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**MOTIVATION AND JOB PERFORMANCE: A STUDY OF
PUBLIC SECTOR EMPLOYEES IN KUALA LUMPUR**

YANG LI



**MASTER OF PUBLIC ADMINISTRATION
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**MOTIVATION AND JOB PERFORMANCE: A STUDY OF
PUBLIC SECTOR EMPLOYEES IN KUALA LUMPUR**

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**A thesis submitted to the Ghazali Shafie Graduate School of Government in
fulfilment of the requirement for the Master of Public Management
Universiti Utara Malaysia**



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ABSTRACT

Most public organizations have realized that employees are essential aspect of the organization and their motivation would guarantee better job performance. However, low motivation in the Malaysian public sector, evidenced by productivity levels at only 31% of work time compared to a 60% benchmark, poses a significant challenge to effective service delivery. Hence, this quantitative study aimed to analyze the relationship between motivational factors and employees' job performance by taking the case of Malaysian public sector. The study used a cross-sectional survey through questionnaires to collect data from 384 respondents currently working in the Malaysian public sector. The data collected from the respondents were analyzed using descriptive statistics analysis and inferential statistics analysis. The results have revealed that job security motivates employees through flexible contracts and assurance from the organization concerning the tenure of the employees. From the results, it is also clear that work-life balance motivated employees through job designs that enable flexible working hours and optimal workload, as well as enabling them to give fair and equal priority to all important aspects of their life. In addition, the results have shown that learning and development motivate employees through conducting regular seminars and assessment programs to gauge employees' growth and development. The analysis of correlations has revealed a strong and direct relationship between independent variables such as job security, work-life balance, and learning and development opportunities, and the dependent variable of employees' job performance. Theoretically, this study advanced the application of Herzberg's Two-Factor Theory to the context of motivational factors in improving Malaysian public sector performance. From a practical point of view, the study revealed that there were different forms of motivational factors such as merit-based promotion, verbal and non-verbal recognition, and paid leave and medical reimbursement. Future research could explore the longitudinal impact of these motivational factors across specific public sector organizations to enhance generalizability.

Keywords: Motivational Factors, Job Security, Work-Life Balance, Learning and Development Opportunities, Employee Job Performance.

ABSTRAK

Kebanyakan organisasi awam telah menyedari bahawa pekerja adalah aspek penting dalam organisasi dan motivasi pekerja akan menjamin prestasi kerja yang lebih baik. Namun, tahap produktiviti yang mana pada hanya 31% daripada masa bekerja adalah jauh lebih rendah dari tahap penanda aras sebanyak 60%. Ini menunjukkan keadaan motivasi yang rendah di kalangan pekerja sektor awam dan ini menimbulkan cabaran besar kepada penyampaian perkhidmatan yang berkesan. Oleh itu, kajian kuantitatif ini bertujuan untuk menganalisis hubungan antara faktor-faktor motivasi dan prestasi kerja pekerja dengan mengambil kes di sektor awam Malaysia. Kajian ini menggunakan tinjauan keratan rentas melalui soal selidik untuk mengumpul data daripada 384 responden yang kini bekerja di sektor awam Malaysia. Data yang dikumpul daripada responden dianalisis menggunakan analisis statistik deskriptif dan analisis statistik inferensi. Keputusan kajian telah mendedahkan bahawa jaminan kerja (*job security*) melalui kontrak fleksibel dan jaminan daripada organisasi berkenaan tempoh perkhidmatan pekerja akan memotivasi pekerja. Daripada keputusan tersebut, jelas bahawa keseimbangan kerja dan kehidupan (*work-life balance*) memotivasi pekerja melalui reka bentuk kerja yang membolehkan waktu kerja yang fleksibel dan beban kerja yang optimum, serta membolehkan mereka memberi keutamaan yang adil dan sama rata kepada semua aspek penting dalam kehidupan mereka. Di samping itu, keputusan telah menunjukkan bahawa pembelajaran dan pembangunan memotivasi pekerja melalui pelaksanaan seminar dan program penilaian dari semasa ke semasa untuk mengukur pertumbuhan dan perkembangan pekerja. Analisis korelasi telah mendedahkan hubungan yang kukuh dan langsung antara memboleh ubah tidak bersandar seperti jaminan kerja, keseimbangan kerja dan kehidupan, serta peluang pembelajaran dan pembangunan, dan memboleh ubah bersandar iaitu prestasi kerja pekerja. Secara teorinya, kajian ini menyumbang kepada penggunaan *Herzberg's Two-Factor Theory* dalam mengkaji konteks faktor-faktor motivasi dalam meningkatkan prestasi kerja pekerja sektor awam Malaysia. Dari sudut praktikal, kajian itu mendedahkan bahawa terdapat pelbagai bentuk faktor motivasi seperti kenaikan pangkat berasaskan merit, pengiktirafan secara lisan dan bukan lisan, serta cuti bergaji dan bayaran balik perubatan. Penyelidikan masa depan boleh meneroka kesan membujur (*longitudinal*) faktor-faktor motivasi ini merentas organisasi sektor awam tertentu untuk meningkatkan kebolehgeneralisasi.

Kata Kunci: Faktor-Faktor Motivasi, Jaminan Kerja, Keseimbangan Kerja dan Kehidupan, Peluang Pembelajaran dan Pembangunan, Prestasi Pekerjaan Pekerja.

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With sincere thanks,

Yang Li

TABLE OF CONTENTS

| | |
|------------------------------------------------|-----------|
| PERMISSION TO USE | i |
| ABSTRACT | ii |
| ABSTRAK | iii |
| ACKNOWLEDGEMENT | iv |
| TABLE OF CONTENTS | v |
| LIST OF TABLES | viii |
| LIST OF FIGURES | ix |
| LIST OF APPENDICES | x |
| GLOSSARY OF TERMS | xi |
| LIST OF ABBREVIATIONS | xiii |
| CHAPTER ONE INTRODUCTION | 1 |
| 1.1 Background of Study | 1 |
| 1.2 Problem Statement | 12 |
| 1.3 Research Questions | 15 |
| 1.4 Purpose/Objective of Study | 16 |
| 1.5 Scope of Study | 17 |
| 1.6 Significance of Study | 17 |
| 1.7 Definition of Key Terms | 19 |
| 1.8 Organization of the Research | 20 |
| CHAPTER TWO LITERATURE REVIEW | 21 |
| 2.1 Introduction | 21 |
| 2.2 Conceptual Review | 23 |
| 2.2.1 Motivation | 23 |
| 2.2.2 Motivational factors | 25 |
| 2.2.3 Performance | 29 |
| 2.2.4 Employee job performance | 30 |
| 2.3 Theoretical Review | 32 |
| 2.3.1 Maslow's Hierarchy of Needs Theory | 32 |
| 2.3.2 Herzberg's Two-Factor Theory | 35 |
| 2.3.3 Job Characteristic Theory | 38 |
| 2.3.4 Affective Event Theory | 41 |

| | |
|-------------------------------------------------------------------------------|-----------|
| 2.3.5 Theoretical framework..... | 42 |
| 2.4 Empirical Review..... | 44 |
| 2.4.1 Different forms of employee motivational factors..... | 44 |
| 2.4.2 Influence of job security on job performance of employees..... | 46 |
| 2.4.3 Impact of work-life balance on job performance of employees | 48 |
| 2.4.4 Impact of learning and development on job performance of employees...51 | 51 |
| 2.4.5 Rationale for Variable Selection | 53 |
| 2.5 Overall Conceptual Framework | 54 |
| 2.6 Chapter Summary..... | 55 |
| CHAPTER THREE METHODOLOGY | 58 |
| 3.1 Introduction | 58 |
| 3.2 Research philosophy | 58 |
| 3.3 Research approach | 61 |
| 3.4 Research design..... | 63 |
| 3.5 Research strategy | 65 |
| 3.6 Sampling | 67 |
| 3.7 Data collection tools and process..... | 69 |
| 3.8 Data analysis | 71 |
| 3.9 Time Horizon | 73 |
| 3.10 Reliability and validity..... | 74 |
| 3.11 Ethical considerations | 75 |
| 3.12 Chapter summary | 78 |
| CHAPTER FOUR FINDINGS | 81 |
| 4.1 Introduction | 81 |
| 4.2 Reliability and validity of the questionnaire | 82 |
| 4.3 Demographic of the respondents..... | 84 |
| 4.4 Findings from descriptive statistics..... | 87 |
| 4.4.1 Types of employee motivational factors | 88 |
| 4.4.2 Job security | 90 |
| 4.4.3 Work-life balance..... | 92 |
| 4.4.4 Learning and development..... | 95 |
| 4.4.5 Intervention strategies | 97 |
| 4.4.6 Employee job performance | 99 |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 4.5 Findings from Inferential statistics..... | 101 |
| 4.5.1 Correlation analysis | 101 |
| 4.5.2 Regression analysis | 103 |
| 4.6 Chapter summary | 107 |
| CHAPTER FIVE DISCUSSION | 110 |
| 5.1 Introduction | 110 |
| 5.2 Different forms of employee motivational factors..... | 110 |
| 5.3 Influence of job security on job performance of employees..... | 113 |
| 5.4 Effect of work-life balance on job performance of employees..... | 116 |
| 5.5 Influence of learning and development on job performance of employees | 118 |
| 5.6 key intervention strategies that could be used by Malaysian-based public organizations to enhance employee job performance | 121 |
| 5.7 Chapter Summary..... | 123 |
| CHAPTER SIX CONCLUSION | 125 |
| 6.1 Introduction | 125 |
| 6.2 Conclusion | 125 |
| 6.2.1 Different forms of employee motivational factors..... | 125 |
| 6.2.2 Influence of job security on job performance of employees in the Malaysian public sector | 126 |
| 6.2.3 Impact of work-life balance on job performance of employees in the Malaysian public sector | 127 |
| 6.2.4 Effects of Learning and development on job performance of employees in the Malaysian public sector | 129 |
| 6.2.5 Key intervention strategies that Malaysian-based public organization can implement to enhance employee motivation and performance | 130 |
| 6.3 Implications..... | 131 |
| 6.3.1 Theoretical implications and knowledge contribution..... | 131 |
| 6.3.2 Practical implications | 132 |
| 6.4 Limitations | 133 |
| 6.5 Suggestions for future research..... | 134 |
| REFERENCES..... | 135 |
| APPENDICES | 145 |

LIST OF TABLES

| | |
|-----------------------------------------------------------------------------------|-----|
| Table 4.1 Cronbach Alpha test results | 83 |
| Table 4.2 Content validity test results..... | 84 |
| Table 4.3 Descriptive information on types of employee motivational factors | 89 |
| Table 4.4 Descriptive statistics for job security | 91 |
| Table 4.5 Descriptive for work-life balance | 94 |
| Table 4.6 Descriptive statistics for learning and development | 95 |
| Table 4.7 Descriptive for Intervention strategies..... | 98 |
| Table 4.8 Descriptive for employee job performance..... | 100 |



LIST OF FIGURES

| | |
|-------------------------------------------------------------------------------------------------------------------------------------|-----|
| Figure 4.6 Correlation analysis of the association between independent variables and dependent variables..... | 102 |
| Figure 4.7 Model summary of regression analysis | 103 |
| Figure 4.8 ANOVA of the regression analysis for dependable and independent variables | 104 |
| Figure 4.9 Regression analysis of job security, work-life balance, and learning and development, and employee job performance | 104 |



LIST OF APPENDICES

| | |
|---------------------------------|-----|
| Appendix A Data Collection..... | 145 |
| Appendix B Questionnaire..... | 146 |



GLOSSARY OF TERMS

- 1. Civil servant:** Any individual who is employed in the civil service according to the P.U. (A) 1/2012. This includes individuals appointed on either a contract or permanent basis as per the Public Officers Regulations, 2012.
- 2. Motivation:** A group of energetic factors, both internal and external, that inspire and initiate work-related situations, influencing an individual's intensity in pursuing tasks (Heryati, 2016).
- 3. Public service administrator:** An executive-level employee in the Public Service Department, tasked with organizing, managing, and supervising departmental operations (JPA.Gov, 2023).
- 4. Employee performance:** The extent to which an employee's productivity aligns with the organization's performance requirements. It measures whether the employee meets or exceeds the organizational standards (Diamantidis & Chatzoglou, 2019).
- 5. Motivational factors:** Individual or combined factors that prompt employees to surpass expectations, whether due to personal drives or organizational influences (Muthuswamy & Sharma, 2022).
- 6. Public service sector:** The sector comprising government agencies and ministries that address societal issues, aiming to serve the public and meet collective needs in Malaysia (JPA.Gov, 2023).
- 7. Job Security:** The assurance provided to employees about the stability of their employment, reducing concerns about sudden job loss, often linked to flexible contracts and organizational guarantees regarding tenure.
- 8. Work-life Balance:** A concept referring to the equilibrium between work demands and personal life, where employees can manage their work responsibilities alongside personal interests, health, and family life.

9. Learning and Development: A process in which employees engage in activities aimed at improving their knowledge, skills, and competencies, typically through seminars, training, and assessments.

10. Merit-based Promotion: A system of promotion that is based on an employee's performance, skills, and achievements rather than seniority or favoritism.

11. Employee Job Performance: The effectiveness with which an employee completes their assigned duties and responsibilities, which contributes to the overall success of the organization.

12. Motivational Theory: Theories such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory that explain what drives individuals to perform their best at work.

13. Incentive: A reward or benefit provided by the organization to motivate employees, which can either be monetary (e.g., bonuses, salary increases) or non-monetary (e.g., recognition, work flexibility).

14. Organizational Performance: The collective performance of an organization, which is often influenced by employee productivity, efficiency, and the alignment of organizational goals with employees' capabilities and motivations.

15. Hygiene Factors: In Herzberg's Two-Factor Theory, hygiene factors are conditions that, if insufficient, cause dissatisfaction but do not necessarily motivate employees when provided adequately. These include salary, job security, and working conditions.

16. Job Characteristics Theory: A theory by Hackman and Oldham that outlines how specific job attributes—such as skill variety, task significance, and autonomy—affect employees' attitudes and work outcomes.

LIST OF ABBREVIATIONS

| | |
|------------------------|----------------------------------------------------------------|
| JPA | Jabatan Perkhidmatan Awam (Public Service Department) |
| HRM | Human Resource Management |
| SPSS | Statistical Package for the Social Sciences |
| MASLOW | Referring to Maslow's Hierarchy of Needs Theory |
| HR | Human Resources |
| P.U. (A) 1/2012 | Public Officers Regulations 2012 |
| JPA.Gov | Official website for the Public Service Department of Malaysia |
| Hertzberg | Referring to Herzberg's Two-Factor Theory |
| GDP | Gross Domestic Product (if mentioned) |
| KPI | Key Performance Indicator |
| ICT | Information and Communication Technology |
| CSR | Corporate Social Responsibility |
| R&D | Research and Development |
| SDG | Sustainable Development Goals (if mentioned in context) |



CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Motivation as a significant construct is a principal pillar in the organisation for employees because encouraging workforce adequately is a challenge. It is challenging because it determines the satisfaction of the employees in the workplace. In line with Afful-Broni's (2012) observations, numerous studies have concentrated on investigating the correlation between motivation and employee performance by examining the different elements of motivation within diverse organizational contexts. Scholars have shown an enhanced interest in this area, recognizing that employees play a crucial role in organisational success and performance (Heryati, 2016). Consequently, human resources have been acknowledged as the company's most valuable asset, as their performance directly impacts the firm's success or overall performance evaluation. In this regard, motivation plays a pivotal role in driving individuals toward achieving their professional and personal aspirations. According to Manalo and Apat (2021), motivation can be defined as a collection of dynamic factors that exist both internally and externally to employees, stimulating and encouraging work-related situations and levels of intensity. Notably, these driving forces can originate from within individuals (internal motivation) or be exerted by the organization (external motivation), as described by Manalo and Apat

(2021). Furthermore, Dangol (2020) adds that motivation is a process that triggers, sustains, advances, and directs behavior toward specific objectives and actions. In the context of employee motivation, examples of internal motivation may include personal challenge, accomplishment, achievement, and competence, while external motivation could include but limited to fringe benefits, good salary, and enabling policies (Afful-Broni, 2012). Thus, motivation is a very important aspect of the organizations adopted to enhance employee performance as well as productivity.

Motivation, as defined by Ige (2017), refers to the willingness of individuals to exert exceptional levels of effort in order to achieve organizational goals. Furthermore, Ige (2017) considers motivation as that which makes employees put vigor and real effort into their tasks or job. This signifies that motivation is an essential aspect in determining the organisation's success. As evidence has proven that motivation has the ability to increase employees' vigor and willingness to put extra effort into their work, organizational managers should be in a position to understand the specific needs of their team, address and manage them and realize increased morale, performance, and productivity. According to Forson et al. (2021), employees are able to put more effort and take responsibility for their performance when their needs are met and fulfilled, leading to better achievement of organizational goals. In that regard, employee motivation becomes one of the most significant management functions managers exploit or leverage to ensure that workers achieve their full potential based on their abilities. Correspondingly, Hameed et al. (2013) argued that the success of the organization is based on its people because goal-oriented and motivated employees tend to execute their tasks with full passion and energy, especially if their goals are aligned with those of the organization. Furthermore, motivated employees will seek

and work for opportunities that would enable them to contribute more to the organization and bring positive change to the business.

Since managers understand the valuable role of motivating employees, it is their responsibility to find a combination of factors that contribute towards realizing a motivated workforce with the capacity and willingness to contribute towards achieving short and long-term organizational goals (Dangol, 2020). Similarly, Heryati (2016) noted that organizations spend a lot of time and energy identifying groups of factors that would encourage and inspire employees to give the best performance. In the context of organizational behaviour and human resource management, motivation is perceived as one of the most essential factors because it entails identifying employees' needs and designing an impactful action or strategy that integrates with their behavior (Forson et al., 2021). Although motivation is associated with high productivity and performance, its absence could also result in adverse consequences such as demoralized workforce and lack of commitment. Moreover, Dangol (2020) opined that employee motivation has remained one of the unique strategies that could be used by the organization to gain a competitive advantage in the increasingly competitive market. In other words, identifying effective motivational factors could ensure that talented employees are not poached by rivals. Overall, motivation can be viewed as the guiding principle that allows employees to remain focused on the path and organizational success despite the challenges that they might encounter while discharging their duties. Accordingly, Afful-Broni (2012) alluded that in the absence of a driving force such as motivational factors, organizations would not be able to innovate due to monotony. Essentially, motivation determines the degree of effort an employee puts into his/her work, how long the person can sustain the work and the direction the efforts are headed.

Considering the significance of motivation as previously defined and described, it becomes a critical step and strategy that every business and organization must undertake to achieve greater success and enhance employee performance. Numerous researchers have made efforts to identify the factors that motivate employees to work diligently, demonstrate commitment, and engage in various activities (Muthuswamy and Sharma, 2022; Afful-Broni, 2012). The goal of most studies undertaken in this context is to understand and interpret humans' motivations, actions, performance and behaviors. This has been underpinned the transformation in the contemporary management style in which human resource managers are expected to do more than manage employees by providing them with guidance, support and inspiration. In that regard, Le et al. (2021) determined that employees are motivated by aspects such as clear explanations, accurate and timely feedback on performance, emphasis on the importance and impact of their work, and demonstrating to employees that they play a significant role in the organization. Thus, it is in the best interest of the organization to understand unique motivational needs that their employees needs to enhance their productivity and performance. However, Muthuswamy and Sharma (2022) noted that motivating employees is a problematic issues in most organizations because managers are unable to find motivating factors or packages that meet the unique needs of each employee. Nevertheless, the scholars also noted that it is not the job of managers to directly motivate employees, but instead create situations that elicit the change or response.

Anggraeny et al. (2023) conducted a study to determine variables of motivation and they determined that compensation as a variable has no impact on employee motivation, while work environment has a significant and positive motivation, and motivation positively and significantly affect job performance. The main

responsibility of management is to ensure the effective execution of work and activities. This involves starting with the recruitment of competent candidates and empowering the staff to achieve their task goals. According to Muthuswamy and Sharma (2022), the value of empowering employees make it important to understand human behavior, especially how motivation and career development influence employee performance. Consequently, employee performance affects organizational performance because staff members are the first point of contact with customers. In this regard, organizations need to offer the necessary incentives that would motivate employees to put extra effort and produce superior performance. Thus, it can be argued that employee performance is an antecedent of employee motivation and empowerment.

Given that employee motivation is essential to job performance that consequently affects organizational performance, it becomes important to understand employee performance. As stated by Diamantidis and Chatzoglou (2019), employee performance can be defined as the degree to which an employee's level of productivity aligns with the performance expectations set by the organization. In other words, organisation sets the performance requirement after which employee performance is measured based on whether the staff members have met the requirements or not. Thus, an organisational success is highly dependant on effective employee work performance. However, Manalo and Apat (2021) point out that there are various factors contributing to increased job performance such as ability, motivation, organizational engagement, and efficiency. In contrast, Dangol (2020) pointed out that indicators of poor work performance include frequent job transfers, low morale, high employee turnover, and a significant number of complaints which can ultimately result in organizational failure when the organization fails to achieve its objectives.

Although employee performance is influenced by various factors including the ones identified above, it is a multicomponent concept that can be fundamentally be distinguished by itself. According to Pradhan and Jena (2017), the process aspect of performance can be considered as a behavioral engagement based on an expected outcome. In this context, behavior denotes the action exhibited by employees to fulfil their work, while the outcome aspect is about the result obtained due to the employee's job behavior (Pradhan and Jena, 2017). Evidently, the expected outcome and behavioral engagement are related to one another in the workplace setting, but the extensive overlap between the two constructs have not been revealed by research yet, because the expected outcome is greatly impacted by aspects such as cognitive abilities and motivation than the behavioral factor (Pawirosumarto et al., 2017). When examining performance in the context of job performance, it encompasses the explicit work-related behaviors that involve the elemental job responsibilities assigned to employees based on their job descriptions, as highlighted by Pawirosumarto et al. (2017). This suggests that job performance requires cognitive abilities and is primarily improved through task skills, task knowledge, and task habits. Therefore, the key factors that influence job performance are prior experience and the ability to successfully complete tasks.

In an organizational setting, job performance can be understood as a mutual agreement between the employee and the organization, where the employee is obligated to fulfill assigned tasks under the supervision of a manager. Pradhan and Jena (2017) further distinguished the task performance assigned to employees into two categories: leadership task performance and technical-administrative task performance. The technical-administrative job performance encompasses the expected execution of tasks such as organizing, planning, and carrying out daily work, utilizing an individual's

business judgment and technical skills. On the other hand, leadership job performance comprises of activities such as upholding required performance standards, setting strategic goals, directing subordinates, and motivating employees to accomplish their assigned tasks through recognition, constructive criticism, and encouragement (Tripathy, 2014). However, Borman and Motowidlo (1997) defined job performance from the perspective of task performance by referring to it as the degree of effectiveness that the job occupant adopts in executing their assigned work leading to achievement of organizational vision, while rewarding the employee and organization accordingly. This implies that task performance can be linked to the organizational formal reward that employees are awarded after they have demonstrated behavior and skills that result in direct production of goods or service or any other activity that directly supports organization's core objectives.

