Motivational factors in driving employee performance

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Introduction

Motivation is considered to be the driving force behind an individual engaging in any activity. In addition to looking for fulfillment in one's work, today's employees, expect and seek balance in their lives. In fact, they are motivated by things other than what work typically offers. There are different levels, kinds, and amounts of motivation (Marciano, 2010; Ryan and Deci, 2000) that all play a critical role in determining how motivated or unmotivated an individual is. For example, students may be highly motivated to complete their strategic plans, advocacy plans, or grant writing assignments in order to learn and develop some skills that might be useful for their careers. Additionally, they might be motivated to prove to themselves that they have the necessary aptitude and knowledge to complete these challenging projects and assignments. Other students in the same program, however, might be primarily driven by the fact that they will pass another course that will bring them closer to finishing their degrees once they complete their course assignments. Furthermore, they might be motivated by the salary raises or promotions they will get at their workplaces after completion of their degrees. While both groups of students are highly motivated, they are obviously motivated by different things. So what fuels motivation for these two types of students, and why?

Discussions on the topic of motivation inspired this research, as there was a great deal of interest in the surprising findings of workplace motivation studies. The discussion questions examine what motivates future professionals to give their best at the workplace, and what kinds of interventions might be required to address the intrinsic motivations of future professionals.

Although there is no single formula to create an engaging pedagogy through combining theory and practice, this paper shows the connections between management theory and practice. This paper first reviews the relevant literature on extrinsic and intrinsic motivators, thereafter, findings and implications are.

Purpose of the Research

This study seeks to find out relationship between work motivation (Intrinsic & Extrinsic) and employee behavior towards the work/performance. This study will investigate any positive, negative, neutral or no relationship between intrinsic motivation and employee performance, and extrinsic motivation and employee performance.

Choice of the subject

The inspiration on this topic comes from one of job-interviews, when the employer mentioned the package of all benefits and limitations that they provide to their staff. After that I started to pay attention all the details that can be provided by the company to its employees having aim to motivate them or, in other words, to increase their productivity and effectiveness. From my previous experience I have noted that employees mostly are disengaged and de-motivated in organizations. For a person, who seeks job and tries to enter job market knowledge of motivational tools and their impact on employees' productivity will make me understand and evaluate work and company environment as a whole properly.

Literature Review

Motivation means to be moved to do something. Therefore, someone is energized or acted towards an end is considered motivated, whereas, a person who feels no inspiration to act thus considered as unmotivated (Deci & Ryan, 2000, p.54). It is also defined as producing "engagement in and persistence with the learning task" (Crookes & Schmidt, 1991, p.469). Human behavior is complex; some desires are conscious while others are unconscious. Sometimes their needs are driven by their unconscious motives. According to Kamal et al (2006) humans are just like an iceberg, as the tip of the iceberg is visible (conscious), but the rest of the parts which is under the surface is not visible. Although, there are different opinions about definition of motivation, but all researchers almost agree that it is the force that compel human to start an

activity and complete it with putting all of their efforts to fulfill their desires. Simple acts such as eating are motivated by hunger; education is motivated by desire for knowledge.

Taylor's Principles of Scientific Management (1911) functioned on the premise that employees needed to be closely supervised and were motivated by economics, and he advocated for a fair wage for the employees despite the harsh treatments and micromanagement they endured in his time. Taylor argued that the objective of management is to secure the maximum prosperity for the employer, coupled with the maximum prosperity of each employee. Taylor advocated two ideas: first, he recommended that employees be carefully selected and trained to perform their jobs – helping them become, in his own words, "first class" at some task. Second, he believed that increasing worker's wages would raise their motivation and make them more productive.

Elton.W. Mayo, an organizational scientist and consultant widely regarded as the founder of what is called the Human Relation's Movement with his colleagues (1933) performed a number of experiments at Western Electric Hawthorne Works near Chicago from 1927 to 1932 and concluded that it was the social environment and attention given to employees that resulted in their increased performance. The researchers concluded that the attention paid to the employees was more of a contributing factor to their productivity level than the environmental conditions. Work satisfaction depended to a large extent on the informal social pattern of the workgroup. Physical conditions or financial incentives had little motivational value. He concluded that people's work performance is dependent on both social issues and job content.

The fact that paying attention to workers could improve their behavior was called the Hawthorne Effect. It began to be noticed that happy workers are not necessarily productive workers. Organization theorists then began to propose that managers are themselves often responsible for creating problems because they do not understand the complexity of human nature and often operate and manage under wrong assumptions. The management of human resources where the needs of both the individual and the organization can be jointly met then became an idea to be pursued. In contrast to the Human Relations Movement which took a relatively simplistic view of human nature, the organizational behavior approach encompassed in the human resources and other models, recognizes the complexities of human behavior in the organizational settings.

