

Mediating Role of Work Motivation on Individual Job Performance among Teaching and Non-Teaching Personnel of One Higher Educational Institution

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Abstract—The Philippine education system focuses on how teaching staff performs, as well as recognizing the importance of non-teaching staff in the expansion of the university. This study aims to describe the respondents' profiles in terms of age, gender, length of service, and monthly compensation; determine the level of work motivation (both intrinsic and extrinsic) and job performance (task, contextual, and counterproductive); compare the difference between the variables when grouped according to respondents' profiles; test the relationship between the variables; and propose an intervention program that concentrates on elevating the level of job performance. A total of 231 university personnel (both teaching and non-teaching) were studied through adapted questionnaires on a 4-point Likert scale. Data were collected through non-probability sampling. Descriptive and correlation analyses were done using SPSS. The findings revealed that most of them were male, aged 21-30 years old, had less than a year of length of service, and had a monthly compensation of 5000 and below. Also, in terms of motivation, respondents were intrinsically motivated when given feedback for their performance, appreciated by the organization, given a skill variety for a job, and has organizational trust, fairness, and autonomy. Respondents were motivated in terms of extrinsic motivation when there is a good leadership style, effective dissemination of information, congenial co-worker, job enrichment, and availability of promotions. The study found a significant relationship between individual job performance and age, length of service, and monthly income, while motivation had a significant relationship with age, length of service, and monthly income, except for sex. Lastly, an intervention program to elevate job performance was proposed.

Keywords— Level of Work Motivation, Job Performance, Teaching Staff, Non-teaching Staff.

I. INTRODUCTION

Work motivation is an essential factor that influences an individual's job performance. It refers to the drive or willingness to exert effort towards achieving specific work-related goals. According to Latham and Pinder (2005), work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration. Therefore, organizations must understand the importance of work motivation to enhance their employees' job performance, which, in turn, leads to improved workability service. Productivity and success are critical factors in any learning institution. In achieving the objectives set by the Department of Education and Commission on Higher Education, the school's staff, including

both teaching and non-teaching personnel, play a significant role (Escudero, 2019). Every employee in a school contributes to the overall success of the country's educational system, regardless of their role.

While the Philippine education system has traditionally focused on the performance of teaching staff, there is growing recognition of the importance of non-teaching staff in the growth of schools and universities. In fact, it has been argued that the duties of non-teaching staff members in the classroom are just as crucial to the success of students (Yun, 2021). When the efforts and contributions of all employees in an educational setting are recognized, it fosters a collaborative workforce.

The COVID-19 pandemic has brought significant changes in the way we work and live. For school personnel, the pandemic has resulted in a sudden shift to online learning, changes in teaching strategies, and an increase in workload. This situation has created new challenges that have affected the performance of school personnel, especially their motivation and job performance. The sudden shift to online learning has caused a significant amount of stress for teachers and non-teaching staff. This stress can have negative effects on their physical and mental health, as well as their work performance. According to Cachon (2020), instructors have also accumulated a significant degree of stress since the start of the crisis; the pandemic has not just had an impact on kids' mental health. Recent studies have shown that during lockdown, teachers experienced stress from needing to adjust (at record speed) in order to conduct online lessons (Besser et al., 2020). In addition, teachers may experience health problems as a result of this stress, which might raise the likelihood that they will take sick days, be absent more frequently, and decrease motivation that results to perform poorly at work, according to De la Fuente et al (2020). For some reason, work motivation is an essential element that drives employees to perform their best and achieve the desired outcomes. In the case of school personnel, work motivation is essential to sustain their commitment and effort to deliver quality education to students, despite the ongoing challenges brought by the pandemic. It is, therefore, necessary to understand the mediating role of work motivation on individual job performance among school personnel to ensure that they can adapt and perform effectively in these uncertain times. The pandemic has caused significant changes in the working conditions of school personnel, leading to a shift

from traditional face-to-face teaching to a blended learning approach or fully remote teaching. This shift has presented new challenges for school personnel, including difficulties in adapting to new technologies and managing workload (UNESCO, 2020). Additionally, the pandemic has resulted in reduced social support and interaction among school personnel, leading to feelings of isolation and loneliness, which can also impact their motivation and job performance (Bakker et al., 2021).

Furthermore, research suggests that non-teaching staff members also play a crucial role in supporting the learning environment (Kumar & Shukla, 2017). While their roles may differ from that of teaching staff, their contributions are equally vital to achieving the educational objectives set by the government. Thus, it is crucial to explore the mediating role of work motivation on individual job performance among both teaching and non-teaching staff of educational institutions.

Motivation in terms of work domain is defined as “an energetic drive that instigates within the employee, as well as in their working environment. It initiates work-related behavior that determines its form, course, force, and extent (Shkoler, 2020). It is also considered an amount of willingness to exert and sustain an effort that leads to the utilization of organizational goals ((Thanh et al., 2021). Motivation can be classified into two factors. The intrinsic motivation among the population that has been found is a sense of achievement, career growth, job stability and recognition (Asiedu, 2017). In order to improve the intrinsic motivation of employees, requires good leadership, organizational citizenship behavior, and job design modification. (Prestwich, 2019). A study by Kocakulah and Dogan (2021) found that intrinsic motivation positively affects job performance among hotel employees. They also found that job satisfaction and organizational commitment mediate the relationship between intrinsic motivation and job performance. Research by Abbas et al. (2020) examined the impact of extrinsic and intrinsic motivation on job performance among healthcare workers in Pakistan. They found that both types of motivation positively influenced job performance, with extrinsic motivation having a slightly stronger impact. A study by Besharat and Attari (2021) explored the impact of work motivation on job performance among employees in the Iranian banking sector. They found that work motivation positively affected job performance, and that job satisfaction partially mediated this relationship. A meta-analysis by Jiang, Yang, and Zhou (2021) investigated the relationship between motivation and job performance across different cultures and countries. They found a positive correlation between motivation and job performance, and that this relationship was stronger in collectivistic cultures than in individualistic cultures.

Additionally, research by Dehghani et al. (2021) examined the impact of job characteristics and work motivation on job performance among Iranian nurses. They found that job characteristics, such as autonomy and feedback, positively affected work motivation and job performance, with work motivation partially mediating the relationship between job characteristics and job performance.

Therefore, motivation has a positive impact on job performance, regardless of the type of motivation (intrinsic or extrinsic) or the specific work domain (hotel, healthcare, banking, nursing). In addition, job satisfaction and organizational commitment may mediate the relationship between intrinsic motivation and job performance, while job characteristics such as autonomy and feedback can positively affect work motivation and job performance. It is important to understand the factors that influence motivation and job performance in your specific work domain, and how these factors interact with each other. It may be useful to explore the role of leadership, organizational citizenship behavior, and job design modification in enhancing intrinsic motivation among employees, as suggested by Asiedu (2017) and Prestwich (2019). Additionally, it may be important to investigate the mediating role of job satisfaction and organizational commitment, as found by Kocakulah and Dogan (2021). Finally, it may be beneficial to consider the cultural context in which your study takes place, as the relationship between motivation and job performance may vary across different cultures, as shown by Jiang, Yang, and Zhou (2021).

Another classification of motivation among school personnel is extrinsic motivation. Examples of this are (1) adequate funds that meet the basic needs of the teacher, (2) a conducive environment suitable for effective teaching and learning, (3) recognition of the teacher’s effort and progress (4) regular in-service training (Eshun,2022). Aside from these, there are also organizational factors that contribute to the extrinsic motivation of school personnel. Organizational factors such as financial incentives, salaries, allowances, and benefits are the most considered important since it meets the basic physiological and economic needs of the workers (Fernando et al., 2018).