In addition to task performance, another element of performance is adaptive performance, which refers to an employee's ability to adapt and provide necessary support to their job within a challenging or dynamic work environment (Pradhan and Jena, 2017). Previous research has indicated that once employees achieve a certain level of proficiency in their work, they often strive to adjust their behavior and attitude to meet the diverse requirements of their job role (Pulakos et al., 200; Huang et al., 2014). Adaptive performance holds significant importance in employee performance as it enables individuals to effectively and efficiently handle job-related challenges and volatile work situations, such as changes in core job responsibilities, organizational restructuring, and technological transformations (Baard et al., 2014). Moreover, adaptive performance is crucial because employees are expected to adapt their interpersonal behavior in response to changing circumstances in order to collaborate effectively with a wide range of subordinates and peers (Pradhan and Jena, 2017).

From a holistic perspective on work performance, Griffin et al. (2007) argued that while job proficiency may contribute to job performance, adaptability within one's role is essential in navigating an uncertain and dynamic business environment.

Along with adaptability and task performance, past studies have made efforts to determine the importance of performance components that are not related to the job (Pradhan and Jena, 2017). In particular, industrial psychologists have termed the non-job components of performance as contextual performance or organizational citizenship behavior that denotes voluntary actions from the employees, thereby contributing to the employers' intangibility (Pradhan and Jena, 2017). Contextual performance can be understood as a form of prosocial behavior displayed by individuals in the workplace, wherein employees are expected to exhibit such behavior even though the specific behaviors are not explicitly stated in their job description (Pradhan and Jena, 2017). Supporting this notion, LePine et al. (2002) argued that expected job performance encompasses two dimensions: discretionary work behavior and the work that is explicitly required by the organization as part of the employee's role. In the context of non-task performance or voluntary work behavior, psychologists have referred to it as contextual performance, which involves assisting individuals in adapting to various job roles (Pradhan and Jena, 2017). It is worth noting that Bergeron (2007) proposed that contextual performance should include various sub-dimensions such as determination, loyalty, and teamwork.

Still, on contextual performance, it has been suggested that when employees are engaged, they work with a sense of passion that can result in engaging in extra-role behavior and achieving high performance (Bozionelos and Singh, 2017). In this regard, contextual performance can be explained in the viewpoint and feeling that employees

hold concerning their colleagues, which can be termed as team spirit (Pradhan and Jena, 2017). This feeling about a colleague is enhanced through “team spirit,” in which employees willingly share their thoughts and problems, resulting in a happier work environment and better performance (Kemanci, 2018; Ling, 2024). Another explanation about contextual performance is offered by Coleman and Borman (2000) who considered it as a type of attitude such as helping colleagues solve difficult tasks, taking extra work, collaborating with others when needed, being enthusiastic in the workplace, supporting organizational decisions for improvement, sharing critical information and resources, and respecting the set out rules and regulations. As a result, the behavior creates an enabling environment for positive culture that helps in realizing high individual productivity and organizational performance. Organizations in the contemporary business environment have also understood the importance of contextual performance, which explains why many organizations introduce personality test and group discussion during candidate selection because they are measuring and attempting to determine the potential employee’s ability for contextual performance.

Overall, the earlier studies have indicated that employee performance consists of a congregate of behaviors that emanates from adaptability (knowing the process required to execute and perform task in line with circumstance), interpersonal relation (building interconnectedness, allegiance, and team spirit), and technical knowledge (knowledge about one’s field of expertise) (Pradhan and Jena, 2017). Thus, it is believed that these behaviors could lead to lateral organizational outcomes in terms of customer satisfaction, productivity enhancement, growth, and organizational development.

Based on the above discussion, it is clear that motivation plays a vital role in sustaining the workflow within an organization and achieving optimal employee performance. Various studies have been conducted to investigate the relationship between motivation and employee performance, highlighting its significance. Accordingly, Brayfield and Crockett (1995) investigated the relationship between employee performance and motivational factors, which revealed little link between the two variables. However, Miner (2003) suggested that if one wants to create a valid theory relating to motivation and employee performance, they should consider motivation theories to come up with a better model. Despite the little relationship between motivation and employee performance as determined by Brayfield and Crockett (1995), opposite results were obtained by Forson et al. (2021), which indicated that there was a positive relationship between motivational factors contributed to the level job performance exhibited by basic school teachers in Ghana. However, the authors also noted that absence of motivation, either internal or external, could result in underperformance of employees making it challenging for the organization to achieve its goals. Even with this awareness, employees and managers still find it challenging to determine specific factors that could motivate individual employees. Based on this backdrop, this study seeks to analyze the relationship between motivational factors and job performance of employees by taking the case of Malaysian public sector. This is significant because it will assist organizations to have deeper and better understanding of what it takes to motivate and encourage employees and its impact on organizational performance and success.

Malaysia is an upper middle-income in Asia because it contributes to the development of middle and low-income countries as well as benefits from global experience as it seeks to become a developed and high-income country. Due to its development status,

Malaysia is home to many companies, both public and private that contributes to the economy (Aarabi et al., 2013). In Malaysia, the issue of motivation has been at the apex of national agenda in recent years and it is demonstrated by the number of strike actions taken by workers in the public sector. For instance, in 2021, contract doctors in Malaysia staged a strike in which they highlighted the plight facing doctors in the country (Jamaluddin et al., 2021). At the onset of 2023, Malaysian healthcare workers threatened to go on strike and undertake a mass resignation because they were unhappy with their low salary and poor working conditions (Haizan, 2023). Although the recent strikes have mostly been carried out by public health workers, labor problems are being experienced in various industries in the public sector, implying that employee motivation is a major issue in Malaysia.

As of the end of 2020, the population of civil servants in Malaysia reached 600,000 individuals, representing approximately 37.5% of the total population in the country (Povera, 2021). This indicates that the public sector serves as a significant employer within the Malaysian economy, offering employment opportunities to over one-third of the population. Given that public sector is a major employer, organizational settings of public companies become a function of leadership and internal management. In that regard, public administrators needs to recognize and appreciate employees through encouragement and other strategies to limit worker's discomfort and demoralization. In the contemporary world, both public and private organizations are concerned with what needs to be done to sustain high performance through individuals who are innovative and creative thinkers (Forson et al., 2021). This include but limited to looking into how employees in the public sector should be inspired and offering a better work environment that enables them to deliver on the mandate assigned by the management. Accordingly, the Malaysian officials have recognized lack of rest days,

unhygienic dormitories, overtime, and unpaid wages as some of the issues affecting employees in the country (Lee, 2021). This implies that employees' issues has formed a national debate or issue to the extent that relevant authorities have contemplated about them. More importantly, Malaysian public sector has been recognized for having one the fastest growing public sector (Siddiquee and Xavier, 2020). Due to this growth, it is essential to ensure that public sector employees have the necessary motivation to undertake their jobs efficiently and effectively. For an upper middle-income such as Malaysia, it is important for public service administrators or managers in Malaysia-based firms to understand and come with better ways of improving employee performance such as implementing strategies geared towards motivating employees.

1.2 Problem Statement

Low employee motivation significantly undermines productivity in the Malaysian public sector, where surveys indicate employees are productive for only 31% of their work time, far below the expected 60% benchmark (Beheshti, 2019). This significant gap in productivity is often attributed to low employee motivation, which directly influences their morale and commitment to perform job roles effectively (Okine et al., 2021). Insufficient motivation can lead to disengagement, reduced effort, and a lack of initiative, all of which contribute to suboptimal performance and hinder organizations from achieving their goals. Factors such as low wages, poor working conditions, and unpaid wages exacerbate demotivation, particularly in Malaysia's public sector, where inefficient services hinder organizational goals and public trust (Mohamed, 2021). Addressing this issue is urgent, as persistent underperformance threatens Malaysia's public administration efficacy and socioeconomic development.

The present study aims to illuminate the relationship between motivation and employee performance within the organization. Based on the view of Okine et al. (2021), motivation is a significant influencer of employee performance because it determines whether they have the morale and commitment to undertake their job roles. Notably, employee motivation can take many form, including financial and non-financial benefits because the needs and demands of individual employees are different from one another and organization. To this extent, organizations must aim to identify the needs of individual employee to determine what motivate instead of dealing with employee motivation as a group. In particular, organizations should seek to understand specific factors that motivate employees to go beyond expectation to produce superior service.

Although organizations have the option of motivating employees through financial and non-financial rewards, it is crucial to understand that employees are motivated differently and draw inspiration from different factors. Notably, Muthuswamy and Sharma (2022) pointed out that monetary reward is not the only motivational factor and ignoring non-monetary factors could lead unmotivated and underperforming employees. Koster (2010) asserted that managers are always seeking motivated employees and make efforts to motivate their current employees because they understand its significance toward realizing improved employee performance. In their study, Manalo and Apat (2021) argue that human resource is an indistinguishable part of the organization and the welfare or wellbeing affects organizational performance. With an effective motivation, these employees are able to produce quality and improved task performance. On the contrary, factors such as low wages, poor working conditions, and unpaid wages, among others have contributed to lack of motivation and high turnover rate among employees in the public sector. Conversely, low

motivation, often stemming from factors such as low wages, poor working conditions, and unpaid wages, leads to reduced employee engagement and high turnover rates, which directly contribute to poor service delivery in the Malaysian public sector (Lee et al., 2021). This underperformance manifests in public complaints about inefficient and inadequate services, highlighting a critical need to address motivation to improve service quality (Mohamed, 2021).

The issue of low motivation among employees has contributed towards poor services rendered by public service organizations in the country. Consequently, Mohamed (2021) explains that most of the residents in Malaysia have complained about poor service delivery from employees of public service organizations. This could be explained by the factors raised by public service employees and identified by Lee et al. (2021), as contributing factors preventing them from realizing better service delivery. There is limited research that have focused on employees in the Malaysian public sector, especially on the aspect of their motivation and consequent performance. In that sense, the current study will analyze and explore how organizations in the Malaysian public sector can improve job performance of their employees through adopting beneficial motivational factors. For instance, while examining workplace motivation in Malaysia, Johari et al. (2019) highlighted that limited studies have explored the linkage between motivation and performance in the public sector, emphasizing the need for further investigation to address this gap and inform policy interventions (Johari et al., 2019).

To address these challenges, this study focuses on job security, work-life balance, learning and development, merit-based promotion, and bonuses as key motivational factors influencing employee performance in the Malaysian public sector. These

variables are selected based on their prominence in motivational theories and empirical studies. Maslow's Hierarchy of Needs (Maslow & Lewis, 1987) highlights job security as a safety need and learning and development as a self-actualization need, while Herzberg's Two-Factor Theory (Dugguh & Dennis, 2014) identifies merit-based promotion as a motivator and bonuses as a hygiene factor. Empirical research supports their relevance in public sector contexts, with job security mitigating contract instability, work-life balance reducing work-family conflict, and learning and development enhancing skills (Ahmed et al., 2017; Susanto et al., 2022). In Malaysia, these factors are particularly pertinent due to long-term employment practices and evolving work demands (Povera, 2021). This selection ensures the study's internal validity by aligning variables with theoretical and empirical frameworks and enhances external validity by addressing Malaysia's public sector challenges.

1.3 Research Questions

Based on the elaborate background offered herein and problem statement of the study, the following key questions will be answered:

- 1) What are the different forms of employee motivational factors?
- 2) How does job security, as a motivator addressing contract instability concerns, influence employee performance and service delivery of employees in the Malaysian public sector?
- 3) What is the impact of work life-balance, enabled by flexible hours and optimal workloads, on the motivation and service delivery of employees in the Malaysian public sector?

- 4) What is the impact of learning and development opportunities , through skill-enhancing seminars and assessments, on the motivation and service delivery of employees in the Malaysian public sector?
- 5) What are they key intervention strategies that Malaysia on-based public organisations can implement to enhance employee motivation?

1.4 Purpose/Objective of Study

This study aims to examine the relationship between motivational factors and job performance among employees in the Malaysian public sector. To achieve this goal, the research is guided by the following specific objectives:

- 1) To identify the different forms of employee motivational factors.
- 2) To examine how job security influences organizational performance of employees in the Malaysian public sector.
- 3) To determine the impact of work-life balance on the job performance of employees in the Malaysian public sector.
- 4) To assess the impact of learning and development opportunities on employee motivation and service delivery (on performance) of employees in the Malaysian public sector.
- 5) To identify key intervention strategies that Malaysian-based public organizations can implement to enhance employee motivation.

1.5 Scope of Study

This study focuses on civil servants employed in public service organizations in Kuala Lumpur, Malaysia, where most ministry and agency headquarters are located, facilitating access to participants. Further justification for selecting this location is provided in Chapter 3. The sample comprises male and female public servants from diverse ethnic groups, drawn from two central agencies: the Ministry of Works and the Public Service Department of Malaysia (also known as the Ministry of Public Services). These ministries were chosen due to their significant roles as major employers of public servants in Malaysia (Beh, 2014). The respondents include employees and managers working in these ministries or related public service agencies.

1.6 Significance of Study

The findings from the study will be of immense benefits to the public institutions, agencies, ministries, and other stakeholders in the public sector because it will outline and explain how the concept of job performance and motivation are understood and valued. More importantly, the research will help these stakeholders understand the need for them to pay attention to various aspect of motivation such as financial and non-financial aspect of motivation. In particular, the administrators or managers of public service organizations will be able to use findings from this study understand varied aspect of motivation and how they can effectively leverage them to guarantee improved job performance from employees or civil servants. Moreover, the research is significant because it will help shed light on the different forms of motivation that could be adopted in designing suitable parameters and measures geared toward inspiring employees to go above and beyond in terms of job performance.

The study is significant because public administrators and policy makers can rely on the findings to understand the factors contributing high job performance from employees as well as factors leading to low job performance because they will be important in decision-making. Essentially, the research will be insightful to public administrators by making them understand how to use motivation not merely for the sake of it, but to understand the when, what, and how motivation should be exploited to realize optimal performance from the employees. In addition, the research is significant because its findings would help on the designing and development of suitable managerial policies and strategies that could be used to improve the realization and administration of organizational objectives. As such, the results of this research should bring out ideas that could contribute to the provision of quality service delivery in Malaysia.

Lastly, the results of this research will help in adding to existing literature on motivational factors affecting employee performance that has been investigated from the perspective of Malaysian employees in the public sector. As much as it is true that few studies have explored the phenomenon of workplace spirituality in the context of Malaysia, those few studies have not taken into account the voice of the employee in the civil servant or in some cases the organisations which are in the public sector. For example, Aarabi et al. (2013) discussed about the relationship of motivational factors with the employee performance and the case study was set in the Malaysian service sector employees. Therefore, most studies that have investigated the phenomenon from the perspective of Malaysia have focused on employees from the private sector. This means that this research can strengthen and support previous models and theories relating to motivational factors affecting employee performance by adding a unique perspective from civil servants or employees from public service organizations.

1.7 Definition of Key Terms

Civil servant: Any individual who is employed in the civil service in accordance to the P.U. (A) 1/2012. Based on the Act, any individual who has been appointed by a commission, either on contract basis or permanent is to be considered a civil servant (Public Officers Regulations, 2012).

Motivation: Group of energetic factors existing within and outside the employees that can initiate and inspire work-related situation and intensity (Heryati, 2016).

Public service administrator: An executive level employee in the Public Service Department tasked with arranging, managing, and supervising the operations in the department (JPA.Gov, 2023).

Employee performance: The extent to which an employee's level of productivity matches the organization's performance requirement. In other words, organization sets the performance requirement after which employee performance is measured based on whether the staff members have met the requirements or not (Diamantidis and Chatzoglou, 2019).

Motivational factors: The individual factors that induce or help employees push themselves beyond expectations either as an individual factor or combination of factors (Muthuswamy and Sharma, 2022).

Public service sector: It is a sector consisting of government agencies and ministries with the intention addressing specific needs or issues affecting aggregate members of the society or community in Malaysia (JPA.Gov. 2023).

1.8 Organization of the Research

This research has been structured into five key chapters. Chapter 1, which is the introduction, offer background and problem statement pertaining to the study. The chapter also offer objectives, research questions, and significance of the study key stakeholders that could find the findings useful. Chapter 2 also known as the literature review, is the chapter that offers an overview of the key concepts of motivational factors and employees performance based on previous studies. The theoretical models and frameworks relating to motivation and employee performance are also discussed. Chapter 3, which is methodology, outlines the research approach and design as well as the instruments adopted during the study. This chapter also presents sample size, selection, data collection and data analysis technique. This chapter is significant because it guarantees that the research can be replicated by other researchers in the future. Chapter 4 focuses on presenting the findings based on the data collected then proceeding to analyze the findings by looking at how motivational factors impact job performance of employees from Malaysian public service. Chapter 5 as the final chapter provides conclusions based on the discussion in the previous chapter and provide recommendations for future researchers who want to investigate the phenomenon.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The remaining part of this chapter has been divided into five main parts. The first part is the conceptual review that focuses on defining key concepts informing the research as captured in the existing literature. The concepts included motivation, motivational factors, performance, and employee job performance. The topics are not only defined but also contextualized in line with current research. The chapter further explores several theories that underpin research's concept, that is, motivation or motivational factors and performance or employee job performance. The theories evaluated include Maslow's Theory of Hierarchical Needs, Herzberg's two-factor theory, job characteristic theory, and affective event theory. Maslow's theory is most popular motivational theory, which asserts that an individual will be motivated when all their needs are fulfilled. Hale et al. (2019) argued that individuals do not work for money or security, but rather work to contribute and apply their skills. After developing the hierarchy of needs pyramid, Maslow argued that an individual cannot ascend to the next level of the pyramid without fulfilling the needs at the lower levels (Hale et al., 2019). In this regard, the motivational factors for such individuals become the specific needs that should be fulfilled in each level.

The Herzberg's two-factor theory is another motivational theory that can be used to underpin the relationship between motivational factors and employees' job

performance. Commonly referred to as Two-factor theory, Herzberg theory emphasizes the motivator-hygiene factors that explain motivation and satisfaction that contributes toward enhanced job performance (Dugguh et al., 2014). In particular, the theory concentrates on the outcomes of dissatisfaction and satisfaction, which implies that dissatisfaction leads to low job performance while satisfaction contributes toward improved job performance. Another theory that explains the current phenomenon is the job characteristic theory that focuses on how specific job characteristics influence job satisfaction and performance. Based on the theory, some core job attributes are responsible for each psychological state: task identity, task significance, task identity shape the experienced meaningfulness; feedback affects the knowledge of results, and autonomy influence experienced responsibility (Demirkol and Nalla, 2018). In a nutshell, the theory described the link between job characteristics and an employee's response to work. Affective event theory explains how moods and emotions affect job satisfaction and performance (Dugguh et al., 2014). This theory basically provides the foundation of the relationships between internal factors including the mental states, cognition processes, emotions, and how these affect employees' responses to occurrences in their work setting especially in aspects of work satisfaction, organizational commitment, and performance. As cited by Junça-Silva et al. (2021), this theory seeks to argue that affective work behaviors, which comprise positive emotional displays, stem from the feelings and moods of the employees because cognitive-based behaviors are capable of estimating overall employee job performance.

The fourth and last section of the present chapter provides an empirical analysis of the current literature concerning the impact of motivational factors on employees' job performance. This paper starts with a literature review to compare and contrast various types of motivation factors for employees followed by the evaluation of the practices

of job security and their impact on employee job performance. After that, the section focused on reviewing literature on the effects that work-life balance has on the employee job performance. Moreover, previous researches are examined to establish the relationship between learning and development, level of satisfaction and productivity of employees. Last but not the least, the section also looks at the major prevention techniques that are often employed by the public organizations with an aim of enhancing the motivation of employees. The fifth section focuses on creating an analytical framework stemming from the literature review by identifying the independent and dependent variables. Lastly, this chapter addresses the main arguments that have been raised and debated in this dissertation.

2.2 Conceptual Review

2.2.1 Motivation

Most employees remain interested and committed to their careers because of their passion and enthusiasm. It is what keeps them going or ‘motivates’ them to achieve particular objectives or to report to work every morning. In the last two decades, many academic and business organizations have grown interest concerning motivation research. As noted by Pang and Lu (2018), most managers have over the years tried to create an environment that is characterized by trust and delegation of responsibilities within the organization. This improved employee motivation levels, which in turn enhanced organizational performance. In this regard, motivation begins with the management or leadership at the organization because when leaders inspire employees, they are able to take ownership and responsibility for their acts and hold themselves accountable for their outcomes. Shahzadi et al., (2014) identified the fundamental issues in job design and application affirming that addressing global challenges

requires a dynamic management learning system which must be applied to improve performance of employees.

Motivation in general, is about events or factors that drives, moves, and leads certain individuals to a state of action or inaction during a given period, given the prevailing circumstances (Hemakumara, 2020). However, the authors noted that there is no one way of defining motivation and this explains why there are many theories attempting to underpin the concept. Regardless of the lack of consensus on the definition, many scholars still attempt to define the concept of motivation. For instance, George et al. (2018) defined motivation as any influence that directs, maintain, or portrays individual's goal-directed behaviors. In this context, the authors implied the driving force that make a person to act or behave in a certain way. In another work, Shahzadi et al. (2014) pointed out that motivation is those psychological attributes of the people that contribute to their personal level of commitment to the organizational objectives and goals. This definition is important when considered in the context of employee motivation and employee performance.

Giving individuals the right combination of guidance, counsel, tactics, resources, and rewards will help them work rapidly and realized enhanced performance (Hemakumara, 2020). Every company's employee is its most important resource. The capacity of any organization to grow depends on how committed the workforce is and how long they remain with the business (Shafi et al. 2020). The cost of acquiring and retaining employees is also significantly reduced when employees are motivated. Dobre (2013) highlighted the significance of work design, research, and practice in motivating employees' success. The author concluded that a dynamic management learning framework was necessary to improve employees' performance to address

global challenges. In this regard, Alase and Akinbo (2021) defined motivation as those aspects which encourage a person to make extra efforts towards achieving a particular goal. Per their opinion, Alase and Akinbo have established the notion that an individual's drive is what makes them interested in some of the actions or behavioral characteristics as influenced by their needs, wants, and ambition. They also conceptualized motivation in the terms of mental process by alluding that it has the ability within short and long term to decide the kind of action or behavior an individual takes when put through a certain situation or stimuli.

2.2.2 Motivational factors

As shown above, the definition of motivation has taken many shapes or form depending on the field. For instance, psychology is typically concerned with behavior's start, trajectory, intensity, and continuity (Diamantidis and Chatzoglou, 2019). As such, motivation can be referred to as refers to the psychological process of boosting people's drive. People can develop an inner drive and progress toward the desired objective by motivating and encouraging them. Employee motivation is best achieved through rewards and recognition, which go hand in hand. However, simply thanking employees for going above and above is insufficient. They should also receive a reward. According to Diamantidis and Chatzoglou (2019), there are many distinct types of rewards, and none can be deemed to be the greatest at inspiring workers because, following need theories and the many types of workers, people are inspired by various rewards. Consequently, the manager's problem is to determine what is effective for whom. Kuswati (2020) states that needs are "goal-directed forces people experience." Still on the concept of rewards, there is total rewards that include monetary compensation such as pay increases, base pay, promotions, incentives, and merit pay;

societal benefits such as health, welfare, retirement, and paid time off; and individual development through education and training (Diamantidis and Chatzoglou, 2019).

