



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>

ORCID ID: <https://orcid.org/0000-0001-6884-3504>

Motivated to care: Unpacking work motivation and citizenship behavior among employees.

Elita B. Valdez, EdD: Professor, St. Mary's College, St. Maria, Ilocos Sur, Philippines

Precila F. Macabeo, PhD: Professor, St. Mary's College, St. Maria, Ilocos Sur, Philippines

Ronald T. Marquez, PhD: Professor, St. Mary's College, St. Maria, Ilocos Sur, Philippines

Ely G. Pascua, EdD: Professor, St. Mary's College, St. Maria, Ilocos Sur, Philippines

Gregorius Robinus D. Dosom: Mission Station, Adams, Ilocos Norte

ARTICLE INFO

Article history:

Received: May 25, 2026

Received in rev. form. July 05, 2026

Accepted: August 20, 2026

Published: September 10, 2026

Keywords: Work motivation, citizenship behavior, organization, extrinsic and intrinsic.

ABSTRACT

The study examined the effect of work motivation on employees' organizational citizenship behavior. The literature was reviewed to support the study's theoretical foundation. The study used descriptive assessment and a correlational research design. Questionnaires were used to gather the data. The study found no significant relationship between work motivation and organizational citizenship behavior. The study recognized its limitations due to the limited population and coverage. There is a need to investigate further, involving a larger population and wider coverage.

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JEL Classification: M12

Introduction

Employee performance and organizational citizenship behavior (OCB) are widely recognized as key determinants of organizational effectiveness. Because these outcomes are closely associated with employee motivation, understanding what motivates employees has become a fundamental concern of management. Motivated employees are generally more productive, engaged, committed, and willing to perform beyond their formal job responsibilities. In contrast, poor motivation can lead to reduced productivity, lower engagement, ineffective communication, and diminished organizational performance (Andriotis, 2017). Consequently, identifying the factors that encourage employees to perform at their best is essential for improving both individual and organizational outcomes (Souders, 2020).

Although motivation originates within the individual, it is often influenced by external conditions and experiences. Souders (2020) explained that while the desire to act comes from within, the factors that stimulate or sustain motivation may arise from the surrounding environment. This distinction has led to the classification of motivation into two broad categories: intrinsic and extrinsic motivation. Intrinsic motivation refers to engaging in work because it is personally meaningful, enjoyable, or fulfilling. In contrast, extrinsic motivation is driven by external rewards such as salary, recognition, promotion, or other tangible benefits. Since employees differ in what motivates them, organizations cannot assume that a single motivational approach will be equally effective for everyone.

Employee motivation has long been recognized as a central element of performance management. Murayama (2018) emphasized that understanding how different forms of motivation influence employee behavior is essential for effective management. Similarly, the ITA Group (n.d.) argued that no single motivational strategy can meet the needs of all employees. While some individuals are primarily inspired by intrinsic factors such as personal growth and meaningful work, others respond more strongly to extrinsic incentives such as financial rewards, recognition, and career advancement. Because motivation is inherently personal, designing effective motivational strategies requires recognizing and addressing individual differences rather than relying on generalized approaches.

Previous studies support the importance of aligning motivational strategies with employees' needs. Research has shown that a mismatch between employees' motivational needs and the rewards or work environment provided by the organization may contribute to adverse outcomes, including poor work performance, job burnout, increased turnover intentions, and even health-related problems (Curtis & Aunger, 2012; Frontiers, 2016; Hur & Bae, 2021). Brandstätter (2016) further noted that the greater the discrepancy between an individual's motivational orientation and the organizational environment, the greater the likelihood of experiencing burnout and reduced well-being. These findings highlight the importance of developing motivational practices that respond to the diverse needs of employees.

In educational institutions, understanding employee motivation is particularly important because teachers and school personnel play a vital role in achieving educational goals. School administrators need to identify the motivational factors that influence different employees and develop strategies that strengthen both intrinsic and extrinsic motivation. Such efforts not only enhance employee well-being but may also encourage greater organizational citizenship behavior, leading employees to voluntarily contribute beyond their prescribed duties for the benefit of the school community.

Despite the growing body of research on work motivation, few studies have examined how intrinsic and extrinsic motivation influence organizational citizenship behavior in school contexts. This gap in the literature provides the basis for the present study. Specifically, the study seeks to determine the effects of intrinsic and extrinsic motivation on employees' organizational citizenship behavior and to provide school administrators with evidence-based insights for designing motivational strategies that promote employee engagement, well-being, and organizational effectiveness.