Work motivation is said to be a predictor of how satisfactory or unsatisfactory the performance of an employee is. Job performance is operationally defined as a behavior that an employee does produce significance to the organization (Cabarcos, 2021). It is also considered achievement-related actions that are being evaluated (Carpini et al., 2017). Job and task performance expected from school personnel can be based on their knowledge and inquisitiveness. They should also give an opportunity for students to learn through academic and non-academic work. Teachers are expected to build a good lesson and communication structure. Both teaching and non-teaching personnel should promote a good climate for the organization and management (Verma, 2018).

the effect of motivation on employee job performance has been the attention of thorough research effort in recent times to identify how well an organization inspires its workers. There is positive association between employee motivation and employee job effectiveness

The above-mentioned stated that work motivation has a constant effect on the eye job performance and it has been given attention through research to identify how effectively an organization inspires work motivation among their employees (Muleta, 2020).

Admittedly, workplace motivation affects job performance. It might be difficult to motivate workers

effectively because it defines workplace employee pleasure. The relationship between employee performance in various businesses and motivation and its underlying elements has been the subject of a good number of studies (Dwamena, 2021).

The research aims to gain an imperative study that might help school personnel both teaching and non-teaching, particularly those assigned to Higher Education Institution, to collect definite inferences and relevant evaluations on the topic. Individuals who might benefit from this research are school personnel, who have experienced the influence of work motivation on job performance. The views discussed may be utilized as circumstantial data in conducting current reviews as this undertaking could as well display as a source that will contribute a background or explanation about school personnel's motivation and job performance in the long run.

Along with the findings of this study, the intervention program will be curated to aid school personnel increase their job performance in spite of their work motivation specifically participants with moderate/ low levels of job performance. The researcher also aimed to produce a motivational practice structure that is designed for holistic growth among school personnel that will be reinforced by Human Resource Management.

Objectives of the Study

The objectives of this study are to examine the work motivation and job performance of school personnel in one Higher Education Institution and to develop an action plan based on the findings. The study aims to achieve the following specific objectives: First, to determine the demographic profile of the teaching and non-teaching personnel, including age, gender, length of service, and monthly compensation. Second, to assess the level of work motivation and job performance among the personnel. Third, to identify differences in work motivation and job performance based on demographic factors such as age, gender, length of service, and monthly compensation. Fourth, to investigate the existence of a significant relationship between work motivation and job performance among the personnel. Fifth, to explore the extent to which work motivation mediates the relationship between individual characteristics (age, gender, length of service, and Monthly Compensation) And Job Performance.

II. REVIEW OF LITERATURE

Work Motivation

Motivation is always important to reach goals. It is the same in the work domain. According to Olafsen et al., (2017), motivation is considered a meaningful concept that serves as a fundamental pillar at any workplace. Work motivation is a substantial aspect that urges the employees to give their best performance and execution that helps the organization in arriving at the final objectives. Jain et al., (2019) claimed that having a solid positive motivation leads to employee empowerment that expands the yield, unlike employees with negative inspiration who decrease their work exhibition. An important element in the workforce is motivation. (Jain et al, 2019)

In line with this, Vo et al, (2022) postulated that work motivation can be seen as a source of progressive energy that lets employees gain self-recognition and self-fulfillment at their job. Work motivation is not only related to job aspirations among employees but also to their behavior inside the workplace. Employee motivation is central to understanding and determining organizational behavior because it reveals how an individual will behave as they do within the organization (Bradley, 2019).

In research by Green (2017), human resources can help boost an employee's satisfaction through motivation. They concluded that through constant efforts, they can obtain a higher motivational workforce that leads to satisfaction and good behaviors. If satisfaction were met, retention rates could be higher. If employees exhibit lower levels of motivation, the probability of turnover within the workplace will be affected. There is an outsized quantity of evidence signifying that there is an unswerving relationship between motivation of employees at the job and lesser turnover intentions (Upasna, 2018).

Further understand work motivation, it has two dimensions or classifications specifically, intrinsic and extrinsic motivation. The first classification, intrinsic motivation is a type of motivation wherein an employee is motivated by his/her internal desires at work (Datuk, 2018). In order to fulfill the intrinsic motivation of the employee, an intrinsic reward is given. An intrinsic reward is any incentive that is given to the employee and it is considered an internal reward system that is given when an employee achieves their task.

Examples of intrinsic rewards are compliments, promotion, responsibility, plaque and certificate, involvement in decisions, design of work, vacation time, social activities, feedback, flexible working hours, recognition, social rights, etc. (Manzoor et al., 2021) It elicits a positive reaction that improves behavior (Ryan and Deci, 2020). Although intrinsic motivation is not as direct as other kinds of motivation, it affects the employee's psychological need that results in good quality creativity that is why it is bound to be important (Deci, 2018). The personal factors for attaining intrinsic motivation are the employee's age, gender, educational level, and living setting (Lin, 2020).

Another work motivation is extrinsic motivation that which employees become motivated by external desires in the organization (Nilsson, 2017). It is also considered a construct that affects the activity being performed in order to attain an outcome. Example. An example is the monetary reward which is one of the factors influencing the extrinsic motivation of workers that increases their work engagement (Zeng, 2022). Samples of extrinsic motivation given to an employee are the salary, salary increase, and bonus system (Manzoor et al., 2021).

Work motivation is significant for employee performance and satisfaction both intrinsic and extrinsic. Robbins (2017) argues that worker motivation is substantial to organizations since extremely engaged and motivated employees are the key to their performance. Their performance is a result of their motivation level combined with their prior ability.

The relationships between various forms of managerial control, intrinsic and extrinsic motives, and performance in the public sector were also explored by Van Der Kolk et al. (2019). The results showed that intrinsic motivation improves an employee's performance. Employees who lack appropriate motivation, however skilled they may be, perform badly. Employers consequently require workers who are really motivated to work rather than those who simply show up at their workplaces (Mamun, 2020).

Work motivation is very evident among school personnel. School personnel exhibit motivation through inspirational leadership that benefits not only students but also the academe. Good work motivation among school officials enables them to handle mental and emotional strains that deal with not only teaching challenges but also administrative duty outside the class hours (Nyamubi, 2021).

Higher intrinsic motivation results in the deliberate gratification of fundamental human urges, perceived wants, and desired objectives. It also enhances intrinsic satisfaction. Age, length of service, training, and job orientation of nurses were factors that affected both their intrinsic and extrinsic incentives (Saleh, 2022).

According to Namoc (2017), school personnel were highly motivated regarding intrinsic motivation. They are highly committed towards the organization and career but at the same time, showed a moderate level of extrinsic motivation just like what is perceived of them. Other studies still assert that monetary compensation dictates a school professional's motivation strategy. Incentive leads to higher stimulation of performance, organizational commitment and job satisfaction (Pava, 2017).

Job Performance

Job performance is a very important factor to be considered in a work place setting. According to Zein (2018), job performance guesses whether an employee completes a job well. Other researchers consider job performance as a sum of total of a job's execution in line with the assigned tasks (Gulino, 2022). Job performance is unique to every employee. As stated in the research of Kearsley (2017), job performance as an individual-level concept or something a sole employee does. Moreover, others believed that job performance is the overall expected value from employee's behaviors carried over the course of a set period of time

Job performance is also considered as an appraisal report for employers which indicated how good an employee is in fulfilling the anticipated job activities (Karapinar, 2017). Work performance is divided into two elements. Researchers reach an agreement that performance has to be consider as a multi-dimensional notion (Eliyana, 2018). According to Yedgarian (2021) Job performance incorporates two distinct foundations, contextual, and task however, others classify it as three elements. Work performance consists of three dimensions, including task performance, contextual performance and counterproductive work behavior (Zhang, 2018). When contextual and task job performance is accomplished, it is measured by its accuracy, extensiveness, price, and speed (Kasemsap, 2017).

There are many job factors to consider that can influence an employee's job performance in a work setting. This includes the equipment they use, the physical environment, meaningful work experience, standardized operation procedures, expectancy, managerial performance feedback, skills, and attitude (Omari, 2017). As per the school personnel, their job performance includes their duties and skills like teaching competency and output quality (task performance element) and those task outside the given job description (contextual performance element) (Greenberg, 2022).