Maslow's Hierarchy of Needs (1943) model explained human motivation based on meeting needs at different levels and proposed five categories such as physiological needs, safety, belongingness, esteem, and self-actualization.
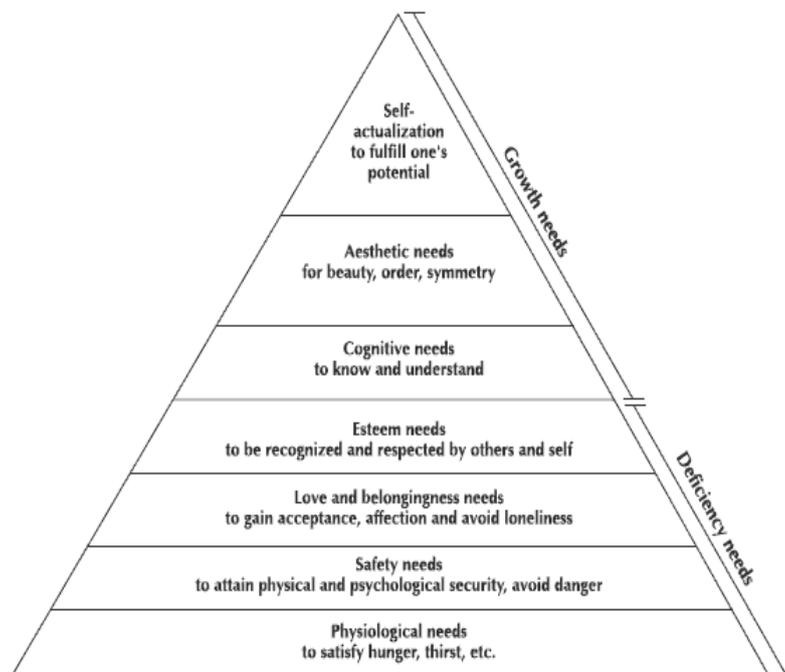
Table 1. Maslow's Hierarchy of Needs

Physiological, safety, and existence needs may be met by extrinsic sources such as wages, whereas belongingness, affiliation, relatedness, bonding, self-actualization, growth, and learning needs are primarily intrinsic feelings that may be met by creating opportunities for interpersonal and social interaction, autonomy, achievement, and growth. He held the belief that human beings rarely reach a state of complete satisfaction except for a short time. While Maslow emphasized that individuals will generally be motivated to seek each need in the order described, he also stated that the order of his hierarchy is "not nearly as rigid as we may have implied" and that in some individuals will seek needs in different order.

It is commonly agreed that employee motivation can be separated in intrinsic and extrinsic motivation (Staw, 1976). Staw argues 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 and Deci & Ryan, 2000). Especially important is the discussion about how intrinsic and extrinsic motivation can contribute to employees' performances (Ramlall, 2008). Herzberg (1959), influenced by Maslow, posited his own theory of motivation called the **motivation-hygiene theory**. In this, he describes two dimensions of conditions: motivators and hygiene factors. Motivators, akin to Maslow's higher-level needs, are what lead to job satisfaction and are associated with the nature of the work itself: achievement, recognition, responsibility and growth. Motivators are intrinsic factors which lead to job satisfaction. On the other hand, hygiene factors, associated with Maslow's lower-level needs, do not lead necessarily to motivation or satisfaction, but rather are extrinsic and simply reduce job

dissatisfaction. Examples of hygiene factors include: company policy and administration, supervision, relationships with supervisors, and work conditions. In the table below Motivators (intrinsic factors) and Hygiene (extrinsic) factors are presented in detail based on more enriched and advanced versions of Herzberg theory with newer layers.

Table 2. Frederick Herzberg's Two-Factor theory

Job satisfaction/Motivator (intrinsic)	Job dissatisfaction /Hygiene (extrinsic)
Sense of personal achievement	Supervision
Recognition	Company policy
Work itself	Relationship with others
Responsibility	Working conditions
Opportunity for advancement	Base wage or Salary
Growth	Work/life balance
Promotion	Security
	Status

When in place, these factors result in

When in place, these factors result in

✓ General Satisfaction

✓ Prevention of Dissatisfaction

✓ High motivation

✓ High Satisfaction

✓ Strong Commitment

Theory X and Theory Y were postulated by McGregor in 1960 assumed that average workers dislike work, and that the only way to maintain productivity was to simplify the production process, supervise the employees closely, and motivate them in short-term. Theory X assumes that workers are lazy, avoid accountability, and dislike their work while Theory Y assumes that average workers desire self-control and responsibility (McGregor, 1960; Lu & Wu, 2013). There is a heavy connection between the two theories and extrinsic and intrinsic motivation at the workplace.

