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**THE EFFECT OF MOTIVATION ON THE
EMPLOYEE PERFORMANCE; AN EXPLORATORY
STUDY OF THE VIEWS OF ACADEMIC AND
ADMINISTRATIVE STAFF AT ZAKHO UNIVERSITY**

MASTER THESIS

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ABSTRACT**Master's Thesis****The Effect of Motivation on the Employee Performance: An Exploratory Study of the Views of Academic and Administrative Staff at Zakho University****Kawar Abdullah ALI****Firat University****Social Science Institute****Business Administration Department****Elazığ, 2021; Page: X+93**

The current study's principal purpose is to examine the effect of motivation (Intrinsic motivation and Extrinsic motivation) on employee performance. For this purpose, descriptive statistical analysis used to assess the correlation and effect among the study variables and its items through hypotheses.

Zakho University has been chosen as the population of the study. Meanwhile, the sample was constituted of both administrative and academic staff of the university. Therefore, the questionnaire forms were distributed to teaching and administrative staff at the colleges, and 174 forms were gathered of which 157 of them were valid for data analysis. The questionnaire was performed by using a 5-point Likert scale to give ratings on the value of motivation variables and employee performance.

Accordingly, the present study was analyzed by using the Statistical Package for Social Scientists (SPSS V. 25), a number of statistical instruments have been used to test the hypotheses. In conclusion, the current study inferred a significant correlation and some differences between motivation and employee performance; this meant that the university has to strengthen the intrinsic and extrinsic motivations of staff to introduce the ideal performance.

Keywords: Intrinsic motivation, Extrinsic motivation, Employee Performance, Zakho University.

ÖZET**Yüksek Lisans Tezi****Motivasyonun Çalışan Performansı Üzerindeki Etkisi: Zakho Üniversitesi
Akademik ve İdari Personelin Görüşlerine İlişkin Keşifsel Bir Çalışma****Kawar Abdullah ALI****Fırat Üniversitesi****Sosyal Bilimler Enstitüsü****İşletme Anabilim Dalı****Elazığ, 2021; Sayfa: X+93**

Bu çalışmanın temel amacı, motivasyonun (İçsel motivasyon ve Dışsal motivasyon) çalışan performansı üzerindeki etkisini incelemektir. Bu amaçla, hipotezler aracılığıyla çalışma değişkenleri ve maddeleri arasındaki korelasyon ve etkiyi değerlendirmek için tanımlayıcı istatistiksel analiz kullanılmıştır.

Zakho Üniversitesi, çalışmanın popülasyonu olarak seçildi. Bu arada örneklem üniversitenin hem idari hem de akademik kadrosundan oluşturuldu. Bu nedenle anket formları kolejlerdeki öğretim ve idari personele dağıtılmış ve 157'si veri analizi için geçerli olmak üzere 174 form toplanmıştır. Anket, motivasyon değişkenlerinin değerine ve çalışan performansına ilişkin derecelendirmeler vermek için 5'li Likert ölçeği kullanılarak yapılmıştır.

Buna göre, mevcut çalışma Sosyal Bilimciler için İstatistik Paketi (SPSS V. 25) kullanılarak analiz edilmiş, hipotezleri test etmek için bir dizi istatistiksel araç kullanılmıştır. Sonuç olarak, mevcut çalışma, motivasyon ile çalışan performansı arasında anlamlı bir ilişki ve bazı farklılıklar olduğunu ortaya koymuştur; bu, üniversitenin ideal performansı ortaya koymak için personelin içsel ve dışsal motivasyonlarını güçlendirmesi gerektiği anlamına geliyordu.

Anahtar Kelimeler: İçsel motivasyon, Dışsal motivasyon, Çalışan Performansı, Zakho Üniversitesi.

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Kawar Abdullah ALI

CHAPTER ONE

1. INTORDUTION

1.1. General Introduction

The current thesis draws from the field of business administration at the organizational behavior specialization and the organizational theory to establish a theoretical joint between the motivation of individuals and employee performance. The original value of this thesis came from the most important reasons for the selection of the subjects of this study is due to the emergence of the need to the motivation of individuals in most colleges and universities of the IRAQ to enhance and get high levels of employee performance, which have had a significant impact on developing the higher education services. Thus, the continuity of the work of academic organizations in achieving social, humanistic, and economic development, in addition to the overcome of the negative work behavior both at the level of academic employee and staff employee, requires the need to study this situation and in-depth understanding of the role that can play motivation in the employee performance in the colleges of Zahko university.

Consequently, the value of the study will highlight the conclusions and mechanisms to implement several proposals, which will be critical in accelerating the establishment of motivation procedures for academic universities, which in turn contributes to raising employee performance.

1.2. Statement of The Problem

Motivation is one of the topics that has received wide attention from researchers related to the behavior of the individual in the organization, which has implications for its performance. Since the individual's motivation is affected by internal and external factors, this causes the emergence of a disparity in the performance of employees. Moreover, to motivate people, it is necessary to appreciate how motivation works. That means understanding the motivation theory and how the theory can be put into practice.

On the other hand, motivating individuals in educational organizations, especially in colleges and universities, is of exceptional importance, as it is one of the best ways to improve the performance of academics and employees staff, as the right motivation will be reflected in achieving good performance., which will help educational institutions to

provide educational services at more sophisticated levels of competitors and achieve Staff satisfaction. That means that high performance is achieved by well-motivated people who are prepared to exercise discretionary effort.

Our country, such as other developing countries, are experiencing poor employee performance in the education sector and have been greatly attributed to the poor training and minimal engagement of employees, so the problem of the study is to identify the motivation styles in education organizations as perceived by the employees and to determine its relationship with employee's performance level. The study will help identify how intrinsic and extrinsic styles are a more dignified relationship with the employee's performance. Hence the study problem can formulate through the following questions:

1. What are the levels of agreement between respondents that the motivation in their colleges of Zakho University is suitable for the work of their academic and employee staff?
2. Do colleges of Zakho University adopt specific styles in motivating their academic and employee staff to improve the employee's performance?
3. Is there a significant correlation between motivation and employee performance?
4. Is there a significant effect of the motivation on employee's performance?
5. Are there any differences between respondent's sample toward dealing with the motivation and employee's performance according to their demographic characteristics?

1.3. Purposes of the Study

The present study's primary purpose is to diagnose the influence of motivation on employee performance among a sample of academic and employee staff in the colleges of Zakho University chosen for the study at Zakho city. Also, the study aims to achieve the following objectives:

1. Providing a theoretical framework for motivation and employee performance that view the researchers' contributions to the subjects of this study with references from scientific sources to enrich the academic aspect of the study.
2. Attempting to answer the study questions that reflect it's a problem statement through the results obtained from analyzing the study's field data.

3. Investigate if there is agreement among the study's sample's views towards the variables of the study represented by motivation and employee performance.
4. Identify the study's sample's importance on the motivation and its dimensions and employee performance.
5. Identify the nature of the correlation and the effect between motivation and employee performance.
6. Determine the differences between respondents toward study variables according to their demographics characteristics.
7. Presenting a set of suggestions and recommendations that the study will reach.

1.4. Research Objectives

The purpose of this study is to achieve the following objectives:

1. Highlight the importance of motivation and employee performance in the colleges of Zakho University.
2. Determine the levels of implementation of the two dimensions of motivation variable in the respondent colleges of Zakho University.
3. Determine the performance levels between academic and employee staff in the respondent colleges of Zakho University.
4. Explore some conclusions about both variables of the study, motivation, employee performance in respondent colleges of Zakho University, and provide some appropriate recommendations to that colleges.

1.5. The Scope of the Study

The scope of the study will cover the following aspects:

1. The location scope will be represented by the colleges of Zakho University.
2. The time scope will be limited to the period from March 2020 to February 2021.
3. The human scope will be limited to academic and employee staff in which they represent the sample of the study.
4. The Scientific Scope will include two main variables, motivation and employee performance.

1.6. Conceptual Background

1.6.1. Motivation

Motivation is a multidimensional construct and an extremely vital criterion for determining organization success or failure. According to the theories that deal with this subject, motivation has been studied from many perspectives, according to studies that have compared motivation with many topics to identify the effect of motivation on these topics or the effect of these topics on motivation.

Technically, word motivation traced the Latin word "Movere" which means to "Move", motivation is a subroutine which begins with a physiological or psychological defect or wants that start a manner of acting that is a plan to accomplish a goal or objective. Physiological and psychological drives are movement directed and accessibility of power push toward reaching an incentive. Inducement or Incentive means the things that will alleviate a want and decrease a drive (Chaudhry and Javed, 2012: 260). Hence, Mondy and Premeaux (1995: 308) argue that motivation is the desire to put forth efforts to pursue organizational goals managers can always improve their understanding of the forces that energize employees. There is enormous energy within every person, and manager certainly should not prevent its release.

Although motivation is often treated as a singular construct, even external reflection suggests that people are moved to act by very different factors, with highly varied experiences and consequences. People can be motivated because they value activity or because there is strong external coercion. They can be urged into action by an abiding interest or by a bribe. They can behave from a sense of personal commitment to excel or from fear of being surveilled. These contrasts between cases of having internal motivation versus being externally pressured are indeed familiar to everyone. The issue of whether people stand behind a behavior out of their interests and values, or do it for reasons external to the self, is a matter of significance in every and represents an essential dimension by which people make sense of their own and others' behavior (Deci, 2000: 69).

Ololube (2006: 2) asserts that motivation to work, whether intrinsic or extrinsic, is essential in workers' lives because they form the fundamental reason for working in life. It also represents the complex forces and needs that provide the energy for an individual to perform a particular task. Simultaneously, Robbins et al. (2007: 215) refer

to motivation as the process that accounts for an individual's and persistence of effort toward attaining a goal.

The employee motivation is essential; it is one of the most important and essential factors for employee achievement and, ultimately, the organizational targets and goals (Berman et al., 2010: 180). In the same context, Skripak (2016: 232) points out that motivation refers to an internally generated drive to achieve a goal or follow a particular course of action. Highly motivated employees focus their efforts on achieving specific goals. It's the managers; the managers motivate employees—to get them to try to do the best job they can. Motivated employees call in sick less frequently, are more productive, and are less likely to convey bad attitudes to customers and co-workers.

Finally, one study indicates that several theories put forth different motivational constructs as predictors of success. Some of the most robust findings stem from self-determination distinct theory autonomous goals pursued want-to reasons and controlled goals pursued have-to reasons (Werner and Milyavskaya, 2018: 7).

1.6.2. Employee Performance

In the unpredictable environment and intense competition business, the organizations must achieve specific standards by improving their performance to align with such great demands; otherwise, many problems will surface, including running the risk to close down the business. This performance relates to the organization or individual level, which sees the human resource becoming the most determining factor in achieving the organizations' objectives. An abundance of resources such as infrastructures or physical facilities is made meaningless without the support of qualified human resources that directly disrupt the business operations' continuity. Within the professionals' framework, good employee performance mirrors the ability to contribute through their works, leading to the behavioral achievement that is following the company's goals. Meanwhile, the level of the enterprises' success depends on the performance of human resource management.

Several types of research have been dealing with the employee's performance in its researches. In this study, we are trying to review what the previous studies dealt with about the employees' performance and in-depth understanding of the various aspects of the topic to develop a theoretical framework for this topic, so according to Ahmed and Shahzad (2011: 520), the definition of employee performance does not include the results

of an employee's behavior, but only the behaviors themselves. Performance is about behavior or what employees do, not about what employees produce or their work outcomes.

Hence, Afshan et al. (2012) define employee performance as achieving specific tasks measured against predetermined or identified standards of accuracy, completeness, cost, and speed. Employee performance can be manifested in improved production, easiness in using the new technology, and highly motivated workers.

According to Mahajan (2012), employees' performance is an achieved result because they are motivated by the work and satisfied with the job they have done. Every individual will likely face unpredictable situations to achieve the required need by working and grow in critical, which someone will progress in his life. As it is evident that employees are a crucial resource, it is important to optimize employees' priorities to the company's aims and goals to sustain effective performance (Nassazi, 2013: 11).

Employee performance is among the critical factors that contribute significantly to organizational success. Learning organizations play an essential role in enhancing employee performance by providing training and development (Gitongu et al., 2016).

According to Dahkoul (2018: 11), the employee's performance accumulates from all the employees' skills, efforts, and abilities contributed to improved organizational productivity, leading to its goal achievement. In comparison, Sendawula et al. (2018: 1) look at employee performance as an employee's ability to achieve a specified task measured against predetermined standards of accuracy, completeness, cost, and speed. Another study concluded that there is a positive link between reward systems and employee performance; this link creates an opportunity for employers to use a reward system as a motivating factor to fine-tune employee behavior towards efficiency and effectiveness (Ngwa et al., 2019: 1).

1.7. The Significant of the Study

The significance of the study came from the importance of its variables and the importance of the study sample to different aspects, namely:

1. **The academic aspect:** The study's importance in this aspect relies on investigating two critical variables in organization theory and human resource management literature, which concern motivation and employee performance in

academic institutions. As the variables are dynamic, the study tries to present a theoretical framework for these variables and enrich the subject with available scientific references.

2. **The field aspect:** The study's importance in this aspect came from the importance of the approaches. It explores the motivation and employee performance in an academic environment to develop Zakho University colleges' work aspects.

1.8. The Benefits of the Study

The study benefits from adding new knowledge that contributes to the progress and development of managerial functions in academic institutions and contributes to the achievement of the goals of the academic institution by reference to how to develop and activate the managerial functions.

Also, the benefits from the current study are related to its results and conclusions, and suggestions that will contribute to solving an aspect of the problems facing the University of Zakho and its colleges in the areas of motivation and employee performance, which can be managed by those colleges in adopting the measures proposed by the current study to improve levels of motivation and improve employee performance.

CHAPTER TWO

2. THEORETICAL FRAMEWORK

This chapter aims to address and clarify concepts of motivation and employee performance, also this study follows theoretical implications and literature review in examining the definitions of the concepts used in the study and the relationships between motivation and employee performance according to the following items.

2.1. The Concept of Motivation

Motivation is a collection of forces that make people participate in one behavior rather than in another. (Moorhead and Griffin, 1998). "Motivation" refers to internal factors motivating behavior and external factors that can serve as incentives to behavior "Locke and Latham (2004: 388) noted. The three elements of motivation are as defined by Arnold et al. (1991):

- Direction- What someone tries to do.
- Effort- How difficult a person is trying.
- Persistence –How long an individual continues to try.

Well-motivated people participate in favorable discretion – they want to make an effort to motivate themselves. As long as that means they are going in the right direction to achieve their goals, this is the perfect way to motivate. The motivation provided by its job, leadership skills, and different types of acknowledgment and reward builds on self-motivation. It helps employees make the most of their talents and achieve successful results (Robbins and Judge, 2013). It is not an exaggeration to suggest that motivation is the secret to success. A motivated person may voluntarily make more effort to do a job. For decades, the idea of motivation has been a popular concept among social scientists. Research continues in this field since the term "workplace motivation" is a virtual slogan in today's organizational society. Motivation is the extent to which a person wishes and chooses to engage in certain behaviors; both components, the wanting and choosing, must be present to motivate. For example, a person might want to start an exercise program. but he's not inspired until he's taking the initiative to practice or save money. Motivation refers to how instincts, drives, expectations, goals, actions, or needs a guide, influence, or describe people's behavior. Motivation is a psychological force that determines the

direction of a person in an organization the level of effort and persistence of an individual" (Jones and George 2008). According to Jones and George (2008), direction, intensity and persistence are three main motivating components. The direction is an objective that forces a person to perform an act in order to achieve it. A person consciously or unconsciously chooses an objective. Some Factors affect an individual when selecting the objective, including internal and external factors, and the final objective is the best choice between possible alternatives. The intensity is an individual's level of determination or action to achieve the objective; How hard a person has tried and how much effort, time, money, or some other mental or physical objects were used to achieve the objective. Persistence is a person's ability to sustain motivation over time, while there may be obstacles. However, Dessler (2001), describes motivation as the strength of an employee's desire to participate in some activity.

Mullins (2006) suggests that motivation research is nearly concerned about why people act in a particular way. The fundamental question is: "Why do persons perform what they perform?"

Ultimately, motivation can be defined as action direction and persistence. It is why people prefer a particular action and often continue with their chosen action over a long period. Motivation has been one of the main components of employee performance and efficiency. Even if people have vital work goals, good skills, and a positive workplace, they may not get the task done without adequate incentive to achieve those work goals (Mullins, 2006).

