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

TAN YEW HUEI

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

TAN YEW HUEI

A thesis submitted in fulfilment of the requirements for the award of the degree of Doctor of Philosophy (Management)

Faculty of Management
Universiti Teknologi Malaysia

AUGUST 2016
To my beloved father and mother, lecturers and friends
ACKNOWLEDGEMENT

Foremost, I would like to express my deepest and sincere gratitude to my beloved Ph.D. project supervisor, Dr. Nur Naha Abu Mansor for the endless support and time, easing my path toward the completion of this Ph.D. project. I felt very grateful to have her support. I am also very thankful to Dr. Huam Hon Tat for his inspiration and advice. Without their continued support and advice, this thesis would not have been the same as presented here.

Secondly, I would like to express my appreciation to my beloved parents for their continued support and motivation. I am also indebted to Universiti Teknologi Malaysia (UTM) for funding my Ph.D. study. Without the financial help from Zamalah scholarship, I would not be able to complete this PhD study.

Next, my sincerest thanks go to my family members for their endless critics and encouragements. Besides, I am grateful towards the assistances offered by my friends and sincerely appreciated everyone who contributes toward the success in this project. Last but not least, I would like to express my personal gratitude to Ms. Aw Yong Jyh Lin for the continuous love and care. Her support and advice would be the best motivation in terms of facing difficulties.
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

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td></td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td></td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td></td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td></td>
<td>v</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td></td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td></td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td></td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF FIGURE</td>
<td></td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF NOTATION</td>
<td></td>
<td>xvi</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td></td>
<td>xvii</td>
</tr>
</tbody>
</table>

1 INTRODUCTION

1.1 Introduction 1
1.2 Background of the Study 2
1.3 Problem Statements 3
1.4 Research Questions 7
1.5 Research Objectives 7
1.6 Scope of the Study 8
1.7 Significant of Study 8
  1.7.1 Contribution to Knowledge and Higher Learning Industry 8
1.8 Conceptual and Operational Definition of Key Term 10
1.9 Organisation of the Remaining Chapters 11
# LITERATURE REVIEW

2.1 Introduction 13  
2.2 Lecturer in Malaysia: The Roles and Challenges 14  
2.3 Intrinsic Motivation 17  
2.4 Extrinsic Motivation 22  
2.5 Intrinsic Motivation and Extrinsic Motivation on Employees 26  
2.6 Overview of Employee Performance 29  
2.7 The Relationship between Motivation and Employee Performance 35  
2.8 Overview of Organisational Citizenship Behaviour 36  
2.8.1 Measurement Approach of Organisational Citizenship Behaviour 39  
2.8.2 The Relationship between OCB and Employee Performance 43  
2.9 The Mediating Effect of OCB 47  
2.10 Continuing Professional Development 48  
2.11 Theoretical Framework 56  
2.12 Summary 58

# RESEARCH METHODOLOGY

3.1 Introduction 60  
3.2 Research Philosophy and Epistemology Assumption 61  
3.3 Research Design 62  
3.4 Sampling and Population 64  
3.5 Development of Research Instrument 66  
3.6 Pilot Study 75  
3.6.1 Reliability 75  
3.6.1.1 Measurement Tools for Intrinsic Motivation 76  
3.6.1.2 Measurement Tools for Extrinsic Motivation 77  
3.6.1.3 Measurement Tools for Organizational
DATA ANALYSIS

4.1 Introduction

4.2 Respondent’s Respond Rate

4.3 Respondent’s Demographic Profile

4.4 Descriptive Analysis
  4.4.1 Overall Descriptive Analysis
  4.4.2 Influences of Demographic Factors on Variables

4.5 Findings on the Questionnaire
  4.5.1 Validity
  4.5.2 Testing on the Assumption of Multivariate Analysis
    4.5.2.1 Testing on the Assumption of Normality
    4.5.2.2 Testing on the Linearity and Homoscedasticity
    4.5.2.3 Testing the Assumption of Multicollinearity

