilling a deep sense of job responsibility, excellence, viewing work as the use of talents, and a mission field, as well as using work to make a difference. It is also important to mention that having the right job-specific ability and personality are equally important to drive work engagement.

Recommendations

Based on the findings of the study, the following recommendations are proposed to improve the level of employees' work engagement in the Seventh-day Adventist institutions in Madagascar.

Management/ Supervisors

1. Employees seem to extremely value good leadership, job security, and appreciation for job well done among other things. Therefore, it is highly recommended that top leaders, department leaders and supervisors' practice moral leadership. Through their actions, they should operate from principles of ethics. They should constantly focus on the interest of employees, customers, and serve as stewards.
2. Supervisors should cultivate the habit of recognizing and appreciating the workers. It might be a simple gesture but it really affects motivation.
3. The researcher recommends that employers should give time to be with the employees: to discuss issues, to have a dialogue with them. It affects a positive view of the workers and encourages them to do their best because the supervisors can discuss with them.
4. Since sources of intrinsic motivation are extremely important to employees, top management and supervisors must strive to design work in such a way that employees find deep satisfaction in their work.
5. Top management in the institutions should also incorporate values such as integrity, humility, respect, fair treatment, mission, compassion, faith, kindness, love, genuine caring, etc., to further strengthen spirituality in the workplace and create programs to educate each employee to keep in mind that the work belongs to God. This will serve as intrinsic motivation for employees to experience a deep sense of calling through work.
6. Top management should communicate correctly and on time to avoid rumors and misunderstandings. Lack of communication demotivates employees.

Employees

1. Employees must engage in continuous learning and improvement in an effort to improve on their ability to reach excellence for the job as they work for God.
2. Employees must strive to nurture a personal relationship with God so that they view their work responsibilities in the light of God's calling.
3. Employees should adopt stewardship-mindset. As stewards, employees are to view their work assignments as a responsibility from God and they are accountable to him.

Suggestions for Future Research

Future researchers should explore if organizational mechanisms such as organizational culture and structure within Adventist institutions in Madagascar affect employees' level of motivation and engagement.

APPENDICES

APPENDIX A

INTRODUCTION AND CONSENT FORM

(English Version)

Dear Participant,

My name is ANDRIANASOLO Tantely Eric. I am a student at the Adventist University of Africa pursuing my MBA degree. As part of the requirements of the program, am conducting a study on “The relationship between employees’ sources of motivation and work engagement in Seventh-day Adventist Institutions in Madagascar”. As an employee, your views and contributions are very important to this study and therefore I am inviting you to participate in this research study. Before agreeing to participate in this research, I strongly encourage you to read the purpose and other details of the study.

Purpose of the Study: This study is designed to examine the effects of employees’ sources of motivations on work engagement in Seventh-day Adventist Institutions in Madagascar. I am conducting this study in order to explore the sources of motivations and the effects of it on work engagement. Participation in the study involves completion of a questionnaire that asks you basic questions about yourself and other questions regarding the environment within the workplace.

Risks and Discomforts: There are no recognizable risks or discomforts that are anticipated from your participation in the study.

Benefits: The anticipated benefit of your participation is the opportunity to identify the source(s) of employees’ motivation and work engagement in the Seventh-day Adventist institutions. The knowledge obtained from this study will be of great value to the Seventh-day Adventist institutions in Madagascar.

Confidentiality: The information gathered during this study will remain confidential. your identity will not be revealed and all the responses received will be coded and summed to protect your personal identity. Only the research team will have access to the study data and information.

Withdrawal without Prejudice: Please note that your participation in this study is voluntary and you may withdraw at any time without any penalty.

If you have any questions or concerns about participating in the study or completing the attached questionnaire, please contact the MBA Program Director at Adventist University of Africa via e-mail<ganuj@aia.ac.ke>

Consent: Please sign below if you agree to participate. Your signature below indicates that you have decided to participate in this study, and that you have read and understood the information provided above.

Participant's	Date:
Signature: _____	_____
Researcher's	Date:
Signature: _____	_____

Thank you so much for your time!