Needs for Achievement, for Affiliation, and for Power were proposed by David McClelland and his associates (notably John Atkinson) (1961). According to this theory, called **Achievement Motivation theory**, a major factor in willingness to perform is the intensity of the individual's need for achievement. Need for power is the need to dominate, influence or control people. Power speaks about the ability to manipulate or control the activities of others to suit one's own purposes. The need for affiliation is a social need for companionship and support, for developing meaningful relationships with people. The Achievement motive is aroused in response to incentives in the environment that a person perceives as enhancing feelings of achievement.

Equity theory, asserts that workers are motivated by a desire to be treated fairly, which is measured by the ratio of their inputs and outcomes (Adams, 1965). Workers possess certain inputs that they bring to the job, like skills, time, and effort. In return, they expect to receive certain outcomes from the job, such as a salary, benefits, and other forms of compensation. Outputs are defined as what the individual receives as a result of their inputs. 'An employee compares his or her job's inputs with an outcomes ratio. If the employee perceives inequality, he or she will act to correct the inequity.' (Al-Zawahreh and Al-Madi, 2012) Workers are satisfied if they think their inputs are equal to their outcomes. The way this satisfaction is determined is by comparing themselves to "comparison others," like coworkers or peers. If workers draw the conclusion that conditions are inequitable, their motivation will change. Empirical evidence has been found in many studies including Greenberg, 1988; Greenberg & Ornstein, 1983; Valenzi and Andrews, 1971. It is important to note that this is not a measure of true equity, but what workers personally perceive to be equitable (Huseman, Hatfield, & Miles, 1987).

The expectancy theory was formulated by Victor Vroom in the1964, a theory that followed on from the work done by Kurt Lewin and Edward Tolman with regards work motivation. According to Beardwell & Claydon (2007), Vroom deducted that people will only choose work patterns that result in the attainment of particular outcomes in which they hold value

to. There are three main factors that individuals may deliberate on when choosing the level of effort to put into work behavior; valence(the level that the anticipated outcome is attractive or otherwise), instrumentality(the belief that a certain level of performance will result in attaining coveted rewards) and expectancy (the scale in which an individual believes that a certain level of effort will lead to a certain level of satisfactory performance, will that level of effort be enough to attain the goal?). Robbins (2003) defines Expectancy Theory as "the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual" (2003).The expectancy theory of motivation provides an explanation as to why people choose to act out a specific behavior as opposed to another and what they expect the result of that selected behavior will be. In brief, the expectancy theory explains the mental or cognitive processes that an individual undergoes to make choices.

Goal-setting theory specifies that individuals must be committed to their goals, possess sufficient ability and self-efficacy in relation to the task, and that feedback is provided with respect to progress toward the goal (Wood & Locke, 1990).Researches have demonstrated that groups receiving feedback combined with goal-setting perform better than groups receiving only goal-setting and that this combination is an influential variable in determining the motivational level of employees (e.g., Kim & Hammer, 1976). It is also important to recognize what type of goal one sets for the goals to translate into performance gains (Locke & Latham, 1990) and how feedback affects these goals. Goal-setting theory has been found to work best with tasks that are generally uninteresting and straightforward (e.g., manual tasks such as assembling nuts and bolts or typing) where goal-setting provides the motivation that the task itself inherently cannot (given its repetitive nature often leading to boredom) (Reeve, 2009).

Extension of the Maslow content theory of work motivation comes from the work of Clayton Alderfer(1969) **ERG theory.** Like Maslow, he does feel that there is value in categorizing needs and that there is a basic distinction between lower order needs and higher–order needs. Alderfer identified three groups of core needs: Existence, Relatedness, and Growth. Alderfer is suggesting more of a continuum of needs than hierarchical levels or two factors of prepotency needs. Unlike Maslow and Herzberg, he does not contend that a lower–level need must be fulfilled before a higher-level need becomes motivating or that deprivation is the only way to activate a need. Another important principle of Alderfer's ERG theory is the notion that if a higher-level need goes unsatisfied, due to the difficulty in achieving it, then the individual may regress into a lower-level need that is easier to satisfy. This is known as the frustration-regression principle and

can be seen in organizations where a worker meets frustration in growth opportunities, they may then regress towards meeting a low

er level need like socialization with coworkers.

Self-determination theory, as discussed by Deci and Ryan (1985) is described as being self-endorsing at the highest level. A self-determined individual experiences a sense of freedom through pursuits that are interesting and important to them. Self-determination is not a static state however, it requires constant development and growth, achievement, a sense of belonging and room for curiosity to function optimally (Deci & Ryan, 2000). The theory describes these characteristics as inherent growth tendencies. In addition, self-determination theory is a macro theory concerned with the motivation behind choices of behavior individuals make.

The Four-Drive theory was introduced by Harvard Business School professors Paul Lawrence and Nitin Nohria in their book (2002) "Drive: how Human Nature Shapes Our Choices". Their research suggests that people are guided by four basic emotional needs or drives that are; drive to acquire, drive for bond, drive to comprehend and drive to defend (Nohria et al., 2008). These four drives are independent to each other; they cannot be ordered hierarchically or substituted one for another. To make the theory work all four drives should be addressed.