This paper is organized into five sections. The first section presents the introduction, including the study's rationale and objectives. The second section reviews relevant literature and related studies that provide

the theoretical and empirical foundations of the research. The third describes the research methodology, including the research design, study locale, participants, research instruments, data collection procedures, and statistical treatment of data. The fourth presents and analyzes the findings, while the fifth discusses the results, concludes, and presents their implications for educational management and future research.

Literature review

Definition of motivation and work motivation theories

Motivation has been widely studied in psychology and organizational management, although the concept is defined somewhat differently in these fields. From a psychological perspective, motivation refers to the internal force that initiates, directs, and sustains human behavior toward achieving goals. It is the energy that drives individuals to act, persist despite difficulties, and satisfy their needs and desires (Cherry, 2023). Psychologists have proposed various explanations for why people become motivated, resulting in several motivational theories, including instinct theory, drive theory, arousal theory, humanistic theory, incentive theory, and expectancy theory (Cherry, 2023). Although these theories differ in their assumptions, they all seek to explain the factors that energize and direct human behavior. In organizational settings, motivation is viewed in terms of work and performance. Scott (1961) described work motivation as the process of stimulating employees to perform actions that contribute to organizational goals. Similarly, Brech (1969, p. 4) defined motivation as "a general inspirational process which gets members of the team to put their weight effectively, give their loyalty to the group, and carry out properly the task they have accepted." In essence, work motivation refers to management's efforts to inspire employees to willingly exert greater effort, demonstrate commitment, and contribute effectively toward achieving organizational objectives.

Because motivation plays a critical role in employee performance, numerous theories have been developed to explain how organizations can encourage desirable work behaviors. These theories are generally grouped into two broad categories: content (need-based) theories and process theories.

Content theories focus on identifying the specific needs that motivate individuals. One of the earliest and most influential is Maslow's (1943, 1954) Hierarchy of Needs Theory, which posits that human needs are arranged in a hierarchy comprising physiological, safety, social, esteem, and self-actualization needs. According to Maslow, individuals are motivated to satisfy lower-level needs before progressing to higher-level needs. Once basic survival and security needs have been met, people become motivated by social relationships, recognition, personal achievement, and ultimately the desire for self-actualization.

Alderfer (1969) later refined Maslow's framework through the ERG Theory, which classifies human needs into three categories: Existence, Relatedness, and Growth. Unlike Maslow, Alderfer argued that several needs may operate simultaneously rather than sequentially. He also proposed the frustration-regression principle, suggesting that individuals who are unable to satisfy higher-level needs may return to pursuing lower-level needs.

Another influential content theory is Herzberg's Two-Factor Theory (Herzberg et al., 1959; Herzberg, 1965), which distinguishes between hygiene factors and motivators. Hygiene factors—including salary, company policies, supervision, job security, interpersonal relationships, and working conditions—do not necessarily motivate employees but help prevent dissatisfaction. In contrast, motivators such as achievement, recognition, responsibility, advancement, meaningful work, and opportunities for personal growth generate genuine job satisfaction and higher levels of motivation.

McClelland's Acquired Needs Theory further explains work motivation by proposing that individuals differ in three dominant needs: the need for achievement, the need for affiliation, and the need for power (McClelland & Burnham, 1976). Individuals with a high need for achievement are driven to accomplish challenging goals and excel in their work. Those with a strong need for affiliation value harmonious interpersonal relationships and acceptance by others, while individuals with a high need for power seek opportunities to influence, lead, and direct others. The relative strength of these needs shapes employees' work behaviors and leadership potential.

While content theories explain what motivates people, process theories focus on how motivation occurs and how individuals decide to exert effort toward specific goals. One of the earliest process theories is Operant Conditioning Theory (Skinner, 1953), which proposes that behavior is shaped by its consequences. Behaviors followed by rewards are more likely to be repeated, whereas behaviors followed by punishment tend to decrease. Consequently, organizations use reinforcement systems to encourage desirable employee behaviors.

Another important process theory is Equity Theory (Adams, 1965), which suggests that employees evaluate the fairness of their work outcomes by comparing their contributions and rewards with those of others. Employees who perceive inequity may experience dissatisfaction, reduce their effort, or seek ways to restore a sense of fairness. Thus, perceived equity plays a significant role in maintaining employee motivation.

Goal-Setting Theory (Locke, 1978) argues that employees perform better when they are given specific, challenging, and attainable goals that they personally accept. Clear goals provide direction, increase commitment, and encourage persistence, thereby improving performance. Building on this perspective, Expectancy Theory (Vroom, 1964; Porter & Lawler, 1968) explains that employees are motivated when they believe that greater effort will lead to better performance and that high performance will result in valued rewards. Motivation, therefore, depends on employees' expectations that their effort will produce successful performance and that such performance will be recognized and rewarded.