(Malagasy Version)

Ry namana mpandray anjara.

ANDRIANASOLO Tantely Eric ny anarako. Izaho dia mpianatra ao amin’ny “Adventist University of Africa” izay manaraka sy mamita ny “MBA degree”. Araka ny zavatra takiana amin’izany fianarana izany, izaho dia manao fanadihadiana mikasina ny “The relationship between employees’ sources of motivation and work engagement in Seventh-day Adventist Institutions in Madagascar”. Amin’ny maha mpiasan’ny fiangonana Advantista anao, ny fomba fijerinao sy ny fandraisanao anjara dia tena zava- dehibe amin’izao fikarohana izao. Noho izany dia manasa anao ampanajana aho mba handray anjara amin’izao fanadihadiana izao. Mialoha ny hanekenao handray anjara amin’ity fikarohana ity dia miangavy anao fatratra aho mba hamaky ny tanjona sy ny andinindinin’ity Fikarohana ity.

Tanjona: Ity fikarohana ity dia natokana mba hijerena ny fifandraisana misy eo amin’ny hery manosika ny mpiasa sy ny fanolorantenany amin’ireny toeram-piasana izay an’ny Fiangonana Advantista eto Madagasikara ireny. Ataoko izao fikarohana izao mba hahitana ny anton’ny hery manosika sy vokatry izany eo amin’ny fanolorantena amin’ny asa. Ny Famenoanao ny fanadihadiana izay misy ireo fanontaniana fototra mahakasika ny tenanao manokana sy ny rivo-piainana eo amin’ny toeram-piasana dia midika fandraisana anjara lehibe amin’izao fikarohana izao.

Olana mety hitranga: Tsy misy olana ahiana mety hitranga ny amin’ny fandraisanao anjara amin’ity fikarohana ity.

Ny tombontsoa: Ny tombontsoa andraindraina amin’ny fandraisanao anjara dia ny hamantarana ny zava-misy eo amin’ny toeram-piasana, ny fahatsapan’ireo mpiasa, ary ny fanatsarana ny kalitaon’ny fanoloran-tena eo amin’ny toeram-piasana advantista. Ny fahalalana azo avy amin’ity fanadihadiana ity dia tena manandanja tokoa ho an’ny toeram-piasana advantista eto Madagasikara.

Tsiambaratelo: Ny vaovao voaangona mandritra ity fanadihadiana ity dia tehirizina ho tsiambaratelo. Tsy haseho ny mombamomba anao sy ny valin-teninao. Ny mpiaramiasa amin’ny famitana ity fikarohana ity ihany no afaka mahita ireo valin-teny sy vaovao izay omena.

Fiatoana tsy misy arakaraka: Tadidio mandrakariva fa ny fandraisanao anjara amin’ity fikarohana ity dia an-tsitrapo, noho izany dia afaka miato tsy misy sazy amin’ny fotoana rehetra ianao.

Raha ohatra ka misy fanontaniana na olana ianao amin’ny fandraisana anjara sy famenoana ny fanadihadiana izay miaraka amin’ity fikarohana ity dia azonao atao ny mifandray mivantana amin’ny Talen’ny “MBA Program Director at Adventist University of Africa” amin’ny alalan’ny mailaka <ganuj@aua.ac.ke>

Fanekena: Miangavy indrindra aho tompoko mba atao sonia eo ambany eo raha toa ka manaiky handray anjara ianao. Ny fanaovanao sonia dia manambara fa efa nanapakevitra ny handray anjara amin’ity fikarohana ity ianao. sy efa novakiana ary mazava aminao tsara ireo fanambarana nomena eo ambony ireo.

Sonian’ny Mpandray anjara: _____ Daty: _____

Sonian’ny Mpikaroka: _____ Daty: _____

Misaotra betsaka indrindra tompoko!

APPENDIX B

DATA COLLECTION INSTRUMENT

Questionnaire (English Version)

SECTION A: DEMOGRAPHIC DATA

Instruction: Please indicate your answer by ticking [X] in the box that best describes your demographic characteristics.

