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## Effect of Motivation on Employee's Performance in Higher Institutions in Nigeria

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### Abstract

*Purpose: This study aims to examine the motivational strategies employed by heads of higher educational institutions in Nigeria to enhance the performance of their academic staff. Design/Methodology/ Approach: The research adopts a quantitative approach through survey data collection. The sample comprises 1,782 academic staff members drawn from various State Polytechnics in Northeast Nigeria. Stratified and purposive sampling techniques were used to select participants. A structured questionnaire served as the main data collection instrument, while secondary data was derived from relevant sources such as textbooks, journals, periodicals, and government publications. The collected data was analyzed using simple percentages for demographic information and linear regression analysis to explore the effect of motivation and employee performance. Findings: The findings of study reveal that there is a significant effect of motivation on employee performance among academicians in state polytechnics north-east Nigeria, it is also found that both intrinsic and extrinsic motivation has a significant effect on employee performance. The findings also revealed that extrinsic factors, such as salary, benefits, and recognition, significantly influenced lecturers' performance. This suggests that the external rewards and incentives provided by the institution play a crucial role in motivating lecturers to perform their job effectively. Research Limitations/ Implications: These results have important implications for both higher institutions and organizations. They emphasize the positive influence of motivation on employee performance and suggest that implementing strategies to enhance motivation can lead to improved performance outcomes. Such strategies may include recognition programs, rewards, career development opportunities, and creating a supportive work environment. By adopting these approaches, higher institutions can enhance employee performance and achieve overall organizational goals. Originality/ Values: Overall, this study contributes to our understanding of the relationship between motivation and employee performance in the context of higher educational institutions. It provides evidence for the importance of motivation in driving performance and offers recommendations for fostering a motivated work environment to enhance employee productivity and organizational outcomes.*

**Keyword:** Effect, Motivation, Employee Performance, Higher Institutions.

### Introduction

Motivation is a key factor in employee performance. A number of studies have been conducted on the topic of motivation and its effects on employee performance. Several studies from Emerald Publishing have found that there is a significant relationship between motivation and employee performance (Hues, Bernthal, & Bolles, 2018; Shang & Hsieh, 2019). According to these studies, intrinsic motivation is more effective in improving employee performance than extrinsic motivation. Additionally, the studies found that job satisfaction is positively related to motivation and employee performance (Shang & Hsieh, 2019).

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performance. Several studies have shown that factors such as supportive leadership, trust, and recognition have a significant impact on employee motivation and performance (Wellins, Bernthal, & Bolles, 2018; Niehoff, Bernthal, & Bolles, 2018). Therefore, it is important for organizations to create a positive work environment in order to foster employee motivation and improve performance.

Another important factor to consider is the role of training and development in affecting employee motivation and performance. A number of studies have found that training and development opportunities have a positive effect on employee motivation and performance (Shang & Hsieh, 2019; Wellins et al., 2018). Additionally, some studies have found that training and development opportunities are especially important for employees in creative roles (Shang & Hsieh, 2019). When employees are given the opportunity to develop their skills and knowledge, they are more likely to be motivated and perform better.

Many studies have found that there is a strong link between employee motivation and organizational outcomes such as customer satisfaction, retention, and profitability (Wellins et al., 2018; Niehoff et al., 2018). Therefore, organizations that invest in motivating their employees are likely to reap benefits in the form of increased customer satisfaction, lower turnover rates, and increased profitability. These benefits can create a positive feedback loop, where a better work environment leads to more motivated employees, which leads to better organizational outcomes, and so on.

In addition to the factors we've discussed so far, there are a few other factors that have been shown to be important in affecting employee motivation and performance. For example, job autonomy and job design have been found to have a positive effect on motivation and performance (Niehoff et al., 2018; Hues et al., 2018). Furthermore, factors such as social support, job resources, and fairness have also been found to be important for employee motivation and performance (Hues et al., 2018). The importance of these factors highlights the need for organizations to consider the whole work environment and not just individual factors when trying to motivate employees.

Another points to consider are the impact of individual differences and the importance of measuring motivation is individual differences, such as personality traits and values, have been found to influence employee motivation and performance (Wellins et al., 2018). Additionally, it is important for organizations to measure employee motivation in order to understand what is and isn't working, and to identify opportunities for improvement. This can be done through surveys, performance reviews, and other tools.

