RELATIONSHIP BETWEEN MOTIVATION, ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND EMPLOYEE PERFORMANCE AMONG RESEARCH UNIVERSITY ACADEMICIANS

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To my beloved father and mother, lecturers and friends

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ABSTRACT

Intrinsic and extrinsic motivation have a significant relationship with employee performance. Although the topics have been studied extensively, minimal efforts have been made within an academic setting such as to investigate the types of motivation one is likely to be engaged with, how organizational citizenship behavior (OCB) plays a part in the relationship and the importance of continuing professional development (CPD) as one of the dimensions needed to evaluate the employee's performance. This research seeks to broaden the field of study by investigating the interplay of OCB on motivation and employee performance in an academic setting. Lecturers from five major research universities in Malaysia participated in the study. 6000 sets of questionnaires were distributed using simple random sampling method and 368 sets were useable for the final analysis. Data to measure the correlation between dimensions were analyzed using Pearson's correlation. Multiple regression analysis was used to examine the effect of motivation on employee performance and path analysis was used to identify the mediating effect of OCB. Significant differences in the variance of employee performance were found between intrinsic motivation and extrinsic motivation. In addition, OCB was found to partially mediate the relationship between motivation and employee performance. This study also found that CPD is necessary and suitable as one of the dimensions of employee performance. The study has illustrated the understanding with reference to the type of motivation that affects the lecturer's performance and how OCB plays a role in enhancing a lecturer's performance. Besides that, the importance of CPD when evaluating the employee performance was also highlighted. In conclusion, lecturer's performance is influenced by their OCB and not solely affected by their motivation.

ABSTRAK

Motivasi intrinsik dan ekstrinsik mempunyai hubungan signifikan dengan prestasi pekerja. Walaupun topik ini telah dikaji secara ekstensif, namun hanya usaha minimum yang telah dibuat dalam latar akademik seperti menyiasat jenis motivasi seseorang mungkin akan terlibat, bagaimana tingkah laku kewarganegaraan organisasi (OCB) memainkan peranan dalam hubungan tersebut dan kepentingan pembangunan profesional berterusan (CPD) sebagai salah satu dimensi yang diperlukan bagi menilai prestasi pekerja. Kajian ini bertujuan memperluas bidang pengajian dengan menyiasat interaksi OCB terhadap motivasi dan prestasi pekerja dalam latar akademik. Pensyarah dari lima buah universiti penyelidikan utama di Malaysia terlibat dalam kajian ini. 6000 set soal selidik telah diagih dengan mengunakan kaedah pensampelan rawak mudah dan 368 set boleh digunakan untuk analisis akhir. Data untuk mengukur korelasi di antara dimensi-dimensi telah dianalisis menggunakan pekali korelasi Pearson. Analisis regresi berganda telah digunakan untuk menilai kesan motivasi terhadap prestasi pekerja dan analisis laluan digunakan untuk mengenalpasti kesan pengantaraan OCB. Perbezaan ketara dalam varian prestasi pekerja telah didapati di antara motivasi intrinsik dan motivasi ekstrinsik. Di samping itu, OCB didapati mangantara secara separa hubungan antara motivasi dengan prestasi pekerja. Kajian ini juga mendapati bahawa CPD adalah perlu dan sesuai sebagai salah satu dimensi prestasi pekerja. Kajian ini telah menjelaskan pemahaman tentang jenis-jenis motivasi yang mempengaruhi prestasi pensyarah dan bagaimana OCB memainkan peranan dalam meningkatkan prestasi pensyarah. Seterusnya, kepentingan CPD apabila menilai prestasi pekerja telah turut diketengahkan. Kesimpulannya, prestasi pensyarah dipengaruhi oleh OCB mereka dan bukan semata-mata dipengaruhi oleh motivasi mereka sahaja.