- 1) Gender: a) Male b) Female
- 2) Age: a) 19 or less b) 20 – 29 c) 30 - 39 d) 40 – 49 e) 50 or more
- 3) Years of service: a) Less than 2 years b) 2 – 4 c) 5 – 7 d) 8-10
e) More than 10
- 4) Educational level:
a) Diploma b) Bachelor's degree c) Master's degree
d) Doctoral e) Other: _____
- 5) Which occupation do you have?
a) Supervisor b) Employee

SECTION B

Instruction: Think of your workplace and the work you do at present. What do you consider as important sources of job motivation in your personal life? Use the rating scale below to rate the level of importance of the following statements.

- 1 = Not at all important.
 2 = Slightly important.
 3 = Moderately important.
 4 = Very important.
 5 = Extremely important

EXTRINSIC MOTIVATION: How important are the following factors to you?						
1	Financial compensation (e.g. salary, Wages, Bonuses, etc) to you?	1	2	3	4	5
2	In-direct financial compensation (e.g. child education, medical allowance, housing benefit, etc) to you?	1	2	3	4	5
3	Leadership style (e.g. democratic, autocratic) of your institution?	1	2	3	4	5
4	Ethical leadership (e.g. leaders are honest, fair, and show good example)?	1	2	3	4	5
5	Good supervisory support?	1	2	3	4	5
6	Job security (guaranteed job)?	1	2	3	4	5
7	Job stability (stable job position)?	1	2	3	4	5
8	Fair reward & recognition systems?	1	2	3	4	5
9	Recognition/appreciation for good work done?	1	2	3	4	5

INTRINSIC MOTIVATION						
10	A deep sense of happiness when I do my job.	1	2	3	4	5
11	Personal enjoyment I get when I do my job.	1	2	3	4	5
12	A sense of accomplishing something important by my own effort.	1	2	3	4	5
13	Learning new knowledge from my work.	1	2	3	4	5
14	Gaining new experience from my work.	1	2	3	4	5
15	Interesting job.	1	2	3	4	5
16	Job opportunity to improve my capacity.	1	2	3	4	5

SECTION C

Based on your own understanding of yourself and how others describe you. please rate each of the statements below using the following scale:

Strongly disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Strongly agree = 5

INDIVIDUAL CHARACTERISTICS						
17.	I am able to do my job with less supervision.	1	2	3	4	5
18.	Am able to cope well with the physical demands of my work.	1	2	3	4	5
19.	Am able to cope well with the mental demands of my work.	1	2	3	4	5
20.	I have the needed skills and knowledge to do my work well.	1	2	3	4	5
21.	I am capable of controlling my own emotions (e.g. anger, fear, etc.).	1	2	3	4	5
22.	I am a good observer of others' emotions.	1	2	3	4	5
23.	I see myself as extraverted (e.g. talkative, sociable ongoing person).	1	2	3	4	5
24.	I worry a lot, easily stressed.	1	2	3	4	5
25.	I see myself as an agreeable (e.g. cooperative, Considerate, helpful) person.	1	2	3	4	5
26.	I see myself as open to new ideas/experiences (e.g. curious, Adventurous, creative)	1	2	3	4	5
27.	I see myself as dependable (e.g. self-disciplined, Reliable, organized).	1	2	3	4	5
SPIRITUALITY						
28.	I see my job as a way of serving God.	1	2	3	4	5
29.	I feel a deep sense of responsibility for doing my work well even if am frustrated at work.	1	2	3	4	5
30.	I pursue excellence in my work because of my faith.	1	2	3	4	5
31.	Working at an Adventist Institution contributes to my personal spiritual growth.	1	2	3	4	5
32.	I believe God will reward my good work one day.	1	2	3	4	5
33.	I think of my work as having eternal significance.	1	2	3	4	5
34.	I view my work as part of God's plan to use my skills and talents.	1	2	3	4	5

