ASSESSING THE ROLE OF WORK MOTIVATION ON EMPLOYEE PERFORMANCE.

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ABSTRACT

This study was aimed to examine the perception of teachers in a school located in Port Klang, Selangor, Malaysia about the role of work motivation on employee performance. The independent variables used in this study are extrinsic motivation and intrinsic motivation. For the dependent variable is the employee performance. This study was conducted to identify the factors that motivate employee as well as to identify the role of work motivation towards employee performance. A Statistical Package for the Social Sciences (SPSS) was used to analyse the data. Correlation analysis showed that there was a significant correlation between work motivation and employee performance. Regression analysis showed that the factors of work motivation consists of professional development/conference, job promotion, money as well as education/classes or seminars which contribute directly towards employee performance. The significant of this study besides able to identify the factors, it is also to create awareness for the organization to have fully understanding on work motivation of the employees since it might have great impact to the organization.

Keywords: employee performance, work motivation, teachers

ABSTRAK

Kajian ini dijalankan bertujuan untuk mengkaji persepsi guru-guru di sebuah sekolah yang terletak di Pelabuhan Klang, Selangor, Malaysia tentang peranan motivasi kerja terhadap prestasi pekerja. Pembolehubah bebas yang digunakan dalam kajian ini adalah motivasi ekstrinsik dan motivasi intrinsik. Untuk pembolehubah bersandar ialah prestasi pekerja. Kajian ini diajalankan untuk mengeneal pasti faktor-faktor yang memberi motivasi kepada kakitangan dan juga untuk mengenal pasti peranan motivasi kerja terhadap prestasi pekerja. Pakej Statistik untuk Sains Sosial (SPSSS) diguanakn untuk menganalisa data. Analisis korelasi menunjukkan terdapat hubungan yang signifikan antara motivasi kerja dan prestasi pekerja. Analisis regrasi pula menunjukkan bahawa faktor motivasi kerja adalah pembangunan professional/persidangan, kenaikan pangkat, wang dan juga kelas/pendidikan atau seminar yang menyumbang secara langsung kepada prestasi pekerja. Kepentingan kajian ini selain daripada mendapat tahu faktor-faktor yang penting untuk meningkatkan prestasi pekerja, ia juga dapat memberi kesedaran kepada organisasi untuk memahami sepenuhnya motivasi kerja yang mungkin memberi impak yang besar kepada organisasi.

Kata Kunci: prestasi pekerja, motivasi kerja, guru-guru

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SPSS   Statistical Package for the Social Science

KMO   The Kaiser Meyer Olkin

CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

Motivation act as the main role for an individual to create or do something. There are several types of motivation towards individual. Conversely, for this research will be stress on work motivation for an employee that might affect their performance. According to Jones (1995) "Motivation is concerned with how behavior gets started, energized, sustained, directed, stopped and what kind of subjective reaction is present in the organization while all this is going on.

For many decades, the research on work motivation, its factors, and work related behaviors as a results of motivation have been studied as well as many different theories were introduce and propose to clarify the work motivation and others related field. However, the measures that being used to study the work motivation still have not been clarify and shown in valid assessment. Furthermore, the researcher for the work motivation only focus on the general view of the work motivation and yet not on the role.

Thus, indirectly many people assumed that the work motivation is nothing but it is actually something that is very important. It is really essential to have a clear understanding on the different types of work motivation because human are varies and they intent to have dissimilar factors to motivate them on work.

This chapter begin by presenting a background discussion of the selected topic of this thesis. At the end of this discussion, the research question is being formulated and the main purpose of this thesis which are the objectives are established. Finally will discuss on the contribution of this research and the expected outcome from this study.

1.1 PROBLEM BACKGROUND

People do what they are willing to do and some people can succeed whereas for the others it seems impossible. Why are these happened? Motivation might be the answer. Motivation prompt people to acquire what they want to achieve. Conferring to Sjoberg and Lind (1994), they suggested an alternative measure for work motivation. The purpose of the measure is to assessing the willingness of a person to work. From the previous study by Ajzen (1991) and Sjoberg (1998) shown that volitional approaches are the most efficient ones in predicting and explaining action on work motivation. Volitional can be defined as the act of willing, choosing or resolving; in simple it called choice or decision made by the will. For one to make something, they must have something to motivate them.

