

Predictors of Job Performance of Nueva Vizcaya State University Faculty Members

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ABSTRACT

The study determined the level of the Nueva Vizcaya State University faculty members' motivation in terms of extrinsic and intrinsic motivators and their level of job performance. Utilizing the descriptive-inferential design, a validated researcher-made questionnaire was used to gather pertinent data to the 127 randomly selected teacher respondents. Frequencies and percentages, simple correlation analysis and categorical regression analysis were used in the statistical treatment of data. The results showed that the respondents were highly motivated extrinsically (satisfaction with salary, satisfaction with benefits, good relationships with co-workers, effective supervisor, effective senior managers and presence of core values) and intrinsically (work itself, recognition, good feelings about the organization, sense of responsibility, opportunity for advancement, professional growth opportunities and clarity of mission). The respondents' job performance was also described as very satisfactory. As the faculty members age, they exhibited very satisfactory job performance. Moreover, those with longer years of service and those with higher academic rank manifested a very

satisfactory performance in work. Faculty members performed very satisfactorily when they were highly satisfied with their remunerations and benefits. Sense of responsibility and opportunity for advancement highly motivate the NVSU faculty members to perform their jobs well. Further, academic rank was found to be a strong predictor of job performance of faculty members.

Keywords: *Social sciences, motivation, job performance, extrinsic, intrinsic, faculty members, descriptive-inferential design, Philippines*

INTRODUCTION

Motivation is defined as the willingness to exert high levels of effort to reach organizational goals, conditioned by effort's ability to satisfy some individual needs. It is the feeling that prompts people to do what they need to do. The effort element is a measure of intensity of drive. When someone is motivated, he/she tries hard to accomplish more and do a job well. Motivating employees to perform well should be the concern of all supervisors and managers who have subordinates who should be properly led and directed to achieve organizational objectives. The task of management is to arouse and maintain the interests of its employees to work willingly and enthusiastically to achieve the organization's goals (Corpuz, 2013).

Halfway the twentieth century the key motivational theories arose, namely Maslow's hierarchy of needs (1943) and Herzberg's two-factor theory (1959). Those studies focused on motivation in general and employee motivation more specifically. In the past years various definitions of motivation were given, e.g. Herzberg (1959) defined employee motivation once as performing a work-related action because you want to. It is commonly agreed that employee motivation can be separated in intrinsic and extrinsic motivation (Staw, 1976). Staw argued that one of the first attempts to make that distinction was in Herzberg's Two-Factor Theory (1959). However, the discussion about intrinsic and extrinsic motivation is more from latter years (e.g. Amabile, 1993; Deci & Ryan, 2001).

Especially important is the discussion about how intrinsic and extrinsic motivation can contribute to employees' performances (Ramlall, 2008). In order for an organization to be progressive, its faculty must be motivated because people are the greatest and key resource of an institution. Teachers' work motivation plays a very significant role in the effective and efficient achievement of educational goals. Teachers and administrators considered work motivation as an important element in a successful school organization. Effective performance and quality results are always the desired aims of established organizations and this holds true in the school organization. Motivation is, therefore, imperative

in the school organization. Motivated teachers are likely to be devoted to the teaching profession and the organization as a whole, thus giving the best of themselves to their work resulting in efficient utilization of time and resources. Motivated teachers are likely to have good attendance records and willing to adhere to school policies. Just like any other attitude, work motivation is generally inspired over a period of time as the teacher gains more and more information about the workplace. Nevertheless, work motivation is dynamic for it can decline even more quickly than they develop.

For a faculty member to be satisfied with his work and workplace he must be motivated intrinsically and extrinsically by their superiors if they are to carry out their tasks well. The administration should use a certain theory to focus its efforts on ensuring the presence of and quality in hygiene (extrinsic) and motivation (intrinsic) factors as a foundation on which to build work motivation. Due recognition and rewards should also be given to deserving faculty members to motivate and encourage them to work efficiently and stay longer in the organization. Also, administration should consider that for the faculty members to have stronger commitment to stay in the organization their loyalty should be enhanced and upgraded by giving them rewards to faculty members for their commendable performance (Anicas, 2012).

Job performance is one of the most important dependent variables and had been studied for a long decade. Job performance refers to the work-related activities expected of an employee and how well those activities were executed (Campbell, Dunnette, Lawler, & Weick, 1970).

Researchers concluded that employee motivation and job performance are indeed positively correlated (Petty et al., 1984). This relationship was studied in this thesis and the aim is to examine the influence of motivation on job performance. It would provide administrators/managers useful information on how employees' performances can be improved by motivating them intrinsically and/or extrinsically.

FRAMEWORK

Conceptual Framework

Motivation can be either intrinsic or extrinsic. Intrinsic motivation stems from motivations that are inherent in the job itself and which the individual enjoys as a result of successfully completing the task or attaining his goals, while extrinsic motivations are those that are external to the task of the job, such as pay, work condition, fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible motivations are often determined at the organizational level, and may be largely outside the control

of individual managers. Intrinsic motivation factors, on the other hand, are those rewards that can be termed “psychological motivations” and examples are opportunity to use one’s ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner (McCormick & Tiffin, 2001). An intrinsically motivated individual will be committed to his work to the extent to which the job inherently contains tasks that are rewarding to him or her. And an extrinsically motivated person will be committed to the extent that he can gain or receive external rewards for his or her job (Ajila, 1997). He further suggested that for an individual to be motivated in a work situation there must be a need, which the individual would have to perceive a possibility of satisfying through some reward. If the reward is intrinsic to the job, such desire or motivation is intrinsic. But, if the reward is described as external to the job, the motivation is described as extrinsic. Performance on the job can be assessed and such assessment is based on objective and systematic criteria, which includes factors relevant to the person’s ability to perform on the job. Hence, the overall purpose of performance evaluation is to provide an accurate measure of how well a person is performing the task or job assigned to him or her. And based on this information, decisions will be made affecting the future of the individual employee. Therefore, a careful evaluation of an employee’s performance can uncover weaknesses or deficiencies in a specific job skill, knowledge or areas where motivation is lacking (Adelabu, 2005).