Collectively, these motivational theories provide complementary perspectives for understanding employee behavior in organizations. Content theories explain the needs that stimulate employee motivation, whereas process theories describe the cognitive processes through which employees evaluate effort, performance, fairness, and expected outcomes. Together, they offer valuable theoretical foundations for understanding work motivation and its influence on organizational outcomes such as employee performance, job satisfaction, commitment, and organizational citizenship behavior.

Intrinsic and extrinsic motivation

Self-Determination Theory

Ryan and Deci (2002) argued that not all human activities are intrinsically motivated. During childhood, many activities are performed simply because they are enjoyable and inherently satisfying. As individuals mature, however, many of their behaviors—particularly in the workplace—are increasingly influenced by external demands, responsibilities, and rewards. Consequently, work is often undertaken not only for personal enjoyment but also to obtain compensation, recognition, promotion, or other valued outcomes.

Traditional theories of motivation, such as those proposed by Maslow, Alderfer, Herzberg, and McClelland, explain the needs that drive human behavior but do not clearly distinguish the varying forms of intrinsic and extrinsic motivation in organizational settings. Gagné and Deci (2005) argued that this limitation makes these theories less effective in explaining work motivation. To address this gap, they advanced Self-Determination Theory (SDT), which provides a more comprehensive framework for understanding why employees engage in their work and how different forms of motivation influence their behavior and performance.

At the core of Self-Determination Theory is the distinction between autonomous motivation and controlled motivation (Gagné & Deci, 2005). Autonomous motivation refers to engaging in an activity with a sense of choice, personal endorsement, and volition (Dworkin, 1988). Employees who are autonomously motivated perform their work because they find it meaningful, enjoyable, or personally important. Their satisfaction comes primarily from the work itself rather than from external rewards. Such motivation is closely associated with intrinsic interest, creativity, persistence, and psychological well-being.

In contrast, controlled motivation occurs when behavior is driven by external demands, pressure, or the desire to obtain rewards or avoid negative consequences (Gagné & Deci, 2005). Employees perform their tasks because they feel obligated to do so or because they expect tangible outcomes such as salary, promotion, recognition, or approval. In this case, the source of motivation lies outside the individual, and the behavior is regulated by external contingencies rather than personal choice (Deci, 1971).

Within Self-Determination Theory, motivation is viewed as a continuum rather than a simple distinction between intrinsic and extrinsic motivation. Intrinsic motivation refers to engaging in an activity because it is inherently interesting, enjoyable, and personally satisfying. Individuals are motivated by curiosity, challenge, and the pleasure derived from performing the activity itself (Deci & Ryan, 2000). Extrinsic motivation, on the other hand, involves engaging in an activity to obtain outcomes that are separate from the activity itself, such as financial rewards, recognition, promotions, or avoidance of punishment (Ryan & Deci, 2000). Although extrinsic motivation originates from external factors, Self-Determination Theory recognizes that not all forms of extrinsic motivation are equally controlled.

This distinction is further explained through Organismic Integration Theory (OIT), a sub-theory of Self-Determination Theory that classifies extrinsic motivation according to the extent to which external

regulations have been internalized (Gagné & Deci, 2005). The least autonomous form is external regulation, in which behavior is controlled entirely by external rewards or punishments (deCharms, 1968). Introjected regulation occurs when individuals perform tasks to avoid guilt, anxiety, or feelings of failure, or to maintain self-esteem, even though they have not fully accepted the behavior as their own (Williams et al., 1996). Identified regulation reflects a higher level of internalization, in which individuals consciously recognize and accept the personal importance or value of a particular behavior. Finally, integrated regulation represents the most autonomous form of extrinsic motivation, in which external goals and behaviors are fully integrated with an individual's personal values, beliefs, and identity, even though the activity is still performed to achieve outcomes beyond the activity itself.

Self-Determination Theory therefore provides a comprehensive explanation of work motivation by recognizing that employee behavior ranges from highly controlled to fully autonomous forms of regulation. This perspective is particularly valuable in organizational settings because it explains how both intrinsic and extrinsic motivation influence employees' attitudes, performance, commitment, and organizational citizenship behavior. It also highlights the importance of creating work environments that support autonomy, competence, and relatedness, thereby fostering more self-determined motivation and improving employee well-being and organizational effectiveness.