Based on the existing literature, individual motivation is normally connected to motivational factors in their surrounding and motivational factors are normally linked to rewards and incentives (Alase and Akinbo, 2021). The reward systems in an individual's surrounding can have self-accomplishment/afflicted goals or targets. As such, collection of incentives and rewards is grouped and categorized into non-monetary and monetary. Simply put, understanding motivation as an essential constituent to organizational performance as well as employee job performance, necessitates bearing in mind that previous researches opine that motivation is not the sole factor that plays a role in contributing to the organization's performance (Hemakumara, 2020). Other conditions such as knowledge, skills, emotions, feelings as well as other state factors that cannot be controlled by the employee, are known to influence performance. Dereje (2020) also argued that while the traditional perspective of organizational work has it that if a worker is motivated, he or she will be productive, it is also crucial to establish that having highly motivated employees is just one of the factors that would lead to employees' productivity due to the prevailing volatile business environment.

Motivational factors are either monetary or non-monetary. According to Alase and Akinbo (2021), the non-monetary motivational factors relate more to the employees' work relationship and environment between the employees and the organization. As such, reward system has its basis of development or is perceived to be more centered on life quality as experienced by the employee and considered to be having a longer and profound impact on the employee (Hemakumara, 2020). In concept, non-monetary

incentives do not only address immediate self-interest but also overall long-term employee's aims and objectives and integrate all their goals with those of the organization. Nwannebuife (2017) argued that non-monetary motivation is obtained within the organization and its association with employees. They rely on prevailing work ethics, disciplinary process, and rules within the company, and interpersonal relations within the organization, among others. For example, Deci and Ryan (2010) highlighted the following non-monetary motivational factors are crucial to job performance of employees such as work autonomy, competitive workspace, receiving verbal and non-verbal recognition, and receiving additional days off. In addition, the study identified other non-monetary motivational factors to include job enrichment, job enlargement, public expression of appreciation, presence of team spirit, and receiving on off-site and on-site job training.

Another set of motivational factor is the monetary motivational factors, which relates to financial aspects such as financial incentives, wages, and salaries (Alase and Akinbo, 2021). However, despite the fact that some employees are motivated by non-monetary incentives, finance plays a critical role in employee's life and is one of the primary driving forces to the achievement of productive workforce in the organization according to Giancola (2014). Equally, Deci and Ryan (2010) argued that while money remains a major motivator in employees, people have varying perception of its worth depending on the level of emphasis they have given to self-organized values such as perceptions of fairness and reciprocity, trust and trustworthiness and norms recognized in the society. To that extent, the results will especially vary with the quality of the performance measures used, the type of task being rewarded and the type of reward, especially in monetary rewards that are incentive based for the performance. As opposed to non-monetary motivational factors that concentrates on organization's

relationship with employees and within the staff, monetary motivation is challenging to sustain for a long time without readjustment after reassessment based on performance in the organization and prevailing economic conditions (Alase and Akinbo, 2021). The authors argued that this is attributed to the fact that what motivates people tend to change over a period and the organization needs to be up to speed in order to comprehend the changes to what inspire individuals to higher productivity and performance. Unlike non-monetary motivation, monetary motivational factors are external to work or activity under consideration, such as allowances, salaries, and promotional advancement since they are determined by the company that the organization is working for and as such are externally inflicted on them.

The leadership at the organization is also important towards motivation since it involves getting the job done properly and forward-thinking. Gaining employees' trust and getting them to follow their management or instructor will help them achieve not only their goals but also organizational objectives. Additionally, personnel tend to be motivated when a leader instill their faith in the organization and perform their jobs correctly (Ali and Anwar, 2021). To increase morale and motivation, a leader and the staff should work together reciprocally. For instance, to use salaries as a motivator, managers must consider salary structures that consider the value the organization places on each job, performance-based pay, personal or special allowances, fringe benefits, and pensions. Sabbagha et al. (2018) concluded that factors impacting employee performance requires a combination of both non-monetary and monetary motivational factors. To raise the level of performance of the organization, management must motivate their workforce to meet the goals.

2.2.3 Performance

As per Nguyen et al. (2020), performance is determined by how well an individual fulfill their given tasks and carry out their mandated duties. Organizations often make effort to balance employee loyalty with overall organizational performance. In that regard, organizations have practiced the habit of developing rules for incentives and recognition that make employees feel more motivated, engaged, and self-assured (Rožman et al., 2017). More importantly, organizations require resources such as people, machines, materials, and money to carry out its tasks. Other than human resources, all other resources are non-living, yet human resources is a resource that is both living and generating, implying their needs need to be given proper attention. Researchers have studied employee performance for decades in a variety of settings, across disciplines, and across cultures to understand the attitudes, ideas, and tools that support success (Alase and Akinbo, 2021). Graves and Sarkis (2018) found out that organizations need to utilize, invest, and exploit employees' physical, cognitive, and emotional talents by finding and fusing literature on behaviors and elements that promote performance (Pancasila et al. 2020).

In general terms, performance can be defined as how well an individual undertake their job responsibilities and duties to the expectation and beyond (Alfayad and Arif, 2017). Furthermore, the authors added that past studies have established solid evidence for the fundamental connection between employee performance and how management engages with employees. The effectiveness of human resource activities like as hiring, performance reviews, benefits and incentive administration, policies, and employee training and development frequently have a direct impact on employee performance and productivity (Hanaysha and Hussain, 2018). A company's ability to discover, hire, and retain highly motivated employees can be enhanced by an effective human

resource management system, which will undoubtedly lead to higher production. In addition, given that employees influence the competitive performance of the firms and favorably affecting financial performance, encouraging innovation and creativity within the company has a number of advantages and good effects on employee psychology, behavior, and performance (Johari et al. 2019). According to Hee and Rhung (2019), innovation and creativity also provide sustainability for the firm by improving internal capabilities based on employee performance, organizational structure, and learning methodologies. Junsheng et al. (2020) recommends employers to foster an environment where rising creativity and innovation can benefit workers by boosting job commitment, job performance, and job satisfaction. Alsuwaidi et al. (2021) also emphasized that organizations can surpass their rivals by giving employees a creative environment and chances to think and behave differently.

2.2.4 Employee job performance

This is the successful accomplishment of responsibilities by a chosen individual or individuals, as specified and measured by a supervisor or organization, to pre-defined acceptable standards while efficiently and effectively utilizing available resources in a changing environment (Loan, 2020). Job performance is a significant factor that largely influences results at three levels: the person level, the group level, and the organizational level (Loan, 2020). Moreover, motivation, leadership, environment, culture organization, work accomplishment, competence, and compensation are some of the factors that may affect employee job performance (Darmawan et al., 2020). It is apparent that employee performance has brought a lot of attention and controversy because of the several dimensions through which it can be expressed. “Organizational performance can be achieved through employees’ productivity and performance”

(Alase and Akinbo, 2021, 35). In essence, organizational performance is mainly determined by employees' level of productivity. Although Aluko (2014) described performance as the total quantity of work completed over a period based on available means of production, Giancola (2014) defined it as the effective definition of utilization of the factors of production.

In another work, Haider et al. (2018) shared the view that there is a significant relationship between the number of inputs and outputs in a defined process and employee performance. Moreover, the conceptualization of organizational performance can be done based on how well the business perform, which is dependent on the combined performance of its workers, effective and efficient use of resources (Alase and Akinbo, 2021). Given that organizational resources are limited, motivating employees becomes key to organizational success and sustainability. However, organizational performance can also be linked to all the dimension in the work environment that includes quantity and quality aspects. Since employee performance is correlated to organizational performance, Alase and Akinbo (2021) point out that there is a significant positive correlation between competitive edge and organizational performance. Moreover, organization's performance can be expressed in terms of cost, time, quality, and quantity. It is clear that the level of employee performance affect organizational performance (Aluko, 2014). However, it is also apparent that employees' level of performance is dependent on the degree to which those employees believe that certain motivational needs will be met by the organization.

However, Davidescu et al. (2020) assert that a firm's internal and external environments can affect characteristics connected to the firm, such as managerial support, training culture, organizational climate, and environmental dynamism.

Variables relating to the workplace include autonomy, communication, and atmosphere; employee-related factors include intrinsic motivation, initiative, adaptability, and skill level. Carter et al. (2010) also affirm that when workers believe that management is supportive of their efforts connected to their jobs, it is likely that better job performance will be observed. Workplace communication is a crucial element that can result in improved business performance. According to Eliyana and Ma'arif (2019) the key aspect of the relationship between job communication and employees' overall performance is their performance.

2.3 Theoretical Review

2.3.1 Maslow's Hierarchy of Needs Theory

The Maslow's hierarchy of needs theory is an idea in the field of psychology that was proposed by the psychologist Abraham Maslow in 1943 in a paper titled "A Theory of Human Motivation" (Gambrel and Cianci, 2003). In his subsequent papers, Maslow extended the idea to encompass the observation he made about people's inner curiosity. However, the theory contradicted many theories that have been advanced in the previous years, especially in the area of human development psychology, some of which concentrated on outlining the stages of growth in humans (Gambrel and Cianci, 2003). In this regard, the theory is a classification system with the primary focus being on reflecting about the universal needs of the society as the beginning, then proceeding to more substantiated or acquired emotions. According to McLeod (2007), the hierarchy of needs is divided between growth needs and deficiency needs, as the themes that keep emerging include individualism and prioritization of needs. In other words, the theory focuses on individual needs and what it takes for a person to fulfil them.

The theory is a commonly used human resource management and organizational behavior literature. However, many scholars in the consumerism studies have selectively used the model to investigate consumer purchase intention and consumer purchase behavior (Hale et al., 2019). In addition, the model offers basic concept that had not been captured by considering and stating various human needs such as basic needs, psychological safety need, social affiliation need, self-esteem need, and self-actualization needs, among others (Gambrel and Cianci, 2003). These needs play essential roles in shaping individual's actions and behaviors in the context of job performance. Underlying this concept, it becomes clear how motivational factors can affect employee job performance in the organization. In particular, an employee is motivated when their needs in each stage are met and they cannot be motivated by self-actualization needs before the basic needs are met. According to Hale et al. (2019), the stages include physiological needs, safety needs, love and belonging, self-esteem, and self-actualization. For instance, the theory asserts that humans are forced to satisfy their physiological needs first before pursuing higher level gratification, which means that employees must be well fed, clothed, and sheltered, among others. In other words, employee with poor living conditions in terms of housing and food in their houses, will be less interested in motivational factors that speak to their safety, belonging, esteem or self-actualization.

The theory also suggests that human needs have to be fulfilled sequentially, which means that only by meeting the lower needs can employees be motivated by higher needs such as safety (Fallatah et al., 2018). Thus, safety needs stage seeks to fulfil employees' need to feel secure and safe in terms of job security, insurance policies, savings accounts, and grievance procedures when dealing with unilateral authority. In this regard, employees are highly motivated when they not only feel safe and secure,

but also when they feel safe in their work environment. After meeting the security and safety needs, the employees will be more motivated when their higher needs such as belonging are met. In other words, fulfilling the first two stages implies that employees can no longer be motivated by those needs, which makes consistently meeting employees' need a necessity in order to influence employees' job performance. According Cui et al. (2021), humans tend to seek belonging needs after fulfilling physiological and safety needs, which entails interpersonal relationships and feelings of belongingness. In other words, the theory maintains that humans have an innate need to have a sense of belong and acceptance among their peers and social groups despite their size because they consider it important. The next stage is the esteem needs in which employees seek respect and admiration soundly based on achievement or real capacity (Hale et al., 2019). This implies that employees will be more motivated to undertake their tasks and enhance job performance when the work they do brings them respect and admiration. The final stage advanced by theory is self-actualization in which employees seek motivational factors that enable them achieve goals and develop their talents.

However, Maslow's hierarchy of needs theory is still being perceived and considered as a textbook fundamental or model. For example, "Kotler's Principles of Marketing (2015) first published in 1957 and now in its 16th edition and Robbins' Management (2013), now in its 12th edition." Nevertheless, the theory has been broadly used particularly in the context of employee motivation (Stefan et al., 2020), and theory for improving worker productivity (Jonas, 2016). Moreover, the use of a pyramid makes the model pleasing and easy to understand and has been demonstrated in many marketing messages in which advertising campaigns constantly leverage and show the "perceived need gap" and outcome is demonstrated in form of the desired results, that

is, enhanced productivity or performance. Furthermore, organizations who are seeking self-actualization need are often allowed by organizations through corporate social responsibility to do half-day to engage in communal activities that brings them fulfilment or work with non-profit institutions helping disabled. Such programs are double-benefit initiatives for the organization because they not only motivate the employees by feeling they are doing something meaningful in the community, but also minimize employee turnover because they feel attached and committed to the programs and part of something bigger than themselves (Fallatah et al., 2018). Additionally, they benefit the company through positive corporate image among the communities and public in general.

2.3.2 Herzberg's Two-Factor Theory

Among the theories of motivation traceable to employee job performance, Herzberg's two factor theory, which was first advanced in 1959, appears to offer a suitable argument that suits the current phenomenon. According to Dugguh and Dennis (2014), the Two-factor theory concentrates on the motivator-hygiene factors that seem to explain motivation, job satisfaction and performance. As stated in the introduction of this chapter, the theory concentrates on the outcomes of dissatisfaction and satisfaction because it determined that some aspects of the job causes satisfaction, hence the need for motivation, while other aspects of the job leads to dissatisfaction. Accordingly, Alshmemri et al. (2017) explains that Herzberg believed that factors leading to dissatisfaction or satisfaction are different. However, in the context of job, the opposite of satisfaction is not job satisfaction and the vice versa is also true. As such, the theory asserts that job dissatisfaction and satisfaction emanates from different factors, including motivation and hygiene. In other words, job satisfaction is caused or a

product of motivation, while job dissatisfaction is a product of hygiene factors. Thus, the theory perceives motivation as an inner force that propels employees to achieve organizational and personal objectives. Essentially, hygiene factors encompasses components of work environment like interpersonal matters, working conditions, and organizational policies, among others (Dugguh and Dennis, 2014). On the other hand, factors linked to job satisfaction are referred to as motivators or satisfiers.

The theory acknowledges achievement as one of the strong determinants of job satisfaction since it requires assisting and putting employees in position that use their knowledge and talents to succeed (Matei and Abrudan, 2016). This factor or determinant is realized through setting achievable, clear standards and goals for every position and ensuing that employees understand those strategies and goals. Another determinant of job satisfaction based on the theory is recognition, which concerns favorable and honorable attention or note given to the employee for performing their job beyond expectations or showing an outstanding behavior. Dugguh and Dennis (2014) point out that all employees regardless of their position in the organization, wants to be recognized for their work and accomplishment on the job. In addition, opportunity for promotion or advancement has also been recognized by the theory as factors leading to job satisfaction because it elevates employees to higher positions in the company. As such, providing employees with opportunity to acquire level of positions motivate them to improve their job performance, especially if those promotions are attached to their jobs. Notably, the theory also lists responsibility and work itself as some of the factors affecting job satisfaction (Sanjeev and Surya, 2016). Therefore, motivators are factors found within the work environment, which inspire employees to do better and achieve improved job performance.

However, Herzberg also identified hygiene factors or dissatisfiers, which are related to job dissatisfaction. For instance, the theory explains pay or salary as a hygiene factor because it is not a motivator even though employees expect as part of their contractual agreement with the organization (Thant and Chang, 2021). When employees perceive that they are not receiving fair salaries or pay, they will not be happy and this might slow the pace with which they undertake their jobs. For that reason, salaries and benefits should be comparable and clear in terms of policies relating to bonuses, benefits, and salaries. Dugguh and Dennis (2014) noted that the theory identified supervision as another dissatisfier or hygiene factor in the organization. To that extent, strategic and wise decisions needs to be made when it comes to appointment of an individual assuming the role of supervising. The role is challenging and needs someone with effective leadership skills and ability to be fair in dealing with employees (Sanjeev and Surya, 2016). Furthermore, working condition is a hygiene factor because the environment under which employees work has significant influence on how they see themselves and the work they undertake (Matei and Abrudan, 2016). The availability of modern facilities, quality furniture, well secured and spaced offices constitute as some of the conditions necessary for preventing dissatisfaction in the company.

Herzberg's theory also pointed out that organization's procedures, policies, and administration could also contribute to dissatisfaction, hence a hygiene factor (Dugguh and Dennis, 2014). The policies, procedures, and administration can be sources of frustration for employees if they are not clear or necessary. Essentially, policies enable employees to use their initiatives and discretion when discharging duties. Thant and Chang (2021) clarified that even though policies may not motivate and make them feel satisfied, it can decrease dissatisfaction by making the policies fair to all. Interpersonal

relationships have also been considered as a hygiene factor because bad relations with managers, peers, and subordinates encourages job dissatisfaction (Alshmemri et al., 2017). In the employment environment, social contact is considered as part of satisfaction for employees because it helps in building a sense of teamwork and simultaneously minimize rudeness, offensive comments, and difficult behaviors (Dugguh and Dennis, 2014). Accordingly, Sanjeev and Surya (2016) concluded that employees should be encouraged to have a harmonious interpersonal relationship regardless of cultural diversities. Status has also been identified as a hygiene factor and it concerns an individual's rank in the group, which is often determined by the individual's attributes besides the formal position (Matei and Abrudan, 2016). With the presence of different status in the organization, communication becomes challenging in the organization. As such, managers should often use both nonverbal and verbal communication to information to employees to reduce dissatisfaction. Finally, security as a hygiene factor concerns job security in which employees are free from threats of being fired, discrimination, harassment, and bullying, among others (Dugguh and Abrudan, 2016).

2.3.3 Job Characteristic Theory

Job characteristic theory advanced by Hackman and Oldham (1976, 1980) outlines the relationship between employees' response to work and their job characteristics (Sharma, 2021). The model identifies the job condition in which employees are forecasted to succeed in their work. In that regard, the theory proposes five job dimensions eliciting three psychological states that contribute to some beneficial work and personal outcomes. These job dimension are skill variety, task significance, task identity, job autonomy, and job feedback. Skill variety that refers to the degree to

which a task needs different activities to undertake the work and entail the employment of different talents and skills of the employee (Allil et al., 2021). Task identity is about the extent to which a job requires completion of the whole work as well as the parts that constitute the work, by doing the work from the start to the end, resulting in tangible outcome. In addition, Task significance refers to the degree to which a job possess considerable influence on the work and lives of people in other departments in the company as well as outside the organization.

Allil et al. (2021) noted that job autonomy is also among the dimensions and it refers to the degree to which the specific job offers employees substantial independence, freedom, and discretion in determining the procedures needed to complete it as well as when scheduling. The last dimension is job feedback, which refers to the degree to which undertaking the activities needed by the job contributes toward the employee getting clear and direct information relating to the results of their performance. The theory alludes that core job attributes affect three key psychological states, including experienced responsibility for the outcome of the task, experienced meaningfulness, and the knowledge of the actual results of the job activities that in turn affect job outcome such as work motivation, job satisfaction, and absenteeism (Dugguh and Dennis, 2014). Thus, the theory acknowledges that core attributes do not influence all employee at once, but rather tend to influence more those in the growth-need strength, which involves the individual's desire to realize a sense of psychological growth in their job.

Several past studies have demonstrated that job characteristics theory has a great influence on employees' job satisfaction (Sharma, 2021). For instance, Aloysius (2011) carried out a study and reaffirmed that there is a constructive correlation between job

satisfaction and objective job attributes among school teachers in the district of Colombo, especially when their desire for growth is high. Similarly, Voydanoff (2002) investigated the link between job characteristics and general job satisfaction and performance among employed females and males. The findings demonstrated that there is similar pattern of correlation between both for illustrating that these employees require unified job to obtain satisfaction with their work. While developing the model, Hackman and Oldham (1976) alluded that job attributes such as task identity, skill variety, feedback, and autonomy, elicit motivation among employees about their job performance. Notably, Allil et al. (2021) pointed out that the theory assumes that creating high job satisfaction requires all elements of job characteristics to be present in the work environment. Thus, the basic premise of job characteristics theory is about all elements being present for employees to obtain high job satisfaction that can lead to high performance. In 1980, Hackman and Oldham sought to measure how job characteristics increases enthusiasm, performance, and satisfaction (Ullah, 2020). Furthermore, Buys et al. (2007) determined that complexity and variety are twists of talent and skill needed by a job to undertake it. In other words, when such standardization and routine work environment are contradicting other aspects of the job that are intertwined with multivariate tasks involving various talents and skills to undertake the work, then the significance of skill variety as an element of job characteristic is signalled. This means that higher involvement of skills imply employee obtain meaningfulness in carrying out the job. Similarly, task identity denotes the level up to which job needs completion in part and full from the beginning to the end, leading to viable results.

2.3.4 Affective Event Theory

The affective event theory was advanced by Howard Weiss and Russell Cropanzano with the aim of explaining how moods and emotions affect job satisfaction (Lam and Chen, 2012). This theory explains the bond between employees' internal influences such as mental states, emotions, cognitions, and respective reactions to events that take place in their workplace, which impacts their organizational commitment, job satisfaction, and performance (Dugguh and Dennis, 2014). The theory also advances that affective work behaviours are underpinned by employee emotions and mood, as cognitive-based behaviours tend to predict employee job satisfaction. Moreover, the theory stresses that emotional incidents that are considered as negative and positive-inducing in the work environment are distinguishable and tend to have psychological effect on employee job satisfaction. Consequently, the result is a lasting external and internal affective reactions demonstrated through organizational commitment and enhanced job performance.

In a study conducted by Rolland and De Fruyt (2003) the results of the research indicated that there are various factors that affect personality in support of the theory, including agreeableness, consciousness, extraversion, openness to experience, and neuroticism. Furthermore, performance feedback was also determined to have substantial effect on employee affect, job satisfaction, and performance (Fisher and Ashkanasy, 2000). According to Affective even theory, the overall evaluation of a job in terms of job satisfaction and performance lead to judgment based behaviours such as turnover and service quality (Lam and Chen, 2012). The theory further suggests that some work behaviours are a representation of direct responses to affective experiences in the same manner that affective reactions have direct behavioural outcomes. Therefore, when employees feel uplift such as receiving a reward or fulfilling a goal

or difficulties in the workplace, their intention to quit or continue depends on their moods, thoughts, and emotions linked to satisfaction they obtain from their work.

2.3.5 Theoretical framework

Abraham Maslow defined motivation as the outcome or result of an individual's attempt at fulfilling five fundamental needs such as safety, physiological, esteem, social, and self-actualization (Maslow and Lewis, 1987). Shahzadi et al. (2014) build on this definition, stating that motivation can be described as those psychological attributes of the people that contribute to their personal level of commitment to the organizational objectives and goals. The definition by Maslow is the most relevant to the aim of this study, given that the emphasis is placed on motivation as an outcome or result of an attempt to fulfil some needs. Nevertheless, Alase and Akinbo (2021) expressed the notion that motivation is a key factor that convince an individual to expend effort towards realizing a specific job. Although the two definitions are slightly the same, Alase Akinbo (2021) view motivation as the factor or aspect that convince employees to exert themselves, while Maslow perceive motivation as an attempt meet unfulfilled needs. As shown in the study, motivation of public servants is a problem that most ministries are grappling, which affect their performance. Thus, Maslow's definition is relevant because it denotes that fulfilling these needs could lead to improved performance.

Maslow explains through the pyramid that humans intrinsically partake in behavioural motivation, which takes a pattern starting with the most basic needs to more advanced needs such as self-actualization (Maslow and Lewis, 1987). Based on the model shown in figure 2.1 below, motivation only arises in the next stage or level when each of the prior stage has been fulfilled by the individual. Maslow's model is

important for this research because it allows the study to ascertain what can be used to motivate Malaysian public servants and consequently contributing to enhanced employee performance.

