



Research in Management and Humanities

DWIJMH VOL. 5 NO. 3 (2026) ISSN: 2980-4817

Available online at www.dwijmh.org

Journal homepage: <http://www.dwijmh.org>

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Decoupling work motivation and work performance: Insights into employee work behavior

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ARTICLE INFO

Article history:

Received: June 25, 2026

Received in rev. form. July 15, 2026

Accepted: August 12, 2026

Published: September 10, 2026

Keywords: *Work motivation, work performance, self-determination, contextual, task performance.*

ABSTRACT

The study aimed to examine the role of work motivations in enhancing work performance. To deepen the study's theories, relevant literature was reviewed. The study used descriptive assessment and a correlational research design. The population consisted of all employees of the institution, from the basic education department to the college. The data were gathered through validated research questionnaires. The study found that work motivation (intrinsic and extrinsic) and work performance were high, but the correlational analysis showed no correlation between work motivation and work performance. Therefore, the study's hypothesis is rejected. Other moderating factors can influence work performance, not work motivation. The study recognizes its limitations due to its small population; therefore, the results cannot be generalized. There is a need to conduct more studies that account for other factors in measuring work performance.

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JEL Classification: M12

Introduction

An organization's performance depends on its employees' performance. Thus, the fundamental concern of management is finding strategies to improve employee performance. Performance results from

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motivation, and through performance, employees' motivation can be measured. Therefore, employee motivation cannot be ignored; it must be a management concern. Poor motivation in the workplace may lead to lower productivity, lower engagement, and poor communication (Andriotis, 2017). Thus, understanding the source of employees' motivation is an essential element of management's role in improving productivity and satisfaction (Souders, 2020). Motivation indeed comes from within the person, but the trigger may not; it can come from outside (Souders, 2020). Since the trigger comes from within the person and from the external environment, we have intrinsic and extrinsic work motivation. Some people perform certain tasks because they enjoy them, but others do so for the benefits they receive.

Motivation has been a key factor in performance management. Enhancing employee motivation should be considered an essential part of management. Management should study and identify aspects that may motivate and demotivate employees. Murayama (2018) pointed out that motivation matters, and management should understand how different type of motivation works. Such a proposition implies that one kind of motivation does not fit all (Ita Group, n.d). One may be interested in external rewards, while the other may be interested in intrinsic rewards. Motivation is related to the person and, therefore, is personal. This can be a real challenge for management to understand how different types of motivation work for each person. It means that management should design a motivation strategy for each employee, because each employee has his/her own motivation for working.

Classifying motivations into two categories: intrinsic and extrinsic. It is important to know what motivates one employee and what does not. Generalizing motivation for all employees may affect their performance. Studies have shown that motivational mismatch causes health problems (Curtis & Auger, 2012), work performance problems (Frontiers, 2016), job burnout (Frontiers, 2021), and job turnover (Hur & Bae, 2021). Brandstätter (2016) noted that the greater the mismatch, the greater the risk of job burnout, which can affect health and well-being.

School management needs to identify employees' motivations and design strategies that enhance both intrinsic and extrinsic motivation. The absence of a motivation strategy can affect employees' well-being. There have been no studies on the effects of intrinsic and extrinsic motivation on employees' well-being in the school context. The purpose of the study is to provide management with ideas on the importance of enhancing employees' motivation to work and to identify motivation strategies that align with employees' individual motivations.

The study is divided into five parts. The first part is the introduction, which explains the rationale and the study's objective. The second part is a literature review that enriches the current study's theories by drawing on prior research on related topics. Third is the research methodology, which explains the research design, study locale, population, research instruments, data-gathering procedures, and statistical treatment of the data. The fourth is data presentation and analysis. Finally, the results and discussion further discuss the findings and implications.

Literature review

Definition of motivation and work motivation theories

The psychological definition of motivation might differ from the work management definition. Psychologically, motivation is a driving force behind action. It is a force that maintains one's energy to achieve goals. It keeps the person going even when things get tough (Cherry, 2023). It is the reason why a person performs or does not perform certain actions. It is the drive within the individual to achieve something that he/she needs or desires. However, the question of why people become motivated is explained differently by different researchers. Consequently, it leads to different theories of motivation like instinct theory of motivation, that our behaviour is motivated by the desire for survival, drive theory of motivation, that our action is motivated to maintain a state of balance, arousal theory of motivation, a behaviour is caused by a desire to maintain an optimal level of psychological arousal, humanistic motivation theory, that a behaviour is performed to meet certain needs, incentive theory of motivation, a behaviour is pursued to achieve a reward, and expectancy theory of motivation is a behaviour is carried out to realize our expectations in the future (Cherry, 2023). Many more theories of motivation that we cannot elaborate on here. In a work setting or organizational setting, motivation is related to work. Work motivation is understood as a process of stimulating people to action to accomplish a desired goal (Scott, 1961). Brech (1969, p.4) defines it as "a general inspirational process which gets members of the team to put their weight effectively to give their loyalty to the group to carry out properly the task that they accepted and generally to play an effective part in the job that the group has undertaken" It is the way how management stimulates or inspires employees to put their loyalty and effort to carry out their tasks and responsibilities. In other words, it is the process by which management inspires or motivates employees to elevate their desire, morale, and willingness to fulfill their responsibilities and achieve organizational objectives.