35.	I know my work makes a positive difference in the world.	1	2	3	4	5
36.	I view my work as my mission field.	1	2	3	4	5
WORK ENGAGEMENT						
37.	I focus hard on my work.	1	2	3	4	5
38.	I concentrate on my work.	1	2	3	4	5
39.	I pay a lot of attention to my work.	1	2	3	4	5
40.	Performing my job is so absorbing that I forget about everything else.	1	2	3	4	5
41.	I share the same work values as my colleagues.	1	2	3	4	5
42.	I share the same work goals as my colleagues.	1	2	3	4	5
43.	I share the same work attitudes as my colleagues	1	2	3	4	5
44.	My heart is in my job.	1	2	3	4	5
45.	I feel positive about my work.	1	2	3	4	5
46.	I feel energetic in my work.	1	2	3	4	5
47.	I am enthusiastic about my work.	1	2	3	4	5

SECTION F: OPEN-ENDED QUESTIONS

Instruction: Please write your answer for the questions below:

1. As a worker in Adventist Institution, what motivates you the most? List only ONE THING

2. What do you like the least about your job and/or the organization? List only ONE THING

Questionnaire (Malagasy Version)**SOKAJY A: NY MOMBAMOMBA AHY**

Tari-dalana: mariho ny boaty izay milaza ny momba anao

- 1) Sokajy : a) Lahy b) Vavy
- 2) Taona : a) 19 no midina b) 20 – 29 c) 30 – 39 d) 40 – 49 e) 50 miakatra
- 3) Taona niasako : a) Latsaky ny 2 b) 2 – 4 c) 5 – 7 d) 8-10 e) Maherin'ny 10
- 4) Diplaoma ananako :
a) BACC b) Licence c) Maîtrise
d) Doctoral e) Hafa :
- 5) Inona no anjara asanao?
a) Mpampiasa b) Mpiasa

SOKAJY B

Tari-dalana: Eritrereto ny toeram-piasanao sy ny asa ataonao. Inona no tena manosika anao hanao asa tsara eo amin'ny fiainanao manokana? Ampiasao ny fomba fanasokajiana io ambany io mba hanombanana ny maha-zava-dehibe ireto fanambarana manaraka ireto.

- 1 = Tena tsy manan-danja.
- 2 = Manan-danja kely ihany.
- 3 = Manan-danja
- 4 = Tena manan-danja
- 5 = Tena manan-danja indrindra

Ahoana ny fahitanao ny maha-zava-dehibe ireto zavatra manaraka ireto ?						
FAMPORISIHANA AVY ANY IVELANY						
1	Fanonerana ara-bola (ohatra: karama. fanampin-karama (bonus). etc) ho anao?	1	2	3	4	5
2	Fanonerana ara-bola amin'ny endriny hafa (ohatra : saram-pianaran'ny ankizy, saram-pitsaboana, hofan-trano, etc) ho anao ?	1	2	3	4	5
3	Endriky ny fitarihana (leadership) (ohatra : ara-demokratika, Fitarihana mifantoka amin'ny olon-tokana) eo amin'ny toeram-piasanao ?	1	2	3	4	5
4	Ny Fitarihana (leadership) sy ny moraly (ohatra: Mpitarika marin-toetra, mahitsy sy maneho ohatra tsara)?	1	2	3	4	5
5	Tsara fanaraha-maso sy tsara fanohanana amin'ny asa?	1	2	3	4	5
6	Antoka ho an'ny asa?	1	2	3	4	5
7	Asa tsy miovaova?	1	2	3	4	5
8	Fanomezana mifandraika amin'ny asa vita ?	1	2	3	4	5
9	Fankasitrahana/Fisaorana amin'ny asa tsara vita?	1	2	3	4	5
FAMPORISIHANA AVY AO ANATY						
10	Mahatsapa fifaliana lalina aho eo am-panaovana ny asako aho.	1	2	3	4	5
11	Manana fifaliana manokana aho raha eo am-panaovana ny asako.	1	2	3	4	5
12	Mahatsapa mahavita zavatra tsara amin'ny ezaka manokana ataoko aho.	1	2	3	4	5