Hence, teachers is the most suitable to be the sample of this study. Why is teacher motivation important? Teacher is an individual's orientation to providing services to people with the aim of doing well for others and society. Additionally, when convinced of the efficiency of improving their teaching methods, a motivated teacher will help students learn as best as he/she knows how. In contrast, low motivation of a teacher will leads to negative educational outcomes.

School has a substantial role in generating the knowledgeable, skillful students with the values. Nevertheless, there are lot of quality problems in the education world such as the graduates' qualities, teaching methods, training, teacher performance and etc. are directly be the reason of the students low in moral values. This is because teacher is the main controller of education. Therefore, a motivated and competent teacher will result in excellent teaching indirectly. Furthermore, there is allegory stated that the higher teacher's motivation, the higher their work performance.

However, former researchers mostly study only on the general view of work motivation. Therefore, the main purposes in developing this thesis is to assess the factors that motivate the employees (teachers) to perform best at work and able to identify the role of motivation on employee performance.

1.2 PROBLEM STATEMENT

How to motivate the employees have been the main concern for many researchers and experts for ages. During the years, many work motivation theories have been presented in the literature but there is no valid assessment on the work motivation relate with employee performance. Bear in mind that it is important for an organization to pay extra attention to their workers in order to obtain optimum efficiency and effectiveness at the workplace as an employee is the asset of an organization.

As a consequence, the most suitable sample for this study is a teacher. Why look at the teacher motivation? Teacher motivation as critical for student learning outcomes. Most teachers do not fully aware of the challenges in an education world. There are a lot of critiques on teaching methods and activities managed by the teachers in the classroom. A teacher must always think and act positively and also being innovative.

Work motivation is very important because it explains why the employees do their work (Hoy & Miskel, 1996; and Charles & Margaret, 2000). The essential stimulus of work motivation is needs. Needs are the driving factors in developing work motivation while working in an organization. Hence, the objective of a person to work is similar with a teacher who is actually work to earn income and fulfill his/her needs, with hopes, desires and wishes that can be realized in his workplace.

Thus far, all of these might be depending on the work motivation whether it is an extrinsic motivation or intrinsic motivation. According to Gagne (1999) and Oemar Hamalik (2002), whatever the curriculum designed, it would not be successful if the teachers does not have seriousness and that seriousness would only be functioning if the teachers have high in motivation. Based on those assumption, work motivation has been chosen as the aspect to be studied in measuring the employee performance.

1.3 RESEARCH OBJECTIVES

The objectives of this present study are as follows:

1.3.1   To identify the factors that motivate employee to perform best at work.

1.3.2   To determine the role of work motivation on employee performance.

1.5 RESEARCH QUESTIONS

1.5.1   What are the factors that motivate employee to perform best at work?

1.5.2   What are the role of work motivation on employee performance?

1.6 THEORITICAL FRAMEWORK

A theoretical framework discusses to shows that the thesis is not only consist of questions, but as well ponders and develops thoughts of theories on what the possible answer could be, then this thought and theories are grouped together into themes that frames the subject. It is the process of identifying a core set of connectors within a topic and showed how they fit together. This will give the view on the relationship between work motivation and employee performance.

