



Factors Affecting Employee Motivation at Commercial Banks in Vietnam

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Employee motivation is an important dimension of organisational performance. Building on previous research, this study aims to identify those factors affecting employee motivation at commercial banks in Vietnam. Data for the research was collected through questionnaires sent to 300 bank employees directly or indirectly via email, of which 240 qualified for data entry and analysis. Using the Exploratory Factor Analysis method combined with Bayesian Linear Regression, research findings indicate that the empowerment of workers has an important positive influence on employee motivation. The results indicate that employee training and teamwork also have positive effects on employee motivation. We make connections with theory and related studies on the basis of research findings. At the same time, the policy implications for regulators are also discussed.

Key words: *Employee empowerment, Employee training, Teamwork, Employee motivation*

Introduction

Today, banks make significant investments in attracting talent and retaining employees, as well as in developing a motivational environment in which to work and encouraging employees to perform at their top level. Human resources are the key to the success of every business, including banking. Effectively managing human resources is not easy, however. Motivating employees is an essential skill that any leader must have in order to get employees to work effectively and to achieve high efficiency, improving the productivity of the organisation.



Managers utilise many motivational methods, such as building good relationships with employees, creating a comfortable work environment, facilitating advancement at work, and providing salary, bonus and benefit increases. Studies such as those by Champoux (2011) indicate that managers play a significant role in the workplace in enhancing and maintaining employee morale. As Cole and Kelly (2011) note, motivation is the persuasive force for people to act in certain ways to achieve certain goals. Economists have proposed numerous motivational theories to understand why people react distinctly to different incentives and how managers can influence actions (Champoux, 2011). Champoux (2011) also found that when managers recognise these theories, they are able to motivate employees more effectively.

According to Fugate et al. (2012), successful employee motivation is one of the most essential, yet difficult, management functions. As organisations increasingly compete globally for lower-priced, better quality products while still managing a wide variety of employees, it has also taken on greater importance. The authors also found that managers should take a differentiated approach to motivate and satisfy employees based on their differences, as opposed to a standard method, especially since motivation is just one of the factors that could influence performance. Employees tend to be more inspired when they are interested in making successful strategic contributions to their organisations and dedicate themselves to reaching big, meaningful goals. It is also expected that highly motivated workers will contribute to an organisation's success in achieving its objectives.

Using Bayesian Analysis, this study aims to identify those factors that affect employee motivation at Vietnamese commercial banks. Based on the research results, the author proposes some policy implications for managers to further employee motivation at commercial banks in Vietnam.

Theoretical Basis

Concept of Employee Motivation

The concept of motivation comes from the word "motive", which describes an individual's drives, needs or desires (Chaudhary & Sharma, 2012). A few definitions of motivation can be identified in the existing literature. Maduka and Okafor (2014) see the notion of motivation as an individual's deliberate wish to direct his or her behaviour towards particular objectives. In other words, motivation refers to an employee's feeling of internal gratification and desire to carry out work efficiently. Robbins (2001) also considers that motivation is operationalised in various programs that can inspire, guide and maintain or increase employees' efforts. Motivation was often articulated as an internal desire by employees to perform their job successfully because it is important and reflects their desires (Hanaysha, 2016). Motivation thus refers to an individual's



ability to maximise resources to reach the goal of an anticipated reward based on efforts and achievements.

Motivation can be considered as art with a purpose in order to get individuals to work willingly and to influence them to behave in a certain manner to accomplish their tasks (Maduka & Okafor, 2014). Motivated employees represent one of the most important criteria in determining the long-term success of an organisation. Similar views were shared by Nzuve (1999), who described motivation as the willingness of an individual to make considerable effort to accomplish business objectives, conditioned by the capability to fulfil some personal need. Certain scholars (Robbins, Judge, Odendaal, & Roodt, 2009) describe motivation in the work environment as the willingness of an employee to make significant effort to reach organisational goals in relation to their satisfaction needs. Motivation is one of the most important matters for any organisation, playing a major role in determining success (Muogbo, 2013). Chintaloo and Mahadeo (2013) suggest that all organisations, whether in the public or private sector, grapple with the issue of employee motivation.