13	Mianatra zava-baovao amin'ny asako mandrakariva aho	1	2	3	4	5
14	Mahazo fanandramana vaovao foana amin'ny asako aho.	1	2	3	4	5
15	Mahaliana ahy ny asako.	1	2	3	4	5
16	Ny asako dia hahafahako manatsara ny fahaiza-manaoko.	1	2	3	4	5

SOKAJY C

Miankina amin'ny fahatsapanao manokana sy ny fahitan'ny manodidina anao, iangaviana hianao hanamarika ny valin-teny mifanaraka amin'ny hevitrao.

Tena tsy manaiky = 1

Tsy manaiky = 2

Tsy azo antoka = 3

Manaiky = 4

Tena manaiky = 5

TOETOETRY NY TENA MANOKANA						
17	Afaka manao ny asako aho na dia tsy misy fanaraha-maso aza	1	2	3	4	5
18	Afaka manao ny asako tsara araka ny toe-batana takian'ny asa aho.	1	2	3	4	5
19	Afaka manao ny asako tsara araka ny fahatakarana'ny saiko (mentale) ny asako aho	1	2	3	4	5
20	Manana ny fahaiza-manao rehetra hamitako ny asako aho	1	2	3	4	5
21	Afaka mifehy ny toe-poko aho (ohatra : hatezerana, tahotra, sns)	1	2	3	4	5
22	Afaka mahafantatra ny fihetseham-pon'ny hafa aho	1	2	3	4	5
23	Afaka mitsara ny tenako aho (ohatra : mahay mifandray amin'ny hafa (sociable), tia miresaka, sns...)	1	2	3	4	5
24	Mora matahotra aho ary mora manana rarint-tsaina (stress)	1	2	3	4	5
25	Mahatsapa ny tenako ho olona mahafinaritra aho (tia mifandray aman'olona, tia miara-miasa. sns...)	1	2	3	4	5
26	Mahita ny tenako ho mora misokatra amina fomba fijery vaovao aho/hevitra vaovao	1	2	3	4	5
27	Mahatsapa ny tenako ho mila miankin-doha amin'ny hafa mandrakariva aho	1	2	3	4	5
ARA-PANAHY						
28	Hitako fa ny asako dia mitondra ahy amin'ny fanompoana an'Andriamanitra.	1	2	3	4	5
29	Tsapako fa tompon'andraikitra amin'ny fanaovana asa tsara aho na dia miasa saina aza aho any am-piasana.	1	2	3	4	5
30	Miezaka manao ny tsara indrindra aho any am-piasana noho ny finoako.	1	2	3	4	5
31	Ny Fiasana amin'ny toeram-piasana advantista dia manampy amin'ny fampitomboana ny ara-panahiko.	1	2	3	4	5
32	Mino aho fa homen'Andriamanitra valisoa noho ny asa tsara nataoko indray andro any	1	2	3	4	5
33	Mahatsapa aho fa misy ifandraisany amin'ny fiainana mandrakizay ny asako.	1	2	3	4	5

34	Hitako fa ny asako dia ao anatin'ny planin'Andriamanitra mba hampiasana ny talenta sy ny fahaizamanaoko.	1	2	3	4	5
35	Fantatro fa ny asako dia mitondra fanovana tsara ho an'izao tontolo izao.	1	2	3	4	5
36	Raisiko ho toy ny sahan'asako ny asa ataoko isan'andro.	1	2	3	4	5
FANOLORAN-TENA AMIN'NY ASA						
37	Mifantoka mafy amin'ny asako aho.	1	2	3	4	5
38	Mifantoka tanteraka amin'ny asako aho	1	2	3	4	5
39	Mitandrina tsara amin'ny asako aho.	1	2	3	4	5
40	Mibahan-toerana loatra eo amin'ny fiainako ny asako hany ka lasa ataoko ankilabao ny sisa rehetra.	1	2	3	4	5
41	Mitovy fomba fijery amin'ireo mpiara-miasa amiko aho ny amin'ny soa toavina mahakasika ny asa.	1	2	3	4	5
42	Miara-mikendry tanjona iraisana amin'ny mpiara-miasa amiko aho.	1	2	3	4	5
43	Mitovy fomba fiasa (attitude) amn'ireo mpiara-miasa amiko aho.	1	2	3	4	5
44	Ao am-poko mandrakariva ny asako.	1	2	3	4	5
45	Mahatsapa lafin-javatra tsara (positif) momba ny asako aho	1	2	3	4	5
46	Mahatsapa manana hery aho eo am-panaovana ny asako.	1	2	3	4	5
47	Manana hafanam-po be aho eo am-panaovana ny asako.	1	2	3	4	5

