

## The relationship between motivation and commitment on job performance among employees from students' perspective: the case in public university

Abd. Rahim Romle\*, Nurul Faezah Mohd Talib, Nurul Hasanah Mat Isa

*School of Government, College of Law, Government and International Studies, Universiti Utara Malaysia Malaysia*

---

**Abstract:** Job performance is a complex concept which can be affected by many variables. Job performance can be defined as the level of an individual's work achievement after having exerted effort. Therefore, the main purpose of this paper is to identify how motivation and commitment can influence job performance among employees through students' perspective in public university. This study using a quantitative approach, a total of 210 questionnaires were distributed to students that involved final year degree and postgraduate student. Simple random sampling technique was applied in determining the sampling frame. The data obtained was analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0 for windows. The findings of this study show that intrinsic motivation, affective commitment and extrinsic motivation have relationship with job performance. While, continuance commitment indicate that there will be no relationship between job performance. Based on the regression analysis, the results indicated intrinsic motivation as dominant factors towards job performance, followed by affective commitment and extrinsic motivation. However, continuance commitment indicates not really important factor in order to achieve job performance. Finally, some recommendation for future research was also discussed.

**Key words:** Job performance; Employees; Public university

---

### 1. Introduction

Job performance of employees play a crucial factor in determining a firm performance since highly performing individuals will be able to assist the firm to achieve its strategic aims. In many organization employees are increasingly expected to display effort, motivation and commitment. It is not only human competence depends on the success of an organization but also how it motivates employee to an organization. Organizations need to have the right employees that are able to manage at the speed of change and address business issues creatively. This is because excellent job performance will have to be maintained and labour force will have to be well equipped with the right skills and prepared to ensure businesses do not lose out due to lack of ability to compete both nationally and internationally (Romle and Shamsudin, 2006; Tomaka, 2001).

The discussion of motivation and commitment in organizations are encountered such a crucial issue whether they are in the public or a private sector. For the success of any organization motivation and commitment play an important role. There are three component model of commitment developed by Meyer and Allen (2000) arguably dominates organizational commitment research. This model proposes that organizational commitment is experienced by the employee as three simultaneous

mind set are affective, normative, and continuance organizational commitment. In this study, the researcher was emphasized two types of commitment; affective commitment and continuance commitment. Affective commitment reflects commitment based on emotional ties the employee develops with the organization primarily via positive work experiences. While, continuance commitment reflects commitment based on the perceived costs, both economic and social, of leaving the organization (Meyer et al., 2002).

There are two type of motivation; intrinsic and extrinsic motivation. According to Ojokuku (2007) stated that intrinsic motivation consists of fascinating work, challenge, appreciation, accountability, development, accomplishment and self-actualization. To further elaborate in working environment context. The motivation is attained from the delight or enjoyment that an employee gets from performing the task itself or from the sense of satisfaction in completing a task. Ryan and Deci (2000) define intrinsic motivation as the action of an activity for its natural satisfaction rather than for some distinguishable consequences. When intrinsically motivated, as per understood by reading, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or rewards (Hassan and Romle, 2015; Shamsudin et al., 2015).

While, extrinsic motivation refers to motivation that comes from outside and individual (Benabou and Tirole, 2003). Extrinsic motivation is externally

---

\* Corresponding Author.

driven and the focus is on the outcome of the activity for the task-worker himself (Convington and Mueller, 2001). The outcome could be a reward or the avoidance of punishment. A task can be of little or no interest, but the external reward will be a motivator for the person to continue the task. The examples of external rewards are money, a cheering crowd or a good grade (Benabou et al., 2003). According to the Tremblay, Blanchard, Taylor and Pelletier (2009) the extrinsic motivation is externally driven and the focus is on the outcome of the activity for the task-worker himself and the outcome could be a reward or the avoidance of punishment.

Motivation functions as an important predictor of commitment by motivating employees to spend time and energy in the organization (Mowday et al., 1974). Because of this fact, there is a growing interest in understanding this relationship between motivation and commitment. Commitment is different from motivation, as Scholl (1981), defined it as a stabilizing force that acts to maintain behavioural direction when expectancy or equity conditions are not met or do not function. This definition implies a complex relation between motivation and commitment, which needs further investigation.