The selection of variables in this study—job security, work-life balance, learning and development, merit-based promotion, and bonuses—is grounded in the motivational theories discussed above, particularly Maslow’s Hierarchy of Needs and Herzberg’s Two-Factor Theory. Maslow’s theory supports job security as a safety need, essential for employees to feel secure before pursuing higher-level needs such as esteem (fulfilled through merit-based promotion) and self-actualization (supported by learning and development opportunities). Work-life balance aligns with social and esteem needs, as it fosters interpersonal relationships and personal well-being, enabling employees to engage meaningfully in their roles. Herzberg’s Two-Factor Theory further justifies these variables: job security and bonuses are hygiene factors that prevent dissatisfaction when adequately addressed, while merit-based promotion and learning and development are motivators that enhance job satisfaction and performance. Bonuses, as a monetary reward, are included to contrast with non-monetary motivators like promotion, reflecting Herzberg’s distinction between extrinsic and intrinsic factors. These theories provide a robust framework for selecting variables, ensuring they represent a comprehensive set of motivational factors relevant to employee performance in the Malaysian public sector context.

2.4 Empirical Review

2.4.1 Different forms of employee motivational factors

Le et al. (2021) carried out a study in which they aimed to determine the effect of different factors influencing motivation of employees at Groz-Beckert Vietnam Co. Ltd. After quantitatively surveying 300 employees and motivational theories, the study determined that motivational factors are contextual. For instance, the study determined that employee motivational factors can be categorized into work-related factors, company-related factors, and relationship related factors. The work-related factors are motivational factors that exist within the work environment such as work nature, work safety, and work condition. Majority of employees are actively engaged in their work regularly, making safe working conditions and environment (Dugguh and Dennis, 2014). In that regard, the Two-factor theory takes into work condition and nature of work significantly influence employee motivation. In other words, employees who are assigned jobs that elevate their skills tend to have high enthusiasm for their work or people who usually underperform in certain positions exhibit enhanced efficiency after being appointed to new tasks that are commensurate with their skills. Furthermore, Le et al. (2021) note that nature of work is also another motivational factor supported by Herzberg two-factor theory and they determined that if employees believe that the work they are doing is meaningful and important, they will put more effort and show higher motivation in the long-term. In other words, employees gain more confidence and enthusiasm if they believe that the nature of their work is important and bring meaningful to them.

Achievement is also another motivational factor that is related to job satisfaction since it requires assisting and putting employees in position that use their knowledge and

talents to succeed (Matei and Abrudan, 2016). This factor or determinant is realized through setting achievable, clear standards and goals for every position and ensuing that employees understand those strategies and goals. Another motivational factor is recognition, which concerns favorable and honorable attention or note given to the employee for performing their job beyond expectations or showing an outstanding behavior. Dugguh and Dennis (2014) point out that all employees regardless of their position in the organization, wants to be recognized for their work and accomplishment on the job. The more employees are recognized for exceptional work done, the more they will be motivated to exert themselves in their work. In addition, opportunity for promotion or advancement has also been recognized as motivational factor associated with work because it elevates employees to higher positions in the company. As such, providing employees with opportunity to acquire level of positions motivate them to improve their job performance, especially if those promotions are attached to their jobs. Moreover, responsibility can also be viewed as work-related motivational factor (Sanjeev and Surya, 2016). Therefore, work-related motivational factors are factors found within the work environment, which inspire employees to do better and achieve improved job performance.

Le et al. (2021) identified company-related motivational factors to include benefit, salary policy, training and development, as well as salary policy. However, the assertion of Le et al. (2021) contradicts the position of Herzberg two-factor theory, which identified them as dissatisfiers. In particular, the theory listed pay/salary and benefit policies as factors that lead to dissatisfaction of employees. Nevertheless, Dugguh and Dennis (2014) pointed out that hygiene factors or dissatisfiers identified by the Two-factor theory have high chance of leading to dissatisfaction, but can also act as motivators when managed properly. During their study, Le et al. (2021) also

identified relationship-related motivational factors such as relationship with supervisors and colleagues. However, Herzberg categorized interpersonal relationship as hygiene factor or dissatisfier. Nevertheless, the factor can be managed properly to ensure that employees are motivated by their interpersonal relationship through harmonious existence with one another regardless of the position in the organization.

2.4.2 Influence of job security on job performance of employees

Job security is important for employees and it has become a strategy that organizations use to prompt organizational commitment and enhanced performance from the employees. Several studies have been conducted to determine the degree to which job security affects employee job performance. For instance, Ahmed et al. (2017) carried out a study in which they sought to ascertain the relationship between job security and employee performance in the context developing countries. The study adopted structural equation model by using PLS analysis method to examine data collected from 392 employees of RMG industry from Bangladesh. After the analysis, Ahmed et al. (2017) determined that job security significantly affect job performance of employees. However, the results also revealed that the relationship between job security and employee job performance is mediated by employee engagement. These results were further supported by Pandita and Dominic (2016) who determined that employee job security is considered as a crucial component in the organization because it helps increase their job performance, which eventually promotes total productivity in the organization. Furthermore, past studies have shown that employee job security is closely associated with job performance because employees are not reluctant to put extra effort to realize organization's objectives when they get assurance that their job is secure (Nemteanu et al., 2021). In other words, job security brings certainty to the

employee signifying that their future in the company is secured and guaranteed. Consequently, assuring employees that their job will continue for unforeseeable future make them to not only commit to the organization, but also perform more job duties.

In another study, Vo-Thanh et al. (2020) carried out a study to determine how hotel employees were satisfied with their job during Covid-19 as well as how their responses to the pandemic influenced their job insecurity and performance. To realize this aim, the researchers adopted a mixed method involving 374 full-time Vietnamese employees in the hotel sector and 17 hotel employees were interviewed for deeper understanding. After adopting both qualitative and quantitative data analysis, the results indicated that job satisfaction during Covid-19 significantly and positively influenced job performance and moderated the negative link between job performance and perceived job insecurity. In other words, during a health crisis such as Covid-19 employees feel that their jobs are insecure or uncertain, which consequently reduce their performance in the organization. A similar study was undertaken by Sanyal et al. (2018) by focusing on loss of job security and its subsequent effect on performance of employee. In their study, the authors used questionnaire to collect data from 120 employees from various organizations in Salalah, Oman and T-test to evaluate the data. The result demonstrated that there is positive correlation between job security and job performance of employees as well as satisfaction. However, the same study revealed that when employees lose confidence and conviction about the security of their job, they get dissatisfied and reduce their job performance. Thus, it is apparent that literature shows a link between loss of job security and reduced job performance among employees.

Unlike most studies that mainly focused on job security and employee performance, Wahyuni et al. (2020) considered how organizational support mediates job security and job satisfaction, and implication on job performance in the Ministry of Religion in Aceh city. To achieve the aim, the researchers used Structural Equation Model (SEM) to analyze the data collected from 198 employees from the Ministry of Religion of Banda Aceh city. The findings of the study illustrated that low or high job performance was not affected by perceived job satisfaction and job security, but was impacted by organizational support. The result as determined by Wahyuni et al. (2020) contradicted those obtained by Ahmed et al. (2017); Vo-Thanh et al. (2020) and Sanyal et al. (2018) that had shown that job security positively influenced employee job performance. However, De Angelis et al. (2021) also investigated the relationship between job performance and job insecurity and conspiring the buffering effect of organizational justice and a serial mediated relationship. In particular, the researchers hypothesized burnout and work-family conflict as the serial mediators of the negative association between the two variables. The study relied on questionnaire to collect data from 370 employees of an Italian service company. The data analysis proved that burnout and work-family conflict mediated the relationship between job performance and job insecurity. In addition, the study established that perceived organizational justice cushioned the association job insecurity and work-family conflict. Therefore, although one study found no link between job security and employee job performance, majority of past studies proved that job security influenced performance of employees.

2.4.3 Impact of work-life balance on job performance of employees

Work-life balance refers to the ability of an individual to balance family responsibilities, leisure activities, professional work, and other personal activities

(Susanto et al., 2022). In essence, work-life balance involves providing equal and fair opportunities for engaging in both personal and professional activities. Kerdpitak et al. (2020) define work-life balance as the way employees manage their personal and professional obligations to prevent overlap between activities. However, increasing demands in both domestic spheres and evolving work patterns have increasingly impacted employees' social, family, and work lives (Susanto et al., 2022). As a result, researchers suggest that human resource management should consider strategies such as flexible working hours, workload reduction, mentoring, and support, all of which help minimize work-life conflict and improve job performance. Therefore, work-life balance is a crucial issue for human resource managers to address within organizations.

Previous research has examined the relationship between work-life balance and employee job performance, focusing on the influence of work-life balance on performance. For instance, Susanto et al. (2022) explored how work-life balance affects job performance in SMEs, taking into account the mediating role of job satisfaction and supervisors exhibiting family-supportive behaviors. They collected data from 600 employees across various SMEs in Indonesia and employed the SEM-PLS model for analysis. The results showed that work-life balance positively influences both job satisfaction and performance. Furthermore, job satisfaction was found to mediate the relationship between work-life balance and employee performance. Similarly, Wiradendi Wolor et al. (2020) examined the combined effect of e-leadership, e-training, work motivation, and work-life balance on employee performance during the COVID-19 pandemic. They used questionnaires to gather data from 200 employees of Honda motorcycles in Indonesia and analyzed the data using Structural Equation Modeling. The findings indicated that work-life balance, e-training, and e-leadership positively impacted work motivation, which in turn

influenced employee performance. Consequently, the study emphasized the importance of work-life balance in maintaining employee motivation and achieving optimal performance. Both studies highlight the positive impact of work-life balance on job performance.

In another study, Haider et al. (2018) investigated the relationship between work-life balance and job performance, with job satisfaction and psychological wellbeing as mediators. They collected data from 284 supervisors and their subordinates in the banking sector. The results from PLS-SEM analysis revealed that job satisfaction and psychological wellbeing mediate the relationship between work-life balance and job performance. Specifically, employees who achieve a balance between their personal and professional lives are more likely to experience psychological wellbeing, which motivates them to improve their performance at work. In contrast, Adnan Bataineh (2019) incorporated happiness at work as a variable in his study of work-life balance and employee performance. He conducted a survey of 289 employees from pharmaceutical companies in Jordan, using multiple regression analysis. The findings indicated that both happiness at work and work-life balance positively influence job performance. While Haider et al. (2018) referred to psychological wellbeing as a mediator in this relationship, Bataineh (2019) emphasized happiness at work, suggesting that both contribute to overall wellbeing and performance. However, these two studies presented contradictory findings regarding job satisfaction. While Haider et al. (2018) found job satisfaction to be a significant mediator, Bataineh (2019) argued that job satisfaction did not affect job performance. This inconsistency highlights a gap in research that warrants further investigation.

2.4.4 Impact of learning and development on job performance of employees

Okechukwu (2017) suggests that learning and development, or training and development, help employees gain knowledge and enhance their abilities to fulfill their responsibilities in the workplace. In other words, learning and development refer to strategies and initiatives adopted by organizations to equip employees with the necessary knowledge, skills, and attitudes to perform their tasks. Although some scholars, such as Raymond et al. (2016), argue that there is a distinction between learning and development and training and development, Ong and Jambulingam (2016) note that the former focuses on personal growth and skills enhancement, while the latter aims to develop capabilities for organizational tasks. Despite this distinction, the authors acknowledge that many organizations use these terms interchangeably, with the same overall objective. Tahir et al. (2014) argue that learning and development are essential human resource management strategies that enhance employee skills and knowledge, thus improving their performance and efficiency. Past studies indicate that training and development are key practices that enable employees to improve their knowledge and abilities, contributing to better job performance. Consequently, learning and development not only prepare employees to perform their duties effectively but also facilitate their professional and personal growth.

Several studies have explored how learning or training and development affect job performance. For example, Khan et al. (2016) investigated the impact of learning and development on job performance through the mediation of job satisfaction in the telecom sector in Pakistan. Using questionnaires, they collected data from 105 managers and executives. The results revealed that learning and development positively impact job performance by enhancing job satisfaction. Similarly, Karim et al. (2019) examined the effect of training and development on employee performance

through a quantitative approach, using self-administered questionnaires from 30 employees in various organizations. Their findings showed that employees recognize the importance of continuous learning and development for both personal and professional growth, which in turn motivates them to perform better. However, Karim et al. (2019) emphasized the importance of tailoring learning and development programs to meet the specific needs of each employee, ensuring that they align with their job roles. Thus, while learning and development positively influence job performance, it is essential to customize these initiatives to suit individual employee needs.

Nguyen (2020) also explored the relationship between learning or training and development, job performance, and job satisfaction, with a focus on employee retention. The study primarily aimed to assess how these factors affect the retention of young employees, but it also demonstrated how training and development influence job performance. Data was collected from 351 young employees in organizations and universities in Vietnam using a quantitative approach. The results, analyzed through Multiple Linear Regression, indicated a positive relationship between learning or training and development and job performance. Essentially, the study found that employees who receive training and development are empowered to perform better in their jobs. These findings align with those of Vincent (2020), who focused on how training and development impacts employee job performance. However, Vincent (2020) noted that challenges such as poor training strategies and ineffective leadership often hinder the success of training programs.

2.4.5 Rationale for Variable Selection

The selection of job security, work-life balance, learning and development, merit-based promotion, and bonuses as motivational factors in this study is supported by empirical evidence and the specific context of the Malaysian public sector. Job security is a critical motivator in public sector settings, where long-term employment stability is valued (Ahmed et al., 2017; Povera, 2021). Studies show that secure employment contracts enhance employee commitment and performance, particularly in Malaysia's public sector, where job stability mitigates concerns about contract instability (Pandita & Dominic, 2016). Work-life balance is increasingly vital due to changing work patterns in Malaysia, with flexible hours and optimal workloads reducing work-family conflict and boosting performance (Susanto et al., 2022; Wiradendi Wolor et al., 2020). Learning and development opportunities, such as skill-enhancing seminars, are essential for public servants to adapt to evolving roles, with evidence linking training to higher job satisfaction and productivity (Khan et al., 2016; Nguyen, 2020).

Merit-based promotion, identified as a key motivator in this study, aligns with findings that non-monetary rewards like career advancement foster intrinsic motivation more effectively than monetary rewards in public sector contexts (Le et al., 2021; Matei & Abrudan, 2016). Bonuses, while less impactful, are included to explore extrinsic rewards, as studies suggest monetary incentives play a secondary role in public sector motivation compared to intrinsic factors (Giancola, 2014; Alase & Akinbo, 2021). These variables were prioritized over others (e.g., leadership style or autonomy) because they directly address prevalent motivational challenges in Malaysia's public sector, such as contract instability, work-life conflicts, and the need for professional growth (Povera, 2021). This selection ensures the study's internal validity by focusing on theoretically and empirically supported factors and enhances external validity by

reflecting the unique socio-economic and cultural context of Malaysian public organizations.

2.5 Overall Conceptual Framework

A conceptual framework can be described as a visual representation depicting the expected relationship between the independent and dependent variables. In the case of this study, the independent variable is represented by the motivational factors and for the sake of this research, the motivational factors constituting independent variables to include employee job security, work-life balance, and learning and development. On the other hand, the dependent variable is represented or constituted by job performance of employees. In the context of conceptual framework, the variables are usually the attributes of the properties that the researcher seeks to study. In this research, the conceptual framework is developed to act as a guide to the research because it assists in shaping the study. The selection of job security, work-life balance, learning and development, merit-based promotion, and bonuses is justified by Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, which link these factors to employee motivation and performance (Maslow & Lewis, 1987; Dugguh & Dennis, 2014). Empirical studies further validate their relevance in public sector contexts, particularly in Malaysia, where job security addresses contract instability, work-life balance mitigates work-family conflict, and learning and development supports professional growth (Ahmed et al., 2017; Susanto et al., 2022; Povera, 2021). These variables were chosen to ensure the study's internal validity through theoretical and empirical alignment and external validity by addressing Malaysia's public sector challenges. The conceptual framework visually represents the relationship between the independent and dependent variables based on the literature reviewed. Specifically, the literature

review has shown a relationship between employee job security and job performance. Additionally, the existing literature indicates a connection between work-life balance and employee job performance. Finally, the review demonstrates a positive relationship between employee learning and development and job performance. Thus, the conceptual framework illustrated below visually captures the relationship between motivational factors and employee job performance.

2.6 Chapter Summary

The review of existing literature has highlighted that motivational factors are significant antecedents of employee job performance. This relationship is supported by several motivational theories, including Maslow's hierarchy of needs, Herzberg's two-factor theory, Job Characteristics Theory, and Affective Events Theory. Maslow's theory, for example, posits that organizations should address employees' needs in a hierarchical order, starting with basic needs before advancing to higher-level needs. According to this theory, employee motivation is a continuous process, beginning with the satisfaction of lower needs before addressing higher needs, such as self-actualization. Employees are motivated to perform their jobs and improve their performance when their work helps satisfy these needs. Therefore, Maslow's theory suggests that job satisfaction plays a critical role in employee motivation and job performance.

Additionally, the literature review has shown that Herzberg's Two-Factor Theory helps explain the relationship between motivational factors and job performance. Specifically, the theory categorizes motivators, such as recognition, accomplishment, and promotion, as factors that inspire employees to exert effort and improve job performance. However, Herzberg's theory also cautions organizations about hygiene

factors, such as salary, supervision, and company policies, which can lead to dissatisfaction if not properly managed.

The review also indicated that Job Characteristics Theory contributes to understanding how job features can motivate employees to perform better. The theory suggests that characteristics like autonomy, task identity, feedback, skill variety, and task significance influence employee motivation, which in turn enhances job performance. Finally, Affective Events Theory was examined to explain the role of emotional responses and internal states in influencing employee behavior. According to this theory, employees' emotional reactions to workplace events affect their organizational commitment, job satisfaction, and performance.

Furthermore, the literature reveals that employee motivational factors can be categorized into three broad groups: work-related factors, company-related factors, and relationship-related factors. Work-related factors include the nature of the work, job security, achievement, recognition, promotion opportunities, and working conditions. Company-related factors involve benefits, salary policies, training and development opportunities, and other company-specific policies. Relationship-related factors encompass relationships with supervisors and colleagues.

This chapter also included an empirical review to examine how job security, work-life balance, and learning and development relate to employee job performance. Regarding job security, although one study found no link between job security and employee job performance, the majority of studies support the idea that job security positively influences employee performance. Regarding work-life balance, the reviewed literature indicates a positive impact on job performance. However, two studies

presented conflicting results concerning job satisfaction: while Haider et al. (2018) identified job satisfaction as an important mediator, Adnan Bataineh (2019) found no significant impact of job satisfaction on job performance. This inconsistency highlights a research gap that warrants further investigation.

The chapter also focused on the relationship between learning and development and job performance. The literature review emphasized the importance of training and development in enhancing job performance, as it ensures employees are well-prepared and equipped to handle their tasks. However, Vincent (2020) pointed out that training efforts are often hindered by poor training strategies and leadership. Given that all three factors—job security, work-life balance, and learning and development—positively influence employee job performance, it is clear that motivational factors play a significant role in enhancing performance. This is further substantiated by the conceptual framework, which visually illustrates the positive relationship between motivational factors and employee job performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in the study, especially during data collection and analysis process. In particular, the methodology focuses on data collection, selection, processing and evaluation in relation to how motivational factors influences job performance of employees. The chapter not only identified data collection and analysis method, but also explained and justified them. In addition, the chapter offers relevant information on various methods and methodologies such as the research approach, design, philosophy, strategies, sampling, time horizon, data analysis, data collection, and ethical considerations. The research tools and techniques explained in this chapter will help bring more understanding to the research problem by establishing how motivational factors affect job performance of employees based on real-time accounts of the sample population. As such, the study focused on individuals employed in the public sector of Malaysia. More importantly, the discussion of the methods and methodologies will be done in line with the primary objective of the study.

3.2 Research philosophy

This section aims to explore various research philosophies available to the researcher, and justify the selection of the most appropriate one to guide the study in terms of philosophical direction. In other words, the researcher can make an informed choice

only after understanding the principles of each philosophy and how they align—or do not align—with the study's objectives. Research philosophies offer guidance on how knowledge is developed throughout the study. According to Saunders et al. (2019), research philosophy focuses primarily on the type of knowledge used to support the research phenomenon or issue. Thus, research philosophy dictates how data should be collected, analyzed, and used to investigate the study's issue (Bajpai, 2011). Since it shapes the development of knowledge, research philosophy also influences research design, approach, and methodology. Therefore, it is crucial to select the research philosophy that best informs knowledge development in the study.

Research philosophy can be defined as a set of attitudes and assumptions aimed at knowledge development. In other words, the beginning of any research project marks the start of expanding or improving knowledge on a specific issue. Saunders et al. (2012) argue that while not all studies lead to the creation of new theories, addressing a particular issue in the context of a specific environment, country, or organization generates new knowledge. Knowledge development in research is guided by several assumptions: ontological assumptions, which address the nature of realities encountered during the research; epistemological assumptions, which are grounded in human knowledge; and axiological assumptions, which encompass how the researcher's values influence their understanding and interpretation during the study (Žukauskas et al., 2018). According to Saunders et al. (2012), the research approach should align with both the chosen research philosophy and the study's objectives.

Saunders et al. (2012) identify four main research philosophies: positivism, interpretivism, realism, and pragmatism. Realism, also referred to as critical realism or direct realism, focuses on understanding contemporary life. Realism seeks to

explain social events by identifying underlying issues, causes, and mechanisms, particularly how social structures shape people's daily lives. Studies based on realism often examine the historical context of organizational and social structures and the factors that influence changes over time. This philosophy, however, is limited in its ability to expand knowledge because it views knowledge as being historically situated.

Pragmatism, on the other hand, argues that concepts and ideas are valuable only when they support practical action (Saunders et al., 2019). According to Gupta and Gupta (2022), pragmatism seeks to reconcile values, subjectivity, and facts by focusing on the practical outcomes of theories, ideas, research findings, and hypotheses. Studies adopting pragmatism often begin with a problem and seek solutions that can be applied in future practices.

Interpretivism aims to explain social issues and is typically associated with qualitative data collection. This philosophy is used to develop deeper understandings of societal phenomena (Saunders et al., 2019). It emphasizes the use of experiences and assumptions during data collection and interpretation (Patel & Patel, 2019). In contrast, positivism advocates for using observable facts, often numerical data, as the correct type of knowledge for addressing social issues. Positivist research focuses on scientific empiricism, generating data and facts that are less influenced by human interpretation (Gupta & Gupta, 2022).

Since research philosophy reflects the researcher's assumptions or beliefs guiding the research process, this study adopts positivism as its philosophical approach (Saunders et al., 2012). Positivism relies on mathematical and scientific evidence to achieve research objectives. In this study, the goal is to determine the relationship between

motivational factors and employee job performance in the Malaysian public sector. Specifically, the study seeks to establish causal links between variables such as job security, learning and development, work-life balance, and employee performance. Given the research objectives, understanding the impact of motivational factors on employee job performance through causal relationships is best achieved using a positivist philosophy (Pandey & Pandey, 2021)..

3.3 Research approach

Determining how to approach a research topic or phenomenon is critical, as the research approach defines the strategy for investigating the research problem. According to Saunders et al. (2012), every research begins with a problem or the development of a hypothesis, which is then tested, and the solution is derived in the form of research findings. In this context, a research approach can be described as the overall strategy employed by the researcher to address the research problem (Mohajan, 2018). Alternatively, it can be defined as the procedure chosen to guide data collection, analysis, and interpretation (Saunders et al., 2019). In other words, the selected research approach should enable the researcher to integrate various elements of the study in a logical and coherent manner, ensuring that the research questions are effectively addressed.