4.6 Findings on Research Objectives and Hypotheses Testing
4.6.1 Research Objective 1 110
4.6.2 Research Objective 2 113
4.6.3 Research Objective 3 114
4.6.4 Research Objective 4 116
4.7 Summary of Analyses and Findings of the Study 118

5 DISCUSSION AND CONCLUSION 120
5.1 Introduction 120
5.2 Recapitulation 120
5.3 Discussion of the Research
5.3.1 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. 122
5.3.2 The Effect of OCB on Employee Performance among Lecturers in Malaysian Higher Education 124
5.3.3 The Relationship between OCB and Employee Performance among Lecturers in Malaysia Higher Education 126
5.3.4 The Importance of CPD when Measuring the Employee Performance among Lecturers in Malaysian Higher Education 126
5.4 Contributions 128
5.5 Theoretical and Practical Implications in Higher Education 130
5.6 Research Limitation and Future Research 132
5.7 Conclusions 133

REFERENCES 134
Appendices A – K 156 - 173
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE NO.</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Overview of the Extrinsic Motivation’s Components Based on Organismic Integration Theory (OIT)</td>
<td>23</td>
</tr>
<tr>
<td>2.2</td>
<td>Summary of Previous Research on Motivation</td>
<td>27</td>
</tr>
<tr>
<td>2.3</td>
<td>Previous Studies on Employee Performance</td>
<td>33</td>
</tr>
<tr>
<td>2.4</td>
<td>Previous Studies on OCB-Academic Staff in Educational Setting</td>
<td>45</td>
</tr>
<tr>
<td>2.5</td>
<td>The professional practice implications of the five levels of expertise</td>
<td>52</td>
</tr>
<tr>
<td>2.6</td>
<td>Previous Studies on Continuing Professional Development in Education Industry</td>
<td>54</td>
</tr>
<tr>
<td>3.1</td>
<td>The Variables and Sources of the Scales</td>
<td>67</td>
</tr>
<tr>
<td>3.2</td>
<td>Measurement of Intrinsic Motivation Adapted from Quiley and Tymon, (2006)</td>
<td>68</td>
</tr>
<tr>
<td>3.3</td>
<td>Measurement for Extrinsic Motivation Adapted from Ryan and Deci, (2002); Lam et al., (2010)</td>
<td>69</td>
</tr>
<tr>
<td>3.4</td>
<td>Measurement for OCB Adapted from Piercy et al., (2002)</td>
<td>71</td>
</tr>
<tr>
<td>3.5</td>
<td>Measurement for Employee Performance Adapted from Ishak et al., (2009); Megginson &amp; Whitaker, (2003)</td>
<td>73</td>
</tr>
<tr>
<td>3.6</td>
<td>Reliability of Intrinsic Motivation Measurement</td>
<td>76</td>
</tr>
<tr>
<td>3.7</td>
<td>Items Suggested to be revised or removed in Intrinsic Motivation Inter Item Reliability</td>
<td>77</td>
</tr>
<tr>
<td>3.8</td>
<td>Reliability of Extrinsic Motivation Measurement</td>
<td>77</td>
</tr>
<tr>
<td>3.9</td>
<td>Items Suggested to be revised in Extrinsic Motivation</td>
<td>78</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>3.10</td>
<td>Reliability of OCB Measurement</td>
<td>79</td>
</tr>
<tr>
<td>3.11</td>
<td>Items Suggested to be revised in OCB</td>
<td>80</td>
</tr>
<tr>
<td>3.12</td>
<td>Reliability of Employee Performance Measurement</td>
<td>80</td>
</tr>
<tr>
<td>3.13</td>
<td>Items Suggested to be removed in Employee Performance</td>
<td>81</td>
</tr>
<tr>
<td>3.14</td>
<td>Summary of Reliability for the Measurements</td>
<td>82</td>
</tr>
<tr>
<td>3.15</td>
<td>Validity of the Variables in the Questionnaire</td>
<td>83</td>
</tr>
<tr>
<td>3.16</td>
<td>Minimum and Maximum Score of Studied Variables</td>
<td>85</td>
</tr>
<tr>
<td>3.17</td>
<td>The Summary of the Research Objectives and Its Method of Data Analysis</td>
<td>89</td>
</tr>
<tr>
<td>4.1</td>
<td>Total of Usable Questionnaires</td>
<td>91</td>
</tr>
<tr>
<td>4.2</td>
<td>Findings of the Respondents’ Demographic Profile</td>
<td>92</td>
</tr>
<tr>
<td>4.3</td>
<td>Overall Descriptive Analysis on All Dimensions</td>
<td>94</td>
</tr>
<tr>
<td>4.4</td>
<td>Differences in Employee Performance Score by Gender and Age</td>
<td>95</td>
</tr>
<tr>
<td>4.5</td>
<td>Differences in Employee Performance Score by Age, Race, Academic Qualification, Marital Status, Status of Resident, Years of Academic Working Experience, Organizational Tenure and Academic Rank</td>
<td>96</td>
</tr>
<tr>
<td>4.6</td>
<td>Factor Analysis of the Variables</td>
<td>98</td>
</tr>
<tr>
<td>4.7</td>
<td>Reliability Analysis for all Variables</td>
<td>99</td>
</tr>
<tr>
<td>4.8</td>
<td>The Findings of Multicollinearity Value for Variables</td>
<td>110</td>
</tr>
<tr>
<td>4.9</td>
<td>Multiple Regression Analysis between the Dimensions of Intrinsic Motivation on Employee Performance</td>
<td>111</td>
</tr>
<tr>
<td>4.10</td>
<td>Multiple Regression Analysis between the Dimensions of Extrinsic Motivation on Employee Performance</td>
<td>112</td>
</tr>
<tr>
<td>4.11</td>
<td>Multiple Regression Analysis between the Dimensions of Organisational Citizenship Behaviour on Employee Performance</td>
<td>113</td>
</tr>
<tr>
<td>4.12</td>
<td>The Mediating Effect of OCB on the Relationship of Intrinsic Motivation and Employee Performance</td>
<td>115</td>
</tr>
<tr>
<td>4.13</td>
<td>Bivariate and Partial Correlation Analysis on Motivation and Employee Performance</td>
<td>116</td>
</tr>
<tr>
<td>4.14</td>
<td>Exploratory Factor Analysis on Continuing Professional</td>
<td></td>
</tr>
</tbody>
</table>
Development and Others Factors in Employee Performance