Motivation is related to the forces in a person that affect its orientation, intensity, and persistence. He noted that motivated workers are prepared to make a certain level of commitment (intensity) to meet specific targets and objectives for a particular time (persistence) (Mullins, 2006).

2.1.1. Motivation Strategies

Motivation strategies aim to develop a positive environment and implement policies and procedures to provide workers with higher efficiency levels. The factors influencing them and the contribution of HR are summarized in table (1) (Armstrong, 2006):

Table 1. The factors influencing motivation strategies

No.	Factors that influence motivation strategies	The contribution of the HR
1	The nature of the motivational method means that simple strategies based on instrumentality or needs theory are unlikely to succeed	avoid designing or supporting strategies that include motivation criteria based on a simplified view of the method or fail to understand the difference between individuals
2	People are more driven to function in an atmosphere that is respected for what they are and what they are doing. That meant that the basic need to be remembered is taken into account.	Support the development of performance management systems that allow us to agree on expectation and acknowledge achievements
3	Extrinsic motivators such as rewards can have a strong and immediate effect, but it does not necessarily last long. The intrinsic motivators who deal with 'quality of working life' are likely to have a more significant and longer-term effect because they are personal innate and do not enforce their work outside in forms of performance-related compensation.	Develop complete rewards systems that offer opportunities for recognition of achievements for both financial and non-financial rewards. However, bear in mind that financial compensation programs are not always suitable, and lessons in the design and function of expectancy, objectives, and equity theory must be considered. Improve intrinsic motivation by focusing on job design and ensuring that managers recognize its value and role in creating intrinsically motivating employment
4	Some persons are often more stimulate by money than others. It cannot be said that money motivates everyone to the same degree and in the same way.	Stop introducing a pay system in the assumption that it would miraculously turn everyone into well-motivated, high-performance individuals overnight.
5	The desire for jobs will allow people the resources to achieve their goals, a fair degree of autonomy, and the potential for utilizing skills and abilities.	Recommend on processes for the creation of employment taking into account the factors influencing motivation for work, allowing for career enrichment in the form of variety, decision-making, and flexibility in carrying out work as much as possible
6	The need to grow through the development of abilities and careers	Provide learning facilities and opportunities through personal development planning and more formal education. Developing processes for career planning.
7	The organization's cultural climate in its principles and expectations will affect any efforts to motivate people directly or indirectly.	Advise on the improvement of a culture that encourages employee valuing and reward
8	Leadership should improve motivation, which sets the course, promotes and stimulates success, and assists employees in achieving targets and enhancing their performance.	Develop competence structures based on organizational characteristics and expected actions of managers and team members. Ensure leadership capacity by performance monitoring and assessment centers. Conduct programs of leadership development
9	For managers and those who aspire to greater responsibility, motivation to achieve is essential.	Pay attention to the design of jobs to ensure that employees have the opportunity to do this, Development of talent management systems to give people opportunities for performance improvement and finding how well they are performing and what they can do to enhance their performance.

Source: Armstrong, M., & Murlis, H. (2007). Reward management: A handbook of remuneration strategy and practice. Kogan Page Publishers.

Motivational strategies are ways to support the person's actions in terms of his goals (Dornyei, 2001: 28). This because of human behavior is tough to understand, and there are several ways to encourage it. Motivational strategies refer to motivational factors consciously used to produce a systematic and enduring beneficial effect. Many factors encourage people to work, but they can be separated into two main categories (Anyim et al., 2012: 34). Those include external factors, also known as extrinsic motivation, and internal factors, known as intrinsic motivation (Dornyei, 2001: 28).

2.1.2. The Importance of Motivation

Managers aim to inspire people within the organization to perform at a high level. That meant having them work hard, work consistently, and make meaningful contributions to the organization's purpose. However, the success of work depends on ability, the environment, and motivation. In order to achieve high standards of performance, a person must desire to do the job well (motivation), be capable of doing the job effectively (ability), and have the requisite materials, resources, equipment, and knowledge (environment). A failure in any of these areas is damaging to performance. Furthermore, a manager will ensure that all three requirements are met. Motivation is the most difficult to handle in most cases. If an employee cannot perform, it may be sent to training courses to develop skills. If the employee cannot obtain the skills, they may be moved to a more straightforward work and replaced with a professional employee. The manager may take the procedure to provide them if an employee lacks the necessary supplies, services, equipment, and/or information. (Moorhead and Griffin: 1998).

Motivations worked on test and determined the type of activity because desire and motives make the individual respond to some situations and ignore others. Also, this defines how it reacts to a high level and thus shows the value of the test function that motives contribute to clear behavior, achieve particular objectives and goals, and reduce workers' uncertainty because of the clarity of their specifics and behavior. Strong motivation generally delays the appearance of stress and boredom, thereby increasing the attention of the individual and his ability to restrict attention and resist mental distraction (makadud and wahiba, 2008). According to Petcharak (2002), one of the human resource manager's duties is related to employee motivations. The human resources manager's role will be to enable the general manager to please employees with their jobs. Another

organizational objective is the Service Manager's aim to cultivate motivated employees and promote their morale in their jobs.

2.1.3. Extrinsic Factors that affect employee Motivation

However, extrinsic motivation applies to tangible rewards, such as wages, benefits, working conditions, and security at work. The job alone cannot satisfy external motives. It means that satisfaction is the product of a mission like money. The results of the research and the factors it contributes are also essential to the satisfaction of the needs, according to (Kalimullah et al., 2010). In this way, the job is seen as a form of motivation:

2.1.3.1. Salaries / Money Compensation

Nobody works for free, and nobody will. Workers deserve to earn fair salaries, and workers want their employers to know what they get. Money is the essential incentive, nor does any other incentive or technique of motivation come close to its effect. It has the power to attract and inspire people to work more effectively (Abadi et al., 2011). Rewards are management resources that ideally contribute to the organization's success by affecting personal or group behavior. All businesses use salaries, promotions, incentives, or other benefits to inspire and promote high-level employee performance. To use wages effectively as a motivator (Kalimullah et al., 2010).

2.1.3.2. Leadership

Leadership is about affecting people in the right way to do things. In order to do this, the company needs people to follow and trust it. If you want them to trust you and do things for the company and yourself, they must be motivated. Theories suggest that leaders and followers enhance each other to higher moral and motivational standards. Motivation is a behavior of leadership. It is due to the ability to do what is best for both individuals and the organization. Leadership and motivation are successful management processes (Rukhman, 2010).

2.1.3.3. Enrichment of Job

Job enrichment is a job redesign strategy that allows workers to take responsibility for managing their tasks. Employment development companies/organizations will see positive effects such as engagement, decreased turnover, increased efficiency, and

decreased absences as an alternative to jobs. It can be because workers with the power and obligation to do their work can be more productive, avoid unnecessary activities, take shortcuts, and boost their efficiency. (Whittaker, 2008).

2.1.3.4. Availability of information and connectivity

Managers can improve morale by providing relevant information and make it available to employees. The availability of information brings an intense social pressure to bear. Two or more people running together run faster than running alone or without understanding other runners' speed. By exchanging knowledge, subordinates compete with one another, increasing self-confidence (Chiang and Jang, 2008).

2.1.3.5. Work Environment

The level of motivation of workers is often affected by the nature of the working environment, both by its physical characteristics and the extent to which it offers meaningful jobs. Although a comfortable physical environment is related to employee motivation, the relationship between motivation and management behavior is not just as good. (Yazdani et al., 2011). The workplace plays a critical role as it affects employee morale. Employees are concerned with a safe physical working climate, which in the end, provides extra optimistic motivation. The lack of suitable working conditions will affect the mental and physical well-being of the employee. According to Arnold and Feldman (1996), Working conditions include working hours, temperature, ventilation, noise, hygiene, lighting, and services.

2.1.3.6. Good Managerial Relations

A strong management relationship is a significant factor in motivating workers. The following habits are exhibited by those who maintain good relations with their employees: Assist with work-related issues, staff understanding, effective communication, and daily feedback on results so that workers are always aware of their status. Employees want to be active in decision making, to feel important and valued. They want to be informed and engaged in the work environment Employees are motivated by it when work provides recognition and respect. That is a simple way to create feedback. (Tella, 2007).

2.1.3.7. Opportunities for promotion

Promotional opportunities significantly impact employee motivation. The desire for advancement among employees is generally strong as it requires improvements in material, salary, obligation, independence, position, etc. An average employee in a traditional government organization may expect to receive two or three promotions in their full services, while promotions in the private sector are better. It is no wonder that the employees take promotion as their most outstanding career achievement, and when realized, it feels delighted (Turkyilmaz et al., 2011).

2.1.3.8. Working Group

The working group motivates individual employees. In particular, it gives team members the ability to communicate with each other. It is well known that work satisfies the need for social contact for many employees. The working group is an even greater incentive if participants have similar attitudes and beliefs because it creates less regular stress. (Oluseyi and Ayo, 2009).

2.1.4. Intrinsic Factors that affect employee Motivation

Intrinsic motivation is a person's ability to do his job well to meet the inherent needs. In certain words, a person performs a task to reach those internal states that are intrinsically driven by the psychological rewards, like acknowledging a completed task. The key reason for a person's behavior is not external rewards such as food, money, etc. The job itself can fulfill intrinsic motives. In other words, the mission itself is the crucial driving force since it gives the individual interest, motivation, challenges, and opportunities for personal development and achievement. Intrinsically motivated behavior is defined by the need for an individual to feel confident and self-determining. On the other hand, a person will seek opportunities to act in ways that will give him a sense of ability and self-determination. (Matthew et al., 2009).

2.1.4.1. Employee motivation and recognition

According to Maurer (Kalimullah et al., 2010), rewards and recognition are critical factors in increasing job satisfaction and motivation directly correlated with organizational success.

2.1.4.2. Variety of skills

A specific job needs a variety of employee skills to achieve it (Jackson, 2011). For example, when an employee performs two same tasks repeatedly, the range of skills is lower. The more skill, the more critical the job for an employee becomes. In Döckel, Basson, and Coetzee (2006), employees can build a sense of competence through their work with a wide diversity of skills. A variety of skills includes feelings of belonging and a sense of belonging to the organization.

2.1.4.3. Trust

Trust is characterized as one's perception of others; If an organization wishes to change and succeed, trust plays an essential role. That should also be maintained to ensure the future of an organization and improve employee motivation. It may affect intrapersonal, interpersonal, and relationships in and outside of the organization. (Annamalai, Abdullah, and Alasidiyeen, 2010).

2.1.4.4. Treatment equity

Kalpana (2013) believed that individuals first evaluate their contribution ratio (input) to the resulting social or economic benefit (output) and afterward compare it to that of the other comparisons. The receiving of too much (over-payment) and even less (under-payment) is regarded as unfair.

2.1.4.5. Meaningful work

Meaningful work is seen as an essential element in the motivation of employees. Today, employees tend to work qualitatively. Employees want to make sense of their work. Meaningful work is an emerging variable in organizations 'valuable outcomes. Meaningful work is an important matter and is valuable for both employees and employers. Outside of income, there are some other considerations that an employee can share with his community and home. Such considerations include a sense of accomplishment and a sense of satisfaction in some jobs. This vital work is known as an employee bonus. (Pocock, 2006).

2.1.4.6. Training and Development

Training provides employee growth opportunities and develops their knowledge and expertise for active development. (Kabir, 2011). Trained employees are more motivated than untrained employees (Abdullah and Djebavni, 2011). Through these training programs, people will be confident of themselves, improve their careers, and positively impact their organization. (Kabir, 2011). These training programs seek to improve employees' skills and organizational capacity (Hunjra, Chani, Aslam, Azam, and Rehman, 2010).

2.1.4.7. Responsibility

Herzberg's two-factor theory shows that intrinsic factors of work, such as employee responsibility and skills development, can improve job satisfaction. Lai (2011) notes that employees' involvement can improve motivation and job satisfaction by sharing power and growing responsibility.

2.1.4.8. Empowerment

Employee empowerment and engagement include employee contribution to management and decision-making relevant to corporate policies, goals, and strategies. Empowerment motivates employees to improve and grow the organization continuously. Empowerment allows quicker decisions on consumer issues as employees have not spent time referring to supervisors' customer complaints. Improved self-sufficiency enhances job productivity, expands employees' wisdom of self-efficiency and their enthusiasm for completing other tasks. Managers should consider employees in the process of decision-making (Mani, 2010).

2.1.4.9. Dimensions of Motivation

Intrinsic and extrinsic motivation forms have been studied extensively, and the distinction between them has made significant progress in education. Intrinsic motivation remains an essential mechanism that represents the usual human readiness to learn and assimilate. However, extrinsic motivation differs significantly in its relative autonomy and may thus reflect external controls. Being motivated means going to do something. Therefore, a person who has no inspirations to do is classified as unmotivated, and a person who is inspired to do so is regarded as motivated. Most people who work or work

with others are therefore concerned with motivation; the question is how motivated those others or themselves are for a task. Practitioners of all styles face the relentless challenge of inspiring those around them more or less encouragement. (Ryan & Deci, 2000).

2.1.4.10. Intrinsic motivation

Intrinsic motivation is described as doing an activity for its intrinsic satisfaction, rather than for any separable outcome. When a person is intrinsically motivated to act for the enjoyment or challenge, it entails instead external stimuli, pressure, or reward. The intrinsic motivation phenomenon was first identified in animal behavior laboratory research. Several organisms have been discovered that participate in exploratory, interactive and curiosity-driven behaviors, often without any incentives or rewards (White, 1959). Intrinsic motivation is not the only source of motivation in humans or even volition, but this is all-embracing and necessary from birth onwards, people are healthy, curious, and playful creatures in their healthiest state; Displaying a ubiquitous desire to learn and explore and do not need external incentives. This natural motivational pattern is important in cognitive, social, and physical growth because acting on one's intrinsic interests grows in ability and knowledge. Although there is inherent motivation within individuals, the relationship between individuals and activities is inherent motivation in a different context. People are inherently motivated for some tasks and not others. Not everybody is inherently motivated for a particular task Because there is an inherent motivation in the relation between an individual and a task. (Ryan and Deci, 2000) Intrinsic motivation happens when people feel that their work is essential, interesting, and challenging. It allows them a fair degree of autonomy (freedom to act), opportunities for achieving and progressing, and potential for using and improving their talents and abilities. Its work can define it as a motivation. External incentives do not generate it. (Armstrong, 2020). Deci and Ryan (1985) proposed that motivation fundamentally is based on a need for competence and self-determination (that is, choice). Michael Sandel (2012: 122) observed that: 'When people participate in an activity they consider intrinsically worthwhile, giving money may reduce their motivation by 'crowding out' their inherent interest or commitment.' Job designs can improve intrinsic motivation. Katz (1964) proposed that jobs should provide enough variety, difficulty, challenges, and skills to engage workers' abilities. In their work characteristics model, Hackman and Oldham (1974) defined the five central characteristics of jobs that lead to intrinsic motivation:

diversity of skills, job identification, the value of assignments, autonomy, and feedback. Pink (2009) stated that managers should take three steps to improve their motivation:

- Autonomy – allow everyone to set their daily timetable and rely not on how work is completed.

- Mastery – help people to recognize the steps change and ask them to see if they're going to feel they're progressing.

- purpose – explain why and how when issuing directions.

While it can be observed that human beings appear to be liberally driven, this tendency only seems to be demonstrated under defined conditions. Therefore, the research into intrinsic motivation puts considerable emphasis on those conditions that produce, maintain, and enhance this particular motivation versus those that weaken or decrease it. The theory of self-determination is explicitly framed in terms of environmental and social factors that encourage against undermining intrinsic motivation. This expression reflects the belief that the intrinsic motivation is stimulated (rather than caused) as an innate organismic tendency. when people are in situations that contribute toward their expression. (Ryan and Deci, 2000).

(CET) Cognitive Evaluation Theory Deci and Ryan (1985) have been presented to specify the factors in the social circumstances that generate intrinsic motivation variation. CET, a sub-theory of self-determination theory, claims that interpersonal activities and processes (e.g., rewards, contacts, feedback), which leads to feelings of competence during activity, may increase intrinsically motivating action. For example, optimal obstacles, feedback promotion, and freedom from negative evaluations are all predicted to promote intrinsic motivation. CET further states that feelings of competence do not increase intrinsic motivation unless accompanied by some kind of sense of control or an internal perceived locus of causality (IPLOC, DE Charms, 1968). Therefore, people need to feel perceived competence (or self-efficacy) and must consider their actions to be self-determined to preserve or improve innate motivation. Differently put, for a high degree of intrinsic motivation, people must achieve the needs' competency and autonomy.