In a work setting, motivation is directed toward achieving goals. Thus, motivation is an intentional effort by management to awaken employees' spirits to work harder and smarter to achieve the objectives. The challenge for management is how to motivate employees, a skill it needs to master. Several recommended approaches or theories for motivating employees. *The first is the need-based approach/theory, introduced by scholars such as Maslow (1943, 1954), Alderfer (1969), Herzberg (1959), and McClelland (1976).* This approach is also called the content theory of motivation. According to Maslow (1943, 1954), human beings have their own needs that are ranked hierarchically, which suggests that there are lower or basic needs and higher needs. Human beings are moved to action to fulfil basic needs first before they move to higher needs. Maslow identified five needs according to their hierarchy. At the lowest level are physiological needs or the need for survival, and without them, human beings cannot survive. The needs include air, food, and water. Only after these needs are fulfilled, one moves to the next level, which is safety needs. People are looking for safety from danger, pain, and an uncertain future. When these needs are met, one moves to the next level of needs, namely social needs. These needs motivate people to connect to other human beings and the need to be loved. Human beings believe that living without attachment to other people can harm one's health and well-being (Baumeister & Leary, 1995). The fulfilment of social needs leads toward the esteem need, a need to be respected, recognized, feel important, and appreciated. After all those lower needs are fulfilled, the motivation of

behavior is to realize the highest need, which is self-actualization or the ultimate dream that one wants to achieve. Work is no longer to fulfil basic needs, safety needs, and social needs, but to realize one's dream that he/she dreams to be. The Maslow hierarchy of needs is questioned by Alderfer (1969). For Alderfer, one's needs cannot be structured because one's needs can be felt together, the lower and the higher level at the same time. Thus, the second theory of need motivation is the ERG theory of needs, which is Existence, Relatedness, and Growth needs. This theory is not a new theory but a simplification of the hierarchy needs of Maslow because existence needs refer to the basic needs (physiological) and safety needs of Maslow's hierarchy needs that are necessary for one's existence. While relatedness needs refer to the social needs of Maslow, growth needs refer to the self-esteem and self-actualization of Maslow's hierarchy of needs. Alderfer does not rank needs in any particular order because he believes that more than one need may operate at a given time. However, he argued that a person who pursues higher or higher needs tends to regress to lower needs when he/she cannot achieve those needs. The third theory of need motivation is the two-factor theory proposed by Herzberg et. al. (1959) and Herzberg (1965). The two factors are hygiene and motivation. Hygiene is the work environment, which includes company policy, supervision, relationships, working conditions, salary, and security. Motivators include achievement, recognition, interesting work, increased responsibility, advancement, and growth. According to Herberg, hygiene is not a motivation, but the motivation is achievement, recognition. However, when these factors are not fulfilled, employees are demotivated or dissatisfied. The fourth theory of need motivation is the acquired need theory of motivation proposed by Douglas McClelland. McClelland classified three kinds of needs: the need for achievement, the need for affiliation, and the need for power. The need for achievement is one's need to be successful. Those who have a high need for achievement tend to accomplish work on time, come up with brilliant ideas, and maybe plan for their next career move (Harrell & Stahl, 1981; Trevis & Certo, 2005; Turban & Keon, 1993). The need for affiliation is just like the social need of Maslow, that one needs to be affiliated, associated, and to be accepted by others (Wong & Csikszentmihalyi, 1991). Thus, in this context, one wants to be friends with others and tends to keep harmonious working relationships. While the need for power refers to the need to influence and control others and their environment. Though it may be destructive if not managed, the need for power is important for effectiveness in managerial and leadership positions (McClelland & Burnham, 1976; Spangler & House, 1991; Spreier, 2006)

The second theory of motivation is *process-based*. This theory argues that efforts or behaviors are carried out to achieve a target. These theories emphasize the mechanisms by which one chooses a target and the level of effort required to achieve it. *There are four theories within the process theory of motivation: operant conditioning, equity, goal, and expectancy.* The *operant conditioning theory of (Skinner, 1953)* explains that reward and punishment are important to modify behavior (Skinner, 1953). People will do only those things they are rewarded for and avoid those for which they would be punished. One behaves in a certain way after learning the consequences, whether good or bad, and then modifies behavior. *Equity theory states* that motivation is influenced by the outcomes one receives relative to one's inputs, and by comparing these outcomes with those of others (Adams, 1965). A person evaluates the outcome he/she receives when his/her inputs are equal to the other person's inputs, and compares it with the other person's outcome with the same inputs and the amount he/she receives. One expects to receive something equal to the inputs and, if so, to have it applied to others as well. Demotivation occurs when one receives less than one's efforts or contributions warrant, and it is more dissatisfying when someone with the same