Nayak and Singh (2021) argue that the extent to which the research focuses on theory-building or theory-testing influences the overarching research approach. Additionally, the chosen research approach is influenced by the research design and the methods of data collection, analysis, and interpretation. Thus, the research approach is closely tied to the overall research design and philosophical orientation. Therefore, it is crucial for the researcher to understand that when selecting a research approach, it is important to

not only explain how the approach will address the research problem but also to detail how it will help answer the research questions.

This study adopts the inductive approach, which focuses on creating an understanding of the social world and the manner in which humans interpret that world. According to Saunders et al. (2019), the inductive approach is different from deductive approach because it concentrates on establishing theories based on data collected and interpretation of results in relation to the research problem under investigation. Moreover, in a research based on inductive reasoning, the study is concerned with the research setting or context within the social world. In that regard, this study begins with a problem and then proceeds to gather data from various sources, after which the data collected is used to offer solutions to the research issue (Flick, 2015). One of the advantages that made the inductive approach suitable for this study is that it allows the researcher to use a sample of the target population to conduct the study, and the result can then be generalized to the entire population (Saunders et al. 2012). In particular, the approach is suitable for the study because it enables the researcher to collect and analyze data, after which the results or findings are used to solve the problem of how motivational factors such as work-life balance, job security, and learning and development influence or relate to employee job performance.

The deductive approach was not used in this study. While the deductive approach concerns developing a theory that can be subjected to tests through various propositions (Saunders et al., 2019), it was found to be unsuitable for this study as it relies on many assumptions, which do not align with the objectives and nature of the research.

3.4 Research design

Opoku et al. (2016) describe research design as the framework that connects all the elements of the research, outlining the conditions and procedures for data collection and analysis in a way that aligns the research purpose with its relevance. Similarly, Antwi and Hamza (2015) define research design as the component that not only anticipates but also specifies decisions related to data collection, processing, analysis, and interpretation. These definitions highlight that research design directly influences the methods of data collection and how the data is measured, examined, and interpreted. Thus, the research design should be established immediately after the research topic, objectives, and questions have been defined. Opoku et al. (2016) further emphasize that research design is characterized by clear statements of the research problem, sample size, data collection methods, and data analysis techniques. Saunders et al. (2012) identify three main types of research design: qualitative, mixed-method, and quantitative research design.

Mixed-method research design combines both qualitative and quantitative approaches within the same study (Saunders et al., 2019). This design is often adopted when neither qualitative nor quantitative research methods can independently yield the desired results. It is favored because it combines the strengths of both methods, reducing their individual weaknesses by complementing each other (Terrell, 2012). Additionally, mixed-method designs enhance reliability by mitigating biases that may affect conclusions. However, it is resource-intensive and time-consuming, as it requires collecting both qualitative and quantitative data, adapting research methods, and applying advanced analytical skills (Terrell, 2012).

In contrast, qualitative research design primarily aims to explore the "how" and "why" of the research phenomenon by collecting non-numerical data (Lewis, 2015). Qualitative research is subjective and often presents data in textual form, focusing on a deep understanding of the research problem from the participants' perspectives (Taylor et al., 2015). This approach emphasizes small but relevant sample sizes, prioritizing depth over quantity (Lewis, 2015). According to Saunders et al. (2019), qualitative design is advantageous for understanding changing attitudes, as it gathers participants' opinions and experiences. Unlike quantitative designs, qualitative research provides flexibility for in-depth data interpretation. However, it relies on limited sample sizes, which increases the risk of bias and subjectivity in the findings. Moreover, Saunders et al. (2012) note that qualitative research can be challenging due to difficulties in developing appropriate questions, which may lead to inadequate data.

Given these considerations, both mixed-method and qualitative research designs are unsuitable for the current study. Therefore, quantitative research design has been selected, as it utilizes numerical data to examine the relationships between variables. Baker (2017) explains that quantitative research design requires uniformity in data to facilitate rigorous analysis, often involving large sample sizes. In this approach, respondents are asked closed-ended questions with predefined answer choices (Seymour, 2012). This design is particularly suitable for this study as it enables the collection of data that can be checked and tested for reliability (Baker, 2017). Additionally, quantitative data analysis through statistical methods is efficient and straightforward, making the process less time-consuming.

However, the quantitative approach limits the study in that it only captures numerical data, which makes it challenging to understand the reasoning behind respondents'

choices (Saunders et al., 2012). In other words, it does not allow respondents to elaborate on their responses, restricting the depth of insight into their reasoning.

3.5 Research strategy

Kara (2015) described research strategy as a detailed guide used in the study to plan, conduct, and complete a research. Essentially, research strategy offers guidance and insight in terms of how to collect and analyze data. Correspondingly, Saunders et al. (2019) defines research strategy as a step-by-step action plan that directs researcher's efforts and thoughts, thereby enabling the study to be conducted in a systematic manner and on time to develop accurate and reliable information. Consequently, the researcher is able to remain engrossed with minimal frustration, thereby improving quality and saving on resources and time. Wilson (2014) argues that effective research strategy enables the researcher to define the reasons why a specific research is needed for the study as well as specific data collection technique to support the argument. Thus, a researcher could adopt a variety of researcher strategies commonly used by researchers in social sciences studies such as surveys, action research, or case study.

To begin with, action research combines both field participation and action, which makes it more popular in studies that seek to enhance practices and conditions in various fields (Cohen et al., 2017). Action research is considered advantageous for studies that seek to offer solutions to an existing problem, especially in education and healthcare settings. However, action research is limited in the sense that the researcher has to carry out the study while working in the environment of study, thereby complicating the data collection process since the researcher may get distracted. Case study is another popular research strategy that entails a rigorous evaluation of a specific case in a real-world situation (Houghton et al., 2013). Case study strategy is

popular among some researchers because it allows them to collect detailed data that could not be obtained through other research strategies. Besides allowing for collection of in-depth data, case study strategy offers insight into the research problem that cannot be achieved through other strategies (Runeson et al., 2012). Nevertheless, it is difficult to obtain solid conclusion that can be generalized to larger populations through case study strategy (Runeson et al., 2012). Thus, the information acquired through case studies are not always useful or relevant to the larger population, but often generalized with a lot of accompanied assumptions.

Survey is another research strategy commonly adopted by researchers in their investigations. It involves collecting data from a pool of respondents by asking them various survey questions in line with the aim and objectives of the study (Rashid et al., 2019). This study adopts survey strategy because it enables high level of capability in terms of representing the larger population (Saunders et al., 2019). Given the large number of individuals who often respond to surveys, the data collected offers in-depth and detailed description of the attributes of the population under investigation. The current study has selected survey strategy because it allows for the instrument of data collection to be distributed among participants in various formats. In that regard, this research relied on online survey to collect data from the participants. In addition, the study adopted survey strategy because as Bougie and Sekaran (2019) report, it allows for uniform definition of all subjects who will respond to the questions, leading to greater precision in the data collected. Survey strategy was also advantageous for this study because it enabled the researcher to utilize various data points collected from various geographical locations when developing survey that met the needs of demographics.

3.6 Sampling

Sampling involves selecting the subjects of a study, which may include objects, events, or behaviors (Bhardwaj, 2019). According to Saunders et al. (2012), sampling is a technique used to select a smaller portion of the population from a larger group to participate in the study. There are two primary types of sampling techniques: probability and non-probability sampling (Bhardwaj, 2019).

Probability sampling involves randomly selecting respondents from the larger population. As noted by Mujere (2016), probability sampling ensures that every member of the target population has an equal chance of being selected as a participant. This method includes various types, such as systematic random sampling, simple random sampling, complex sampling, and stratified sampling (Saunders et al., 2019). Probability sampling is often preferred due to its cost-effectiveness, as it is simple to implement and requires fewer resources (Saunders et al., 2012). Essentially, the main task in probability sampling is to assign random numbers to different segments of the population, saving both time and money.

Moreover, probability sampling is advantageous because it relies less on subjective judgment compared to non-probability sampling techniques (Adwok, 2015). This randomness makes the sampling process more accurate and effective, reducing bias. Additionally, probability sampling ensures better representation of the population because it uses random selection, ensuring that the data points reflect the diversity of the entire population. However, one limitation of probability sampling is that, due to its random nature, there is a possibility of selecting certain types of samples more frequently than others (Saunders et al., 2019).

In contrast, non-probability sampling does not rely on random selection for choosing participants (Raina, 2015). This method does not ensure equal representation of the population, as selection is based on the researcher's judgment rather than a random process. According to Buelens et al. (2018), non-probability sampling is characterized by the researcher's subjective decisions in selecting samples, as opposed to the random distribution found in probability sampling. Non-probability sampling includes several types, such as purposive, snowball, quota, and convenience sampling (Saunders et al., 2019).

Non-probability sampling is often preferred by researchers when a detailed description of the sample is required, making it particularly useful for studies that need in-depth information (Buelens et al., 2018). It also offers the advantage of requiring less time to select and collect data, as the researcher does not need to randomly select participants. However, one downside of non-probability sampling is that it is subject to researcher bias, as the selection is influenced by the researcher's judgment, which can lead to biased results (Saunders et al., 2012).

Given its advantages, the current study adopted non-probability sampling, specifically the convenience sampling method, for selecting the sample. The study focused on selecting 384 employees from the Malaysian public sector as the study's population sample. With a total workforce of 600,000 employees in the public sector (Povera, 2021), the researcher calculated the sample size using a 95% confidence level, which resulted in 384 as the minimum appropriate sample size. This means that 384 respondents are required to achieve a 95% confidence level, ensuring a fair representation of the public sector workforce in Malaysia. The study specifically used non-probability convenience sampling. The researcher selected employees from

various public entities in Malaysia, especially those with their headquarters in Kuala Lumpur since the city hosts many federal agencies.

3.7 Data collection tools and process

Data collection tools and process are crucial to any research process because they result in obtaining data that would be used to address the research problem or answer research questions. As such, Mazhar et al. (2021) described data collection as the process by which information is collected from the selected sample size or respondents to develop answers relevant to the research problem or question. A research can use either primary or secondary data collection method (Mazhar et al., 2021). Primary data collection method concerns gathering firsthand data that has not been collected previously. In particular, primary data collection methods are further categorized into quantitative and qualitative data collection techniques (Saunders et al., 2012). As the name suggests, quantitative data collection methods collect data in the form of quantifiable or numerical formats, while quantitative data collection methods collect data in non-quantifiable or text format (Mazhar et al., 2021). Since the research adopted quantitative research design, it becomes apparent that quantitative data collection method would be appropriate as the data collection method. In that regard, the study adopted questionnaire as the data collection instrument because they are easier to administer, less time-consuming and less costly compared to other quantitative data collection methods such as observation and experiments (Sileyew, 2019). Furthermore, online questionnaires were suitable for this study because they are not limited by geographical locations and more suitable for large population sample compared to other methods (Sileyew, 2019). Nevertheless, questionnaire does not

allow participants to react or elaborate on their choice of answers since the questions are closed-ended with choices for answers already provided.

The data collection process began by the researcher writing an email to the human resource managers to each of the public organizations and federal agencies in Kuala Lumpur. The email sought permission and help of the HR managers in identifying employees that would be interested in participating in the study. As stated in Chapter 1, the study selected two ministries in Kuala Lumpur, including Ministry of Works and Ministry of Public Services also known as Public Service Department in Malaysia because they form the main central agencies in the country and together forms the highest number of public servants (Beh, 2014). Additionally, the study focused on 30 agencies found within these two ministries. As such, the researcher wrote an email to HR managers in each of the 30 agencies.

Once employees had been identified, the researcher sent an email to 384 employees, seeking their consent to participate by explaining the objectives, significance, and importance of the study. The sample size of 384 employees was determined based on the appropriate sampling population, as described in the sampling section. After gaining consent, the researcher exchanged contact information with respondents, such as WhatsApp and LinkedIn details, to facilitate communication throughout the data collection process. The respondents were informed of the timeline for completing the questionnaires and the estimated duration of the data collection process.

The online questionnaires were distributed through SurveyMonkey, a popular survey platform, which allowed respondents to access and complete the questionnaires at their convenience. Each of the 384 employees received a link to the online survey. Over the

course of three weeks, data was collected, after which the researcher downloaded and reviewed the completed questionnaires for verification. It was found that all 384 questionnaires were validly completed, yielding a 96% response rate.

The questionnaire consisted of two main sections: the demographic section and the Likert scale section. The first section captured the demographic characteristics of the respondents, including their education, age, occupation, yearly income, and gender. The second section used a 5-point Likert scale to assess responses, focusing on the key variables related to the study's objectives. These variables included motivational factors such as job security, work-life balance, and learning and development, which were measured against employee job performance. This section sought to determine the degree to which these motivational factors are present in the Malaysian public organizations under study and how they influence employee job performance.

This study is based on a cross-sectional approach, meaning that data was collected at a single point in time rather than over a prolonged period. The use of a cross-sectional design allowed for a snapshot of the current state of the variables under investigation, enabling an examination of relationships between motivational factors and employee job performance in the selected organizations at that moment. This design was appropriate given the objectives of the study, as it aimed to capture a comprehensive understanding of the current perceptions of employees within the public sector.

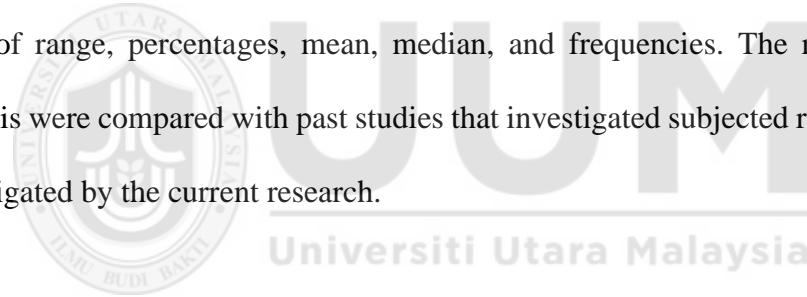
3.8 Data analysis

The data collected was analyzed using statistical analysis techniques, particularly the study used Statistical Package for Social Sciences (SPSS) software. The results from the application were summarized as pie charts, histograms, tables, and graphs. The

research adopted descriptive statistics to numerically describe and compare the variables. The descriptive statistics used statistical methods or techniques such as mean, median, standard deviation, and percentages as a measure of central tendency. These measures were used to demonstrate the extent to which the answers were different or similar in a set of responses. In addition, frequency analysis was also applied to measure the frequency of responses in the form of numerical data, which were envisaged through tables. Correspondingly, Mishra et al. (2019) noted that frequency analysis enables the research draw conclusions in relation to average demographics of the dataset. In the current study, the data consists of employees from the thirty public organizations identified. Since the study sought to determine the relationship between motivational factors and job performance of employees, correlation analysis was used to show the link between the independent variables and dependent variable. Specifically, Pearson's correlation coefficient (r) was employed to assess the strength and direction of the linear relationship between independent variables (job security, work-life balance, learning and development) and the dependent variable (employee job performance). The strength of the correlation was interpreted based on Cohen (1988), where $|r| = 0.10\text{--}0.29$ indicates a weak correlation, $|r| = 0.30\text{--}0.49$ indicates a moderate correlation, and $|r| = 0.50\text{--}1.00$ indicates a strong correlation. This classification ensures consistent and standardized interpretation of the relationships observed in the data. That is, regression analysis was used to determine the link between job security, work-life balance, and learning and development against employee job performance.

Prior to engaging the SPSS software or application identified above, the first stage of data analysis involved validating and preparing the data to ascertain that they were in line with standards set at the beginning. Data validation was important because it

ensured that all the questions were answered or marked correctly, and that there were no double-making of the answers. This stage was followed by checking whether all the answers were completely marked and no questions or sections were left unmarked. The researcher then proceeded to code the data that involved grouping and assigning values to the data set. The data was then entered into an excel sheet on based on each research questions. For example, all the data relating or responding to the question on education level of the respondents were grouped as one and this was the same for other categories such as income, occupation, age, and gender among others. After all the data had been entered in the spreadsheet in line with the questions, they were exported to the SPSS software for descriptive, frequency, and correlation analysis. The output of the SPSS analysis was captured in graphs, tables, histograms, and pie charts in the form of range, percentages, mean, median, and frequencies. The results from the analysis were compared with past studies that investigated subjected related to the one investigated by the current research.



3.9 Time Horizon

The current research chose longitudinal study since it allows for far higher levels of research validity. Even further, longitudinal research process was preferred by this research since it allows for the collection of unique and specific data points (Hopwood et al., 2022). Research study processes like cross-sectional options offer a framework in which data is collected over a short time period, thus providing a small window in which causation relationships could be observed. However, longitudinal studies give researchers the option of increasing the amount of time they have to collect data, sometimes dramatically (Hopwood et al., 2022). Longitudinal procedure allows for the examination of macro- and micro-changes that can occur in various fields of humanity.

This research also selected longitudinal study option due to the fact that this particular research study option leads to the generation of unique data. Most research studies gather short-term information in order to establish the cause and effect of the subject under investigation (Dobrow and Weisman, 2021). However, longitudinal surveys pursue similar principles as cross-sectional surveys, however the period of data collection is different. Long-term connections cannot be revealed during a short-term inquiry, but they can be supervised during lengthy research.

3.10 Reliability and validity

Based on the assertion of Bell et al. (2022), reliability constitutes the consistency with which the findings obtained from the data can be used repeatedly. In other words, reliability concerns the consistency of the measured used in the study. On other hand, validity is about the accuracy of the measure used in the research (Bell et al., 2022). That is, validity relates to whether the results represent what the research purposed to measure. Therefore, reliability and validity is about ensuring trustworthiness and credibility of the research findings. First, the research achieved reliability and validity by conducting a pilot study and this was aimed at ensuring that respondents could easily understand the questions present in the questionnaires as intended by the research. More importantly, the pilot study was also conducted to ensure that the researcher could easily understand the responses as provided by the respondents as intended by them. In this regard, the researcher ensured that the questionnaires were reliable and valid, and that the data collected were consistent and accurate (Bell et al., 2022). Secondly, the researcher presented the questions to the supervisors for approval and consent. This was aimed at ensuring that any researcher's biases that reflected on the questions were removed, thereby ensuring the instrument's reliability and validity.

The reliability and validity of the research were achieved by adopting the criteria of dependability, transferability, credibility, and conformability (Cypress, 2018). In the current study, credibility was ensured through truthful and accurate depiction of the respondents' response. Furthermore, the researcher cross-checked the data gathered and interpreted them within each category. The research ensured transferability by using convenient sampling for quantitative data. More importantly, the researcher ensured transferability by providing sturdy description and vigorous data with broad range of information (Cypress, 2018). The dependability was ensured by ensuring that the elements of the questionnaire were approved by the supervisor to validate them. Confirmability was achieved by having a reflexive journal where the researcher noted documents and notes relevant to the study. In addition, the researcher was also on guard for biases through bracketing and reflexivity. Therefore, the researcher took various measures and precautions to ensure reliability and validity of the study findings.

3.11 Ethical considerations

While carrying out this study, there are several ethical practices that were considered. To begin, Even though quantitative analysis, when applied correctly, can yield effective data to back up one's conceptual assertions, inappropriate application of this approach can ultimately call the quantitative method's integrity in addition to the research being conducted into question. Statistics, if not properly safeguarded, can result in confusion as well as deliberate misrepresentations and alteration of the research results (Fleming and Zegwaard, 2018). One of the most important considerations when employing the quantitative method in research is ensuring that the doctrine of impartiality, which is at the center of the scientific process, is mirrored in action (Fleming and Zegwaard, 2018). This implies that besides conveying the

information as objectively as possible, it is also necessary to ensure that every piece of information in interpreting the findings is also available to the audience. In practice, this principle means that a researcher must not only give access to data utilized in a research study, but also illustrate how one came to the conclusion provided in the study. This is consistent with the current debate in political science about data access and research transparency. One of latest study on data access and transparency in the management science discipline stemmed from professionals' concerns that scholars were not able to recreate a substantial portion of study published in respected journals (Zyphur and Pierides, 2017).

To improve knowledge all over various disciplines and different research methodologies, the concept of sharing data and study openness became increasingly important. The notion is that representatives of many other research communities, whose investigation may use various methods should have access to concrete proof knowledge (Zyphur and Pierides, 2017). Therefore, as result of increasing concerns about the complete absence of norms of information sharing and study transparency customs among the professionals of different methodological societies and meaningful subfield, many practitioners have developed ethical guidelines to guarantee that the various disciplines in their entirety can extend the practice and culture of data sharing and research transparency. For instance, according to Fleming and Zegwaard (2018), researchers have an ethical responsibility to enable the testing and replication of their scientific proof knowledge assertions via data access, output openness, and explanatory transparency.

Therefore, quantitative research must adhere to the three pillars of ethical guidelines: data access, production transparency, and analytical transparency (Fleming and

Zegwaard, 2018). While undertaking quantitative study, all three must be included for the research to be deemed ethical. The current research adhered to all the above requirements. First, the research ensured data accessibility, which was accomplished by clearly referencing data used in the completion of this research. Furthermore, the researcher ensured that data gathered through questionnaires and interviews remained accessible and available to readers. This is a practice that many studies have already adopted, where the condition for publication of an article is to provide access to data used in the manuscript. Another ethical consideration for this study is that all subjects provided written informed consent prior to participation and after participation in the survey.

Besides observing ethical practices specific to a research that follows quantitative research design, this study also observed other ethical practices that are general and observable during any study. For instance, the research observed confidentiality and privacy concerns of the respondents. Following this, it is noticeable the current research ensured that the identity of the respondents who took part remained anonymous. The employees that constituted as the respondents were not required to mention personal details. In addition to this, the research assured the respondents that information provided would not be used for any other purpose other academic purposes. The researcher made certain that the research adhered to the principle of autonomy. To be more specific, the researcher did not coerce any potential respondent into participating in the data collection processes. Instead, the researchers let the participants decide whether or not they wanted to participate in the study. Furthermore, the researcher explained the study's research objectives and goals to potential participants before leaving them to decide. This ensured that participation to the data collection was voluntary and willingly, thus ensuring that data collection principle of

non-coercion of participants was not violated by this research. In addition, this research effectively adhered to the principle of veracity which is one of the most important ethical principles of a research. The principle of veracity requires investigators to be truthful and present all the necessary information and the appropriate format to the study participants whilst avoiding any information which seem to be deceptive in an effort to convince or trick participants into participation.

3.12 Chapter summary

In summary, this chapter has outlined the research philosophy, strategies, approaches, design, and methods employed to achieve the study's objectives. The discussion provides justification for the selection of each research strategy and method, demonstrating their suitability for fulfilling the research goals.

The chapter begins by identifying potential research strategies, such as action research, case studies, and surveys. After evaluating the strengths and weaknesses of each, the chapter concludes that a survey strategy was the most appropriate choice for several reasons. Notably, surveys are highly effective for representing large populations, which is essential for the study's goal of gathering data from a broad sample to enhance the generalizability of the findings. The survey strategy enabled the collection of accurate data that reflected the key characteristics of the target population. Additionally, the adoption of surveys allowed the distribution of questionnaires through online platforms, which improved the convenience of data collection. The survey method was also chosen for its accuracy and precision, ensuring that the data collected was measured with high reliability. Furthermore, surveys can gather data from multiple sources simultaneously, with respondents from different geographic locations, thus overcoming geographical barriers and enabling global participation.