It is to be noted that organization has to carry out a study on its workforce before applying incentives in order to bridge the gap between motivation and performance (Saber and Romle, 2015). Some factors may not be applicable due to the cost issue or because one suggestion may lead to organizational conflicts (Chintaloo and Mahadeo, 2013). No human behaviour and values can be distinguished in a simple way. What may motivate today may not have the similar effect the day after. Motivation must be a never-ending process and employees should be continuously.

Besides that, according to Matthieu and Zajac (1990), a crucial element to increase job performance is employee commitment. An important predictor of this type commitment is motivation, which motivates employees to spend time and energy in the organization (Romle et al., 2015). Because of this fact, there is a growing interest in understanding the relationship between motivation and commitment. Despite plenty of research on the subjects of motivation and commitment, linkages between different forms of motivation and different of commitment are hardly investigated. In today's rapidly changing economy, the worldwide competition continues to increase. For that reason, companies are searching for more efficient ways to raise their productivity. In this increasingly competitive market, it is not sufficient to cut down costs by making use of new technologies or lower-wage employees. In order to raise productivity, it is important to make use of the skills of employees (George and Jones, 2008). Murphy and Saal (1990) investigated the relation between job performance and productivity, which resulted in a positive relation. Thus, it is of importance for companies to

seek ways to improve job performance among employees.

## 2. Objectives

The specific aims of this study are as follows:

1. To examine the relationship between motivation and commitment on job performance.
2. To identify motivation and commitment that predicts job performance among employees in term of students' perspective.

## 3. Limitation of the Study

Respondents for this study are focused and selected among students that involved final year degree and postgraduate student in UUM. The limitation of respondents is due to the problem of financial and time. This study tries to relate the importance of motivation (extrinsic and intrinsic motivation) and commitment (affective and continuance commitment) towards improving job performance among employees from students' perspective. The most important is this study can contribute the better understanding for employees on how important employee's performance in their career.

## 4. Methodology

This research was designed to study the relationship between motivation and commitment on of job performance among employees in UUM from students' perspective. Based on the research purpose, this research suggested applying a quantitative approach. Quantitative approach uses the elements of mathematical operations to investigate the information and data (Walliman, 2011). According to Leedy (1989), the purpose used of quantitative approach is researcher can express data or information with number which is impossible to state in words because it is impossible to square a word, a paragraph or a phrase. Data were collected using a questionnaire and developed specifically for the individual level unit of analysis.

The instrument of motivation, commitment and job performance that used in this study was an adapted and modified items developed by a number of scholars such as Naima (2010), Tinofirei (2011), Nik Nor Hashimah (2012), Hamizatun Dashima (2012), Aini Wizana (2014) and Nurul Jannah (2014). The instrument was measured by using 10 items for each instrument. These items were anchored on a five-point Likert scale range from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree) and 5 (strongly agree).

In this study, simple random sampling procedure was used in selecting the sample. In this procedure, every element in the population has a known and equal chance of being selected as a subject (Tichehurst and Veal, 1999). A total of 210 questionnaires were distributed to the students that

involved final year degree and postgraduate student in UUM. The Statistical Package for Social Sciences (SPSS) version 20.0 for windows was used to generate descriptive statistics. The analyses were conducted using descriptive statistics, correlation analysis, and multiple regressions.

## 5. Findings and discussion

This study has a total of 210 respondents. The findings for this research was recorded that most of respondents were female that frequency about 63.3

% and 36.7% were male. About 93.8% of the respondent's ages were between 21 - 30 years, 5.2% between 31 - 40 years and 1.0% between 41 - 50 years. While 88.6% of respondents on single status, 10.5% were married, 0.5% was divorced and 0.5% was other status. Meanwhile, 77.1% of respondents were final year degree students and 22.9% were postgraduate students. No less than 90% of respondents were full-time students and 10.0% were part-time students. A profile of the respondents is presented in Table 1.