SOKAJY F: FANONTANIANA MALALAKA

Tari-dalana: Miangavy mba soraty ny hevitrao amin'ireto fanontaniana ireto.

1. Amin'ny maha-mpiasa eo amin'ny toeram-piasana Advantista, inona no tena manome famporisihana indrindra ho anao? Manomeza valiny IRAY ihany.

2. Inona no tena tsy tianao indrindra amin'ny asanao sy ny toeram-piasanao? Manomeza valiny IRAY ihany.

APPENDIX C

STATISTICAL OUTPUT

Demographic Characteristics of the Respondents

Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	76	48,4	48,4	48,4
	Female	81	51,6	51,6	100,0
	Total	157	100,0	100,0	

Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	36	22,9	22,9	22,9
	30-39	48	30,6	30,6	53,5
	40-49	53	33,8	33,8	87,3
	50 or more	20	12,7	12,7	100,0
	Total	157	100,0	100,0	

Year of Service of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 2 years	15	9,6	9,6	9,6
	2-4	14	8,9	8,9	18,5
	5-7	52	33,1	33,1	51,6
	8-10	19	12,1	12,1	63,7
	More than 10	57	36,3	36,3	100,0
	Total	157	100,0	100,0	

Educational Level of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	37	23,6	23,6	23,6
	Bachelor's degree	45	28,7	28,7	52,2
	Master's degree	30	19,1	19,1	71,3
	Doctoral	6	3,8	3,8	75,2
	Other	39	24,8	24,8	100,0
	Total	157	100,0	100,0	

Job Position of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Supervisor	12	7,6	7,6	7,6
	Employee	145	92,4	92,4	100,0
	Total	157	100,0	100,0	

Descriptive Statistics

EXTRINSIC MOTIVATION	N	Min	Max	Mean	Std. Deviation
1. In-direct financial compensation (e.g. child education, medical allowance, housing benefit, etc) to you?	157	1	5	3.90	1.075
2. Leadership style (e.g. democratic, autocratic) of your institution?	157	1	5	3.75	1.202
3. Ethical leadership (e.g. leaders are honest, fair, and show good example)?	157	1	5	4.24	.996
4. Good supervisory support	157	1	5	4.09	.950
5. Job Security (guaranteed job)?	157	1	5	4.06	.992
6. Job stability (stable job position)?	157	1	5	3.90	1.087
7. Fair reward & recognition systems?	157	1	5	3.97	1.138
8. Recognition/appreciation for good work done?	157	1	5	4.11	1.062
Valid N (listwise)	157				

INTRINSIC MOTIVATION	N	Min	Max	Mean	Std. Deviation
1. A deep sense of happiness when I do my job?	157	1	5	4.46	.729
2. Personal enjoyment I get when I do my job.	157	2	5	4.35	.800
3. A sense of accomplishing something important by my own effort.	157	2	5	4.27	.763
4. Learning new knowledge from my work.	157	1	5	4.34	.813