4.15 Pearson Correlation Analysis among Continuing Professional Development and Employee Performance Dimension

4.16 Summary Answers to the Research Hypotheses
# LIST OF FIGURE

<table>
<thead>
<tr>
<th>FIGURE NO.</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Research framework</td>
<td>58</td>
</tr>
<tr>
<td>3.1</td>
<td>Research Design Process</td>
<td>63</td>
</tr>
<tr>
<td>3.2</td>
<td>Sampling Process</td>
<td>64</td>
</tr>
<tr>
<td>4.1</td>
<td>Normality of Intrinsic Motivation and Employee Performance by using Normal Probability Plot Regression Standardized Residual</td>
<td>101</td>
</tr>
<tr>
<td>4.2</td>
<td>Normality of Extrinsic Motivation and Employee Performance by using Normal Probability Plot Regression Standardized Residual</td>
<td>101</td>
</tr>
<tr>
<td>4.3</td>
<td>Normality of Intrinsic Motivation and OCB by using Normal Probability Plot Regression Standardized Residual</td>
<td>102</td>
</tr>
<tr>
<td>4.4</td>
<td>Normality of Extrinsic Motivation and OCB by using Normal Probability Plot Regression Standardized Residual</td>
<td>102</td>
</tr>
<tr>
<td>4.5</td>
<td>Normality of OCB and Employee Performance by using Normal Probability Plot Regression Standardized Residual</td>
<td>103</td>
</tr>
<tr>
<td>4.6</td>
<td>Linearity of Intrinsic Motivation and Employee Performance by Scatterplots</td>
<td>104</td>
</tr>
<tr>
<td>4.7</td>
<td>Linearity of Extrinsic Motivation and Employee Performance by Scatterplots</td>
<td>105</td>
</tr>
<tr>
<td>4.8</td>
<td>Linearity of Intrinsic Motivation and OCB by</td>
<td></td>
</tr>
</tbody>
</table>
4.9 Scatterplots
Linearity of Extrinsic Motivation and OCB by Scatterplots