Previous studies have identified a variety of motivating factors that can enhance an employee's presentation in the business, including salaries, health at work, promotion and bonuses (Zameer et al., 2014). Rewards — financial or otherwise — are also one of the main strategies to boost employee motivation in order to stimulate their best efforts to generate new ideas that may enhance productivity and increase organisational performance (Kawara, 2014). Key motivators include recognition of good performance, satisfying work, positive and autonomous working conditions, incentives for personal development, connections with management and a sense of personal achievement. Motivated workers are also diligent, putting all their resources into carrying out the assigned tasks when they believe or trust that management will reward their efforts.

Factors Affecting Employee Motivation

The literature has highlighted employee empowerment as an essential human resource to maintain key talent. Brown and Harvey (2006) described it as a process to empower organisational staff to make decisions that are relevant to their jobs. Employee empowerment has also proved to be a crucial human resource component spanning various areas, such as the production of successful work, a sense of competence, versatility in undertaking a specific mission, and engagement in decision-making and leadership. This definition emphasises the need for employees to make decisions, to be involved in decision-making related to their jobs and to respond quickly to customer requirements and problems (Durai, 2010).

Employee empowerment has been highlighted as a catalyst for organisational success in the literature. A number of scholars have found significant links between employee empowerment and level of motivation (Conger, 2017; Dobre, 2013; Sibota, 2010). According to Mullins and Peacock (1991), inspired workers appear to be more driven and engaged. Empowerment encourages employee participation, innovation, efficiency, job satisfaction and motivation. Sibota (2010) indicated that, in order to create motivated personnel, managers should offer employees empowerment opportunities through various approaches, such as participative leadership and training. Thomas and Velthouse (1990) also found that employees who gained authority in their work tended to be more highly motivated than employees who did not. The first hypothesis for this analysis is as follows with reference to the previous discussion:

H1: Employee empowerment has a positive effect on employee motivation.

Training is the continual development of attitudes, knowledge and skills of employees, all of which are necessary for the proper performance of certain tasks (Armstrong, 2001). According to Aswathappa (2000), preparation helps to develop the attitudes and abilities necessary to execute assigned tasks efficiently and is aimed primarily at maintaining key talent and ensuring personal growth in a particular career. Employees cannot perform their jobs effectively as expected without adequate training programs and facilities. The key goal of training programs is to develop a professional workforce equipped with the necessary competences to play an important role in an enterprise.

Past studies have shown a strong link between employee training and employee motivation (Hammond & Churchill, 2018; Scaduto, Lindsay, & Chiaburu, 2008). Education strengthens workers' awareness of how their roles fit into the priorities, functions and purpose of their company. Employees therefore feel more enthusiastic and motivated about their work when they recognise that what they do is vital to the success of their organisation. Gullu (2016) states that training improves efficiency and motivation among employees, both of which are vital to achieving organisational objectives. When workers receive training and growth opportunities, they continue to become more motivated and work harder to achieve their personal and organisational goals. Naong (2014) analysed the relationship between training and the motivation of employees and concluded that workers participating in different training programs appeared to be more motivated than workers who were not actively involved. The second hypothesis for this analysis is provided as follows, based on the previously discussed literature:

H2: Employee training has a positive effect on employee motivation.