inputs receives more than one does. Next is the goal theory. *Goal theory* argues that people are motivated when they are given challenging, specific, and accepted goals or objectives (Locke, 1978; Taylor, 1911; Pinder, 1984). *Expectancy* theory holds that we exert extra effort to perform at a high level in order to achieve a valued outcome. In this case, individual motivation to exert extra effort or less is determined by a rational calculation in which individuals evaluate their situation (Porter & Lawler, 1968; Vroom, 1964). The individual will exert effort to achieve high performance because he/she expects a reward or outcome that he/she desires (Effort-Performance-Reward). The effort-performance expectancy is the individual's perception of the probability that effort will lead to high performance. Performance outcome expectancy is an individual's perception that performance will lead to a specific outcome. In short, a certain amount of effort will lead to high performance, which, in turn, leads to a specific outcome. Thus, performance is an instrument to achieve the outcome, which is reward.

Intrinsic and extrinsic motivation

According to Ryan and Deci (2002), not all activities are performed intrinsically; for example, a child may engage in an activity intrinsically, whereas a parent may do the same activity extrinsically. It is purely for the sake of pleasure. But once a person matures, activities or work are no longer undertaken for pleasure but for external motivation, in which the person performs the activity as an instrument to gain something, such as rewards or other forms of recognition.

Earlier motivation theories, such as those of Maslow, Herzberg, Alderfer, and McClelland, which we discussed above, have clear classifications of which needs are intrinsic or extrinsic, making them difficult to apply in work settings (Gagne & Deci, 2005). In the workplace, motivation can be classified as intrinsic or extrinsic. Intrinsic motivation means that people do certain things because they find them interesting and satisfying. In contrast, extrinsic motivation holds that people engage in certain behaviors or activities because of consequences such as praise or other forms of recognition, and they derive satisfaction from the rewards rather than from the activity itself (Gagne & Deci, 2005). However, according to Gagne and Deci (2005), the simple dichotomy between intrinsic and extrinsic motivation made the theory difficult to apply to work settings. Thus, regarding work motivation, they proposed Self-Determination Theory. The key concept of Self-Determination Theory is the distinction between *autonomous motivation and controlled motivation*. Autonomous motivation means that the person performing the behavior has free will, or a sense of volition, and can choose or determine their action without external pressure. In other words, one endorses his/her action (Dworkin, 1988). People engage in a certain activity because they want to, not because they have to, and find satisfaction in performing it. One performs the work because it is fun. The pleasurable feeling comes from the work itself, not from rewards or other external recognition. In contrast, controlled motivation is externally motivated. It involves doing things under pressure (Gagne & Deci, 2005). A person performs a certain activity because they have to do it (no choice), and because they want to get something, such as rewards. Using rewards is a controlled motivation (Deci, 1971). Thus, both autonomous and controlled motivation differ in terms of underlying regulatory processes and accompanying experiences. Therefore, behaviors are characterized by the degree to which they are autonomous and controlled (Gagne & Deci, 2005). Following this concept, under SDT, motivation is not treated as a singular construct but is divided into intrinsic and extrinsic motivation, with their classifications (Gagne & Deci, 2005, pp. 331-362). Intrinsic motivation is defined as the inherent desire to seek challenges, to work and perform activities within

one's capacities, and to find enjoyment in such activities (Deci & Ryan, 2000). Extrinsic motivation is defined as the absence of intrinsic excitement and the seeking of excitement in performing the job, rather than performing it to attain a separable outcome. For example, employees do their jobs not because they enjoy them but because of external rewards (Ryan & Deci, 2000).

However, the degree to which they are controlled, as defined by OIT (Organismic Integration Theory), a sub-theory of SDT, classifies extrinsic motivation into ***external regulation, introjected regulation, identified regulation, and integrated regulation***. External regulation refers to motivation that is externally controlled and whose actions have an external locus of causality (deCharms, 1968). Introjected regulation means accepting regulation without fully internalizing it as one's own. A person performs the job to avoid feeling guilty. He/she performs the job to maintain a feeling of worth (William, Grow, Freeman, Ryan & Deci, 1996). While identified regulation reflects a conscious valuing of a behavioral goal or regulation in which a person accepts that such action is important. Finally, integrated regulation means a person has evaluated certain actions as congruent with their values.

The dimensions of individual work performance

Individual work performance is one of management's biggest concerns because organizational success depends on it. Since this is the biggest concern, management's task is to regularly monitor and evaluate employee performance to detect deviations from stated objectives as early as possible. Regular or real-time performance evaluations should be conducted to determine whether employees are performing their tasks and progressing toward achieving objectives (Armstrong, 2015; Murphy, 2019). However, the scholars lack consensus on the dimensions of performance to be evaluated because they do not agree on the definition of individual work performance (Dalas, 2005). A lack of consensus on the definition of work performance leads to confusion about which dimensions to measure. Different scholars presented elements that overlap with those of other scholars. Motowidlo (2003) viewed job performance as "the total expected value to the organization of the discrete behavioral episode that an individual carries out over a specified period". His definition refers to performance as the output of the behavioral activities employees undertake over a specific period to attain organizational goals. Strengthening the definition of Motowidlo (2003) are Gulino (2022) and Turanlıgil (2019). Gulino (2022) defines work performance as the "total of a worker's execution of assigned tasks". Turanlıgil (2019) also defines it as "the overall expected value from employees' behaviors carried out throughout a set period". Their definitions refer to work performance as the output of behavioral activities.