2.1.4.11. Extrinsic motivation

Extrinsic motivation happens when something is done for people to inspire them. These include rewards, increased salaries, recognition or encouragement, and penalties

such as disciplinary action, withdrawing pay, or criticism. Extrinsic motivators may have a strong immediate impact but not usually last long. (Armstrong, 2020).

Extrinsic motivation is a structure that concerns any time an operation is performed to achieve a different result. Extrinsic motivation contrasts with intrinsic motivation, which refers to the easy use for the pleasure of the activity itself and not its instrumental value. However, unlike other views, intrinsically driven actions are invariantly non-autonomous; SDT suggests that extrinsic motivation can differ significantly in autonomy. There are different extrinsic motivation forms; some reflect active states of workers, while others are weakened motivated. Extrinsic motivation can differ based on how independent it is. An employee can perform a job for fear of being penalized or fired, or the individual can act because it leads to promotion, reward, or potential increase. (Ryan and Deci, 2000: 60). Both activities require external instruments but differ as to their autonomy; The first requires a further commitment to external regulation. The second also requires personal assistance and the employee's option. (Ryan and Deci, 2000: 60). Concerning external motivation, employee conduct is motivated by the perceived benefits of the activity they undertake or the expectation of instrumental benefit or loss. (Lin, 2007: 139; Cerasoli et al., 2014: 980). The main objective of employee activities with an extrinsic motive is to receive organizational recognition or rewards from an organizational goal or mission (Lin, 2007: 139). Extrinsic findings are the rewards provided by a certain external agent in the organization. The monetary reward for making an extra effort at work, job security, and promotions may be an example. (Nasri and Charfeddine, 2012: 169; Lin, 2007: 139). That indicates that organizational rewards are beneficial for employees with an extrinsic incentive to perform desirable behaviors (Lin, 2007: 139). Some research also proposed that if there are both intrinsic and extrinsic motivations, the reason the individual is involved in a specific task would be over-justified. In this case, extrinsic incentives are likely to substitute the intrinsic motivation as the main target for the task. The extrinsic motivators will be the most important of the two motivators (Urdan, 2003: 313). The subject of intrinsic and extrinsic motivation and the gaps in private and public sectors have indicated that Extrinsic motivation is valued by private-sector employees more than in the public sector, and the intrinsic motivational factors are more valued by public sector employees than the private sector (Jurkiewicz et al., 1998; Houston, 2000). According to Herzberg (1968), extrinsic motivation frequently discusses work features beyond employment because benefits such

as pay, job security, and funds are appropriate. In other ways, extrinsic motivation has more figurative effects on customer loyalty partnerships and mutual service, and other group services. Appraisal of this measure imitates an employee's ability to fulfill public needs through efforts.

Extrinsic motivation has four sub-categories. First of all, external regulations, which represent the least independent types of extrinsic motivation, these behaviors are practiced to fulfill external demand or receive a reward contingency placed externally. Individuals usually experience controlled or alienated externally regulated actions. Interjected regulation is the second form of extrinsic motivation. Introjection defines a kind of internal regulation that remains regulated because people perform these acts with a sense of urgency to escape guilt or anxiety or achieve self-enhancement or pride. The third type of extrinsic motivation is identity regulation. Here, the individual identified with the personal value of conduct and thus acknowledged its control. For example, the person who saves spelling lists because he considers it essential in writing and enjoys it as a life goal has acknowledged this behavior's regulation. Finally, integrated regulation is the most autonomous type of external motivation. Integration happens when defined regulations are completely self-assimilated. That happens by self-examining and putting new laws in line with one's other beliefs and needs (Ryan and Deci, 2000).

2.1.5. Employee Motivation Levels

Research carried out by Mosley, Megginson and Pietri (2001) indicates that three levels of motivation are present

1. **The orientation of the behavior of an employee:** It refers to the behaviors that the persons choose to implement.
2. **The effort level:** It refers to how difficult the person is to work on the way of behaving
3. **The insistence level:** That refers to the ability of the person to act despite obstacles.

Researchers found that top management can use various techniques, methods, and policies to inspire workers in work environments. Nonetheless, various techniques, methods, and policies will have a different motivating effect on various individuals. Daschler and Ninemeier (1989) conduct a study on what employees should look for from

the workplace. Their review discusses some of the issues of employees that can be used in motivational approaches for employees.

- Workers are people of diverse cultures, varying school experiences and growing family groups are all variables that determine their needs.
- Employees' main concern is to fulfill personal needs, expectations, aspirations, and goals.
- An employee wants to meet his / her fundamental needs related to sustainability and security concerns and wants to join, generate, and self-esteem good feelings from the inside and others.
- Most employees would like to (a) have equal and clear organizational policies concerning their concerns; (b) they should value and trust management; (c) good working ties with managers and staff; (d) good pay and working conditions; (e) proper assurance of job security; (f) favorable status of employment. Many important factors that fulfill and encourage workers include: demanding work, work that offers a sense of personal achievement, recognition for success, increased responsibility as well as the ability to improve in the workplace, a sense of importance and commitment to the company, and involvement in employment-related issues affecting employees.

2.1.6. Motivation Theories

Motivation has various theories as follows:

2.1.6.1. Content theory

The content or needs theories developed by Maslow, Alderfer, McClelland, Herzberg, Deci, and Ryan were designed to recognize motivation-related factors. The theory focuses on needs-shaped motivation content. Its foundation is the belief that an unsatisfied need causes uncertainty and imbalance. To restore balance, a target that will fulfill the need is established, and a behavioral path is chosen to accomplish the goal and satisfy the need. Therefore, the behavior is driven by unmet needs. (Armstrong, 2020).

2.1.6.2. Maslow's Theory

The hierarchy of needs, founded in the 1940s by psychologist Abraham Maslow is the most popular theory of needs inspired by the School of Human Relations; Maslow

claimed that humans are animals "wanting": they have inherent desires to fulfill a set of needs. Maslow thought these needs are organized in an essential hierarchy that bases hierarchy on the most basic needs. (Moorhead and griffin, 2008)

The theory describes five stages in a hierarchical order of human needs, starting from the simplest to the most complex. Certain needs are important to human beings, and nothing else exists without their presence. We – living individuals – regard needs as a motivator. We – living people – regard needs as motivation. We always begin with the lowest needs (Skemp-Arlt and Toupence, 2007) And aim to achieve satisfaction; once we have been accomplished, we shall seek to fulfill higher needs in other words, "an individual cannot proceed to the next level of necessities without meeting the previous level" (Maslow, 1954). Maslow's hierarchy of needs is often represented in a pyramid form with the most significant and most essential degree of need at the bottom and a need for self-actualization at the top (Steere, 1988). According to Maslow (1954) as shown in figure (1), the basic needs are listed as follows:

- Physiological needs: feeding, drinking, sex, sleeping,
- Safety needs: body, jobs, money, morality, family, health, and property security.
- belonging: friendship, family, sexual intimacy,
- self Esteem: Confidence, accomplishment, respect for others, love for others.
- Self-actualization: Morality, imagination, spontaneity, solution of problems, lack of discrimination, acceptance of facts.

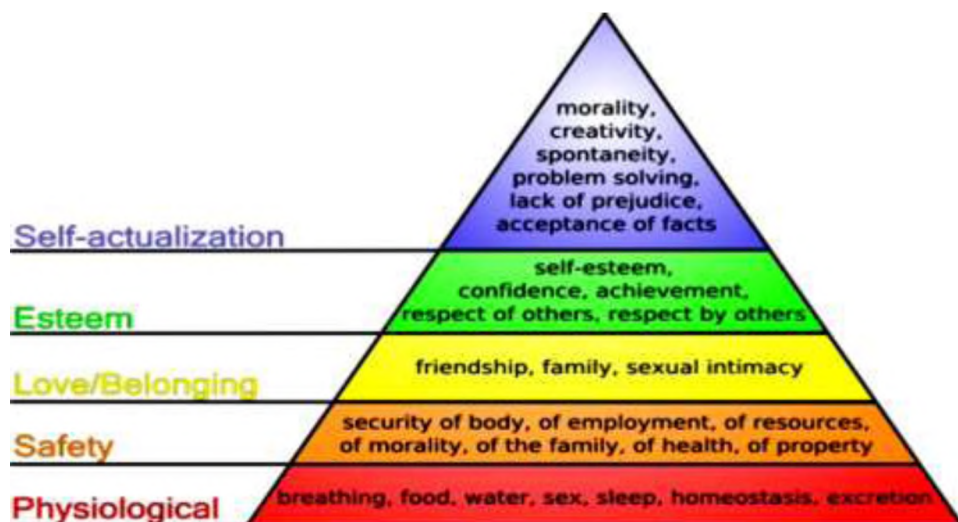


Figure 1. Maslow's Hierarchy of Needs (Finkelstein 2006)

The most basic four levels of Maslow's hierarchy of needs are called "deficiency needs" or "d-needs": physiology needs, safety needs, belongings, and esteem. If there is a deficiency at this point, all actions of a person are guided to content the deficits (Cherry, 2015). Furthermore, if these levels are not met – except for physiological needs: a fundamental level of need that must first be satisfied – the individual will feel nervous and scared., for example, you haven't slept well or eaten correctly, you aren't interested in what you want. Maslow suggests that before an individual move to meet higher levels of needs, the most critical level of need must be met and fulfilled (Goble, 1970).

A. Psychological Needs

Psychological needs are essential human survival criteria. Air, food, and water are physiological survival needs for all human beings; to satisfy these needs, an individual is greater than the drive to fulfill any other kind of need. Those needs are met through an organization's salaries and wages (Maslow, 1954).

B. Safety

With their physical needs reasonably met, the safety needs of individuals prevail and control behavior. Without physical safety – due to war, natural disaster, violence against the family, abuse of children, etc. People can (re)post-traumatic stress disorder or transgenerational trauma. Without economic stability – because of economic downturn and lack of employment prospects – these safety needs are reflected in ways like job-security choice, individual complaint procedures for defending against unilateral authorities, savings accounts, insurance plans, reasonable handicap accommodation, etc. safety needs include Employee protection, financial security, health and well-being, incident safety net (Maslow, 1945).

C. Love / Belonging

People need feelings of belonging and approval, whether from a broad social community such as clubs, workplace culture, professional associations, sports teams, or small relationships (family members, inmate friends, mentors, trust). They need affection and support from others (Maslow, 1954).

D. Self-Esteem

According to (Maslow, 1954), all people need to be respected and respect. Esteem presents the natural urge for others to recognize and appreciate. People need to become aware of themselves and have an activity or activities that make them feel respected, whether in a career or hobby.

E. Self-Actualization

It forms the basis for the perceived need for self-actualization. Maslow (1954), he must describe what a man might be. Maslow describes this desire to become ever more what you are; to become all you can become. It is done not through promotion but by understanding the atmosphere, setting and achieving goals (Maslow, 1945).

Maslow's Theory makes three significant contributions. First of all, it identifies critical categories of needs that can help managers create effective positive strengthening. The second point is that the Theory is useful when thinking of two general needs, where lower-level needs must be met before higher-level needs become crucial. Thirdly, Maslow makes managers aware of the importance of personal development and self-actualization. However, as suggested by Maslow, there is a lack of hierarchical structure of needs. Indeed, any person must fulfill his or her needs in a particular order. The order cannot follow the hierarchy need of Maslow. Some individuals may be deprived of their lower needs but may seek self-actualization needs. Some people find self-esteem more critical than social needs; in an organizational sense, there is a significant disorder between physiological needs, safety needs, and social needs (Rollison et al., 1998).

2.1.6.3. Herzberg Two Factor Theory

Herzberg's two-factor theories (1957-1966) was based on research into the sources of job satisfaction and dissatisfaction among Accountants and engineers who have been asked whether they think their work is incredibly good or exceedingly bad. According to Herzberg, this study shows that satisfaction or dissatisfaction was affected by two factors. Motivating or "satisfying" factors contribute to the content of the job. Moreover, it consists of the need for accomplishment, job motivation, obligation, and development opportunities. He summarized this in the phrase 'work motivation itself.' (Armstrong 2020). When in work, these factors may create satisfaction and motivation, and when absent, the effect was not satisfactory but dissatisfaction. The other group of factors, hygiene factors, arose in answer to the questions about dissatisfaction and lack of motivation. (Moorhead and Griffin, 1998). Factors of hygiene contribute to the working environment, including wages and working conditions. 'Hygiene' is used as a medical and environmental term for medical purposes. Hygiene factors do not satisfy or inspire and mainly aim to avoid job dissatisfaction with little impact on positive attitudes to the work.

Pay is not satisfactory, but it may cause disappointment if it is insufficient or unequal. (Armstrong, 2020). As shown in figure (2) (Herzberg, 1987):



Figure 2. Herzberg: The two-factor theory (Weiner 2012)

According to Herzberg's theory, a typical example would be to do something of curiosity and pleasure. Motivating factors can contribute to increased motivation, satisfaction, and higher commitment, but lack of motivation will not reduce motivation. On the contrary, hygiene factors would not motivate but could prevent dissatisfaction, but the lack would lead to demotivation. There is a complicated relationship between satisfaction and dissatisfaction, according to Herzberg (1987). Both of them have a significant impact on an individual's actions and on whether they have been pleased or disappointed. However, they are influenced by multiple factors and are independent of one another (Herzberg, 1987).

2.1.6.4. Process Theories

Process theories are about how motivation takes place. Rather than finding motivational stimuli, Process theories concentrate on why people select these behavioral choices to fulfill their needs and how they measure their satisfaction after achieving them. The theories of equity, expectancy, and goal setting are three critical process theories on motivation. (Moorhead and Griffin, 1998).

a. Equity theory

As described by Adams (1965), equity theory concerns people's views of how they are treated compared to others. He suggested that workers determine the fairness or

otherwise of their benefits (outcomes) with their contributions or qualifications (inputs) and equate their own input/output ratio to other people. If the input/output ratio is considered disadvantageous, you can assume that the compensation inequality exists. The theory of equity only discusses one dimension of motivation and job satisfaction but can be crucial in morale terms and, probably, in terms of results. Equity theory is a coherent paradigm for understanding the motives of work and a robust distributive justice theory (Nasri & Charfeddine, 2012: 170).

Four components of equity theory are considered: the nature of inputs and outputs, the nature of the process for the social comparison; conditions leading to equity and inequity; and potential consequences and responses to inequity (Pritchard 1969: 176). The equity theory is based on the idea that an employee sees the relationship between input-output since inputs represent all variables that an employee considers essential to go back on personal investment and results, represent variables that are seen as a return to the employee's interest or utility. Inputs may be variables such as commitment and learning, where the critical argument is that workers view it as something that adds value to the company. Outcomes can be financial, on the other hand, and what the organization returns to the employee. Together with input and output are a ratio in which inputs and outputs are separately measured based on perceived value to determine the final value (Pritchard, 1969: 177). When people believe that their performance and compensation ratio is equivalent to that of others, they believe that they are equally or reasonably handled. The ratio is out of balance; they perceive injustice. Often people may believe like they are better served than others. However, they conclude more often than others are treated better (and treated worse themselves). As displays in figure (3) that inputs should balance with findings. believe that the ratio of their performance and compensation is equivalent to that of others, they believe that they are equally or reasonably handled and that the ratio is out of balance they perceive injustice. Often people may believe like they are better served than others. However, they conclude more often that others are treated better (and treated worse themselves).as shown in figure (3) that inputs should balance with output.

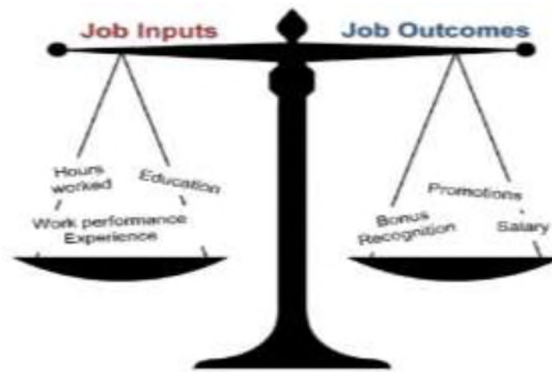


Figure 3. Adams equity theory (Stephen J. Skripak 2016)

a. Expectancy theory

The theory attempts to establish how people select from alternative behaviors. The basic principle of expectancy theory is that motivation depends on how badly we desire something and how likely we think it will be accomplished. (Moorhead and Griffin, 1998). The expectancy theory is a process theory based on workers' different expectations and opinions and on how workers select between alternative behaviors and effort rates. The theory focuses on employees' environmental evaluations and behavior due to their aspirations (Purvis et al., 2015: 4). The theory suggests two basic issues; firstly, regardless of the various outcomes available, an individual will only be driven to contribute to the company if they assume the result would produce a certain level of success. In other words, if individuals don't think they can perform at a certain point, they aren't inspired to perform the role. Secondly, that employee would be driven to work at a certain level only if performance results in the expected results. The theory explains that an individual is only inspired to participate and make an effort when two main factors have a positive outcome (George and Jones, 2012: 163). It suggests that the more successful results associated with a particular activity, the more likely the employee will carry out such a particular action (Vroom, 1964).