The inputs of this investigation include the demographic profile of the respondents as to their age, sex and marital status; educational background as to highest educational attainment; managerial experiences as to length of service and academic rank; and level of motivation along with extrinsic motivators such as: satisfaction with salary, satisfaction with benefits, good relationships with co-workers, effective supervisor, effective senior managers and presence of core values and intrinsic motivators such as: work itself, recognition, good feelings about the organization, sense of responsibility, opportunity for advancement, professional growth opportunities and clarity of mission.

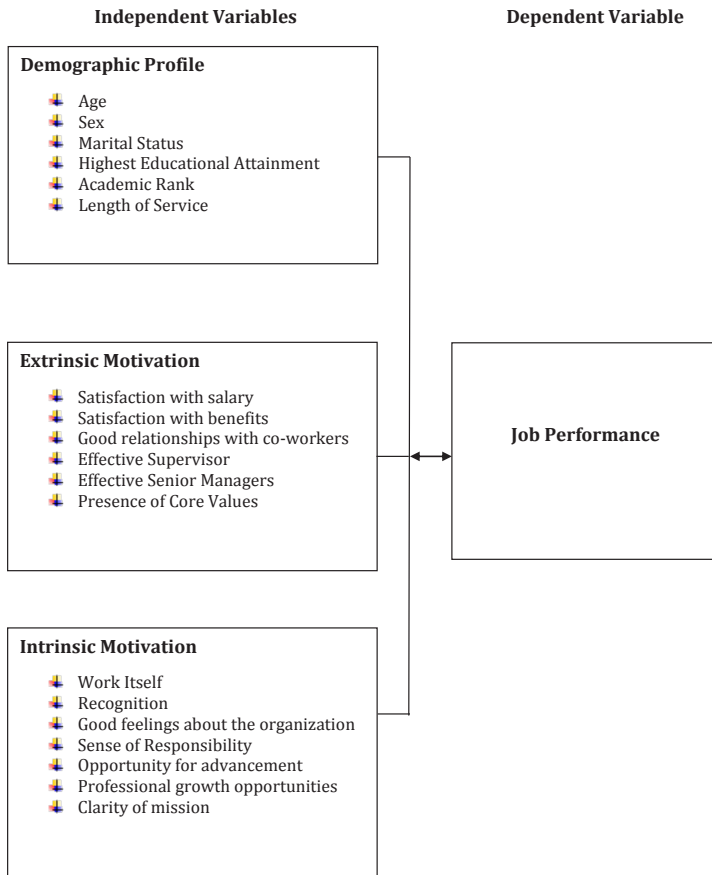


Figure 1. Conceptual Paradigm of the Study Showing the Relationship among the Variables

Figure 1 shows the interrelationship of the variables investigated in this study. It shows the possible association of demographic variables such as age, sex, marital status, highest educational attainment, length of service and academic rank to job performance; extrinsic motivators such as satisfaction with salary, satisfaction with benefits, good relationships with co-workers, effective supervisor, effective senior managers and presence of core values to job performance; and intrinsic motivators such as work itself, recognition, good feelings about the organization, sense of responsibility, opportunity for advancement, professional growth opportunities and clarity of mission

to job performance. It also shows the possible influence of the demographic variables, extrinsic motivators, and intrinsic motivators to job performance of faculty members.

OBJECTIVE OF THE STUDY

This study determined the relationship between motivation and job performance of the faculty members of Nueva Vizcaya State University and find out the variables that predict their job performance.

METHODOLOGY

Research Design

The investigation used the descriptive-inferential design. The descriptive method was used to describe the demographic profile of the respondents and their motivation and job performance.

On the other hand, the inferential method was employed to look into the relationship between the variables and identify the demographic variables, extrinsic and intrinsic motivations that significantly predict the job performance of the faculty members.

Time and Place of the Study

This research was conducted at the Nueva Vizcaya State University, Bayombong and Bambang campuses during the first semester, school year 2015-2016. Figure 2 shows the location of the two campuses of Nueva Vizcaya State University in Nueva Vizcaya, Philippines.

Samples and Sampling Technique

The respondents of this study were composed of regular faculty members of Nueva Vizcaya State University, Bayombong and Bambang campuses (Figure 2). The researcher had decided to use 7% error of tolerance and had used the Slovin's formula in determining the desired sample size.

Stratified proportionate random sampling method was used to determine the sample size for each college. Moreover, to obtain the actual respondents, the lottery method was used. Table 1 shows the distribution of samples.

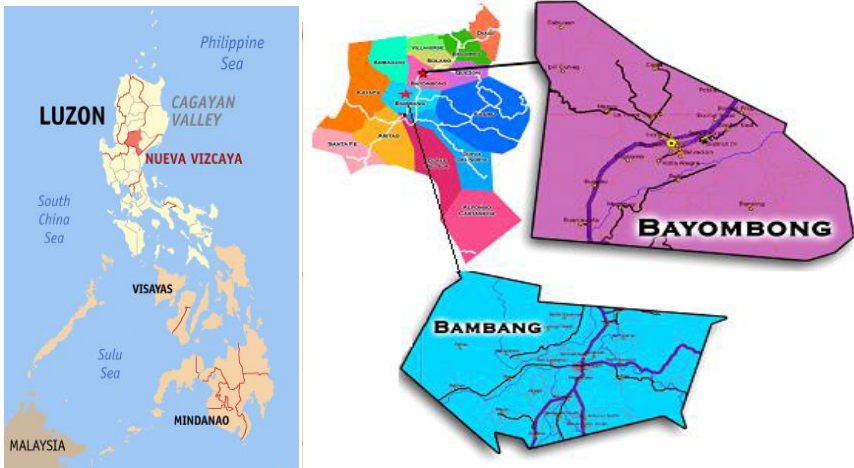


Figure 2. Map of Nueva Vizcaya, Philippines Showing Bayombong and Bambang

Table 1. Distribution of samples

Campus/Colleges	N	n
<i>Nueva Vizcaya State University-Bayombong Campus</i>		
College of Forestry	15	6
College of Veterinary Medicine	6	2
College of Agriculture	38	14
College of Teacher Education	40	15
College of Arts and Sciences	53	20
College of Human Ecology	17	7
College of Engineering	16	6
College of Business and Economics	15	6
<i>Nueva Vizcaya State University-Bambang Campus</i>		
College of Teacher Education	43	16
College of Arts and Sciences	34	13
College of Engineering	19	7
College of Industrial Technology	40	15
	336	127

Research Instrument

The primary data gathering tool utilized in this study is a structured researcher-made questionnaire which was validated by experts and obtained a mean of 4.08 with a qualitative description of “agree”. This means that they agreed on the validity of the instrument for the study.