Recent scholars agree with Campbell's (1990) definitions. Campbell (1990) defined individual work performance as "behaviors or actions that are relevant to the goals of the organization" (Campbell, 1990). Work performance is seen as a means of achieving stated individual and organizational goals, not as the actual consequences of behavior at work. Campbell (1990) emphasizes job performance as a behavioral matter rather than an outcome. His definition of work performance has influenced recent scholars, such as Kasemsap (2016), who defined work performance as "the work-related activities expected of an employee and how well those activities are executed." Ahmad (2011) defined it as "the ability of workers to perform their job". Or Karapinar (2017) defines work performance as "an appraisal report indicating how well an employee is fulfilling the expected related job activities. These definitions indicate that work performance is strictly behavioral and unrelated to outcomes, since outcomes are beyond

employees' control (Campbell, 2013b). These definitions can be applied across different occupations, and the dimensions are limited to behavior.

From the definitions of Campbell (1990) and others, the concern about which work performance dimensions to evaluate is resolved; it is now strictly limited to the behavioral dimension, not outputs. However, since it is still abstract and is too broad, the question remains: what constitutes a work performance? It needs to be identified so that it can be measured (Viswesvaran, 2002). The first effort to identify the dimensions of work performance was Campbell's in the 1980s (Campbell et al., 2001). Originally, Campbell identified five dimensions of work performance in the military: physical fitness and military bearing; technical performance; peer leadership; supervisory leadership; extra effort/initiative; and personal discipline. From these dimensions, only one is directly related to military work, while the others can be applied across other work. Later on, in 1993, Campbell et al. (1993) expanded the five dimensions into eight dimensions, which include job-specific technical proficiency, non-job-specific technical proficiency, communication, demonstrated effort and initiative, personal discipline, facilitating peer and team performance, supervision/leadership, and management/administration. Inspired by the work of Campbell (1990), then Borman and Motowidlo (1993, 1997) scaled down the dimensions into two dimensions only, which are task performance and contextual performance that explain the core tasks emanating from the job description, and another task that is not related to the core task but helps the organization. Along these lines, Organ (1988) suggested that organizational citizenship behavior is a dimension of work performance. Those dimensions are not yet sufficient to represent work performance dimensions; therefore, Bennett & Robinson (2000), Berry et al. (2007), Gruys & Sackett (2003), and Dalal (2005) added another dimension of work performance, namely counterproductive work behavior. In summary, Koopmans et al. (2011) proposed three components of work performance: task performance, contextual performance, **and counterproductive work behavior**. Koopmans et al. (2014) added the dimensions of individual work performance, namely task performance, contextual performance, adaptive performance, and counterproductive work behavior. However, based on the researcher's judgment, this paper focused only on the three dimensions proposed by Koopmans et al. (2011) and excluded adaptive performance. The three dimensions are considered relevant to the current investigation.

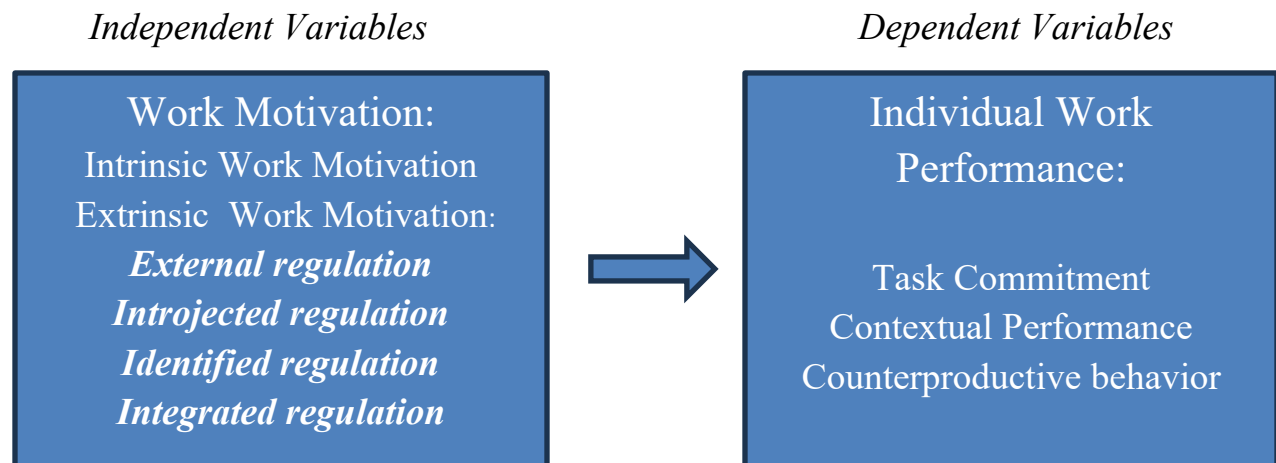
Borman & Motowidlo (1993), as cited by Silong et al. (2013), defined task performance as “the effectiveness with which job incumbents carry out activities that contribute to the organization's 'technical core', either directly by executing a part of its technical process or indirectly by providing it with needed materials or services”. This definition refers to the competency and expertise one has in performing his/her functions effectively (Harrison, Newman, & Roth, 2006), which Campbell (1990) called task proficiency or technical core. These are the behaviors that directly affect task completion and contribute to the organization's technical core. This is the basic requirement when one is given a task: that he/she possesses the knowledge and skills to perform it.