According to Vroom (1964), the motivation for a person to achieve the desired result is determined by three main components: expectancy, instrumentality, and valence. They can be seen in an equated way, as seen in Figure (4).



Figure 4. Vroom expectancy theory (Stephen J. Skripak, 2016)

The first part of the equation is expectancy, which is characterized as believing that their actions will lead to desired results, such as success or efficiency. That also measures the quality and amount of effort required to produce better outcomes or higher efficiency. For example, an employee in a customer service department assumes that job success can contribute to customer satisfaction if they work harder. When the staff member has a strong feeling and knows that he can achieve the goal, he will probably make more effort. We say he has high expectations in this way. The second element-instrumentality - refers to a person's perception that his performance is related to subsequent outcomes, like rewards or punishment. For example, if a person feels his hard work is appreciated and is rewarded, he will probably do more work. Finally, the valence factor shows a person's understanding of the reward or punishment for performance. If an individual feel that his effort and performance earns the reward or punishment, he will make more effort to achieve it. The force that shows the desire of an individual to carry out various activities is the product of the three components. "In general, when people think that it could lead to the required organizational rewards, they will work harder" (Skempt-Arlt et al., 2007). "Vroom assumes that employees are motivated to work towards an objective if they think that the goal is valuable and if they realize that their efforts are helping to achieve the goal" (Moran, 2013).

b. Goal-setting theory

The goal-setting theory is a structure to explain the relationships between motivation, behavior, and performance. The basic concept behind goal-setting theory is that motivating forces are converted into measurable actions through the setting and following of objectives. Goals are also the mechanism that uses motivation to shape and push behavior. Without this, motivation will be a set of unrealized, internal powers with

little effect. Furthermore, goals are successful motivating tools because they continue to encourage behavioral patterns leading to increased performance and achievement. Specifically, goals drive employees to concentrate attention, exert effort, deal with problems, and participate in strategy development (Latham, 2007). It is essential to emphasize the conceptual difference between motivation and behavior because it is necessary to consider these structures connected with performance — motivation is psychological, and behavior is a result. Motivation eventually relates to performance only by actual behavior. For example, just wanting a promotion won't give the promotion; it is inspired by a desire to be promoted. The theory of goal setting consequently describes a causal sequence with motivation leading to behavior and performance. Goals are essential in this motivational process by making it easier to link motivation and behavior. (Latham, 2007)

The theory of goal setting also contains three specific claims. First, goal setting theory maintains that concrete, high goals achieve better output than common goals or ambiguous goals, like "do your best. (Latham, 2007) "The second one is a commitment; both the manager and the employee must be committed to using the resources necessary to achieve the goal, and they should also agree on what the bonus will be. That would take more time and effort, but it prevents the employee from having what he wanted to excel or whether the employer is dissatisfied with the distaste that the employee has to accomplish the goal. That doesn't mean you will have the unconditional approval of an employee to any target you set for them before achieving it. However, it helps to gain general approval if the employee tries to accomplish the targets. (training m t d, 2010). third is feedback; goal setting for motivation will not be successful if the feedback is not available. Feedback is an opportunity to correct or explain before reaching the goal. Feedback is a kind of progress reporting. It allows the advisor to explain expectations and modify the goal's difficulty level if it appears to be too complicated or too simple or to make any other changes necessary for motivating the employee. It offers an opportunity to ensure that they meet the expectations of their manager and recognize what they achieved to date, which can often help improve their motivation. If the goal has been accomplished, a structured feedback session may also be held to discuss what has been successful and what changes could be useful in the future.

2.1.6.5. The Role of Motivation in Enhancing Performance

According to the study (Shahid KV, Chavakkad, 2009), individuals will do whatever they want or otherwise want to do on their own or through external motivation. That is vital to the survival and success of every business. He also described that success is regarded as a function of motivation and ability. Motivation can be rapidly increased. Several choices exist. There are usually seven motivating methods as a framework. The following motivation methods are High expectations/positive strengthening, Fairness to employees, Discipline, punishment, Satisfaction worker's needs, Work restructuring, setting objectives relating to the work, and Base performance bonuses.

2.2. Employee Performance

Employee Performance topic is the dependent variable, while the current study presents its sub-topics as follows:

2.2.1. Concept of Employee Performance

Performance is related by the quantity of production, production quality, timeliness of production, presence in work, the efficiency of the finished work, and job completed effectiveness" (Mathis & Jackson, 2009).

Aguinis (2009) explained that "the performance concept not only includes the outcomes from the employee's behavior, but also involves the behavior itself. Performance is generally defined as the degree to which a participant contributes to achieving the organization's objectives. Employees are the key source of competitive advantage for organizations (Luthans and Stajkovic, 1999) (Macky and Johnson, 2000) suggested improved performance of individual employees could also enhance organizational effectiveness. According to (Deadrick and Gardner's, 1997), Employee performance may be described as recording achievements for each particular job over a set period. On the other side, Darden and Babin (1994) stated employees' performance is a ranking method used in many organizations to determine an employee's abilities and productivity. Good performance of employees has been related to improved customer expectations of the Quality of services. Thus the poor performance of the employees has been related to increased consumer feedback and brand change. Besides, Campbell (1990) describes the performance as behavior. It's what the employee does. This concept

distinguishes between performance and results. The outcomes are the result of an employee's performance, but they are also the product of other factors.

Several variables determine the performance; such variables may be categorized as general performance determinants. For example, staff qualifications will go a long way to improving staff performance. If staff are prepared, developed, and qualified to achieve a certain degree of competence, employee ability to work will improve all else. Furthermore, the experience is a significant advantage that can improve the performance of employees. The longer the range of years of experience, the higher the performance standard is. Once again, Quality and supervisory style are significant elements. Implementing democratic and autocratic supervisory models will have different results given employees' different behaviors; Another aspect that may present a significant risk to performance is the working environment. When the workplace is unsafe, for example, it may threaten workers' lives. Using protective equipment and a healthy working environment may minimize the risks to which workers are exposed. The compensation package is the critical performance determinant. Without compensation, the performance level would be deficient; financial or non-financial incentives can have several levels of motivation and, therefore, affect performance; Factors like equipment and tools could also improve an individual's performance. (Aguinis, 2009).

2.2.2. Factors Affecting Employee Performance Measurements

Many researchers claim that some factors have a positive or negative effect on employee's performance, including:

2.2.2.1. Leadership

There are many definitions of leadership; here are some examples of these definitions. Leadership is a process by which a person affects a group of people to achieve common objectives. (Northouse, 2007). Leadership is the mix of the attitude and the actions of a leader, leading to specific behavioral patterns (Dubrin, 2004). Leadership in Armstrong (2004) is easily the ability to convince others to comply differently to achieve their task with the support of the group.

2.2.2.2. Training

Training is an effective way of enhancing performance (Champathes, 2006). That is not only one-way communication but also two-way contact Where coaches can identify how and what can be improved. (Toit, 2007).

2.2.2.3. Empowerment

According to Kernaghan and Clutterbuck (1994), empowerment is the term to encourage and allow employers individually to be responsible for any changes made to their assigned tasks. Thus contributing to the achievement of the organization's overall goals. However, Sibson (1994) also describes empowerment as "the delegation of manager' authority to each employee, particularly regarding work activities and methods."

2.2.2.4. Participation

In the 2006 research carried out by Chen and Tjosvold, they have shown that participatory management includes workers throughout the decision-making process, while staff believes they can address issues and influence organizational decisions. Participation's overall effect is improved performance of employees and low turnover. The employee should also be motivated because the organization views them as participant, rather than as subordinates, to contribute to organizational performance. Therefore, harmful activity is prevented from employee performance by immediately achieving organizational expectations and goals (Carrel, Kuzmits & Elbert, 1989).

2.2.2.5. Organizational Culture

Organizational culture is the rising beliefs and attitudes of people, which have been considered a resource to accomplish organizational goals (Schein, 1990) effectively. Additionally, organizational culture is the nature of people who discriminate between themselves, inside the organization or outside the organization. That includes principles, beliefs, and actions of the disparity between the employee and the employees from other organizations (Hofstede, 1991).

The Stewart (2010) notes that corporate culture principles and values are highly beneficial for those who engage in the organization, either directly or indirectly. Such expectations are intangible, but they have a significant effect on employee performance

and profitability. A good organizational culture encourages and enhances the company's employee performance by inspiring employees to achieve a common target and purpose. Eventually, influencing and channeling employees' actions in that particular direction should be at the top of operational and functional strategies (Daft, 1984). Good organizational culture is instrumental in improving workers' performance that helps achieve the goal and improve the organization's overall performance (Deal & Kennedy, 1982).

2.2.3. Employee Performance Measurements

The three performance styles are defined by Chen and Silverthorne (2008). The first is the calculation of output rates, the sum of sales for a particular time, the outputs of an employee reporting to the manager; secondly, it involves reviews from individuals other than the individual whose performance is considered. The third one is self-assessment. As a result, self-evaluation strategies are beneficial to enable workers to take an active role in achieving their own goals. (Hersey and Blanchard, 1993).

Performance is a multiple component term. At a basic level, the process is part of the performance, that is, the behavioral contribution can be differentiated from the expected result. This behavior refers to the action people take to achieve objectives, while the outcome aspect refers to the results of work behavior (Campbell, 1990). The behavioral effect and the expected result tend to be related in a workplace; however, the extensive correlation between the two systems is not apparent yet. The expected results are affected by factors like motivation and cognitive skills rather than the behavioral component. (Borman, and Motowidlo, 1993) Task performance calls for more effective cognitive skills. It is promoted primarily through the task (Existing technical expertise or concepts for guaranteeing job efficiency and being able to carry out many tasks), Task skill (usage of technical expertise without a great deal of supervision to execute the task successfully), and task habits (inner ability to react to assigned jobs that encourage or hinder performance) (Conway, 1999).

The primary background of work success is the willingness to do the job and previous experience. In an organizational sense, the job's performance is a contractual arrangement between a manager and an appointed person to perform a task. The job performance entrusted to them is divided into two sections: administrative role and leadership role, the anticipated job performance of the planning, organization, and

management of day-to-day work through the technological skills, business judgment, and as is known as technical and administrative role efficiency. Leadership role success is defined by defining strategic objectives, maintaining appropriate performance expectations, inspiring and guiding employees to achieve the job by promoting, understanding (Borman, and Brush, 1993; Tripathy, 2014).

Previous research finds that once the workers are successful in their jobs, they tend to adjust their attitudes and actions to their job roles (Huang et al. 2014; Pulakos et al., 2000). For instance, technical transitions, changes to core job assignments, organizational restructuring, etc. Evolutions in many new jobs as an outgrowth of technological advancement require workers to learn and adjust to change effectively (Griffin, Parker and Mason, 2010; Hollenbeck, LePine and Ilgen, 1996). The workers are also expected to adapt their interpersonal conduct to operate effectively with various colleagues and subordinates in these changed circumstances. Concerning good work results, many influential scholars have argued that there are two main dimensions to the expected job performance, one as demanded by a company that is conjoining one function and the other as a discretionary working behavior (LePine, Erez, and Johnson, 2002; Van Dyne and Lepine, 1998). Significantly, psychologists later coined this as a contextual output which helps others to adjust to the various job function (Borman and Motowidlo 1993, 1997; Motowidlo, and Van Scotter, 1994; Bergeron (2007) suggests several "sub-dimensions" for contextual success, such as coordination, commitment, and determination. Contextual performance is based on the "feeling and point of view" that workers accept as a team spirit in terms of their colleagues. A kind of solidarity is reinforced by team spirit in which workers can express their concerns and problems with each other respectfully and openly within the company (Jaworski, and Kohli, 1993). In this sense, and previous researchers have suggested that the spirit of teamwork in an organization would lead to improved results for workers and a happier workplace (Alie, and Carey, 1998; Boyt, Lusch, 2001; Cohen, and Bailey, 1999).

2.2.4. Performance Appraisal

Employees need to know how well they function. A straightforward emphasis, nearly axiomatic in any company, but perhaps more contentious than other statements in the history in management writing and thought, applied analysis and practical advice Employees need to know how well they are doing and want to get feedback and make

sure that they work towards the company's goals. Staff appraisal allows the organization to expand, fill vacancies, and prepare staff for training and development (Kavanagh, 1997).

Performance appraisal is a method within the general framework of performance management (Dowling et al., 1999); it is described as 'an assessment of an individual's work output so that rational personal decisions can be made' (Robbins et al., 2000).

a. The purpose of Performance Appraisal

Taylor and Wherry (1951) suggested that administrative ratings be more permissive than ratings received for research or development purposes. The biggest part of the study on performance assessment was based on the evaluator, (Boswell, 2000; Boudreau, 2002). Many means of assessing employee performance evaluations are available, but some of these approaches are, in some cases, not suitable. Efficient assessment processes should discuss transparency, honesty and fairness, reward efficiency, and appraiser leadership characteristics (Winston and Creamer 1997).

b. Methods of performance appraisal

Decenzo and Robbins (2002) suggest that three current methods are available to assess employee performance. There are (1) absolute, (2) relative, and (3) goals.

• Absolute Standards

It is a condition in which workers are held to a pattern, and their appraisal is separate from any other employee on a working group (Dessler, 2000). This absolute model is also regarded as the old way of measuring employees' efficiency. These approaches are the evaluation assessment, the critical event assessment, the checklist, the visual rating scale, forced selection, and behaviorally based rating scales. Essay evaluation: This is the most straightforward approach by which the evaluator describes employees' strengths, shortcomings, past results, roles, and recommendations for his / her progress at the end of the assessment period. This form of assessment typically incorporates parts of other frameworks for consistency. Often this approach blends with other approaches. In an essay assessment, we tend to concentrate on habits (Mondy, 2008). Critical incident assessment: it focuses on the main factors that make a difference in productive job efficiency. This approach is more reliable because it's more job-related

and performance-based than characteristics. The need for this method is to try to quantify individual performance in terms of accidents and unusual events arising in job performance. These accidents are considered critical accidents. The manager writes an assessment term for positive and negative persons (Mondy, 2008). Checklist: The evaluator has a list of circumstances and comments in this process and compares them to workers. The checklist shows the attributes and results of the employee. The findings can be quantitative and offer weight to features. Checklist answers are usually "Yes" or "No" (Decenzo, 2002).

The graphic evaluation scale is the most widely used performance assessment tool since it takes less time to create and implement and enables objective analysis and comparison. It is a scale that lists certain features and performance ranges of a person. Therefore, workers are graded by a ranking that indicates their level of success. This approach's efficacy can be increased by integrating it with the test evaluation process (Mondy, 2008).

Behaviors-anchored rating scales (BARS): This approach combines conventional numerical anchor methods with compartmental simulations of actual behavior. BARS allows the evaluator to identify workers according to the observed behavioral component. This approach's components are the combination of the main elements of a significant emergency and the adjective evaluation scale (Wiese, 1998).

• **Relative Standards**

In the second general type of evaluation methods, people are compared with other people. These techniques are relative principles and not absolute measurement instruments. The most common approach is group order and individual ranking. Classification of the group order: This way, workers are graded, such as "upper one-fifth." For example, only four should work in the top fifth, and four must be lowered to the bottom fifth when a rater has 20 employees (Decenzo, 2002).

Individual ranking Persons are ranked highest to lowest in this form of evaluation. The disparity between the first and second workers is considered equal to the difference between 21 and 22 workers. In this way, the boss compares people to job expectations with others (Dessler, 2000).

- **Goals**

The third approach to assessment integrates the priorities. Employees are measured as to how well they have achieved a particular set of targets defined as necessary in their excellent work. This strategy is also pointed to as management by objectives (MBO). Goal management is a method that transforms organizational goals into individual goals. It consists of four stages (Ingham, 1995): accurate description, action plan, self-control, and periodic evaluations.

(Appelbaum et al., 2003) believes performance is based on the ability, motivation, and opportunity for employees to be involved. That means an organization will gain most of the work process is organized so that non-managed employees can contribute to discretion and can be achieved by providing autonomy to make decisions, clear communication, and self-managed and offline staff membership. To be successful, employees need the necessary knowledge and skills. Therefore, organizations can attract staff who already possess this knowledge or provide official or unofficial training for employees. Finally, the organization must encourage these workers to make the best efforts possible for the company.