## **Literature Review**

### **Motivation**

The study by Belias and Koustelios (2021) found that recognition and rewards have a significant positive impact on employee engagement. Recognition was found to be a stronger predictor of engagement than rewards. In addition, the study found that the relationship between recognition and engagement is stronger when the recognition is given by a manager rather than a peer. The study also found that the relationship between rewards and engagement is stronger when the rewards are tangible (e.g., financial) rather than intangible (e.g., praise).

The study by García-Izquierdo, Luque-Martínez, and Prieto-Flores (2019) found that when employees feel like they're able to develop their skills and knowledge, it leads to higher levels of job satisfaction and organizational commitment. Additionally, the study found that the development opportunities need to be relevant to the employee's job and aligned with the company's goals in order to have the greatest impact.

The finding about opportunities for development comes from a study by Zhang, Huang, and Hu (2020). They found that employees who felt that their organizations supported their learning and development were more likely to be motivated and engaged.

Zhang et al. (2020) also found that employees who felt they had opportunities for development were more likely to stay with their organizations for longer. So not only is this approach good for motivating employees, it can also help with employee retention.

Several studies have found that employees who feel like they're in a positive and supportive environment are more likely to be motivated and engaged. For example, a study by Park and Moorman (2019) found that positive work environments were associated with higher levels of employee motivation and engagement.

The study by Park and Moorman (2019) found that employee well-being and trust were both associated with higher levels of motivation and engagement. And a study by Ellinger et al. (2019) found that transparency and openness were important factors in creating a positive work environment.

Another finding from the research is that job satisfaction is an important factor in employee motivation and engagement. A study by Kwon, Seo, and Kim (2021) found that job satisfaction was positively associated with motivation and engagement, and that it also mediated the relationship between the work environment and motivation and engagement.

### ***Intrinsic Motivation***

A study by Mustaffa and Sunar (2019) found that intrinsic motivation, specifically self-actualization and self-fulfillment, positively affects employee performance. In other words, when employees are able to pursue their own interests and find meaning in their work, they're more likely to perform well. They also found that intrinsic motivation mediates the relationship between job satisfaction and employee performance.

study by Saleh and Haider (2019), which found that intrinsic motivation has a significant impact on job satisfaction and work engagement, which in turn positively affects employee performance. They also found that job satisfaction mediates the relationship between intrinsic motivation and employee performance.

Study by Tan et al. (2021) that looked at the mediating role of work engagement in the relationship between intrinsic motivation and employee performance. This study found that work engagement plays a significant role in explaining how intrinsic motivation affects employee performance. In other words, when employees are intrinsically motivated, they're more likely to be engaged at work, which then leads to better performance.

A study by Niu et al. (2019) found that intrinsic motivation is a key factor in job satisfaction and work engagement, which in turn has a positive effect on both innovation and job performance. They also found that work engagement has a moderating effect on the relationship between job satisfaction and work performance.

In a study by Liu and Huang (2018), they found that intrinsic motivation has a significant effect on job satisfaction, which in turn has a positive effect on organizational commitment and performance. They also found that the effects of intrinsic motivation on organizational commitment and performance are mediated by job satisfaction. This study supports the idea that intrinsic motivation can have a positive impact on various aspects of employee performance.

### ***Extrinsic Motivation***

In a study by Lei, Qiu, and Zhang (2020), they found that extrinsic motivation can have a positive effect on employee performance, but that the effects are contingent on the work context. Specifically, they found that extrinsic motivation has a stronger effect on performance when the work context is high in job demands and low in job control.

study by Alqahtani (2019) that also examined the effects of extrinsic motivation on employee

performance. They found that there is a positive relationship between extrinsic motivation and job performance, but the strength of the relationship depends on the type of extrinsic motivation. Specifically, performance-based and growth-based extrinsic motivation had a stronger relationship with job performance than hygiene-based extrinsic motivation.

In a study by Hues, van Iddekinge, and Kooij (2019), they looked at how different types of rewards can affect employee performance. They found that the relationship between rewards and performance is stronger when the rewards are tied to performance rather than tenure. They also found that the type of reward is important, with individual rewards having a stronger impact on performance than group rewards.

According to the study by Hues et al. (2019), the reason why anticipatory rewards have a stronger effect on performance than retrospective rewards is because they provide employees with the motivation and energy to complete the task. Retrospective rewards, on the other hand, can create a sense of entitlement, which can actually decrease performance. The authors also note that this finding is in line with goal-setting theory, which suggests that goals are more effective when they are specific and challenging.

