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**THE EFFECT OF INTRINSIC MOTIVATION, EXTRINSIC MOTIVATION AND
WORK ENVIRONMENT ON ACADEMICIANS' JOB PERFORMANCE AT
PUBLIC UNIVERSITIES IN MALAYSIA**



MASTER OF SCIENCE (MANAGEMENT)

UNIVERSITI UTARA MALAYSIA

2024

**THE EFFECT OF INTRINSIC MOTIVATION, EXTRINSIC MOTIVATION AND
WORK ENVIRONMENT ON ACADEMICIANS' JOB PERFORMANCE AT
PUBLIC UNIVERSITIES IN MALAYSIA**



**BY
SARANIYA A/P KATARAIAH**

**Thesis submitted to
School of Business Management,
Universiti Utara Malaysia,
In Fulfillment of the Requirement for the Master of Science Management**



**Pusat Pengajian Pengurusan
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

Universiti Utara Malaysia

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Nama Penyelia Pertama : **TS. DR. MATHIVANNAN A/L JAGANATHAN**
(Name of 1st Supervisor)

Tandatangan :
(Signature)

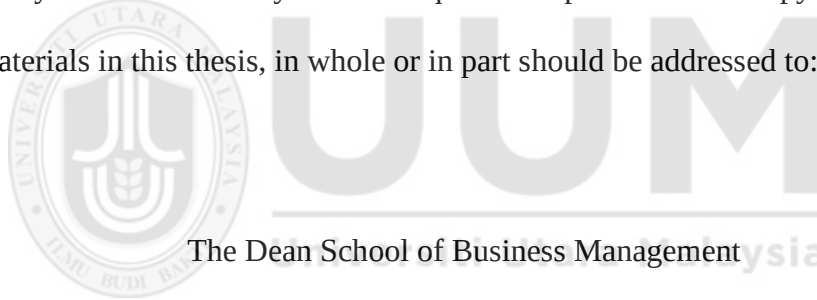
Nama Penyelia Kedua : **DR. NORSHAFIZAH BT. HANAFI**
(Name of 2nd Supervisor)

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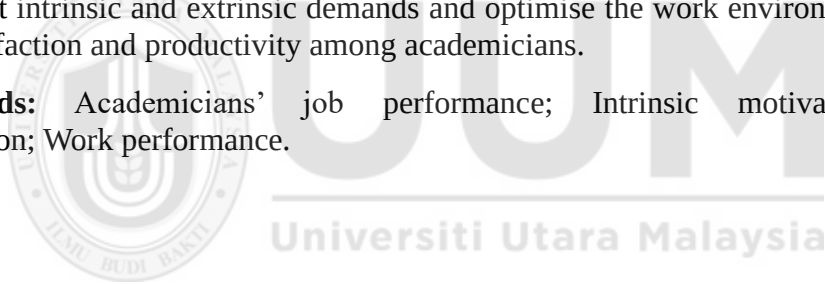


The Dean School of Business Management
Universiti Utara Malaysia Kuala Lumpur.

ABSTRACT

The performance of academicians at public institutions is essential for institutional growth, impacting not only teaching quality but also research productivity, student engagement, and overall academic reputation. The main objective of this research is to study the effect of intrinsic motivation, extrinsic motivation and work environment on academicians' job performance at public universities in Malaysia. The inconsistency of findings in past literature between the independent variable has prompted researchers to explain the inconsistency. The survey questionnaire was distributed online to academic staff of northern region public universities. Herzberg's Two-Factor Theory underpins the proposed theoretical framework. Herzberg's Two-Factor Theory states that employee motivation is driven by two elements: motivators (intrinsic variables such as success, recognition, and growth) and hygiene factors (extrinsic factors such as salary, work environment, and corporate laws). The model was tested utilizing Partial Least Squares Structural Equation Modelling (PLS-SEM) using data that was collected from 212 academicians from northern region public universities. The results show that intrinsic and extrinsic motivation has a significant relationship with academicians' job performance, while work environment is found to be insignificant in academicians' job performance. This study contributes to public universities building comprehensive motivating methods that meet intrinsic and extrinsic demands and optimise the work environment to improve job satisfaction and productivity among academicians.

Keywords: Academicians' job performance; Intrinsic motivation; Extrinsic motivation; Work performance.



ABSTRAK

Prestasi ahli akademik di institusi awam adalah penting untuk pertumbuhan institusi kerana ia bukan sahaja memberi kesan kepada kualiti pengajaran tetapi juga produktiviti penyelidikan, penglibatan pelajar, dan reputasi akademik keseluruhan. Objektif utama kajian ini adalah untuk mengkaji kesan motivasi intrinsik, motivasi ekstrinsik dan persekitaran kerja terhadap prestasi kerja ahli akademik di universiti awam di Malaysia. Dapatan kajian yang tidak konsisten dari kajian-kajian yang terdahulu telah mendorong pengkaji untuk mendapatkan jawapan terhadap ketidakkonsistensi. Soal selidik tinjauan telah diedarkan menggunakan soal selidik dalam talian kepada kakitangan akademik universiti awam wilayah utara. Rangka kerja teori yang dicadangkan disokong oleh Teori Dua Faktor Herzberg. Teori Dua Faktor Herzberg menyatakan bahawa motivasi pekerja didorong oleh dua elemen: *motivator* (pembolehubah intrinsik seperti kejayaan, pengiktirafan, dan pertumbuhan) dan faktor kebersihan (faktor ekstrinsik seperti gaji, persekitaran kerja, dan undang-undang korporat). Model ini telah diuji melalui Pemodelan Persamaan Struktur Separa Terkecil Kuasa Dua (PLS-SEM) menggunakan data yang dikumpul daripada 212 ahli akademik dari universiti awam wilayah utara. Keputusan menunjukkan bahawa motivasi intrinsik dan motivasi ekstrinsik mempunyai hubungan yang signifikan dengan prestasi kerja ahli akademik manakala persekitaran kerja didapati tidak signifikan dengan prestasi kerja ahli akademik. Kajian ini menyumbang kepada universiti awam untuk membina kaedah motivasi yang komprehensif yang memenuhi permintaan intrinsik dan ekstrinsik serta mengoptimumkan persekitaran kerja untuk meningkatkan kepuasan kerja dan produktiviti dalam kalangan ahli akademik.

Kata kunci: Prestasi akademik; Motivasi intrinsik; Motivasi ekstrinsik; Prestasi kerja.

ACKNOWLEDGEMENT

The completion of this research project would not be feasible without the assistance and guidance of a few authorities. In that regard, we would like to acknowledge these parties for their contributions.

First and foremost, we would like to express our sincere gratitude to my supervisor Ts. Dr. Mathivannan A/L Jaganathan and Dr. Norshafizah binti Hanafi for our research's guidance and continuous support. They were relentless in their guidance and would incorporate their motivation, enthusiasm and immense knowledge through every stage of this research. I have successfully overcome many difficulties with their assistance. We would like to thank them for all the time and effort they have sacrificed to assist us.

Besides that, I wish to thank my dearest family member especially my father and mother Mr. Kataraiyan and Mrs. Ratha for financial and mentality support during my progress. Their contribution and personal sacrifices are genuinely appreciated and will be remembered. They never forget to pray for me to successfully complete my masters. To any other individual whom I have not recognized by name but who gave their support and cooperation, I give my sincere thanks.

Last but not least, we would like to give our sincere compliments to all the respondents who helped by answering the questionnaires. Without their collaboration and patience, we would never be able to collect the data needed for this study. This research would never come to fruition without the data obtained from the respondents and that is why we owe our gratitude to all our kind respondents. Having said all that, we would like to once again thank all parties who have played a part in the development and completion of this research.

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CHAPTER ONE

INTRODUCTION

1.1 Background of study

The effect of employee motivation and work environment on employee performance has been the subject of extensive research, especially in the context of educational institutions. Employee performance, a critical measure of organizational success, refers to the quality and efficiency of employees fulfil their job responsibilities (Deel., 2024). In academia, particularly at public institutions, performance among academicians is essential for institutional growth, impacting not only teaching quality but also research productivity, student engagement, and overall academic reputation.

According to Abdelwahed (2023), societal expectations are intrinsically linked to the effective implementation of educational processes and policies. The education system's success is largely dependent on the dedicated efforts and significant contributions of academicians. Consequently, factors such as job motivation and the work environment are essential elements for every educational institution. Elevated levels of academicians' motivation result in enhanced performance, which in turn fosters a healthy and positive climate within the institutions (Yang, 2022)

In the context of higher education institutions, employee performance is multifaceted, encompassing teaching effectiveness, research output, and administrative efficiency. Both individual and organizational factors influence these dimensions. For instance, higher levels of work engagement characterized by vigor, dedication, and absorption—have

been linked to improved productivity and institutional performance (Abdelwahed, 2023). Performance in academia is complex, as it includes the direct impact of teaching and mentorship as well as the indirect contributions through research and institutional service (Virgana, 2022). High employee performance among academicians can lead to enhanced student learning, greater innovation in research, and an increased reputation for the institution. However, achieving and sustaining this level of performance depends on several factors, particularly employee motivation (extrinsic and intrinsic motivation) and the work environment (Aljumah, 2023).

For academicians, where teaching, research, and community engagement are core responsibilities, high performance is integral to both personal and institutional success. Public institutions are focused on providing a productive environment supporting these multifaceted roles, yet challenges such as work-life balance, resource allocation, and motivational factors persist. Mansor (2023) indicates that Malaysian public university academicians often grapple with limited career development opportunities, rigid hierarchical structures, and high work-related stress, adversely affecting their performance. Addressing these factors can lead to improvements in teaching quality, research productivity, and overall institutional reputation.

Moreover, study on employee performance in academic institutions highlight the importance of aligning motivational strategies and environmental support to foster higher levels of engagement and productivity (Nor, 2023). This alignment is crucial because academic staff face unique challenges, including heavy workloads, pressure to produce high-quality research, and the demand to deliver effective teaching. When motivational strategies are integrated with a supportive environment, they create a synergy that

enhances job satisfaction, reduces burnout, and improves overall institutional performance (Modise, 2023)

The high stress level amongst academicians has been related to the demands for improved efficiency. Moreover, there is a testament to the rising stress level experienced by lecturers recently (Abdullah S. F., 2020). As mentioned by Malik (2023), an essential element to overcome individuals' high-stress levels is enhancing work motivation and their work environment. Studies have consistently highlighted the pivotal role of motivation and work environment in shaping employee performance. Motivation, encompassing intrinsic and extrinsic drivers, catalyzes engagement and productivity, while the work environment provides the structural and cultural context that enables employees to thrive (Pandya, 2024).

Furthermore, an employee's perception of themselves as incompatible at work does not necessarily indicate that he lacks the skills or is unfit for the position; rather, there may be several other factors or reasons that could cause them to become stressed and believe they are not a good fit for their position, which could ultimately affect their performance at work. Furthermore, some symptoms can lead to poor performance among academicians. Indeed, academicians have to complete many tasks and balance their time and life between work and family.

Public institutions in Malaysia play a critical role in delivering essential services and implementing government policies. However, achieving sustained high performance within these institutions requires a nuanced understanding of the interplay between motivation and work environment. Empirical evidence underscores the necessity of

addressing intrinsic and extrinsic motivational factors alongside creating supportive work settings to mitigate challenges and enhance employee productivity (Yating, 2024). This study aims to explore these dynamics within the context of Malaysian public institutions, providing insights into effective strategies for fostering high-performing workplaces. Therefore, the way to enhance individual performance is by further study about work environment and job motivation among the academicians in the education industry among public universities.

1.2 PROBLEM STATEMENT

The workload of academicians in Malaysian universities can be divided into at least five categories: publishing, inquiry and discussion, management work, and community service (Ling, 2023). Academic staff personnel, whether employed for teaching or research purposes, are required to perform in the categories above. The university academic community is now experiencing problems in meeting the various student demands and performance criteria. Academic personnel are in undue strain, and when stress sets in, their performance suffers (Subban, 2022). Job stress may have a detrimental influence on faculty and staff attendance, devotion to their jobs, staff turnover, efficiency, and effectiveness, as well as student concerns, increased mistakes and the reputation of the public institution, both internally and globally. This is affecting The higher education industry as turnover is higher than ever. In the University Professional Association for Human Resources, or CUPA-HR survey, a considerable percentage of employees in higher education (33%) indicated they were actively looking for new jobs or likely to look within the next year, which is indicative of the retention problem in higher education

(University, 2023). This number was even higher for the student affairs area itself, in which close to 40% of professionals indicated they were likely to search for a new role in the next year.

Therefore, a considerable number of academic staff fail to fulfil their duties successfully because they are unable to manage stress-related issues (Adewale, 2019). Furthermore, rising task demands among academicians have produced a hard and demanding working environment for academic personnel, exacerbating their mental and physical disorders. Improper stress management among academic personnel might have a severe impact on their performance (Alhamed, 2023).