1.5.1 Theoretical Framework on Work Motivation and Employee Performance

Independent Variables

Dependent Variable

Factors of Work Motivation

- Intrinsic Motivation
- Extrinsic Motivation

Role of Work Motivation

Employee Performance
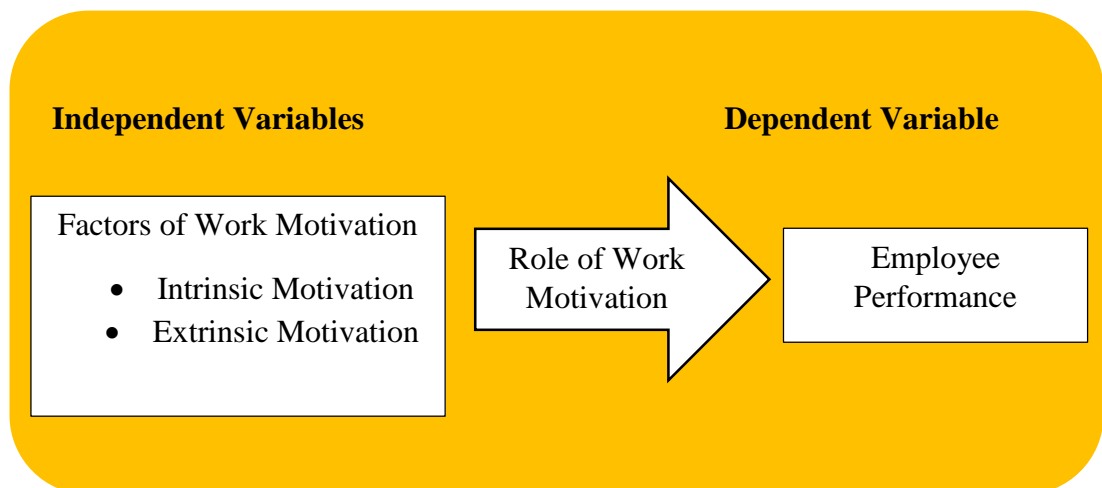
1.6 HYPOTHESES

Hempel provides a useful metaphor that describes the relationship between a conceptual framework and the framework as it is observed and perhaps tested as the whole system floats, as it were above the plane of observation and is anchored to it by rules of interpretation. These might viewed as strings which are not the part of the network but link certain points of the latter with specific places in the plane of observation. By virtue of those interpretative connections, the network can function as a scientific theory.

A parable state that hypotheses with concepts anchored in the plane of observation are ready to be tested. According to Hempel and C. G. (1952), in actual scientific practice the process of framing a theoretical structure and of interpreting it are not always sharply separated since the intended interpretation usually guides the construction of the theoretician. It is however possible and indeed desirable, for the purposes of logical clarification, to separate the two steps conceptually.

H1: *Intrinsic motivation is positively related to employee performance.*

H2: *Extrinsic motivation is positively related to employee performance.*

The formulation of hypotheses provides a study with focus. It tells the specific aspects of a research problem to investigate. A hypotheses tells what data to be collect and what not to be collect as it providing the aspects to be emphasis in this study. As it provides a focus, the construction of a hypotheses enhances objective in the study and also enables to specifically conclude what is true or what is false.

1.7 SCOPE OF STUDY

It is commonly assumed that government sector organization are more likely to employ individuals whose values and needs are consistent with the public service mission of the organization. Referring to Baldwin (1984), he stated that government employees are charged with promoting the general social welfare, as well as the protector of the society and its citizen, public organizations have missions with broader scope and more profound impact than those typically found in the private sector.

However, the composition of the public workforce is expected to reflect the nature of public sector work by attracting employees who desire opportunities to fulfil higher-order needs and altruistic impulses by performing public service. In fact, considerable empirical support exists for the assertion that employees reward preference coincide with the function served by the sector in which they are employed.

Why look at a teacher? Public sector employees especially a teacher have repeatedly been found to place a lower value on financial rewards yet higher value on helping others compared to the private sector. Besides that, teachers also suffering lots of challenges such as, the social respect for teachers has fallen nowadays, teachers rarely have an opportunity for input into school management and ministry policy. For the career development, teaching is frequently a second-choice job with few opportunities for professional development. Teachers needs sufficient motivational support to gain motivation for able to facing the heavy workloads.

Thus, this research is to study the factors of work motivation for the employee to perform best at work. Besides, this study is also to assess whether the employee performance is affected by the work motivation. As a way to accomplish the objective of this study, a government school is chosen. The research will carry out by distributing the questionnaires. The scope research is a school that situated in Malaysia, specifically in port Klang, Selangor.

1.8 SIGNIFICANCE OF STUDY

In this research, the significance of the study can be divided into two subdivisions; knowledge and practice.