Overview of organizational citizenship behavior

Organizational Citizenship Behavior

The concept of organizational citizenship behavior (OCB) originated in political philosophy, where citizenship refers to individuals' responsibilities toward the state (Graham, 1991). Drawing on the works of Aristotle (1941), Cary (1977), and Inkeles (1969), Graham (1991) explained that citizenship comprises three fundamental responsibilities: obedience, loyalty, and participation. Obedience involves respecting established rules and procedures. Loyalty goes beyond mere compliance by promoting the state's interests and reputation, cooperating with others, and contributing to the common good without expecting additional rewards. Participation refers to actively engaging in governance by sharing ideas, discussing issues, and contributing to decisions that benefit society. As Aristotle emphasized, a good citizen knows both how to obey and how to govern.

These principles were later applied to organizations. Inkeles (1969) proposed three corresponding dimensions of organizational citizenship: organizational obedience, organizational loyalty, and organizational participation. Organizational obedience involves complying with organizational policies, procedures, and job responsibilities. Organizational loyalty refers to identifying with and protecting the organization, placing organizational interests above personal or departmental interests, and cooperating to achieve shared goals. Organizational participation reflects employees' willingness to contribute beyond formal job requirements by attending voluntary meetings, sharing ideas, and participating in organizational decision-making.

Building on these ideas, Bateman and Organ (1983) and Smith, Organ, and Near (1983) defined organizational citizenship behavior as discretionary behaviors that go beyond formal job requirements and contribute to organizational effectiveness. This definition reflects the principles of obedience, loyalty, and participation identified in political philosophy. Similarly, Katz (1964), as cited by Smith et

al. (1983), argued that effective organizations depend not only on employees fulfilling their prescribed roles but also on innovative, cooperative, and voluntary behaviors beyond formal job descriptions. Roethlisberger and Dickson (1964), as cited by Smith et al. (1983), likewise emphasized that cooperation and prosocial behaviors help maintain organizational stability and strengthen informal relationships within the workplace.

As research on OCB expanded, scholars proposed different dimensions to describe these voluntary behaviors. Smith, Organ, and Near (1983) and Bateman and Organ (1983) initially identified altruism and general compliance as the two primary dimensions. Organ (1988) later expanded the framework to include conscientiousness, sportsmanship, civic virtue, courtesy, and altruism, a classification also discussed by Wang et al. (2013), as cited in Abun et al. (2021). Conscientiousness refers to responsible and dependable behavior; sportsmanship reflects maintaining a positive attitude despite difficulties; civic virtue involves active participation in organizational affairs; courtesy emphasizes respect and consideration for others; and altruism refers to voluntarily helping coworkers and supporting those in need (Organ, 1988; Wang et al., 2013, as cited in Abun et al., 2021). Podsakoff et al. (2000) further broadened the concept by identifying helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development as key dimensions of OCB.

Despite these different classifications, the various dimensions share a common theme. Fox and Spector (n.d.) argued that they can be broadly understood as altruistic behavior—voluntary actions that benefit either coworkers or the organization. From this perspective, helping others, supporting organizational goals, cooperating with colleagues, participating in organizational activities, and demonstrating initiative all represent expressions of organizational citizenship behavior. Thus, although researchers have proposed different dimensions over time, they consistently describe employees' willingness to contribute beyond formal job requirements for the benefit of the organization and its members.

Conceptual framework

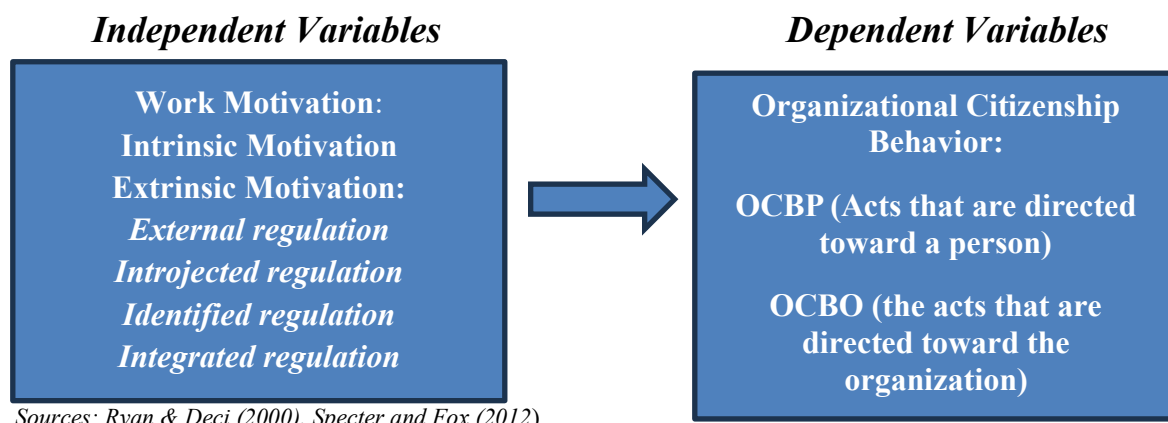


Figure 1: The framework explains the role of work motivation in enhancing organizational citizenship behavior. Different work motivations may affect employees' work behaviors.