The study by Shang and Hsieh (2019) found that using extrinsic rewards to increase performance can lead to a decrease in creativity. This is because the focus on meeting specific goals can reduce the openness and flexibility that are necessary for creative thinking. In addition, using extrinsic rewards to motivate employees can diminish their intrinsic interest in the task, which can lead to a decrease in performance in the long run.

Another study by Shang and Hsieh (2019) found that the use of extrinsic rewards can have unintended consequences, such as reducing intrinsic motivation and creativity. They suggest that organizations should use extrinsic rewards in a way that supports and enhances intrinsic motivation, rather than replacing or crowding out intrinsic motivation.

## **Employee Performance**

Drawing from the research conducted by Zhang, Huang, and Hu (2021), an intrinsic catalyst for employee motivation and engagement lies in the perception of work meaningfulness. Their study establishes a strong correlation between perceiving tasks as impactful and heightened motivation and engagement levels among employees.

A scholarly investigation by Li, Yi, and Zhang (2021) underscores a positive nexus between employee motivation, engagement, and overall organizational performance. The study underscores that employees driven by intrinsic motivation and actively engaged in their roles substantially contribute to organizational productivity and success.

Le et al. (2021) further contribute to this discourse, revealing a positive connection between work-life balance, employee motivation, and engagement, all of which in turn positively impact performance outcomes. Their research underscores the organizational imperative to cultivate a balanced work-life structure to enhance employee motivation, engagement, and overall performance.

The comprehensive study by Qian, Shao, and Yao (2020) emphasizes the pivotal role of feedback mechanisms in shaping the intricate dynamics among motivation, engagement, and employee performance. Their findings highlight the potency of constructive feedback in motivating and engaging employees by addressing aspects related to job performance, work environment, and future growth prospects.

Aligned with these findings, Li, Chen, and Zhang's (2021) research underscores the pivotal role of supportive leadership styles in nurturing employee motivation and engagement, ultimately translating into improved performance. Supportive leadership encompasses providing resources, encouragement, and guidance, enabling employees to overcome workplace challenges.

The research by Bhattacharjee, Banerjee, and Saha (2020) elucidates the positive ripple effect of motivation on job satisfaction, and consequently, its implications for employee performance. Their findings unveil not only the direct positive influence of motivation on performance outcomes but also the integral role motivation plays in driving job performance.

Ghaedi, Habibnezhad, and Sarani's (2021) study adds depth to the conversation by accentuating the mediating role of work engagement in the intricate interplay between motivation and performance. Their research underscores the interdependence of these factors while acknowledging the significance of job demands and resources in shaping work engagement and motivation dynamics.

Swiderska's (2020) research underscores the pivotal role of social support in moderating the link between motivation, job satisfaction, and employee performance. Emotional and practical assistance from peers, supervisors, and the organization emerges as a pivotal factor when unraveling the complex relationship between motivation and employee performance.

Finally, Pandey and Tripathi's (2021) study unveils the nuanced effects of intrinsic and extrinsic motivation on employee performance. Their findings underscore that while intrinsic motivation strongly bolsters employee performance, the impact of extrinsic motivation is of a more moderate nature. This differential impact underscores the intricate interplay between distinct motivation types and their corresponding implications for employee performance.

## **Methodology**

### **Research Design**

The research employed a quantitative methodology, utilizing a survey for data collection. A quantitative approach involves the systematic gathering and analysis of numerical data to address research inquiries or validate hypotheses. This methodology centers on objective measurements, statistical evaluations, and numerical depiction of collected data. The survey design was meticulously crafted to establish clear research objectives and address pertinent research questions. This process informed the development of suitable survey items and the identification of the target population. To administer the survey, a questionnaire was distributed to respondents through email, utilizing the Google Forms platform.

### **Operationalism**

The research devised a set of 10 indicators to assess the correlation between multiple intelligence and employee performance. The measurement tools encompassed intrinsic and extrinsic motivation, as detailed in the appendix. For evaluating employee performance, the study considered various facets, namely teaching and supervision, contributions to the polytechnics through service, research and innovation activities, writing and publications, as well as engagement in consultation and ongoing professional development initiatives.