In this paper I'm going to do a case study of how intrinsic and extrinsic motivational factors are presented in an organizational setting. So let's look these factors more closely.

Intrinsic motivation is defined as "the doing of an activity for its inherent satisfactions" (Ryan and Deci, 2000) or "performing an activity for the pleasure inherent in the activity" (Story, Stasson, Mahoney, and Heart, 2008,) rather than for some outward and separable outcomes resulting in an external reward or recognition. In a study done by Lee et al., (2012), it was learned that intrinsic motivation is actually a complex neurophysiological activity wherein an individual goes through an intense psychological process that stems from inherent feelings. In other studies by Ryan and Deci (as cited in London, 2009), they found that "intrinsic motivation makes an individual much more likely to be motivated and perform well as opposed to those that were extrinsically motivated," and "intrinsic factors may increase satisfaction, organizational commitment, and satisfaction" . In fact, those who had more inherent intrinsic motivation were "less susceptible to the external motivation of financial intervention" (p. 248). Therefore, it can be concluded that the intrinsic motivators are psychological feelings that employees get from doing meaningful work and performing it well.

Extrinsic motivation is defined by London (2009) as "doing something because it leads to a separable outcome . . . [which means] that outside encouragement or rewards are earned from performing a task rather than actual enjoyment of the task". Extrinsic rewards—usually financial—are the tangible rewards that managers provide employees, such as salary, bonuses, promotions, and benefits. They are called "extrinsic" because they are external to the work itself, and other people control their size and whether or not they are granted. Money, however, is not the only motivator that is considered extrinsic. Factors such as organization characteristics, type of work, job security, and advancement opportunities are also considered extrinsic motivators (London, 2009). Extrinsic motivators take the focus off doing the task itself well and on to doing what is necessary to earn a prize. Some of these, such as promotions and other accolades can lead to an increase in intrinsic motivation, but the initial motivators themselves are extrinsic (Cooper and Jayatilaka, 2006).

Now I would like to focus more on particular aspects of intrinsic and extrinsic motivators and the following are some of the studies that captured in more details. Smith and Galbriath's research (2012) provided some interesting insights on improving practices in the recruitment, retention, and motivation of student employees of the millennial generation in an academic library. However, the study does not discuss the role of intrinsic and extrinsic motivators at the workplace. In a study done on intrinsic versus extrinsic motivation on Library Media Specialists (LMS), where they had to learn what motivated children to learn more about the library, it was found that the middle school LMS used more motivational strategies than the elementary school LMS. This study demonstrated that there was more need to motivate middle school students as opposed to elementary, because of the greater number of competing distractions in their lives, for example, sports (Small, 1999). As people age from childhood, there is less intrinsic motivation. The LMS found it more useful to apply more extrinsic motivation at the middle school level than elementary. Thomas & Holley (2012) summarized the findings of their study by stating that the ways to increase employee motivation include enriching the work experience, communicating effectively, offering appropriate incentives, and treating employees with dignity and respect. The concepts of extrinsic and intrinsic motivators are not only important for individual performance but they also play a critical role in influencing the performance of teams in a project or organization and worth exploring for managers in information organizations. As was stated in an article, "Since the individual plays such an integral role in the overall performance of the team, exploration of these factors [extrinsic and intrinsic] is relevant both to library theorists and library practitioners" (O'Connor, 2006, p. 136).

After thorough literature review and linkage between motivation and employee performance, the study will try to investigate this relationship assuming three hypotheses.

Hypothesis 1: There is positive and significant relationship between intrinsic motivation and employee performance.

Hypothesis 2: There is positive and significant relationship between extrinsic motivation and employee performance.

Hypothesis 3: Both extrinsic and intrinsic factors are positively related with each other.