The chapter also discusses various sampling methods, particularly probability and non-probability sampling techniques. It was determined that the study would employ non-probability sampling, specifically convenience sampling, to select a sample of 384 employees from public organizations and agencies in Malaysia.

Regarding data collection, the study utilized quantitative methods. The researcher was provided with a list of potential respondents and their contact information, which was used to send a personalized invitation encouraging them to complete the survey on SurveyMonkey. The questionnaires were then distributed via this platform. After completion, the responses were downloaded and checked for completeness before analysis.

The chapter also covers the data analysis techniques employed in the study. Quantitative data were analyzed using statistical methods with the help of SPSS software. The results were presented in various formats, including pie charts, histograms, tables, and graphs. Descriptive statistics, such as the mean, median, standard deviation, and percentages, were used to numerically describe and compare the data. Frequency analysis was applied to determine the distribution of responses, which was visualized in tables.

To ensure reliability and validity, a pilot study was conducted with qualitative data to confirm that participants understood the questions as intended. This also allowed the researcher to refine the survey based on participant feedback. Ethical considerations were also addressed, including maintaining anonymity, confidentiality, and data protection. For example, the research ensured that all data used in the study were properly referenced and accessible. The researcher also ensured that the data collected

through the questionnaires and interviews remained available for future review. This practice aligns with the growing expectation for transparency in research, where data access is often a requirement for publication. Additionally, informed consent was obtained from all participants, both prior to and after their involvement in the survey.



CHAPTER FOUR

FINDINGS

4.1 Introduction

As outlined in Chapter 1, this chapter presents the findings from the data analysis. As discussed in Chapter 3, the research collected quantitative data and employed statistical analysis to evaluate it. These findings contribute to fulfilling the research aim of examining the relationship between motivational factors and job performance among employees in the Malaysian public sector.

The study obtained 384 valid responses from participants, all of whom were employees in the Malaysian public sector. Based on the adopted scale, the lowest score was 1 and the highest was 5, resulting in a mean score of $(5+1)/2$, which equals 3.

This chapter begins with a presentation of the participants' demographics, providing context to understand their attributes. It then presents data on the motivational factors used by Malaysian public sector organizations to motivate their employees. Following that, the chapter discusses findings related to the independent variables—job security, work-life balance, and learning and development—based on the descriptive statistics.

The chapter then moves on to present results from the inferential statistics, including regression analysis and correlation analysis. It is important to note that these

inferential statistics were used to assess the relationship between the three main variables—job security, work-life balance, and learning and development—and employee job performance.

4.2 Reliability and validity of the questionnaire

As mentioned in the previous chapter, the study assessed the reliability of the questionnaire, the study adopted Cronbach Alpha Test. The results for each variable are detailed in Table 4.1, which includes the Cronbach's Alpha scores for all 23 items included in the questionnaire. The overall Cronbach's Alpha score for the entire instrument was 0.984, indicating that the questionnaire is highly reliable. According to Taber (2018), a Cronbach's Alpha value of 0.7 or higher is considered acceptable for reliability. In this case, the score of 0.984 demonstrates that the questionnaire has a high level of consistency and accuracy in measuring the intended constructs.

For clarity, the Cronbach's Alpha values for each individual variable are provided below. These results clearly indicate that each variable exhibits a high degree of reliability, with all Cronbach's Alpha values significantly exceeding the acceptable threshold of 0.7.

Table 4.1*Cronbach Alpha test results*

| Variable | Cronbach's Alpha | N of Items |
|--------------------------|------------------|------------|
| Work-life Balance | 0.937 | 5 |
| Job Security | 0.952 | 6 |
| Learning and Development | 0.961 | 7 |
| Employee Job Performance | 0.947 | 5 |
| Overall Reliability | 0.984 | 23 |

The validity of the content in the questionnaire is grounded on a mature scale ensuring a guarantee to a certain extent. Based on the validity analysis result of 384 valid questionnaires, it is apparent that the KMO value of the whole questionnaire is 0.981 as shown in Table 4.2, implying that the KMO value of each variable is greater than 0.7. Furthermore, the Barlett sphere test is significant ($\text{sig}<0.05$), which means that the validity of the entire questionnaire is consistent.

Table 4.2*Content validity test results*

| KMO and Bartlett's Test | | |
|-------------------------------------------------|--------------------|-----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy | | .981 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 11173.667 |
| | df | 253 |
| | Sig. | .000 |

4.3 Demographic of the respondents

As stated above, the research sought to understand the characteristics of the respondents before asking them questions pertinent to the research. As such, the first set of data collected in the first part of the questionnaire pertained to the demographics or profiles of the respondents. The questionnaire used five questions or elements to capture respondents' demographics. For instance, the research asked about number of years worked in the public organization or agency, their gender, age, and level of education. To enhance clarity and presentation, all demographic data is now consolidated into a single table below, followed by an explanation of the key findings (Table 4.3).

Table 4.3:

Summary of Respondents' Demographics

| Demographic Variable | Category | Percentage |
|--------------------------------------|--------------------|-------------------|
| Years Worked in Public Sector | | |
| | 5 years | 35.4% |
| | 10 years | 32.8% |
| | 15 years | 20.6% |
| | More than 15 years | 11.2% |
| Gender | | |
| | Male | 59.1% |
| | Female | 40.9% |
| Age Group | | |
| | 25-30 years | 22.4% |
| | 31-35 years | - |
| | 36-40 years | - |

| Demographic Variable | Category | Percentage |
|-------------------------------------------|-------------------------|-------------------|
| | 41-45 years | - |
| | 46-50 years | 20.8% |
| | 50+ years | - |
| Level of Education | | |
| | High School Certificate | 7.3% |
| | College Diploma | 18.5% |
| | Bachelor's Degree | 30.5% |
| | Postgraduate Diploma | 24.7% |
| | Master's Degree | 14.6% |
| | Doctoral Degree | 4.4% |
| Organization Engages in Motivation | Yes | 99.0% |

| Demographic Variable | Category | Percentage |
|-----------------------------|-----------------|-------------------|
| | No | 1.0% |

The table above summarizes the demographic characteristics of the respondents. The majority of respondents (35.4%) have worked in the Malaysian public sector for 5 years, followed by those with 10 years of experience (32.8%). This suggests that most respondents are relatively new to the sector, with only 11.2% having worked for more than 15 years. In terms of gender, males constitute 59.1% of the sample, while females make up 40.9%, indicating a male-dominated workforce. The age distribution shows that the largest group is aged 25-30 years (22.4%), followed closely by those aged 46-50 years (20.8%), reflecting a mix of younger and middle-aged employees. Regarding education, the highest proportion of respondents hold a Bachelor's degree (30.5%), followed by postgraduate diploma holders (24.7%) and college diploma holders (18.5%). Only 4.4% have attained a doctoral degree, consistent with the smaller representation of senior employees. Finally, nearly all respondents (99.0%) reported that their organization engages in employee motivation, indicating widespread exposure to motivational practices within the public sector.

4.4 Findings from descriptive statistics

This research adopted descriptive statistics by summarizing the samples in terms of the key variables such as the types of employee motivational factors, job security, work-life balance, learning and development, and intervention strategies. In particular,

the descriptive statistics in this study used measures such as central tendency and measures of dispersion or variability. Essentially, the measures of central tendency entailed median, mean, and mode, while the measures of variability entailed standard deviation or variance, maximum and minimum values of the variables.

4.4.1 Types of employee motivational factors

Type of employee motivational factors was included as one of the variables to be measured using the descriptive statistics because it would allow for a better understanding of some of the key motivational factors adopted by Malaysian public organizations. Since employee motivational factors are contextual, it was important to understand the motivational factors from the context of Malaysia. To this end, the elements used to measure motivational factors were drawn from company-related factors, work-related factors, and relationship-related factors. The research defined work-related factors as motivational factors that exist within the work environment such as work nature, work safety, and work condition. Since most employees spend most of their work time at work, safe work environment and condition becomes an important motivational factors. The research also described company-related factors that are attached to the company such as good leadership, positive company culture, and professional development opportunities among others. On the other hand, relationship-related motivational factors in this study were understood to be factors such as rewards, recognition, teamwork, professional association, and welfare support among others. Thus, the elements used to measure the different types of motivational factors used by Malaysian public sectors were obtained from these broad categories as shown in Table 4.3 below.

Table 4.3*Descriptive information on types of employee motivational factors*

| | N | | Mean | Std. Deviation | Minimum | Maximum |
|----------------------------------------------------------------|-------|---------|------|----------------|---------|---------|
| | Valid | Missing | | | | |
| The agency I work for offers | | | | | | |
| bonuses and periodical increments of salary and wages | 384 | 0 | 3.58 | 0.956 | 1 | 5 |
| The organization provides | | | | | | |
| leave with pay and medical reimbursement | 384 | 0 | 3.64 | 1.046 | 1 | 5 |
| The supervisors offer verbal and non-verbal recognition | | | | | | |
| The agency offers merit-based promotion to employees | 384 | 0 | 3.72 | 0.986 | 1 | 5 |
| | | | | | | |
| | | | | | | |

Based on Table 4.3, it is evident that types of employee motivational factors were measured using elements such bonuses and periodical increment of wages and salary, paid leave and medical reimbursement, verbal and non-verbal recognition, and merit-based promotion to employees. It is apparent that these motivational factors were from the broad categories of motivational factors such as company-related factors, work-related factors, and relationship-related factors. After using descriptive statistics analysis to analyze these elements, the result demonstrated that the highest mean score of 3.76 was registered by the statement 'The agency offers merit-based promotion to employees.' This means that majority of the respondents identified with the statement denoting that majority of the participants are motivated based on their merits as a way of inspiring and motivating them to improve their performance. In other words,

majority of the respondents have experienced or witnessed merit-based promotion being used as an employee motivational factor in their place of work.

The second highest mean score of 3.72 was recorded by the statement ‘The supervisors offer verbal and non-verbal recognition.’ This result indicate that the second largest number or portion of the respondents identified with verbal and non-verbal recognition as the motivational factor present in their organization. In other words, the respondents who identified with the statement have experienced the use of verbal and non-verbal recognition by their supervisor in an attempt to motivate them into performing better on their job. However, the least mean score of 3.58 was registered by the statement ‘The agency work for offers bonuses and periodical increment of salary and wages’, which means that the least number of respondents identified with this statement. In other words, bonuses and increment of salary and wages is not present or popular in organizations where most of the respondents work since only a few portion have seen or experienced it.

4.4.2 Job security

Job security is one of three core or key variables that were used to measure the impact of motivational factors on employee job performance. As stated and explained in the previous chapter, job security is one of the most important motivational factors because it relates to the future and job tenure of the employees. In other words, employees who are permanently employed are likely to behave differently from those who are temporary because the level of commitment and sense of belonging in the organization is different. In this regard, the research used four elements to measure the variable of job security. As illustrated in figure 4.7 below, the four elements used included job assurance, commitment to continue working with the current organization,

long job tenure due to support from management, and long-term employment as guaranteed by the employment contract. Notably, these elements were used because they collectively constitute as components of job security.

Table 4.4

Descriptive statistics for job security

| | N | | Mean | Std. Deviation | Minimum | Maximum |
|----------------------------------------------------------------------------------------------------------|-------|---------|------|----------------|---------|---------|
| | Valid | Missing | | | | |
| I have assurance from the organization that my job is secure | 384 | 0 | 3.74 | 1.085 | 1 | 5 |
| I will continue working my current agency/ministry for the foreseeable future | 384 | 0 | 3.71 | 1.076 | 1 | 5 |
| I am confident and convince of a long job tenure because of the support from the management | 384 | 0 | 3.69 | 1.165 | 1 | 5 |
| My employment contract with the agency is flexible and guarantees my employment for a long period | 384 | 0 | 3.79 | 1.1 | 1 | 5 |

After applying descriptive statistics analysis, the result as captured in Table 4.4 shows that the statements ‘My employment contract with the agency is flexible and guarantees my employment for long period’ registered the highest mean score of 3.79. This indicates that majority of the respondents believe or understand that their job is secure when the organization they work for offers and allow them to sign a contract

that guarantees their long-term employment with a certain level of flexibility also assured in the contract. This also implies that majority of the respondents use employment contract to determine whether a job is secure or not. More importantly, this result shows that flexibility of the employment contract is used by these respondents to ascertain the security of their job. The second highest mean score was recorded by the statement ‘I have assurance from the organization that my job is secure’ at 3.74. This is an indication that a substantial portion of the respondents believe that an assurance from the organization is enough to communicate to them that their job is secure. The third highest mean score was registered by the statement ‘I will continue working at my current agency/ministry for the foreseeable future’ at 3.71. This is an indication that even though this statement is not as popular as the first two explained in the sentences, there a portion of the respondents who believe that their jobs are secure because they see themselves working in the organization for a long period. However, the least mean score from the four elements used was recorded by the statement ‘I am confident and convince of the long job tenure because of the support from the management’ at 3.69. This is a demonstration that very few number or portion of the respondents identified with the statement because either it is not a popular strategy or rarely used in their place of work.

4.4.3 Work-life balance

Work-life balance is another factor that this study used to measure the impact of motivational factors on employee job performance. As one of the variable used to measure motivational factors as independent variable, work-life balance concerns employees giving fair and equal opportunity to all the significant activities in their life such as professional and personal activities. It can also be understood as the

representation of how employees carry out their personal and business obligations in order to prevent a situation or scenario where other activities overlap on each other.

As shown in Table 4.5 below, there were four elements used to measure work-life balance and they were chosen because they are components of work-life balance. In particular, the research used elements such as 'fair and equal priority to all important activities of employee's life', 'job design enabling balancing of professional and personal life', 'doing effectively because there is no overlap in the personal and professional life', and 'jobs are designed with flexible working hours and optimal workload to allow balancing of different life aspects.'

As illustrated in Table 4.5 below, the highest mean score was registered by the statement 'The agency designs our jobs with flexible working hours and optimal workload to facilitate a balance between our work and personal life' at 3.86. This is a demonstration that majority of the respondents identified with the statement identified with statement because their jobs are characterized with flexible working hours and optimal workload that enables a balance between their personal and work life, thereby contributing to a work-life balance. The statement also shows that organizations where these respondents work are prone to designing jobs with flexible schedule and they are assigned huge workload, thereby allowing for a balance between their professional and work life. This was closely followed by two statements that scored the same mean score of 3.82 each. The first statement with a mean score of 3.82 was 'My work enable me to give fair and equal priority to all the important activities in my life.' This means that a substantial portion of the respondents have seen their work allow them to give balanced priority to their professional and personal life. Another statement that scored a mean of 3.82 was 'I am able to do my work effectively because my personal and professional life do not overlap on each other.' This also demonstrates that a

substantial number of respondents believe that they are able to efficiently and effectively do their work because their professional life do not overlap on personal life preventing any overworking. Nevertheless, the least mean score at 3.75 was registered by the statement ‘The organization designs our jobs in such a way that I am able to balance my professional and personal professional activities.’ Essentially, this means that this statement was popular with the least number of respondents as they did not rate it very highly.

Table 4.5

Descriptive for work-life balance

| | N | | Mean | Std. Deviation | Minimum | Maximum |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------|------|----------------|---------|---------|
| | Valid | Missing | | | | |
| My work enable me to give fair and equal priority to all the important activities in my life | 384 | 0 | 3.82 | 1.064 | 1 | 5 |
| The organization designs our jobs in such a way that I am able to balance my personal and professional activities | 384 | 0 | 3.75 | 1.143 | 1 | 5 |
| I am able to do my work effectively because my personal and professional life do not overlap on each other | 384 | 0 | 3.82 | 1.119 | 1 | 5 |
| The agency designs our jobs with flexible working hours and optimal workload to facilitate a balance between our work and personal life | 384 | 0 | 3.86 | 1.023 | 1 | 5 |

4.4.4 Learning and development

Learning and development is the last key variable used in this study to measure motivational factors and it is an important factor because it relates to company-related motivational factors. As stated earlier, learning and development concerns helping employees gain knowledge and improve their ability to effectively accomplish their duties and responsibilities in the workplace. It is a strategy used by the organization equip employees with essential attitude, skills, and knowledge to compete their obligations and undertakings in the workplace. This variable was measured using four elements including, mentoring and coaching programs, support to employees engaging in further studies, seminars for enriching employees' knowledge, and assessment program conducted to determine growth and development of employees. These elements were adopted for measuring this independent variable because they form part of the components of learning and development.

Table 4.6
Descriptive statistics for learning and development

| | N | | Mean | Std. Deviation | Minimum | Maximum |
|-----------------------------------------------------------------------------------------------------------------------------------|-------|---------|------|----------------|---------|---------|
| | Valid | Missing | | | | |
| The agency has mentoring and coaching programs for new and existing employees | 384 | 0 | 3.8 | 1.085 | 1 | 5 |
| The organization offers support to employees pursuing further studies through reduced working hours and educational grants | 384 | 0 | 3.81 | 1.049 | 1 | 5 |

| | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|------|-------|---|---|
| The agency regularly conduct seminars to enrich employees knowledge and skills | 384 | 0 | 3.86 | 1.043 | 1 | 5 |
| The organization has an assessment program regularly conducted to assess the growth and development of employees in their respect roles | 384 | 0 | 3.82 | 1.067 | 1 | 5 |

Based on the results illustrated in Table 4.6 above, the highest mean score of 3.86 was registered by the statement ‘The agency regularly conduct seminars to enrich employees’ knowledge and skills.’ This result is an illustration that majority of the respondents identified with the statement and hence rated it very highly. Furthermore, it shows that most of the respondents identified with the statement because it is commonly practiced in their organization as a way of enhancing their skills and knowledge, thereby contributing to their learning and development. The second highest mean score of 3.82 was recorded by the statement ‘The organization has an assessment program regularly conducted to assess the growth and development of employees in their respective roles.’ This is an indication that a substantial number of the respondents gave the statement the second highest rating because they have witnesses and experienced regular assessment in their place of work as a way of enhancing their learning and development. In addition, the third highest mean score of 3.81 was registered by the statement ‘The organization offers support to employees pursuing further studies through reduced working hours and educational grants.’ This means that even though reduced working hours and educational grants may exist, it was not highly rated by the respondents because it is not popular or commonly

practiced in their place of work. Notably, the least mean score of 3.80 was registered by the statement ‘The agency has mentoring and coaching programs for new and existing employees.’ This particular result demonstrates that even though the statement attained above average mean score which denotes it was recognized by substantial number of the respondents, it was not highly rated in terms of the existing scale. This implies that it is not a popular strategy used by their respective organization to enhance learning and development of the employees. The least score recorded by the statement could also mean that mentoring and coaching strategies are effectively implemented in the public organizations where the respondents work.

4.4.5 Intervention strategies

The study also sought to understand some of the key intervention strategies that could be used by Malaysian-based public organizations can implement to improve employees’ motivation from the perspective of the respondents. The intervention strategies were measured using four elements including, problem solving and learning environment, regular and solid feedback, reward and incentives, as well as participatory decision-making and work autonomy. Based on Table 4.7 below, the highest mean score of 3.90 was registered by the statement ‘Providing employees with solid and regular feedback on their work and performance.’ This is a demonstration that majority of the respondents highly rated this statement because they agree and identified with it. In other words, majority of the respondents believe that providing regular and solid feedback on work and performance will motivate them to exert themselves and give better job performance. The second highest mean score of 3.87 was registered by two statements each. The first statement with a mean score of 3.87 was ‘Engaging employees in decision-making and giving room for sufficient

autonomy in their work.' Another statement with similar mean score was 'Enhancing problem solving and learning environment in the organization.' This is an indication that a substantial portion of the respondents rated these two statements as highly but not as highly as the one about offering regular feedback to employees.

Table 4.7

Descriptive for Intervention strategies

| | N | | Mean | Std. Deviation | Minimum | Maximum |
|----------------------------------------------------------------------------------------------------|-------|---------|------|----------------|---------|---------|
| | Valid | Missing | | | | |
| Enhancing problem solving and learning environment in the organization | 384 | 0 | 3.87 | 1.012 | 1 | 5 |
| Providing employees with solid and regular feedback on their work and performance | 384 | 0 | 3.9 | 1.051 | 1 | 5 |
| Providing rewards and incentives to employees excelling in their work | 384 | 0 | 3.82 | 0.986 | 1 | 5 |
| Engaging employees in decision-making and giving room for sufficient autonomy in their work | 384 | 0 | 3.87 | 1.027 | 1 | 5 |

Although the statements received an above-average mean score, the least mean score of 3.82 was registered by the statement 'Providing rewards and incentives to employees excelling in their work.' This implies that the respondents do not believe that offering rewards and incentives would be as effective as other three strategies listed in terms of motivating employees to enhance their job performance. In other

words, the respondents are communicating that offering non-monetary motivational factors would be more effective than providing with monetary incentives as a way of inspiring them to perform better at their work.

4.4.6 Employee job performance

Employee performance is the dependent variable in this study and it is about successful completion of responsibilities by the employee as articulated and measured by the organization or supervisor based on pre-set and acceptable standards to both parties, while effectively and efficiently using the available resources in the dynamic environment. In other words, employee job performance as an independent variable is about the degree of work successfully completed by the employee in an efficient and effective manner. Thus, employee job performance was measured using three elements including, collaboration and teamwork, attitude towards work, as well as few and minor mistakes. As shown in Table 4.8, all the three elements attained a mean score of above 3.0, which means that they were all highly rated by the respondents. This also means that the respondents recognized the three elements as important components of employee job performance.

Table 4.8*Descriptive for employee job performance*

| | N | | Mean | Std. Deviation | Minimum | Maximum |
|--------------------------------------------------------------------|-------|---------|------|----------------|---------|---------|
| | Valid | Missing | | | | |
| I prefer collaboration and teamwork with other colleagues | 384 | 0 | 3.87 | 1.04 | 1 | 5 |
| I have a positive attitude towards and sincere in my work | 384 | 0 | 3.9 | 1.022 | 1 | 5 |
| I make only few and minor mistakes when undertaking my work | 384 | 0 | 3.79 | 0.967 | 1 | 5 |

The highest mean score of 3.90 as illustrated in Table 4.8 was recorded by the statement 'I have a positive attitude towards and sincere in my work.' This statement was highly rated by majority of the respondents because it resonates with many of them as a way of measuring employee job performance. It could also implies that majority of the respondents highly rated the statement because it is how they perceive their job performance to be improved or not. The second highest mean score was recorded by the statement 'I prefer collaboration and teamwork with other colleagues.' This implies that a substantial number of participants highly rated this statement because they believe or perceive collaboration and teamwork to be an important aspect in enhancing employee performance. Finally, the least mean score of 3.79 was registered by the statement 'I make only few and minor mistakes when undertaking my work.' The low rating of the statement is an indication that respondents did not

consider making few and minor mistakes as a significant contributor to their job performance.

4.5 Findings from Inferential statistics

After the frequency and descriptive statistics analysis, the research conducted inferential statistics analysis, especially the correlation and regression analysis to test the association between independent variables (job security, work-life balance, and learning and development) and dependent variable (employee job performance).

4.5.1 Correlation analysis

The correlation analysis was carried out to measure the link by determining whether a relationship exist between motivational factors such as job security, work-life balance, and learning and development, and employee job performance. Pearson's correlation coefficient (r) was used to assess the strength and direction of these relationships, with the strength interpreted according to Cohen (1988) as described in Section 3.8. The result of the analysis provided valuable insights into the association between these variables and offer deeper comprehension on the impact of motivational factors on employee job performance.