However, according to Fletcher (2001), who has defined HR-related management of performance entirely and comprehensively as an approach to sharing the aim and objectives of the organization, to help current employees know and understand their role in contributing to them to manage and improve the performance both of the individual and the organization. Performance management is a method to ensure that individuals focus on their work activities in ways that contribute to accomplishing the organization's mission. It consists of four components: (a) establish employee performance expectations, (b) maintain the manager/employee conversation in order to keep track of the performance, and (c) measure real performance against performance expectations;

Armstrong (2004) defined performance management to achieve better results by understanding and treating the intended goals, standards, and competency requirements within an agreed framework. Performance management is developing and implementing motivational techniques, interventions, and drivers aiming to convert the raw human resource possibility into results. In a few or even more business functions, all human beings have the potential within themselves. However, the use and transformation of this potential into achievable performance is often inadequate because many of these potential outputs are often inadequate for several reasons. The management of performance acts as

an agent in turning potential into reasons. Performance management works as an agent in translating the capacity into performance by eliminating the intermediate hurdles and empowering the human resource. (Kandula, 2006).

However, Bacal (1999) described performance management as a continuous contact mechanism between an employee and his immediate supervisor and conducted in collaboration. It includes developing clear standards and understanding about employee roles, how the work of employees relates to the organization's objectives, what it means to do well in specific terms, and how employees and managers collaborate to sustain, strengthen or expand on the current employee results. Performance management includes monitoring the actions of workers based on calculated performance results. Therefore, an efficient management process needs to decide what defines better performance and how the various best performance dimensions can be calculated. Furthermore, performance improvement efficiency improves with continuous feedback, behavior based on behavior, and pre-established targets and qualified raters (Lawler, 2003).

2.2.5. Performance Management Phases

Performance management consists of three main stages as per Schneier, Beatty and Baird (1987), the development and planning of performance is the first stage of performance management, which contain objectives and the implementation of commitments; Performance managing and reviewing is the second stage, which involves assessment of goals, input and document reviews; The last stage that has its personal growth, performance results, and connection towards compensation activities is rewarding performance.

2.2.5.1. Stage I: Performance Development and Planning

Planning is the first step in performance management and provides the basis for an efficient process. Planning is an ongoing performance management process that should be carried out with great care. Planning helps foster commitment and awareness by relating the work of employees to the organization's priorities and objectives (Schneier et al., 1987). According to Armstrong (2004), goals describe what individuals, departments, and organizations should accomplish over time. They can be expressed as targets, e.g., sales and activities, to be finalized until the deadline.

Furthermore, Armstrong (2004) claims that priorities must be established and decided. The goals focus on the overall aim of the work and define all aspects of the work, contributing to its overall objective. Goals are then set for each field of performance. Rogers and Hunter (1991) highlighted the setting of targets is the essential feature of an organization. It also suggests that productivity increases are related to the top management support and involvement of employees in the goal-setting phase. It's a motivating mechanism that gives the individual a sense of engagement and generates a sense of ownership for their employees. Parallel to this, the agreement on a formal employee development plan includes part of the planning phase. The strategy should be focused on the skills, attitudes, and information necessary for achieving the goals and objectives. The development program should include long-term, typically theoretically well-performing development projects. During this planning stage, managers and subordinates participate in a collaborative, participatory process and develop organizational priorities and specific individual priorities. In contrast, goals often establish an atmosphere in which a person is evaluated by success and production according to the assessment criteria (Nyembezi, 2009).

2.2.5.2. Stage II: Performance managing and reviewing

The second component of the performance management process is performance management. This step is a distinction between performance management as a process and performance evaluation as an activity (Schneier et al., 1987). According to Schneier et al. (1987), each employee controls his performance at work:

1. to maintain a constructive attitude to work,
2. to update and amend initial priorities, performance expectations, and job competency fields, as circumstances change,
3. to seek a supervisor's feedback,
4. provide a boss with feedback,
5. recommend career growth opportunities,
6. Staff and managers working together to manage performance management.

According to Fletcher (2001), employees must understand the priorities and participate in the second stage to improve cooperation within an organization. Armstrong (2004) observed that performance management is at its best method for efficient management. The performance management framework should also ensure that the

manager knows and understands what is required of staff and teams and can achieve these standards. The organization will have input on its success and provide an opportunity to address and contribute to individual and team priorities and goals. Moreover, according to Armstrong (2004), performance management also ensures that managers are aware of the effect of their actions on the people they employ and are motivated to recognize and show positive behavior. The real performance is compared with the target performance, so the outcomes are measured, and an implementation plan based on the failure concerning the strategy is established. This result also provides workers with a feedback system. The organization should also concentrate on interactions between workers and between employees and managers in order to enhance input and update and debate initial goals. Managers need to build a fully integrated approach to help convey the company's purpose or shared goal in various ways (Marion, 1998).

Continuing knowledge sharing or exchange between strategic managers and their internal stakeholders should also be structured to encourage engagement and awareness of the changing world and an organization's evolving goals. Welch & Jackson (2007) Research from Ashford and Cummings (1983) showed that feedback had a strong positive impact on individuals and groups' performance, mainly by providing clarification of roles, improved autonomy, contingencies of behavior awards, and an increase in self-regulation control according to Armstrong (2004), the real performance can be compared with the target performance, so the results are evaluated, and the development plan is established based on the weakness. This comparative approach provides workers with a feedback mechanism. The following figure demonstrates the performance structure comparable with the Ashford and Cummings perspective (1983).

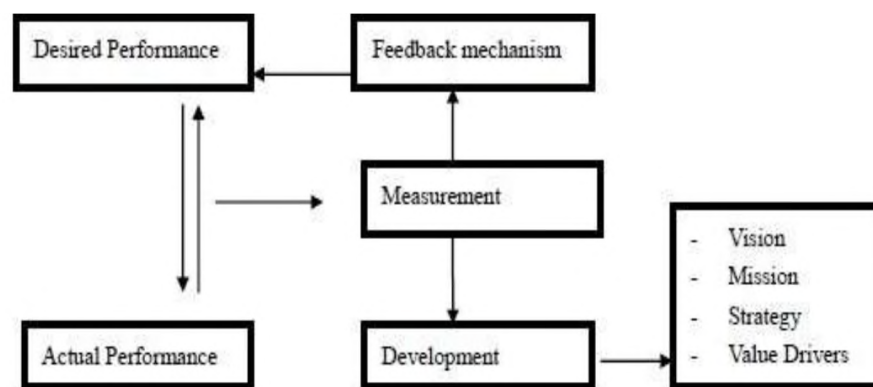


Figure 5. Performance Comparing

Source: Ashford, S.J. and Cummings, L.L. (1983).

However, according to Armstrong (2004), performance management is a systematic and comprehensive approach to organizations' sustainable achievement by enhancing the performance of those participating and strengthening the expertise of teams and individual participants. While coaching, training, teaching, and learning methods in this process. Coaching enhances an individual's expertise and skills so that the work performance of employees increases and helps them achieve organizational goals. Trainers and other interventions required to enhance individual performance should be developed and enforced by management (Bevan and Thompson, 1991). Black, SE and Lynch, LM (1996) also propose that businesses' training programs should be structured and made more straightforward by discussing current and potential employees' expectations. The quantity and quality of organizational performance, improved corporate success chances, decreased organizational expenses, and investments could boost successful training or coaching courses. Coaching is more and more accepted as an essential duty of managers and can play an essential role in an employee's working life. Cunneen (2006) emphasized that coaching occurs naturally and can be performed at the evaluation meetings or during the year. Training may also be required to develop their skills during this period.

2.2.5.3. Stage III: Performance-rewarding

Rahdert's (1960) view is that personal development's function is to speed up the growth of people beyond the natural and normal range and, afterward, optimize the contribution of employees to personal and community aims. The development of personnel has some standards of growth. The first is personal participation. Any development of staff is essentially self-development. Development opportunities are only valuable if everyone capitalizes on them. It can offer care and support, but development activities appear only to be successful to the extent to which individuals are involved. The second one is a shared goal. The basis of any growth initiatives in the organization, both individual and organization, should be a shared understanding and recognition of shared objectives. If the targets are understood and embraced, the actions would likely be far more successful. The organization should give every employee a common chance instead of selecting a few of its workers and giving them only chances. In reality, long-term forecasts about individuals' motivation, drive, and growth potential are difficult to make. Personal planning is the third concept. Efforts to cram everyone into a single model may

also result in a shortage of resources, and the development should be customized to suit the person and the situation. The improvement should also aim to enhance the work performance and then qualify the individual for promotion. Rahderts (1960).

Workers who are being elevated are already doing exemplary work and have thereby proven their potential to take greater responsibilities. The fourth principle is persistence. If an individual has abandoned his attempts to upgrade his skills, he is old-fashioned. Particularly nowadays, new training and expertise are continually being added. Rahderts (1960) also points out that staff development benefits. If individual abilities or expertise improve, workers will produce more value, thus giving them a feeling of accomplishment in achieving personal objectives and professional recognition. On the opposite, staff growth can obtain competitive advantages for the company thanks to a more skilled and empowered team, and the adequately educated workers can use advanced technologies. Besides, training courses should preferably be focused on the performance deficiencies found during the performance assessment process (Teke, 2002). Training will be oriented, precise, and meaningful by connecting training with established performance gaps.

Teke (2002) further points to the significance of training and learning programs and daily feedback on preserving competencies. The preparation, growth plan, and performance improvement process should also be closely associated with the organization's overall retention strategy. The development programs represent the needs and the ability to improve leadership skills of succession plans. Besides, pay interest in success plans focusing on limited groups or teams is rising. Pay systems for small groups offer cash incentives based on the group or team's assessed results. Feedback evaluation and monitoring are both essential activities in this era. In most organizations, the companies have a scorecard in their entirety and different scorecards for each department employee feeding into the total scorecard (Huang and Hu, 2007). Figure (6) shows the performance evaluation Balanced Scorecard.

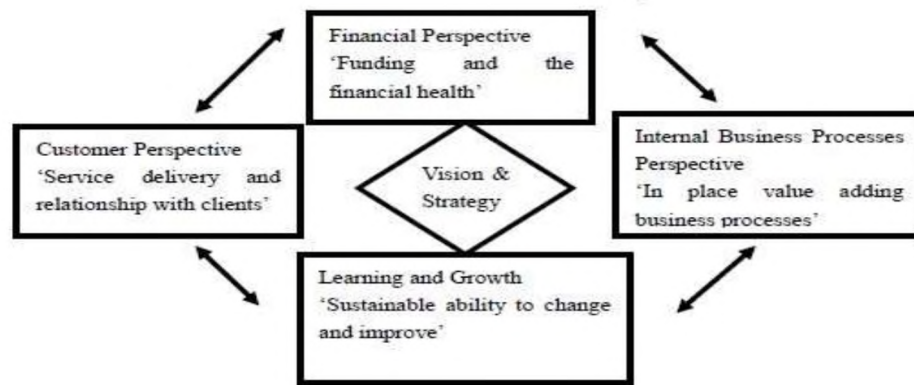


Figure 6. The performance evaluation Balanced Scorecard

Source: Huang, C.D. & Hu, Q. 2007.

The first step is to articulate a vision that helps managers understand the company's vision and strategy. In order to be able to function on the terms found in vision and plan statements, these ideas need to be articulated as a coherent collection of priorities and steps decided by all senior managers identifying long-term drivers of performance. Organizations should create a type of benefit measure in terms of organization and staff performance from the financial perspectives. Financial performance metrics may include value for shareholders like an economic benefit, profitability, and efficiencies, such as growth in sales volume and decreases in costs and liquidity position, such as inventory sales and debt to asset ratios. Organizations and staff must also meet the orders and desires of their clients. Consumer loyalty, consumer profitability or period, quality, and price are all metrics for the customer perspective (Kaplan and Norton, 1996). In the value chain of the organization, the steps required in the internal processes can be summarized. For example, innovations should be created in order to reach new markets and consumer segments and reach operational excellence by enhancing internal processes and the utilization of assets (Kaplan & Norton, 2000). Lastly, learning and growth, managers can identify the employee capacity and skills, technology, and business environment necessary to sustain a plan. The company should be careful to determine the efficacy of its research and development process, according to Kaplan and Norton (1996).

The performance metrics will then be taken to retain workers, the efficiency of staff, the number of recommendations made by employees, and the number of proposals implemented. In this stage, pay for results could be used as a way to measure success together. In addition, workers in the company are more likely to view pay disparities equally when knowledge about the evaluation process. Staff is permitted to discuss the

assessment results. From Locke's (2004) perspective, the concept of performance pay comprises monetary incentives through a carefully structured compensation system, which provides a basis to pay by a control participant for the measured results. In Delery and Doty's (1996) assessment of employee performance was described as "the process by which the employee's job performance within the company is measured, evaluated and established to ensure that organizational goals can effectively be accomplished while at the same time providing employees with acknowledgment, and career guidance.

In most cases, an appropriately planned payroll for performance programs leads to better outcomes. The payment of performance systems contributes greatly to success through two key mechanisms. First, they significantly incentive for success positively. Secondly, they influence organizations' incentives and retention trends and thereby influence the people willing to do so. The payment of performance systems, which include monetary incentives for individuals or organizations, can have a beneficial effect on output at various levels (Greenberg, 1996).

2.2.6. The impact of motivation on employees' performance

Maslow (1946), Herzberg (1968) have suggested some things that managers should do to support their subordinates get up to date because they are likely to do their best when their needs are met. They accept that the promotion of healthy workers, financial stability, socialization, and appreciation of employee achievements will help fulfill the physiological requirements of employees, which boosts their performance. These authors (Koch, 1990; Stuart, 1992) both suggested that acknowledgment of good work or complete acknowledgment of work is also one of the most motivating factors of employee success and that feedback is involved. Positive reinforcement is based on the concepts promoted in the strengthening philosophy, which states that behavior requires strengthening. Examples of constructive strengthening include organizational visits by senior managers to high-performance workers, personal handwritten thank notes accompanying salaries, and text messages to employees at home from senior managers (Knippen and Green, 1990).

Osei (2011) further confirms with the theory of equity that salary calculation is a crucial and sensitive topic that every company can decide or not. Justice, equity, and fairness in deciding compensation place all the traumas that any person or organization

may encounter to no small degree and highly motivated enough to determine how best time and energy are used.

A theory like an expectancy by vroom (1964) also has many significant consequences for ways to empower workers by clarifying people's expectations that their efforts will lead to success, that is, by teaching employees to do their work more effectively and thereby gain higher levels of output from their efforts and by connecting desirable incentives and results by defining precisely what job behaviors will lead to the goal-setting theory of Locke (1968) claims you can achieve success with clear objectives, challenging but appropriate objectives and providing input on achieving objectives. He also mentioned that awards, management by objectives (MBO), and work design improve employees' efficiency. Praise (not hygiene) is the stimulator since it meets workers' needs for respect, upgrading themselves, development, and success. It is the most effective, cheapest, and most comfortable, but least used motivational technique. The targets should be challenging but realistic, tangible and measurable, precise, with a target date, participatory and appropriate to staff to attract people to high success standards. Employees who achieve their targets should be appreciated, thanked, compensated, promoted, etc. Many organizations today relate pay to achievement targets. The first step in organizational design is job design. The mechanism by which managers determine, for example, how tasks are separated into individual jobs. (Lussier, 2005).

2.2.6.1. Motivation and employee Productivity

There's no apparent connection between employee engagement and productivity. However, the consensus is that long-term encouragement contributes to improved efficiency. The main conclusion of too many studies is that the two independent variables, motivation and performance, are mostly separate. Wentzel and Wigfield (2009), At least two potential explanations, seem to exist for this. Firstly, motivation changes cannot lead to productivity improvements for many workers. Second of all, the comparisons can be invalid even when similarities occur because they can relate to another element. That means that motivation and productivity can be nearly independent in simple ways (Westover, 2010).

There have been some circumstances within which high productivity contributes to motivation more specifically. One prerequisite is that workers understand that their success depends on intrinsic and extrinsic incentives. The second criterion is that the

external incentives (e.g., wages) be distributed equitably. Unfair allocation does not allow workers to maintain strong ties between hard work and compensation (Muhammad and Wajidi, 2013). As an organization seeks new ways of using lower resources to generate its production, productivity is growing. In a business climate, increasing productivity is vital for long-term success. Managers can reduce spending, conserve precious capital, and increase profitability. In exchange, higher profit helps a company to provide better wages, conditions of employment. As a result, the workers' efficiency who may be more likely to be driven to boost productivity may be improved. (Wentzel and Wigfield 2009).