The questionnaire consisted two parts: Part 1, elicited information on demographic profile such as age, sex, marital status, highest educational attainment, academic rank, and length of service. Part II assessed the level of motivation of the faculty members in terms of a) Extrinsic Motivation: satisfaction with salary, satisfaction with benefits, good relationships with co-workers, effective supervisor, effective senior managers and presence of core values; and b) Intrinsic Motivation: work itself, recognition, good feelings about the organization, sense of responsibility, opportunity for advancement, professional growth opportunities and clarity of mission.

Secondary data were also used in this study. These were derived from the Individual Performance Commitment and Review (IPCR) reports of faculty members which uses 5-point scale. These data were used to reflect job performance of faculty members.

Data-Gathering Procedure

Data used in this study were derived from administering a structured researcher-made questionnaire. The researcher asked permission to conduct the study from the University President and forwarded a letter of request to the Campus Administrators of both campuses for the administration of the research tool. The researcher was helped by the college secretaries in floating and retrieving the questionnaires.

In addition to the primary data which were obtained from the questionnaire, secondary data regarding job performance of respondents were asked from the university SPMS/PRIME-HRM Co-Champion in summary form. A request letter was made to ask for the Individual Performance Commitment and Review Reports (IPCR) ratings of the faculty members of the university. The ratings for second semester, 2013-2014 and first semester 2014-2015 were used to reflect the level of job performance among faculty members.

Statistical Treatment of Data

The data collected were carefully tabulated, organized, analyzed and interpreted using the following statistical measures: frequencies and percentages in treating the data on demographic profile; and mean and standard deviation to describe both levels of motivation and job performance of the respondents.

Simple correlation analyses using Pearson's product moment correlation coefficient and Pearson's chi square were used to test the null hypotheses on the relationship between variables. Categorical regression analysis was utilized in determining the independent variables that are significantly influential to job performance.

In determining the level of motivation, the scale, range and qualitative descriptions as follows were used:

Scale	Range	Qualitative Description
5	4.50-5.00	Extremely motivated
4	3.50-4.49	Highly motivated
3	2.50-3.49	Motivated
2	1.50-2.49	Fairly motivated
1	1.00-1.49	Not at all motivated

In determining the level of job performance of faculty members, the scale, range and qualitative descriptions as follows were used:

Scale	Range	Qualitative Description
5	4.50-5.00	Outstanding
4	3.50-4.49	Very satisfactory
3	2.50-3.49	Satisfactory
2	1.50-2.49	Fair
1	1.00-1.49	Poor

RESULTS AND DISCUSSION

Demographic Profile of the Faculty Members

Majority of the respondents were 31-40 years old, female, married, instructors who hold master's degree, and have served the university for eight years and below.

Table 2. Level of extrinsic motivation of faculty members in terms of satisfaction with salary

Extrinsic Motivation: Satisfaction with Salary	Mean	Std. Deviation	Qualitative Description
1. I am fairly paid.	4.28	0.72	Highly Motivated
2. Salary/pay increases are appropriate.	4.04	0.76	Highly Motivated
3. I understand how my salary/pay is determined.	4.27	0.73	Highly Motivated
4. My salary/ pay rate is competitive when compared to similar jobs at other organizations.	4.28	0.70	Highly Motivated
5. I receive my salary/pay on time.	3.98	0.89	Highly Motivated
Overall Mean	4.17	0.57	Highly Motivated

Legend:

4.50-5.00 Extremely Motivated

3.50-4.49 Highly Motivated

2.50-3.49 Motivated

1.50-2.49 Fairly Motivated

1.00-1.49 Not at all motivated

Pouliakas and Theodossiou (2005) have shown in their study the positive effects of motivation pay on efficiency. Further, Oshagbemi (2000) explained that wage, salary or pay is considered a significant incentive to motivate the workers towards the goals of the organization. These researchers emphasized that pay satisfaction can motivate employees.

The findings also concur with a study by Fox (2007), who argued that compensation which includes direct cash payment, and indirect payments in the form of employee salaries, and incentives to motivate employees to strive for higher levels of productivity is a critical component of the employment relationship. A good compensation package is a good motivator. Hence, the primary responsibility of the HR manager is to ensure that the company's employees are well paid. Other objectives of compensation include: to attract capable applicants; retain current employee so that they don't quit; motivate employees for better performance; reward desired behavior; and ensure equity (Adeyemi, 2010). All the critique of extrinsic rewards and the alternative approaches have often been misinterpreted to saying that money is not important - this is not true. It has been a consistent belief that money is an important part of working-life and that people working of course want and need

to be paid (Kohn, 1999). The idea is simply to pay a generous, fair and equitable salary, and thus take the issue of money off the table (Pink, 2010).

Table 4. Level of extrinsic motivation of faculty members in terms of satisfaction with benefits

Extrinsic Motivation: Satisfaction with Benefits	Mean	Std. Deviation	Qualitative Description
1. The university's benefits package meets my needs.	4.11	0.79	Highly Motivated
2. My costs associated with the benefits plan (deductibles, premiums) are reasonable.	3.99	0.77	Highly Motivated
3. The university's benefits package has been adequately explained to me.	4.02	0.81	Highly Motivated
4. Health and injury benefits are readily available.	3.94	0.83	Highly Motivated
5. Leave and retirement benefits are provided.	4.04	0.78	Highly Motivated
Overall Mean	4.02	0.64	Highly Motivated

Legend:

- 4.50-5.00 Extremely Motivated
- 3.50-4.49 Highly Motivated
- 2.50-3.49 Motivated
- 1.50-2.49 Fairly Motivated
- 1.00-1.49 Not at all motivated

To support the findings, Katz et al. (2006) said that employees who are very satisfied with their benefits are more than twice as likely to report being very satisfied with their jobs. Subsequently, offering a wider variety of benefits pays dividends for both employers and employees. Hence, benefits plan should be guaranteed so that there is an improved employees' performance. Further, principle of non-diminution of benefits should always be taken into account which states that any benefit and supplement being enjoyed by employees cannot be reduced, diminished, discontinued or eliminated by the employer (G.R. No. 179593, September 14, 2011). This principle is founded on the constitutional mandate to "protect the rights of workers and promote their welfare," and "to afford labor full protection."