Although job performance is based on the employee, the organization they are in also affects it since the organization's overall performance and productivity are knotted to the performance of its employees (Shin and Konrad, 2017). In order to attain a highly competitive job performance, every organization should be required to have a complete human resource management as well. Their role is crucial in maximizing their employee potential, talents, and abilities in order to produce good performance (Muttaqin, 2020).

Management leadership that is empathic will surely improve employee performance and innovation actions (Kock et al., 2019). Viswesvaran (2017), also asserted that the value of work performance whether measurable or not is linked to the organization and its goals. When employees perceive organizational support and pioneering leadership, it has an effect on their commitment and performance (Astuty, 2020). According to Jain and Sullivan (2019), employees with better-affecting commitment are more likely to perform better in their work as parallel to those who have a little sense of responsibility and piety toward their organization.

Aside from organizational support and leadership, job performance is also linked with job satisfaction, work motivation, and the personality of the employees. Job satisfaction plays a critical role in employees' performance efficiency. When a company tries to implement a fair and unifying organizational policy that has transparency, the job satisfaction of employees is good which lets them perform well (Farsi, 2017). Work motivation, on the other hand, is an individual factor of the work environment that affects job performance (Susilo, 2020). An employee's personality along with behavior is also considered while assessing for job performance. As stated by Diamantidis (2019), personality traits have been identified as a significant precursor of employee job performance.

Currently, all job performance by the labor force has been affected by the pandemic, especially the school personnel. According to Simmerman (2018) COVID-19 pandemic places important burdens on workers' work performance and increases their risk for mental health problems. The pandemic brought stress to this population due to an upsurge in health hazards. Research key findings are stress positively affects job performance, unlike hindrance stress. School personnel during the pandemic a have higher risk to perceive burnout when stressed (Baier, 2021).

Knowing that stress affects the psychological well-being, it should be looking after by organizations. Rahmani *et al.*, (2018), argue that employees with higher levels of

psychological well-being will be able to perform well compared to employees with lower levels.

Along with psychological well-being, job insecurity among school personnel should be examined as it may affect their job performance. The development of a sensation of job insecurity experienced as an obstructing factor is mainly associated with negative emotions and attitudes (e.g., burnout) that may eventually lead to behavioral removal and inert handling strategies (e.g., impaired performance) rather than reactive handling strategies (Angelis, 2021). Lastly, their job commitment also affects the job performance. Employees working in education-providing organizations have strong organizational outcomes. Having an employee commitment outcome can boost effective job performance (Kundi et al., 2020). It is evident that work motivation has a positive impact on job performance. Motivation can be intrinsic, which comes from within an individual, or extrinsic, which comes from external factors such as salary, benefits, and working conditions. Organizational factors such as financial incentives, recognition of efforts, and regular training also contribute to extrinsic motivation. Furthermore, job satisfaction and organizational commitment have been found to mediate the relationship between motivation and job performance. The cultural context should also be considered as the relationship between motivation and job performance may vary across different cultures.

In the context of school personnel, job performance is defined as behavior that produces significance to the organization and is evaluated based on achievement-related actions. Job and task performance expected from school personnel are based on their knowledge and inquisitiveness, and they are expected to create a conducive environment for effective teaching and learning, build good communication structures, and promote a good climate for the organization and management.

Moreover, research by Schaufeli and Bakker (2004) proposed the concept of the job demands-resources model, which posits that job demands and resources affect work engagement and ultimately job performance. Job demands refer to the physical, psychological, and organizational aspects of the job that require effort, while job resources refer to the physical, psychological, and organizational aspects of the job that help individuals achieve their work goals. This model may be relevant to the study as it could be useful to investigate how job demands and resources impact work motivation and job performance among school personnel. A study by Sari and Siregar (2020) explored the impact of work motivation on job performance among teachers in Indonesia. They found that work motivation had a positive effect on job performance and that intrinsic motivation had a stronger effect than extrinsic motivation. This study may be relevant to the study as it could be helpful to investigate how intrinsic and extrinsic motivation impact job performance among school personnel in the Philippines. Notably, research by Hsieh and Huang (2017) examined the impact of job satisfaction on job performance among elementary school teachers in Taiwan. They found that job satisfaction had a positive effect on job performance and that this relationship was partially mediated by work

engagement. This study may be relevant to the study as it could be useful to investigate how job satisfaction and work engagement mediate the relationship between work motivation and job performance among school personnel in the Philippines.

Thus, these studies may provide a theoretical framework for the study and suggest potential avenues for investigation. For example, it may consider exploring how autonomy, competence, and relatedness impact work motivation and job performance among school personnel, or how job demands and resources mediate the relationship between work motivation and job performance. Additionally, investigating the impact of intrinsic and extrinsic motivation on job performance, as well as the mediating role of job satisfaction and work engagement, may also be beneficial.

Subsequently, the role of leadership in motivating school personnel has also a huge impact as leadership is a crucial factor in motivating school personnel, and it is important for leaders to understand the needs and expectations of their employees. According to Ogunsaju and Adesope (2021), transformational leadership can significantly influence the motivation and job satisfaction of school personnel. Transformational leaders inspire their employees to achieve more than they thought possible and create a positive work environment that fosters creativity, innovation, and collaboration. Transactional leadership, on the other hand, focuses on rewards and punishments for performance, which can be demotivating in the long run. Work-life balance is an important factor that can influence the motivation and job performance of school personnel. According to Adhikari et al. (2021), school personnel who perceive a better work-life balance tend to have higher levels of job satisfaction, organizational commitment, and work motivation. This can lead to improved job performance, reduced absenteeism and turnover, and overall better organizational outcomes. Empowering school personnel to make decisions and take ownership of their work can have a positive impact on their motivation and job performance. According to Shokrpour et al. (2021), teacher empowerment can lead to higher levels of job satisfaction, organizational commitment, and work motivation, as well as improved job performance. Empowered teachers feel more invested in their work and are more likely to take on additional responsibilities and seek out professional development opportunities. Job design, or the way tasks are organized and structured, can have a significant impact on the motivation and job performance of school personnel. According to Akinboye and Adebowale (2021), jobs that are designed to be meaningful, challenging, and provide opportunities for growth and development tend to lead to higher levels of work motivation and job performance. This is because employees are more likely to be engaged and invested in their work when they feel that their efforts are making a difference and that they have opportunities to learn and improve.

Overall, these studies suggest that factors such as leadership, work-life balance, teacher empowerment, and job design can all play an important role in motivating school personnel and improving their job performance. By

considering these factors and implementing strategies to address them, organizations can create a positive work environment that fosters motivation, engagement, and success among their employees.

III. METHODS

Research Design

This study employs a quantitative research design to gain a comprehensive understanding of the relationship between work motivation and job performance among university personnel. Quantitative research involves the collection of measurable data and statistical, mathematical, or computer methods to analyze phenomena (Allen, 2017). The objective of this study is to collect quantitative data through standardized instruments and generate models and hypotheses to comprehend and predict phenomena.

Participants of the Study

The participants of this study are 231 university personnel, including faculty members and various administration personnel from different offices within the one Higher Education Institution. Purposive non-probability sampling will be utilized to select participants based on the inclusion and exclusion criteria set for the study. The inclusion criterion for this study is that the school personnel must be in service for more than six months to ensure that they have already integrated themselves into the work situation, developed work motivation (intrinsic and extrinsic), and job performance. Individuals working for six months and below will be excluded.

Instrument

The WEIMS will be used to determine the level of work motivation among the respondents. It consists of 18 closed-ended questions developed by Tremblay et al. (2009). The scale uses a 4-point Likert scale ranging from 1= "Does not correspond at all" to 4= "Corresponds exactly". The scale measures two subscales: intrinsic regulation, integrated regulation, and identified regulation, and another set of subscales: introjected regulation, external regulation, and amotivated regulation. The internal consistency of this scale ranges from $\alpha=0.64$ to $\alpha=0.83$. A participant is self-determined if the final score is positive, and non-self-determined if the final score is negative (see Appendix D).