Teamwork has been highlighted by a number of researchers in studies of organisational behaviour and has also attracted the attention of policymakers. The literature conceives of teamwork as a group of individuals who work together to accomplish a certain goal or mission (Ooko, 2013). Corporate management in diverse business scenarios aims to develop tasks that can be carried out through groups of teams to increase their employees' knowledge and professional skills (Hartenian, 2003). The degree to which working within teams will generate benefits depends on the willingness of employees to collaborate and to improve their abilities and exchange valuable ideas, while taking account of the tension among team members (Jones, Richard, Paul, Sloane, & Peter, 2007). Continually enhancing the expertise, skills and capacities of the staff through teamwork, which will eventually lead to organisational productivity and superior performance, represents an unquestionably vital technique to achieve smooth operations of an organisation (Frobel & Marchington, 2005). In addition, Jones et al. (2007) have suggested that a person engaged in teamwork is highly successful and motivated.

Research also shows that teamwork is significantly linked to the encouragement of workers (Manzoor, Ullah, Hussain, & Ahmad, 2011; Tabassi, Ramli, & Bakar, 2012; Velten and Lashley, 2018). Organisations focused on cultivating a team culture in particular have greater opportunities to recruit and retain talented individuals. This will enhance the organisation's goals and the level of motivation among its employees. Jiang (2010) added that self-employed teams appeared to have higher levels of motivation and success. Operating in teams is also seen as a successful way of democratising an organisation and increasing staff motivation. Jones et al. (2007) also found that team members appear to produce more output than employees that do not work in teams. Teams also determine members' mutual strength and increase their motivation and morality for success. Vasková (2007) confirmed these views, stating that staff working in teams could learn from one another and achieve greater motivation. Based on this literature, the following hypothesis is posed:

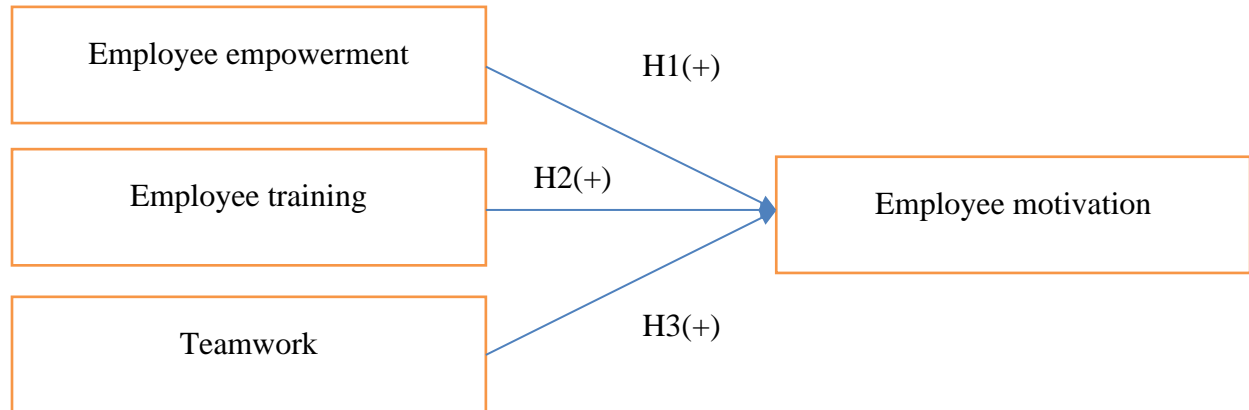
H3: Teamwork has a positive effect on employee motivation.

Research Methodology

Research Model

Based on the research hypotheses developed above, we propose a research model of factors affecting employee motivation at commercial banks in Vietnam as follows:

Figure 1. The Research Model



The structures were calculated using previously developed scales, in particular the three items from Curtis, Upchurch, and Severt (2009) to calculate employee motivation. Four items were adapted from the research by Men (2010) to assess employee empowerment. The scales were chosen because they were commonly used in a variety of studies targeting a specific group of respondents. In addition, employee training was measured using a total of four items from Schmidt (2004). Finally, teamwork was measured through five items adapted from Shanahan, Best, Finch and Sutton (2007), which align with the context of this study. All the building items were calculated by the 5-point Likert scale that ranged from strongly disagree to strongly agree. After designing the final questionnaire, it was presented to some experts in the human resource field for validation prior to distribution.