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OCB	-	Organizational Citizenship Behavior
OIT	-	Organismic Integration Theory
SDT	-	Self Determination Theory
SET	-	Social Exchange Theory
IM	-	Intrinsic Motivation
EM	-	Extrinsic Motivation
EP	-	Employee Performance
α	-	Alpha Cronbach

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CHAPTER 1

INTRODUCTION

1.1   Introduction

Motivation has been given the credit of bringing success to the employee performance (Ryan & Deci, 2000). Motivation also influences talent to drive an organization's growth (Rousseau, 1990). This is important to understand lecturer motivation, especially in countries where lecturer retention and quality have become prominent concerns. However, not many empirical discussions could be found within the higher education industry, especially among lecturers. Therefore, this research aims to explore the role of motivation on employee performance, specifically among lecturers in Malaysia's higher education. For instance, employees also exhibit certain behaviors by going beyond the normal requirements of the role or task. This behavior is termed Organizational Citizenship Behavior (OCB) and it has been found to meaningfully contribute to organizational growth due to high employee performance (Organ, 1988). Therefore, OCB was introduced to explicate the mechanism that observes and underlines the relationship between motivation and employee performance. This chapter discusses the background of this study which explores several important sections based on the context of the research and problem statement. It also focuses on research objectives, research questions as well as the theoretical foundation of the study. At the end of this chapter, the conceptual and

operational definitions are explained, including motivation, OCB and employee performance.

1.2 Background of the Study

Since the conceptual model concerning Self-Determination Theory (SDT) was proposed by Deci and Ryan (1985), motivation has become an area of interest in social psychology research, and this research has played a tremendous role in explicating human psychology behavior. In other words, researchers agreed with the importance of motivation.

Ryan and Deci (2000) highlighted that motivation is a form of momentum by which human achieve their goals. Motivation is then differentiated into intrinsic motivation and extrinsic motivation (Ryan & Deci, 2000). Intrinsic motivation is defined as self-momentum gained by a person to complete a certain task rather than the momentum gained from external factors such as monetary rewards (Ryan & Deci, 2000). However, extrinsic motivation is defined as individual willingness to complete a task because of some separable outcome or rewards (Ryan & Deci, 2000). The previous research finding has shown that motivation influences human attitude and behavior (Mansfield *et al.*, 2012). An empirical study by Imer *et al.*, (2014) confirmed that employee's organizational citizenship behavior (OCB) was influenced by the personal attitude and individual personality. Furthermore, research findings by Sevin (2009) had empirically supported the view that motivation is the cause of the personal attitude and personalities. Therefore, motivation could have a significant effect on OCB.

After the introduction of OCB by Organ (1988), OCB became an area of interest for most researchers (eg: Rasheed *et al.*, 2013; Lee, 2011; Belogolovsky & Somech, 2011), as the research on OCB has played a pivotal role in evaluating employee performance (Bruque *et al.*, 2015). According to Organ (1988), OCB

refers to an individual's voluntary helping behavior that is not affected by any rewards, which promotes the function of an organization. In addition, more recent studies indicate that when employees are willing to help other employees or organizations, it helps to enhance organizations' overall performance (Cohen *et al.*, 2012; Sevi, 2010).

Undoubtedly, many psychological researchers (Bruque *et al.*, 2015; Kim *et al.*, 2011) agree that the association between OCB and employee performance has emerged as a topic of significant concern. A previous study by Bush and Jiao (2011) even stated that OCB can be one of the elements in performance evaluation. However, there are still some critical issues persisting in most industries, as the concept of performance is not generally well-defined and is particularly problematic in public service sectors (Cun, 2012; Pollanen, 2005).

1.3   Problem Statement

Indeed, Malaysia believes that education is one of the critical elements in the development of the country (Arokiasamy *et al.*, 2009). Education among individuals is a means to career term and social mobility, whereas from the government's perspective, it is a crucial step in the country's economic development (Benjamin *et al.*, 2011). The government believes that the development is closely related to the knowledge acquired from education (Benjamin *et al.*, 2011). The crucial workforce in the universities themselves, are lecturers (Arokiasamy *et al.*, 2009). In fact, nowadays, teaching is a challenging profession. The pleasures and freedoms in the academic life of lecturers, however, have slightly shrunk due to too many factors existing in universities (Arokiasamy *et al.*, 2009). Moreover, these pressures have led the lecturers to reexamine their motivation, OCB and performance (Christophersen *et al.*, 2015). Although the extensive review of theoretical and empirical literature has widely studied the above issues individually (e.g: Eyal & Roth, 2011; Roness, 2011; Belogolovsky & Somech, 2011; Forrester, 2011; Lam *et al.*, 2010; Wang & Zhang,

2010), there still remain a few gaps in some associated issues and lack empirical explanations. Therefore, the present study intends to fill the gaps and improve the literature on these issues especially in the public education sector.