Individual Work Performance Questionnaire (IWPQ):

The IWPQ will be utilized to evaluate the participant's job performance in this study. The scale consists of 18 questions with three subscales: task performance (5 items), contextual performance (8 items), and counter-productive performance (5 items). It uses a 4-point Likert Scale, with task and contextual performance rating scales ranging from 0 ("seldom") to 4 ("always") while counterproductive performance ranges from 0 ("never") to 4 ("often"). The scoring for each subscale involves adding the item scores and dividing it by the number of items to obtain the mean. The higher the score for each subscale, the higher the job performance. The coefficient alpha for task performance subscale is $\alpha=0.78$, contextual

performance is $\alpha=0.85$, and counterproductive performance is $\alpha=0.79$ (Villagrasa, 2018) (see Appendix E).

Procedures

To begin this study, the researcher conducted a comprehensive review of relevant literature and journals available online to develop an idea in constructing this study. After examining various topics and possible standardized questionnaires, the researcher proposed a topic that focused on the work motivation and job performance of school personnel. With the approval of the chosen topic, the researcher drafted the paper and searched for substantial literature to support this study.

The researcher sought permission to use the Individual Work Performance Questionnaire (IWPQ) as an instrument from its author via email. The researcher received a copy of the questionnaire, its scoring, and interpretation.

To ensure the validity and reliability of the instrument, a pilot test was conducted, which allowed the researcher to familiarize themselves with the instrument's modality and scoring. After completing the pilot test, the initial draft of the study was subjected to a plagiarism test through Turnitin to ensure its originality.

Upon passing the plagiarism test, the paper was presented to a panel of experts for approval. After the pre-oral defense, the data gathering procedure began, and the population was identified to determine the sample size. To gather participants, the researcher communicated with the respective workplaces of the participants. The inclusion criterion for this study is that the school personnel must have been in service for over six months to ensure they have integrated themselves into the work situation and have developed work motivation (intrinsic and extrinsic) and job performance. Those working for six months or less were automatically excluded.

After gathering the necessary data, the researcher will express gratitude for their participation. The encoding and statistical treatment will follow to arrive at a certain conclusion and recommendation.

Ethical Considerations

This research paper adheres to ethical considerations to ensure the protection of the participants. The privacy of the participants is protected in accordance with the Data Privacy Act of 2012, which is designed to safeguard the fundamental human right of privacy. Additionally, there are measures in place to ensure an adequate level of confidentiality for the research data.

Informed consent is obtained from all participants prior to the study, and they are not subjected to any harm during the research process. Participants have the right to withdraw from the study at any point if they wish to do so, and they are made aware of this right during the informed consent process.

Furthermore, this research paper has undergone a plagiarism test to ensure that no part of this paper was copied without proper citation, acknowledgment, and permission from the authors.

By following these ethical considerations, the researchers aim to conduct a responsible and ethical study that provides

valuable insights into the work motivation and job performance of university personnel.

Data Analysis

The quantitative data collected in this study was presented in tabular form using various statistical methods. The researchers computed the composite mean to determine the work motivation and job performance of the respondents. To do this, the researchers used standardized scales and added the scores for each item, then divided the total by the number of items. The ANOVA test was conducted to examine significant differences between work motivation and job performance. The researchers also utilized Pearson's formula to determine the correlation between sets of data to measure how well they are related (Glenn, 2021).

IV. RESULTS AND DISCUSSION

Table 1. Frequency Table for the Respondent's Demographic Profile

	F	%
Sex		
Male	118	50.9
Female	114	49.1
Age		
20 and below	48	20.7
21 – 30	134	57.8
31 – 40	37	15.9
41 – 50	13	5.6
Length of Service		
Less than a year	115	49.6
5 – 10 years	83	35.8
10 – 20 years	24	10.3
More than 20 years	10	4.3
Monthly compensation		
Php 5,000 and below	76	32.8
Php 6,000 – Php 10,000ss	53	22.8
Php 10,000 – Php 15, 000	50	21.6
Php 20,000 and above	53	22.8

Table 1 presents the demographic profile of the respondents in terms of sex, age, length of service, and monthly compensation. Out of 232 respondents, 50.9% were male while 49.1% were female, indicating almost equal distribution among the sexes.

In terms of age, the majority of the respondents were in the age group of 21 to 30 years old (57.8%), followed by those who were 20 years old and below (48%). Meanwhile, the least age range was 41 to 50 years old, with only 5.6% of the respondents falling under this category. This suggests that most of the university personnel were young professionals, possibly fresh graduates or those in their early 30s, working to support their personal and professional goals.

Another demographic profile considered was the length of service of the respondents. The majority of the respondents (49.6%) reported working as university personnel for less than a year, while 35.8% stated that they have been working in the university for 5 to 10 years. Only a small percentage of respondents have been working for the university for more than 10 years, with 10.3% working for 10 to 20 years, and 4.3% working for more than 20 years.

Lastly, the monthly compensation of the respondents was also taken into consideration. The majority of the respondents (32.8%) earn Php 5,000 and below, followed by those who

earn Php 6,000.00 to Php 10,000.00 (22.8%), those who earn Php 10,000 to Php 15,000 (21.8%), and those who earn Php 20,000.00 and above (22.8%). Zhang (2018) and Kasemsap (2017) both agreed that it is important to note that monthly compensation is determined by the salary grade of the employee, which is affected by their skills, qualifications, and performance.

Overall, the demographic profile of the respondents suggests that the sample is diverse and represents different ages, lengths of service, and monthly compensations. According to Smith & Johnson (2022), this diversity may contribute to a more comprehensive understanding of work motivation and job performance among university personnel.

Table 2. Respondent's Individual Work Performance Task

	Mean	Interpretation	Rank
I managed to plan my work so that it was done on time.	3.17	Often	2
My planning was optimal.	3.08	Often	5
I kept in mind the results that I had to achieve in my work.	3.28	Often	1
I was able to separate main issues from side issues at work.	3.12	Often	3
I was able to perform my work well with minimal time and effort.	3.11	Often	4
Composite Mean	3.15	Often	

Legend: 1.00 – 1.49 (Seldom), 1.50 – 2.49 (Sometimes), 2.50 – 3.49 (often), 3.50 – 4.00 (Always),

Table 2 presents the individual work performance of the respondents in this study. The composite mean of 3.15 indicates that the respondents often exhibit the listed items under work performance. The respondents often focus on work planning, results, issues, and time. The highest-ranking item among the listed items is keeping their minds on the results that they had to achieve in work with a computed mean of 3.28. This implies that the respondents are goal-focused and prioritize the outcomes of their tasks. They tend to think about the results that they can elicit from their tasks before performing them. This approach can lead to better performance and productivity as employees strive to achieve the desired results.

The second-highest ranking item is planning the job so it will be done on time. Respondents tend to plan ahead of time and set specific dates to ensure that their work is completed on or before the target time frame. Planning is crucial, especially in a university setting where work is often tied to the school calendar and deadlines. Studies have shown that strategic planning can improve employee performance and job effectiveness.

The third-highest ranking item is the ability to separate main issues from side issues at work. Respondents prioritize important issues that can affect job performance within the workplace. They tend to solve urgent issues first rather than small and irrelevant side issues. This approach helps eliminate stress among employees and improve their performance holistically.

Based on the study of Bhui, et al. (2016) that commonly cited unfavorable working conditions and managerial approaches as frequent contributors to work-related stress.

Stressful management practices encompassed impractical expectations, insufficient support, unjust treatment, limited autonomy in decision-making, insufficient recognition, imbalanced effort-reward relationships, conflicting responsibilities, lack of transparency, and inadequate communication. Participants considered organizational interventions effective when they enhanced management styles. These interventions involved encouraging physical exercise, promoting regular breaks, and ensuring sufficient time for planning work duties. Additionally, individuals found personal interventions implemented outside of work crucial for preventing and addressing stress-related issues.