**Table 1:** Profile of respondents

	Frequency	Percentage(%)
Gender	77	36.7
Male	133	63.3
Female		
Age	197	93.8
21-30 years	11	5.2
31 - 40 years	2	1.0
41 - 50 years	0	0
Above 51 years		
Marital status		88.6
Single	186	10.5
Married	22	0.5
Divorced	1	0.5
Others	1	
Current studies program		77.1
Final year degree		22.9
Postgraduate student	162	
Mode of study	48	90.0
Full-time student		10.0
Part-time student	189	
	21	

Table 2 illustrates results from Pearson Correlations analysis through the hypotheses testing concluded that among the four independent variables. There were three factors (extrinsic motivation, intrinsic motivation and affective commitment) indicate that there will be relationship between those variables with job performance. While, only one factor (continuance commitment) indicate that there will be no relationship between those variables with job performance. Based on the result from this analysis show that, employees at the public universities need to emphasize the factors of extrinsic motivation, intrinsic motivation, affective commitment rather than continuance commitment in order to achieve the higher level of job performance at the work place. Thus, by analyzing the Pearson Correlation analysis through the hypotheses testing, it is concluded that all the four independent variables (extrinsic motivation, intrinsic motivation, affective commitment and continuance commitment) are correlated among each other.

The results in the Table 3 on regression analysis will helps us to see which is the most important variable that explain the variance of students' perspective on job performance that involved final year degree students and postgraduate students in Universiti Utara Malaysia. The results of coefficients suggest the factors of Intrinsic Motivation exerted the strongest influence on job performance among employees at the work place. Then, the second factor that influence on job performance is Affective Commitment and followed by the Extrinsic Motivation. Based on the regression analysis result should be noted that Continuance Commitment had a negative effect on job performance among employees from students' perspective.

The individual correlations between the independent variables and the dependent variable will collapse into multiple r (multiple correlation coefficient). The square of multiple r is known as R-squared (R<sup>2</sup>) which reflects the amount of variance explained in the dependent variable by the independent variables (Sekaran and Bougie, 2009). Table 4 shows the overall result of the multiple

regressions between the independent variables and the dependent variable of this study.

**Table 2:** Hypotheses testing: job performance

Alternate Hypothesis	Correlation Coefficient	p-value	Result
HA 1: There is a relationship between extrinsic motivation and job performance.	0.491	0.000	Significance and supported
HA 2: There is a relationship between intrinsic motivation and job performance.	0.556	0.000	Significance and supported
HA 3: There is a relationship between affective commitment and job performance.	0.391	0.000	Significance and supported
HA 4: There is a relationship between continuance commitment and job performance.	0.077	0.264	Not significance and not supported

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

**Table 3:** Regression analysis: job performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	8.775	3.292		2.665	.008
Extrinsic Motivation	.168	.126	.110	1.334	.184
Intrinsic Motivation	.818	.161	.411	5.077	.000
Affective Commitment	.618	.149	.245	4.161	.000
Continuance Commitment	-.040	.169	-.013	-.233	.816

a. Dependent Variable: Job performance

**Table 4:** Multiple regression analysis

	B	Beta	t	sig.
Extrinsic Motivation	.17	.11	1.33	.18
Intrinsic Motivation	.82	.41	5.08	.00
Affective Commitment	.62	.25	4.16	.00
Continuance Commitment	-.04	-.01	-.23	.82
R=.61	R2= .38		Adjusted	
F=31.04	R=.37		F significant=.00	

\*\*p < 0.05 \*p < 0.01

Regression Equation:  $Y = a + bX$ ,

Y= Dependent variable, X= Independent variable

Statistic formula:  $(F (df1, df2) = F \text{ value}, p < @ > \alpha)$

The Table 4 shows that correlation of the independent variables against the dependent variable is 0.61 with R square are 0.38. The F statistic is 31.04 and is significant at the .00 level. This means that 38% of the variance in job performance is significantly explained and influenced by the independent variables. Beta value in the table is used to determine which of four independent variables is more important and dominant in explaining the variance in job performance. As resulted in the table above indicates that Intrinsic Motivation exerted the strongest influence on job performance among employees at the work place with score the higher value, 0.41, which is significant at the .01 level, followed by Affective Commitment (0.25) and Extrinsic Motivation (0.11). While, the result indicates Continuance Commitment are not significantly correlating in explaining job performance among employees.