Table 5. Level of extrinsic motivation of faculty members in terms of good relationship with co-workers

Extrinsic Motivation: Good Relationship with Co-workers	Mean	Std. Deviation	Qualitative Description
1. I am consistently treated with respect by my co-workers.	4.31	0.65	Highly Motivated
2. My co-workers and I work as part of a team.	4.22	0.72	Highly Motivated
3. People care about each other in my unit/department.	4.15	0.75	Highly Motivated
4. My workgroup collaborates effectively with other workgroups or departments.	4.01	0.75	Highly Motivated
5. I feel accepted by my co-workers.	4.35	0.66	Highly Motivated
Overall Mean	4.21	0.56	Highly Motivated

Legend:

4.50-5.00 Extremely Motivated

3.50-4.49 Highly Motivated

2.50-3.49 Motivated

1.50-2.49 Fairly Motivated

1.00-1.49 Not at all motivated

It is implied that the faculty members need to feel the sense of belongingness in the group so that they are better motivated for work. Secondly, as shown in the table, they would like to be constantly treated with respect by their co-employees. Among the five, effective collaboration between and among workgroups/departments is the least motivating factor. With the overall mean of 4.21, it can be said that the faculty members are highly motivated when they have good relationship with their co-workers.

To support the findings, Johnkin (2011) explained that employee relationships can directly affect organizational environments, settings, and ultimate progress. Effective, consistent communication affords employees the ability to develop healthy relationships with or within the organization, which further cultivates, fosters, and nurtures employees and organizations' performances. Further, Schermerhorn (2010) stressed that developing and maintaining relationships in organizational settings are critical to organizational success. The assumption is the more satisfied workers are with their job atmosphere and their peers, the more likely they will be satisfied with their job atmosphere, performance, and work relationships.

Table 6. Level of extrinsic motivation of faculty members in terms of effective supervisor

Extrinsic Motivation: Effective Supervisor	Mean	Std. Deviation	Qualitative Description
1. My supervisor manages people effectively.	4.16	0.71	Highly Motivated
2. My supervisor is approachable.	4.39	0.72	Highly Motivated
3. My supervisor is ethical in day-to-day practices.	4.33	0.66	Highly Motivated
4. My supervisor gives me constructive feedback on my performance.	4.07	0.79	Highly Motivated
5. My supervisor trusts me.	4.31	0.68	Highly Motivated
Overall Mean	4.25	0.58	Highly Motivated

Legend:

4.50-5.00 Extremely Motivated

3.50-4.49 Highly Motivated

2.50-3.49 Motivated

1.50-2.49 Fairly Motivated

1.00-1.49 Not at all motivated

Papa, Thomas, & Spiker (2008) stated that in order that employees will be motivated, the supervisors of organizations need to show courtesy and respect to all employees even to their most difficult staff, listen to their employees' concerns and help them with determining the best path towards resolving their concerns, make themselves available and take the time to meet with employees and treats their staff as partners and not as subordinates, are strategic, detail-oriented and proactive, do not provide an unfair advantage to some employees over others, are fair but firm when need be, support and encourage staff development, share their goals and expectations with staff, are not afraid to let their employees have their time in the limelight, and are always willing to delegate work to others instead of trying to take care of everything.

Table 7. Level of extrinsic motivation of faculty members in terms of effective senior managers

Extrinsic Motivation: Effective Senior Managers	Mean	Std. Deviation	Qualitative Description
1. Top managers keep employees informed.	4.00	0.77	Highly Motivated
2. Top managers communicate the organization's goals and objectives effectively.	4.22	0.74	Highly Motivated
3. Top managers demonstrate leadership practices that are consistent with the stated values of the organization.	4.20	0.71	Highly Motivated
4. Top managers are effective decision-makers.	4.11	0.77	Highly Motivated
5. Managers have clear view of where the organization is going and how to get there.	4.21	0.67	Highly Motivated
Overall Mean	4.15	0.58	Highly Motivated

Legend:

- 4.50-5.00 Extremely Motivated
- 3.50-4.49 Highly Motivated
- 2.50-3.49 Motivated
- 1.50-2.49 Fairly Motivated
- 1.00-1.49 Not at all motivated

In line with the findings, Bennis (2007) concluded in his study that the responsibility of senior managers is not only to lead employees but also to serve as mentors and coaches to enhance employee performance and development. In addition, Gavin (2011) said that part of the roles of senior managers is to create a vision for the organization and then communicate it to the rest of the members of the organization with passion and enthusiasm.

Table 8. Level of extrinsic motivation of faculty members in terms of presence of core values

Extrinsic Motivation: Presence of Core Values	Mean	Std. Deviation	Qualitative Description
1. All units/departments share common values.	4.07	0.77	Highly Motivated
2. There is a set of clear and consistent values that governs the way we do the business.	4.10	0.73	Highly Motivated
3. I can see that our department is guided by core values and principles.	4.28	0.59	Highly Motivated
4. I observe that everyone in my unit aspires for the best.	4.23	0.73	Highly Motivated
5. My department observes the highest standards of ethics in all our dealings.	4.17	0.71	Highly Motivated
Overall Mean	4.17	0.57	Highly Motivated

Legend:

4.50-5.00 Extremely Motivated

3.50-4.49 Highly Motivated

2.50-3.49 Motivated

1.50-2.49 Fairly Motivated

1.00-1.49 Not at all motivated

In consonance to the results, Buelens (2010) explained that core values are the guiding principles that dictate behavior and action, principles that guide an organization's internal conduct. She also added that core values are usually summarized in the mission statement or in a statement of core values of the organization. Osteryoung (2014) explained that core values are at the heart of every successful organization. An organization's core values are those principles or guiding lights that each staff member shares - those commitments they consider most important in their lives.

Organization that seems to have a really strong corporate culture is because of its core values. The confluence of the core values produces the corporate culture, and great organizations involve their entire staff when developing these guiding principles. In the most effective organizations, the core values impact every part of the organization and are understood by every employee.