Statement of the problems

The study aims to determine the effects of intrinsic and extrinsic work motivation on employees' organizational citizenship behavior. 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 organizational citizenship behavior of the employees in terms of:
 - a. OCBP (the acts that are directed toward a person)
 - b. OCBO (the acts that are directed toward the organization).
4. Is there a relationship between intrinsic and extrinsic work motivation and the organizational citizenship behavior of the employees?

Hypothesis

Motivation is always the driving force behind human behavior. However, motivation is not always the same for everyone. Each employee is motivated by something different from others. The level of motivation always determines the extent of behavior. Thus, the current study hypothesizes that employees' organizational citizenship behavior is influenced by their intrinsic and extrinsic work motivation.

Scope and delimitation of the study

The study limits its investigation to intrinsic and extrinsic work motivation and organizational citizenship behavior among employees of the Divine Word College of Laoag.

Research methodology

The study adopted a quantitative research approach and used a descriptive and correlational research design to assess employees' extrinsic and intrinsic work motivation and its effect on organizational citizenship behavior. Descriptive research provides a detailed description of data collected through questionnaires and analyzed using statistical techniques. It is also utilized to describe the characteristics of people, situations, phenomena, or relationship variables. Essentially, descriptive research provides information about "what is" in the data (Ariola, 2006, as cited by Abun, 2019). The current study employed the descriptive assessment and correlational method to determine the level of leadership competency and its effect on work engagement

Locale of the study

The study was conducted at Divine Word College of Laoag, Laoag City, Ilocos Norte.

Population

The study was conducted with the participation of all employees and faculty members of Divine Word College of Laoag, Ilocos Norte, who comprised the study population. The total number of respondents was 176, obtained through a complete enumeration sampling method.

Data gathering procedures

The researcher secured permission from the Colleges' Presidents to administer the questionnaires to the students. The researcher personally met with the Presidents and students to request their participation. The retrieval of the questionnaires was arranged by the Presidents' representatives and the researcher, with assistance from college employees and faculty.

Data gathering instruments

The current study used research questionnaires to gather the data. The questionnaires were adapted from Tremblay, Blanchard, Taylor, Pelletier, and Villeneuve (2010) for intrinsic and extrinsic work motivation, and from Specter and Fox et al. (2012) for organizational citizenship behavior.

Ethical review

The paper was submitted to the ethical review committee, and the review was waived because the study did not involve vulnerable subjects and sensitive data.

Statistical treatment of data

As the study employed a descriptive assessment and correlational research design, descriptive and inferential statistics were utilized. Descriptive statistics, particularly the weighted mean, were used to determine the level of extrinsic and intrinsic work motivation and organizational citizenship behavior. The correlation between ethical leadership and organizational citizenship behavior was measured using ANOVA.

The following ranges of values with their descriptive interpretation will be used:

<i>Statistical Range</i>	<i>Descriptive Interpretation</i>
<i>4.21-5.00</i>	<i>Strongly Agree/Very High</i>
<i>3.41-4.20</i>	<i>Agree/High</i>
<i>2.61-3.40</i>	<i>Somewhat Agree/Moderate</i>
<i>1.81-2.60</i>	<i>Disagree/Low</i>
<i>1.00-1.80</i>	<i>Strongly Disagree/Very Low</i>

Data presentation and analysis

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

Table 1. Intrinsic motivation of the employees (n=182)

INTRINSIC MOTIVATION	WTED MEAN	DI
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1.	Because I derive much pleasure from learning new things in my job	3.98	A/H
2.	For the satisfaction I experience from taking on interesting challenges	3.92	A/H
3.	For the satisfaction I experience when I am successful at doing a difficult task 5	4.08	A/H
	Because I derive much pleasure from learning new things in my job		
OVERALL MEAN		4.00	A/H

Source: Ryan and Deci (2000)

Legend:

Range of Mean Values	Descriptive Interpretation
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 (SD/VL)

The data in the table reveal that overall, the intrinsic work motivation of the employees obtained an overall mean rating of 4.00, which means “agree/high”. A high rating on intrinsic work motivation suggests that employees are driven by internal motivation rather than by external rewards such as bonuses or praise. They find work interesting, meaningful, and personally satisfying. They are motivated by personal growth and enjoyment, not just by external factors. In organizational psychology, this high rating indicates several key workplace dynamics: first, the causes. High intrinsic motivation is directly tied to an employee’s core psychological needs, specifically autonomy, competence, and meaning (they understand that their work contributes to the bigger picture and find inherent value in day-to-day activities (Swiatczack, 2021; Hsieh, 2011). Second is the behavioral outcomes. When the internal drive is high, employees naturally exhibit specific positive behaviors like creativity and innovation, higher engagement and retention, and taking initiative (Jameel et al., 2025;