The analysis outcome indicates all independent variables except continuance commitment, which intrinsic motivation, affective commitment and extrinsic motivation have significant relation to job performance. For the overall result shown intrinsic

motivation have highest significant level of  $r=.56$ ,  $p<.01$ , followed by extrinsic motivation at the significant level of  $r=.49$ ,  $p<.01$  and effective commitment at the significant level of  $r=.39$ ,  $p<.01$ . While, for continuance commitment are not significant with job performance which significant level of  $r=.08$ ,  $p>.01$ .

Based on the hypothesis testing shows that all the three independent variables which are intrinsic motivation, effective commitment and extrinsic motivation have significant result in influencing of job performance. While, for continuance commitment have negative effect on job performance. So, in regression shows that continuance commitment not influence in job performance which  $(F (4, 205) = 31.04, p>.01)$ . This means continuance commitments is not significant to job performance with 38%. For the regression equation is  $Y' = 8.78 + (-.040) \text{ Continuance Commitment}$ . Hence, the alternative hypothesis cannot accept because continuance commitment not influence on job performance among employees rather than other three independent variables.

## 6. Conclusion and recommendations for further research

The finding of this study revealed that intrinsic motivation is the most important element in order to increase job performance among employees at the workplace. Besides that, effective commitment and extrinsic motivation also were emphasized to achieve a good job performance. However, from the findings, continuance commitment element has not been emphasized among employees.

Based on the results and discussions, several recommendations for future research in the same context of this study could be highlighted. Future researchers are recommended to do a research on motivation and commitment and job performance that focused on academic staff or academic staff and non-academic staff.

This study is also focusing only on final year degree students and postgraduate students in UUM. As described previously, this limited the result of the study to only applicable the students of UUM. If future researchers are still interested to study motivation and commitment on job performance of UUM staff, it is advisable for them to include other public universities. Maybe they could focus on public universities based on zones such as around northern universities.

In addition, future researchers could also include staff from other public higher education institutions as the study subjects. This will help them to make comparison if the situation is the same in other public higher education institutions, especially those who were awarded the autonomy status by the Ministry of Education. The findings of the study could help the Ministry to formulate the national policies on motivation and commitment terms in public universities and improve the job performance of the staff in public higher education institutions all over the country.

Future research is also recommended to study on theories of motivation and commitment that not covered in this study that may affect job performance of public universities. That research may provide results that are not similar to this study. This will help to enhance and add further to the understanding on motivation and commitment effect on job performance among employees. Future research should also look at other factors that could reverse the negatively significant effect of continuance commitment on job performance such as team commitment and so on.

Thus, future research can also consider the inclusion of the organisational factors to complement the current study, which was mainly focusing on individual level factors in order to broaden the scope of knowledge pertaining to employees' job performance.

## References

Aini Wizana Ismail. (2014). The mediating effect of employee engagement on the relationship

between perceived organizational support (POS) and organizational citizenship behaviour (OCB). Dissertation, Othman Yeop Abdullah Graduate, School of Business, Universiti Utara Malaysia.

Benabou, R., and Tirole, J. (2003). Intrinsic and extrinsic motivation. Review of economic studies, 70, 489-520.

Chintaloo, S. and Mahadeo, J. (2013). Effect of Motivation on employees' work performance at Ireland Blyth Limited: Proceedings of 8th Annual London Business Research Conference Imperial College, London.

Convington, M. V., and Mueller, K. J. (2001). Intrinsic versus Extrinsic Motivation: An approach/avoidance reformulation. Educational Psychology Review, 13(2), 157- 176.

George, J. M. and Jones, G.R. (2008). Understanding and managing organizational behavior. New Jersey: Pearson Apprentice Hall.