2.2.6.2. Motivation and employee Job Stress

Job stress is the body's reaction to every job-related element that threatens to disrupt the equilibrium of the individual. During stress, the inner working condition can change for a long time so that the employee is affected by severe illnesses like heart disease, ulceration, loss of vision, back pain, dermatitis, and Persistent job discontent is a vital source of employment stress. The employee cannot accept the avoidance of this form of stress as a temporary solution. Van and Adonisi (2008). Westover (2010) mentioned an employee stuck in a demotivating job will withdraw with such high absenteeism and delay or leave the employee. Many workers with long-term stress induced by lack of motivation drink too much alcohol, cigarettes, and narcotics. These jobs are expensive for management because of regular absences and higher medical benefit rates.

2.2.6.3. Motivation and absenteeism of employees

In general, research shows that the relationship between motivation and absenteeism is an apparent reversal; for example, when there is great motivation, absenteeism appears to be low, and absenteeism is high if the motivation is insufficient. Although this link is very mild, at least part of the idea is that lack is a product of frustration on the job. (Anderson, 2004). Absenteeism is recognized in the industry as a large and overarching issue. That led to the emergence of hypotheses and various research aimed at discovering the causes of absenteeism. The theory that absenteeism is triggered by workers avoiding a stressful or unpleasant job situation is possibly one of the most popular hypotheses. Although it is understood that absenteeism may be due to an employee's failure to get to work, willingness to participate is expected to be a significant deciding factor in the absence of an employee. For many people in the workplace,

absenteeism is one of these misery issues for which no simple fault and no easy solution exist (Obasan, 2011). Absenteeism for organizations can be costly, and significant savings can be made by efficient workplace attendance management. Aside from the expense effects, absenteeism is affected by many interrelated variables, which make "quantifying, qualifying or rectifying" much more difficult. One of the factors identified by various researchers is the degree of motivation for employees in the organization. Vlosky and Aguilar (2009). Research on early motivation stressed that the critical cause of absenteeism was the workplace's low motivation (Vlosky et Aguilar, 2009).

2.2.6.4. Motivation and Employee Turnover

Turnover is a phase in which workers leave the company and must be replaced. Such as absences, turnover is correlated with the motivation of employees. Turnover happens when an entity leaves and is to be substituted. Too much turnover can be a costly and efficient problem. However, the cost may not be the only factor of turnover; some of the problems associated with high turnover are lengthy training periods, disrupted schedules, extra overtime, failures, and insufficient competent staff (Westover, 2010). The high turnover rate affects employers significantly because it interrupts daily activities, creates morale issues, and raises the costs associated with selecting and training substitutes. The manager does everything possible to reduce profits by inspiring workers in their work. The individuals' withdrawal behavior is affected by some factors. One such thing is loyalty to the company. Some workers can no longer imagine working somewhere else but are frustrated. The existence of other positions to work also affects turnover Van and Adonisi (2008) two kinds of turnover exist. Turnover is sometimes defined as involuntary. When someone is dismissed, the second one is Voluntary turnover, which happens when someone leaves his job by his will (Westover, 2010).

2.2.6.5. Motivation and employee Unionization

The shortage of employee motivation is a significant cause of unionization. Demotivation and salary dissatisfaction, the safety of jobs, promotion opportunities, and supervisory care are the reasons why employees join the unions. Another factor is that work frustration and demotivation may affect the union's willingness to take action (Muhammad & Wajidi, 2013).

2.2.6.6. Employee safety and Job Satisfaction

Bad safety practices are a detrimental product of low motivation. When people are frustrated by their work, organizations, and managers, they are more vulnerable to injuries. One of the underlying reasons for these events is that discouragement may contribute to the challenge. Carelessness contributes directly to injuries Wentzel and wegfield (2009).

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter addresses the methodology applied in the current study that to examine the effect of motivation on employee performance as an exploratory study in a sample of academic and employee staff at the colleges of the University of Zakho - Zakho City, and then to answer the questions of the problem and test the hypotheses of the study. Therefore, the chapter deals with some paragraphs as following:

3.1. Research Design

Research design represents the procedures planning for investigating studies to get the most valid results and conclusions. It is crucial because it determines the success or failure of the study. It will also provide the researcher with a detailed plan that will be used to guide their research. This study aims to test hypotheses of correlation, effect, and differences that examine the relationship between the variables of the study; this will be executed under the framework of the research design tools, which depend on both quantitative and qualitative aspects.

3.2. The Model of the Study

The study adopted a model with two variables, motivation as an independent variable with two dimensions (intrinsic and extrinsic motivation), also employee performance as a dependent variable. And the continuous arrow represents the correlation between variables while the discrete arrow represents the effect of motivation on employee performance. The figure (7) illustrates the model of the study.

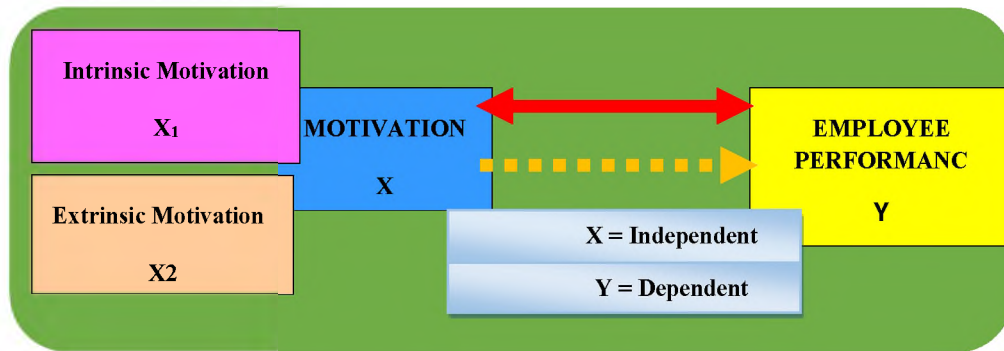


Figure 7. The Model of the Study

Source: By the Researcher Based on the Literature Reviews.

3.3. Methods & Techniques

The methodology for this study is limited to two variables, through the study of the correlation and influence relationships between motivation and employee performance, and the differences were identified between the members of the sample towards those variables and according to their characteristics. To achieve this, the scientific methodology of the study will be based on some hypotheses. And the following item represents the methods and techniques of the study:

3.3.1. Hypotheses

The study adopted the following main hypotheses to test its model, as follows:

H1: Motivation has a significant correlation with employee performance at a level of significance (0.05).

H2: Motivation has a significant effect on employee performance at a level of significance (0.05).

H3: There are differences in motivation and employee performance according to the respondent demographics characteristics at the level of significance (0.05).

3.3.2. Population, Sampling, And Sample Size

All the academic staff and employee staff at colleges in Zakho University represent this study population, while the sample represented by (157) individuals who responded to the study. The selection of the study population and its sample for the field study stems from the researcher's expectation that the sample and the university degrees it holds will contribute to the accuracy of their answers to the questionnaire form, which will be reflected positively on the data collected from this sample and considering that

the university and its colleges represent a civilizational and cultural interface for Zakho Governorate.

3.3.3. Study Tools

The questionnaire represented the main tool of the study in which that the respondents sample will complete it without the assistance of a researcher. The questionnaire is used to collect data from targeted participants to achieve the objective of the study. The questionnaire is specifically designed to find the relationship between motivation and employee performance in the colleges of Zakho University. This questionnaire includes two sections, the first one contains demographic information such as gender, age, academic achievement, job title, and experience, while the second section is divided into two parts.

1. The independent variable: Which contain 20 structured statements adapted from motivation literature reviews (Benabou & Tirole, 2003; Glynn et al., 2011; Ryan & Deci, 2000; Abdi et al., 2017; Aryan, 2015).

2. The dependent variable: Which contain 20 structured statements adapted from performance literature reviews (Dahkoul, 2018; Akinbowale et al., 2014).

The respondents are required to rank statements based on the five-point Likert Scale which contain the choices and weights of: Strongly disagree =1, Disagree =2, Neutral =3, Agree =4, and strongly agree =5.

3.3.4. Data Collection and Data Analysis

The theoretical side will be depending on the descriptive-analytical method for the collection of secondary data sources and scientific references, while the field side will be depending on the

questionnaire to collect the raw data directly from respondents in preparation for analysis using the Statistical Package for Social Sciences (SPSS version 25). And to analyze data study many statistical measures will be used as follows:

1. Cronbach's alpha used to measure the reliability and credibility of the study variables.
2. Tests study data with normality test to decide if we follow the parametric or nonparametric analysis.

3. Descriptive statistics involve means, standard deviation, and variation coefficient.
4. Multi correlation analysis for examining the relationship between the variables of the study and their dimensions by using the Pearson method.
5. Linear regression analysis using enter method to analyze the expected effect of the independent variable on the dependent variable in our study.
6. Independent sample T-test and analysis of variance (One Way ANOVA) to analyze the differences toward the study variables according to demographic characteristics of the sample.

CHAPTER FOUR

4. RESULTS & DISCUSSION

This chapter deal with the discussion of the result according to the description of the surveyed sample, questionnaire distribution, study sample, and the responding individuals who represent the sample of the study, and testing research hypotheses as follows:

4.1. Population And Sample Description

All the academic staff and employee staff at colleges in Zakho University represent this study population, while the sample represented by 157 individuals who responded to the study. The selection of the study population and its sample for the field study stems from the researcher's expectation that the sample and the university degrees it holds will contribute to the accuracy of their answers to the questionnaire form, which will be reflected positively on the data collected from this sample and considering that the university and its colleges represent a civilizational and cultural interface for Zakho Governorate.

After determining the sample, the researcher distributed 200 copies of the questionnaire form, 100 copies for the teaching staff, and the same for the staff, and 174 questionnaires were recovered. After checking, it was found that 157 forms were valid for analysis, and thus the response rate reached (78.5%) of the distributed forms. The table shows (2) A statistic of the distributed and returned forms.

Table 2. Questionnaire Distribution

Seq.	Respondents	Questionnaire					
		Distributed		Collected		Valid	
		Fr.	%	Fr.	%	Fr.	%
1	Academic Staff	100	50	90	51.7	79	50.3
2	Employee Staff	100	50	84	48.3	78	49.7
Total		200	100%	174	87%	157	78.5%

Source: SPSS Results.

4.2. Demographic Characteristics Of Respondents

According to the data analyzing results, we can describe the demographic characteristics of respondents in the following items, as shown in table (3). The results indicate that (65%) of the sample were male with frequency of (102), and (35%) were female with frequency of (55). While the sample was distributed according to age groups, where the highest percentage was equal to (43.3%) and for the age group (30, less than 40 years) with frequency (68), while the lowest percentage was recorded within the age group (50 years and over), which amounted to (13). 4%) and repeatedly (21), and the rest of the age groups were confined between these two percentages. Demographical data related to the academic achievement shows that (24.2%) of the sample with PhD degree, (26.1%) with master degree, (32.5%) with bachelor's degree, (14.6%) with diploma degree, and (2.5%) with secondary degree. Also, the results indicate that (50.3%) of the total sample were academic staff in opposite of (49.7%) were employee staff. In regard to the experience indicator shows that that (42%) of the sample have (1 less than 10 working years), (31.2%) of the sample have (10 less than 20 working years), while (26.8%) of them have (more than 20 working years).

Table 3. Respondents' Characteristics

Characteristics	Class	Fr.	%
Gender	Male	102	65.0
	Female	55	35.0
Age	20 less than 30 Year	37	23.6
	30 less than 40 Year	68	43.3
	40 less than 50 Year	31	19.7
	50 Year and More	21	13.4
Academic Achievement	PhD	38	24.2
	Master	41	26.1
	Bachelor	51	32.5
	diploma	23	14.6
	Secondary school or less	4	2.5
Job Title	Academic Staff	79	42.5
	Employee Staff	78	17.5
Experience	1 less than 10 Year	66	42.0
	10 less than 20 Year	49	31.2
	20 Year and More	42	26.8
Total		157	100%

Source: SPSS Results.

4.3. Questionnaire Reliability

The reliability test for the questionnaire form is one of the important and necessary tests to ensure the ability of the questionnaire to collect data efficiently and consistently at various cases. The questionnaire of the study was subjected to the reliability test by using the Cronbach alpha method. Table (4) show the results of this test, and those results indicated that the value of the overall reliability coefficient for all the questionnaire items was (0.91), While the values of this parameter for the motivation variable items were equal to (0.86), and the employee performance variable reached (0.77), which indicates the required stability of the questionnaire, compared to the standard value of (0.70) (Hair et al., 2010,124).

Table 4. Questionnaire Reliability - Cronbach alpha

Seq.	Variables	Items No.	Reliability Coefficient
1.	Motivation	20	0.86
2.	Performance	20	0.77
3	Total Ques. Items	40	0.91

Source: SPSS Results.

4.4. Data Normality

It is necessary to verify that the study data follow the normal distribution, because the approval of the parametric tests requires the availability of a number of conditions, the most important of which is this test, as the parametric tests are more accurate than non-parametric tests. It is clear from the results in table (5) of the analysis of the normal distribution by the Kolmogorov - Smirnov method that all results of the calculated values (P-Value) was larger than the value of the default level of significance (0.05) for the study, and by reference to the values of calculated (Z) for the variables of the study it seemed to be higher than the values of tabulated (Z). This in turn leads us to conclude that the data follow the normal distribution.

Table 5. The Normal Distribution

Variables	Mean	STD	Normality K – S	Tabulated Z	P-Value
Motivation	3.931	0.445	1.376	3.199	0.389
Performance	3.996	0.393	1.902	3.350	0.245

Source: SPSS Results.

4.5. Variables Description

To describe the sample responding levels toward the variables of the study and their dimension, the researcher uses the descriptive statistics like means, standard deviations and variance coefficient. The results of this analysis are as following:

4.5.1. Motivation Variable

In this paragraph of the study, we deal with describing and diagnosing the opinions of the sample members towards the terms of the study by adopting the mean, standard deviations and coefficient of variance, for each of the academic and employee staff category, as follows:

First: Description of the Intrinsic Motivation: The results in table (6) refer to the responses of the respondents towards the description of intrinsic motivation dimension, which represents the descriptive statistics of the relevant parts of (X1-X10) which tend towards agreement on the availability of this dimension at respondent colleges, as follows:

A. According to the academic staff, the results show that the respondents agreed on the content of the statements that measure the intrinsic motivation dimension in terms of the value of the coefficient of variation, which amounted to (11%), which indicates the strength of the agreement between the respondents in the sample toward this dimension because the more the rate of the coefficient of variance reduces and approaches zero, the more that will indicate the strength of homogeneity in the responses to the sample, this has come in terms mean which amounts to (4.07) and standard deviation (0.448), indicating agreement of the respondents that reliance on intrinsic will lead to the improve the academic performance. The best statement that contributed to improving this indicator was the statement (X8) which came with a difference coefficient (18%) and with confirmation from the highest value of the mean (4.35) and a standard deviation (0.785) which indicates that intrinsic motivation contributes to empowering employees to

improve their work performance levels. While the lowest contribution was from the statement (X10) which came with a difference coefficient (33%) and with confirmation from the lowest value of the mean (3.58) and a standard deviation (1.183) which indicates that the college administration is working to encourage the intrinsic motivations of employees to reduce supervision costs.

B. According to the employee staff, the results show that the respondents agreed on the content of the statements that measure the intrinsic motivation dimension in terms of the value of the coefficient of variation, which amounted to (13%), which indicates the strength of the agreement between the respondents in the sample toward this dimension, because the more the rate of coefficient of variance reduces and approaches zero, the more that will indicate the strength of homogeneity in the responses to the sample, this has come in terms mean which amounts to (4.09) and standard deviation (0.538), indicating agreement of the respondents that reliance on intrinsic will lead to the improve the employee performance. The best statement that contributed to improving this indicator was the statement (X1) which came with a difference coefficient (17%) and with confirmation from the highest value of the mean (4.40) and a standard deviation (0.727) which indicates that the respondent thinks that his intrinsic motivations toward his\her job are positively related to achieving well-being. While the lowest contribution was from the statement (X10) which came with a difference coefficient (24%) and with confirmation from the lowest value of the mean (3.72) and a standard deviation (0.881) which indicates that the college administration is working to encourage the intrinsic motivations of employees to reduce supervision costs.