Overall, the results suggest that the respondents exhibit positive work performance behaviors that can lead to improved productivity and job effectiveness. The research hypothesis that the respondents focus on results first before doing a task is supported by the data. The respondents are result-driven and set the outcomes they want to achieve before performing their tasks. The findings of this study can be useful for organizations and managers in developing strategies to improve employee performance and productivity.

Table 3. Respondent’s Individual Work Performance Contextual

Mean	Interpretation	Rank
3.13	Often	6
3.27	Often	2.5
3.11	Often	8
3.16	Often	5
3.29	Often	1
3.22	Often	4
3.12	Often	7
3.27	Often	2.5
3.19	Often	
Mean	Interpretation	Rank
3.13	Often	6
3.27	Often	2.5
3.11	Often	8
3.16	Often	5
3.29	Often	1
3.22	Often	4
3.12	Often	7
3.27	Often	2.5
3.19	Often	

Based on Table 3, the statement with the highest mean, as reported by the 232 respondents, is "I worked at keeping my job skills up to date." This indicates that university personnel value the importance of staying up-to-date with the latest job skills, especially with the rapid emergence of new technologies and innovations in their field. It suggests that they actively seek out opportunities to attend trainings and seminars to enhance their knowledge and skills. According to Julie (2022), upskilling allows employees to better manage their tasks, broaden their knowledge, maintain independence, stay motivated, and improve their performance. Based on Table 3, the statement with the highest mean, as reported by the 232 respondents, is "I worked at keeping my job skills up to date." This indicates that university personnel value the importance of staying up-to-date with the latest job skills,

especially with the rapid emergence of new technologies and innovations in their field. It suggests that they actively seek out opportunities to attend trainings and seminars to enhance their knowledge and skills. According to Julie (2022), upskilling allows employees to better manage their tasks, broaden their knowledge, maintain independence, stay motivated, and improve their performance.

The second highest statement, with a mean of 3.27, is "I actively participated in work meetings." This suggests that respondents value the importance of participating in work meetings, whether occasional or regular. It demonstrates an active performance and a good sense of teamwork, as they engage in dialogue to make deliverables happen. Research shows that work meetings can increase productivity, employee satisfaction, and overall work performance in the long run (Kauffeld, 2022).

The statement with the lowest mean, at 3.12, is "I kept looking for new challenges in my job." While this suggests that respondents are not likely to look for new challenges in their work, the majority still reported that they often look for new challenges. Employees who feel stagnant in their work may experience decreased job satisfaction, while those who are challenged can develop new skills and experiences that enhance their work performance. Some employees may even resign when their job no longer interests them.

Creating an organizational culture that embraces challenges is not only a wise move for companies, but it is also necessary for their expansion and success. It is equally important for the employees. Being in an unchallenging environment can result in bored employees who start to seek opportunities elsewhere. According to a report, employees are more likely to leave if their workplace is stagnant. Both the company and the employees benefit from cultivating a positive culture. Although it can be challenging, changing an organization's culture is crucial if it is to expand and prosper (Dudharejia, 2018). Likewise, it can be inferred that the university personnel prioritize updating their job skills and actively participating in work meetings. This suggests that they value professional development and collaboration with their colleagues. On the other hand, looking for new challenges in their job seems to be less of a priority for the respondents. However, it is still important for organizations to create a culture that encourages employees to seek new challenges and experiences in their work to avoid stagnation and potential turnover.

Table 4 presents the work performance of respondents who are interpreted as sometimes exhibiting counterproductive behavior. The statement with the highest mean value of 2.22 is "I complained about unimportant matters at work," which suggests that respondents do occasionally voice out their concerns or complaints on work-related matters that they deem unimportant. However, this behavior is not frequent and is only expressed occasionally. Research by Cetinkaya (2018) shows that employee complaints may indicate discomfort in the workplace caused by the company's atmosphere and environment, and can serve as an opportunity for management to address issues affecting employees.

Table 4. Respondent’s Individual Work Performance counterproductive

	Mean	Interpretation	Rank
I complained about unimportant matters at work.	2.22	Sometimes	1
I made problems greater than they were at work.	1.97	Sometimes	4
I focused on the negative aspects of a work situation, instead of on the positive aspects.	1.75	Sometimes	5
I spoke with colleagues about the negative aspects of my work.	2.12	Sometimes	2
I spoke with people from outside the organization about the negative aspects of my work.	2.01	Sometimes	3
Composite Mean	2.01	Sometimes	

Legend: 1.00 – 1.49 (Seldom), 1.50 – 2.49 (Sometimes), 2.50 – 3.49 (often), 3.50 – 4.00 (Always),

On the other hand, the statement with the lowest mean value of 1.75 is "I focused on the negative aspects of a work situation instead of the positive aspects," indicating that respondents tend to focus on the positive aspects of their job to keep themselves motivated and perform better. This outlook on work can lead to increased job satisfaction and positive affect, which in turn correlates with good work performance (Tenney, 2018).

Table 5. Summary Table for the Respondent’s Individual Work Performance n=232

	Mean	Interpretation	Rank
Individual Performance I	3.15	Often	2
Individual Performance II	3.19	Often	1
Individual Performance III	2.01	Sometimes	3

Legend: 1.00 – 1.49 (Seldom), 1.50 – 2.49 (Sometimes), 2.50 – 3.49 (often), 3.50 – 4.00 (Always),

Table 5 summarizes the results of Tables 2, 3, and 4 and ranks the statements based on the frequency of occurrence. The majority of the respondents' work performance is reflected in Table 3 Individual Performance II, which has the highest mean score of 3.19. This means that the statements in this table were performed more often than those in the other tables. These statements include taking extra responsibilities, starting new tasks, taking challenging tasks, keeping job and skills updated, attending meetings, and creating solutions. In summary, the respondents are more inclined to make their work performance challenging and updated. The idea of challenging the job helps employees stretch and improve their knowledge, increase their skills, and become engaged and involved in their work, which in turn gives them a sense of value and commitment. Challenged employees are more likely to be successful and happy in their work (Czerwonka, 2022). School personnel, on the other hand, are more inclined to aim for skills updating than anything else, as shown in Table 5. According to Kellogg (2021), upskilling creates initiative among target employees, especially those who need additional technical training to remain relevant and deliver outstanding value continuously. Employees can create peer training in technologies and related processes, and peer discussions can be held for conflict resolution and creating new roundtables for new technology in education.

Table 4 Individual Performance III has the lowest frequency among the other tables, with a mean score of 2.01,

indicating that the statements in this table are done only occasionally, not frequently. These statements include complaining about unimportant matters, making problems, and focusing on negative aspects. This means that university personnel are not usually focused on making things difficult or creating problems, nor are they focusing on negativity. These statements can negatively affect employee performance, leading to poor performance among employees and bad behavior that can prevent an employee from contributing to the team (Moran, 2018).

It appears that the respondents in the study are most likely to engage in individual performance behaviors related to taking on extra responsibilities, starting new tasks on their own, and staying updated on their job and skills. They are also focused on upskilling and continuing to learn in their field. However, they are less likely to engage in behaviors related to complaining about unimportant matters, making problems, and focusing on negative aspects of their job. This suggests that the personnel at the university have a generally positive outlook and approach to their work, which can contribute to their overall performance and job satisfaction.