The first issue concerns motivation among lecturers. In studies on motivation for teaching, it is common to distinguish between intrinsic and extrinsic reasons for choosing the profession (e.g.: Roness, 2011; Eyal & Roth., 2011). Intrinsically motivated lecturers are focused on the activity that is significantly related to their immanent satisfaction or happiness (Ryan & Deci, 2009). Meanwhile, rewards and benefits are the driven forces for the lecturers who are extrinsically motivated (Ryan & Deci, 2009). Brookhart and Freeman (1992) reviewed an American research that sought to determine the characteristics of incoming academic candidates, and they found that the reasons for choosing teaching were connected to intrinsic sources of motivation. For instance, studies in Malaysia indicate that personal fulfillment, the desire to work with student and to make a difference in their life and the opportunity to experience a meaningful engagement with the subject of their choice are intrinsic motivational factors (Bakar *et al.*, 2014).

However, extrinsic motivation was found to be significant to employee performance (Mafini & Dlodlo, 2014; Stringer *et al.*, 2011; Manolopoulos, 2008). The public sector is more likely to engage in extrinsic motivation rather than intrinsic motivation and this extrinsic motivation was related to better organizational outcomes (Mafini & Dlodlo, 2014), though overemphasizing on the use of extrinsic motivation could lead to negative effects (Kelsey, 2010). Extrinsically motivated adaptor may exert minimal effort to perform a task and may stop an activity when reinforcement discontinues and decreases the performance (Cheng & Yeh, 2009). In addition, it is hard to determine which motivational factors influence the intensity and quality of the production of intangible firm-specific pool resources, especially tacit knowledge (Osterloh *et al.*, 2002). Therefore, it could be a serious limitation, since it is not only the introduction of the distinction, but also the interplay between intrinsic motivation and extrinsic motivation and also with other factors. In order to keep the educators in the profession, it is important to build up a better understanding of what educators actually say about their motivation (Roness, 2011). Therefore,

identifying which type of motivation the lecturer is likely to engage with in order to improve their performance is essential.

The second issue that triggers the researcher's interest to explore the phenomena is the issues related to organizational citizenship behavior (OCB). Ongoing discussions about employee performance highlight that OCB is one of the significant reasons that affects one's performance (Nielson *et al.*, 2012; Kim, *et al.*, 2011; Bush & Jiao, 2011; Sevi, 2010; Nielson *et al.*, 2009). As proven by a few recent research (Nielson *et al.*, 2012; Kim *et al.*, 2011; Sevi, 2010), OCB is the significant approach that improves the employee's performance either in group or individually. However, Zeinabadi (2010) argued that most empirical evidence on OCB have been limited to non-educational settings. This argument has been further supported by the evidence from the Web of Science citation report from the 1995 to 2011, whereby there are only twenty eight journals published within sixteen years. The worrying part is that, the effect of OCB on employee performance is different among different jobs or industries (Qureshi *et al.*, 2011).

On top of that, ethical belief in OCB can only be strengthened by loyalty and self-sacrifice (Ehtiyar *et al.*, 2010). However, Choi *et al.*, (2015) argued that many of these behaviors may be exhibited only when the supervisor is present. In some cases, rewarding OCB could ensure the outcome of the organizations (Choi *et al.*, 2015). In addition, some researchers (Bush & Jiao, 2011; Sevi, 2010) tend to hold their focus on the direct relationship of OCB in overcoming the issues of employee performance. Therefore, based on the suggestion by Becton *et al.*, (2008), this study also explores the possible significant mediating effect of OCB within the context of motivation and employee performance relationship.

Lastly, accordingly, Wermke, (2011) and Earley (2010) urged that CPD should be used as one of the tools to evaluate employee performance in the educational settings, because the major function of CPD is to help employees improve their daily performance. For instance, studies on CPD have been widely done on teachers and school environment. According to Seezink and Poell, (2010), many schools are still struggling with their new responsibilities in shaping HR management and development policies, including fostering their teachers' continuing

professional development (CPD). Many teachers are having trouble moving into their new roles and tasks associated with competence-based education programs (from an expert into a coaching role) (Seezink & Poell, 2010). In addition, CPD for teachers is crucial for organizational growth and school improvement (Miller & Potter, 2014). One of the important criteria of being a professional is to keep on learning and developing personal skills and knowledge, and teachers' CPD is the key component to achieve it (Wermke, 2011). Indeed, teacher's CPD is crucial for student development, which in turn assists in economic growth and development of a country (Earley, 2010).