On the other hand, employee motivation has a significant impact on the performance of both employees and the organization. Employee and organizational performance decline as a consequence of a lack of motivation. Motivated employees are loyal, devoted, and productive, and they give valuable services to the business. According to Weekly (2017), 70% of employees believe they are disengaged at work. It discovered that motivated people were 31% more productive, 37% more profitable, and three times more innovative than demotivated employees. They were also 87% less likely to resign, according to a Corporate Leadership Council survey of over 50,000 people. This means that motivated personnel are more likely to be involved in high-quality research, teaching, and service, contributing to the institution's overall goals. In contrast, demotivated academics might struggle with productivity and feel disconnected from institutional goals (Mauliya, 2020). This highlights the necessity for universities to create environments that foster intrinsic and extrinsic motivation to sustain high levels of performance and engagement.

Recent research by Nusraningrum (2024) has found a strong link between employee motivation and work performance, with driven individuals more likely to exhibit better engagement, commitment, and productivity. Despite this association, organizations typically fail to see the importance of creating an atmosphere that promotes motivation. For example, motivating elements, including work happiness, autonomy, and recognition, significantly influence performance results (Deci, 2020). Furthermore, individual variability in motivation levels and unique contextual elements in different work situations confound the relationship further.

Additionally, working settings have an essential role in improving academic staff performance. A better work environment can lead to improved employee performance since it is the environment around the workplace that enhances their interest to work; it directly impacts job performance. According to Wahyudi (2022), the working atmosphere in educational institutions is one of the most crucial factors triggering job performance. For instance, a clean, pleasant, and happy atmosphere will increase academic staff satisfaction and boost performance. The argument is corroborated by Putri (2019), who claims that the working environment directly impacts job performance. Complete facilities and equipment are the first requirements that academic staff must meet in order to provide a seamless teaching and learning environment.

According to Victor, 2014, a poor work environment and circumstances, such as inadequate education hall settings and insufficient research resources, can potentially impair academic staff morale and performance because academic staff have fewer motivating mechanisms.

Channell (2023) demonstrated that most institutions face bad working circumstances, such as inappropriate furniture, excessive noise, and a lack of safety precautions in fire situations, which have placed their lives at danger. Excessive workplace noise has been linked to increased stress and reduced concentration, leading to lower productivity and job satisfaction among academicians. Along with the advancements in organizational practices generated by the identified problem in the constantly expanding and changing market, organizations have also had to deal with several noticeable challenges and changes, such as a higher turnover rate than in previous years, employee dissatisfaction at work, poor work conditions, an intense workload, etc. A pleasant atmosphere may not only draw students to the campus to study, but it can also improve the working conditions for academic staff members and increase their job satisfaction.

Tarman (2020), further backed up the notion that low-quality education directly results from a bad work environment. Since an institution's educational level is low, the quality of students will be adversely affected by the quality of education provided by its academic staff. A positive and high-quality work environment is crucial because it fosters community and inspires employees to do their best every day (Herrity, 2024). Furthermore, poor academic staff performance will continuously degrade an institution's service quality. Student and academicians' satisfaction will decrease in an institution with poor service quality claims (Chandra, 2018). The professionalism and efficacy of academic personnel are critical; this is reflected in the standards of education management at the level of an organization.

The factors mentioned above have raised several issues for the groups, raising doubts about their ability to succeed. These facts make it clear that unrecognized or unresolved

workplace issues affect employees' performance, preventing them from working effectively and efficiently and ultimately leading to employee dissatisfaction and demotivation, eventually affecting the institutions' success. These factors directly affect the institutional rankings, as universities with higher turnover and disengaged staff may struggle to maintain academic quality and reputation. Studies have shown that motivated and satisfied employees are more likely to contribute positively to university rankings, often reflecting academic output, research productivity, and institutional innovation (Bakar, 2022). Conversely, poor working conditions increase the likelihood of academic staff seeking employment elsewhere, thus exacerbating turnover rates and negatively affecting performance metrics, including student satisfaction and research output (Al-suraihi, 2021).

Research indicates that the pressure for increased research outputs, as measured through publications, collaborations, and innovations, continues to grow. Universities are tasked with fostering an environment conducive to productivity while addressing challenges such as resource limitations and workload imbalances. Institutions prioritise strategies to enhance research capacity and faculty development to sustain competitive performance in teaching and scholarly contributions. Given faculty's critical role in the academic environment and motivation, universities need to address these issues to improve employee retention and institutional performance in global rankings.

1.3 RESEARCH QUESTION?

1. Does intrinsic motivation have a positive relationship with academicians' job performance?
2. Does extrinsic motivation have a positive relationship with academicians' job performance?
3. Does work environment have a positive relationship with academicians' job performance?

1.4 RESEARCH OBJECTIVE

1. To examine the relationship between intrinsic motivation and academicians' job performance.
2. To examine the relationship between extrinsic motivation and academicians' job performance.
3. To examine the relationship between work environment and academicians' performance.

1.5 SCOPE OF THE STUDY

This scope of the study includes academicians from northern public universities. The study's scope is limited to academic staff members, as they play a critical role in shaping the educational environment and ensuring institutional success. Given the unique pressures and rewards associated with academia, this research aims to shed light on how

internal (intrinsic) and external (extrinsic motivation) factors influence job performance and the role the work environment plays in this context.

This study would emphasize the focused universities in the northern region only because by narrowing the geographical scope, the researcher could concentrate on collecting comprehensive and high-quality data from a targeted population, thereby increasing the academicians' reliability. This study significantly addresses the relationship between extrinsic motivation, such as salary, benefits, recognition, and job security and intrinsic motivation, including personal satisfaction and professional growth towards job performance among northern university academicians. The study also examines the relationship between work environment and job performance among academic staff. The research's conclusions will offer insightful information to educational institutions looking to enhance academic staff members' work performance through environmental and motivational enhancements.

The findings are expected to provide significant insights for higher education institutions in improving their practices to enhance academic staff's motivation and productivity. Effective strategies in these areas are critical as they can help address challenges such as staff turnover, low engagement, and poor institutional rankings. Studies have shown that motivation is strongly linked to job performance, and a conducive work environment enhances productivity and retention rates (Uka, 2021). These improvements can ultimately contribute to the competitive positioning of Malaysian universities in global rankings.

1.6 SIGNIFICANCE OF THE STUDY

This study is essential for gaining a deeper understanding of the elements that impact the job performance of academicians among public universities. By exploring the roles of intrinsic motivation, extrinsic motivation, and the work environment, this research provides valuable insights that may guide efforts to improve academicians' performance through structured support systems tailored to meet their needs and maximize their productivity.

First, this study's findings are expected to benefit public universities by identifying key factors that influence job performance. Through a well-designed work environment that supports academic staff and appropriate motivational strategies, public universities can foster a culture where academicians feel more engaged and capable of delivering high-quality work, which in turn benefits the university's reputation and its ability to attract top talent. Beyond public universities, the insights gained could apply to higher education institutions and possibly other sectors worldwide, as organizations globally face similar challenges in motivating and optimizing employees' performance.

The three independent variables—intrinsic motivation, extrinsic motivation, and work environment—have unique implications for job performance. Intrinsic motivation, driven by personal growth and fulfilment from teaching or research, can encourage academicians to strive for excellence independently. Extrinsic motivation, including financial incentives, recognition, and career advancement, can be a powerful external driver for meeting institutional goals. Meanwhile, a positive work environment is foundational, providing academicians with the physical and psychological conditions

they need to perform optimally. By analyzing these variables, the study seeks to reveal how they individually and collectively contribute to job performance.

The broader implications of this study suggest that effective motivational strategies and an enabling work environment are crucial in helping institutions achieve sustainable improvements in performance. This is especially important in the institutional sector, where employee engagement directly impacts student success and organizational prestige. The study may also aid supervisors and staff members by clarifying their roles in contributing to public universities' objectives. Supervisors, in particular, can leverage these insights to better align their management practices with factors that promote high performance, creating a feedback loop that reinforces productive behaviors while minimizing fewer effective ones.

Ultimately, the study's findings will help public universities establish and maintain an efficient, well-functioning work environment that supports academicians in delivering exceptional performance.

1.7 Definition of key terms

This study used definitions from past researchers to achieve its objectives. Some of the key terms used in this study are defined briefly and are as follows:

1.7.1 Academicians Job Performance

Jacob (2023) defined academic staff work performance as encompassing all tasks and responsibilities that an academic is required to do within a given time frame. It has been

associated with the academic's capacity to carry out his or her responsibilities throughout the institution. Jacob (2023) also identifies as the duties and obligations delegated to academic staff to fulfil the institution's goals and objectives as well as the institution's execution or fulfilment.

1.7.2 Intrinsic Motivation

Intrinsic motivation refers to individual motivation stimuli that come from within. Intrinsic motivation is also called psychological motivation such as personal interest and enjoyment. Ching (2016) explains that intrinsic motivation is a natural human tendency where people are willing to put effort toward achieving the activities they find fascinating or rewarding.

1.7.3 Extrinsic Motivation

Dike (2019), explains that extrinsic motivation comes from a person's physical surroundings. Extrinsic motivation can be fueled by rewards such as increased employment benefits, higher salaries, bonuses, and job promotions. Dike (2019) also defines extrinsic motivation as monetary and verbal rewards that transpire beyond a person.

1.7.4 Work Environment

According to Pushpaharan (2020), the workplace is a structured environment the firm offers to fulfil its objectives. An organized area is the arrangement of a workstation that is appropriate for the nature of the activity or task at hand. Sinnappan (2017) specifies an environment as a user's closest surroundings that are modified for their survival or usage. As a result, a workplace provides an atmosphere for employees to do certain tasks.

1.8 Organization of the Thesis

This thesis entails of five chapters from chapter 1 to chapter 5. Chapter 1 represents the study background, problem statement, research objectives and questions, significance of study, and definition of key terms.

Chapter 2 covers an inclusive literature review of the variables: academicians' work system, employee motivation that includes intrinsic and extrinsic motivation and working environment. Moreover, the theories and past studies regarding to the topic has revealed and reviewed in this chapter.

Chapter 3 provides the research framework, research hypothesis, study design, and sampling design. Data collection methods have also been introduced in terms of the procedures used to collect the data. Moreover, determining the instrument's functional meaning of designs measurement scales, culminating with data processing and methodologies for data analysis.

The fourth chapter focuses on the study's general results and findings. The Partial Least model is applied to examine the data, and ultimately, the analysis is further clarified in the result.

The last chapter discusses and implores the significance of the findings. Moreover, it elaborates on the study limitations and makes further recommendations for future studies. Indeed, the overall conclusion of the whole research project has been declared.



CHAPTER 2

LITERATURE REVIEW

2.1 Overview of Higher Education Institutions

The Ministry of Higher Education (MOHE) oversees the higher education sector, which is in charge of administering Malaysia's higher education institutions (HEIs) (StudyMalaysia.com, 2022). The Malaysian government's devotion to education is demonstrated by the fact that the education sector has consistently received the largest national development budget. Malaysia's higher learning sector is heavily dominated by federal-funded institutions such as public universities, polytechnics, community colleges, and vocational schools for teachers, as well as independently operated institutions such as private educational institutions, foreign branch campuses, and private colleges. There are also hybrid arrangements in which the public sector provides finance to firms that act as private corporations (Sandrasegaran, 2024)

HEIs provide a multifaceted function, notably in teaching, research, and involvement in the community. Education remains the foundation of society, with institutions charged with providing students with information, critical thinking ability, and practical skills relevant to the job market (Altbach, 2019). In addition to teaching, research is a key purpose of higher education institutions, stimulating innovation and contributing to scientific, technological, and social knowledge. Many higher education institutions are also dedicated to community service, frequently collaborating with local and international communities to address social issues, promote development, and exchange knowledge (Wit, 2011)

Higher learning institutions are becoming more understanding that they are part of the service business and are emphasizing student happiness more as they confront several competitive challenges. In today's competitive world, education has not solely become an important profession and a need, but it is also a financial investment made by parents for their children. In both the public and commercial sectors, a good standard of education is a key component in recruiting and maintaining students who desire to pursue higher education. Currently, every institution throughout the world strives to become a world-class university. Indeed, the standard of higher education is a relative notion given the number of varied stakeholders engaged, which varies from the single student as a key consumer to the entire society (students, parents, staff, employers, business, and lawmakers (Jalali, 2011)

According to recent trends in higher education, higher education's atmosphere is changing as a result of trends such as greater emphasis on multidisciplinary education, soft skills, and the use of technology in the classroom. Higher education institutions increasingly use flexible curriculum incorporating established subjects with emergent fields, helping students gain a more holistic knowledge of complex global concerns (Abo-Khalil, 2024). The incorporation of technology, notably after the COVID-19 epidemic, has revolutionized pedagogical techniques and increased HEI reach via online learning platforms (Akram1, 2021)

2.2 Academicians' Job Performance

Academics' commitment, effort, contribution, and professional qualities are critical to the success of the education sector. Academicians' work performance will provide HEIs with useful insights on the human skills necessary to adopt strategies to achieve

HEI objectives (Alawiyah, 2022). As the number of universities in Malaysia grows, academicians may face further professional obstacles due to greater competition from other schools. However, academicians have recently experienced job stress due to instant global change, particularly major changes in curriculum design and dynamic multi-tasking responsibilities, which has led to the establishment of high-performance standards that universities must meet (Yousefi, 2019). A significant amount of research has focused on academicians who hold positions at public higher education institutions in Malaysia (Alawiyah, 2022). The Malaysian government provides all of the funding for public HEIs, and academicians are provided with a framework of organizational support and fair salary. Therefore, there are no challenges with corporate incentives or assistance for public university employees to exhibit extra conduct in their day-to-day job. However, there is still a lack of private research due to the way they are paid based on the institution's yearly earnings, the work structure, and the allocation of various resources (Liu, 2017). To put it simply, if the number of students is high, the income is through tuition fees or related fees. Nonetheless, academicians at private HEIs have about the same workload as those at public HEIs.