1.8.1 Knowledge

This research is significance by showing the meaning and the categories of work motivation. Through this research also, readers will be able to have fully understanding the variation of the types of motivation and which is affective and suitable to motivate them. Moreover, it is also to create awareness for the organization to motivate the employees.

1.8.2 Practice

From the practice aspect, the significant that can be seen when the tasks is completed. With an effective motivation, the tasks given would be accomplished. This study was hoped to help improving quality teacher professionalism, especially in Port Klang area in order to achieve the objectives of educational vision and mission in Malaysia to stabilize the educational system. Besides, this is also because the employees can be truly motivated to achieve the goal. As the consequence, the organization performance will also being improves.

1.9 OPERATIONAL DEFINITION

For this operational definition will be giving the definition for the keyword and term that being used. It is being defined in specific terms that applied in certain circumstances as a clear and precise explanation. It is to ensure understandable knowledge of terminology.

1.9.1 Motivation

Motivation is the act of process of giving someone a reason for doing something in which a condition being eager to work or a force that causes someone to do something.

1.9.2 Work Motivation

Work motivation as the set of internal and external forces that initiate work-related behaviour, and determine its form, direction, intensity and duration.

1.9.3 Employee Motivation

Employee motivation is a reflection of energy, commitment and creativity that a company's workers bring to their jobs. Employee motivation also describes an employee's basic enthusiasm about work and incentives given to accomplish work.

1.9.4 Employee Performance

The definition of employee performance is a job related activities expected of a worker and how well those activities were executed. Additionally, a firm assess the employee performance of each staff member on an annual or quarterly basis in order to help them identify suggested areas for improvement.

1.9.5 Employees/Job Satisfaction

Employee satisfaction or job satisfaction is, quite simply, how content or satisfied employees are with their jobs. Employees satisfaction is typically measured using an employee satisfaction survey.

1.9.6 Intrinsic Motivation

It is defined as motivation that driven by an interest or enjoyment in the task itself, and exist within the individual rather than relying on external pressure or a desire for reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social and physical development.

1.9.7 Extrinsic Motivation

It is refers to the performance of an activity in order to attain an outcome. Extrinsic motivation comes from the outside of the individual. Common extrinsic motivation are rewards (for example money or grades) for showing the desired behaviour, and the threat of punishment following misbehaviour.

1.9.8 Effectiveness

Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.

1.9.9 Organisational Goal

Organisational goal is a concept, which refers to the focus of attention and decision-making among employees of a sub-unit.

1.10 EXPECTED RESULT

Expected result is the predicted output or outcomes of the data associated with a particular condition. From this research, the result that being expected are as follows:

1. Able to identify the factors that motivate employee to perform best at work.
2. Able to determine the role of work motivation on employee performance.

CHAPTER 2

LITERITURE REVIEW

2.0 INTRODUCTION

The purpose of this chapter is to present the review from the previous researches that related to this study. This is the review from the past researchers are mainly describe and explain on the concepts, models or theories that are relevant in the field of motivation and necessary to facilitate a comprehensive analysis and understanding of the research question. It also may be useful to conceptualize the term work motivation and what it's the concepts are. A broader definition of work motivation as well as employee performance will be introduced.

2.1 MOTIVATION

Mentioned by Greenberg and Baron (2000) motivation definition could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual action. People turn to be guided by their interest in making good impression on others, doing interesting work and being successful in what they do. The second part referring to the choice people make and the direction their behaviour takes.

The last part deals with maintaining behaviour clearly defining how long people have to persist at attempting to meet their goals.

Kreitner (1995), Buford, Bedeian & Linder (1995), Higgins (1994) all cited in Linder (1998) defined motivation as "the psychological process that gives behaviour purpose and direction, a predisposition to behave in a purposive manner to achieve specific unmet needs, an unsatisfied need, and the will to achieve, respectively.

Young (2000) suggest that motivation can be defined in variety of ways, depending on who you ask. Ask someone on the street, you may get a response like "it's what drives us" or "it's what make us do the things we do." Therefore motivation is the force within an individual that account for the level, direction, and persistence of effort expended at work."