Table 1. The scales in the research model

Factors	Items	Encode	Source
Employee Empowerment	I feel competent to perform the tasks required for my position.	EE1	Men (2010)
	I feel adequately prepared to perform my job.	EE2	
	My manager trusts me to make the appropriate decisions in my job.	EE3	

	I have significant autonomy in determining how I do my job.	EE4	
Employee Training	Overall, the on-the-job training I receive is applicable to my job.	ET1	Schmidt (2004)
	Overall, the training I receive on the job meets my needs.	ET2	
	Overall, I am satisfied with the amount of training I receive on the job.	ET3	
	I am generally able to use what I learn in on-the-job training in my job.	ET4	
Teamwork	The members of my team make each other feel like doing a good job.	TW1	Shanahan, Best, Finch, and Sutton (2007)
	The members of my team work well together.	TW2	
	The members of my team help each other to get the job done.	TW3	
	The members of my team encourage each other to succeed when performing the task.	TW4	
	The members of my team work hard to get things done.	TW5	
Employee Motivation	I have the opportunity to advance and develop in my job.	EM1	Curtis, Upchurch, and Severt (2009)
	I am grateful for a job well done.	EM2	
	I find interest in work.	EM3	

Source: The author's proposed methodology.

Data Collection Methods

Data for the research was collected through questionnaires that were sent to 300 employees in 31 commercial banks in Vietnam directly or indirectly via email. These employees were selected at random. The content of the questionnaire is presented in Table 1. Each bank employee was asked to indicate his or her rating of the items presented in Table 1 based on the 5-point Likert scale that ranged from strongly disagree to strongly agree. Of the 300 questionnaires distributed, 278 were returned. 38 were removed due to a lack of information by the respondents. A total of 240 quality questionnaires made up the final data set, used for data entry and analysis.

Analytical Method

The Reliability of the Scale

The reliability of a scale indicates the consistency of a measurement tool when it is used to measure the same object under the same conditions. The reliability of the scale was assessed through Cronbach's Alpha and the correlation between the variable considered and the total remaining variables in the scale (Nguyen, 2011). The reliability of the scale is tested by two indicators (Hair et al., 1998):

- The item-total correlation value is not less than 0.3.
- The Cronbach's Alpha value is from 0.6 upwards.

Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) is the common name of a group of procedures used primarily to shrink and summarise data. Factor analysis aims to identify factors from the statements of each attribute and group these statements into new factors. Factor analysis groups correlated variables into new groups of variables. This work applies the standard EFA analysis.

The Kaiser - Mayer - Olkin coefficient is an indicator used to consider the appropriateness of factor analysis. A considerable KMO value (between 0.5 and 1) is one of the conditions that indicate the EFA analysis is appropriate (Nguyen, 2011).

Kaiser Criterion: eliminates less critical factors. Retaining only essential factors with an Eigenvalue greater than 1.0 (Kaiser, 1960), Eigenvalue represents the variability explained by each factor.

Total variance explained criteria: The total variance explained not less than 50% (Gerbing & Anderson, 1988).

Factor loading: An indicator to ensure the practical significance of EFA. Factor loading > 0.30 is considered to be the minimum level; > 0.40 is considered significant; and > 0.50 is considered to be of practical significance (Hair et al., 1998). This study uses EFA analysis to eliminate variables with factor loading less than 0.50. The factor analysis method for variables will be performed with Principal Axis Factoring and Varimax rotation.

Bayesian Linear Regression

New groups of variables obtained from the EFA will be used to calculate representative factors. Specifically, these representative factors will be calculated by taking the average of the component variables. The representative factors will then be used to estimate the model of factors affecting employee motivation at Vietnamese commercial banks.

$$EM_t = \beta_1 \times EE_t + \beta_2 \times ET_t + \beta_3 \times TW_t + \varepsilon_t \quad (1)$$

where, EM_t is the variable representing employee's motivation at commercial banks; EE_t, ET_t, TW_t are representative factors, including Employee Empowerment, Employee Training and Teamwork; ε_t is the residual in the model.; and t represents employee t.