Academicians' job performance is a key indicator of their efficacy and productivity in higher education institutions. It has several dimensions, including teaching, research, service to the academic community, and administrative obligations (Ismayilova, 2019). Given academics' critical position in building the knowledge economy and contributing to societal progress, understanding the variables influencing their work performance has been a focus of research in organizational and educational psychology (Bakker, 2023).

Academicians' job performance is peculiar in that it requires a high degree of intellectual engagement, continuous self-improvement, and juggling various duties.

Academic performance is more complex than corporate performance, which can be measured by revenue generation or productivity quotas (Wu, 2024). It frequently includes subjective metrics such as teaching quality, outcomes of research, engagement among students, and contributions to the academic community. As a result, academic performance evaluation focuses not just on outcomes but also on process quality, such as creative teaching approaches, mentoring efficacy, and research contributions beyond discipline limits.

Furthermore, higher education is regarded as a necessary basis for navigating the complicated process of globalization. Higher education services have already begun to cross boundaries, either online or through physical campuses, as a result of globalization, greater technological advancement, and more multinational mobility (Sandrasegaran, 2024). While several parents are still apprehensive, colleges and universities, governments, for-profit and non-profit organizations, and the general public today consider tertiary education as an essential investment in a student's life. Even after buying a house, it became the second-largest investment (Fang, 2020).

Malaysia's whole educational system, including tertiary education, is considered as a serious and continuing endeavor to progress, rather than an investment. Students have been particularly encouraged to develop the necessary skill sets in order to compete for the few job vacancies available right after graduation in this highly competitive environment (Higdon, 2021). Devotion, outstanding ethics, moral behavior, high spirits, personal dedication, deep religious views, and strive for perfection are all important components of Malaysia's education system, which benefits people, families, society, and the country.

New institution types, such as community college systems, vocational colleges, and non-degree-granting institutions, are frequently employed as key sources of improved opportunity. Most wealthier countries had universal higher education by the turn of the twentieth century, and many developing countries are currently accomplishing the same; Chankseliani, (2020) established the following conditions. However, enrolment rates fluctuate depending on socioeconomic and economic circumstances.

Furthermore, financial restrictions are a prevalent concern, with many institutions facing government budget deficits and a rising dependency on tuition fees, which can create access obstacles for students (Lee, 2020). Globalization has also increased rivalry among higher education institutions for international students and research collaborations, frequently leading to the implementation of competitive market-oriented policies. Furthermore, fast technology advancements have prompted a transition toward digital education, with many institutions embracing online learning to increase access and meet varied student demands (Guri-Rosenblit, 2020).

Dimensions of Academic Performance

2.2.1 Teaching effectiveness

Teaching is perhaps the most prominent aspect of an academician's work performance since it immediately influences students' learning and engagement. High-quality teaching entails presenting course information and fostering a climate that fosters critical thinking, student engagement, and intellectual curiosity (Alvarez-Huerta, 2022). Academicians' teaching ability is frequently assessed through student feedback, peer reviews, and self-assessment. Teaching achievements is determined by elements such as instructional abilities, expertise, and the capacity to adapt information to

various learning demands. According to Zou (2023), successful teaching correlates favorably with intrinsic motivation, with academics finding satisfaction in encouraging students' intellectual advancement.

Adediwura (2007) emphasized that a lecturer's capacity to teach efficiently is determined by the level of information the instructor holds. Academicians must also be subject-matter specialists. A teacher's subject matter knowledge may be measured along three dimensions: content knowledge, methodological understanding of content, and general knowledge. Academicians can separate the knowledge base at the intersection of subjects and methods of instruction to convert subject knowledge and adapt to their pupils' diverse skills and backgrounds.

2.2.2 Research Contributions

Research output is another important indicator of an academician's performance, particularly in research-intensive universities. Intellectual contributions, such as articles published in books, and conference presentations, are critical to academic legitimacy, career progression, and institutional prestige. Academicians are frequently assessed on the amount and quality of their research, with indicators such as impact factor, citation indexes, and contribution uniqueness playing essential roles in performance evaluations. Research productivity is strongly impacted by both intrinsic motivation (e.g., intellectual curiosity) and external variables, such as financial availability and institutional support for research activities (Horodnic, 2019)

According to Lwoga (2014), the number of publications by a researcher (the academician), group (academic department, also known as faculty or school), and institution (the university) in a certain time period might be used to quantify research efforts. Throughout research and development, each academician is urged to deliver

professional services to the community. Academicians can give terms for sharing information and talents with society for mutual gain. It is a measure of an academic's professional accomplishment. Ulistiowati and Komari (2020) discovered that the ability of academics had the greatest impact on research performance.

2.2.3 Service to the Academic Community

Academic service includes serving on committees, mentoring students and colleagues, and contributing to associations of professionals or administrative boards. While academic service is sometimes disregarded in performance assessments, it is critical to the operation of academic institutions and the growth of the larger academic field (Khan et al., 2023). Service activities require significant time and effort, but they offer little immediate benefits, which might reduce academics' incentive to participate. However, scholars contend that intrinsic motivation, such as a sense of responsibility and collegiality, promotes academicians' inclination to commit to service tasks (Ali et al., 2023).

2.3 Employee Motivation

Employee motivation remains a critical factor in organizational performance, catalyzing productivity, innovation, and overall job satisfaction. In the academic context, motivation directly influences teaching quality, research output, and engagement with institutional goals (Li Y. , 2024). Universities and colleges serve as environments where academicians' commitment and energy drive their professional achievements, the intellectual growth of students, and the institution's reputation.

For academicians, motivation encompasses the aspiration to excel in teaching, research, and service responsibilities. A motivated academic workforce tends to

demonstrate creativity, persistence, and adaptability in fulfilling these roles. Several institutional factors, including leadership support, access to resources, recognition of achievements, and opportunities for professional development, shape their motivation. Effective leadership fosters a motivating environment by setting clear expectations, providing constructive feedback, and creating opportunities for academicians to align their work with their personal goals (Capunitan, 2023).

A key contributor to academic motivation is institutional culture. A culture that promotes collaboration, mutual respect, and intellectual freedom enhances academicians' sense of belonging and purpose. For example, access to state-of-the-art research facilities and adequate funding can inspire faculty members to pursue innovative projects. Similarly, mentoring programs and opportunities for inter-departmental collaborations encourage knowledge exchange and professional growth, fostering a sense of accomplishment and fulfilment.

Universities that invest in motivating their academic staff often experience higher retention rates and better performance outcomes. For instance, structured initiatives like career development workshops, sabbatical opportunities, and recognition programs support professional advancement and demonstrate institutional commitment to employee well-being. Academics benefit from a supportive work environment that prioritizes their professional needs, thereby increasing their work performance and academic output.

Motivation is classified into two types: intrinsic and extrinsic motivation. According to Tuliao (2022), most studies believe there is a definite correlation between motivation and staff productivity, and enthusiastic workers could engage more. Better results are going to contribute to further triumphs, strengthening motivation. On the

other hand, unmotivated workers lose excitement for their jobs, leading to their departure. It has little impact on the job when experienced employees leave.

According to Sharma (2020), motivated academicians will help the organization fulfil its mission, goals, and objectives more effectively. It will also include academicians' in developing a strong organizational culture. Furthermore, motivated academicians will see a strategic collaboration with the firm, and their commitments and loyalties will grow day by day. Furthermore, Yohannes (2017) determined in their research "Happy Employees Make Productive Employees" that a 5% improvement in employee attitudes led to a 1.3% rise in customer satisfaction and a 5% increase in revenue. Motivated employees typically create more than others, resulting in increased customer satisfaction. Highly motivated staff members may improve a company's financial performance and transform the workplace from a place to "pick up a paycheck" to one where employees look forward to connecting with one another.

Ryan (2020) on the other hand, states unambiguously that a university with low academicians' motivation is solely exposed to internal and external difficulties since the personnel are not going above and beyond to ensure the firm's stability. An unstable organization eventually underperforms. Universities must encourage and retain their academic staff to increase production and maintain competitiveness. Sometimes, people who are assigned duties feel inspired to do their best and work hard (Akiki, 2024).

Researchers have recommended that academicians who are committed to their role and organization will be more satisfied, which would benefit the university. Furthermore, experts have said that satisfied and motivated employees are critical to

organizational performance (Yee, 2008). Furthermore, business and company succession rely on motivated employees; they may make all the difference in the organization's capacity to survive and thrive.

According to Krishnan (2021), motivated people and their devotion are crucial to job efficiency as they perform to the greatest of their abilities and with outstanding results. According to Varma (2019), having an enthusiastic staff offers the business the competitive advantage it seeks, and higher employee performance helps the firm increase productivity. Krishnan (2021) discovered that greater inspiration directly influences production through increased effort and perhaps creativity. They also observed that motivation produces a productive, high-performing individual who does the best work possible, minimizes effort and time, and makes staff or personnel do more than is required. An individual like this will be an invaluable addition to the firm and provide a greatest example for others.

Ultimately, understanding and addressing the motivational drivers for academicians is vital for institutions seeking to achieve academic excellence. By fostering a supportive environment that values their contributions, higher education institutions can effectively ensure a motivated workforce capable of meeting educational and research challenges.

2.3.1 Intrinsic Motivation

The term intrinsic motivation pertains to an individual's motivational impulses that arise from the inside. Three kinds of motivation are built. First are people participating in things for their own reason because they find them pleasurable and rewarding. Hobbies, for example, can be undertaken while working on an exciting project. The second kind contains monotonous and uninteresting acts, yet their

accomplishment causes tension. For example, surpassing the due date at work gives you a sense of success. The third category concerns compliance. It implies that people are driven to act because they wish to meet the standards. These criteria might encompass principles of ethics, devotion to the group members, and a readiness to act in line with material or fairness procedures (Cherry, 2023)

Intrinsic motivation, or the inner urge to pursue things for their intrinsic satisfaction, strongly predicts work performance in various professions, including academics. In higher education, intrinsic motivation has been related to increased engagement, job satisfaction, and overall performance among faculty. The growing emphasis in academia on student outcomes, research output, and institutional duties necessitates a workforce motivated not only by extrinsic incentives but also by a strong internal commitment to their jobs.

Recent research by Mnyani (2024) has highlighted the importance of intrinsic motivation on academicians' job performance, particularly when they regard their work as essential and self-directed. For example, Hoxha (2024) discovered that intrinsic motivation corresponds favorably with academic staff productivity and engagement, especially if their activities are related to their own interests and beliefs. Furthermore, intrinsic motivation promotes a proactive mentality, which leads to ongoing learning and adaptability (Skaalvik, 2017). This impact is especially relevant in higher education, where academic employment's autonomy and intellectual challenge encourage faculty members' natural participation.

In educational institutions, when institutes provide supportive settings that meet these demands, faculty members are more likely to be satisfied and work well. For example, Erturk (2023) found that faculty members' perceptions of autonomy considerably

increased their intrinsic motivation, resulting in better levels of teaching effectiveness and research production.

However, the pressures of publication and institutional obligations might weaken intrinsic motivation by shifting the attention away from intellectual discovery and toward productivity indicators. According to Oclaret (2021), reconciling institutional aims with personal aspirations is critical to maintaining high levels of intrinsic motivation among academics. Policies that promote flexibility and academic freedom can create a climate in which intrinsic motivation thrives, resulting in improved outcomes for both academics and institutions (Alyouzbaky, 2022).

2.3.2 Extrinsic Motivation

According to Rogti (2021), extrinsic motivation occurs when people behave in response to external stimuli. Extrinsic motivation is concerned with any action undertaken to achieve an objective that is distinct from the activity itself. Extrinsic motivation in the workplace alludes to the urge to accomplish non-work-related necessitate or goals. Considering employment as only a technique of acquiring money and extrinsic motivation is of an exterior source. Money is the most widely recognised and debated motivational tool. Extrinsic incentives include employee of the month awards, prerequisite packages, rewards, and scheduled activities.