A study by Ishak *et al.*, (2009) has successfully developed a set of performance measurement to evaluate the employees in Malaysia's higher learning, which involves teaching and supervision, research and innovation, writing and publication, consultancy and services. All five dimensions showed significant results. However, the author has ignored the importance of CPD inside the measurement which the variables have drawing attention in school settings. Therefore, this study further investigates the importance of including CPD as one of the dimensions when evaluating employee performance among lecturers.

In summary, although the variables such as motivation, OCB and employee performance have been studied extensively, minimal efforts have been made to investigate the relationship of the variables among lecturers. In addition, the mediating role of OCB within the motivation and employee performance has also been tested. Therefore, this research is unique because it covers the loopholes existed in previous studies. This study will be conducted in Malaysia's Research University which represents the achievement of the higher learning industry in Malaysia. This study investigates the lecturers within these Research Universities because they are the crucial workforce that contributes to the success of these universities.

1.4   Research Questions

1.   Which motivation (intrinsic motivation or extrinsic motivation) is better in terms of explaining the variances of employee performance among lecturers in Malaysian higher education?

2.   Does OCB affect employee performance among lecturers in Malaysian higher education?

3.   Does the effect of OCB mediate the relationship between motivation on employee performance among lecturers in Malaysian higher education?

4.   Does CPD play a crucial role in measuring employee performance among lecturers in Malaysian higher education?

1.5   Research Objectives

1.   To identify which motivation (intrinsic motivation or extrinsic motivation) is better in terms of explaining the variances of employee performance among lecturers in Malaysian higher education.

2.   To examine the effect of OCB on employee performance among lecturers in Malaysian higher education.

3.   To identify the effect of OCB to mediate the relationship between motivation on employee performance among lecturers in Malaysian higher education.

4.   To determine the importance of CPD when measuring the employee performance among lecturers in Malaysian higher education.

1.6   Scope of the Study

There are several stages existed in the scope of this study. Firstly, the research is conducted among lecturers within the five Research Universities in Malaysia due to it well represent the Malaysia education industry. Another scope of the study is the data collection method, which is based on a quantitative research approach, where a questionnaire is employed as the research instrument to collect data which has been disseminated among the lecturers of the universities involved. Thirdly, four major variables are involved in this research, namely intrinsic motivation, extrinsic motivation, OCB and employee performance.

1.7   Significance of Study

1.7.1   Contribution to Knowledge and Higher Learning Industry

This study should address three important benefits that bring to the higher learning management team and the society. Firstly, much has been said that the role of lecturers should play in delivering knowledge to students. Education is an area of government that is under continual scrutiny due to fast changing environment. Moreover, teaching professionals are dealing with intensive knowledge delivery services. The call for commitment to lecturer's learning has increased tremendously, however, most likely from a concourse of forces (Abdullah *et al.*, 2008). This study will significantly counter the issue above by promoting a proper motivational system for increasing the level of lecturer's performance toward higher learning. From the results, the management team in the institutions could understand the variance of intrinsic and extrinsic motivation in affecting employee behavior and provide an initial insight to all higher learning institutions regarding the correct motivation they should provide to the lecturers. This initiative aims to motivate them to perform effectively and efficiently in the workplace. The findings will also help universities achieve better performance and increase the standard of higher learning in Malaysia.

Furthermore, this study should be able to decrease the negative behavior of the lecturers such as laziness and low publications if proper motivation is identified and implemented based on the results of the study.