Correlations Analysis

| | | Job security | Work-life balance | Learning and development | Employee job performance |
|--------------------------|---------------------|--------------|-------------------|--------------------------|--------------------------|
| Job security | Pearson Correlation | 1 | .940** | .924** | .810** |
| | Sig. (2-tailed) | | .000 | .000 | .000 |
| | N | 384 | 384 | 384 | 384 |
| Work-life balance | Pearson Correlation | .940** | 1 | .938** | .827** |
| | Sig. (2-tailed) | .000 | | .000 | .000 |
| | N | 384 | 384 | 384 | 384 |
| Learning and development | Pearson Correlation | .924** | .938** | 1 | .840** |
| | Sig. (2-tailed) | .000 | .000 | | .000 |
| | N | 384 | 384 | 384 | 384 |
| Employee job performance | Pearson Correlation | .810** | .827** | .840** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |
| | N | 384 | 384 | 384 | 384 |

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 4.1 Correlation analysis of the association between independent variables and dependent variables

Based on figure 4.6 above, the Pearson correlation between job security and employee job performance is 0.810. This indicates a strong positive correlation per Cohen (1988).

The sig. value between the two variables is 0.000 denoting that the correlation is significant at the 0.01 level.

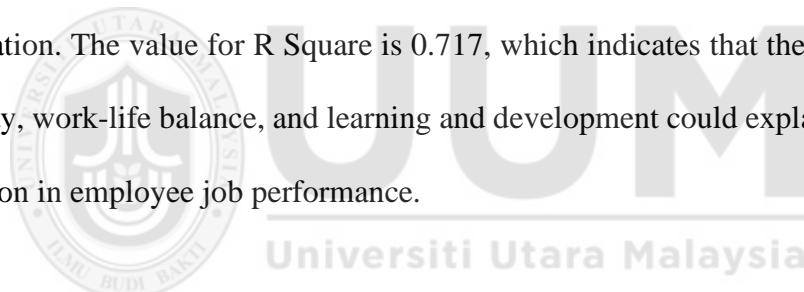
In terms of work-life balance, the Pearson correlation between work-life balance and employee job performance is 0.827. This indicates a strong positive correlation per Cohen (1988). The sig. value between the two variables is 0.000 indicating that the correlation is significant at the 0.01 level.

Concerning learning and development, the Pearson correlation between learning and development and employee job performance is 0.840. This indicates a strong positive

correlation per Cohen (1988). The sig. value between the two variables is 0.000 denoting that the correlation is significant at the 0.01 level.

4.5.2 Regression analysis

As stated above, a regression analysis was undertaken to test the strength of the relationship between the independent variables (job security, work-life balance, and learning and development) and dependent variable (employee job performance). The model summary and coefficient shown in figure 4.7 below offers insight into the regression analysis to examine the relationship between motivational factors and employee job performance. The model summary shows that R and R Square with the R value representing the simple correlation is 0.848, which denotes a high degree of correlation. The value for R Square is 0.717, which indicates that the variation in job security, work-life balance, and learning and development could explain 71.7% of the variation in employee job performance.



Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .848 ^a | .720 | .717 | .48862 |

a. Predictors: (Constant), Learning and development, Job security , Work-life balance

Figure 4.2 Model summary of regression analysis

The ANOVA table shown in figure 4.8 below illustrates the significance of the regression model, the value of F is 325.211 and sig. value is 0.000. This demonstrates that the relationship between job security, work-life balance, and learning and

development and employee job performance is statistically significant. This implies that three variables significantly predict employee job performance.

| ANOVA ^a | | | | | |
|--------------------|----------------|---------|-------------|--------|-------------------|
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 232.936 | 3 | 77.645 | 325.211 |
| | Residual | 90.726 | 380 | .239 | .000 ^b |
| | Total | 323.662 | 383 | | |

a. Dependent Variable: Employee job performance

b. Predictors: (Constant), Learning and development, Job security, Work-life balance

Figure 4.3 ANOVA of the regression analysis for dependable and independent variables

As shown in figure 4.9 below, the value of B (constant) is 0.745 and the value of B (job security) is 0.091 with a sig. of 0.004. This means that it is significant at the significance level of 0.01. This produces the regression equation below;

$$\text{Employee job performance} = 0.745 + 0.091 (\text{job security}) + \varepsilon.$$

The regression equation above reveals that when job security is increased by a unit, employee job performance increases by 9.1%. This signifies a strong positive relationship between the two variables.

| Model | Coefficients ^a | | | | |
|-------|-----------------------------|------------|---------------------------|-------|------|
| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| 1 | (Constant) | .745 | .103 | 7.232 | .000 |
| | Job security | .091 | .078 | .1175 | .004 |
| | Work-life balance | .347 | .087 | .266 | .005 |
| | Learning and development | .478 | .081 | .498 | .000 |

a. Dependent Variable: Employee job performance

Figure 4.4 Regression analysis of job security, work-life balance, and learning and development, and employee job performance

In terms of work-life balance, the constant value (B) is 0.745, and the value for work-life balance (B) is 0.347, with a significance value of 0.005. This indicates that the result is statistically significant at the 0.01 level. The regression equation is as follows:

$$\text{Employee job performance} = 0.745 + 0.347 \text{ (work-life balance)} + \varepsilon.$$

This equation demonstrates that for each unit increase in work-life balance, employee job performance increases by 34.7%, indicating a strong positive relationship between work-life balance and employee job performance.

For learning and development, the constant value (B) is 0.745, and the value for learning and development (B) is 0.478, with a significance value of 0.000. The regression equation is:

$$\text{Employee performance} = 0.745 + 0.478 \text{ (learning and development)} + \varepsilon.$$

This equation indicates that for each unit increase in learning and development, employee job performance increases by 47.8%, signifying a strong positive relationship between learning and development and employee job performance.

Based on the data presented in this chapter, the descriptive statistics analysis has identified several motivational factors, including merit-based promotion, verbal and non-verbal recognition, paid leave and medical reimbursement, bonuses, and periodic salary and wage increases. However, the analysis of respondents' data revealed that, among the four identified motivational factors, bonuses and periodic salary increases were less effective in motivating employees compared to recognition, merit-based promotions, and paid leave.

Additionally, the descriptive statistics indicated that job security motivates employees when the employment contract is flexible, ensures long-term employment, and provides assurances from the organization about job security. However, management support was found to be less significant in convincing employees that their jobs are secure.

The analysis also revealed that employees are motivated by work-life balance when jobs are designed with flexible working hours and an optimal workload, allowing employees to balance their personal and professional lives. Furthermore, employees are motivated when their work allows them to prioritize all aspects of their lives fairly and equally. However, the analysis showed that simply designing jobs to facilitate a balance between personal and professional activities is insufficient. The job design must intentionally avoid any overlap between these areas.

Moreover, the descriptive analysis demonstrated that employees are motivated by learning and development programs when agencies conduct regular seminars aimed at enhancing employees' knowledge and skills. The analysis also showed that employees value assessment programs that track their growth and development in their roles. However, mentoring and coaching were found to be less effective than other strategies measured in this study.

In summary, the descriptive statistics analysis showed that job security, work-life balance, and learning and development contribute to motivating employees, which in turn influences their job performance. This aligns with the findings from the inferential statistics. Specifically, the correlation analysis revealed a strong positive relationship between job security, work-life balance, and learning and development as independent

variables, and employee job performance as the dependent variable. Therefore, both the descriptive statistics and inferential analysis support the conclusion that there is a positive relationship between these motivational factors (job security, work-life balance, and learning and development) and employee job performance.

4.6 Chapter summary

Based on the quantitative analysis undertaken herein, majority of the respondents in this study have worked in the public sector for five years with only a small percentage having worked for more than fifteen years. It is also evident that majority of the respondents who took part in this study were male with the female constituting a lesser percentage than females respondents. Furthermore, the analysis has also made it clear that majority of the respondents fall in the age category of 25-30 years, with those falling the age group of 41-45 years being the least represented. The analysis undertaken herein also reveals that majority of the respondents hold a Bachelor's degree as their highest level of education, while very few portion of the respondents have attained a doctoral degree. The analysis also demonstrate that majority of the respondents at 99% have acknowledged that ministry of agency where they work engages in some form of employee motivation. Notably, the descriptive statistics analysis has measured and showed that there are different form of motivational factors and some of them include merit-based promotion, verbal and non-verbal recognition, paid leave and medical reimbursement, as well as bonuses and periodical increment of salary and wages. However, the analysis of data from the respondents has shown that from the four motivational factors identified and analysed, offering bonuses and periodical increment salary and wages is less effective in motivating employees compared to recognition, merit-based promotion and paid leave.

In addition, the descriptive statistics has revealed that job security motivate employees when the employment contract with the agency is flexible and ensures employment for long time as well as when there is assurance from the organization that the job is secure. Nevertheless, support from the management does not count much when it comes to convincing employees that their jobs are secure. Furthermore, the descriptive statistics has revealed that employees are motivated by work-life balance the jobs are designed with flexible working hours and optimal workload that allows them to balance between personal and work life as well as their work allows them to give equal and fair priority to all essential aspects of their life. However, the descriptive analysis showed that designing a job with the hope that it will help employees balance personal and professional activities is not enough because the design needs to intentionally prevent any overlap.

The descriptive analysis has also demonstrated that employees are motivated by learning and development programs when the agency is able to conduct seminars regularly with the aim of enhancing employees' knowledge and skills as well as when there are assessment programs that gauge their growth and development in their respective roles. Notably, the analysis showed that mentoring and coaching is less effective when compared with other strategies measured in this study. In a nutshell, the descriptive statistics analysis has demonstrated that job security, work-life balance, and learning and development contributes toward motivating employees, which in turn influence their job performance. This is consistent with results obtained from the inferential statistics. In particular, the correlation analysis has shown that there is a strong direct relationship between job security, work-life balance, and learning and development as independent variables, and employee job performance as dependent variable. Therefore, the descriptive statistics and inferential analysis corresponds in

demonstrating that there is a positive relationship between motivational factors (job security, work-life balance and learning and development) and employee job performance.



CHAPTER FIVE

DISCUSSION

5.1 Introduction

As explained earlier in the introductory chapter, this chapter focuses on discussing the findings in relation to the analysis of the relationship between motivational factors and employee job performance. Essentially, the discussion focuses in explaining the finding and interpreting them or contextualizing them by comparing with previous literature reviewed in chapter 2 of this study. The chapter has been divided into five major sections, with the first section concentrates on discussing findings relating to the different forms of employee motivational factors. This is followed by a section on a discussion on the influence of job security on job performance of employees. Subsequently, the focus is on the impact of work-life balance on employee job performance as well as influence of learning and development on employee job performance. The final section discusses various motivational factors or strategies that could be adopted by Malaysian-based public organizations to enhance employee job performance.

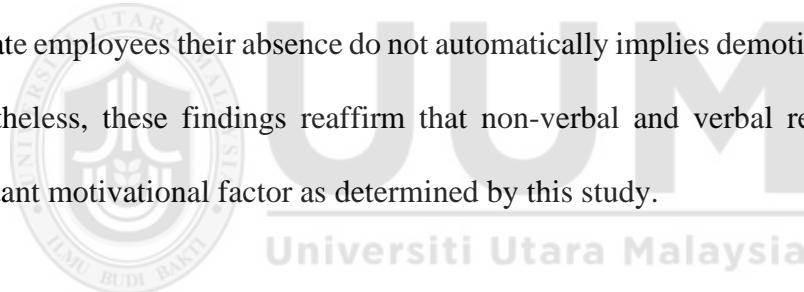
5.2 Different forms of employee motivational factors

From the findings obtained in the previous chapter, it is clear that merit-based promotion is an important motivational factors for employees. In particular, the descriptive statistics analysis show that Malaysian employees considers promotion based on merit as an important motivator. In other words, the employees are highly

motivated when they understand and knows that their promotion to the next organizational rank or promotion will be based on their expertise and historical performance in the organization. More importantly, the respondents' preference for merit-based promotion implies that they are motivated when it reaches a time for promotion in the company, they believe that the organization will rely on seniority to take advantage of employees' experience and expertise. This means that the employees are rewarded for their loyalty and dedication to the organization by considering their merit to serve in the vacant position. In this regard, merit-based promotion is an essential motivational factor in the organization. This finding is consistent with those obtained by Rupia et al. (2012) who found that merit-based promotion is often adopted by many organizations as a strategy or way of inspiring and encouraging employees to perform better in their assigned roles and responsibilities. Similarly, Linder (2016) found that organizations that adopt merit-based promotion tend to witness enhanced performance from the employees because the notion that their promotion is based on their merit motivate them to exert themselves.

Based on the findings from the descriptive statistics analysis, the study establishes that employees are motivated when their supervisors offer verbal and non-verbal recognition in their workplace. This implies that verbal and non-verbal recognition motivates employees because it signals to them that their contribution in the organization are not only acknowledged but also valued. In other words, employees feel motivated when their supervisors and managers use verbal recognition such as compliments and formal acknowledgement for employees who like to positive feedback and non-verbal recognition such as gestures and hugs for workers who like to feel appreciated. To clarify, non-verbal recognition includes actions such as presenting certificates of achievement, written notes of appreciation, or public displays

of acknowledgment like employee-of-the-month boards, which convey appreciation without verbal communication (Deci & Ryan, 2010). To that extent, verbal and non-verbal recognition is an essential factor when motivating employees into improving their job performance. The finding corresponds to those of Deci and Ryan (2010) who found verbal and non-verbal recognition one of the most significant motivational factors. In particular, the authors highlighted the following non-monetary motivational factors are crucial to job performance of employees such as work autonomy, competitive workspace, receiving verbal and non-verbal recognition, and receiving additional days off. In addition, the study identified other non-monetary motivational factors to include job enrichment, job enlargement, public expression of appreciation, and presence of team spirit. However, Deci and Ryan (2010) that while these factors motivate employees their absence do not automatically implies demotivated workforce. Nevertheless, these findings reaffirm that non-verbal and verbal recognition is an important motivational factor as determined by this study.



Despite determining merit-based promotion and verbal and non-verbal recognition as important motivational factors, findings from the previous chapter as also shown that bonuses and periodical increment of wages and salary is not as significant the other two since it is not popular with employees. In other words, employees less motivated when they are offered bonuses and periodical increment of wages and salary compared to when they offered merit-based promotion or verbal and non-verbal recognition. To that extent, using bonuses and periodical increment of salary as a way of motivating employees may not achieve the intended consequence or goal. Accordingly, Thant and Chang (2021) using salary and bonuses as a way of motivating employees may not be effective because the employees have to perceive them as fair. In other words, when employees perceive that they are not receiving fair bonuses and salary increment, they

will not be happy and this might slow the pace with which they undertake their jobs. For that reason, salaries and benefits should be comparable and clear in terms of policies relating to bonuses, benefits, and salaries when they are being used as a motivating factor. Similarly, Herzberg's two-factor theory identifies salary as a hygiene factor because it is not a motivator since employees expect it as part of their contractual agreement with the organization (Dugguh & Dennis, 2014). Therefore, even though bonuses and salary increment may be identified as a motivational factor, their effectiveness in influencing employees is dependent on their perception of fairness.

5.3 Influence of job security on job performance of employees

The findings in chapter 4 has illustrated that job security positively affects employee job performance. To begin with, the study has determined that job security is an important motivational factor since it ascertains the future of the employees in the organization. In other words, this research argues that the more the employees are confident about their future, the more they are likely to be motivated and commit toward their work and organization in general. For instance, the research ascertains that employees are motivated by job security when the employment contract offered by the organization or agency is flexible and guarantees their employment for a long-term period. Essentially, the study maintains that employees believe that their job is secure when the employment contract offers that assurance based on contractual agreement between the employer and employee. Moreover, the employees are motivated by security when the employment contract gives some room for flexibility in which it can be renegotiated if the employee wishes to do so. Thus, this study argues that employees feel more positive when they feel that their job is secure because it

means that they will have positive relationship with colleagues and organizations, which leads to higher motivation and productivity due to positive attitudes.

Besides flexible contract, the findings also determined that assurance from the organization to the employees about the security of the job contributes toward their motivation in the context of job security. This means that employees will be motivated to exert themselves in their job and improve their performance because the organization through the top management has assured them that their job is secure. Essentially, employees view assurance from the organization as a direct guarantee that their job is secure and this motivates them to give their best performance toward their work. More importantly, job security is more effective as a motivational factor when the organization offers direct assurance to the employees concerning the tenure of their jobs. Correspondingly, similar findings were obtained by Nemteanu et al. (2021) who found that employee job security is closely associated with job performance because employees are not reluctant to put extra effort to realize organization's objectives when they get assurance that their job is secure. In other words, job security brings certainty to the employee signifying that their future in the company is secured and guaranteed. Consequently, assuring employees that their job will continue for unforeseeable future make them to not only commit to the organization, but also perform more job duties.

It is important to note that employees do not feel confident about their job tenure merely because the management has offered or communicated their support about the same. This means that when management offer their support to employees in term of job tenure they are unable to believe in such support because of low confidence. Unlike flexible contract or organizational assurance, promising to offer employees support with regards to their job security is not enough to motivate employees to the extent

that they can improve their productivity and performance in the organization. In this regard, when attempting to assure employees of their job security through management support, it should be accompanied by tangible or written agreement that supplements such support. However, it should be noted that organizational support is different management support since the former seems to impact security. For instance, Wahyuni et al. (2020) considered how organizational support mediates job security and job satisfaction, and implication on job performance in the Ministry of Religion in Aceh city. The findings of the study illustrated that low or high job performance was not affected by perceived job satisfaction and job security, but was impacted by organizational support.

The findings has established that there is a strong direct correlation between job security and employee job performance. In particular, the research has determined that job security and employee job performance have a direct relationship. In addition, the research has ascertained that the relationship between job security and employee job performance is not only direct but also positive. To that extent, this research argues that job security positively influence employees job satisfaction since an increase in the former leads to an increase in the latter. This was consistent with previous findings such as those of Sanyal et al. (2018) who determined that there is positive correlation between job security and job performance of employees as well as satisfaction. Similarly, Ahmed et al. (2017) determined that job security significantly affect job performance of employees. In other words, job security brings certainty to the employee signifying that their future in the company is secured and guaranteed.

5.4 Effect of work-life balance on job performance of employees

The findings in the previous chapter showed that work-life balance positively affects job performance of employees. In this regard, the study maintains that work-life balance influence the extent to which employees are motivated and consequently affect their job performance. Through the findings, the research explains that work-life balance benefits or positively contributes towards job performance of employees. To begin with, the findings has shown that designing a job with flexible working hours and optimal workload enables the employees to balance between work and personal life. The study explains that developing job roles and duties with flexible working hours enable employees to attend to personal emergency matters without having backlog at work due to the emergency. Alternatively, flexible working hours would enable employees to put more focus on either personal or professional life depending on where it is needed the most because the flexibility allows for it. The research has also ascertained that designing jobs with optimal workload motivate employees because their professional life does not overlap to personal life since they are assigned appropriate amount of work at any given point. Moreover, the findings signify that designing a job characterized by flexibility in terms of working hours and amount of work assigned at any given time since it motivates them improve their productivity.

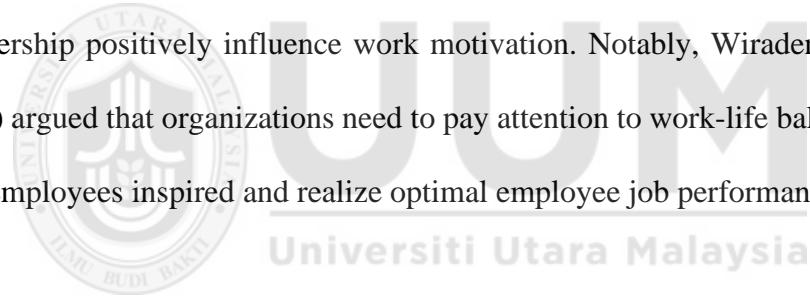
The research has established that employees consider to have achieved work-life balance when their job roles and responsibilities grant them equal and fair opportunity to prioritize all the important activities of their life. Essentially, employees are motivated through work-life balance when they are able to accord balanced priority to all the essential aspect of their life, especially in their personal and professional life. The research explains that allowing employees to prioritize important aspects motivate them because they can always change their priorities in their personal and professional

life depending on which aspect is more impactful at any given time. Furthermore, the research also determined that employees are motivated through work-life balance when their professional and personal life do not overlap on each other, thereby enabling them to do their work effectively and efficiently. Essentially, overlap in professional and personal work interferes with the morale and ability to focus on any part of the employees' life whether professional or personal. As such, it is evident that employees are motivated by work-life balance when their jobs grant them equal and fair priority to all aspects of their life as well as when there is no overlap between their professional and personal life since it gives them room to work effectively and enhance productivity.

However, the findings also show that designing jobs in a way that the employee is able to balance their professional and personal activities does not guarantee motivation. In other words, work-life balance is achieved more effectively when the job design is flexible and ensures optimal workload as opposed to designing it in a way that attempts a balance between the two aspects of employees' life. Essentially, the job design needs to be characterized by flexibility and optimality in the workload to guarantee work-life balance instead of merely designing with a hope of a balance between employees' personal and professional life. Since organizations are interested in the greatest motivation for their employees, the job design should be intentional and not left to chance like in the case where the design is done in a manner that will appear to give that balance.

This study argues that work-life balance is important towards motivating employees, which contributes to employees' enhanced performance. In that regard, the research has determined that work-life balance is positively influence employees' job

performance. This is based on the findings from correlation analysis which provided evidence showing that there is a strong direct relationship between work-life balance and employees' job performance. In addition, the results from the regression analysis confirmed that there is a strong positive relationship between work-life balance and employees' job performance. This implies that an improvement on work-life balance leads to better job performance from the employees. These findings are consistent with those obtained by several past studies. For instance, Susanto et al (2022) determined that employee job satisfaction and performance are positively influenced by work-life balance. In their study, the authors also determined that job satisfaction is an important mediator in the relationship between employee job performance and work-life balance. Similarly, Wiradendi Wolor et al. (2020) found that work-life balance, e-training, and e-leadership positively influence work motivation. Notably, Wiradendi Wolor et al. (2020) argued that organizations need to pay attention to work-life balance in order to keep employees inspired and realize optimal employee job performance.



5.5 Influence of learning and development on job performance of employees

Learning and development is an important motivational factor because it is a way of helping employees acquire knowledge and skills necessary in enhancing the abilities needed to accomplish their assigned task and roles efficiently and effectively. Based on the results obtained in Chapter 4, there is a strong positive relationship between learning and development and employee job performance. To that extent, this research holds that learning and development is viewed by employees as an opportunity to not only acquire new knowledge but also upgrade their skills, which contributes to their motivation. In particular, the research argues that employees are motivated to perform their jobs productively when they know there are learning and development programs

that would enable them improve their knowledge and expertise. These assertions are based on the findings from the descriptive statistics analysis that indicated that learning and development of employees are guaranteed by the organization through conducting regular seminars geared toward enriching employees' knowledge and skills. This means that employees are highly motivated by learning and development programs when regular seminars are used as a strategy for imparting the new knowledge and skills. As such, this research contends that learning and development programs are highly motivating to employees not only when conducted regularly but also when done through the right strategy or tool such as seminars since they are practical.