Table 3. Changes in motivational theories

Author (year)	Theory	Pros	Cons
Maslow (1943)	*The hierarchy of needs* Often displayed as a pyramid, presents needs in a hierarchical order, which are physiological needs, safety needs, social needs, esteem needs and self-actualization needs. The lowest levels of the pyramid are made up of the most basic needs, while the most complex needs are at the top. Maslow believed that people have an inborn desire to be self-actualized.	✓ Motivates individuals to move from fundamental needs toward higher needs. ✓ Provides a clear map for personal growth. ✓ Simple to understand.	✓ Fails to explain why some individuals prefer to ignore lesser needs in search of higher ones. ✓ Vagueness in what is considered a "deficiency". ✓ The theory is more descriptive not empirically supported. ✓ Is applicable to poor and developing countries, where money is still a motivating factor. ✓ No way to measure precisely how satisfied one level of need must be before the next higher need becomes operative.
Herzberg (1959)	*The two-factor theory* He emphasized that the factors can either be motivators or hygiene factors, but never both at the same time. Hygiene factors are dissatisfies, while motivating factors motivates subordinates. Hygiene factors(lower level needs) do not act as motivators. Only the highest order needs (achievement, recognition, challenging work) are motivators.	✓ Allows prioritization of hygiene/motivators and is more prescriptive. ✓ Increased understanding of role of motivation. ✓ Double dimensions of two factors are easy to interpret and understand. ✓ Distinguishes motivators and demotivators.	✓ Original reliance on engineers and accountants as subjects, ignoring worker at lower-skilled jobs. ✓ Applicability is narrow. It's applicable to rich countries, where money is less important motivating factor. ✓ In different environment in can be difficult to identify en element as hygiene/ motivator factors.
McGregor (1960)	*Theory X and Y* The concept of McGregor says that there are two fundamental approaches to managing people. Theory X assumes that employees are, by nature, reluctant to fulfill the obligations of their job and instead will find ways to avoid work. Theory Y is, the diverse to that of Theory X. According to Theory Y, employees do wish to work and be	✓ Both use incentives to increase productivity in the workplace. ✓ In case of Theory Y, workers are encouraged to think outside of the box, creating new opportunities for the company to increase revenue. ✓ Theory X suggests that the work will get done faster	✓ Most people fall into certain work attitude extreme and don't provide the evidence to support it. ✓ Ignores the fact that most of the people may fall in between two extremes of human behavior. ✓ Interpretations of this theory were not the consequences of investigation or research.

	productive and the act of doing well at work is itself a strong motivator.	because the managers will be micro-managing them and keeping them on task.	
McClelland (1961)	*The need theory* Regardless of our gender, culture, or age, we all have 3 motivating drivers, and one of these will be our dominant motivating driver; the need for power, the need for achievement, the need for affiliation.	✓ More empirical evidence - Believes that needs were not innate but learned at a young age and could also be developed in individuals. ✓ Provides a clear picture for managers -to know which type of job is suitable for the employees and which types of people that can make the organizations more successful.	✓ Sometimes even the person may not be aware of his own needs. In such a case, it will be difficult for the manager to understand the employee's need. ✓ There is no direct cause and effect relationship between need and behavior.
Adams (1963)	*The equity theory* Relies on one objective and one subjective premise. The objective premise is that justice is about equalizing labor inputs with labor rewards. The subjective premise is that workers at all levels evaluate their world through their perceptions. These perceptions center around how they view their work in relation to the rewards they receive from it.	✓ Adopts a realistic approach to motivation. ✓ Employees are recognized for their inputs and get outputs according to their inputs. ✓ Employees will also have a greater retention rate because the employees would like to stay with the company as the policies are equitable.	✓ Does not predict overpayment conditions; how people handle those conditions. ✓ Person altering his inputs or leaving the field. ✓ Inequity may cause anger or guilt.
Vroom (1964)	*The expectancy theory* According to Vroom, people create probable futures for themselves about events and strive to meet them. Yet before acting, they internally calculate the value of the reward and the probability of achieving it. Theory outlines three attributes of motivation: valence (the strength of desire for the perceived outcome), instrumentality (belief that by completing certain steps, the desired outcome will be achieved), and expectancy (the belief that you can actually achieve the desired outcomes).	✓ Focuses on rewards and pay-offs. ✓ Emphasis physiological extravagance, where final objective of individual is to attain maximum pleasure and least pain. ✓ Stresses upon expectation and perception; what is real and actual is immaterial.	✓ The theory won't work in practice without active participation from managers; it assumes all components are already known. ✓ Discrepancy between what management offers and what employees value and want. ✓ Quantitative measure of these 3 parameters may not possible or may be too difficult to calculate.
Deci and	*The self-determination theory*	✓ It is individually guided by	✓ People who know they are

Ryan (1985)	Self-determination theory (SDT) conceptualizes basic psychological needs for autonomy (the sense of choice), competence (to feel that they are good at what they do), and relatedness (sense of connectedness) as innate and essential for ongoing psychological growth, internalization, and well-being.	the personal desires of those who seek personal improvement.	going to be evaluated based on their performance have a lower sense of self-determination, as a result, are less intrinsically motivated. ✓ The theory fails to provide any intrinsic impetus for people to become personally motivated.
Lawrence and Nohria (2002)	*The four-drive theory* People are guided by four basic emotional needs or drives that are; drive to acquire, drive for bond, drive to comprehend and drive to defend. These four drives are independent of each other; they cannot be ordered hierarchically or substituted one for another.	✓ Independence allows more flexibility in behavioral repertoires, affording the ability to adopt in complex environments and situations. ✓ Improves mental efficiency by simplifying some categories of processes.	✓ Theory does not offer any details, rational logic to predict level and persistence of motivation, and how to convert these drivers into specific effort and behavior like expectancy theory has. ✓ Focusing in the individual reward in a team environment include fostering competition and reduction in information shearing between team members.