Model (1) was estimated by the author according to Bayesian linear regression. The Bayesian analysis is performed considering the specification of a posterior model. The probability distribution of all model parameters based on the observed data and some prior knowledge is described by the posterior model. The posterior distribution consists of two components: a likelihood that includes information about model parameters based on the observed data and a prior that includes information prior to observing the data about model parameters. The likelihood and prior models are combined using the Bayes rule to produce the posterior distribution:

$$\text{Posterior} \propto \text{Likelihood} \times \text{Prior} \quad (2)$$

Simulations are used for estimating the posterior distribution. For simulating potentially complex posterior models with an arbitrary level of precision, Markov chain Monte Carlo (MCMC) sampling can be used. MCMC methods for simulating Bayesian models are often demanding in terms of specifying an efficient sampling algorithm and verifying the convergence of the algorithm to the desired posterior distribution.

In addition, prior distributions for all model parameters in a Bayesian model must be specified. In a Bayesian model, prior distributions or priors are considered key components, so they must be

selected carefully. Generally, priors are divided into two categories: informative (subjective) and noninformative (objective). Noninformative priors are also known as vague priors. They may also negatively influence the MCMC convergence. Thus, it is important to find good priors based on earlier studies and apply them in the model. In addition, good priors are required to perform sensitivity analysis for competing priors.

This study primarily focuses on the prior distributions proposed by Assaf et al. (2018) for studies using survey data, in which a researcher may have information from different sources, such as expert opinions or results from past studies using similar data, that can be incorporated into the analysis. There are two types of priors: informative and noninformative priors. Informative priors are used when a researcher has knowledge about the prior distribution from previous studies, while noninformative priors are adopted when there is insufficient prior information to help draw posterior inferences. Noninformative priors are also known as "vague" or "diffuse" priors. Some examples of noninformative prior distributions include the uniform distribution over some sensible range of value or the so-called "Jeffrey's prior" (Kaplan & Depaoli, 2012). With the use of noninformative priors, Bayesian inference based on the posterior distribution (2) becomes less dependent on the prior distribution, and more dependent on the likelihood. Therefore, in this study, we will use the uniform (-5,5) distribution for the regression coefficients, intercept and the Jeffreys prior on the variance parameter. The uniform (-5,5) distribution is chosen because the variables in the model are measured on the 5-point Likert scale that ranged from strongly disagree (takes 1) to strongly agree (takes 5).

Research Results

The Reliability of the Scale

Results evaluating the reliability of the scales are presented in Table 2.

Table 2. The Cronbach's alpha results of the scales

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EE1	9.86	3.165	0.609	0.774
EE2	9.85	2.973	0.649	0.755
EE3	9.80	3.184	0.616	0.770

EE4	9.89	3.001	0.646	0.756
Cronbach's Alpha		0.812	No. of items	4
TW1	12.85	5.459	0.661	0.837
TW2	12.75	5.316	0.696	0.828
TW3	12.20	5.332	0.696	0.828
TW4	12.18	5.305	0.660	0.837
TW5	12.23	5.123	0.685	0.831
Cronbach's Alpha		0.861	No. of items	5
ET1	10.03	3.355	0.652	0.806
ET2	10.03	3.438	0.679	0.792
ET3	10.07	3.477	0.670	0.796
ET4	10.11	3.481	0.685	0.790
Cronbach's Alpha		0.839	No. of items	4
EM1	6.61	2.063	0.705	0.727
EM2	6.57	2.104	0.634	0.799
EM3	6.60	2.074	0.693	0.739
Cronbach's Alpha		0.822	No. of items	3

Source: Results of the author's calculation.