4.10 Linearity of OCB and Employee Performance by Scatterplots

4.11 Linearity and Homoscedasticity of Intrinsic Motivation on Employee Performance by using Residual Scatterplot.

4.12 Linearity and Homoscedasticity of Extrinsic Motivation on Employee Performance by using Residual Scatterplot.

4.13 Linearity and Homoscedasticity of Intrinsic Motivation on OCB by using Residual Scatterplot.

4.14 Linearity and Homoscedasticity of Extrinsic Motivation on OCB by using Residual Scatterplot.

4.15 Linearity and Homoscedasticity of OCB on Employee Performance by using Residual Scatterplot.

4.16 Mediation Model for Motivation on Employee Performance

5.1 Research Model
# LIST OF NOTATION

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCB</td>
<td>Organizational Citizenship Behavior</td>
</tr>
<tr>
<td>OIT</td>
<td>Organismic Integration Theory</td>
</tr>
<tr>
<td>SDT</td>
<td>Self Determination Theory</td>
</tr>
<tr>
<td>SET</td>
<td>Social Exchange Theory</td>
</tr>
<tr>
<td>IM</td>
<td>Intrinsic Motivation</td>
</tr>
<tr>
<td>EM</td>
<td>Extrinsic Motivation</td>
</tr>
<tr>
<td>EP</td>
<td>Employee Performance</td>
</tr>
<tr>
<td>( \alpha )</td>
<td>Alpha Cronbach</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>APPENDIX</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Sample of Research Questionnaire</td>
<td>156</td>
</tr>
<tr>
<td>B</td>
<td>Analysis of results for communality values for all variables</td>
<td>164</td>
</tr>
<tr>
<td>C</td>
<td>Analysis of results for reliability for all variables</td>
<td>165</td>
</tr>
<tr>
<td>D</td>
<td>Analysis of results for testing the assumption of multicollinearity</td>
<td>166</td>
</tr>
<tr>
<td>E</td>
<td>Analysis of results for multiple regression between intrinsic motivation and employee performance</td>
<td>167</td>
</tr>
<tr>
<td>F</td>
<td>Analysis of results for multiple regression between extrinsic motivation and employee performance</td>
<td>168</td>
</tr>
<tr>
<td>G</td>
<td>Analysis of results for multiple regression between OCB and employee performance</td>
<td>169</td>
</tr>
<tr>
<td>H</td>
<td>Analysis of results for mediating relationship effect of OCB between intrinsic motivation and employee performance</td>
<td>170</td>
</tr>
<tr>
<td>I</td>
<td>Analysis of results for mediating relationship effect of OCB between extrinsic motivation and employee performance</td>
<td>171</td>
</tr>
<tr>
<td>J</td>
<td>Analysis of results for exploratory factor analysis among CPD variables</td>
<td>172</td>
</tr>
<tr>
<td>K</td>
<td>Analysis of result for Pearson Correlation analysis among CPD and employee performance dimension</td>
<td>173</td>
</tr>
</tbody>
</table>
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 (Nielsen et al., 2012; Kim et al., 2011; Bush & Jiao, 2011; Sevi, 2010; Nielsen et al., 2009). As proven by a few recent research (Nielsen 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 (Meggison & 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.
REFERENCES


Burrell, Gibson and Morgan, Gareth (1979), Sociological Paradigms and Organisational Analysis, Hants: Ashgate.