Doğru (2019) defined contextual performance as “the degree to which an employee behaves positively, consisting of volunteering for extra duties, helping coworkers, and cooperating with them with an expectation of a reward”. Organ (1988) considered these behaviors as organizational citizenship behavior. It is behaviors that are exercised voluntarily beyond the job description and the main duties

and responsibilities reflected in it. These behaviors maintain and enhance the organizational environment, which helps employees improve their task performance. Although these behaviors are not required by the organization, they are important for helping employees perform their main tasks. Studies have shown that contextual performance relates to task performance (Diaz-Vilela et al., 2015) and effectiveness (Griffin et al., 2001).

Fox and Spector (2005) defined counterproductive work behavior as negative behaviors that do not help the organization achieve its objectives and also harm other people working in that organization. These behaviors are directed toward the organization and its individuals (Robinson & Bennett, 1995). These behaviors include abuse, production deviance, sabotage, theft, and withdrawal (Spector et al., 2006, as cited by Ispas & Borman, 2015). Regarding the workgroup, counterproductive work behavior (CWB) may include laissez-faire, in which a person or group leader does not care to supervise work, violates group norms or policies, destroys working relationships, and imposes one's values (Braun & Hentschel, 2015). The main objective of CWB is to prevent the organization from achieving its objectives. It captures a wide range of behaviors that are consciously undertaken to undermine organizational performance, driven by hidden motivations.

Conceptual framework



Source: Ryan and Deci (2000), Koopmans et al (2011).

Figure 1: The framework demonstrates the relationship between work motivation and individual work performance. It shows that work motivation affects employees' work performance.

Statement of the problems

The study aims to examine the effects of intrinsic and extrinsic work motivation on employees' individual work performance. It specifically seeks to answer the following questions:

1. *What is the intrinsic work motivation of employees?*
2. *What is the extrinsic work motivation of employees in terms of:*
 - a. *external regulation*
 - b. *Introjected regulation*

c. Identified regulation

d. Integrated regulation

3. What is the work performance of employees in terms of:

a. Task performance

b. Contextual performance

c. Counterproductive behavior

4. Is there a relationship between work motivation and individual work performance?

Hypothesis

Work motivation is a key factor in enhancing employee and organizational performance, as suggested by many studies (Forson et al., 2021; Said et al., 2015; Babalola, 2018; Lee & Raschke, 2016). The current study hypothesizes that intrinsic and extrinsic work motivation affect employees' individual work performance.

Scope and delimitation of the study

The study limits its investigation to intrinsic and extrinsic work motivation and their effects on employees' work performance at Divine Word College of Laoag.

Research methodology

As required by scientific research, it must adhere to prescribed procedures or methodologies. In line with these requirements, the current research employs a specific method of investigation. Wilkinson (2000) and Leedy (1974) opined that research methodology is an established process for conducting the inquiry. It applies specific methods to determine, select, and analyze data related to the topic in question. Therefore, the current study employs certain methods of investigation, including the research design, the data-gathering instrument, the study population, the study locale, the data-gathering procedures, and the statistical treatment of data.

Research design of the study

The study's research design is descriptive and correlational. Ariola (2006) argued that a descriptive correlation study is intended to describe the relationship among variables without seeking to establish a causal connection. Descriptive research simply describes a population, a situation, or a phenomenon. It is also used to describe profiles, frequency distribution, and characteristics of people, situations, or phenomena. In short, it answers the questions of what, when, how, and where, but not the why question (McCombes, 2020).

The locale of the study

The study was conducted at Divine Word College of Laoag. The college is located in Laoag City, the capital of Ilocos Norte.

Population

The respondents in the study are all the college's employees. Since the number of employees was limited, total enumeration sampling was used, and thus all faculty and employees of the college were included as respondents in the study.

Data gathering instruments

The study used validated questionnaires by Tremblay, Blanchard, Taylor, Pelletier, and Villeneuve (2010) on intrinsic and extrinsic work motivation, and by Koopmans et al. (2011) on individual work performance.

Data gathering procedures

To preserve the integrity of scientific research, the data were collected with the approval of the college's presidents. The researcher sent a letter to the president, and after it was approved, the researcher's representative distributed the questionnaires. Then the researcher's representative from the college collected the data and submitted it to the researcher for tabulation.