Table 2 shows that all scales have Cronbach's Alpha values greater than 0.6. Furthermore, the item-total correlations all have values greater than 0.3. Thus, the scales Employee Empowerment, Employee Training, Teamwork, and Employee Motivation are reliable.

Exploratory Factor Analysis

After testing the reliability of Cronbach's Alpha of the scale components, the study continued to perform EFA analysis for the scales. EFA analysis was performed with the Principal component method and Varimax rotation. The results are as follows:

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.841
Bartlett's Test of Sphericity	Approx. Chi-Square	1226.814
	df	78
	Sig.	0.000

Source: Results of the author's calculation.

The KMO coefficient is 0.841, satisfying the condition $0.5 < \text{KMO} < 1$, showing that EFA analysis is suitable for the actual data. Table 3 also presents Bartlett's test results with Sig. less than 0.05, showing that the observed variables have a linear correlation with the representative factors.

Table 4. Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.181	32.159	32.159	4.181	32.159	32.159	3.229	24.840	24.840
2	2.327	17.900	50.059	2.327	17.900	50.059	2.708	20.832	45.672
3	2.007	15.440	65.499	2.007	15.440	65.499	2.577	19.827	65.499
4	0.614	4.720	70.218						
5	0.550	4.231	74.450						
6	0.515	3.964	78.414						
7	0.496	3.815	82.229						
8	0.452	3.478	85.707						
9	0.414	3.185	88.892						
10	0.402	3.094	91.986						
11	0.378	2.908	94.894						
12	0.350	2.693	97.587						
13	0.314	2.413	100.000						

Extraction method: Principal component analysis.

Table 4 shows that the EFA analysis extracted 3 factors with an Eigenvalue greater than 1. The column of cumulative variance in Table 4 also shows that the extracted variance value is 65.499%, meaning there is a 65.499% chance that the representative factors are explained by the observed variables.

Table 5: Rotated component matrix

	Component		
	TW	ET	EE
TW3	0.815		
TW2	0.806		
TW5	0.801		
TW1	0.774		
TW4	0.770		
ET2		0.829	
ET4		0.825	
ET3		0.806	
ET1		0.775	
EE4			0.811
EE2			0.803
EE3			0.783
EE1			0.763

Source: Results of the author's calculation.

Table 5 shows in detail the factors extracted from the EFA analysis. Specifically, Factor 1 includes 5 items of the Teamwork scale, Factor 2 includes 4 items of the Employee Training scale and Factor 3 includes 4 items of the Employee Empowerment scale. The value of each factor will be calculated by taking the average of the component items.

Model (1) evaluates the impact of Employee Empowerment, Employee Training, Teamwork on the employee motivation at commercial banks is estimated by the Bayesian linear regression. The results are shown in the table below:

Table 6. The results of the Bayesian linear regression

	Mean	Std. Dev.	MCSE	Equal-tailed	
				Median	[95% Cred. Interval]
TW	0.3945743	0.0487885	0.001862	0.3934469	0.301714 0.4905932
ET	0.3604657	0.0504081	0.001649	0.3589785	0.2621365 0.4581764
EE	0.3558204	0.0490166	0.002025	0.3579617	0.2552126 0.4526761
_cons	-0.0012818	0.0486776	0.001917	-0.0025783	-0.0984042 0.0886969
sigma2	0.6025064	0.057466	0.001241	0.5976883	0.5011328 0.7276082