### **Sampling and Population**

The research targeted academic staff members across multiple State Polytechnics in Northeast Nigeria, specifically including Adamawa State Polytechnic Yola, Taraba State Polytechnic Sultai, Gombe State Polytechnic Bajoga Nafada, Bauchi State Polytechnic Tatari Ali, Yobe State Polytechnic Idris Aloom, and Borno State Polytechnic Ramat Maiduguri. The total population of academic staff within these institutions amounted to 1782 individuals. However, a purposive sampling approach was employed, resulting in the selection of 500 staff members for the survey. These participants were stratified based on their respective ranks, including Chief Lecturers, Principal Lecturers, Senior Lecturer I, Lecturer II, Lecturer III, and

Assistant Lecturer. Utilizing the Google Forms platform for data collection, the study anticipated challenges in achieving a 100% response rate due to previous experiences in Nigeria with electronic surveys. Consequently, a total of 301 usable questionnaires were collected and considered for analysis.

## Results and Discussions

**Table 1:** Respondents Demography.

Demographic Variable		Frequency	Percentage (%)
Age	25 Years Old and Below	21	7.0
	26-35 Years old	93	31
	36-45 Years old	102	33.9
	46 Years and above	85	28.2
Gender	Male	205	68.1
	Female	96	31.9
Academic Qualification	Diploma	14	4.7
	Degree	152	50.5
	Masters	120	39.9
	PhD	15	5.0
Marital status	Married	207	68.7
	Single	94	31.3
Your Rank in the Place of work	Chef Lectures	30	10
	Principal lectures	55	18.3
	Senior lectures	60	19.9
	lecture I	50	16.6
	lecture II	35	11.6
	Lecturer III	22	7.3
	Assistant Lecturer	49	16.3
Years of Working Experience	Less Than 1 Year	23	7.6
	2-3 Years	50	16.6
	4-5 Years	33	11.0
	6-8 Years	45	15.0
	9-10 Years	66	21.9
	10 Years and above	84	27.9

Table 1 presents the summary of descriptive statistics characterizing the surveyed participants in the study. The analysis of participant age distribution reveals a prevalent concentration within the 36-45 years age group, constituting 33.9% of the sample, followed by the 26-35 years group at 31%. The observed age distribution underscores a notable male representation of 68.1%, while the remaining 31.9% corresponds to female respondents. With regard to academic attainments, the majority of participants hold a first degree, comprising 50.5%, followed by Master's Degree holders at 39.9%, and individuals with a PhD making up 5% of the sample.

Examining the marital status of respondents, a substantial proportion of academicians are married, constituting 68.7%, while the remaining 31.3% are classified as single. Furthermore, the ranking distribution of respondents based on their academic positions highlights a notable presence of senior lecturers at 19.9%, followed by principal lecturers. Analyzing the participants' tenure within the academic context, the distribution indicates that a significant segment, accounting for 27.9%, possess a work history of 10 years or more.