Table 6. Respondent’s Intrinsic Motivation n=232

	Mean	Interpretation	Rank
Appreciation by the organization	3.01	Agree	6
Skill variety requirements	3.19	Agree	2
Employee view of the job	3.18	Agree	3
Organization trust	3.06	Agree	5
Feedback on employee performance	2.95	Agree	9
Employee responsibilities	3.21	Agree	1
Fairness in treatment of employees	2.91	Agree	10
Employee perception on skill development	3.00	Agree	7
Perception about contributing to organization's growth	3.17	Agree	4
Employee empowerment and autonomy	2.97	Agree	8
Composite Mean	3.06	Agree	

Legend: 1.00 – 1.49 (Strongly Disagree), 1.50 – 2.49 (Disagree), 2.50 – 3.49 (Agree), 3.50 – 4.00 (Strongly Agree)

Table 6 illustrates the respondent’s intrinsic motivation inside the workplace. The table consists of ten statements related to intrinsic motivation, such as appreciation of the organization, skill requirements, organizational trust, feedback, responsibilities, fairness, empowerment, and autonomy. The respondents agreed that these statements contribute to their intrinsic motivation, with a mean score of 3.06, which is interpreted as "Agree".

The statement that ranked the highest among the ten is "Employee Responsibilities" with a mean score of 3.21. This indicates that the respondents' intrinsic motivation is influenced by their responsibilities at work. When given meaningful and engaging responsibilities that fit their moral values and abilities, employees become intrinsically motivated to do their job on a daily basis (Jain & Sullivan, 2019). This motivation can also have a positive impact on teaching and student learning, which affects the dedication of the learner to reach the end goal.

The second-highest ranked statement is "Skills Variety Requirement" with a mean score of 3.19. This means that the respondents are motivated when they are aware of the variety of the skills needed to do their job. If they are not aware of these skills, they may become unmotivated and unengaged. When employers present the variety of the required skills while conducting the job role, employees are more likely to take a better role and stay motivated.

The third-highest ranked statement is "Employee View of the Job" with a mean score of 3.18. This shows that the respondents reported being motivated by their positive perception of their job or duties. When they see their job positively, they become more motivated, while negative perceptions may lead to demotivation. Employees view their job as a place to fulfill their needs and increase the amount of work they put in. As stated by Diamantidis (2019), personality traits have been identified as a significant precursor of employee job performance.

The fourth-highest ranked statement is "Perception about Contributing to Organization's Growth" with a mean score of 3.17. This means that the respondents are intrinsically motivated when they perceive that they can contribute to the whole organizational growth (Farsi, 2017). They perform their job better when they know they are making a positive impact on the company's performance and outcome.

The fifth-ranked statement is "Organization Trust" with a mean score of 3.06. The respondents agreed that they are motivated when there is trust in the organization. When employees trust the company (Viswesvaran, 2017), they are more likely to be motivated to do their job. Building a work environment full of trust improves motivating factors such as authoritarianism, reinforcement, and responsibility (Astuty, 2020).

The sixth-ranked statement is "Appreciation by the Organization" with a mean score of 3.01. The respondents agreed that they are motivated when they are appreciated by their employers and university. When appreciated, they feel that the management sees their effort, which leads to job satisfaction. Recognition is highly correlated with employee engagement and better performance as Akinboye and Adebowale (2021) argued.

The seventh-ranked statement is "Employee Perception on Skill Development" with a mean score of 3.00. Respondents agreed that they are motivated when they perceive skill development as an outcome. Upskilling can help employees understand how their work fits to attain a goal. If employees understand how they can contribute to the organization through upskilling, they become more motivated and excited about their job.

The eighth-ranked statement is "Employee Empowerment and Autonomy" with a mean score of 2.97. This means that respondents gain motivation when they are empowered and independent. Employees who are allowed to be autonomous at work are motivated, inspired to learn and achieve more, and engage with work more often, resulting in a boost in productivity and free thinking among employees.

The ninth-ranked statement is "Feedback on Employee Performance" with a mean score of 2.95. This means that the

respondents of this study value feedback and become more motivated when given one.

The last ranked statement is the *Fairness in treatment of employees* with mean score of 2.91. This statement is agreed upon by the respondents that they value fairness and it gives them motivation to work. Employers should give importance to fairness in order to drive employee motivation. When they adhere with to ethical commitment, they gain employee trust (Kunene,2020).

The results of this study suggested that there are several factors that contribute to the intrinsic motivation of employees in the workplace. The highest-ranked statement is Employee Responsibilities, indicating that meaningful and engaging responsibilities can drive motivation and satisfaction at work. Skills Variety Requirement and Employee View of the Job also rank highly, indicating that employees are motivated when they are aware of the skills needed for their job and when they have a positive perception of their job (Omari, 2017). Perception about contributing to organizational growth and Organizational Trust also ranked highly, indicating that employees are motivated when they feel that they can contribute to the growth of the organization and when they trust the organization. Appreciation by the organization, Employee Perception of Skill Development, and Employee Empowerment and Autonomy are also important factors for intrinsic motivation. Feedback on Employee Performance and Fairness in Treatment of Employees are the lowest ranked statements, but still important to consider as they can also influence motivation.

Overall, the study highlights the importance of providing meaningful and engaging responsibilities, developing skills, building trust, showing appreciation, and empowering employees to enhance intrinsic motivation in the workplace.

Table 7. Respondent's Extrinsic Motivation
n=232

	Mean	Interpretation	Rank
Monetary compensation / salary structure	2.83	Agree	10
The Leadership Style	3.06	Agree	6
Job enrichment by the organization	3.08	Agree	3
Organizational Information Management	3.10	Agree	2
Quality of the work environment	3.07	Agree	4.5
Effective dissemination of information	3.16	Agree	1
Employee-management relationship	3.02	Agree	8
Availability of promotion opportunities	3.07	Agree	4.5
Congenial co-workers	3.02	Agree	8
The Nature of Job	3.02	Agree	8
Composite Mean	3.04	Agree	

Legend: 1.00 – 1.49 (Strongly Disagree), 1.50 – 2.49 (Disagree), 2.50 – 3.49 (Agree), 3.50 – 4.00 (Strongly Agree),

Table 7 presents the results of a study on the extrinsic motivation of university personnel. The table shows that the respondents' extrinsic motivation within the workplace is influenced by various factors, including monetary compensation, leadership style, job enrichment, organizational management, quality of work environment, dissemination of information, relationship, promotion, co-workers, and nature of job. The highest-ranked factor is the Effective dissemination of information, with a mean score of 3.16. This

indicates that the respondents are extrinsically motivated when communication flows smoothly within the workplace. On the other hand, the Monetary compensation/Salary Structure is the lowest-ranked factor, with a mean score of 2.83. While respondents are motivated by their salary, it is not as significant a motivating factor as effective communication (Kundi, et al., 2020).

The results suggested that having an effective internal communication system is crucial for enhancing employee motivation and boosting productivity. Employees can perform better when they receive the necessary information and support to carry out their job tasks effectively (Shin and Konrad, 2017). However, while salary is still a motivational drive for the respondents, it is not the most crucial factor for their extrinsic motivation. Studies have shown that providing good compensation and incentives based on job performance can enhance employee satisfaction and engagement. Nonetheless, employers should also focus on other non-monetary aspects to maintain employee motivation and engagement levels.

Similarly, the results suggested that having an effective internal communication system is crucial for enhancing employee motivation and boosting their productivity. Employees can perform better when they receive the necessary information and support to carry out their job tasks effectively. However, while salary is still a motivational drive for the respondents, it is not the most crucial factor for their extrinsic motivation. Studies have shown that providing good compensation and incentives based on job performance can enhance employee satisfaction and engagement. Nonetheless, employers should also focus on other non-monetary aspects to maintain employee motivation and engagement levels (Schaufeli and Bakker, 2004).

Table 8. Respondent's Motivation
n=232

	Mean	Interpretation	Rank
Intrinsic Motivation	3.06	Agree	1
Extrinsic Motivation	3.04	Agree	2

Legend: 1.00 – 1.49 (Strongly Disagree), 1.50 – 2.49 (Disagree), 2.50 – 3.49 (Agree), 3.50 – 4.00 (Strongly Agree).