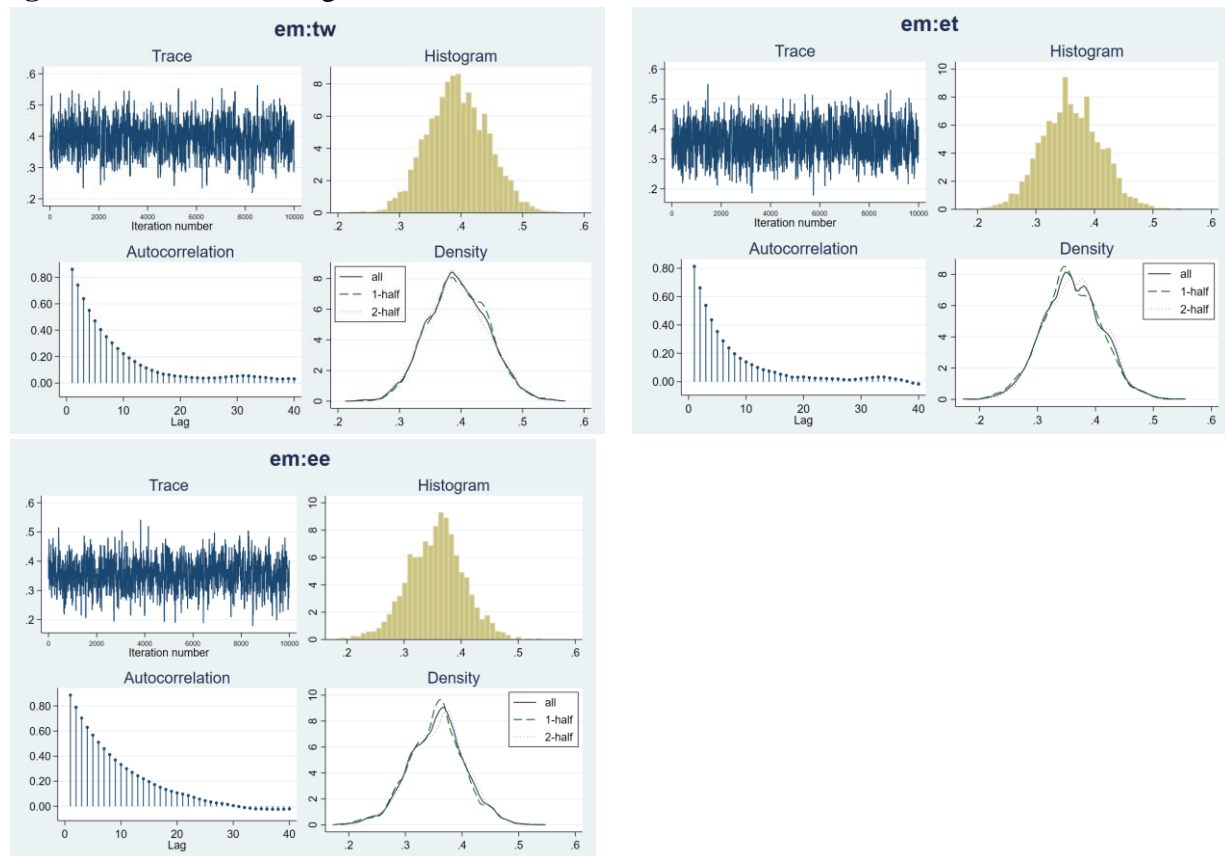
Source: Results of the author's calculation.

Table 6 shows the variables in the model and the corresponding statistical values. The analysis of the results focuses on only four columns of the data table. The first column Mean displays the posterior mean of the coefficient. The second column shows the posterior standard deviation of the regression coefficient. The third column shows the standard error estimate of the posterior mean. The fourth column shows the posterior median of the posterior distribution.

The posterior means of the regression coefficients corresponding to the factors TW, ET, EE are 0.3945743, 0.3604657, 0.3558204. This shows that factors TW, ET, EE have a positive effect on the employee's motivation at commercial banks. The standard error estimates of the posterior means, MCSEs, are low, implying that MCMC may converge. The posterior means and medians are close, which suggests that the posterior distributions for the regression coefficients corresponding to the factors TW, ET, EE may be symmetric.