Table 6. Intrinsic Motivation Descriptive Statistics

Items	Academic Staff			Employee Staff		
	Mean	STD	Coefficient of Variance %	Mean	STD	Coefficient of Variance %
X1	4.30	.868	0.20	4.40	.727	0.17
X2	4.16	.706	0.17	4.28	.682	0.16
X3	4.23	.784	0.19	4.14	1.016	0.25
X4	4.18	.930	0.22	4.06	1.024	0.25
X5	3.94	1.191	0.30	3.92	1.182	0.30
X6	4.03	.733	0.18	4.14	.864	0.21
X7	3.92	.917	0.23	4.06	1.011	0.25
X8	4.35	.785	0.18	4.19	.869	0.21
X9	4.00	1.025	0.26	3.96	.986	0.25
X10	3.58	1.183	0.33	3.72	.881	0.24
Total Indicator	4.07	.448	0.11	4.09	.538	0.13

Source: SPSS Results.

Second: Description of the Extrinsic Motivation: The results in table (7) refer to the responses of the respondents towards the description of extrinsic motivation dimension, which represents the descriptive statistics of the relevant parts of (X11-X20) which tend towards agreement on the availability of this dimension at respondent colleges, as follows:

A. According to the academic staff, the results show that the respondents agreed on the content of the statements that measure the extrinsic motivation dimension in terms of the value of the coefficient of variation, which amounted to (15%), which indicates the strength of the agreement between the respondents in the sample toward this dimension, because the more the rate of coefficient of variance reduces and approaches zero, the more that will indicate the severity of homogeneity in the responses to the sample, this has come in terms mean which amounts to (3.70) and standard deviation (0.563), indicating agreement of the respondents that reliance on extrinsic will lead to the improve the academic performance. The best statement that contributed to improving this indicator was the statement (X14) which came with a difference coefficient (22%) and with confirmation from the highest value of the mean (4.01) and a standard deviation (0.884) which indicates that the performance evaluation at the college does not take into consideration the employees extrinsic motivation towards work. While the lowest

contribution was from the statement (X13) which came with a difference coefficient (36%) and with confirmation from the lowest value of the mean (3.37) and a standard deviation (1.221) which indicates that the college administration directs appropriate attention to the external motives of its employees.

B. According to the employee staff, the results show that the respondents agreed on the content of the statements that measure the extrinsic motivation dimension in terms of the value of the coefficient of variation, which amounted to (13%), which indicates the strength of the agreement between the respondents in the sample toward this dimension, because the more the rate of coefficient of variance reduces and approaches zero, the more that will indicate the strength of homogeneity in the responses to the sample, this has come in terms mean which amounts to (3.87) and standard deviation (0.563), indicating agreement of the respondents that reliance on extrinsic will lead to the improve the employee performance. The best statement that contributed to improving this indicator was the statement (X14) which came with a difference coefficient (21%) and with confirmation from the highest value of the mean (4.10) and a standard deviation (0.862) which indicates that the performance evaluation at the college does not take into consideration the employees extrinsic motivation towards work. While the lowest contribution was from the statement (X12) which came with a difference coefficient (30%) and with confirmation from the lowest value of the mean (3.50) and a standard deviation (1.041) which indicates that the college administration directs appropriate attention to the external motives of its employees.

Table 7. Extrinsic Motivation Descriptive Statistics

Items	Academic Staff			Employee Staff		
	Mean	STD	Coefficient of Variance %	Mean	STD	Coefficient of Variance %
X11	3.58	1.183	0.33	3.82	1.125	0.29
X12	3.53	1.218	0.35	3.50	1.041	0.30
X13	3.37	1.221	0.36	3.72	1.056	0.28
X14	4.01	.884	0.22	4.10	.862	0.21
X15	3.48	1.096	0.31	3.81	1.020	0.27
X16	3.44	1.022	0.30	4.06	.811	0.20
X17	3.97	.920	0.23	4.04	.904	0.22
X18	3.84	.940	0.24	3.90	1.001	0.26
X19	3.81	.921	0.24	4.00	1.093	0.27
X20	3.66	1.300	0.36	3.76	1.130	0.30
Total Indicator	3.70	.563	0.15	3.87	.514	0.13

Source: SPSS Results.

4.5.2. Performance Variable

The results in table (8) refer to the responses of the respondents towards the description of performance variable, which represents the descriptive statistics of the relevant parts of (Y1-Y20) which tend towards agreement on the availability of this variable at respondent colleges, as follows:

A. According to the academic staff, the results show that the respondents agreed on the content of the statements that measure the performance in terms of the value of the coefficient of variation, which amounted to (19%), which indicates the strength of the agreement between the respondents in the sample toward this dimension, because the more the rate of coefficient of variance reduces and approaches zero, the more that will indicate the strength of homogeneity in the responses to the sample, this has come in terms mean which amounts to (3.92) and standard deviation (0.380), indicating agreement of the respondents toward the academic staff performance. The best statement that contributed to improving this indicator was the statement (Y15) which came with a difference coefficient (21%) and with confirmation from the highest value of the mean (4.18) and a standard deviation (0.895) which indicates that the respondent used to introduce the best performance to achieve the effectiveness of teamwork. While the

lowest contribution was from the statement (Y9) which came with a difference coefficient (40%) and with confirmation from the lowest value of the mean (3.33) and a standard deviation (1.327) which indicates that the respondent's care and focus on salary and wages more than on care to improve his\her performance.

B. According to the employee staff, the results show that the respondents agreed on the content of the statements that measure the performance in terms of the value of the coefficient of variation, which amounted to (22%), which indicates the severity of the agreement between the respondents in the sample toward this dimension, because the more the rate of coefficient of variance reduces and approaches zero, the more that will indicate the severity of homogeneity in the responses to the sample, this has come in terms mean which amounts to (4.07) and standard deviation (0.393), indicating agreement of the respondents toward the employee staff performance. The best statement that contributed to improving this indicator was the statement (Y19) which came with a difference coefficient (18%) and with confirmation from the highest value of the mean (4.38) and a standard deviation (0.777) which indicates that the respondent think that training employees is more beneficial and motivating to raise their performance than reward or punishment. While the lowest contribution was from the statement (Y12) which came with a difference coefficient (30%) and with confirmation from the lowest value of the mean (3.74) and a standard deviation (1.122) which indicates that the respondent's care about tasks that improve his\her standard of living and they do not care about the quality of his\her performance.

Table 8. Performance Descriptive Statistics

Items	Academic Staff			Employee Staff		
	Mean	STD	Coefficient of Variance %	Mean	STD	Coefficient of Variance %
Y1	4.16	.808	0.19	4.13	.843	0.20
Y2	4.04	.854	0.21	4.09	.742	0.18
Y3	4.04	.926	0.23	4.15	.955	0.23
Y4	3.95	.799	0.20	4.04	.904	0.22
Y5	3.89	1.240	0.32	4.06	1.143	0.28
Y6	4.03	.960	0.24	4.04	.946	0.23
Y7	4.14	.812	0.20	3.97	.911	0.23
Y8	3.54	1.119	0.32	4.01	1.000	0.25
Y9	3.33	1.327	0.40	3.83	1.121	0.29
Y10	3.85	.962	0.25	3.83	1.050	0.27
Y11	3.57	1.082	0.30	3.77	1.127	0.30
Y12	3.52	1.376	0.39	3.74	1.122	0.30
Y13	4.00	.862	0.22	4.15	1.007	0.24
Y14	4.01	1.019	0.25	4.08	.864	0.21
Y15	4.18	.859	0.21	4.14	.893	0.22
Y16	3.80	1.314	0.35	4.26	.918	0.22
Y17	4.06	.925	0.23	4.12	.980	0.24
Y18	3.99	.824	0.21	4.41	.780	0.18
Y19	4.03	1.132	0.28	4.38	.777	0.18
Y20	4.16	.808	0.19	4.13	.843	0.20
Total Indicator	3.92	.380	0.19	4.07	.393	0.20

Source: SPSS Results.

4.6. Correlation Test

The following items are represented the results of correlations test between research variables:

4.6.1. Macro Level

The results of correlation at the macro level between motivation and performance was found significant and positive as shown in the table (9), this mean that there is a correlation between motivation and performance, which amounted to (0.652) at the significant level (0.01), and this mean that there are significant levels of correlation

between the variables of the study in the respondent colleges, so we can conclude that the more administration of the responsive colleges adopts the motivation this will lead to maximize the performance of their academic and employee staff.

4.6.2. Micro Level

To understand more comprehensively the role of the dimensions of motivation in enhancing the performance, the analysis of correlation at the micro level for the dimensions of these variables has been made. The results of this analysis as in table (9) indicate to the following:

1. There is a correlation between intrinsic motivation and performance, which amounted to (0.597) at the significant level (0.01), and this mean that there is significant levels of positive correlation between the intrinsic motivation and performance in the respondent colleges, so we can conclude that the more administration of the responsive colleges adopts the intrinsic motivation this will lead to maximize the performance of their academic and employee staff.

2. There is a correlation between extrinsic motivation and performance, which amounted to (0.469) at the significant level (0.01), and this mean that there is significant levels of positive correlation between the extrinsic motivation and performance in the respondent colleges, so we can conclude that the more administration of the responsive colleges adopts the extrinsic motivation this will lead to maximize the performance of their academic and employee staff.

Table 9. The Correlation Test

Variables and Dimensions	Intrinsic		Extrinsic		Motivation	
	Correlation Coefficient	Sig.	Correlation Coefficient	Sig.	Correlation Coefficient	Sig.
Performance	0.597**	0.000	0.469 **	0.000	0.652 **	0.000

Source: SPSS Results.

** Significant at level $P \leq 0.01$

Based on the correlation results contained in table (9), the first main hypothesis is accepted, which refer to that (motivation has a significant correlation with employee performance at a level of significance 0.05).

4.7. Impact Hypothesis

To verify the extend of the effect of the motivation as independent variable on the performance as dependent variable, the researcher resorted to the application of simple linear regression by using statistical packages (SPSS) and the results of the analysis showed the following:

4.7.1. The Macro level

The results of the data analysis in table (10) indicate that there is a significant effect of motivation in the performance at the level of its macro indicator, the calculated sig. was (0.000) which is much less than the value of the significant default level adopted by the study which is (0.05), and this supports that the F value that is calculated which is (39.704) was greater than its tabulated value which is (3.902) with degrees of freedom were (1, 155), which refers to the significant effect and at the level of (0.05). Accordingly, it can be concluded that there is an effect of the motivation variable on performance variable, which means that the administration of the respondent colleges when rely on motivation in their daily work this will contributes to the improvement of performance levels. The other results of this analysis at the macro level refer to the following:

a. In light of the regression equation the value of (B0) was (2.428) which mean that there is appearance of the performance variable with value (2.428) when the value of motivation variable is equal to zero, through the adoption of the both intrinsic and extrinsic motivation. This result can be interpreted that the performance draws most of its features with high levels from motivation adopted by the respondent colleges.

b. The value of (B1) was amounted to (0.652), and this is a sign that any change about amount to (1) in a motivation variable will eventually lead to a change that estimates at (0.652) in the value of performance variable, and this is a great change that can be invoked to explain the effect relationship between independent variable motivation in the dependent variable performance.

c. According to value of (R^2) which was amounted to (0.425), which indicates that the rate of (42.5%) of the changes in the performance can be attributed to motivation, and this result indicates that the ratio of the remaining effect which was (47.5%) due to other effect causes not included in the default model adopted by the researcher in the current study.

Table 10. Macro Level Effect

Model	Beta	B ₁	R ²	F	Sig.
Constant	2.428		-	-	-
Motivation	0.399	0.652	0.425	39.704	0.000

Source: SPSS Results.

Tabulated F (df. 1,155) = 3.902 ; N = 157 ; $P \leq 0.05$

4.7.2. The Micro level

The multiple regression analysis has been applied through enter method to identify effect levels of the motivation dimensions in the performance, and the results of the analysis had produced the following four regression models, according to the data table (11):

a. The results of the analysis indicated that the dimension of the intrinsic motivation has effect in the performance, depending on calculated (sig.) which amounted to (0.000), and it is much lower than the default level of significance for the study which estimates as (0.05). The significance of this impact confirms with the (T) value that is calculated (6.604), which is greater than its tabulated value which is (1.655) with degree of freedom is (155). The explanatory value to the dimension of intrinsic motivation according to the (R²) value which amounted to (0.356), which means that this dimension explains a percentage of (35.6%) of the change that is happening in the performance due to the dimension of intrinsic motivation, and the percentage of (64.4 %) which caused by other factors that are not included in this model. According to these results, we can conclude that if the respondent colleges want to improve performance, they have to depend on intrinsic motivation.

b. The results of the analysis indicated that the dimension of the extrinsic motivation has effect in the performance, depending on calculated (sig.) which amounted to (0.000), and it is much lower than the default level of significance for the study which estimates as (0.05). The significance of this impact confirms with the (T) value that is calculated (3.869), which is greater than its tabulated value which is (1.655) with degree of freedom is (155). The explanatory value to the dimension of extrinsic motivation according to the (R²) value which amounted to (0.220), which means that this dimension explains a percentage of (23.6%) of the change that is happening in the performance due to the dimension of extrinsic motivation, and the percentage of (76.4 %) which caused by other factors that are not included in this model. According to these results, we can

conclude that if the respondent colleges want to improve performance, they have to depend on extrinsic motivation.

Table 11. Micro Level Effect

Model	Beta	R ²	T	Sig.
Constant	3.032	-	-	-
Intrinsic Motivation	0.338	0.356	6.604	0.000
Extrinsic Motivation	0.236	0.220	3.869	0.000

Source: SPSS Results.

Tab. T(df.155) = (1.655); $P \leq 0.05$; N = 157.

From the analysis of multiple regression, we can conclude that, the second main hypothesis is accepted, which states that (motivation has a significant effect on employee performance at a level of significance 0.05).

4.8. Differences Test

To test the third hypothesis, the Independent-Sample T test was applied to test the differences for the demographic characteristics of which contain two categories, and the test of One Way ANOVA for the demographic characteristics of which contain three categories and more, in order to test the hypothesis of the differences between the current study variables, according to the demographic characteristics of the respondents, and the results of this analysis was as the following:

4.8.1. Gender Characteristic

According to the results in the table (12) show that there are no significant differences in both variables, motivation, and performance, which can be attributed its source to the variation of the gender characteristic among the respondent's sample. This conclusion build according to the values of calculated (T) for each variable, which amounted to (1.465), (1.178) respectively, which is less than the tabulated value of (T) which amounting to (1.655) with degree of freedom (155), and to confirms the validity of these results we can return to the values of calculated (sig.) for these variables, which amounted to (0.098), (0.241), respectively, and which is greater than the value of the default level of significance for the study of the (0.05). Accordingly, there is no need to

conduct post hoc tests because of the emergence of differences between males and females when they exercise both motivation and performance.

Table 12. Differences According to Gender

Variables	Mean		T value	Tab. T	Sig.	
Motivation	Male (102)	3.889	1.465	1.655	0.098	
	Female (55)	4.012				
Performance	Male (102)	3.699	1.178		1.655	0.241
	Female (55)	4.046				

Source: SPSS Results.
N =157

4.8.2. Age Characteristic

The results in the table (13) show the following:

a. There is significant differences in motivation variable, which can be attributed its source to the variation of the age characteristic among the respondents. This conclusion builds according to the values of calculated (F) for this variable, which amounted to (5.032), which is greater than the tabulated value of (F) which amounting to (2.664) with degrees of freedom (3,153), and to confirms the validity of this result we can return to the value of calculated (sig.) for this variable, which amounted to (0.002), and which is less than the value of the default level of significance for the study of the (0.05). Accordingly, there is a need to conduct post hoc tests because of the emergence of differences between respondent's age characteristic toward motivation.

b. There is no significant differences in performance variable, which can be attributed its source to the variation of the age characteristic among the respondents. This conclusion builds according to the values of calculated (F) for this variable, which amounted to (1.229), which is less than the tabulated value of (F) which amounting to (2.664) with degrees of freedom (3,153), and to confirms the validity of this result we can return to the value of calculated (sig.) for this variable, which amounted to (0.301), and which is greater than the value of the default level of significance for the study of the (0.05). Accordingly, there is no need to conduct post hoc tests because there are no differences between respondent's age characteristic toward motivation.

Table 13. Differences According to Age

Variables	F value	Tab. F	Sig.
Motivation	5.032	2.664	0.002
Performance	1.229		0.301

Source: SPSS Results.

N =157; fd. = (3,153).