Fueled by external rewards or incentives, extrinsic motivation considerably impacts academicians' job performance. Salary, advancements, recognition, and work stability are all examples of extrinsic motivation (Rogti, 2021). Extrinsic motivators are widely employed in higher education to boost productivity in research output, academic achievement, and administrative duties, particularly at institutions that place a premium on quantifiable results and competitive rankings. A recent study has revealed

a complex connection between extrinsic motivation and academic work performance. Sofian (2022) discovered that financial incentives and institutional recognition improve short-term performance, notably in research publication output and administrative chores. This impact is linked to the apparent and immediate benefits of accomplishing institutional goals, which might motivate academics to surpass performance expectations when the rewards match their professional ambitions.

Sinniah (2022) has emphasized the significance of extrinsic motivation in enhancing academicians' job performance, particularly when external rewards align with their professional aspirations. For instance, Awain (2023) found that extrinsic motivation, such as monetary incentives, recognition, and career advancement opportunities, positively correlates with academic staff productivity and organizational commitment. Additionally, extrinsic motivators help maintain focus and drive, ensuring sustained effort toward institutional goals. This impact is particularly crucial in higher education, where structured rewards systems and external acknowledgement of achievements reinforce faculty members' dedication and long-term contributions.

However, while external motivation might increase productivity, its effect on long-term happiness and academic career commitment is debatable. Excessive emphasis on extrinsic incentives may reduce intrinsic motivation, particularly when external expectations, such as high publishing demands or teaching evaluations, become the major performance criterion. This tendency, known as the "crowding-out effect," implies that extrinsic benefits might impair academics' intrinsic enthusiasm in research and teaching, thereby harming the quality of their work overtime (Resh, 2019). For example, academicians who prioritized extrinsic rewards had lower levels of work satisfaction, which influenced their teaching efficacy and student engagement.

Despite these limitations, certain forms of extrinsic motivation, particularly those that provide a sense of success or recognition, may favor work satisfaction. Recognition-based incentives, such as rewards or official recognition of academic achievements, have a longer-lasting impact because they correspond with the academic desire of status and validation (Baqir, 2020). Additionally, institutional policies providing career development opportunities, professional growth tools, and merit-based promotions improve faculty performance and work satisfaction by meeting extrinsic and intrinsic requirements (Pandya, 2024).

2.4 Work Environment

According to Kiiru (2019), the work environment is the setting where people work, involving their physical surroundings, professional persona, culture, and marketplace conditions. Each aspect is interrelated, influencing an employee's total efficacy and efficiency. Employee motivation is most strongly influenced by the quality of the workplace environment, improving employee performance. The atmosphere of work may be simply termed as the context in which an individual work; it is a wide category that encompasses both the physical surroundings (e.g., temperatures, hardware) and job qualities (like a workload, job intricacy). He adds on to assert that it also incorporates greater personality traits (such as tradition and historical) as well as elements of the exterior contextual environment (such as local labor market conditions).

A work environment can be defined simply as an environment that focuses on people and inspires them to join its workforce, providing them with opportunities to perform efficiently (Zhenjing, 2022). Attractive work environments and supporting

environments improve the conditions under which individuals may use their talents, competencies, and knowledge to execute efficiently.

Individuals will always be satisfied if they think the people around them align with their tasks. According to Chandrasekar (2011), the type of working atmosphere in which employees work dictates whether a company will prosper. Physical aspects such as office layout and design contribute to the workplace environment, as do psychological variables such as workplace circumstances, employment compatibility, and social assistance. Other features of the office environment include policies that govern job circumstances. A better physical work environment boosts employee productivity.

Research on work environment in academia emphasizes multiple dimensions, including physical circumstances, corporate culture, leadership, and individual interactions. Physical variables, such as office space, resources, and technological access, have directly impacted academic staff efficiency and performance. Gushe (2023) discovered that well-equipped offices, quiet research rooms, and current teaching technology all improve faculty members' performance, particularly their research output. On the other hand, inadequate physical resources or infrastructure might impede work performance by frustrating employees and squandering important time.

Academic institutions' organizational and social environments are equally significant. The institution's culture, which supports professional growth, recognition, and teamwork, is vital to creating a productive work environment. Li (2022) found that an interactive, inclusive, and encouraging academic atmosphere improves the performance of educators. Faculty members who believe their institution supports

their professional development and encourages collaboration with peers report greater levels of work satisfaction and performance.

The work environment's impact is also seen in terms of work-life balance. Academicians frequently confront substantial time constraints, with competing agendas for teaching, research, and administrative responsibilities. Ghimire (2023) found that universities that offered flexible work arrangements and a supportive balance between professional and personal life had superior job performance from their faculty members. Academicians who believe they can balance their academic obligations with personal commitments are more likely to be productive and satisfied with their jobs.

2.5 Research Gap

The research gap in the domain of intrinsic and extrinsic motivation and the impact of work environment on academics' job performance stems from the limited examination of these elements in higher education institutions, particularly in specialized academic contexts. While there has been a lot of study on motivation and job performance in many industries, studies on the unique work environment and performance of academics are rare (Sadat, 2021). Furthermore, the combination of intrinsic and extrinsic motivation and how they impact performance is understudied, with much research examining these factors independently (Aljumah, 2023).

Furthermore, the function of the work environment in determining job performance in higher education institutions has received less attention, particularly in terms of motivational interactions. While work environment research has a long history in organizational psychology (Oldham, 2011), there are few studies specifically on

academic institutions. The work environment in higher education institutions is frequently multifaceted, including physical factors (such as office space and resources), organizational culture (values, leadership styles, and communication), and social factors (colleague relationships, work-life balance) that can either help or hinder academic performance.

Previous studies have concentrated on the more extensive work environment in non-academic contexts, but the specific influence on academics' job performance has been overlooked (Zhenjing, 2022). The academic environment, with its inherent demands and aims such as teaching, research, and community service, can provide unique hurdles to an academic's motivation and performance. Insufficient support for research activities, a lack of cooperation, or an unsuitable work-life balance, for example, might detract from intrinsic motivation and lower overall job satisfaction (Kusurkar, 2020). Furthermore, institutional regulations that emphasize performance measures, such as publication requirements or student evaluations, may have extrinsic motivating benefits, but they may also lead to stress and burnout if they take precedence over intrinsic academic interests (Margaretha, 2019).

In summary, the research gap is caused by a lack of comprehensive studies that investigate the combined impacts of intrinsic motivation, extrinsic incentive, and work environment on academics' job performance. While each aspect has its own body of literature, the interaction of these variables within the unique setting of higher education institutions has received less attention. Future research must combine these characteristics into a cohesive framework, producing insights that may influence policy and practice in academia, improving not just individual academic performance but also the development of higher education institutions.

2.6 Underpinning Theory

This study is based on Herzberg's Two-Factor Theory. Herzberg's Two-Factor Theory states that employee motivation is driven by two elements: motivators (intrinsic variables such as success, recognition, and growth) and hygiene factors (extrinsic factors such as salary, work environment, and corporate laws). Achievement, recognition, work, responsibility, and personal improvement are intrinsic motivators for a job. These characteristics promote job satisfaction and motivation, resulting in improved performance. On the other hand, hygiene factors are extrinsic to the job and include salary, working conditions, company policies, and job security. While these factors are essential to prevent dissatisfaction, they do not necessarily enhance motivation or job performance when they are improved. In the context of academicians, intrinsic motivators such as the opportunity for intellectual challenge, autonomy in teaching and research, and the recognition of academic achievements can significantly improve job performance. Extrinsic factors, such as salary, research funding, and job security, are crucial for preventing dissatisfaction but may not necessarily lead to long-term motivation or high performance unless paired with intrinsic motivators (Nickerson, 2023)

Relating this to the research, Herzberg's theory implies that intrinsic motivation generated from the nature of academic work itself (teaching, research, and information sharing) is critical in driving performance. However, the work environment, which includes resource availability, institutional support, and financial incentives (extrinsic variables), can have an impact on overall job happiness and performance (Tan, 2012). Thus, knowing the balance between these components is crucial for enhancing academic performance in higher education institutions.

2.7 Summary of The Chapter

This chapter explained the concept of academicians' job performance and the relationships of academicians' job performance with intrinsic motivation, extrinsic motivation and work environment. Moreover, this chapter consists of the relationships among the independent, dependent variables from past research in different contexts and environments. Finally, yet importantly, this chapter describes the supporting theory that helped develop the conceptual framework titled the effect of intrinsic motivation, extrinsic motivation and work environment on academicians' job performance at public universities in Malaysia.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter covers the design and methods of the study. This chapter is essential to discuss because it describes the specific data analysis method used to solve the research problem by assessing validity and reliability. This chapter starts by going over the study design, research framework, and developing hypotheses. Furthermore, the sampling technique and data-gathering process are covered in chapter three. The literature review served as the foundation for the model to show how independent and dependent variables are related. All hypotheses tested are also listed in this chapter. This chapter's last part touches on data analysis. The discussion's specifics are covered in the following section.

3.2 Research Framework

The literature review served as the inspiration for the study framework. The dependent variable in this study is the academicians' job performance, as shown in figure 3.1. According to the study's structure, the independent variables are intrinsic motivation, extrinsic motivation and academicians' work environment. To ascertain whether or not each independent variable is linked with the dependent variable, each one will be tested and examined.

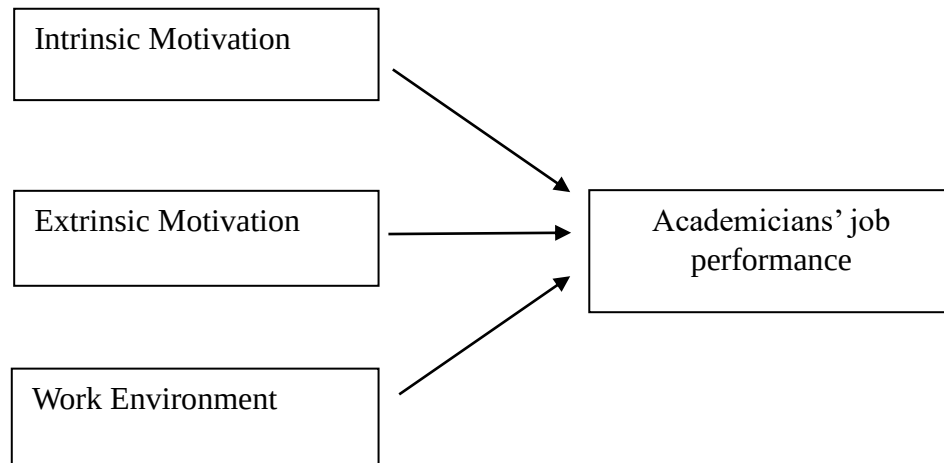


Figure 3.1 Research Framework

3.3 Hypothesis Development

This section discusses several research hypotheses developed based on the research model, as shown in Figure 3.1. In regard to the variables developed for this study, several research hypotheses were formed to support the previous study, affirming a positive relationship between both variables in an organization. According to (Sekaran, 2009), hypotheses are raised to an educated surmise about the logically established relationship between two or more variables that are expressed in the form of a testable report of a study and expected to solve the problem encountered.

3.3.1 Relationship between intrinsic motivation and academicians' job performance

When academic staff have autonomy, competence, and a sense of purpose in their work, they are more likely to engage in proactive conduct, accept difficulties, and offer excellent performance (Richard M. Ryan, 2000). This association emphasizes the necessity of developing work conditions that encourage intrinsic motivators such

as intellectual stimulation and self-directed learning. Sinniah (2020) discovered that academic staff that are motivated by internal factors, such as a desire for personal progress or intellectual fulfilment, perform better and are more satisfied with their jobs. Thus, the researcher postulates the first hypothesis as follows:

H1: There is a positive relationship between intrinsic motivation and academicians' job performance.

3.3.2 Relationship between extrinsic motivation and academicians' job performance

In academic contexts, well-structured extrinsic motivators can supplement intrinsic motivations, resulting in a balanced motivating environment that promotes both task completion and personal development. A recent study by Pandya (2024) found that extrinsic incentives, such as promotions and cash rewards, significantly impacted academics' work performance. They discovered that while financial incentives satisfied lecturers' financial demands, their direct influence on performance differed according to criteria such as job experience. This highlights the nuanced relationship between extrinsic motivation and job performance in academic settings, thus the hypothesis built as follows:

H2: There is a positive relationship between extrinsic motivation and academicians' job performance.

3.3.3 Relationship between work environment and academicians' job performance

Academicians' job performance is heavily influenced by their work environment, which directly impacts their capacity to interact, cooperate, and create. A supportive and well-resourced work environment increases job satisfaction and decreases stress,

allowing academics to focus on teaching, research, and service. A favorable work environment meets fundamental necessities and fosters a sense of belonging and professional development, resulting in more excellent job performance. Malik A. R.(2023) found that an inclusive, dynamic, and intellectually challenging academic environment boosts academicians' creativity and productivity. In line with the previous studies, the researchers postulate the hypothesis as follows:

H3: There is a positive relationship between work environment and academicians' job performance.