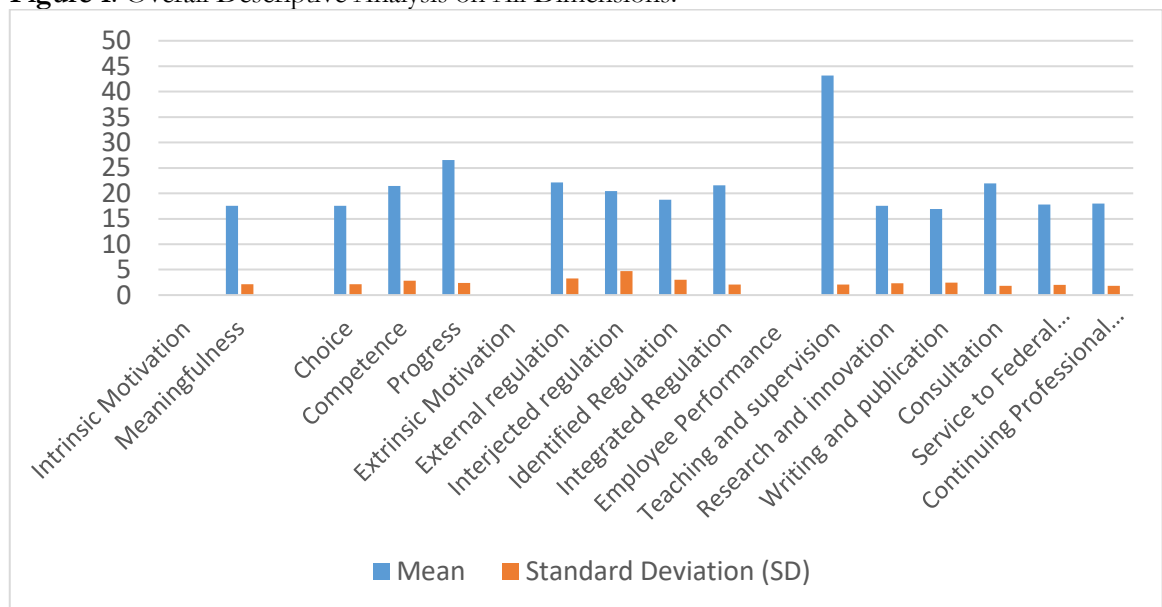


In conclusion, the aforementioned statistical insights elucidate the demographic composition of the surveyed academic cohort, encompassing age demographics, gender distribution, educational qualifications, marital status, academic positions, and years of experience within the academic domain.

**Table 2:** Overall Descriptive Analysis on All Dimensions.

Dimensions	Mean	Standard Deviation (SD)
<b>Intrinsic Motivation</b>		
Meaningfulness	17.5581	2.15425
Choice	17.5581	2.15425
Competence	21.4319	2.82000
Progress	26.5714	2.38253
<b>Extrinsic Motivation</b>		
External regulation	22.1163	3.27087
Interjected regulation	20.4252	4.71795
Identified Regulation	18.7674	3.00539
Integrated Regulation	21.5714	2.0911
<b>Employee Performance</b>		
Teaching and supervision	43.1661	2.07070
Research and innovation	17.5548	2.30365
Writing and publication	16.9435	2.47342
Consultation	21.9535	1.80378
Service to Federal Polytechnic	17.7774	2.03951
Continuing Professional Development	18.0199	1.84229

**Figure 1:** Overall Descriptive Analysis on All Dimensions.



The research findings provide a comprehensive overview of the dimensions pertaining to intrinsic motivation, extrinsic motivation, and employee performance, as evidenced by the mean scores and standard deviations associated with the respective indicators.

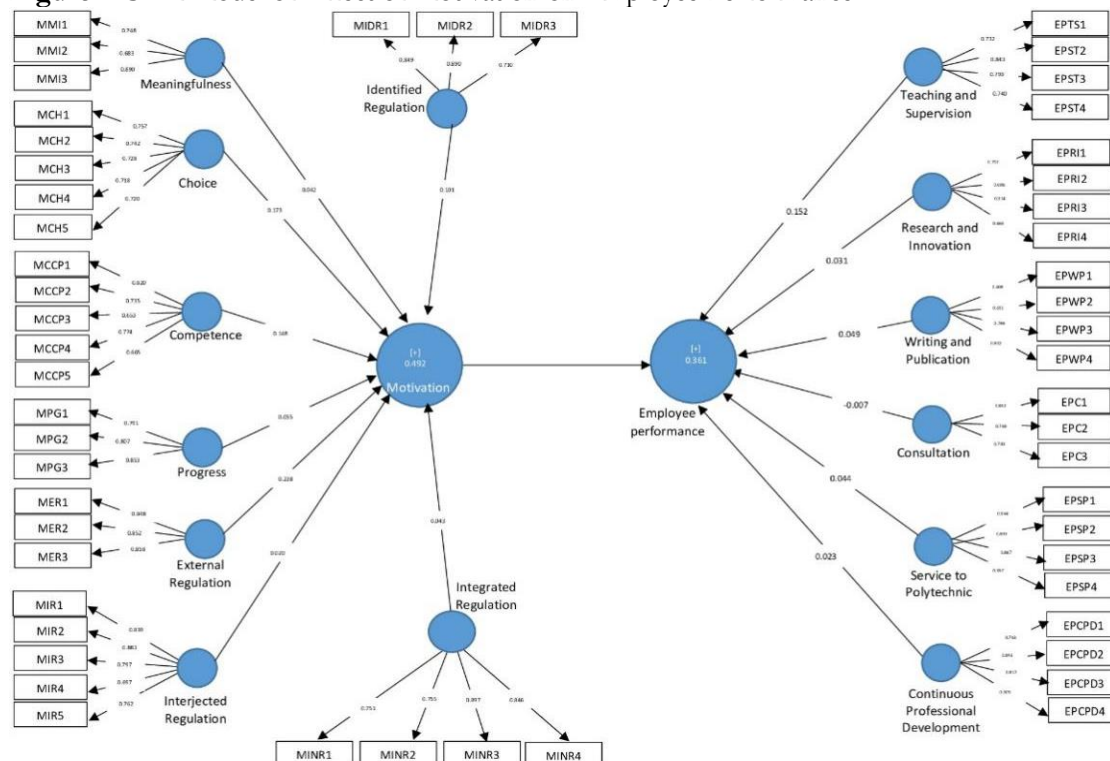
In relation to intrinsic motivation, participants exhibited robust mean scores for the dimensions of "Competence" ( $M = 21.4319$ ) and "Progress" ( $M = 26.5714$ ), denoting a perceptible sense of self-efficacy and advancement in their tasks. The dimensions of "Meaningfulness" ( $M = 17.5581$ ) and "Choice" ( $M = 17.5581$ ) also garnered substantive mean scores, signifying a significant degree of significance attributed to tasks and perceived autonomy in task engagement.