Ethical procedures

The study was carried out after the institution's administrator approved the paper, ensuring compliance with ethical standards and the avoidance of harm to human life or the environment.

Statistical treatment of data

To analyze the data, descriptive and inferential statistics were used. The weighted mean was used to determine the levels of intrinsic and extrinsic work motivation and employee work performance, and Pearson's r correlation was used to assess the correlation between intrinsic and extrinsic work motivation and individual work performance. The following ranges of values with their descriptive interpretation will be used:

<i>Statistical Range</i>	<i>Descriptive Interpretation</i>
4.21-5.00	Strongly Agree/ Very High (SA/VH)
3.41-4.20	Agree / High (A/H)
2.61-3.40	Somewhat agree/ Moderate (SWA/M)
1.81-2.60	Disagree/Low (D/L)
1.00-1.80	Strongly disagree/Very Low (SA/VL)

Data presentation and analysis

Problem 1: What is the intrinsic work motivation of employees?

Table 1: Intrinsic work motivation

Indicator	Mean	DI
I work because I derive much pleasure from learning new things in my job	4.01	A/H
I work for the satisfaction I experience from taking on interesting challenges	3.95	A/H
I work for the satisfaction I experience when I am successful at doing a difficult task	4.09	A/H

Overall Mean	4.02	A/H
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Ryan & Deci (2000).

Legend:

<i>Statistical Range</i>	<i>Descriptive Interpretation</i>
4.21-5.00	strongly agree/ Very High (SA/VH)
3.41-4.20	Agree / High (A/H)
2.61-3.40	Somewhat agree/ Moderate (SWA/M)
1.81-2.60	Disagree/Low (D/L)
1.00-1.80	Strongly disagree/Very Low (SA/VL)

The data in the table reveal that employees' intrinsic work motivation had a mean rating of 4.02, which is considered high. Even when taken individually, the indicators are rated at the same mean level: 4.01, 3.95, and 4.09, respectively. High intrinsic work motivation suggests that employees derive pleasure or satisfaction from their work. Experts argue that high intrinsic work motivation, driven by internal gratification, enjoyment, and a sense of purpose, is a critical factor in improving workplace well-being and work performance (Mishra et al., 2026; Jameel et al., 2025).

Problem 2. What is the extrinsic work motivation of employees in terms of:

- external regulation*
- Introjected regulation*
- Identified regulation*
- Integrated regulation*

Table 2: Extrinsic work motivation

Indicator	Mean	DI
<i>External regulation. I work:</i>		
For the income, it provides me	3.77	A/H
Because it allows me to earn money	3.80	A/H
Because this type of work provides me with security	3.68	A/H
Composite Mean	3.75	A/H
<i>Introjected regulation. I work:</i>		
Because I want to succeed at this job, if not, I would be very ashamed of myself	3.82	A/H
Because I want to be very good at this work, otherwise, I would be very disappointed	3.88	A/H
Because I want to be a winner in life	3.84	A/H
Composite Mean	3.85	A/H
<i>Identified regulation. I work:</i>		
Because this is the type of work I chose to do to attain a certain lifestyle	3.73	A/H
Because I chose this work to attain my career goals	4.01	A/H
Because it is the type of work I have chosen to attain certain important objectives	3.86	A/H
Composite Mean	3.87	A/H

Integrated regulation. I work:		
Because it has become a fundamental part of who I am	3.86	A/H
Because it is part of how I have chosen to live my life	3.86	A/H
Because this job is part of my life	3.77	A/H
Composite Mean	3.83	A/H
Overall Mean	3.81	A/H

Source: Ryan & Deci (2000).

Looking at extrinsic work motivation, the data show that employees' mean rating was 3.83, which is high (agree). Even when the dimensions are taken separately, all are rated at the same mean level: 3.75 (external regulation), 3.85 (introjected regulation), 3.87 (identified regulation), and 3.83 (integrated regulation). According to self-determination theory, extrinsic work motivation is doing an activity to attain a separate outcome, such as pay, rewards, or avoiding punishment. Satisfaction does not come from work itself but from external rewards, and experts also suggest that extrinsic motivation develops and is gradually internalized, fostering a sense of autonomy rather than constant external control (Deci & Ryan, 1985, 2000; Ryan & Deci, 2000a, 2000b). But as early as the 1970s, Ryan and Deci noted that using control to motivate employees negatively affects performance quality, self-esteem, and overall well-being (Ryan & Deci, 2000a). However, some researchers noted that the effect of extrinsic work motivation cannot be generalized across cultures. In certain cultures, it may negatively affect performance by undermining autonomy (Ryan & Deci, 2000a). In other cultures, it may lead to a positive outcome, such as innovative work behavior (Noaman et al., 2016).