Methodology

Research aims

This chapter aims to illustrate how the research study was carried out and demonstrates the main parameters of the research design. While carrying out this research the research questions are re-affirmed, which are:

- Explore how intrinsic and extrinsic factors motivate employees.
- Explore what kind of incentives(intrinsic or extrinsic) are more desirable from the perspectives of workers and discover employee perception of the motivating effects of reward and benefits.

The main objective of this research is to investigate the role that employee reward has on employees and the role it has to play with regard motivating employees, generating productivity and the possibility of increased loyalty and staff retention. This was done, through research of AUA's(American university of Armenia) employees. In doing this I tried to find out what are the significant motivators for employees, what reward packages, if any do employees obtain and are they beneficial enough as motivators and does employee reward have any correlating factors such as a corresponding link with intrinsic factors and employee behavior or extrinsic factors and employee performance.

Research Design

Case study gives emphasis of detail related analysis of limited number of events or people and their relationship. According to Yin (2009) "Case study research is an empirical investigation that investigates contemporary phenomena with in real life context, when boundaries between phenomena and context are not clearly evident and in which multiple sources of evidence are used".

However, (Gibbert, Ruigrok & Wicki, 2008) declare "case study as a tool for testing and creating theory that provided the strategic management field with groundbreaking insights". In case study, data gathering technique engaged may be assorted and to be used in mixture. They include observation, documentary examination, interviews and questionnaires (Saunders et al, 2012).

I prefer to consider case study because it provides deep understanding of up to date phenomena about employees' engagement in education sector. In the scope of this research, I'll try to investigate the descriptive-explanatory answer that: To what extent work motivation (intrinsic & extrinsic) is related to employee engagement/performance? Similarly, if employees are not engage in their jobs, so what are the reasons? Does employee engagement and disengagement vary on work motivation (intrinsic and extrinsic)? To get answers of these questions I signified the relationship between employee engagement and work motivation (intrinsic and extrinsic) that is what I am trying to investigate in the research.

Data collection and Questionnaire developing

For make strength of the case study, I have chosen questionnaire technique for data collection. Moreover, case study helps to face everyday employee experience in AUA and to have deep understanding about employee engagement and motivation in educational sector.

I used structured questionnaires for the collection of primary data because of the nature of the research question. In structured interviews questions are asked from respondents from a given certain options. The respondent's response on certain questions on a structure questionnaire is mostly collected for statistical analysis (Bhattacherjee 2012). In the research, the questionnaire that depends on close ended questions/forced ended questions that let employees of educational sector to answer in our way. It is easy for employees to answer questionnaires without any problem, in other words choosing one option instead of writing many lines. The questionnaire also has on rating questions in which I used Likert-Style rating scale in order to know how strongly they are agree/disagree about motivational factors and employee engagement provided by management in educational sector. I have considered five Likert scale in order to know

relationship between work motivation (intrinsic & extrinsic) and employee engagement. After the selection of questionnaires as data collection technique I developed questionnaires to fulfill the research objective. Questions were developed on the basis of independent variables (intrinsic & extrinsic) and dependent variable (employee engagement). Both positive and negative statements (questionnaires) were made certain that respondents read every question carefully, think deeply and then answer which option to mark. The distance factor and in-accessibility enable us to send questions electronically (internet mediated self-completion questions). Survey Monkey was used to develop online self-completion questionnaires. Survey tool of Survey Monkey was used to developed questionnaires.

Research Method

This study is mainly qualitative in nature. Primary data were collected with the help of closed-ended questionnaire. For this study, convenient sampling of non-probability technique was used. A total of 161 faculty and researchers completed the survey and was considered as complete and processed for data analysis. Questionnaire instrument was based on intrinsic and extrinsic factors of motivation, whether there are any linkages leading to performance and organizational commitment. Of the 161 respondents 65.2% were female and 34.8% were male.

An exploratory approach was used when collecting and analyzing the study's qualitative data. The first part of the analysis was data reduction. The second part of the analysis was data display. During this phase data was 'put on display' (i.e. data is presented in a more compact form by for example the usage of matrices, graphs or charts). The final phase of the analysis is conclusion drawing and verification. The quantitative data of this study tested Herzberg's Two-Factor Theory, which suggests that hygiene factors and growth factors explain work motivation.

Empirical findings

The main aim of this chapter is to present the data collected through online self-completion questionnaires. Survey Monkey was used for the development of questionnaires and collection of responses. In the research the relationship between work motivation (intrinsic & extrinsic) and employee engagement will be investigated. The data were collected from employees of AUA. The link for self-completion questionnaires was emailed.

Table 4. Questionnaire distribution

Variables	
Intrinsic Motivational factors	Extrinsic Motivational factors
Interesting Work	Status
Job Appreciation	Good Wages
Promotion and Growth	Work/life balance & company policy
Stress	Relationship with others

For measuring intrinsic and extrinsic motivational factors' impact on employees, I have calculated aggregated scores for both motivational factors. These aggregated scores are based on all the four factors which were included in the survey and are mapped above, where Strongly agree corresponds to 5, Agree to 4, Can't say or Neutral to 3, Disagree to 2 and Strongly Disagree to 1.