Halepota (2005) defines motivation as "a person's active participation and commitment to achieve the prescribed results." Halepota futher presents that the concept of motivation is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favourable results all the times.

According to Antominio (1999), the amount of effort people are willing to put in their work depends on the degree to which they feel their motivational needs will be satisfied. On the other hand, individuals become de-motivated if they feel something in the organisation prevents them from attaining good outcomes.

Figure 2.1: The process of employees' motivation
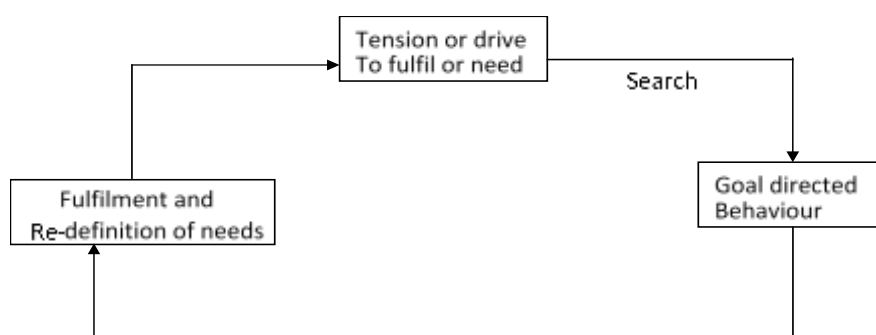
The figure above illustrates that the process begin of tension within drives or needs of an employee. Next, there is a search within the company or groups or within employee to fulfil his desires. When the employee is satisfied with his financial motivation he redefines his desires and needs and the process is initiated again.

These groups of researchers were over the years divided into what later labelled the content and process theories of motivation. According to Steers, Mowday & Shapiro (2004) the process generated during this period, makes this period referred to as "the golden age of work motivation theories". Never before and some would argue, never since has so much progress been made in explicating the aetiology of work motivation.

Bassett-Jones & Lloyd (2005) suggest that the "content theories led by Herzberg, assumed a more complex interaction between both internal and external factors, and explored the circumstances in which individuals respond to different internal and external stimuli. On the other hand, process theory, where Victor Vroom was the first exponent considers how factors internal to the person result in different behaviours.

From the focus point of these two groups, one could observe that the process theories attempt or try to understand the thinking processes an individual might go through in determining how to behave in a workplace. The primary focus was on how and why questions of motivation, how a certain behaviour starts, developed and sustained over time.

It is true that human behaviour in general is dynamic and could affect the individual's personal altitude as well as factors surrounding that individual. These exogenous factors eminent from the environment in which the individual operates generate stimuli to employees. It is my belief that employees in general are goal seeking and look for challenges and expect positive re-enforcement at all times. Hence, it could only be as the benefit if the organizations could provide these rewards and factors.

From the above definition shows that motivation in general is more or less basically concern with factors or event that moves, leads, and drives certain human action or inaction over a given period of time given the prevailing conditions. Moreover the definitions suggest that there need to be an "invisible force" to push people to do something in return. It could also be deduced from the definition that having a motivated work force or creating an environment in which high levels of motivation are maintained

remains a challenge for today management. This challenge may emanate from the simple fact that motivation is not a fixed trait − as it could change with changes in personal, psychological, financial or social factors.

For this study, the definition of motivation by Greenberg & Baron (2003) is adopted, as it is more realistic and simple as it considers the individual and his performance. Greenberg & Baron defines motivation as the set of processes that arouse, direct, and maintain human behaviour and towards attaining some goal.

Bassett-Jones & Lloyd (2005) presents that two views of human nature underlay early research into employee motivation. The first view focusses on Taylorism which viewed people as basically lazy and work-shy", and thus held that these set of employees can only be motivated by external stimulation. The second view based on Hawthorn findings, which held the view that employees are motivated to work well for their own sake as well as for the social and monetary benefits, this type of motivation is according to the school was internally motivated.