Problem 3. What is the work performance of employees in terms of:

- a. Task performance
- b. Contextual performance
- c. Counterproductive behavior

Table 3: Work performance

Indicator	Mean	DI
<i>Task Performance</i>		
I managed to plan my work so that it was done on time	4.04	A/H
My planning was optimal	3.89	A/H
I kept in mind the results that I have to achieve in my work	3.97	A/H
I was able to separate the main issues from the side issues at work	4.04	A/H
I knew how to set the right priorities	4.06	A/H
I was able to perform my work well with minimal time and effort	3.92	A/H
Composite Mean	3.99	A/H
<i>Contextual Performance</i>		
I took on extra responsibilities 1 2 3 4 5	4.06	A/H
I started a new task myself when my old ones were finished	3.94	A/H
I took on a challenging work task when available	3.97	A/H
I worked at keeping my job knowledge up-to-date	3.99	A/H

I worked at keeping my job skills up-to-date	3.98	A/H
I came up with creative solutions to new problems	3.99	A/H
I kept looking for new challenges in my job	3.99	A/H
I did more than was expected of me	3.96	A/H
I actively participated in work meetings	3.98	A/H
I actively look for ways to improve my performance at work	3.96	A/H
I grasped opportunities when they presented themselves	3.89	A/H
I knew how to solve difficult situations and setbacks quickly	3.82	A/H
Composite Mean	3.96	A/H
<i>Counterproductive Behavior</i>		
I complained about unimportant matters at work	3.01	SWA/M
I made problems greater than they were at work	2.89	SWA/M
I focused on the negative aspects of a work situation, instead of on the positive aspects	2.81	SWA/M
I spoke with colleagues about the negative aspects of my work	2.95	SWA/M
I spoke with people from outside the organization about the negative aspects of my work	2.73	SWA/M
I did less than was expected of me	2.76	SWA/M
I managed to get out of a work task easily	3.00	SWA/M
I sometimes did nothing when I should have been working	2.84	SWA/M
Composite Mean	2.88	SWA/M
Overall Mean	3.61	A/H

Source: Koopmans et al. (2011).

Taking a closer look at the different dimensions of work performance, the data indicate that task and contextual performance are high, at 3.99 and 3.96, respectively, compared with counterproductive work behavior (2.88), which is moderate. High task performance indicates that employees are proficient in their tasks, fulfill their core duties and responsibilities, and meet specific job requirements outlined in their job descriptions (Curral & Gomes, 2024; Aslan et al., 2022). Contextual performance refers to employees who perform tasks outside their core duties and responsibilities, but that help the organization. In other words, extra role behaviors that support the broader organizational, social, and psychological environment (Bhardwaj & Kalia, 2021; Theurer et al., 2018). Counterproductive work behavior refers to negative work behavior that harms the organization. Employees' high task and contextual performance. Moreover, moderate counterproductive work behavior suggests that employees are not always carrying out their core duties and responsibilities, and that they also perform other tasks to support the organization. However, to a moderate extent, they also engage in behaviors that are not helpful to the organization. This is often called a high-performing, defiant, or star performer with a 'dark side'. These individuals are valuable assets due to their high task and contextual performance, but their moderate levels of counterproductive work behavior pose a risk to the organization (Asghar et al., 2021; Chernyshenko & Stark, 2005).

Problem 4. Is there a relationship between work motivation and individual work performance?

Work Motivation		Task performance	Contextual performance	Counterproductive performance	Overall work performance
Intrinsic motivation	Pearson Correlation	.030	-.049	-.079	-.064
	Sig. (2-tailed)	.687	.514	.291	.393
Extrinsic motivation	Pearson Correlation	.049	.016	-.061	-.008
	Sig. (2-tailed)	.513	.836	.419	.914
Overall work motivation	Pearson Correlation	.046	-.017	-.080	-.040
	Sig. (2-tailed)	.538	.816	.283	.591

Source: SPSS

The Pearson correlation analysis indicates that work motivation has no significant relationship with individual work performance. Intrinsic motivation shows very weak correlations with task performance ($r = .030$, $p = .687$), contextual performance ($r = -.049$, $p = .514$), counterproductive performance ($r = -.079$, $p = .291$), and overall work performance ($r = -.064$, $p = .393$). Similarly, extrinsic motivation demonstrates weak and non-significant relationships with task performance ($r = .049$, $p = .513$), contextual performance ($r = .016$, $p = .836$), counterproductive performance ($r = -.061$, $p = .419$), and overall work performance ($r = -.008$, $p = .914$). The same pattern is observed for overall work motivation, with weak and non-significant correlations with task performance ($r = .046$, $p = .538$), contextual performance ($r = -.017$, $p = .816$), counterproductive performance ($r = -.080$, $p = .283$), and overall work performance ($r = -.040$, $p = .591$).

Since all p-values are greater than 0.05, the relationships are not statistically significant, indicating that work motivation does not significantly influence the respondents' individual work performance. Although motivation is considered a driving force of behavior (Cherry, 2023; Scott, 1961), the findings suggest that intrinsic and extrinsic motivation may not necessarily translate into observable work behaviors such as task, contextual, or counterproductive performance. This may be because work performance is primarily behavioral and influenced by organizational and contextual factors beyond individual motivation (Campbell, 1990; Koopmans et al., 2011). Consistent with Self-Determination Theory, motivation affects how individuals approach tasks, but it does not always directly predict performance outcomes (Ryan & Deci, 2000; Gagné & Deci, 2005). Therefore, other workplace factors may play a stronger role in shaping employees' work performance.