3.4 Research Design

A study technique is a strategy used to gather data for analysis in order to gain a better understanding of the issue. A research design is a model or method for addressing a research issue through data collection, measurement, and analysis (Sileyew, 2019). Khanday (2023) describes research design as the overall strategy for answering the research questions. The research methodologies will be divided into two categories: quantitative and qualitative. Qualitative approaches are data collection methods that provide outputs such as text or visuals. It focuses on better understanding specific subjects rather than numerical illustrations (Tenny, 2022). Quantitative research is described as a study that examines numerical data using statistical techniques, particularly figures, to understand a problem or phenomenon. After determining variables that arise in the problem and developing a theoretical framework, designing research that can be analyzed to find a solution is the next crucial step for the researcher.

The nature of these experiments is descriptive and hypothesis testing. A descriptive study attempted to figure out the organization's characteristics that follow various ordinary routines. Meanwhile, hypothesis testing is to be found out the variance in the dependent variables to forecast the outcomes of the study (Jilcha, 2019). Thus, by testing the hypothesis, this survey is to observe the relationship of intrinsic motivation, extrinsic motivation, and work environment on academicians' job performance.

The present study employs a quantitative approach to gather knowledge by using a questionnaire to gain data about academicians' job performance among public universities. The questionnaire is a set of written questions the respondent writes down their answer. The questionnaire methods offer rapid, cheaper, reliable data for studies and the number of representatives available from target populations (Ranganathan, 2023). Besides, the questionnaires provide quantifiable responses for a research topic in which these responses are easy to interpret (Young, 2020). In this study, questionnaires are used as an instrument for analysis. The questionnaire contained questions relating to the study's dependent and independent variables. In addition, the questionnaire for the study includes data on demographics such as age, gender, work tenure, marital status, educational level, and so on. The material for this study was gathered from academics at a public university.

3.5 Population and Sampling Procedure

In this section, the researcher discussed the population, and the sampling procedure used in this study. This section explains the population, the sampling frame, and the sample size method applied in this research.

3.5.1 Population

The study population is a comprehensive set of materials from which one wishes to investigate or draw conclusions (Noor, 2022). The population component, on the other hand, refers to the actual participant or item being measured; it is the element of research (Shukla, 2020).

The population for this study comprises academicians employed at higher education institutions in the northern region includes Universiti Utara Malaysia (UUM) and Universiti Malaysia Perlis (UNIMAP) and Universiti Sains Malaysia (USM). Since most academicians are full-time, this research includes only full-time academic staffs. Academicians are suitable for examining the effects of academic staff's motivation (intrinsic and extrinsic) and work environment on their job performance, as their roles require high engagement, continuous output, and adaptability to institutional demands. By concentrating on this particular population, the study intends to reveal insights that would be directly employed into enhancing the work environment and motivation in academic settings.

3.5.2 Sample of Study

A sample is a subgroup of the study population chosen to represent the entire population involved in the study. Choosing the right sample size is essential in all types of research. In addition, determining sample size helps researchers to avoid time, money and human resources (Sekaran, 2009). Furthermore, Bukhari (2021) stated that the selected sample represented a given population; thus, a competent sample size is needed to verify. According to Hossan (2023), a study population is a group of people that a researcher plans to evaluate to see whether the identified

problem is consistent throughout the group. The researcher's sample study consists of academicians from public universities in the northern region that are UUM, UNIMAP and USM. This is because the chosen universities are focus university and multidiscipline universities and could represent the entire population by characteristics and being geographically concentrated. The northern region's public universities offer practical accessibility for data collection.

3.5.3 Unit of Analysis

The unit of analysis for this study is the individual academician working within higher education institutions. Each academician's perspectives on intrinsic and extrinsic motivation, work environment, and job performance will be assessed independently to understand how these factors influence job performance at the individual level. By focusing on academicians as the primary unit of analysis, the study aims to capture personal experiences and attitudes toward motivation and the work environment, providing insights into how these elements impact academic performance.

3.5.4 Sampling Size

The sample size is the number of items chosen from a particular population. Estimating the sample size deciding the number of observations or repetitions to include in a statistical sample (Kaur, 2021).

The process of selecting the sample size is essential to quantitative research. An inadequate sample size will lead to rejected articles, and the result cannot be applied to the general population. In order to gain accuracy in the results and identify the significance that may be happening in the survey population, the sample size must be the required size. According to Nanjundeswaraswamy (2021), usually there were three ways to choose a sample size. The first one is the cost base. This sample is convenient

to collect or readily available. The variance base is then calculated using the desired variance to produce a prediction from the sample. Finally, the power of statistics was calculated by applying the statistical procedure to the goal after the sample was obtained.

According to Taherdoost (2017), many factors must be considered when deciding the sample size. The factors are the size of the study population, the confidence level (95% 46 confidence level), the variance of the primary outcome and the required margin of error. The survey sample size in social and information system research can be calculated using $n = (p (100 - p) z^2) \div (E^2)$ formula. n refers to the needed sample, P is the percentage that represents a state or condition, E is the maximum percentage of error required, and Z is the number that corresponds to the appropriate degree of confidence. Taherdoost, 2017 stated that the E (margin of error) of 5% is acceptable in social research. The Z (level of confidence) would use 95% in common management research. Table 3.1 shows the sample size based on the Desired Accuracy with Confidence Level of 95% with a variance of population 50%.

Table 3.1 *Sample Size based on the Desired Accuracy with Confidence Level of 95% and Variance of Population 50%*

Population Size	E=5	E=3	E=1
100	79	91	99
200	132	168	196
300	168	234	291
400	196	291	384
500	217	340	475
600	234	384	565
700	248	423	652
800	260	457	738
1000	278	516	906
1500	306	624	1297
2000	322	696	1655
3000	341	787	2286
5000	357	879	3288
10000	370	964	4899
25000	378	1023	6939
50000	381	1045	8057
100000	383	1056	8762
250000	384	1063	9249
500000	384	1065	9423
1000000	384	1066	9513

Source: Taherdoost (2017)

3.5.5 Sampling procedure

The researcher used a probability sampling method, which is simple random sampling. The goal is to ensure that every academician in this target population has an equal chance of being selected. Researchers usually use this technique because it is inexpensive and more accessible than other types (Taherdoost, 2017).

3.6 Data Collection Procedure

The information that is collected as primary data is received directly from the academicians of public universities. Online questionnaires were used in this study, and this strategy ensures that respondents receive the same set of questions in exactly the same manner. The research instrument is divided into two-part. The first part is about the general respondent information, followed by the question about how effective employee motivation and work environment influence academicians' performance in the second part. Likert scale from range 1-5 was used in this questionnaire, which strongly disagreed with agreeing strongly. The researcher uses web-based questionnaires as the approach to collect data.

According to Kuphanga (2024), most researchers usually use a questionnaire to collect the data because it is cheap and also provides a broad perspective. This method can be used in many ways, such as by mail, Google Forms, telephone, online, or face-to-face. The study used a questionnaire to gain information. A questionnaire is a script of questions where informants fill in the responses. There are many ways of administering a questionnaire, such as mailed questionnaires, collective administration, online questionnaires, and administration in public (Nayak, 2019).

In this study, the researcher used an online questionnaire method. The researcher forms a questionnaire and provides a link, and the respondent can access the questionnaire through the link. Researchers collect data by sending links through sending emails to academicians of public university. The email would lead to a secure website to answer the questionnaire, and the benefit of using the method was that it was faster and cheaper to implement. An online questionnaire with a Likert style was distributed using google forms website. The survey takes a time of about one week to

complete the data collection. The reason the researcher prefers this method of collecting data is because it is less expensive, and it offers greater anonymity.

According to Kuphanga (2024), questionnaires are the best data collection method when respondents need a large number of respondents. Furthermore, questionnaires are a popular method for collecting data because researchers can easily obtain data and questionnaire responses, and they are easy to code. The data for this study was obtained from public university academicians. This method is conducted only once so that each person can get feedback from the distributed survey questions. The survey questionnaires were distributed among randomly selected academicians to obtain data regarding the effects of intrinsic motivation, extrinsic motivation, and work environment among academicians at public universities.

Table 3.2 Academicians Participation and Response Rate

Response Rate	Frequency Rate
Questionnaires	
Number of questionnaires distributed	374
Number of questionnaires returned	212
Number of usable questionnaires	212
Response rate = 56.7%	

A total of 374 questionnaires were distributed, and out of that, 212 were returned. All the returned were completely answered by academicians. Therefore, 56.7% represented the valid response obtained.

3.6.1 Descriptive Analysis

Descriptive research was carefully constructed to ensure a detailed representation of the situation, minimize bias in data collecting, and reduce data interpretation mistakes

(Siedlecki, 2020). Descriptive statistics are values that are frequently used to summarize data and describe what transpired in the sample. This technique can help us understand the characteristics of adopters and non-adopters, which are independent variables in this study. Aside from that, descriptive analysis can be employed to quantify population characteristics based on sample data acquired.

Section A of the research was addressed by descriptive analysis. This study's descriptive statistical strategy used percentages and frequencies. All of the personal information in this part, obtained from the respondents' responses, was analysed using the statistical package for social science (SPSS) version 29.0 software. Before analysis, every item in the data was coded. The research participants' background was determined by calculating the proportion and frequency of responses based on their demographic data.



3.7 Research Instruments

After finalizing questionnaires and identifying respondents, collecting data began. The heart of any research design is the collection of data. According to Qualtrics (2024), one way to get the relevant data is by distributing questionnaires. The data of the present study have been distributed through questionnaires among the randomly selected academicians in public universities.

The questionnaire was distributed by email. On 10 November 2024, the questionnaire was distributed to the northern region public university staff. The merge email method has been deployed to simplify the questionnaire distribution process. A "reminder" button has sent to the respondent's email every 5 days to complete the questionnaire.

The researcher compiled responses after one week and marked it as unmerited for those who could not finish within one week.

3.7.1 Academicians' job performance and measurement item

This research uses five-item to measure the dependent variable. Academician's job performance is the dependent variable of the research. Table 3.2 shows the items the researcher used to measure the academicians' job performance. The variable was measured by using 5-point Likert scales with the range of measure from "1" (Strongly Disagree) to "5" (Strongly Agree).

Table 3.3

Variable of academicians' job performance and measurement item

Variable	Item
AJP 1	I spend free time planning interactive learning activities.
AJP 2	I assist students with learning and behavioral difficulties.
AJP 3	I arrive at work earlier than required to prepare for lessons
AJP 4	I stay back after working hour to assist students.
AJP 5	I engage in activities that will directly affect my performance evaluation

Source: (McShane, 2022)

3.7.2 Intrinsic Motivation

In prior research, intrinsic motivation has often been used as an independent variable to examine its effects on job performance, satisfaction, and engagement. In academic settings, intrinsic motivation has been linked to higher engagement, innovation, and task persistence, especially where work involves intellectual autonomy and personal

interest (Fishbach, 2022). Table 3.3 showed the items that the researcher used in measuring intrinsic motivation among academicians' job performance.

Table 3.4

Variable of intrinsic motivation and measurement item

Variable	Item
IM 1	I feel that my research and teaching have a positive impact on my students and the academic community
IM 2	I enjoy the tasks I perform in my job, as they provide a sense of purpose
IM 3	I feel trusted to make important decisions about my work without excessive oversight
IM 4	I am encouraged to explore new ideas and methods in my work

3.7.3 Extrinsic Motivation

Extrinsic motivation is the desire to accomplish tasks or engage in activities owing to external incentives or demands rather than for the intrinsic enjoyment or fulfillment of the task. In work settings, extrinsic motivators encourage employees to meet performance standards or achieve organizational goals. According to Manninen (2022), extrinsic motivation can vary in the degree to which individuals internalize these external influences, affecting how sustainably it impacts performance and well-being. Table 3.4 shows the items the researcher used to measure extrinsic motivation among academicians' job performance.

Table 3.5

Variable of extrinsic motivation and measurement item

Variable	Item
EM 1	The compensation and benefits I receive are adequate for the work I do
EM 2	Financial rewards (bonuses, raises) motivate me to perform well in my job
EM 3	I feel secure in my position as an academic and do not worry about losing my job.
EM 4	The support I receive from my department and supervisors helps me perform my work effectively.