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

- 2.1. external regulation
- 2.2. Introjected regulation
- 2.3. Identified regulation
- 2.4. Integrated regulation

Table 2. Extrinsic motivation of the employees (n=182)

EXTRINSIC MOTIVATION OF EMPLOYEES		WTED MEAN	DI
2.1	<i>External regulation</i>		
1.	For the income, it provides me	3.59	A/H
2.	Because it allows me to earn money	3.58	A/H
3.	Because this type of work provides me with security	3.52	A/H
	Composite Mean	3.56	A/H
2.2	<i>Introjected regulation</i>		
1.	Because I want to succeed at this job; if not, I would be very ashamed of myself	3.50	A/H
2.	Because I want to be very good at this work; otherwise, I would be very disappointed	3.62	A/H
3.	Because I want to be a winner in life	3.60	A/H
	Composite Mean	3.57	A/H
2.3	<i>Identified regulation</i>		
1.	Because this is the type of work I chose to do to attain a certain lifestyle	3.68	A/H
2.	Because I chose this work to attain my career goals	3.86	A/H
3.	Because it is the type of work I have chosen to attain certain important objectives	3.76	A/H
	Composite Mean	3.76	A/H
2.4	<i>Integrated regulation</i>		

1.	Because it has become a fundamental part of who I am	3.86	A/H
2.	Because it is part of how I have chosen to live my life	3.86	A/H
3.	Because this job is part of my life	3.78	A/H
Composite Mean		3.83	A/H
OVERALL MEAN		3.68	A/H

Source: Ryan and Deci (2000)

Based on the data presented in the table, extrinsic work motivation had an overall mean of 3.68, which is interpreted as high. This indicates that employees are strongly motivated by external outcomes associated with their work. Rather than performing tasks solely for personal enjoyment, they view work as a means of obtaining valued rewards, recognition, or other desirable outcomes, as well as avoiding negative consequences (Daniel, 2024; Pandya, 2024; Engidaw, 2021).

The high overall rating is reflected across all four dimensions of extrinsic motivation. External regulation received a mean of 3.56 (High), suggesting that employees are motivated by external rewards and the desire to avoid unfavorable consequences, consistent with the "reward and punishment" perspective of motivation (Ryan & Deci, 2022; Chen, 2023). Introjected regulation obtained a mean of 3.57 (High), indicating that employees are also influenced by internal pressures, such as maintaining self-esteem or avoiding feelings of guilt, shame, and anxiety, rather than by genuine enjoyment of their work (Ryan & Deci, 2020).

Among the dimensions, identified regulation received a mean of 3.76 (High), implying that employees recognize the personal value and importance of their work and willingly perform their responsibilities because these align with their own goals and aspirations. This form of motivation has been associated with greater autonomy, stronger performance, and enhanced creativity (Slemp et al., 2018; Gagné et al., 2026). Integrated regulation recorded the highest mean, 3.84 (High), suggesting that employees have fully internalized the organization's values and goals, aligning them with their own beliefs and identity. As the most autonomous form of extrinsic motivation, integrated regulation allows employees to perceive their work as a meaningful expression of themselves rather than merely an obligation (Miquelon et al., 2017; Palm et al., 2019).

Problem 3. What is the organizational citizenship behavior of the employees in terms of:

- OCBP (the acts that are directed toward a person)
- OCBO (the acts that are directed toward the organization).

Table 3. Organizational citizenship behavior of the employees(n=182)

Organizational Citizenship Behavior		WTED MEAN	DI
A. OCBP			
1.	Lent a compassionate ear when someone had a work problem	3.68	A/H
2.	Lent a compassionate ear when someone had a personal problem	3.65	A/H
3.	Change vacation schedules, workdays, or shifts to accommodate co-workers' needs	3.64	A/H
4.	Help a less capable co-worker lift a heavy box or other objects	3.65	A/H
5.	Went out of the way to encourage co-workers or express appreciation	3.68	A/H
6.	Defended a co-worker who was being 'put down' or spoken ill of by other co-workers or supervisors	3.59	A/H
7.	Help co-workers with personal matters, such as sharing food or drinks	3.66	A/H
8.	Lent money or personal property to a co-worker	3.73	A/H
Composite Mean		3.66	A/H
B. OCBO			
1.	Help new employees get oriented to the job	3.70	A/H