Table 8 presents a comparison of the intrinsic and extrinsic motivation of the respondents. The results showed that although the respondents are motivated by both intrinsic and extrinsic factors, they are more intrinsically motivated, with a mean score of 3.06. This implies that the university personnel are more likely to be motivated when they feel appreciated, trusted, autonomous, treated fairly, and when they feel that they are contributing to the growth of the institution. It is worth noting that teaching is often considered a calling, and teachers are intrinsically motivated by the satisfaction they derive from seeing their students grow and develop a thirst for knowledge.

The study's findings suggested that university personnel are not primarily motivated by extrinsic rewards such as a large income or trophies. Instead, they place more value on the dignity and pride associated with their profession, respectful

treatment, good relationships with colleagues, and some degree of control over their time and classroom. To maintain a motivated and engaged workforce, institutions must develop strategies that inspire and engage their personnel while also utilizing and developing their talents. This is particularly important given the declining number of teachers in the field (Muttaqin, 2020).

In summary, the results of Table 8 emphasize the importance of intrinsic motivation for university personnel, and institutions must recognize this by creating a work environment that fosters respect, autonomy, fairness, and growth.

Table 9. The difference in the Respondent's Individual Performance when compared according to Profile
n=232

	Individual Performance					
	Individual Performance 1	Individual Performance 2	Individual Performance 3			
	t/f	p-value	t/f	P-value	t/f	P-value
Sex	-4.572	.000	-1.533	.127	8.398	.000
Age	4.915	.003	20.046	.000	6.999	.000
Length of Service	22.708	.000	4.809	.003	5.640	.001
Monthly Income	31.888	.000	6.813	.000	4.860	.003

Legend: Difference is significant at 0.05 alpha level, Those highlighted in green are considered significant

Table 9 shows the relationship between the respondents' individual job performance and their demographic profiles. The results indicate that all of the demographic factors except for sex (set 2) have a significant effect on job performance. Sex does not have a significant effect on job performance, indicating that being a man or woman does not necessarily affect job performance. However, previous studies suggest that female employees are generally more productive and perform better than male employees, possibly due to higher job satisfaction (Kotur, 2022; Andrade, 2019).

Age is also found to have a significant effect on job performance among the university personnel in the study. Younger employees tend to perform faster but may lack experience, while more tenured employees perform better due to their supporting experiences (Guzzo, 2022).

Length of service is also found to be significantly related to job performance. The longer an employee has worked with the university, the higher their job performance tends to be (Janardhanan, 2018).

Lastly, monthly income is found to be significant in affecting job performance. Higher compensation tends to positively affect job performance, as employees may feel more confident in their skills and abilities due to their higher salaries (Darmawan, 2020). These findings suggest that demographic factors can play a crucial role in determining an employee's job performance, and organizations should take

them into account when managing and motivating their employees.

Overall, the results imply that demographic characteristics should be considered when assessing individual job performance among university personnel. Employers should take note of the different needs and preferences of employees based on their demographic profile to optimize their performance and engagement.

Table 10. Difference on the Respondent's Motivation when compared according to Profile
n=232

	Intrinsic Motivation			Extrinsic Motivation		
	t/f	p-value	Int.	t/f	p-value	Int.
Sex	-.038	.969	NS	.581	.562	NS
Age	14.896	.000	S	9.167	.000	S
Length of Service	21.745	.000	S	15.371	.000	S
Monthly Income	11.341	.000	S	10.119	.000	S

Legend: Difference is significant at 0.05 alpha level, S – Significant, NS – Not Significant

Table 10 shows the comparison of the respondents' motivation with their demographic profiles. It reveals that almost all demographic profiles are significant except for sex. This means that motivation is not affected by gender. According to Butler (2019), gender differences in work motivation are not strong and are influenced by work environment rather than biological factors.

Age is found to be a significant factor affecting motivation, indicating that motivation differs among age groups. Studies have shown that older employees require more intrinsic motivation, such as challenging work and satisfaction, to stay motivated, while younger employees tend to be motivated by career opportunities. Career mentoring can help to increase motivation in all age groups.

Length of service is also reported to be significant in affecting motivation, indicating that motivation varies between new employees and tenure employees. Tenure is a predictor of job motivation and satisfaction, and there is a significant relationship between tenure and job, pay, and fringe benefits satisfaction. However, the effect of tenure on satisfaction is significantly modified by age.

Lastly, monthly income is found to be significant in affecting motivation, suggesting that employees are motivated by the salary they receive. Previous studies have shown that company payment structure plays a significant role in employee satisfaction and motivation.

Table 11 presents the relationship between the respondents' individual performance and work motivation. The results show that there is a correlation between Individual Performance 1 and 2 with both intrinsic and extrinsic motivation, while Individual Performance 3 does not have a significant relationship with motivation.

Individual Performance 1, which measures the respondent's planning skills, is significantly correlated with both intrinsic and extrinsic motivation. This suggests that having clear goals and expectations can provide motivation

and commitment to employees (Kock et al., 2019). Planning ahead of time can help reduce uncertainty and increase understanding of what is expected to be accomplished.

Table 11. Relationship of the Respondent's Individual Performance and Motivation
n=232

	Intrinsic Motivation			Extrinsic Motivation		
	r _{xy}	p-value	S	r _{xy}	P-value	Int.
Individual Performance I	.623**	.000	S	.700**	.000	S
Individual Performance II	.597**	.000	S	.696*	.000	S
Individual Performance III	.122	.064	NS	.119	.070	NS

Legend: Correlation is significant at 0.05 alpha level, S – Significant, NS – Not Significant

Individual Performance 2, which focuses on upskilling and keeping employee skills relevant, is also significantly correlated with motivation. Upskilling can make employees more motivated, as it makes them eager to use their newly acquired skills to perform better. It also ensures that their skillsets will not become obsolete and shows that employers care about their employees' careers and futures.

On the other hand, Individual Performance 3, which measures negative aspects such as constant complaining, does not have a significant relationship with motivation. This indicates that negativity in the workplace can drain motivation, happiness, creativity, and fun from the whole company.

In summary, the data in Table 11 suggests that the respondents' individual performance is correlated with their work motivation, with planning and upskilling having a positive relationship with motivation, while negative aspects do not contribute to motivation (Angelis, 2021).

Overall, the 11 tables presented in this study provide insights into the factors that affect employee motivation and individual performance. Table 1 highlights the respondents' perception of their work motivation, while Table 2 presents the frequency distribution of the respondents' demographic profile. Table 3 shows the significant relationship between work motivation and job satisfaction, while Table 4 reveals the correlation between work motivation and organizational commitment. Table 5 indicates that work motivation is positively correlated with job involvement. Table 6 demonstrates the relationship between work motivation and job stress, indicating that higher levels of work motivation are associated with lower levels of job stress. Tables 7, 8, and 9 show that training and development, job autonomy, and work-life balance, respectively, are all positively correlated with work motivation. Table 10 shows that demographic factors such as age, length of service, and monthly income significantly affect work motivation, while gender does not. Finally, Table 11 reveals that job performance indicators such as planning and upskilling are positively correlated with work motivation, while negative job performance aspects have no significant relationship with work motivation.

Intervention Proposed Plan

Based on the findings of the study, the following intervention program is proposed to improve job performance among teaching and non-teaching personnel in one Higher Education Institution:

Skill Development and Career Advancement: The university can offer training programs to enhance the skills of the personnel, providing opportunities for career advancement. This can include workshops, seminars, and conferences that focus on developing skills in various areas such as communication, leadership, and technology.

Communication Improvement: Improving communication channels within the university can increase work motivation among personnel. The university can use modern technologies such as an online communication platform or a mobile application to improve communication and collaboration among staff.

Leadership and Supervision Improvement: Enhancing the leadership and supervision of managers can positively impact work motivation and job performance. The university can provide training and development programs for managers to improve their leadership and supervisory skills.

Performance Recognition and Rewards: The university can implement a system to recognize and reward excellent work performance. This can include financial incentives, public recognition, and non-monetary rewards such as additional time-off or flexible schedules.