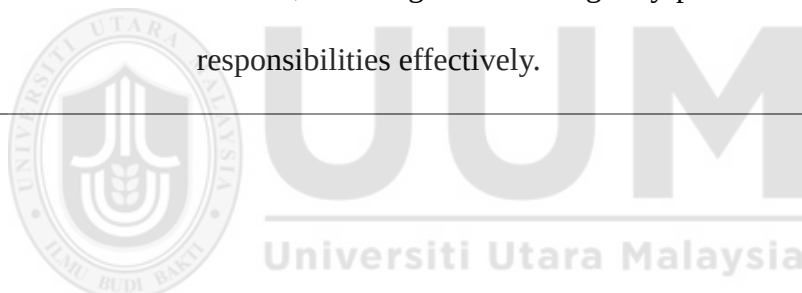
3.7.4 Work Environment

Based on prior research, positive work environments have been shown to enhance job performance by reducing stress and fostering engagement, leading to better teaching effectiveness and research productivity (Abdullah A. M., 2023). The table below shows the four measurement items that the researcher uses to measure the impact of work environment on academicians' job performance.

Table 3.6

Variable of work environment and measurement item

Variable	Item
WE 1	The physical work environment (e.g., office space, equipment, facilities) is conducive to my productivity and comfort.
WE 2	I have good working relationships with my colleagues and feel supported in my academic role.
WE 3	The administrative support I receive helps me to focus on my teaching and research without unnecessary distractions.
WE 4	The policies at my institution support a healthy work-life balance, allowing me to manage my professional and personal responsibilities effectively.



3.8 Data Analysis Method

This study was deploying Statistical Package for Science (SPSS) software version 25 and second-generation tools of Partial Least Squares Structural Equation Modelling (PLS-SEM) to analyze the data. Hair et al. (2007) stated that the approach used to analyze data is to explain the sample's features and examine possible links in the study models.

Moreover, applying the method is crucial as it is a friendly user software that makes social science scholars much more efficient and effective in reaching their research and publication goals (Hair J. , 2017). This method is regarded as a robust statistical

model in the field of social science because at the same time, it can analyze the relationships between several variables.

SEM is applied in research because it allows theoretically supported linear and additive causal models to be investigated (Wong, 2013). Nevertheless, PLS-SEM has applied a causal-predictive approach to SEM, which examines predictions in the estimation of statistical models whose structures are built to explain the causes. This study applied Variance based (VB-SEM) or PLS-SEM attempts to optimize the stated variance of the dependent variable for expanding theories in exploratory research.

3.9 Summary of The Chapter

Overall, this chapter explicates the methods deployed in the present research. It emphasizes the methodology utilized on research's techniques, demographic and sample processes, and the data collection procedure. Besides, the survey responses and data analyses are also considered as planned to attain the objectives and aims of this study. In the next chapter, the results of the analyses will be demonstrated.

CHAPTER FOUR

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 Introduction

This chapter discussed the descriptive statistics for the responder profile. This chapter analyzed the results of the constructs: intrinsic motivation, extrinsic motivation and work environment. Construct validity and reliability are assessed by model measurement using the Partial Least Squares (PLS) method.

4.2 Profile of Respondents

This portion included the descriptive study of the respondents' demographics, including gender, age, race, marital status, education level, average salary, work experience, and position. 212 respondents' profile information are shown as in Table 4.1.

Table 4.1

Demographic Characteristics of the Participation

Demographic	Category	Frequency	Percent (%)
Gender	Male	110	51.9%
	Female	102	48.1%
Age	20 – 30	2	0.9%
	31 – 40	82	38.7%
	41 – 50	92	43.4%
	51 – 60	33	15.6%
	61 and above	3	1.4%

Race	Malay	182	85.9%
	Chinese	8	3.8%
	Indian	9	4.2%
	Others	13	6.1%
Marital Status	Single	20	9.4%
	Married	187	88.2%
	Divorced	5	2.4%
Education Level	Master	60	28.3%
	PhD	152	71.7%
Average Salary	Less than RM5,000	16	7.5%
	RM5,001 – RM10,000	146	68.9%
	RM10,001 – RM 15,000	45	21.2%
	RM15,001 – RM 20,000	4	1.9%
	More than RM 20,000	1	0.5%
Work experience	Less than 5 years	31	14.7%
	6 years – 10 years	43	20.3%
	11 years – 15 years	45	21.2%
	16 years – 20 years	55	25.9%
	More than 20 years	38	17.9%
Position	Professor	5	2.3%
	Associate Professor	51	24.1%
	Senior Lecturer	120	56.6%
	Lecturer	30	14.2%
	Tutor	6	2.8%

The data shows 110 frequencies, equivalent 51.9% of male responders and 102 frequencies, equivalent 48.1% of female respondents. The group's age research indicates that most responses (43.4%) are in the 41–50 age range. The data also showed that the bulk of respondents (85.9%) are Malay, with Chinese (3.8%), Indians (4.2%), and others (6.1%), coming in second and third and fourth, respectively. In term of marital status, there were (9.4%) who were single while (88.2%) hold a married status and (2.4%) were single. For education, mostly the academician was the Ph.D.'s holder (71.7%) and the rest of academician was the Masters' holder.

Regarding the demographic distribution in terms of salary, 16 academicians, or 7.5% has income range below RM5000 whereas 146 academicians or 68.9% has highest income range between RM5, 001 – RM10, 000. For income range RM10,001 – RM 15,000 was 21.2%, meanwhile academician who obtains from RM 15,001- RM 20,000 was 1.9%, followed by those obtains income range more than RM 20,000 was equals 0.5%. In terms of job tenure, 31 academicians (14.7%) have been working in the institution for less than 5 years, 43 academicians (20.3%) have working experience for 6 years – 10 years, meanwhile, 45 academicians (21.2%) had 11 years – 15 years, 55 academicians (25.9%) had 16 years – 20 years and ultimately 38 of academicians or 17.9% had more than 20 years. Regarding academicians' job position, the total of academicians that holding the post of Professor is 2.3%, holding the post of Associate Professor 24.1%, mostly academician holding the post of Senior Lecturer (56.6%) and holding the post of the lecturer is 14.2% subsequently 2.8% holding the post as a tutor.

4.3 Testing of Goodness of Measurement

The researcher uses the PLS technique to evaluate the model's validity and dependability. The researcher used Confirmatory Factor Analysis (CFA) using PLSSSEM software 4.0 to check at the relationship between the indicators. Figure 4.1 displays this research model.

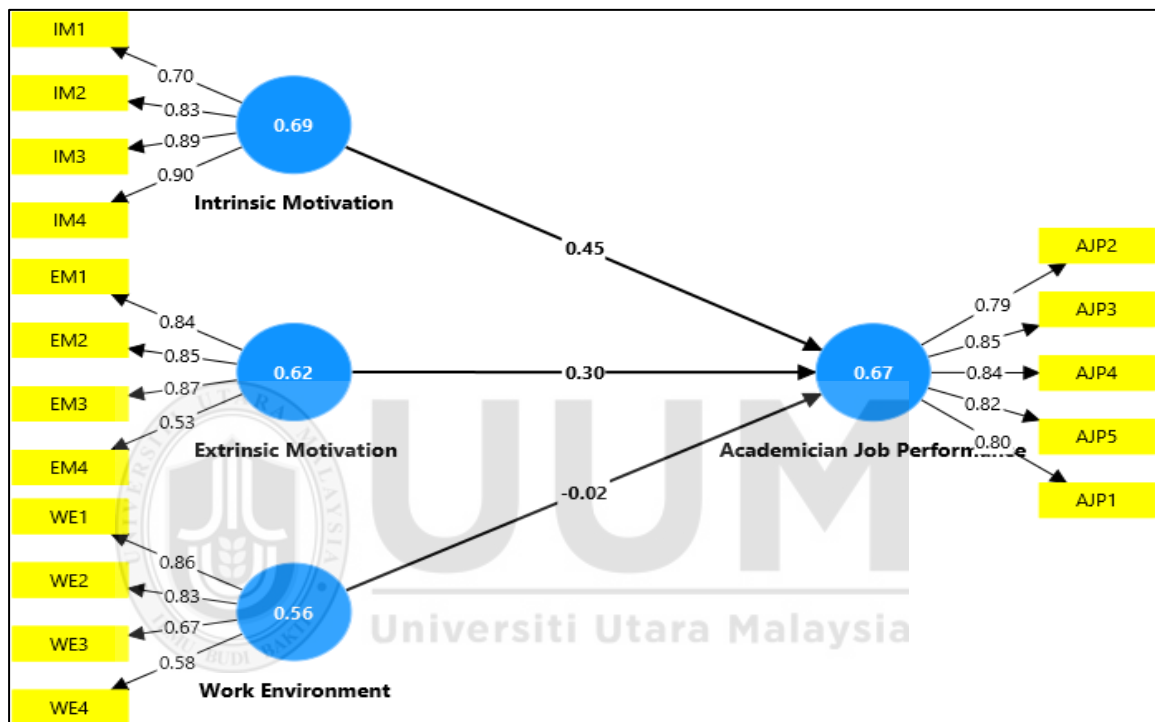


Figure 4.1

Research Model of the Study

4.3.1 Assessment of Reflective Measurement Model

The dependability of that particular item may be established by assessing its loading on each individual's latent accumulation. Higher loadings suggest a greater link between concept and measurement variance as opposed to variance in errors, whereas lower loadings reflect a poorer model explanation. The indicator for a reflecting measuring model is convertible and closely related; thus, its validity and reliability must be investigated thoroughly. As a result, before constructing the measurement

model, the researcher ensured its validity and reliability. The model's validity was evaluated using discriminant validity and composite reliability, along with convergent and divergent validity. Refer to (Hair J. F., 2014) for assessing PLS-SEM results for a reflective model.

4.3.1.1 Composite Reliability

Internal coherence reliability must be assessed as the main factor. Traditionally, intrinsic consistency is necessary to get Cronbach's alpha. The reliability estimate provided by Cronbach's alpha is based on the construct's intercorrelation. The PLS-SEM method, on the other hand, estimates the construct based on individual reliability using composite reliability.

Composite reliability assesses the construct's dependability when values fall between 0 and 1. Superior values indicate outstanding dependability. It is considered ideal to have a value between 0.7 and 0.9, while a number between 0.6 and 0.7 is acceptable (Hair, Hult, Ringle & Sarstedt, 2014).

4.3.1.2 Convergent Validity

Convergent validity refers to how well an assessment agrees with multiple evaluations of a connected construct. The researcher must consider both the outer loading, and the average variance extracted (AVE). A poor significance may imply external loading since it influences the concept's content validity. The researcher should exercise caution when removing outside loadings smaller than 0.708, even if the traditional outside loading must be more than 0.708 (Hair J. F., 2014).

4.3.1.3 Assessment of Construct

Table 4.2

Results Summary for Reliability and Validity for the Construct

First Order due Construct loading	Scale Type	Item	Loading	AVE	CR	Item deleted to low
Intrinsic Motivation	Reflective	IM1	0.70	0.69	0.90	-
		IM2	0.83			
		IM3	0.89			
		IM4	0.90			
Extrinsic Motivation	Reflective	EM1	0.84	0.62	0.86	-
		EM2	0.85			
		EM3	0.87			
		EM4	0.53			
Work Environment	Reflective	WE1	0.86	0.56	0.83	-
		WE2	0.83			
		WE3	0.67			
		WE4	0.58			
Academicians Job Performance	Reflective	AJP1	0.80	0.67	0.91	-
		AJP2	0.79			
		AJP3	0.85			
		AJP4	0.84			
		AJP5	0.82			

4.3.1.4 Discriminant Validity

According to discriminant validity, there is no correlation among the two concepts. This test requires the investigator to demonstrate that there is no association between the two measurements (Verbeij, 2021). Terrace (2019) defines the discriminant validity test as implying no relationship between two notions. To obtain discriminant

validity, the researcher would guarantee that the study's non-overlapping components did not overlap. Table 4.3 shows the findings of the discriminant validity research.

Table 4.3 illustrates the results of the assessment of discriminant validity using the Fornell-Larcker criterion. The diagonal values represent the square root of the average variance extracted (AVE) for each construct, while the off-diagonal values indicate the correlations between the constructs. In order for discriminant validity to be established, the diagonal values (square root of the AVE) must be greater than the correlations in the corresponding rows and columns.

The results show that the square root of the AVE for the work performance of academics is 0.82, which is higher than the correlations with extrinsic motivation (0.52), intrinsic motivation (0.58) and the work environment (0.37). The square root of the AVE for extrinsic motivation is also 0.79 and thus exceeds the correlations with intrinsic motivation (0.50) and the working environment (0.46). For intrinsic motivation, the square root of AVE is 0.83, which is higher than its correlation with work environment (0.56). Lastly, the square root of AVE for work environment is 0.75, which is greater than its correlations with other constructs.

These results confirm that all constructs fulfil the requirements for discriminant validity, as the square root of the AVE for each construct is greater than its correlations with other constructs, indicating that each construct is unique and measures a unique concept.