Intrinsic Motivation

Individuals are intrinsically motivated when they seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in the work (Amabile, 1993). For this study I considered four intrinsic factors i.e. interesting work, job appreciation, stress and growth/promotion. In the following part the results of survey regarding these factors are discussed.

Interesting work can be defined as "a term that describes the experience of employees who are passionate about and energized by their work, find meaning and purpose in their jobs, feel that they can express their complete selves at job and feel connected to those with whom they work

and elaborate it, contains physiological arousal, positive effect, a belief that one's work makes a contribution, a sense of connection to others and a common purpose, a sense of perfection and transcendence" (Saks, 2011).

Appreciation can be defined as "acknowledge the value and meaning of something an event, a person, a behavior, an object and feeling a positive connection to it" (Fagley, 2012).

Stress can be defined as "mentally or emotionally disruptive or upsetting condition occurring in response to adverse external influences" (Rosas, 2011).

Promotion and growth can be explained in general term as "a man of ability who applies himself conscientiously to his duties and studies may be reasonably assured of reaching a position of responsibility" (Setlzer, 2010).

Extrinsic Motivation

Individuals are extrinsically motivated when they engage in the work in order to obtain some goal that is apart from the work itself (Amabile, 1993). This survey is conducted with the help of four extrinsic motivational factors i.e. job security, good wages and etc.. Questions were designed on each of these variables.

Work-life balance is the term used to refer to policies that strive to achieve greater complementarities and balance between work and home responsibilities. These policies apply to all workers and their presence or absence in an organization may have an effect on those facing a crisis, particularly in judging their own ability to combine both work and family life.

Workplace culture refers to the 'way employees have been socialized by their work organization' (Hofstede 1991). Companies' policies and procedures reveal a lot about its working. Companies with well defined policies attract a bigger pool of talent as well as are successful in keeping their employees actively engaged. Company policies are often implemented by organizations as a result of external drivers, internal drivers and social drivers, which often interact simultaneously to motivate policy directed at achieving work-life balance.

Status describes the position a person occupies in a particular setting. We all occupy several statuses and play the roles that may be associated with them.

       Good wages can be defined as "the monetary compensation an employee gets for offering his or her services to organization". One of the most important factors among other motivational factor is the salary that employees get after performing their duties. Fluctuation in wages may change employee's motivation level because it is serve to fulfill their basic needs.

       Supervision can be identified as "extrinsic job factor that supports employee job satisfaction and employee engagement. Albrecht et al. (2015) suggested that the extrinsic job factor of supervisor feedback facilitates the processes to improve organizational dedication, organizational performance, and organizational profitability.

AGE

       One of the aims of the research is to know what kinds of motivational factors have impact on different age groups, since it will be easy for management to concentrate on them and provide better working conditions and compensation package for its employees. The results of survey show that 25.4% of AUA's employees are up to 30 years old, 21.7% are between 31 and 40 years of age, 14.9% are from 41 to 50 years old, and 37.8% were over 50 years old.(Figure can be found below.)

Age of respondents

- Up to 30
- From 31 to 40
- From 41 to 50
- Over 50
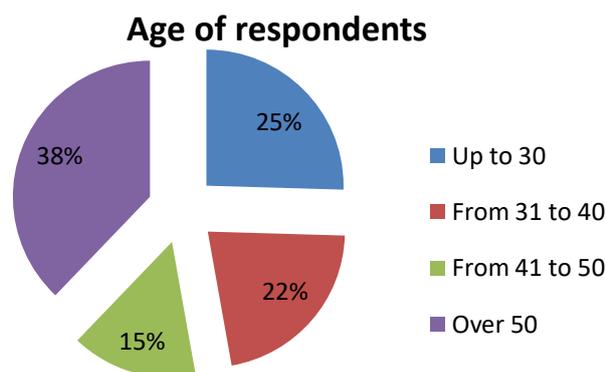
       The university has enrolled staff from different age group and there is no saturation, so, the management must equally be prone to make equal working conditions, compensation packages and place for promotion and latter advancement for all the groups. In the table below we can see the aggregated scores for different age groups. The aggregated intrinsic motivational factor for all the applicants-without taking into consideration age groupings- was 2.7, while that for extrinsic