2.2 TEACHER MOTIVATION

The basis of teacher motivation, according to Herzberg's two-factor theory were those intrinsic motivating factors that determined the degree of job satisfaction and job contents and extrinsic motivating factors were those that determined the degree of the job dissatisfaction as it related to the job context (Herzberg, as cited in Stembridge, 1989). Teacher motivation accounted for the drive, energy, and commitment an individual had to promote teaching as sustainable professional activity with a sense of purpose and mission which was mindful of the social context in which teachers operated (Morgan et al., 2007). Morgan et al. (2007) proposed that teacher motivation drawn from various areas (including psychology, sociology, and classroom research).

In a description of teacher motivation, Morgan et al. explained that teachers considered the familiarity of the content they taught and if it was challenging to teach. Moreover, the teachers also considered going beyond their call of duty, enrolled in courses outside of the traditional professional development requirements for the profession or renewed licensure. These teachers that went beyond the call of duty were interested in utilizing whatever it took, to meet their students' instructional needs.

According to Whatley (1998) teachers have certain motivations in choosing the profession of being an educator. These motivations include: (a) "love" of, or desire to work with, children, or adolescents; (b) the perceived worth or value of teaching to others; (c) a desire to help other people; (d) dissatisfaction with a previous career; (e) the benefits of teaching (convenience such as work schedules, work hours and vacations, and salary). The literature also suggested that variations in motivations to teach existed between different groups such as, minority groups (Dilworth, 1991; Gordon, 1993), those with differing levels of academic achievement (Hart & Murphy, 1990; Weiner, 1992; Whately, 1998), those with different nationalities (Yong, 1995), and second-career teachers (Crow, Levine, & Nager, 1990) ; Serow, 1993).

Ames and Ames (1984) proposed that teachers pursue "ability-evaluative" goals to demonstrate high ability or masked low ability. In addition, models of reflective practice assume that teachers function best when they learn and acquire competence (Henderson, 1992; Pollard, 2002). Pelletier, Seguin-Levesques, and Legault (2002) reported differences in teachers' self-determination, a form of motivation similar to mastery orientation. In the 1980s, state governments and local school districts enacted an array of incentive plans designed to recruit, reward, and retain the best teachers. Merit pay and career ladders were intended to provide financial incentives, varied work, and advancement opportunities for seasoned teachers. Teachers discover the true love of teaching and even go on to complete higher degrees in the educational field. With time comes the realization that opportunities in teaching eventually lose their way to resentment and loss of motivation.

According to Johnson (1986), measures developed to boost teacher motivation based on three theories of motivation and productivity: (a) expectancy theory, (b) equity, and (c) job enrichment theory. The expectancy theory Johnson (1986) explained that [teachers] were likely to strive in their work if there was an anticipated reward that they valued, such as a bonus or a promotion, than if there were teachers which were no longer wanted to teach and that was why Frase (1992) discovered that what Johnson saw in the early 80s had changed. Frase (1992) offered a reason to explain why external rewards are insufficient to sustain teacher motivation. There is overwhelming research evidence that alludes to the fact that individuals enter the educational field to help young people learn and their most gratifying reward is to accomplish this goal. Work-related factors were important to teachers because it allowed them to practice their craft successfully (see also Frase 1989; Lortie 1976; Mitchell, Ortiz, and Mitchell 1987). Frase (1989) found that two set of factors that affected teachers' ability to perform effectively were work context factors such as (the teaching environment, and work content factors -teaching).

A supportive work environment that promoted teacher job effectiveness, job satisfaction and retention were important. Problems arose between teachers and parents especially with how the principal handled discipline problems with students and this issue had an adverse effect on the entire school community. Having a sense of empowerment and autonomy increased job related responsibility and helped teachers feel satisfied with their jobs. Davis and Wilson (2000) concluded that teachers given more responsibilities over schedules, discipline, and students' placement indeed improved the educational environment and therefore enhanced the teacher's motivational level. Overall teachers wanted to feel that they indeed made a difference within their classrooms. Teacher mentoring programs was a supportive way that helped reduced teacher attrition and increased teacher retention (Ingersoll & Kralik, 2004). Ingersol and Kralik (2004) suggested that conclusive the addition of programs of this magnitude helped new teachers adapt to a school culture and learning environment.