Table 9. Overall level of extrinsic motivation of faculty members

Extrinsic Motivation	Mean	Std. Deviation	Qualitative Description
Satisfaction with Salary	4.17	0.57	Highly Motivated
Satisfaction with Benefits	4.02	0.64	Highly Motivated
Relationship with co-workers	4.21	0.56	Highly Motivated
Effective Supervisor	4.25	0.58	Highly Motivated
Effective Senior Managers	4.15	0.58	Highly Motivated
Presence of Core Values	4.17	0.57	Highly Motivated
Overall Mean	4.16	0.52	Highly Motivated

Legend:

- 4.50-5.00 Extremely Motivated
- 3.50-4.49 Highly Motivated
- 2.50-3.49 Motivated
- 1.50-2.49 Fairly Motivated
- 1.00-1.49 Not at all motivated

In support to the findings, Brooks (2009) said that if people are under effective supervisors they would likely perform jobs better. In addition, O'Brien (2014) stated that maintaining a strong employer and employee relationship can be the key to the ultimate success of an organization. It is known that if a strong relationship is in place, employees will be more productive, more efficient, create less conflict and will be more loyal in the organization. Through providing one or more of these factors a higher performance is established, therefore, the employee gains external satisfaction and is motivated to perform well. However, when taking Herzberg's (1959) Two-Factor theory into account, it is argued that extrinsic factors (or hygiene factors) cannot cause motivation or satisfaction but may result to demotivation when not provided, so it is likely that those factors are not causing high performances (Brass, 1981). An interesting research suggests that people do not see themselves as being driven by rewards, but when they are asked what their co-workers or subordinates are driven by the answer is clear; everybody else is driven by money. This belief that everybody else is driven by external rewards makes it clear why so many managers decide to use rewards in their motivational efforts (Kohn, 1999). Money is furthermore an integral part of business, as most work to earn money; therefore, it must seem almost obvious to managers that money can be used to exert motivational influence on their employees (Gagné & Deci, 2005).

Table 10. Level of intrinsic motivation of faculty members in terms of work itself

Intrinsic Motivation: Work Itself	Mean	Std. Deviation	Qualitative Description
1. I enjoy the type of work I do.	4.31	0.75	Highly Motivated
2. My job is interesting.	4.27	0.71	Highly Motivated
3. My job gives me a sense of accomplishment.	4.37	0.70	Highly Motivated
4. I make a difference in my unit/department.	4.19	0.69	Highly Motivated
5. I know exactly how to do the job.	4.36	0.67	Highly Motivated
Overall Mean	4.30	0.56	Highly Motivated

Legend:

- 4.50-5.00 Extremely Motivated
- 3.50-4.49 Highly Motivated
- 2.50-3.49 Motivated
- 1.50-2.49 Fairly Motivated
- 1.00-1.49 Not at all motivated

Hackman and Oldham (1980) said in their study that the task itself is the key to employee motivation. They pointed out in their job characteristics motivation theory that high workplace motivation is related to experiencing three psychological states while working: meaningfulness of work; responsibility and knowledge of outcomes.

Table 11. Level of intrinsic motivation of faculty members in terms of recognition

Intrinsic Motivation: Recognition	Mean	Std. Deviation	Qualitative Description
1. My clientele recognize my good work.	4.38	0.62	Highly Motivated
2. My contributions are valued by members of the university community.	4.32	0.67	Highly Motivated
3. I get appropriate recognition when I have done something extraordinary.	4.10	0.75	Highly Motivated
4. I receive expression of thanks and appreciation in my unit/department.	4.15	0.75	Highly Motivated
5. My supervisor congratulates me for an excellent job.	4.19	0.75	Highly Motivated
Overall Mean	4.23	0.55	Highly Motivated

Legend:

- 4.50-5.00 Extremely Motivated
- 3.50-4.49 Highly Motivated
- 2.50-3.49 Motivated
- 1.50-2.49 Fairly Motivated
- 1.00-1.49 Not at all motivated

In consonance with the results of the study, Capobianco (2014) pointed out that everyone in the organization needs to be recognized for their individual accomplishments by the people around them and above them. Anticipating that they will be recognized for completing a task well is strong motivation for an individual to “go the extra mile.” Providing positive recognition of an accomplishment serves to raise individual self-esteem, reinforce their value to the organization, improve their self-image and encourage them to accomplish even greater results in the future.

Table 12. Level of intrinsic motivation of faculty members in terms of good feelings about the organization

Intrinsic Motivation: Good Feelings about the Organization	Mean	Std. Deviation	Qualitative Description
1. I feel a strong sense of belongingness to the university.	4.28	0.65	Highly Motivated
2. I enjoy working for the university.	4.34	0.72	Highly Motivated
3. I have a strong commitment to the university.	4.44	0.63	Highly Motivated
4. I am proud to work for the university.	4.42	0.66	Highly Motivated
5. I care about the future of the university.	4.59	0.55	Extremely Motivated
Overall Mean	4.41	0.50	Highly Motivated

Legend:

- 4.50-5.00 Extremely Motivated
- 3.50-4.49 Highly Motivated
- 2.50-3.49 Motivated
- 1.50-2.49 Fairly Motivated
- 1.00-1.49 Not at all motivated

It can be inferred that the faculty members' care for the future of the university extremely contributes to their motivation in working. Hence, it is true that when employees care for the organization's future, the more that they are

going to work hard for the attainment of its goals. Among the indicators below, feeling a strong sense of belongingness to the university is the least motivator maybe because it is less intrinsic by nature. The overall mean ($m=4.41$) means that the respondents are highly motivated in terms of good feelings about the organization.

From the Human Resource Management International Digest, Vol. 16 Iss: 3, pp.28 - 31 (2008), it is said that feeling valued is the best motivation. Any organization should assure the “feel-good” factor in the organization among employees in order that they’ll be motivated at work.