Turning to extrinsic motivation, the dimension of "External regulation" ( $M = 22.1163$ ) received the highest mean score, underscoring the influence of external factors or incentives on employees' task involvement. The dimensions of "Interjected regulation" ( $M = 20.4252$ ), "Identified Regulation" ( $M = 18.7674$ ), and "Integrated Regulation" ( $M = 21.5714$ ) garnered considerable mean scores, indicating a blend of externally and internally driven motivations.

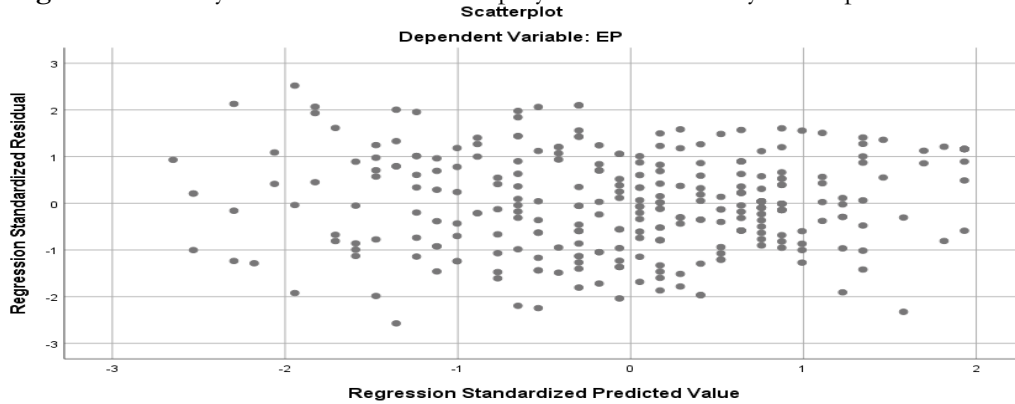
In the context of employee performance, participants demonstrated a notable mean score for the dimension of "Teaching and supervision" ( $M = 43.1661$ ), indicative of a perceived high level of performance in this domain. Conversely, dimensions such as "Research and innovation" ( $M = 17.5548$ ), "Writing and publication" ( $M = 16.9435$ ), "Consultation" ( $M = 21.9535$ ), "Service to Federal Polytechnic" ( $M = 17.7774$ ), and "Continuing Professional Development" ( $M = 18.0199$ ) yielded comparatively lower mean scores, implying the potential for augmentation in these areas.

Overall, the findings underscore employees' pronounced sense of competence, progress, and meaningfulness, underscored by a confluence of intrinsic and extrinsic motivators. While commendable performance is evident in teaching and supervision, avenues for refinement exist in research, innovation, writing, and professional development. These findings significantly enrich the comprehension of motivation-performance dynamics within the studied employee cohort.

**Figure 2:** SEM Model of Effect of Motivation on Employee Performance.





**Figure 3:** Linearity Of Motivation and Employee Performance by Scatterplots.

## Discussion

The study's findings underscore a significant and positive relationship between motivation and employee performance within the academic realm of state polytechnics in the North-East region of Nigeria. Both intrinsic and extrinsic forms of motivation were found to exert substantial and meaningful effects on employee performance. This finding aligns with Belias & Koustelios, (2021) assertion that positive employee motivation enhances efficiency and effectiveness, ultimately contributing to the achievement of organizational goals. Consequently, this research not only contributes to enhancing the management strategies of polytechnic institutions but also elucidates diverse approaches for motivating employees, fostering improved job performance, and elevating overall productivity.