MCMC methods for simulating Bayesian models are often demanding in terms of specifying an efficient sampling algorithm and verifying the convergence of the algorithm to the desired posterior distribution. We therefore checked the MCMC convergence. The results are shown in Figure 1 below:

Figure 1. MCMC convergence



Source: Results of the author's calculation.

We start with trace plots, which plot the values of the simulated parameters against the iteration number and connect consecutive values with a line. For a parameter that displays good mixing, the range of the parameter is traversed rapidly by the MCMC chain, which makes the drawn lines look almost vertical and dense. Sparseness and trends in the trace plot of a parameter suggest convergence problems. The trace plots for the coefficients of TW, ET, EE look almost vertical, dense and with no trend. This indicates the convergence of MCMC.

The second graphical summary we demonstrate is an autocorrelation plot. This plot shows the degree of autocorrelation in an MCMC sample for a range of lags, starting from lag 0. The autocorrelation plots for the coefficients of TW, ET, EE tend to 0 after some lags, which implies a good mixing behaviour in the MCMC chain.

In addition, the histograms for the coefficients of TW, ET, EE are in close agreement with the normal distribution. Kernel density plots show the three density curves to be close to each other. This means the MCMC samples have converged and mixed well.

Next, we will check the probability of the coefficients of TW, ET, EE being positive. The results are presented in the following table.

Table 7. The probability of the coefficients is positive

	Mean	Std. Dev.	MCSE
Prob 1 : {EM:ET} > 0	1	0.0000	0
Prob 2 : {EM:EE} > 0	1	0.0000	0
Prob 3 : {EM:TW} > 0	1	0.0000	0

Source: Results of the author's calculation.

Table 7 shows that the probability of greater than 0 of regression coefficients corresponding to TW, ET, EE are 100%, 100%, and 100%, respectively. This suggests that increasing Employee Empowerment, Employee Training, Teamwork have a positive impact on employee motivation at commercial banks. Thus, hypotheses H1, H2, H3 are proved correct.

Conclusion and Policy Implications

The primary objective of this paper was to test the impact of employee empowerment, training and teamwork on employee motivation at commercial banks. The results showed that employee empowerment is substantially positive on the motivation of workers, correlating with multiple study findings from past years and with Maslow's hierarchy of needs theory (Caniels, Neghina, & Schaetsaert 2017; Proenca, Torres, & Sampaio 2017). The results indicate that inspiring workers gives them a sense of belonging and helps them perform their job successfully. It will potentially enable them to be more successful and innovative in the workplace, as well as support their long-term ideals.

The findings of this study also showed the important relationship between employee training and employee motivation. Previous studies have suggested that professional development constitutes the key factor affecting employee motivation (Hammond & Churchill, 2018; Khan & Baloch, 2017). The results of this study support the assumption from Maslow's needs hierarchy theory that if the needs of employees are met, their motivation will increase. According to Ahaji and Yusoff (2012), there are various ways of raising the morale of workers, the efficacy of which can vary by job style, organisation and even from employee to employee. Ahaji and Yusoff (2012) also indicated that increased commitment by employees depends on management efficiency in dealing with human resource issues at work. Organisations will also provide regular training programs to ensure that workers have greater understanding and capacity to do their job.



Finally, the findings indicated that teamwork plays a significant role in influencing staff motivation which is consistent with prior literature (Jungert, Van den Broeck, Schreurs & Osterman, 2018; Winangsih, Makmur & Tahmir, 2017). Vasková (2007) found that employees working in teams share learning and demonstrate greater motivation. A core principle of teamwork is reducing the workload, which will boost efficiency without generating additional job stress, as task sharing is equitably distributed among all team members. Such results are consistent with Maslow's hierarchy of needs theory, which notes that workers in an organisation have many needs that contribute to higher rates of motivation when met. Management is also responsible for motivating employees to work in teams and to perform activities together, which will contribute to positive behavioural outcomes. Policymakers should also focus on teamwork to increase the performance and creativity of their employees in a bid to secure competitive advantages and respond to competition.



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