Table 13. Level of intrinsic motivation of faculty members in terms of sense of responsibility

Intrinsic Motivation: Sense of Responsibility	Mean	Std. Deviation	Qualitative Description
1. I have control over how I do my work.	4.28	0.69	Highly Motivated
2. My opinion counts at work.	4.26	0.66	Highly Motivated
3. I have a say in decisions that affect my work.	4.15	0.72	Highly Motivated
4. The physical environment allows me to do my job.	4.21	0.67	Highly Motivated
5. I have the necessary resources, tools and equipment to do my job.	4.17	0.77	Highly Motivated
Overall Mean	4.21	0.56	Highly Motivated

Legend:

- 4.50-5.00 Extremely Motivated
- 3.50-4.49 Highly Motivated
- 2.50-3.49 Motivated
- 1.50-2.49 Fairly Motivated
- 1.00-1.49 Not at all motivated

In accordance to the findings, Jenkins (2015) in his article said that a strong sense of responsibility affects how an employee works and the amount of work he/she does. When the employee feels personally responsible for her job performance, she shows up on time, puts in her best effort and completes job to the best of his/her ability.

Table 14. Level of intrinsic motivation of faculty members in terms of opportunity for advancement

Intrinsic Motivation: Opportunity for Advancement	Mean	Std. Deviation	Qualitative Description
1. Opportunities for advancement or promotion exist within the university.	4.25	0.75	Highly Motivated
2. I know the criteria for promotion.	4.17	0.68	Highly Motivated
3. I receive fair consideration for open positions.	4.17	0.73	Highly Motivated
4. Information about job vacancies within the university is readily available.	4.11	0.81	Highly Motivated
5. I am given feedback on what is required of me to advance and be promoted.	4.17	0.67	Highly Motivated
Overall Mean	4.17	0.58	Highly Motivated

Legend:

- 4.50-5.00 Extremely Motivated
- 3.50-4.49 Highly Motivated
- 2.50-3.49 Motivated
- 1.50-2.49 Fairly Motivated
- 1.00-1.49 Not at all motivated

The findings concur with those of Baruch (2004) who said that employees' better career opportunities show them that they are being valued and thus leads to motivation and commitment. It involves making them feel that they are part of the organization rather than just a cog in the group. This makes sure that they see themselves at a worthy place in the organization and thus believe that a part of their identity is reflected through this role.

Table 15. Level of intrinsic motivation of faculty members in terms of professional growth opportunities

Intrinsic Motivation: Professional Growth Opportunities	Mean	Std. Deviation	Qualitative Description
1. I am offered the training that I need to grow in my job.	4.04	0.85	Highly Motivated
2. I receive the necessary training to do my job well.	3.99	0.81	Highly Motivated
3. I have opportunities at work to learn and grow.	4.22	0.71	Highly Motivated
4. There is someone at work who encourages my development.	4.20	0.68	Highly Motivated
5. Someone has talked to me about my progress in the past years.	4.02	0.84	Highly Motivated
Overall Mean	4.10	0.65	Highly Motivated

Legend:

4.50-5.00 Extremely Motivated

3.50-4.49 Highly Motivated

2.50-3.49 Motivated

1.50-2.49 Fairly Motivated

1.00-1.49 Not at all motivated

In relation to the above, Mwaura (1999) noted that employee competencies change through effective training programs. It, therefore, not only improves the overall performance of the employees and motivates them to effectively perform their current jobs but also enhances their knowledge, skills and attitudes thus contributing to superior organizational performance. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (Müller, 2011; Koonz, 1990; Robbins, 2001). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee motivation and performance. According to Whyte, Dalton, and Roy (1955), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance.

Table 16. Level of intrinsic motivation of faculty members in terms of clarity of mission

Intrinsic Motivation: Clarity of Mission	Mean	Std. Deviation	Qualitative Description
1. I understand how my work supports the university's mission.	4.24	0.66	Highly Motivated
2. I understand how my work supports the mission of my unit/ department.	4.24	0.65	Highly Motivated
3. I know what is expected of me at work.	4.28	0.60	Highly Motivated
4. The goals of my unit/department are clear to me.	4.20	0.68	Highly Motivated
5. I see the relationship between my job and the goals of the organization.	4.28	0.66	Highly Motivated
Overall Mean	4.25	0.54	Highly Motivated

Legend:

4.50-5.00 Extremely Motivated

3.50-4.49 Highly Motivated

2.50-3.49 Motivated

1.50-2.49 Fairly Motivated

1.00-1.49 Not at all motivated

In line with these findings, Rainey and Steinbauer (1999) supported that the more engaging, attractive and worthwhile the mission is to employees, the more they are motivated to perform well in the organization. In support to these claims about potential benefits of an attractive mission, several studies have begun to link an organization's mission valence (as perceived by its employees) to such outcomes as work motivation and organizational commitment (Wright, 2007).

Table 17. Overall level of intrinsic motivation of faculty members

Intrinsic Motivation	Mean	Std. Deviation	Qualitative Description
Work Itself	4.30	0.56	Highly Motivated
Recognition	4.23	0.55	Highly Motivated
Good Feelings about the Organization	4.41	0.50	Highly Motivated
Sense of Responsibility	4.21	0.56	Highly Motivated

Opportunity for Advancement	4.17	0.58	Highly Motivated
Professional Growth Opportunities	4.10	0.65	Highly Motivated
Clarity of Mission	4.25	0.54	Highly Motivated
Overall Mean	4.24	0.50	Highly Motivated

Legend:

- 4.50-5.00 Extremely Motivated
- 3.50-4.49 Highly Motivated
- 2.50-3.49 Motivated
- 1.50-2.49 Fairly Motivated
- 1.00-1.49 Not at all motivated

In the study of Deci & Ryan (2008), intrinsically motivated people are interested in what they are doing, and they display curiosity, explore novel stimuli, and work to master optimal challenges. Intrinsic motivators are relatively healthy and sustainable source of motivation for employees. This type of motivation is focused on the shared desire that employees' work makes an effective contribution to meaningful purposes, so that it is performance-driven. These rewards are highly energizing and engaging (Tymon, 2009).