Furthermore, the research augments existing literature by revealing intriguing nuances in the impact of intrinsic and extrinsic motivations on academic staff performance. In contrast to previous studies, the present research discovered that extrinsic motivation held a more pronounced influence on lecturer performance compared to intrinsic motivation, resonating with Lei, et al. (2020) observations. The study uncovered that external factors such as compensation, benefits, and recognition significantly shaped lecturers' performance outcomes. This implies that tangible external incentives and rewards wield a pivotal role in stimulating optimal performance among lecturers, consistent with Kwon et al. (2021) perspective.

Intriguingly, the research also delved into the autonomy factor as a compelling motivator among academics. Autonomy in shaping curricula, exam structures, and grading systems emerged as a potent driver for lecturer motivation in higher education institutions. The study acknowledges that the extent of lecturer autonomy can be curtailed by administrative decisions and oversight, which may influence the depth of their engagement and performance.

The importance of extrinsic rewards as a reliable performance indicator was emphasized by employees, in alignment with Belias & Koustelios, A. (2021). Interestingly, the research suggests that intrinsic motivation does not necessarily correlate with low-income workers, challenging the conventional assumption. High valuation of extrinsic rewards, as highlighted by Ghaed et al. (2021) underscores their significance in driving employee motivation. This insight underscores the necessity for labor employers to discern the most relevant motivational incentives for their workforce, addressing the multifaceted needs of their personnel while offering tangible gains to foster motivation Duan.et.al (2023).

In synthesis, the research underscores the dynamic interplay between diverse forms of motivation and employee performance, illuminating the intricate mechanisms by which motivation manifests and affects outcomes within the specific context of academic institutions. The study provides valuable insights for

organizations seeking to optimize employee engagement, satisfaction, and performance, offering a nuanced understanding of the diverse motivational elements that can be harnessed to facilitate the pursuit of excellence within the academic sphere.

The research findings hold significant implications for both academic institutions and the broader organizational landscape. The study's identification of a robust connection between motivation and employee performance serves as a cornerstone for instituting effective strategies to enhance productivity and achieve organizational goals. This empirical evidence underscores the pivotal role of motivation as a catalyst for elevating employee commitment, efficiency, and overall job performance.

The discernment that both intrinsic and extrinsic motivations exert considerable influence on employee performance reaffirms the multifaceted nature of motivational dynamics. Intrinsic motivation, arising from an individual's internal gratification and sense of purpose, was found to be interlinked with employee performance. This implies that fostering a work environment that cultivates a sense of personal satisfaction, autonomy, and engagement can lead to higher levels of job dedication and resultant performance improvement. Concurrently, the study's revelation that extrinsic motivations, including tangible rewards and recognition, play a substantial role in shaping employee performance, emphasizes the significance of external incentives. Organizations can leverage this insight by formulating tailored rewards and recognition programs that resonate with employees' aspirations and contribute to enhanced performance outcomes Obam et.al (2023).

The intriguing distinction between intrinsic and extrinsic motivation's impact on academic staff performance introduces a fresh perspective to the discourse. The prominence of extrinsic motivation underscores the value of acknowledging employees' diverse needs, beyond just intellectual fulfillment. By recognizing the tangible benefits of external rewards, organizations can design comprehensive motivation strategies that encompass both intrinsic and extrinsic elements, resonating with individual preferences and promoting sustained engagement.

The study's exploration of autonomy as a driving force behind lecturer motivation unveils a critical aspect of job satisfaction and performance enhancement. Academic staff's desire for autonomy, specifically in curricular design and evaluation processes, aligns with contemporary trends in higher education. Recognizing and providing avenues for lecturers to exercise autonomy can foster a sense of ownership and empowerment, leading to heightened motivation and the delivery of exceptional educational experiences.

Moreover, the research's validation of the significance of social and financial recognition aligns with established motivational theories. Employees' responsiveness to external validation and financial incentives corroborates Maslow's hierarchy of needs and Herzberg's two-factor theory. Organizations can employ this insight to design well-rounded incentive structures that encompass not only financial rewards but also acknowledgment, creating a more holistic approach to motivation and performance enhancement.

In conclusion, the research outcomes contribute substantively to the understanding of motivation's multifaceted impact on employee performance, particularly within the academic context. The findings equip organizational leaders with valuable insights to devise strategies that cater to individual preferences and effectively harness the power of motivation to drive exceptional performance. By embracing a comprehensive approach that considers both intrinsic and extrinsic motivations, organizations can foster a thriving work environment conducive to heightened employee commitment, productivity, and overall success.