Second, most organizations are implementing the Key Performance Index (KPI) system to evaluate the performance of their employees. Nevertheless, the Malaysian higher learning also implements the evaluation system to identify lecturer performance. However, the belief that the evaluation system in which universities operates is inadequate as they have ignored the important role of continuing professional development (CPD) when evaluating the academic staff performance (Frick & Kapp, 2006). CPD is a process by which individuals take control of their own learning and development by engaging in an on-going process of reflection and action (Megginson & Whitaker, 2007). CPD is important because it helps the employees to keep their skills, knowledge and experience up to date besides helping in succession planning. As a result, this study identifies the importance of adding CPD into the evaluation system as one of the elements when evaluating the academic staff's performance. Therefore, this study contributes to enhance and provide an accurate KPI system that needs to be implemented in most universities in Malaysia in the future.

Third, this study also attempts to investigate the relationship between OCB and employee performance among lecturers in Malaysia. The results should provide a valuable insight to the management team regarding the important role played by OCB in enhancing the lecturers' performance. Furthermore, the results should provide a direction or way that can enhance the relationship between employees and organizations. In addition, identifying the importance of OCB not only can increase the effort of the lecturer, but also the level of their performance too.

Fourth, this study also attempts to discover new knowledge that brings benefits to future researchers. In this regard, firstly, this study should justify the most suitable types of motivational instruments in explaining the variances of OCB in Malaysian higher education. Some researchers (e.g.: Alshurideh *et al.*, 2015; Tang *et al.*, 2008; Grant, 2008) found that intrinsic motivation is the driven force to perform OCB. However, some argued that extrinsic motivation is the external momentum that

encourages individuals to perform OCB in order to fulfil their external satisfactions (e.g.: Espejo, 2011; Bolino & Turnley, 2002). Therefore, this study should provide valuable insights and new knowledge on the most suitable types of motivation in justifying the relationship with OCB among lecturers.

Fifth, this study should provide the knowledge on the effect of OCB toward employee performance. It helps to understand the impact of individuals' helping behavior where members withhold their job efforts. Furthermore, this study attempts to develop a new set of performance measuring tools, specifically for the academic industry. Hence, the study should able to help future researchers who conduct exploration of employee performance in higher learning.

1.8   Conceptual and Operational Definition of Key Terms

Below are the definitions of terminologies used in the present study.

Intrinsic motivation. Intrinsic motivation was defined as those that individuals find interesting and would do in the absence of operationally separable consequences (Ryan & Deci, 2000). In this research, intrinsic motivation will be used to explain the lecturer's interest and fulfillment to perform their job even in the absence of external rewards.

Extrinsic motivation. Extrinsic motivation is the willingness to complete a task because of some separate outcome or rewards (Ryan & Deci, 2000). This research explains extrinsic motivation as the external source of motivation, such as monetary rewards and punishment that affect the lecturers in performing their job.

Organizational citizenship behavior (OCB). Organizational citizenship behavior is the discretionary contributory actions that are not explicitly rewarded by organizations, nonetheless enhance their effectiveness (Organ, 1988). In this research,

OCB is known as the discretionary behavior or the willingness of lecturer to help others without any rewards.

Employee performance. According to Rao (2004), performance is what is expected to be delivered by an individual or a set of individuals within a time frame. This research defines employee performance as the lecturer's sense of accomplishment to a given task measured against preset known standards.

1.9   Organization of the Remaining Chapters

This thesis is categorized into five chapters. Chapter One focuses on the background of the study, the research problem statement, research questions, and the research objectives. It also provides the scope of study justifies the selection of the research sector and defines key terms used.

Chapter Two is devoted to a literature review and deals with an overview of academic staff and higher education, specifically academic staff with the high OCB level. It also highlights the different perspectives of intrinsic and extrinsic motivation. The impacts of motivation and OCB on the overall employee performance respectively, are also presented. This chapter becomes the foundation of the research framework, and the hypotheses are developed based on the intense review of the literature.

Chapter Three describes the methodology used for data analysis. Issues discussed in this chapter include design of the questionnaire, research approach, administration of the questionnaire, sampling design, pilot study and the statistical techniques used to analyze and evaluate the research hypotheses.

Chapter Four deals with data analyses and the interpretation of the results based on data collected. The sample characteristics, reliability measures and the

results of the hypothesis are tested using different statistical techniques were duly presented.

Chapter Five discusses the results and its implications that are relevant to theory building and the administrators of university. Efforts are made to compare the present results with the results of previous studies so as to identify the gap between the present studies and previous findings. The limitations of the study and some suggestions for future research are concluded this chapter.

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