5. Gaining new experience from my work.	157	1	5	4.22	.857
6. Interesting job.	157	1	5	4.34	.806
7. Job opportunity to improve my capacity	157	1	5	4.38	.763
Valid N (listwise)	157				
INDIVIDUAL CHARACTERISTICS					
	N	Min	Max	Mean	Std. Deviation
1. I am able to do my job with less supervision.	157	1	5	4.52	.685
2. Am able to cope well with the physical demands of my work.	157	2	5	4.30	.625
3. Am able to cope well with the mental demands of my work.	157	1	5	4.20	.738
4. I have the needed skills and knowledge to do my work well.	157	2	5	3.81	.848
5. I am capable of controlling my own emotions (e.g. anger, fear, etc.)	156	1	5	3.91	.883
6. I am a good observer of others' emotions.	157	1	5	3.01	1.230
7. I see myself as extraverted (e.g. talkative, sociable ongoing person)	157	1	5	3.90	.846
8. I worry a lot, easily stressed.	157	1	5	2.96	1.198
9. I see myself as an agreeable (e.g. cooperative, considerate, helpful) person	157	1	5	4.01	.725
10. I see myself as open to new ideas/experiences (e.g. Curious, adventurous, creative)	157	1	5	4.17	.732
11. I see myself as dependable (e.g. self-disciplined, reliable, organized)	157	1	5	2.76	1.318
Valid N (listwise)	156				
SPIRITUALITY					
	N	Min	Max	Mean	Std. Deviation
1. I see myself as a way of serving God.	157	1	5	4.61	.713

2. I feel a deep sense of responsibility for doing my work well even if am frustrated at work	157	2	5	4.52	.685
3. I pursue excellence in my work because of my faith.	157	2	5	4.66	.563
4. Working at an Adventist Institution contributes to my personal spiritual growth.	157	1	5	4.52	.805
5. I believe God will reward my good work one day.	157	1	5	4.73	.654
6. I think of my work as having eternal significance.	157	2	5	4.76	.511
7. I view my work as part of God's plan to use my skills and talents	157	2	5	4.77	.505
8. I know my work makes a positive difference in the world.	157	3	5	4.51	.666
9. I view my work as my mission field.	157	1	5	4.50	.657
Valid N (listwise)	157				
WORK ENGAGEMENTN		Min	Max	Mean	Std. Deviation
1. I focus hard on my work	157	3	5	4.43	.557
2. I concentrate on my work.	157	3	5	4.39	.618
3. I pay a lot of attention to my work.	157	2	5	4.36	.632
4. Performing my job is so absorbing that I forget about everything else.	157	1	5	3.26	1.150
5. I share the same work values as my colleagues	157	1	5	3.75	.837
6. I share the same work goals as my colleagues	157	2	5	4.04	.719
7. I share the same work goals as my colleagues	157	1	5	3.50	.837
8. My heart is in my job.	157	3	5	4.28	.608
9. I feel positive about my work.	157	3	5	4.37	.546
10. I feel energetic in my work	157	2	5	4.19	.632
11. I am enthusiastic about my work.	157	2	5	4.15	.618
Valid N (listwise)	157				

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Personal Statement

“To be a blessing to my surroundings”

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2004 :	BTh	UNIVERSITE ADVENTISTE ZURCHER Faculté de Théologie With Highest distinction
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Experiences

2020 :	Lecturer in Communication Department	UAZ Vohitsoa, Antsoantany, Antsirabe II, Madagascar
2016 – 2019:	Lecturer in Business Department	UAZ Vohitsoa, Antsoantany, Antsirabe II, Madagascar
2013 - 2015:	Dean of Men, Campus beautification	UAZ Vohitsoa, Antsoantany, Antsirabe II, Madagascar
2010- 2013:	Cafeteria Director and Lecturer general courses	UAZ Vohitsoa, Antsoantany, Antsirabe II, Madagascar
2008-2010:	Registrar	UAZ Vohitsoa, Antsoantany, Antsirabe II, Madagascar
2006- 2008:	Accountant	UAZ Vohitsoa, Antsoantany, Antsirabe II, Madagascar
2004 - 2005:	Cashier	UAZ Vohitsoa, Antsoantany, Antsirabe II, Madagascar

Skills and competencies

Organizing events, Microsoft Office: Word, Excel, PowerPoint

Hobbies and interests

Sports, Music, Cooking, Camping