Hamizatun Dashima Hamzah. (2012). A study on the relationship between motivation and job satisfaction towards employee's performance among executives level in oil and gas industry in Kuala Lumpur. Theses, Othman Yeop Abdullah, Graduate School of Business, Universiti Utara Malaysia.

Hassan, A.I. and Romle, A.R. (2015). Intrinsic factors of job satisfaction among lecturers of Bauchi State Univeristy Gadau, Nigeria, International Journal of Administration and Governance,1(4),87-91.

Leedy, P. D. (1989). Practical research: Planning and design (4<sup>th</sup> ed.). London: Collier Macmillan.

Mathieu, J. E. and Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. Psychological Bulletin, 108, 171-194.

Meyer, J. P., and Allen, N. J. (2002). A three-component conceptualization of organizational commitment. Human Resources Management Review, 1(1), 6.

Mowday, R. T., Porter, L. W. and Dubin, R. (1974). Unit performance, situational factors, and employee attitudes in spatially separated work units. Organizational Behavior and Human Performance, 231-248.

Murphy, K. R., and Saal, F. E. (1990). Job performance and productivity.

Naima Adullahi Gure. (2010). The impact of motivation on employee performance: A study of Nationl Link TELECOM Somalia. Theses, College of Business, Universiti Utara Malaysia.

Nik Nor Hashimah Nik Ismail. (2012). The relationships between entrepreneurial orientation, job satisfaction and job performance among academicians in Malaysian public universities. Dissertation, Othman Yeop Abdullah

- Graduate School of Business, Universiti Utara Malaysia.
- Nurul Jannah Zulkifly. (2014). The job related factor and organizational commitment at PTPL College Sungai Petani, Kedah. Theses, College of Business, Universiti Utara Malaysia.
- Ojokuku, R. M. (2007). A Comparative Analysis of Differences in Reward Preference among Senior and Junior Cadre Workers: A Case Study of Osun State Civil Service. *International Business Management*, 1(4), 99-103.
- Psychology in organizations: Integrating science and practice. Hillsdale, NJ, England: Lawrence Erlbaum Associates.
- Romle, A.R. and Shamsudin, A.S. (2006). The relationship between management practices and job satisfaction: The case of assistant registrar at public institutions of higher learning in Northern Region Malaysia, *The Journal of Human Resource and Adult Learning*, 2(2), 72-80.
- Romle, A.R., Razak, R.C. and Shamsudin, A.S. (2015). Mapping the relationships between quality management practices, human-oriented elements and organizational performance: A proposed framework, *International Journal of Innovation, Management and Technology*, 6(3), 196-201.
- Ryan, R. M. and Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Saberi, N. and Romle, A.R. (2015). The implementation of TQM with service quality from students perspective in Malaysian public university, *Australian Journal of Basic and Applied Sciences*, 9(4), 50-56.
- Scholl, R. W. (1981). Differentiating organizational commitment from expectancy as a motivating force. *Academy of Management Review*, 4, 589-599.
- Sekaran, U., and Bougie, R. (2009). *Research methods for business*. (5th ed.). West Sussex UK: John Wiley and Sons, Inc.
- Shamsudin, A.S., Rahman, H.A. and Romle, A.R. (2015). The moderating effect of Islamic work ethic on relationship of emotional intelligence and leadership practice: A proposed framework, *International Journal of Innovation, Management and Technology*, 6(2), 140-143.
- Ticehurst, G. W. and Veal, A. G. (1999). *Business research methods: A managerial approach*. Australia: Logman.
- Tinofirei, C. (2011). The unique factors effecting employee performance in non profit organizations, Dissertation, University of South Africa.
- Tomaka, L.A. (2001). Workforce development in the Midwestern region. *Spectrum*, 74, 26-7.
- Tremblay, M. A., Blanchard, C. M., Taylor, S., and Pelletier, L. G. (2009). Work Extrinsic and Intrinsic Motivation Scale: It's value for Organizational Psychology Research. *Canadian Journal of Behavioral Science*. 41(4), 213-226.
- Walliman, N. (2011). *Your research project*. Oxford: Sage Publications.