factors was 2.8, which means that employees are more extrinsically motivated. Besides the age group "From 31-40", in all the others, the aggregated intrinsic motivational factors are higher than that of extrinsic ones. From the date, it can be concluded, that extrinsic motivational factors such as status, wages, work/life balance and relationship with others have bigger impact on employees behavior and attitude towards their work. All in all, the two kinds of factors have somehow similar indices, which goes to affirm that though intrinsic motivational factors' averaged scores are higher than the same score for extrinsic factors, employees are almost equally intrinsically and extrinsically motivated. To recap, not only most employees get appreciation for the work they have done, but also believe that feedback would increase the quality of their work.
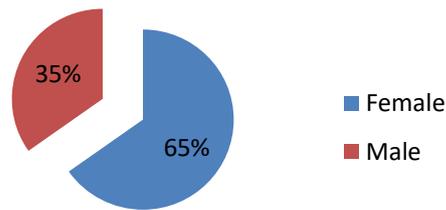
	Aggregated score for Intrinsic motivational factors	Aggregated score for Extrinsic motivational factors
Up to 30	2.92	2.87
From 31-40	2.96	3.04
From 41-50	2.91	2.7
Over 50	2.84	2.81

Overall, the results pertaining to wages as an extrinsic factor, confirm that most employees in American University of Armenia would like better designed compensation/benefit system, because big segment of employees are not satisfied with the decisions connected with salary amount, remuneration, or the process of salaries determination.

Gender

Gender is used to know the contribution of male and female in service industry like universities. This information will help management to consider the importance of gender participation in motivation and engagement. The number of respondents in the survey was 161, where 65.2% were female and 34.8% were male employees(Info is presented in the chart below) .

Repondents' gender

35%

65%

■ Female

■ Male

The number of female employees is more as compared to male. For males extrinsic motivational factors' aggregated score is 3.5, which is higher than averaged score for intrinsic motivational factors – 3.2. The same scenario can be seen for females; 3 and 3.1 respectively for the aggregated score of intrinsic motivational factor and the aggregated score of extrinsic motivational factor. As the scores show, motivation level for males is comparably high; this means,that in the face of workload employees, in general, do not confront with stressful situations, majority of the staff are satisfied with the institution policy. It can be concluded from the results that large number of employees considers not heavy work-load and long working hours as a cause of stress. All these goes to indicate that, in general, hygiene factors- which are considered as job dissatisfiers- are met from the company. Meeting these factors AUA eliminates job dissatisfiers and provides such extrinsic factors that are in the very center of staff attention.

Conclusion

The workplace and its employees are very different today. One of the biggest changes is employees' expectations and their relationship to work. Every organization has its own unique method of motivating its employees, that's why every organization goes for different kind of motivation strategies to engage their employees for better outcomes. In this study the objective was to understand work motivation in a sample of institution employees in AUA and Herzberg's Two-Factor Theory of work motivation was tested empirically.

Intrinsic and extrinsic motivation is considered the most influential factors used by organizations for motivation of their employees. I used intrinsic and extrinsic motivational factors in the study to find their relationships with employee behavior and engagement. The data was collected from American university of Armenia in the form of questionnaires. Questions were designed on the basis of literature used for dependent (employee behavior/engagement) and independent (intrinsic & extrinsic motivation) variables in literature chapter. The results of the findings suggested that employees of American university or Armenia prefer both intrinsic and extrinsic motivation for their engagement. The results proved that intrinsic and extrinsic motivation both have positive impact on employee attitude towards the work.

With the help of survey, it was concluded that there is strong positive relationship between work motivation (intrinsic & extrinsic) and employee behavior/engagement. Intrinsic motivation was measured with fours factors i.e. interesting work, job appreciation, satisfaction and stress, and, similarly, extrinsic motivation was measured through job security, good wages, promotion and growth and company policy. As compared to intrinsic motivational factors employees in AUA lack extrinsic motivational factors (i.e. benefit/compensation). However, it should be emphasized that all of these components are of significant importance for the enhancement of work motivation among the campus staff. This study proved that both intrinsic and extrinsic motivation is to the greater extent relate to employee engagement. Any changes in intrinsic and extrinsic motivation will bring changes in employee engagement.

As concluding remarks I can say that I have clearly answered the research question, meet the research purpose and accepted the hypothesis. The tests also proved that extrinsic motivation had more strong relationship with employee engagement as compared to intrinsic motivation..

All in all, at the AUA extrinsic motivational factors juxtapose with intrinsic ones-not only employees at AUA are extrinsically motivated, but also intrinsic motivational factors also involved. From the survey results I can state that among intrinsic motivational factors for most of employees place for promotion and growth is essential and is one of the reasons for choosing AUA as an employer. Moreover, from employees' stance, AUA provides enough chances for

their further improvements, advancements and promotions in the career path. Selected extrinsic factors' data driven analyze affirms that relationship with colleagues, supervision, spirit of teamwork and cooperation are the motivational factors that are in high order importance for the employees. In contrast to this, another extrinsic motivational factor, such as salary, is partially met by the company and there is great gap regarding low level of remuneration. In other words, salary, as a form of compensation provided by AUA to its employees fails to be a core driver for their work. From the point of view of AUA, having better designed compensation package will increase its employees' motivation and efforts for doing their job by maximizing their potential.

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