Table 4.3

Discriminant Validity using Fornell and Larcker Criterion

	Academician Job Performance	Extrinsic Motivation	Intrinsic Motivation	Work Environment
Academician Job Performance	0.82			
Extrinsic Motivation	0.52	0.79		
Intrinsic Motivation	0.58	0.50	0.83	
Work Environment	0.37	0.46	0.56	0.75

Table 4.4

Discriminant Validity using Heterotrait-Monotrait Ratio (HTMT)

	Academician Job Performance	Extrinsic Motivation	Intrinsic Motivation	Work Environment
Academician Job Performance				
Extrinsic Motivation	0.62			
Intrinsic Motivation	0.67	0.61		
Work Environment	0.40	0.57	0.69	

Table 4.4 shows the discriminant validity assessment using the heterotrait-monotrait ratio (HTMT) criterion. The HTMT values indicate the correlations between the constructs, and according to Henseler et al. (2015), discriminant validity is given if the HTMT values are below the threshold value of 0.85 (or in some cases below 0.90, depending on the context).

In this case, the HTMT values between all construct pairs are well below the recommended threshold. In particular, the HTMT value between the work performance of an academic and extrinsic motivation is 0.62, while it is 0.67 between the work performance of an academic and intrinsic motivation and 0.40 between the work performance of an academic and the work environment. Similarly, the HTMT value between extrinsic motivation and intrinsic motivation is 0.61, between extrinsic motivation and work environment is 0.57 and between intrinsic motivation and work environment is 0.69.

These results confirm that the constructs meet the discriminant validity requirements based on the HTMT criterion. Therefore, it can be concluded that each construct is sufficiently distinct from the others, supporting the reliability of the measurement model in this study (Henseler et al., 2015).

Table 4.5

Discriminant Validity-Loadings and Cross Loadings

	Academician Job Performance	Extrinsic Motivation	Intrinsic Motivation	Work Environment
AJP1	0.80	0.43	0.45	0.29
AJP2	0.79	0.45	0.51	0.35
AJP3	0.85	0.39	0.48	0.30
AJP4	0.84	0.39	0.48	0.28
AJP5	0.82	0.45	0.47	0.29
EM1	0.39	0.84	0.41	0.41
EM2	0.47	0.85	0.48	0.36

EM3	0.42	0.87	0.41	0.40
EM4	0.32	0.53	0.23	0.27
IM1	0.37	0.39	0.70	0.47
IM2	0.51	0.51	0.83	0.51
IM3	0.55	0.36	0.89	0.43
IM4	0.49	0.41	0.90	0.48
WE1	0.35	0.41	0.51	0.86
WE2	0.29	0.35	0.53	0.83
WE3	0.26	0.36	0.28	0.67
WE4	0.08	0.19	0.31	0.58

Table 4.5 shows the assessment of discriminant validity using the cross-loading method. Discriminant validity is given if the loading of each indicator on its respective construct is higher than its loadings on other constructs. The loadings for the indicators of Academic Job Performance (AJP) are highest for their own construct (e.g. AJP2: 0.79, AJP3: 0.85), compared to their loadings for Extrinsic Motivation (EM), Intrinsic Motivation (IM) and Work Environment (WE). Similarly, the indicators for Extrinsic Motivation (EM), such as EM1 (0.84) and EM2 (0.85), show higher loadings on the respective construct compared to other constructs. This pattern is also evident in Intrinsic Motivation (IM), where indicators such as IM3 (0.89) and IM4 (0.90) have higher loadings on their construct, and in Work Environment (WE), where indicators such as WE4 (0.86) have the highest loadings on their construct.

These results support the finding of discriminant validity, as the indicators consistently show stronger relationships with their respective constructs than others, in line with the recommendations of Hair et al. (2019). This ensures that each construct measures a specific aspect of the theoretical framework.

4.4 Assessment of Structural Model

The hypothesis was tested using the PLS-SEM approach and the structural model was bootstrapped. Using the PLS-SEM technique, the researcher can determine the structure of the model relations based on the hypothesis. The hypothesis was tested to determine the conventional path coefficient. This section tests the direct connection.

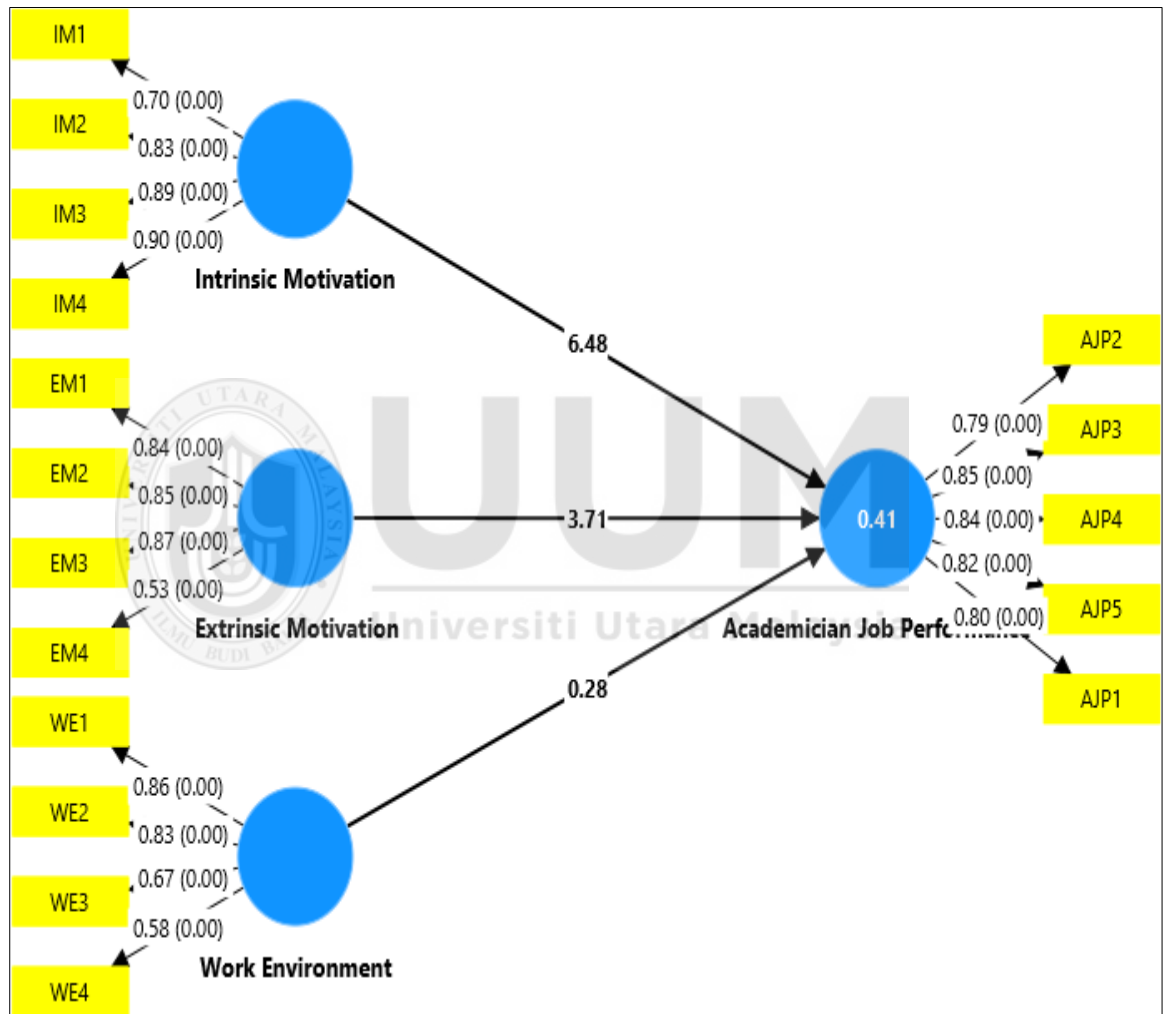


Figure 4.2
Structural Model of the Study

4.4.1 Direct Relationship

Hypothesis 1: Intrinsic motivation is positively related to academicians' job performance

Table 4.6

Summary of Results for Direct Effect of Intrinsic Motivation towards academicians Job Performance

H1	Relationship	Beta	SE	T statistics	Decision
	Intrinsic Motivation-> Academician Job Performance	0.45	0.07	6.48	Supported

Note: $p < 0.05$, ($t = 1.96$)

Hypothesis 1 found a statistically significant relationship between intrinsic motivation and academicians' job performance ($\beta=0.45$, $t=6.48$ and $p<0.05$). This means that hypothesis 1 is supported.

Hypothesis 2: Extrinsic motivation is positively related to academicians' job performance

Table 4.7

Summary of Results for Direct Effect of Extrinsic Motivation towards academicians Job Performance

H2	Relationship	Beta	SE	T statistics	Decision
	Extrinsic Motivation-> Academician Job Performance	0.30	0.08	3.71	Supported

Note: $p < 0.05$, ($t = 1.96$)

The table shows that $\beta=0.30$, $t=3.71$ and $p<0.05$. Thus, it shows that hypothesis 2, the influence of extrinsic motivation positively related to academicians' job performance, is supported.

Hypothesis 3: Work environment is positively related academicians' job performance.

Table 4.8

Summary of Results for Direct Effect of Work environment towards Academicians Job Performance

H3	Relationship	Beta	SE	T statistics	Decision
	Work Environment-> Academician Job Performance	-0.02	0.07	0.28	Not Supported

As illustrated on table, $\beta = -0.02$, $t = 0.28$, $p > 0.05$. Hence, this shows insignificant relationship between work environment and academicians' job performance. These means that hypothesis 3 is not supported.

4.4.1.1 Summary of Result for Direct Relationship

Table 4.9

List Summary of Direct Relationship

Hypothesis	Relationship	Beta	SE	T statistics (O/STDEV)	P value	f2	Decision
H1	Intrinsic						
	Motivation ->	0.45	0.07	6.48	0.00	0.21	Supported
	Academician						
	Job						
H2	Performance						
	Extrinsic						
	Motivation ->	0.30	0.08	3.71	0.00	0.11	Supported
	Academician						
H3	Job						
	Performance						
	Work	-					
	Environment -	0.02	0.07	0.28	0.39	0.00	Not
	> Academician						Supported
	Job						
	Performance						

4.5 Analyzing Predictive Relevance R2 value

Table 4.10

Predictive Relevance (R2) value

Construct	R ²	Result of Predictive Relevance
Academician	0.41	Good
Job Performance		

To assess the model's predictive usefulness, the researcher uses the PLS blindfolding process to each inherent construct and performs cross-validated redundancy analysis. The R² values revealed the predictive relevance of the accuracy model. For R², there are basically three different thumb rules. Nonetheless, the values of 0.26, 0.13, and 0.02 in that sequence indicate considerable, moderate, or low levels of prediction accuracy used in this study (Cohen, 1988). The R² score in this study is 0.41, which is more than 0.26. Compared to the PLS path model, the model's capacity is considered respectable, and its prediction accuracy is judged substantially.

Table 4.11 Result of f-squared

Effect Size

Extrinsic Motivation	0.11
Intrinsic Motivation	0.21
Work Environment	0.00

The table shows the f-squared results (effect size), which measure the extent of the influence of the independent variable on the dependent variable in the structural model. According to Cohen (1988), an f-squared value of 0.02, 0.15 and 0.35 stands for small, medium and large effect sizes, respectively. In this analysis, extrinsic motivation has an effect size of 0.11 on academic work performance, which can be interpreted as a small effect. The situation is similar to intrinsic motivation, which has an effect size of 0.21, indicating a medium effect on the work performance of academics. On the other hand, the work environment has an F-squared value of 0.00, which indicates that it has no significant influence on the work performance of academics.

These results provide valuable insights into the relative contribution of each independent variable to the dependent variable and help to identify the most influential factors. The results are in line with the recommendations of Hair et al. (2019) for the assessment of effect sizes in structural equation modelling.

4.6 Summary of Finding

Table 4.12

List of Hypothesis Result

Hypothesis	Description	Result
Result of Direct Relationship		
H1	Intrinsic motivation is positively related to academicians' job performance	Supported
H2	Extrinsic motivation is positively related academicians' job performance	Supported
H3	Work environment is positively related academicians' job performance	Not supported

4.7 Summary of The Chapter

This chapter summarizes the study's findings. The study investigates the relationships between job performance among educators at public institutions towards intrinsic motivation, extrinsic motivation, and work environment. As a result, the PLS-SEM approach was employed to assess validity and reliability, whereas SPSS was used for responder descriptive analysis during the initial information analysis. All three hypotheses and three direct correlations were evaluated using the PLS-SEM method's bootstrapping process. Overall, the reliability, convergent validity, and discriminant

validity tests show that the study's conclusions are acceptable. The structural model was verified to confirm the direct relationship.



CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Chapter Overview

In this chapter, the researcher discusses the finding outcome, the research contributions, limitations, recommendations, and the conclusion.

5.2 Recap of Study

This study aims to examine how intrinsic motivation, extrinsic motivation and work environment influence academicians' job performance. This study uses a quantitative method, using a questionnaire as a research instrument. An online questionnaire was distributed to the academicians of the northern region's public universities. SPSS 29 and Smart-PLS 4.0 have been used to analyze the completed questionnaires.