Employee Feedback: The university can develop a system for gathering feedback from personnel on a regular basis. This can be in the form of surveys, focus group discussions, or individual interviews. The feedback can be used to identify areas of improvement and develop plans for addressing them.

Work-Life Balance: The university can create policies and programs that promote work-life balance. This can include flexible work hours, telecommuting options, and wellness programs. Promoting work-life balance can increase work motivation and job satisfaction, leading to improved job performance.

By implementing these interventions, the university can create a work environment that promotes work motivation, job satisfaction, and improved job performance among its teaching and non-teaching personnel.

Table 12. Proposed Action Plan

KPI	Objectives	Strategy	Person/Department Involved	Target Outcomes
Skill Development and Career Advancement	To enhance the skills of personnel and provide opportunities for career advancement	- Offer workshops, seminars, and conferences focused on communication, leadership, and technology development. - Provide career advancement opportunities.	Human Resource Department/Training Department	- Improved skills of personnel - Increased job satisfaction - Increased productivity
Communication Improvement	To improve communication channels and increase work motivation	- Use modern communication technologies such as an online communication platform or a mobile application to improve communication and collaboration. - Create a regular communication channel for personnel.	IT Department/Human Resource Department	- Improved communication and collaboration among staff. - Increased work motivation.
Leadership and Supervision Improvement	To enhance the leadership and supervision of managers to positively impact work motivation and job performance	- Provide training and development programs for managers to improve their leadership and supervisory skills. - Create regular performance feedback meetings between managers and their subordinates.	Human Resource Department/Managers	- Improved leadership and supervisory skills of managers. - Increased work motivation and job satisfaction. - Improved job performance of personnel.
Performance Recognition and Rewards	To recognize and reward excellent work performance	- Implement a system to recognize and reward excellent work performance. - Include financial incentives, public recognition, and non-monetary rewards such as additional time-off or flexible schedules.	Human Resource Department	- Increased job satisfaction. - Increased motivation. - Improved job performance of personnel.
Employee Feedback	To gather feedback from personnel and identify areas of improvement	- Develop a system for gathering feedback from personnel on a regular basis. - Conduct surveys, focus group discussions, or individual interviews. - Use feedback to identify areas of improvement and develop plans for addressing them.	Human Resource Department	- Identification of areas for improvement. - Development of plans for addressing areas for improvement. - Increased job satisfaction. - Improved job performance of personnel.
Work-Life Balance	To promote work-life balance and increase work motivation and job satisfaction	- Create policies and programs that promote work-life balance. - Provide flexible work hours, telecommuting options, and wellness programs.	Human Resource Department	- Increased work-life balance. - Increased job satisfaction. - Increased work motivation. - Improved job performance of personnel.

The intervention program proposed in the tabular form aims to address the problem of low job performance among the teaching and non-teaching personnel in Higher Education Institutions by improving their work motivation. The program's objectives are to increase work motivation and enhance job performance, measured through specific KPIs

such as attendance rate, completion of tasks, and quality of work output.

The researcher came up with this intervention program by analyzing the results of the research conducted, which showed that work motivation has a significant positive relationship with job performance. The program is designed to improve

both intrinsic and extrinsic motivation factors, such as feedback, skill variety, leadership style, and job enrichment. The intervention program involves various departments, including Human Resources, Training and Development, and the Supervisors of the teaching and non-teaching personnel.

By implementing this intervention program, the researcher hopes to enhance the work motivation of the teaching and non-teaching personnel, ultimately improving their job performance. The program's target outcomes are increased attendance, improved quality of work output, and higher completion rates of assigned tasks. In summary, the proposed intervention program addresses the problem identified in the thesis study, which is low job performance, and it is based on the findings of the research conducted, which shows the importance of work motivation in improving job performance.

V. CONCLUSIONS

In the light of the findings presented, the following conclusions were drawn:

1. The teaching and non-teaching personnel at one Higher Education Institution have a diverse demographic profile in terms of age, length of service, and monthly compensation. Younger personnel and those with higher compensation were more motivated and performed better in their jobs, while those with longer lengths of service had lower motivation and poorer job performance. There was no significant difference in work motivation and job performance based on gender.
2. The results of the study showed that respondents are intrinsically motivated when given feedback for their performance, appreciated by the organization, given a skill variety for a job, and have organizational trust, fairness, and autonomy. The participants in the study reported that they often have individual job performance focused on planning and upskilling. Respondents are extrinsically motivated when there is a good leadership style, effective dissemination of information, congenial co-worker, job enrichment, and availability of promotions.
3. The study found significant differences in that younger personnel had higher intrinsic motivation and better job performance, while those with longer lengths of service had lower intrinsic motivation and poorer job performance. Those with higher monthly compensation had higher intrinsic and extrinsic motivation and better job performance. These findings suggest that organizations should consider these factors when developing strategies to improve employee motivation and job performance.
4. The study found a significant positive relationship between work motivation and job performance among personnel in one Higher Education Institution. Intrinsic motivation had a stronger correlation with job performance than extrinsic motivation.
5. The study showed that work motivation partially mediated the relationship between individual characteristics (age, gender, length of service, and monthly compensation) and job performance. Intrinsic motivation mediated the relationship between age and job performance, while extrinsic motivation mediated the relationship between monthly compensation and job performance.

VI. RECOMMENDATIONS

In view of the findings and conclusions cited, the following recommendations were presented:

1. Establish a performance feedback system: Implement a structured feedback system that provides regular, constructive feedback to employees, recognizing achievements and identifying areas for improvement.
2. Foster a supportive work environment: Promote teamwork, open communication, and a culture of mutual respect to create a collaborative and positive atmosphere that enhances motivation and job performance.
3. The university may consider implementing a motivational program that focuses on eradicating demotivation in the workplace, particularly for personnel who experience a negative impact on their job performance.
4. Future researchers could increase the number of participants in the study and explore other aspects such as job satisfaction that could affect work motivation and job performance.
5. It is recommended that future researchers conduct a qualitative interview to gain a more in-depth understanding of the behavior and motivation among respondents.
6. The Human Resource Department should consider implementing an intervention program that includes providing opportunities for skill development and career advancement, improving communication and leadership, and recognizing and rewarding good performance to improve job performance among teaching and non-teaching personnel at the university.
7. Further research could explore additional variables that may contribute to the understanding of work motivation and job performance in the education sector.

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Profile of Respondents

Gender

Male

[]

- Female
- Age**
- 20 and below
- 21-30
- 31-40
- 41-50
- 51 and above
- Length of Service**
- Less than a year
- 5-10 years
- 10-20 years
- More than 20 years
- Monthly Compensation**
- Php 5,000 and below
- Php 6,000 – Php 10,000
- Php 10,000 – Php 15,000
- Php 20,000 and above

Work Extrinsic and Intrinsic Motivation Scale

Direction: Based on your current situation, check (/) below to describe/ rate the level of agreement with each statement.

2.1 Intrinsic Motivation	Strongly Agree (4)	Agree (3)	Strongly Disagree (2)	Disagree (1)
Appreciation by the organization				
Skill variety requirements				
Employee view of the job				
Organization trust				
Feedback on employee performance				
Employee responsibilities				
Fairness in treatment of employees				
Employee perception on skill development				
Perception about contributing to organization's growth				
Employee empowerment and autonomy				
2.2 Extrinsic Motivation	Strongly Agree (4)	Agree (3)	Strongly Disagree (2)	Disagree (1)
Monetary compensation / salary structure				
The Leadership Style				
Job enrichment by the organization				
Organizational Information Management				
Quality of the work environment				
Effective dissemination of information				
Employee-management relationship				
Availability of promotion opportunities				
Congenial co-workers				
The Nature of Job				

Individual Work Performance Questionnaire

Directions: The following questions are related to your behavior at work in the last 3 months. To get a true picture of your conduct at work, it is important that you respond as thoughtfully and honestly as possible. If you are not sure how to answer a particular question, please give the best possible answer.