## **Conclusion**

In conclusion, the research outcomes contribute substantively to the understanding of motivation's multifaceted impact on employee performance, particularly within the academic context. The findings equip organizational leaders with valuable insights to devise strategies that cater to individual preferences and

effectively harness the power of motivation to drive exceptional performance. By embracing a comprehensive approach that considers both intrinsic and extrinsic motivations, organizations can foster a thriving work environment conducive to heightened employee commitment, productivity, and overall success.

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## Appendix

Constructs	Measurement Items
Meaningfulness	I understand my own passion and value as an academic staff. I always believe in and contribute to the vision of organization. I always seek out and participate on teams that have shared passions. I seek out supportive co-workers who share similar ideas.
Choice	I listen to and trust my own judgment. I like the freedom to make own decision. I have encourage to try own approaches. I always feel confident in the thing I do. I will contact others for needed information.

Competence	<p>I always try new tasks that require new skill attainment.</p> <p>I appreciate one's own success.</p> <p>I always attend course to further develop my old skill.</p> <p>I am willing to accept and build positive feedback.</p> <p>I am willing to accept and build positive feedback.</p> <p>I am willing network with others.</p> <p>I am willing to learn from the success of others.</p>
Progress	<p>I always acknowledge feedback from co-workers.</p> <p>I recognize new challenges in assigned work.</p> <p>I establish milestones of each activity I want to complete.</p> <p>I feel happy whenever I complete a task.</p> <p>I always monitor the activities I want to complete.</p>
External regulation	<p>I participated because it was the duty assigned by my polytechnic.</p> <p>I participated because it was the requirement of my polytechnic.</p> <p>I participated because it was current policy at my polytechnic.</p> <p>I participated because my head of department would assess my work performance.</p> <p>I participated because my head of department would be upset if I did not.</p>
Interjected regulation	<p>I participated because I would feel embarrassed to explain to others my absence.</p> <p>I participated because I do not want to left behind by others.</p> <p>I participated because I would feel uncomfortable if I refuse to get involved.</p> <p>I participated because I worry my performance will drop.</p> <p>I participated because I do not want others to think that I am incapable of doing it.</p>
Identified regulation	<p>I participated because it is necessary to me if I want to get promoted.</p> <p>I participated because it is an important teaching strategy.</p> <p>I participated because it is helpful to my students.</p> <p>I participated because mastering the instructional skills can enhance my teaching and researching quality.</p> <p>I participated because it helps me to achieve my goals.</p>
Integrated regulation	<p>I do research and publication because it helps to develop my career.</p> <p>I participated in institutions' activities because I feel satisfied when I can overcome the obstacles in the process.</p> <p>I participated because I believe it is basic requirement as an academician.</p> <p>I participated because I have a strong desire to be a good academician.</p>
Teaching and supervision	<p>I have spent some of my time supervising others.</p> <p>I am able to deliver the course syllabus according to schedule and plan.</p> <p>I am able to teach multi-disciplinary subjects as long as within my scope of expertise</p> <p>I am able to answer the question from the students during class.</p>
.Research and innovation	<p>I like to get myself involved in research activities.</p> <p>I always receive research funds from internal or external sources.</p> <p>I have ability to drive innovation into my research project.</p> <p>I have ability to run research analysis by myself.</p> <p>I like to join research with other colleagues.</p>
Writing and publication	<p>I like to write a research paper.</p> <p>I like to participate in writing book chapters.</p> <p>I will to publish my research paper in the high impact factor journal.</p> <p>I will try to attend research conference at least once a year.</p>
Consultation	<p>I will not hesitate to give advice to my organization if they ask for my opinion.</p> <p>Sometime I am appointed as the external examiner.</p> <p>I do not mind to deliver short course if I am requested to do so.</p> <p>I will not hesitate to give consultation to students who face academic problems</p>
Service to Polytechnic	<p>I am willing to volunteer myself to help the polytechnic whenever they need help.</p> <p>I am willing to become a committee member in Polytechnic activities.</p> <p>I am willing to help Polytechnic gain recognition by engaging with professional bodies.</p> <p>I am willing to perform the administrative duties require by the Polytechnic.</p>
Continuing professional development	<p>I like to participate in different trainings which I feel relevant to my job.</p> <p>I like the idea of details review of my development.</p> <p>I like the balance between what I am good at and what I need to improve.</p> <p>I think a relevant training will help me focus on what I was doing.</p>