Table 18. Overall level of motivation of faculty members of Nueva Vizcaya State University

Work Motivation	Mean	Std. Deviation	Qualitative Description
<i>Extrinsic Motivation</i>			
Satisfaction with Salary	4.17	0.57	Highly Motivated
Satisfaction with Benefits	4.02	0.64	Highly Motivated
Relationship with co-workers	4.21	0.56	Highly Motivated
Effective Supervisor	4.25	0.58	Highly Motivated
Effective Senior Managers	4.15	0.58	Highly Motivated
Presence of Core Values	4.17	0.57	Highly Motivated
Overall Mean	4.16	0.52	Highly Motivated

<i>Intrinsic Motivation</i>			
Work Itself	4.30	0.56	Highly Motivated
Recognition	4.23	0.55	Highly Motivated
Good Feelings about the Organization	4.41	0.50	Highly Motivated
Sense of Responsibility	4.21	0.56	Highly Motivated
Opportunity for Advancement	4.17	0.58	Highly Motivated
Professional Growth Opportunities	4.10	0.65	Highly Motivated
Clarity of Mission	4.25	0.54	Highly Motivated
Overall Mean	4.24	0.50	Highly Motivated
Grand Mean	4.20	0.49	Highly Motivated

Legend:

4.50-5.00 Extremely Motivated

3.50-4.49 Highly Motivated

2.50-3.49 Motivated

1.50-2.49 Fairly Motivated

1.00-1.49 Not at all motivated

In relation to the findings, D'Ausilio (2008) stated that employees will be most productive when they feel motivated primarily by the interest, enjoyment, satisfaction, and challenge of the work itself, and not by external pressures or inducements. However, she added that intrinsic and extrinsic motivators should be combined into a complimentary fashion to promote motivation.

Table 19. Level of job performance of the faculty members

Level of Job Performance (IPCR)	2nd Semester, 2013-2014				1st Semester, 2014-2015			
	<i>F</i> (n=127)	<i>Mean</i>	<i>SD</i>	<i>Qualitative Description</i>	<i>F</i> (n=127)	<i>Mean</i>	<i>SD</i>	<i>Qualitative Description</i>
Outstanding	24			Very	35			Very
Very Satisfactory	103	4.28	0.25	Satisfactory	92	4.28	0.27	Satisfactory
Overall Mean:		4.28						
Standard Deviation:		0.24						
Qualitative Description:		Very Satisfactory						

Legend:

- 4.50-5.00 Outstanding
- 3.50-4.49 Very Satisfactory
- 2.50-3.49 Satisfactory
- 1.50-2.49 Fair
- 1.00-1.49 Poor

The table shows that 24 of the faculty members performed outstanding and 103 performed very satisfactorily during the second semester of school year 2013-2014. During the first semester of school year 2014-2015, 35 faculty members are outstanding and 92 are very satisfactory.

The mean of 4.28 during the second semester, school year 2013-2014 and first semester, school year 2014-2015 indicates that the faculty members performed very satisfactorily during these periods. Further, the overall mean of 4.28 means that the faculty members' performance for the two consecutive semesters is very satisfactory.

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2006). Crouse (2005) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Crouse, 2005) Efficiency and effectiveness- efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner, 1996). Productivity is expressed as a ratio of output to that of input (Fox, 2007). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Mwaura, 1999).

Table 20. Relationship between demographic profile and job performance of faculty members

Demographic Profile	Job Performance					
	2 nd Semester, 2013-2014		1 st Semester, 2014-2015		Average	
	r	sig.	r	sig.	r	sig.
Age	0.267**	0.002	0.223*	0.012	0.267**	0.002
Length of Service	0.405**	0.000	0.383**	0.000	0.430**	0.000
Sex	0.606	0.436	0.001	0.973	0.073	0.787
Marital Status	0.373	0.541	2.790	0.095	2.975	0.085
Highest Educational Attainment	2.648	0.266	1.837	0.399	1.846	0.397
Academic Rank	12.656*	0.005	23.028*	0.000	22.587*	0.000

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

* Correlation is significant at the 0.05 level (2-tailed)

In summary, the table shows that among the six demographic variables, three of these are positively correlated to *job performance* namely *age* ($r=0.267$), *length of service* ($r=0.430$), and *academic rank* ($r=22.587$).

It can be inferred that in terms of age, as the faculty members mature, they exhibited very satisfactory job performance. In terms of length of service, those with longer years of service displayed very satisfactory job performance. And in terms of academic rank, those with higher academic rank manifested a very satisfactory performance in their work.

Table 21. Relationship between extrinsic motivations and job performance of faculty members

Extrinsic Motivation	Job Performance					
	2 nd Semester, 2013-2014		1 st Semester, 2014-2015		Average	
	r	sig.	r	sig.	r	sig.
Satisfaction with Salary	0.220*	0.013	0.246**	0.005	0.255**	0.004
Satisfaction with Benefits	0.218*	0.014	0.258**	0.003	0.262**	0.003
Relationship with co-Workers	0.142	0.112	0.172	0.054	0.173	0.052
Effective Supervisor	0.073	0.415	0.167	0.060	0.134	0.134
Effective Senior Managers	0.113	0.208	0.157	0.078	0.149	0.096
Presence of Core Values	0.067	0.456	0.122	0.173	0.105	0.239

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

* Correlation is significant at the 0.05 level (2-tailed)

Table 22. Relationship between intrinsic motivations and job performance of faculty members

Intrinsic Motivation	Job Performance					
	2 nd Semester, 2013-2014		1 st Semester, 2014-2015		Average	
	r	sig.	r	sig.	r	sig.
Work Itself	0.203*	0.022	0.117	0.192	0.173	0.051
Recognition	0.154	0.085	0.150	0.092	0.167	0.061
Good Feelings about the Organization	0.101	0.256	0.049	0.584	0.082	0.361
Sense of Responsibility	0.190*	0.032	0.217*	0.014	0.224*	0.011
Opportunity for Advancement	0.180*	0.043	0.190*	0.033	0.202*	0.023
Professional Growth Opportunities	0.128	0.151	0.144	0.106	0.151	0.091
Clarity of Mission	0.166	0.062	0.106	0.237	0.148	0.097

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

* Correlation is significant at the 0.05 level (2-tailed)

In summary, *sense of responsibility* ($r=0.224$), and *opportunity for advancement* ($r=0.202$) are significantly related to *job performance* of faculty members while *work itself* ($r=0.173$), *recognition* ($r=0.167$), *good feelings about the organization* ($r=0.082$), *professional growth opportunities* ($r=0.151$) and *clarity of mission* ($r=0.148$) are not significantly related to job performance of faculty members. These imply that faculty members are better motivated if they have sense of responsibility and if they are provided with the opportunity for advancement.