2.	Offered suggestions to improve how work is done	3.74	A/H
3.	Volunteered for extra work assignments	3.68	A/H
4.	Said good things about your employer in front of others	3.76	A/H
5.	Said good things about your school in the community outside the school	3.72	A/H
6.	Gave up meals and other breaks to complete the work	3.68	A/H
7.	Offered suggestions for improving the work environment	3.75	A/H
8.	Came in early or stayed late without pay to complete a project or task	3.63	A/H
Composite Mean		3.71	A/H
OVERALL MEAN		3.68	A/H

Legend:

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

The data in the table show that employees' organizational citizenship behavior had an overall mean rating of 3.68, which is considered high. A high rating in organizational citizenship behavior indicates that employees consistently go above and beyond their formal job descriptions without expecting extra rewards. This extra role performance strengthens company culture, builds team trust, and improves overall workplace efficiency (Abuowda et al., 2024; Worku & Debela, 2024; Suryani et al., 2022). This overall organizational citizenship behavior is directed not only toward the organization but also toward the individual. Thus, when the dimensions are taken separately, the OCBP (behavior toward a person) shows a composite mean rating of 3.66, which is also high. A high rating on OCBP indicates that employees consistently go out of their way to assist and support their specific coworkers, clients, and supervisors, rather than just acting for the broader company. Employees who exhibit high OCBP typically exhibit high levels of altruism, compassion, courtesy, and politeness (Spanouli et al., 2023; Grego-Planer, 2019; Su & Hahn, 2025). The same high rating is given to OCBO. Such a high rating indicates that employees frequently and voluntarily engage in actions that benefit the institution as a whole, going beyond their formal job description. This score reflects deep employee engagement, strong psychological ownership, and high job satisfaction (Sidorenkov & Borokhovski, 2021; Wilhelm et al., 2022; Ocampo et al., 2028).

Problem 4. Is there a relationship between intrinsic and extrinsic work motivation and employees' organizational citizenship behavior?

4.1 relationship between intrinsic and extrinsic work motivation and the acts that are directed toward a person (OCBP)

The multiple regression analysis done between the intrinsic and extrinsic work motivation factors and the organizational citizenship behavior of the employees in terms of the acts that are directed toward a person indicates that the intrinsic and extrinsic work motivation factors could not predict the employees' act that are directed toward a person (OCBP), $F(5, 176) = 1.343$, $p > .05$ with 3.70 percent overlap between the predictor variables and OCBP.

The findings imply that regardless of employees' levels of intrinsic and extrinsic work motivation, their OCBP remains the same. Thus, employees' levels of intrinsic and extrinsic work motivation are unrelated to their OCBP levels.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
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1	.192 ^a	.037	.009	.54891
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- a. Predictors: (Constant), Integrated regulation, Introjected regulation, External regulation, Intrinsic Work Motivation, Identified regulation

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.023	5	.405	1.343	.249 ^b
Residual	53.029	176	.301		
Total	55.052	181			

- a. Dependent Variable: The acts that are directed toward a person
b. Predictors: (Constant), Integrated regulation, Introjected regulation, External regulation, Intrinsic Work Motivation, Identified regulation

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.848	.341		8.360	.000
Intrinsic Work Motivation	.049	.062	.069	.782	.436
External regulation	.001	.057	.002	.022	.983
Introjected regulation	.117	.079	.127	1.480	.141
Identified regulation	.095	.094	.116	1.009	.315
Integrated regulation	-.042	.077	-.063	-.551	.582

- a. Dependent Variable: The acts that are directed toward a person

4.2 relationship between intrinsic and extrinsic work motivation and the acts that are directed toward the organization (OCBO)

The multiple linear regression analysis conducted signifies that the levels of the intrinsic and extrinsic work motivation of the employees could not significantly predict their acts that are directed toward the organization (OCBO), $F(5, 176) = 1.359$, $p > .05$, with 3.70 percent overlap between the intrinsic and extrinsic motivation factors and OCBO.

Thus, regardless of employees' levels of intrinsic and extrinsic motivation, their level of OCBO remains the same.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.193 ^a	.037	.010	.60142

- a. Predictors: (Constant), Integrated regulation, Introjected regulation, External regulation, Intrinsic Work Motivation, Identified regulation

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.457	5	.491	1.359	.242 ^b

Residual	63.660	176	.362		
Total	66.117	181			

a. Dependent Variable: The acts that are directed toward the organization

b. Predictors: (Constant), Integrated regulation, Introjected regulation, External regulation, Intrinsic Work Motivation, Identified regulation