Besides conducting learning and development regularly through seminars, the programs are also motivational to the employees when an assessment is regularly conducted to assess the growth and development in their professional life. More importantly, since the learning and development is tailored to the specific job roles and responsibilities of the employees, the assessment that determines their growth and development should also take that line or route. Furthermore, regular assessment of learning and development programs is motivating to the employees because it offers them growth and development progress. In other words, assessment helps the employees understand the extent of the progress they have made in the context of their growth and development. Conversely, the absence of regular assessment signals to the employees that their growth and development as a result of the learning and development programs are not important and need not to be tracked. Consequently, the employees may acquire the knowledge and skills brought the learning and development programs but will not be motivated by the programs themselves. To that extent, learning and development is more motivational when there are regular assessments to gauge the progress made than when assessment is not done. Thus, the

intended motivational effect of learning and development programs is realized when employees are assessed based on such programs.

The findings have shown that compared to the elements used to measure learning and development of employees, mentoring and coaching seemed to be less effective in terms of motivating employees to exert themselves in their job. This study interpret the findings to mean that employees are not motivated by mentoring and coaching programs because most organizations often use managers and supervisors as the mentors coaches to the junior employees since hiring external mentors may attract additional cost. As such, employees are already familiar with the faces of their supervisors, making it challenging to view them as mentors and coaches that could impart learning and development. This arguments do not disqualify the fact that some of the best mentors are immediate supervisors since they best understand the employees and areas that need additional learning and development. The study is basically arguing that in light of the strategies used to measure learning and development in this research, mentoring and coaching is less effective in inspiring and motivating employees to exert themselves and enhance their job performance.

Based on these determinations, the research confirms that there is a strong direct correlation between learning and development and job performance of employees. Furthermore, the results from regression analysis confirms that there is a strong positive relationship between learning and development and job performance of employees. In other words, learning and development as a motivational factor is a strong predictor of employee job performance. This implies that an improvement in learning and development leads to better and enhanced employee job performance. These findings were echoed by several past studies that found a positive relationship

between learning and development and employee job performance. For example, Khan et al. (2016) found that learning and development positively impact employee job performance through job satisfaction since learning and development make employees better at their jobs and responsibility because of their enhanced knowledge and skills. Similar results were obtained by Karim et al. (2019), which showed that employees are aware about the significance of continuous learning and development for their personal and professional growth, and as such as they are motivated by the idea of training and development, which contribute to higher job performance.

5.6 key intervention strategies that could be used by Malaysian-based public organizations to enhance employee job performance

The findings in this study has demonstrated that there are various motivational strategies that organizations in the Malaysian public sector can adopt to motivate their employees, thereby contributing better job performance. In this regard, the study maintains that it is important for organizations to always find better ways of motivating employees to guarantee enhanced job performance. Based on the findings obtained from the descriptive statistics, providing regular and solid feedback on employees' work and performance would be integral in motivating employees to improve their job performance. When managers and supervisors offer regular feedback on the work done by employees, they offer them an opportunity to understand how well they are excelling at their tasks as well as a learning opportunity. In other words, positive feedback from the supervisors and managers motivates employees to continue doing their work, while negative feedback motivate them to learn and improve in areas where they underperform. This implies that regular and solid feedback will always motivate them to perform better because it is not only a chance to feel appreciated for a work well done but also learn in areas of work where additional improvement is needed.

Thus, it is beneficial for managers and supervisors to offer regular feedback because it motivates employees to improve their performance based on the results of past work as given as outlined in the feedback. This finding is consistent with the one found by Rajhans (2012), which showed that regular review and feedback on employees' performance tend to motivate them into improving their job performance.

The findings in the previous chapter also revealed that another motivational strategy that can be used to guarantee enhanced performance from employees is involving employees in decision-making process in the organization and ensuring that they have enough room for sufficient autonomy in their work. This study maintains that making employees part of the decision-making process is motivational because it gives them a sense of belonging and communicate to them that their views and insights are valued by the organization. In addition, employees have better understanding of their jobs and involving them in any decision related to their work given them motivation because they perceive that they are autonomous in their work to the extent that they can be trusted with not only decisions in their work but also decisions affecting the entire organization. Furthermore, findings determined that creating a learning environment where employees regular learn and develop creative ways of solving problems are essential to motivating them and enhancing their job performance. In other words, creating a learning environment motivates employees to find better ways of solving their daily work problems, thereby contributing to enhance performance in their work. Thus, employees are motivated to improve their performance when the organization engages them in decision-making and developing a learning environment where they can come up with creative ways of solving problems. These findings were echoed by Blaskova et al. (2015) who determined that employees tend to be motivated when

managers and supervisors involve them when discussing procedures and policies that directly affect their work.

From the strategies measured in the previous chapter, rewards and incentives emerged as the least effective way of motivating employees and enhancing performance. From the descriptive statistics analysis, offering rewards and incentives to the employees who are excelling in their work do not motivate them to exert themselves in the same way that they would if they are offered regular feedback on their work and performance or involved in the decision-making. Rewards and incentives are not effective as motivational factors or strategies because the employees have to perceive them as fair and meeting their specific needs. In an event where the employees perceive rewards and incentives as not being commensurate to their effort at work, then they stopped being motivated and the rewards and incentives become hygiene factor as identified by the Herzberg two-factor theory (Dugguh and Dennis, 2014). Correspondingly, Amah et al. (2013) pointed out that significant problems arise when reward systems used by the organizations fail to take into consideration the needs of the employees or lead to more stress and pressure on employees instead of motivating.

5.7 Chapter Summary

This chapter discussed the findings from Chapter 4 in relation to the study's research questions, comparing them with the literature reviewed in Chapter 2 to contextualize the impact of motivational factors on employee job performance in Malaysia's public sector. The analysis confirmed that merit-based promotion and verbal and non-verbal recognition are key motivational factors (RQ1), with employees valuing promotions based on expertise and acknowledgment of contributions over monetary rewards like bonuses, which were less motivating due to perceived fairness concerns (Deci & Ryan,

2010; Dugguh & Dennis, 2014). Job security (RQ2) positively influenced performance by fostering commitment and certainty, particularly through flexible contracts and organizational assurances, aligning with Maslow's safety needs and Herzberg's hygiene factors (Ahmed et al., 2017; Nemtianu et al., 2021). Work-life balance (RQ3), enabled by flexible hours and optimal workloads, enhanced motivation and performance by preventing work-family conflict, consistent with empirical studies (Susanto et al., 2022; Wiradendi Wolor et al., 2020). Learning and development (RQ4), through regular seminars and assessments, motivated employees by enhancing skills, though mentoring was less effective (Khan et al., 2016; Karim et al., 2019). Finally, intervention strategies (RQ5) for Malaysian public organizations include providing regular feedback, involving employees in decision-making, and fostering a learning environment, while rewards were less effective due to perceived unfairness (Rajhans, 2012; Blaskova et al., 2015). These findings reinforce the theoretical framework (Maslow, Herzberg) and empirical evidence, ensuring internal validity through aligned variables and external validity by addressing Malaysia's public sector context. The study underscores the need for tailored motivational strategies to enhance employee engagement and organizational performance.

CHAPTER SIX

CONCLUSION

6.1 Introduction

This chapter focuses on summarizing the findings and discussion as captured in the previous chapter to determine the argument or position of the research in terms of conclusions. The conclusions are generated in accordance with the objectives of the study as outlined in the first chapter. In addition, the chapter discusses the various practical and theoretical implications emanating from the current study. Lastly, the chapter offers recommendations for future studies and describe some of the limitations experienced during the research process or associated with it.

6.2 Conclusion

6.2.1 Different forms of employee motivational factors

The first research objective sought to determine various form of employee motivational factors that could be used to inspire and encourage employees in the work place. The discussion of the result has illustrated that there are various forms of motivational factors, including merit-based promotion, verbal and non-verbal recognition, paid leave and medical reimbursement as well as bonuses and periodical increment of salary and wages. However, the research ascertained that from the listed motivational factors, bonuses and periodical incremental of wages and salary had the least influence on employees' motivation. This means that employees were highly

motivated as a result of verbal and non-verbal recognition, merit-based promotion, and paid leave and medical reimbursement. Essentially, employees feel highly motivated when their promotion to the next rank or position is based on merit as well as when they receive verbal and non-verbal recognition from their immediate supervisors and managers. To that end, this research deduces that there are different forms of employee motivational factors and the most effective in motivating employees are merit-based promotion and verbal and non-verbal recognition. Correspondingly, Lee et al. (2021) also concluded that relationship-based motivational factors such recognition by supervisors tend to motivate employees into exerting themselves.

6.2.2 Influence of job security on job performance of employees in the Malaysian public sector

The second objective sought to understand how job security affects job performance of employees in the context of Malaysian public sector. The discussion of the findings has demonstrated that job security motivate employees through contract that guarantees long-term employment for the employees. The research ascertain that employees with flexible contracts will be motivated to do their work because they can always refer to the terms of their contract with the organization in case their tenure in the organization is in jeopardy since the flexibility allows it. Furthermore, the research contends that job security motivates employees through assurance offered by the organization concerning the security of employees' tenure. To that extent, this research infers that job security affects employees' job performance through flexible hours and optimal workload guaranteed in the country as well as assurance from the organization regarding worker's job security.

The study concludes that since job security affects job performance of employees, there is a strong direct correlation between job security and employee job performance. In particular, the research has determined that job security and employee job performance have a direct relationship. In addition, the research has ascertained that the relationship between job security and employee job performance is not only direct but also positive. To that extent, this research argues that job security positively influence employees job satisfaction since an increase in the former leads to an increase in the latter. The same conclusion was made by researchers such as Sanyal et al. (2018) who concluded that there is positive correlation between job security and job performance of employees as well as satisfaction. Similarly, Ahmed et al. (2017) deduced that job security significantly affect job performance of employees. In other words, job security brings certainty to the employee signifying that their future in the company is secured and guaranteed. Therefore, this research takes the position that performance of employees working in the Malaysian public sector are positively influenced by the assurance of their job security.

6.2.3 Impact of work-life balance on job performance of employees in the Malaysian public sector

The third objective sought determine how work-life balance impacts performance of employees from the perspective of employees in the Malaysian public sector. The research has shown that employees feel that their work and private life are balanced when the job is designed in such a manner that it offers flexible hours and workload assigned optimally to create a balance. Furthermore, the research argues that employees are motivated by the balance between their work and life when their job allows them to give equal and fair priority to all the valuable aspects of their life. This implies that employees will give priority where it is due to achieve the balance. In

addition, the research contend that employees are motivated by work-life balance when they can be able to keep the professional and personal life aside without one overlapping on the other. Besides, the revelation from the discussion has shown that the understanding that they can separate the two aspects of their life separate motivate employees to work effectively and enhance their job performance.

This study concludes that work-life balance motivates employees through contact flexible working hours as well as fair and equal priority to all the important parts of an employees' life. In other words, work-life balance is important towards motivating employees, which contributes to employees' enhanced performance. In that regard, the research deduces that work-life balance positively influence employees' job performance. This is based on the evidence showing that there is a strong direct relationship between work-life balance and employees' job performance. In addition, the research has shown that there is a strong positive relationship between work-life balance and employees' job performance. This implies that an improvement on work-life balance leads to better job performance from the employees. In response to the third objective, the study infers that work-life balance positively influence employees' job performance. These conclusions are echoed by Susanto et al (2022) who concluded that employee job satisfaction and performance are positively influenced by work-life balance. Similarly, Wiradendi Wolor et al. (2020) drew the inference that work-life balance, e-training, and e-leadership positively influence work motivation. Notably, Wiradendi Wolor et al. (2020) argued that organizations need to pay attention to work-life balance in order to keep employees inspired and realize optimal employee job performance. Therefore, it is apparent that employees in the Malaysian public sector are motivated by work-life balance, which consequently affect their job performance positively.

6.2.4 Effects of Learning and development on job performance of employees in the Malaysian public sector

The fourth objective sought to understand how learning and development influence the job performance of employees in the context of Malaysian public sector. Based on the discussion of the findings, the research argues that learning and development influence employees when the organization conducts regular seminars where employees can learn new skills and sharpen their expertise to enhance their performance. Employees are motivated by regular seminars because they are practical in nature and often moderated by individuals who are experts in their field. Besides conducting regular seminars, employees are also motivated by learning and development when the organization offers regular assessment carried out with the aim of evaluating their growth and development in respect of their roles. Essentially, the study maintains that regular seminars and assessment as components of learning and development tend to highly motivate employees.

It is apparent that learning and development motivate employees through regular seminars and assessment conducted to improve employees' knowledge and skills, which consequently affecting their performance. Based on these assertions, the research concludes that there is a strong direct correlation between learning and development and job performance of employees. In addition, the research infers that there is a strong positive relationship between learning and development and job performance of employees. In other words, learning and development as a motivational factor is a strong predictor of employee job performance. This implies that an improvement in learning and development leads to better and enhanced employee job performance. The conclusion are consistent with those made by Khan et al. (2016) who deduced that learning and development positively impact employee job

performance through job satisfaction since learning and development make employees better at their jobs and responsibility because of their enhanced knowledge and skills. Similar conclusions were made by Karim et al. (2019) who maintained that employees are aware about the significance of continuous learning and development for their personal and professional growth, and as such as they are motivated by the idea of training and development, which contribute to higher job performance.

6.2.5 Key intervention strategies that Malaysian-based public organization can implement to enhance employee motivation and performance

The final objective sought unearth key intervention strategies that organization in the Malaysian public sector can execute to improve motivation and performance of the employees. Based on the discussion of the findings, this research concludes that offering regular and solid feedback on employees' work and performance would be integral in motivating employees to improve their job performance. In addition, the current study infers that making employees as part of the decision-making process is motivational because it gives them a sense of belonging and communicate to them that their views and insights are valued by the organization. Similarly, Blaskova et al. (2015) concluded that employees are motivated when managers and supervisors involve them in discussing procedures and policies that directly affect their work. However, the research also infers that rewards and incentives should not be a priority strategy since it tends to have least effect on employee motivation and performance because the reward system has to be perceived as fair. Nevertheless, the research concludes that key intervention strategies that could be considered by the Malaysian public sector are engagement of employees in the decision-making and providing regular feedback on the work done and performance.

In general, this research has been able to achieve the primary aim of analyzing the relationship between motivational factors and job performance of employees in the context of Malaysian public sector. In particular, the relationship between motivational factors and employee job performance has been demonstrated by illustrating how each of the motivational factors studies in this research positive influence job performance of employees. Essentially, the research has shown that there is positive relationship between the two variables since job security, work-life balance, and learning and development positively influence job performance of employees. To this extent, the research concludes that motivational factors positively influence job performance of employees signifying a direct and positive relationship between the two variables.

6.3 Implications

There are several theoretical and practical implications that have emerged from the current research and they are discussed in accordance with the research outcome.

6.3.1 Theoretical implications and knowledge contribution

This study has contributed new information to the body of knowledge on the relationship between motivational factors and employee job performance because there are few studies that have concentrated on the three motivational factors and considered them from the perspective of Malaysian public sector. Thus, this study contributes new information by bringing the perspective of these three motivational factors in terms of the relationship between these factors and employee job performance. This implies that future researchers can rely on this framework to further investigate the variables in different contexts besides Malaysian public sector. The current study contributes to the literature on the relationship between motivational

factors and employees job performance by outlining and explaining the role of each motivational factor in motivating and improving the performance of employees. Essentially, this research improves the understanding on the importance of job security, work-life balance, and learning and development from the perspective of employees working in the Malaysian public sector. Finally, this study makes theoretical contribution by reaffirming past studies on the subject by proving that there is a significant relationship between motivational factors and employee job performance. This implies that the result from this study could be used by other researchers because it supports the results of research conducted by others.

6.3.2 Practical implications

Given that employees are integral component of the organization and a valuable resource, there is a need to understand the best way to keep employees motivated in order to enhance their performance. As a result, the findings of this study have practical implication and significance. For instance, the results of this study have practical implication for the managers in the Malaysian public sector and around the world. Due to the findings of this study, managers can understand the importance and value of keeping employees motivated through job security, work-life balance, and learning and development programs. In this regard, the managers of Malaysian public organization can use this information to ensure that they effectively use motivational factors to ensure exceptional job performance from employees. In addition, the results of the current study have practical implications for policy makers in Malaysia and other Asian countries. In particular, policy makers can rely on the result of the study to help public firms improve employees' motivation and enhancement of their performance. Furthermore, policy makers can develop regulations and policies that

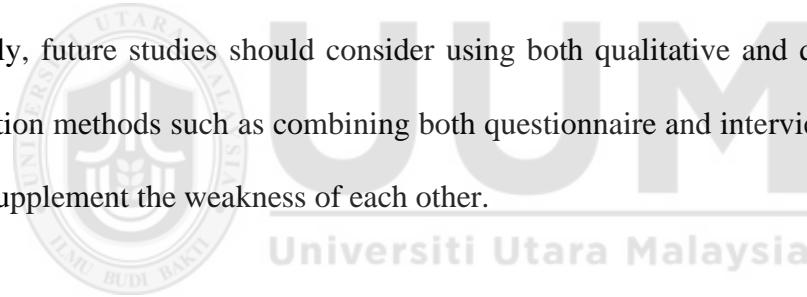
guarantee that all public organizations engages in strategies aimed at motivating employees in their workplace since it affects their performance. The policies and regulations should be developed in such a manner that they are regularly review and updated to ensure that latest and best practices in terms of motivational factors are regularly adopted.

6.4 Limitations

In addition, some respondents begun answering the questionnaires but took time to answer all questions, thereby delaying the data collection process. The researcher recruited and trained two researcher assistants who would monitor how respondents were answering the questions and download any completed questionnaire in real time. The research assistants also reached out to participants who were delaying in answering their questionnaires to encourage and motivate them to complete the questions. The geographical distribution of the respondents also limited the research due to distribution and collection of real time data since they were geographically dispersed, and it took a lot of time secure their attention. Since it was important to collect all the relevant data as set out in the research scope, the researcher adjusted the research time to ensure that all relevant data were collected as originally intended. Furthermore, the research only used questionnaire to collect quantitative data, thereby limiting the opinions and thoughts of the respondents that would help provide deeper insight into the phenomenon. In other words, the quantitative methods used to collect data only offered respondents the choices and option to select without giving room to offer the opinion like in the case with interview.

6.5 Suggestions for future research

Future researchers who wish to investigate similar topics should increase the study's object's scope by extending the timelines or period for the research. In addition, future studies can focus on specific sector or industry instead of collecting data from the entire Malaysian public sector. This is important because it will enhance understanding on whether the relationship between motivational factors and employee job performance is different for different subsectors such as health, transport, and trade among others. In other words, future studies may attempt to make more samples from sectors such as mining sector, agricultural sector, construction sector, property and real estate industry, utilities, infrastructure, transportation sector, financial sector, and service sector to make the result of research more representative and generalizable. Notably, future studies should consider using both qualitative and quantitative data collection methods such as combining both questionnaire and interview because they help supplement the weakness of each other.



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APPENDICES

Appendix A Data Collection



GHAZALI SHAFIE GRADUATE SCHOOL OF GOVERNMENT
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Ref. No. : UUM/COLGIS/GSGSG/ 830408
Date: February 21, 2024

TO WHOM ITS MAY CONCERN

Sir/Madam

DATA COLLECTION FOR MASTER THESIS

This is to certify that **YANG LI (Matric Number: 830408)** is a full time Master student at Universiti Utara Malaysia, Sintok, Kedah.

2. She needs to collect data for her research to fulfill the requirements of her Master programme. (Title: Administration of Construction: Risks and Opportunities for Builders).
3. It is sincerely appreciated that your organization will be able to assist her in getting the necessary information and grant her permission to collect the data for Master research thesis.

Thank you,

"MALAYSIA MADANI"
"KEDAH SEJAHTERA - NIKMAT UNTUK SEMUA"
"KNOWLEDGE, VIRTUE, SERVICE"

Yours faithfully,

JAFRI BIN ISHAK

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Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix B

Questionnaire

Dear Sir/Madam

Hello, I am a master student at The Universiti Utara Malaysia pursuing a post-graduate degree in management. Thank you for taking part in this study and agreeing to fill out this questionnaire. The questionnaire aims to collect data that will help in investigating the relationship between motivational factors and job performance of employees in the context of Malaysian public sector. You have been working at the public sector for at least five years, so you are invited to take part in this study. Throughout the research process, all the answers you provide will be processed in line with the ethical principles of privacy, voluntary participation, anonymity, and confidentiality. Thus, some of the information that could possibly lead to your identification will not be emerged in the questionnaire. In addition, the data collected stored in a file and protected with a password to ensure inaccessibility by third parties. As a participant, you can withdraw from taking part in the study at any point before submitting the questionnaire. Moreover, the results obtained from the questionnaire will only be used for the purpose of academic research and no other reasons. The time for answering the questionnaire is expected last less than 10 minutes. If you accept to participate, kindly answer all the questions as accurate as you can recall.

Part A: General participant characteristics

1. How long have been working in the Malaysian public sector?
A. 5 years B. 10 years C. 15 years D. More than 15 years
2. Please indicate your gender
A. Male B. Female C. I prefer not to say
3. Kindly indicate your age
A. 25-30 years B. 31-35 years C. 36-40 years D. 41-45 years E. 46-50 years F. 50 years and above
4. What is your highest level of education?
A. High school and below B. College diploma C. Bachelor's degree D. Post graduate degree E. Master's degree F. Doctoral degree
5. Does your ministry or agency engage in employee motivation?
A. Yes B. No

Part B: In this section, please respond to the following questions based on your experience.

Scale: 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree

I). Types of employee motivational factors

| Items | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------|---|---|---|---|---|
| The agency I work for offers bonuses and periodical increments of salary and wages | | | | | |
| The organization provides leave with pay and medical reimbursement | | | | | |
| The supervisors offer verbal and non-verbal recognition | | | | | |
| The agency offers merit-based promotion to employees | | | | | |

II). Job security

| Items | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------------------------------|---|---|---|---|---|
| I have assurance from the organization that my job is secure | | | | | |
| I will continue working my current agency/ministry for the foreseeable future | | | | | |
| I am confident and convince of a long job tenure because of the support from the management | | | | | |
| My employment contract with the agency is flexible and guarantees my employment for a long period | | | | | |

III). Work-life balance

| Items | 1 | 2 | 3 | 4 | 5 |
|-------|---|---|---|---|---|
| | | | | | |

My work enable me to give fair and equal priority to all the important activities in my life.

The organization designs our jobs in such a way that I am able to balance my personal and professional activities

I am able to do my work effectively because my personal and professional life do not overlap on each other

The agency designs our jobs with flexible working hours and optimal workload to facilitate a balance between our work and personal life.

IV). Learning and development

| Items | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| The agency has mentoring and coaching programs for new and existing employees | | | | | |
| The organization offers support to employees pursuing further studies through reduced working hours and educational grants | | | | | |
| The agency regularly conduct seminars to enrich employees knowledge and skills | | | | | |
| The organization has an assessment program regularly conducted to assess the growth and development of employees in their respect roles. | | | | | |

V). Intervention strategies

| Items | 1 | 2 | 3 | 4 | 5 |
|-------|---|---|---|---|---|
| | | | | | |

Enhancing problem solving and learning environment in the organization

Providing employees with solid and regular feedback on their work and performance

Providing rewards and incentives to employees excelling in their work

Engaging employees in decision-making and giving room for sufficient autonomy in their work.

VI). Employee job performance

| Items | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------|----------|----------|----------|----------|----------|
| I prefer collaboration and teamwork with other colleagues | | | | | |
| I have a positive attitude towards and sincere in my work | | | | | |
| I make only few and minor mistakes when undertaking my work | | | | | |

Thank you for your time.