Two out of three hypotheses regarding the direct relationship between extrinsic and intrinsic motivation towards job performance were supported. The outcome reveals that these variables are significantly related to the job performance of academicians among public universities. Work environment shows that it did not influence job performance among academicians at public universities.

5.3 Discussion of Results

There are three variables examined in this study and direct relationships was significant. This study tested three variables: intrinsic motivation, extrinsic motivation and work environment towards academicians' job performance. This selection explains the results from the hypothesis and the research objective.

5.3.1 Relationship between intrinsic motivation and academicians job performance

The primary goal of this research is to ascertain how academicians at public universities relate to one another in terms of intrinsic motivation and job performance with $t\text{-value}=6.48$; PLS analysis demonstrated a positive and significant relationship with the confirming hypothesis H1. To sum up, a statistically significant relationship between intrinsic motivation and job performance has been found. The results align with a previous study by Mnyani (2024), which found that intrinsic factors like self-efficacy, autonomy, and intellectual engagement positively impacted job performance and satisfaction in academic role. Therefore, a direct effect hypothesis was proposed for this study to shed light on the reasons underlying academicians' job performance. Thus, the hypothesis of this study suggests that intrinsic motivation is positively associated with increased job satisfaction and greater job performance among academicians, emphasizing the importance of aligning work tasks with personal values and intellectual curiosity.

Similarly, a profound sense of intrinsic motivation is linked to better work performance among educators, with personal satisfaction and meaningful involvement being important determinants. Academicians with a good intrinsic drive are more

likely to tackle their research and instructional positions with creativity and perseverance, finding joy in the process itself. The statistically substantial and positive relationship between intrinsic motivation and job performance implies that cultivating a climate aligning work with academics' beliefs and interests is vital for achieving greatness in higher education.

5.3.2 Relationship between extrinsic motivation and academicians job performance

The study's second objective is to examine the relationship between extrinsic motivation and academicians' job performance. Hypothesis 2 remains true since it was based on the notion that there is a considerable correlation between extrinsic motivation and academicians' job performance. Hypothesis H2 was validated since the PLS analysis showed a significant positive relationship with a t-value of 3.71. The statistical analysis in this study supports a significant and positive relationship between extrinsic motivation and academicians' job performance, supporting the hypothesis that extrinsic motivation significantly impacts the academician's job performance in public universities. Sinniah (2022) previously stated that extrinsic incentives, such as monetary rewards, improve academicians' efficiency. The study underlines that fostering possibilities at academic institutions improves lecturers' work performance by acknowledging their accomplishments and contributing to career happiness. The study's findings help to comprehend academicians' extrinsic motivations better.

The statistically substantial and favorable relationship between extrinsic motivation and work performance emphasizes the need to implement incentive systems to

recognize and promote academic accomplishment. By addressing external motivators, institutions may create an ambitious and driven atmosphere that results in improved performance. For example, (Pandya, 2024) discovered that extrinsic motivators like promotions and salary hikes greatly boost productivity and happiness among academic personnel, especially when paired with chances for professional development.

5.3.3 Relationship between work environment and academicians job performance

One of the other objectives of the study is to examine the relationship between work environment and academicians' job performance. According to the third hypothesis, a positive relationship exists between an academicians' work environment and their job performance. The investigation results demonstrated a positive correlation between work environment and academicians' job performance, with $\beta = -0.02$ and $t\text{-value} = 0.28$, the statistical output of the PLS result also agrees with the suggested relationship. A previous study by Dziuba (2020) analyzed several aspects of the work environment, such as safety, cooperation, and managerial support, and discovered that while these components contribute to job satisfaction, their direct relationship to job performance is always substantial. According to previous research by Li Y. (2022), an interactive, inclusive, and encouraging academic atmosphere improves the performance of educators. The relationship is significant as the conducive work atmosphere allows for exploring novel teaching techniques and research themes. Higher education institutions with supporting policies enable academicians to think analytically and develop new ideas, resulting in greater teaching results and research

successes. This shows that external variables may equally impact performance across all situations and people.

5.4 Implication of the Study

The findings of this study have several ramifications. Theoretically, this study advances our knowledge of the variables influencing job performance among academicians at public universities. Numerous earlier empirical investigations support the validity of this notion. The study's findings are consistent with the notion that intrinsic motivation, extrinsic motivation and work environment are related. The study's conclusions indicate that among academicians at public universities, intrinsic and extrinsic motivation influence their job performance, while academicians' work environment is not encouraged. This research has practical relevance for education since it gives useful insights for institutions of higher learning. Institutions could enhance faculty innovation and retention by focusing on intrinsic motivators, including autonomy, intellectual stimulation, and alignment with their own passions. Extrinsic motivators, such as advancements, wage raises, and recognition schemes, can meet practical demands while reinforcing success, especially among early-career academics.

However, the work environment, which detracts academicians' job performance, underlines the critical requirement for institutional action. Addressing workplace issues such as isolation, heavy workload, or inadequate assistance is critical to creating a productive environment. Increasing cooperation through team-building initiatives and strengthening communication channels can develop healthier connections and reduce solitude.

5.5 Contributions to the study

As explained below, the study has important theoretical and practical ramifications.

5.5.1 Theoretical Contribution

This study, which examines the impacts of intrinsic motivation, extrinsic motivation, and work environment on academics' job performance at public institutions, adds to the body of knowledge by employing Herzberg's Two-Factor Theory and the Job Characteristics Model (JCM). Herzberg's theory differentiates between hygienic elements (extrinsic motivators) and motivators (intrinsic drives) in shaping employment satisfaction and efficiency, making it an invaluable tool for studying the dual impacts on academics' work results. Similarly, the JCM sheds light on how certain work aspects like as autonomy, feedback, and task relevance, influence motivation and performance.

By incorporating these models, this study contributes to the theoretical discussion of how intrinsic and extrinsic variables interact with job design and work environment features to impact academic staff performance. The findings of this study are likely to help public universities build comprehensive motivating methods that meet both intrinsic and extrinsic demands and optimize the work environment to improve job satisfaction and productivity. Furthermore, this study adds to the more considerable literature by applying Herzberg's and Hackman and Oldham's theories to the particular dynamics of higher learning, thus establishing the path for future research into comparable frameworks in other knowledge-driven industries. These inputs can influence policies and managerial practices that increase academic staff productivity and well-being, benefiting the educational ecosystem as a whole.

5.5.2 Limitations of the study

Every research has a constraint, and these studies met numerous obstacles while performing them. The study's scope is confined to public universities, which may limit the conclusions' applicability to private institutions or other industries. Public universities' unique cultural and institutional characteristics may impact the relationship between motivation, work environment, and job performance differently than in other settings. Second, the study is based on self-reported data from educators, which raises the risk of response bias, in which participants exaggerate or downplay their motivation or performance owing to their social worth or subjective impression.

Furthermore, this study also faces constraints regarding methodological elements, as previously disclosed. The Likert scale is used in this survey to assess respondents' agreement with high performance, work-life quality, and academic work performance characteristics. These measures could stimulate respondents' interest in responding since they can convey their experiences using the scale offered. The biggest challenge with using the measurement is that each individual has a distinct perspective on reading the number used to assess emotion. This can impact data quality because ensuring that all questions have been adequately understood is impossible.

5.5.3 Recommendations for Future Research

Future research might broaden its coverage to include private institutions and other industries and investigate if the relationships between motivation, work environment, and job performance adapt across institutional contexts to overcome the study's shortcomings, . Comparative research might shed light on how cultural, organizational, and economical factors impact these characteristics in various situations.

Additionally, future research should examine employing mixed techniques using quantitative and qualitative approaches to acquire deeper and more complex data. For example, interviews or focus groups with academics could improve survey results by reducing response bias and providing deeper insights into academic staff's lived experiences.

Moreover, future studies might assess and compare the quality and performance of working life in academic and non-academic settings. Furthermore, future research may broaden the scope of the study by examining various regions.

5.6 Conclusion

In this study, the researcher examined the effects of intrinsic motivation, extrinsic motivation, and the work environment on academicians' job performance in public universities. This study uses independent variables and dependent variables.

The results indicated that one variable was not supported out of three hypotheses. Intrinsic motivation, extrinsic motivation, and work environment were all major determinants in academics' job performance, although work environment was shown

to be insignificant. To enhance overall productivity, teaching quality, and research outputs, educational institutions should emphasize implementing policies and programs aligned with these motivators. Universities could encourage academic performance by blending intrinsic and extrinsic motivators and enhancing the work environment.



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APPENDIX

Questionnaire



UNIVERSITI UTARA MALAYSIA

THE EFFECT OF INTRINSIC MOTIVATION, EXTRINSIC MOTIVATION AND WORK ENVIRONMENT ON ACADEMICIANS JOB PERFORMANCE AT PUBLIC UNIVERSITIES IN MALAYSIA

Dear Respondents,

Thank you for your participation in this survey. To be informed that currently, I am conducting a project paper of “The Effect of Intrinsic Motivation, Extrinsic Motivation and Work Environment on Academicians Job Performance at Public Universities in Malaysia”. Therefore, I am seeking your cooperation in completing the questionnaire. I would be thankful and fully appreciate all your contributions in answering this survey. All the information provided is of utmost confidentiality. Thank you very much for your time and cooperation.

Yours sincerely,

SARANIYA A/P KATARAIAH,

Master of Science (MSc) Management,

Universiti Utara Malaysia Kuala Lumpur. (UUMKL)

SECTION A: PERSONAL INFORMATION

Instruction:

For item 1 till 7, please state your answer (/) in the space provided.

1. Gender:

- i. Male
- ii. Female

2. Age:

- i. 20 – 30
- ii. 31 – 40
- iii. 41 – 50
- iv. 51 – 60
- v. 61 and above

3. Race:

- i. Malay
- ii. Chinese
- iii. India
- iv. Others, please specify

4. Marital Status:

- i. Single
- ii. Married
- iii. Divorce

5. Education Level

- i. Degree
- ii. Master
- iii. PhD

6. Average salary

- i. Less than RM5, 000
- ii. RM5, 001 – RM10, 000
- iii. RM10, 001 – RM 15,000
- iv. RM15, 001 – RM 20,000
- v. More than RM 20,000

7. Work Experience:

- i. Less than 5 years
- ii. 6 years – 10 years
- iii. 11 years – 15 years
- iv. 16 years – 20 years
- v. More than 20 years

8. Your Position

- i. Professor
- ii. Associate Professor
- iii. Senior Lecturer
- iv. Lecturer
- v. Tutor

SECTION B: Intrinsic Motivation

Please mark (/) in the space provided.

- 1. Strongly Disagree / Sangat Tidak Setuju
- 2. Disagree / Tidak Setuju
- 3. Neutral / Berkecuali
- 4. Agree / Setuju
- 5. Strongly Agree / Sangat Setuju

Item	Description	1	2	3	4	5
IM1	I feel that my research and teaching have a positive impact on my students and the academic community					
IM2	I enjoy the tasks I perform in my job, as they provide a sense of purpose					
IM3	I feel trusted to make important decisions about my work without excessive oversight					
IM4	I am encouraged to explore new ideas and methods in my work					

SECTION C: Extrinsic Motivation

Please mark (/) in the space provided.

1. Strongly Disagree / Sangat Tidak Setuju
2. Disagree / Tidak Setuju
3. Neutral / Berkecuali
4. Agree / Setuju
5. Strongly Agree / Sangat Setuju

Item	Description	1	2	3	4	5
EM1	The compensation and benefits I receive are adequate for the work I do					
EM2	Financial rewards (bonuses, raises) motivate me to perform well in my job					
EM3	I feel secure in my position as an academic and do not worry about losing my job."					
EM4	The support I receive from my department and supervisors helps me perform my work effectively.					

SECTION D: Work Environment

Please mark (/) in the space provided.

1. Strongly Disagree / Sangat Tidak Setuju
2. Disagree / Tidak Setuju
3. Neutral / Berkecuali
4. Agree / Setuju
5. Strongly Agree / Sangat Setuju

Item	Description	1	2	3	4	5
WE1	The physical work environment (e.g., office space, equipment, facilities) is conducive to my productivity and comfort.					
WE2	I have good working relationships with my colleagues and feel supported in my academic role.					
WE3	The administrative support I receive helps me to focus on my teaching and research without unnecessary distractions.					
WE4	The policies at my institution support a healthy work-life balance, allowing me to manage my professional and personal responsibilities effectively.					

SECTION E: Academicians Job Performance

Please mark (/) in the space provided.

1. Strongly Disagree / Sangat Tidak Setuju
2. Disagree / Tidak Setuju
3. Neutral / Berkecuali
4. Agree / Setuju
5. Strongly Agree / Sangat Setuju

Item	Description	1	2	3	4	5
AJP1	I spend free time planning interactive learning activities.					
AJP2	I assist students with learning and behavioral difficulties.					
AJP3	I arrive at work earlier than required to prepare for lessons					
AJP4	I stay back after working hour to assist students.					

Thank You