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.080	.373		8.252	.000
Intrinsic Work Motivation	.080	.068	.103	1.171	.243
External regulation	-.012	.063	-.016	-.190	.850
Introjected regulation	.112	.087	.110	1.286	.200
Identified regulation	.157	.103	.175	1.526	.129
Integrated regulation	-.166	.084	-.226	-1.971	.050

a. Dependent Variable: The acts that are directed toward the organization

Results and discussion

The study examined the influence of intrinsic and extrinsic work motivation on employees' organizational citizenship behavior (OCB). The findings revealed that both intrinsic and extrinsic work motivation were rated high, indicating that employees demonstrated strong commitment, persistence, and direction in performing their work. Highly motivated employees willingly invested effort toward achieving organizational goals, which is often associated with higher productivity, job satisfaction, and overall performance (Xu et al., 2023; Manzoor et al., 2021). Similarly, employees reported high levels of organizational citizenship behavior, indicating that they consistently engaged in voluntary behaviors beyond their formal job responsibilities to support colleagues and contribute to organizational effectiveness (Wang, 2018; Zimmer, 2021; Luo et al., 2025).

Despite these positive findings, correlation analysis revealed no significant relationship between work motivation and organizational citizenship behavior. This suggests that although employees are highly motivated and frequently demonstrate citizenship behaviors, motivation alone does not necessarily predict employees' willingness to engage in extra-role behaviors.

Several explanations may account for this finding. First, work motivation is generally directed toward fulfilling formal job responsibilities and achieving assigned performance goals. In contrast, OCB consists of discretionary behaviors that are voluntary and not explicitly required or rewarded. Thus, employees may be highly motivated to perform their assigned tasks without necessarily engaging in behaviors that go beyond their formal roles (Ghasemy & Elwood, 2022; Spanouli et al., 2023; Zimmer, 2021). Second, workplace conditions may influence whether motivated employees express citizenship behaviors. A work environment characterized by limited support, poor collaboration, or uncertainty may discourage employees from voluntarily contributing beyond their required duties (Jurek et al., 2020). Finally, the type of motivation may also matter. Employees whose motivation is primarily driven by external rewards may perform well in their assigned responsibilities but may not develop the sense of commitment, belongingness, and altruism often associated with organizational citizenship behavior (Spanouli et al., 2023; Ghasemy & Elwood, 2022; Jurek et al., 2020).

From a theoretical perspective, the absence of a significant relationship contributes to the growing literature by suggesting that the relationship between work motivation and organizational citizenship behavior is not universal but may depend on contextual factors. This finding highlights the importance of examining boundary conditions and potential mediating or

moderating variables, such as organizational support, leadership practices, organizational culture, or perceived fairness, that may explain how motivation is translated into citizenship behavior (Asamani et al., 2025; Ghasemy & Elwood, 2022).

Practically, the findings indicate that increasing employee motivation alone may not be sufficient to promote organizational citizenship behavior. While motivational programs remain important for enhancing job performance, organizations should also cultivate supportive leadership, fair organizational practices, positive work relationships, and an inclusive organizational climate that encourages employees to contribute beyond their formal job responsibilities voluntarily. Such interventions are likely to be more effective in fostering organizational citizenship behavior than motivation-enhancing strategies alone.

Conclusion

This study examined the influence of intrinsic and extrinsic work motivation on employees' organizational citizenship behavior (OCB). The findings showed that employees had high levels of both intrinsic and extrinsic work motivation, indicating that they were committed and dedicated to performing their work. Likewise, employees demonstrated a high level of organizational citizenship behavior, suggesting they frequently engaged in voluntary actions that supported their coworkers and benefited the organization.

However, the study found no significant relationship between work motivation and organizational citizenship behavior. This means that although employees were highly motivated and exhibited positive citizenship behaviors, motivation alone did not explain their extra-role behavior. These findings suggest that while Self-Determination Theory explains how intrinsic and extrinsic motivation influence employees' work performance, motivation alone may not be sufficient to encourage organizational citizenship behavior. Consistent with Organ's theory of Organizational Citizenship Behavior, voluntary behaviors beyond formal job responsibilities may also depend on other organizational factors, such as leadership, organizational support, fairness, and a positive work environment.

Overall, the study highlights that improving employee motivation remains important, but organizations should also create a supportive and fair workplace that encourages employees to go beyond their assigned duties willingly. Future studies may examine other organizational factors that could explain why motivated employees choose to demonstrate organizational citizenship behavior.

Authors' contribution: *Conceptualization:* E.B.V., P.F.M., R.T.M., R.D., & E.G.P. *Writing:* E.B.V., P.F.M. *Data collection:* G. R.D.D., E.G.P.

Ethical statement: The study complied with ethical standards. The study was carried out after the data gathering request and informed consent were granted. The study ensured no human subjects or animals were involved.

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

Funding: The study was funded by the researchers

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