Discussion

The study aimed to examine the influence of work motivation on individual work performance. Intrinsic and extrinsic work motivation have four dimensions: external regulation, introjected regulation, identified regulation, and integrated regulation. Work performance has three dimensions: task, contextual performance, and counterproductive work behavior. Concerning work motivation, the study found that both intrinsic and extrinsic motivation were high. High in each motivation suggests that,

overall, employees are driven by both internal desires, such as personal fulfillment and passion, and external rewards, such as salary or other forms of recognition. However, this does not imply that both motivations always co-occur, as they are distinct psychological forces that can operate independently or even in opposition (Adcock et al., 2006; Sescousse et al., 2013; Shigemune et al., 2014). There are situations where employees are exclusively or overwhelmingly driven by intrinsic motivation, in which the desire to work stems from inherent satisfaction, interest, or challenge rather than external rewards. However, most work scenarios involve a mix of intrinsic and extrinsic motivators (Berl & Williamson, 1987; Khan & Iqbal, 2013). In the context of the current study, both coexist, suggesting that employees love and enjoy their work while also valuing the rewards they bring. Coexistence can lead to a robust motivation profile, but balance is key to avoiding burnout. While intrinsic work motivation is associated with long-term well-being and engagement, excessive reliance on extrinsic work motivation can increase the risk of burnout (Wu et al., 2024; Pandya, 2024; Deci & Ryan, 2000).

Concerning work performance, the results indicate that task performance and contextual performance are high, but the counterproductive work behavior is moderate. The results indicate that employees often exhibit two types of work behaviors. On the one hand, they can be productive in delivering results by doing their assigned job and demonstrating extra-role behavior, yet they can be potentially problematic. This scenario often involves a talented but disruptive employee who delivers great results yet engages in intermittent negative behavior, such as misuse of company time, minor interpersonal conflicts, or rule-breaking, which ultimately disrupts the organizational and social environment (Zettler, 2017; Purwatiningsih et al., 2025). In other words, no one is perfectly good at work, and this is considered true by psychologists, as human performance is inherently limited and perfectionism is often a counterproductive, maladaptive trait (Stoeber, 2016; Chen et al., 2022).

The findings of the correlational analysis revealed no significant relationship between work motivation and work performance. This suggests that high levels of work motivation do not automatically lead to high work performance, and low motivation does not necessarily lead to poor performance. The results imply that other moderating variables may influence the relationship between motivation and performance. In other words, work motivation alone is insufficient to guarantee positive work outcomes.

The disconnection between motivation and performance may be attributed to various individual, organizational, and environmental factors. For instance, even if employees are highly motivated, they may still fail to perform effectively if they lack the necessary knowledge, competencies, or skills. Similarly, motivated employees may not achieve desired outcomes when organizations fail to provide adequate tools, resources, support systems, or conducive working conditions. External factors such as ineffective management practices, client behavior, and unfavorable market or workplace conditions may also affect employee performance. Hence, motivation is only one of several factors that contribute to work performance, and its effect may vary depending on the presence of other supporting conditions (Lohela-Karlsson et al., 2022; Van Thang & Quoc Nghi, 2021; Fahriana & Sopiah, 2022; Kaviya et al., 2025).

The findings of the current study contribute to and further enrich the ongoing discussion regarding the role of work motivation in enhancing work performance. The results support previous studies indicating

that high or low levels of work motivation do not always correspond to high or low levels of performance (Bashir et al., 2019; Nor et al., 2023). This highlights the need to explore additional organizational and individual factors that may influence employee performance beyond work motivation alone.

Although the study found that both work motivation and work performance were rated highly, no significant correlation was observed between them. This suggests that factors other than motivation may be driving employee performance. Consequently, management should identify and strengthen other areas that contribute to improved performance, such as employees' abilities and skills, clear expectations and goals, supportive work environments, adequate resources and tools, organizational culture, effective leadership, and constructive feedback systems. Focusing on these factors may help organizations sustain and further enhance employee performance outcomes.

Conclusion

The study aimed to examine the influence of work motivation on the work performance of academic employees. The findings revealed that both intrinsic and extrinsic work motivation were rated highly by the respondents. Similarly, work performance, particularly task and contextual performance, was rated highly. However, the correlation analysis showed no significant relationship between work motivation and work performance. Therefore, the study hypothesis was rejected.

Authors' contribution: *Conceptualization:* D.A., E.B.N., L.R.M., F.B.R., E.Q. *Writing:* D.A. *Data gathering:* L.R.M., F.B.R., E.Q. *Analysis:* D.A., E.B.N.

Ethical statement: The study follows ethical guidelines. The study does not violate any ethical standards, and no human subjects or animals are involved. The data were gathered only after permission was granted.

Conflict of interest statement: The authors declare no conflict of interest

Funding: No external funding involved. The authors funded it.

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