In relation to the findings, Baruch (2004) said that employees' better career opportunities show them that they are being valued and thus leads to motivation and commitment. It involves making them feel that they are part of the organization rather than just a cog in the group. Jenkins (2015) in his article also said that a strong sense of responsibility affects how an employee works and the amount of work he/she does. When the employee feels personally responsible for her job performance, she shows up on time, puts in her best effort and completes job to the best of his/her ability.

Table 23. Relationship between extrinsic and intrinsic motivations and job performance of faculty members

Motivation	Job Performance					
	2 nd Semester, 2013-2014		1 st Semester, 2014-2015		Average	
	r	sig.	r	sig.	r	sig.
Extrinsic Motivation	0.158	0.077	0.212*	0.017	0.204*	0.022
Intrinsic Motivation	0.179*	0.044	0.157	0.077	0.184*	0.038
Average Motivation	0.175*	0.049	0.193*	0.030	0.202*	0.023

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

* Correlation is significant at the 0.05 level (2-tailed)

In general, the faculty members' level of motivation for the second semester, 2013-2014 ($r=0.175$), first semester, school year 2014-2015 ($r=0.193$), and in average ($r=0.202$) show significant relationship with their job performance. The positive correlations imply that the greater the level of motivation, the higher will be the faculty members' job performance or if provided a high level of motivation, faculty members then do their job well or performance will be increased.

In consonance to the findings, Mustafa and Othman (2010) examined the perceptions of school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and job performance of teachers.

Table 24. Demographic variables that significantly predict the level of job performance of faculty members

Predictors	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	4.247	0.239		17.806	0
Age	0.011	0.006	-0.250	-1.820	0.071
Sex	0.023	0.076	0.027	0.305	0.761
Marital Status	0.072	0.099	0.070	0.728	0.468
Highest Educational Attainment	0.102	0.064	-0.166	-1.591	0.114
Length of Service	0.006	0.007	0.148	0.831	0.408
Academic Rank	0.232	0.077	0.511	3.014*	0.003

*. Significant at 0.05 level (2-tailed)

Table 24 shows that academic rank ($t=3.014$) is significant in predicting the job performance of faculty members among the six predictors determined from the set of demographic attributes of the teachers. This implies that the academic rank of faculty members highly predict their job performance. One may also explain that the academic rank of faculty members is a factor that determines their very satisfactory job performance.

Table 25. Extrinsic motivations that significantly predict the level of job performance of faculty members

Predictors	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.921	0.166		23.562	0
Satisfaction with Salary	0.091	0.068	0.218	1.338	0.183
Satisfaction with Benefits	0.095	0.062	0.254	1.541	0.126
Relationship with co-Workers	0.043	0.067	0.102	0.648	0.518
Presence of Core Values	-0.139	0.069	-0.330	-2.003*	0.047

*. Significant at 0.05 level (2-tailed)

The model ($t=23.562$, $sig.=0.009$) shows that there are four from the six extrinsic motivations that can be considered as predictors of job performance of faculty members. Satisfaction with salary, satisfaction with benefits, relationship with co-workers and presence of core values are predictors of job performance of faculty members. But as individual variables, presence of core values ($t=-2.003$) highly contribute in predicting job performance of faculty members.

In support to the findings, Osteryoung (2014) explained that core values are at the heart of every successful organization. An organization's core values are those principles or guiding lights that each staff member shares - those commitments they consider most important in their lives.

Linear Combination of Intrinsic Motivations that Significantly Predict the Job Performance of Faculty Members

Table 26. Intrinsic motivations that significantly predict the level of job performance of faculty members

Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4	0.193		20.73	0
Good Feelings about the Organization	-0.104	0.064	-0.216	-1.631	0.106
Sense of Responsibility	0.18	0.08	0.423	2.239*	0.027
Opportunity for Advancement	0.08	0.071	0.196	1.135	0.259
Professional Growth Opportunities	-0.086	0.068	-0.234	-1.272	0.206

*. Significant at 0.05 level (2-tailed)

The model ($t=21.558$, $sig.=0.033$) shows that there are four from the seven intrinsic motivations that can be considered as predictors of job performance of faculty members. Good feelings about the organization, sense of responsibility, opportunity for advancement and professional growth opportunities are predictors of job performance of faculty members. But as individual variables, sense of responsibility ($t=2.239$) highly contribute in predicting job performance of faculty members.

In consonance with the findings, Jenkins (2015), in his article, said that a strong sense of responsibility affects how an employee works and the amount of work he/she does. When the employee feels personally responsible for her job performance, she shows up on time, puts in her best effort and completes job to the best of his/her ability.

This study focused on motivation and job performance of the faculty members of the University. It utilized a structured researcher-made questionnaire on motivation in the assessment of levels of motivation of faculty members. Furthermore, this study limited its scope on the job performance of faculty members for second semester, school year 2013-2014 and first semester, school year 2014-2015. It used the Individual Performance Commitment Report (IPCR) ratings of faculty members to reflect job performance. This investigation was conducted at Nueva Vizcaya State University, Bayombong and Bambang campuses and randomly selected regular faculty members were the respondents of this study.

CONCLUSIONS

The NVSU faculty members are highly motivated extrinsically in terms of satisfaction with salary, satisfaction with benefits, good relationships with co-workers, effective supervisor, effective senior managers and presence of core values. The NVSU faculty members are highly motivated intrinsically in terms of work itself, recognition, good feelings about the organization, sense of responsibility, opportunity for advancement, professional growth opportunities and clarity of mission. In general, the job performance of the faculty members of NVSU Bayombong and Bambang campuses for second semester, 2013-2014 and first semester, 2014-2015 is described as *very satisfactory*. As the faculty members mature by age, they exhibit very satisfactory job performance. Those with longer years of service display very satisfactory job performance and those with higher academic rank manifest a very satisfactory performance in work. Faculty members perform very satisfactorily when they are highly satisfied with their remunerations and benefits. As the faculty members develop their sense of responsibility and if they are provided with opportunities to advance,

their job performance becomes very satisfactory. Academic rank is a strong predictor of very satisfactory job performance of faculty members. Presence of core values highly contribute to predicting very satisfactory job performance of faculty members. Sense of responsibility highly predict the very satisfactory job performance of faculty members.

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