To identify the source of statistical differences toward motivation variable, which are attributed to respondent's age, the post hoc tests was applied according to the method of Scedge test, as the results showed in table (14) the differences in motivation variable confined between the categories of (20 less than 30 years), (30 less than 40 years), and (40 less than 50 years), according to calculated (sig.) value for them which are less than the default (sig.) of the study (0.05). And to identify which of these categories is the source of that differences, it has to be adopted the comparison between their means, and it was found that the (20 less than 30 years) mean has reached (4.145) and it was the largest mean between other categories, which they are (3.815), (3.844) for the other categories respectively, so it can be concluded that the differences in motivation resulting from individuals with an age of (20 less than 30 years) because they are one of the most age groups that see that motivation is necessary in order to improve performance from other categories of age.

Table 14. Scedge Post Hoc Test for Age

Class	20 less than 30 years	30 less than 40 years	40 less than 50 years	50 year and more	Mean
20 less than 30 years	-				4.145
30 less than 40 years	0.010	-			3.185
40 less than 50 years	0.021	0.992	-		3.844
50 year and more	0.743	0.471	0.439	-	4.014

Source: SPSS Results.

4.8.3. Academic Achievement Characteristic

According to the results in table (15), there are no significant differences in both variable according to academic achievement, which can be attributed its source to the variation of the academic achievement characteristic among the respondents. This conclusion build according to the values of calculated (F) for this variable, which

amounted to (1.529), (1.183) respectively which is less than the tabulated value of (F) which amounting to (2.431) with degrees of freedom (4,152), and to confirms the validity of these results we can return to the values of calculated (sig.) for these variables, which amounted to (0.178), (0.222) respectively and which is greater than the value of the default level of significance for the study of the (0.05). Accordingly, there is no need to conduct post hoc tests because there are no differences between respondent's academic achievement characteristic toward motivation and performance.

Table 15. Differences According to Academic Achievement

Variables	F value	Tab. F	Sig.
Motivation	1.529	2.431	0.178
Performance	1.183		0.222

Source: SPSS Results.

N =157; fd. = (3,153).

4.8.4. Job Title Characteristic

According to the results in the table (16) show the following:

a. there is no significant differences in motivation variable, which can be attributed its source to the variation of the job title characteristic among the respondent's sample. This conclusion builds according to the values of calculated (T), which amounted to (1.338), which is less than the tabulated value of (T) which amounting to (1.655) with degree of freedom (155), and to confirms the validity of this result we can return to the value of calculated (sig.) for this variable, which amounted to (0.183), which is greater than the value of the default level of significance for the study of the (0.05). Accordingly, there is no need to conduct post hoc tests because of the emergence of differences between academic staff and employee staff when they deal with motivation.

b. There are significant differences in performance variable, which can be attributed its source to the variation of the job title characteristic among the respondent's sample. This conclusion builds according to the values of calculated (T), which amounted to (2.414), which is greater than the tabulated value of (T) which amounting to (1.655) with degree of freedom (155), and to confirms the validity of this result we can return to the value of calculated (sig.) for this variable, which amounted to (0.017), which is less than the value of the default level of significance for the study of the (0.05). Accordingly,

there is a need to conduct post hoc tests because of the emergence of differences between academic staff and employee staff when they deal with performance.

Table 16. Differences According to Job Title

Variables	Mean		T value	Tab. T	Sig.
Motivation	Academic (79)	3.885	1.338	1.655	0.183
	Employee (78)	3.980			
Performance	Academic (79)	3.922	2.414		0.017
	Employee (78)	4.071			

Source: SPSS Results.
N =157

To determine the source of statistical differences toward performance variable, which is attributed to respondent's job title, we can depends on the mean values for academic and employee staff, given that the mean of the employees staff, which is (4.071) is greater than the mean of the academic staff (3.922), this indicates that the source of the differences is in favor of the employee staff, meaning that the employees see that the motivation is important to improve their performance and at higher levels than what the academic staff thinks.

4.8.5. Service Years Characteristic

The results in the table (17) show the following:

a. There is no significant differences in motivation variable between respondents, which can be attributed its source to the variation of the service years' characteristic. This conclusion builds according to the values of calculated (F) for this variable, which amounted to (1.617), which is less than the tabulated value of (F) which amounting to (3.055) with degrees of freedom (2,153), and to confirms the validity of this result we can return to the value of calculated (sig.) for this variable, which amounted to (0.179), and which is greater than the value of the default level of significance for the study of the (0.05). Accordingly, there is no need to conduct post hoc tests because there are no differences between respondent's service years' characteristic toward motivation.

b. There are significant differences in performance variable, which can be attributed its source to the variation of the service years' characteristic between respondents. This conclusion builds according to the values of calculated (F) for this variable, which amounted to (5.619), which is greater than the tabulated value of (F)

which amounting to (3.055) with degrees of freedom (2,154), and to confirms the validity of this result we can return to the value of calculated (sig.) for this variable, which amounted to (0.004), and which is less than the value of the default level of significance for the study of the (0.05). Accordingly, there is a need to conduct post hoc tests because of the emergence of differences between respondent's age characteristic toward motivation.

Table 17. Differences According to Service Years

Variables	F value	Tab. F	Sig.
Motivation	1.617	3.055	0.179
Performance	5.619		0.004

Source: SPSS Results.

N =157; fd. = (2,154).

To identify the source of statistical differences toward performance variable, which are attributed to respondent's service years, the post hoc tests was applied according to the method of Scedge test, as the results showed in table (18) the differences in performance variable confined between the categories of (1 less than 100 years), (10 less than 20 years), and (20 years and more), according to calculated (sig.) value for them which are less than the default (sig.) of the study (0.05). And to identify which of these categories is the source of that differences, it has to be adopted the comparison between their means, and it was found that the (20 year and more) mean has reached (4.091) and it was the largest mean between other categories, which they are (4.047), (3.847) respectively, so it can be concluded that the differences in performance resulting from individuals with service year of (20 year and more) because they are one of the most service year groups that see that motivation is necessary in order to improve performance from other categories of service year.

Table 18. Scedge Post Hoc Test for Service Years

Class	1 less than 10 years	10 less than 20 years	20 year and more	Mean
1 less than 10 years	-			4.047
10 less than 20 years	0.977	-		3.847
20 year and more	0.001	0.003	-	4.091

Source: SPSS Results.

Based on the previous results of differences analysis it must reject the third hypothesis, which states that (There are differences in motivation and employee performance according to the respondent demographics characteristics at the level of significance 0.05), and accept the alternative hypothesis which states that (There are some differences in motivation and employee performance according to the respondent demographics characteristics at the level of significance (0.05).

CHAPTER FIVE

5. CONCLUSIONS & SUGGESTIONS

From the results of the current study a number of conclusions and suggestions drawn, and we can review them in accordance to the following paragraphs:

5.1. The Conclusions

There is an agreement between academic and employee staff that the reliance on intrinsic will improve academic performance.

It turns out that intrinsic motivation contributes to empowering employees to improve their work performance levels.

The college administration is working to encourage the intrinsic motivations of employees to reduce supervision costs.

The employee staff thinks that his\her intrinsic motivation toward his\her job is positively related to achieving well-being.

The performance evaluation at the colleges does not take into consideration the employee's extrinsic motivation towards work.

According to the academic and employee staff, there are low levels of direct and appropriate attention to the employees' extrinsic motives from the college administration.

The academic staff used to introduce the best performance to achieve the effectiveness of teamwork.

The academic and employee staff respondents don't care and focus on salary and wages more than on care to improve his\her performance.

The employee staff respondents think that training employees is more beneficial and motivating to raise their performance than reward or punishment.

We can conclude that the more administration of the responsive colleges adopts the motivation, this will maximize their academic and employee staff's performance.

The more administration of the responsive colleges adopts the intrinsic motivation; this will maximize their academic and employee staff's performance.

The more administration of the responsive colleges adopts extrinsic motivation; this will maximize their academic and employee staff's performance.

When relying on motivation in their daily work, the administration of the respondent colleges will contribute to the improvement of performance levels.

The rate of (42.5%) of the performance changes can be attributed to motivation, and this result indicates that the ratio of the remaining effect is due to other effect causes.

There are no significant differences in motivation and performance variables, which can be attributed to its source to the variation of the gender characteristic among the respondent's sample.

There are significant differences in the motivation variable, which can be attributed to its source to the variation of the age characteristic among the respondents.

According to academic achievement, there are no significant differences in motivation and performance variables, which can be attributed to its source to the variation of the academic achievement characteristic among the respondents.

There are significant differences in the performance variable, which can be attributed to its source to the variation of the job title characteristic among the respondent's sample.

There are significant differences in the performance variable, which can be attributed to its source to the variation of the service years' characteristics between respondents.

5.2. The Suggestions

It is essential to the respondent college administration to adopt new procedures toward academic and employee staff that enhance the intrinsic motivation levels in their colleges.

The necessity to activate the positive aspects that contribute to achieving the requirements for motivation variable and through both its dimensions, as they contribute to improving performance levels among academic and employee staff.

It is necessary to reduce the emergence of the policies and plan obstacles that do not contribute to enhancing the academic and employee motivation by trying the administrative leaderships in the respondent colleges to remove all causes of the emergence of that obstacles.

Take advantage of the positive relationship that emerged between motivation and the achievement of academic and employee staff well-being by enhancing the aspects of this relationship with the college administration's incentives.

The administration in the respondent colleges must set up periodic programs to support the requirements of both internal and external motivation through the resources and requirements provided by them to contribute to improving the performance levels of its academic and employee staff.

We recommend that the respondent colleges administration must direct more and appropriate attention, especially to the employees' extrinsic motives from the college administration.

The employee staff respondents think that training employees is more beneficial and motivating to raise their performance than reward or punishment.

Benefiting from academic and employee staff's efforts and abilities related to their strengths that stimulate them and work to improve performance levels for them and their colleges.

We recommend that the respondent colleges seek to establish open relationships and contacts with their academic and employee staff to enhance their capabilities towards providing the requirements that raise their performance.

To achieve the best means of motivation and performance, the researched colleges must adopt the organizational climate that contributes to providing the appropriate atmosphere to work freely without pressure and internal conflicts between academic and employee staff.

The respondent colleges should focus on training their individuals on how to apply best practices in their work that enhance the overall performance

The need for the organizational culture prevailing in the respondent colleges that contribute to the primacy of the college's interests and the group over their interests to improve their individual and collective performance levels.

The necessity for respondent colleges administration to adopt the techniques that help the academic and employee staff work according to one team's standards and spirit through the incentives they provide that meet their aspirations and contribute to improving their performance.

The study recommends that the respondent colleges' administration benefit from the relation between the current study variables by applying the results of this study in their colleges.

5.3. Future Recommendations

Future studies should further investigate to deal with these issues on employee motivation & employee performance as shown below:

1. The impact of training and rewards on employee performance.
2. The effect of motivation factors on strategic performance.
3. The mediation role of leadership in the relationship between motivation and firm performance.
4. The moderate role of the job knowledge in the relation between motivation Organizational Performance.

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APPENDICES

Appendix 1: Questionnaire Form



T.C

FIRAT UNIVERSITY

SOCIAL SCIENCE INSTITUTE

BUSINESS ADMINISTRATION DEPARTMENT

Dear Sir / Madam Respondent

Thank you for taking a part of your time to participate in this survey. The main purpose of this questionnaire is to collect a data for our study which titled: **(The Effect of Motivation on the Employee Performance: An Exploratory study of the views of academic and employee staff at Colleges of Zakho University – Zakho Governorate).**

Please note that we are interested in your opinion about the questionnaire items for an academic purpose only, in order to get a Master Degree in the Department of Business Management at Firat University. There is no need to mention your name in this survey.

We appreciate highly your kind cooperation and valuable time in completing the attached questionnaire.

Note: If you have any questions you can communicate with the researcher according to the information contained in the bottom of this form.

Sincerely,

Researcher

Kawar Abdullah ALI

Master Student

Supervisor

Asst. Prof. Dr. Cem AYDEN

The Questionnaire

First: Personnel Information

Please put the (✓) sign in the place that shows your opinion regards the item.

1. Gender: ☐ Male ☐ Female.
2. Age: ☐ 20 less than 30 ☐ 30 less than 40 ☐ 40 less than 50
☐ 50 and more
3. Academic achievement: ☐ PhD ☐ Master ☐ Bachelors ☐ Diploma
☐ Secondary School and less.
4. Job Title: ☐ Academic staff ☐ Employee staff.
5. Service years: ☐ 1 less than 10 ☐ 10 less than 20 ☐ 20 and more.

Second: Motivation Variable: A motive is a reason for doing something. Motivation is concerned with the strength and direction of behavior and the factors that influence people to behave in certain ways. The term ‘motivation’ can refer variously to the goals individuals have, how individuals chose their goals and how others try to change their behavior.

Seq.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Intrinsic motivation: Arise from the self-generated factors that influence people’s behavior. It is not created by external incentives. It can take the form of motivation by the work itself when individuals feel that their work is important, interesting and challenging and provides them with a reasonable degree of autonomy, opportunities to achieve and advance, and scope to use and develop their skills and abilities. To what extent do you agree or disagree with the following statements Which describes your opinion about intrinsic motivation:					
X1	I think that my intrinsic motivations toward my job are positively related to achieving well-being.					
X2	My intrinsic motivations toward my performance are influenced by the college administration attitudes.					
X3	College work stress affects your intrinsic motivations for achieving high performance levels.					
X4	I think that my intrinsic motivation causes me to focus on the task at hand.					
X5	Intrinsic motivation direct employees to focus on their performance in comparison to their peers rather than learning for the sake of gaining skills					
X6	Intrinsic motivations are based on self-actualization criteria to improve job performance levels					

X7	Enhancing intrinsic motivation requires supporting the employee's autonomy in work from their college administration.					
X8	intrinsic motivation contributes to empowering employees to improve their work performance levels					
X9	The incentive of the intrinsic motivation for work is related to improving the levels of salaries and wages in the college.					
X10	The college administration is working to encourage the intrinsic motivations of employees to reduce supervision costs					
2.	Extrinsic motivation: Arise when things are done to or for people to motivate them. These include rewards, such as incentives, increased pay, praise, or promotion; and punishments, such as disciplinary action, withholding pay, or criticism. To what extent do you agree or disagree with the following statements Which describes your opinion about extrinsic motivation:					
X11	Focusing on extrinsic motivation of performance distracted me from the tasks in progress.					
X12	The college administration directs appropriate attention to the external motives of its employees.					
X13	I believe that extrinsic motivation is based on physical standards in order to raise levels of job performance					
X14	Extrinsic motivations for job performance depend on seizing opportunities that deliver personal benefits.					
X15	The college administration can control the extrinsic motivations of employees and direct them to achieve their goals.					
X16	Promotional opportunities in the college can improve extrinsic motivations toward achieving better levels of job.					
X17	College administration involves you in decision making which are connected to your extrinsic motivations about your job.					
X18	I have complete conviction that the college administration is keen to attract extrinsic work motivations for its employees for its benefits.					
X19	The college administration constantly discusses with me my extrinsic motivations towards work to employ it in favor of the college goals.					
X20	The performance evaluation at the college does not take into consideration the employees' external motivations towards work.					

Third: Employee Performance: as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost, and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

To what extent do you agree or disagree with the following statements Which describes your opinion about your performance:

Seq.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Y1	I think that my performance is very important to achieve college goals.					
Y2	I feel uncomfortable and worried when my performance didn't reach the performance standards of the college.					
Y3	I ignore and not care about the mistakes that hinder my job performance.					
Y4	The college administration does every possible effort to enhance employee's performance.					
Y5	I do my best to help my peers to improve their performance.					
Y6	I try to reach the expectations of our administration to improve my performance.					
Y7	I am satisfied when I feel competent with my job performance.					
Y8	The college administration introduced to me many incentives to motivate my high performance.					
Y9	My care and focus on salary and wages more than my care to improve my performance.					
Y10	The college administration gives me the freedom to perform my job with any performance standards I wish.					
Y11	I adopt the "take-and-give" approach with my boss when it comes to improving my performance.					
Y12	I care about tasks that improve my standard of living and I do not care about the quality of my performance.					
Y13	I think that training employees is more beneficial and motivating to raise our performance than reward or punishment.					
Y14	I am capable of handling my responsibilities and assignments without the supervision of my boss.					
Y15	I used to introduce the best performance to achieve the effectiveness of teamwork.					
Y16	I know I can handle multiple assignments for achieving college goals.					
Y17	I lose my temper when faced with criticism about my performance from my boss					
Y18	I communicate effectively with my colleagues for performance problems solving in my tasks					
Y19	I used to share knowledge and ideas about performance problems with my colleagues.					
Y20	My co-workers often invite me to slow down in performance to pressure on college administration to fulfill our demands.					

Thanks for your kindly participation in this questionnaire.

Questionnaire References

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