

# THE ROLE OF WORK MOTIVATION IN THE PERFORMANCE OF FOUNDATION UNIVERSITY SUPPORT PERSONNEL

Gilmilen C. Sanchez  
Foundation University, Dumaguete City

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## *Abstract*

*This study aimed to identify the role of work motivation in the performance of Foundation University (FU) support personnel. The researcher applied the descriptive-correlational research design. A total of 97 support personnel, with regular status at FU, were chosen as the study's respondents. A standardized questionnaire for the performance of the support personnel and a validated one for their motivation were utilized. Weighted mean and Spearman's Rank Order Correlation Coefficients were used as statistical tools. The results of the study revealed that the extent of the support personnel's extrinsic motivation is "high" while their intrinsic motivation is "very high." It was also discovered that the support personnel's performance "exceeds expectations," particularly in the following areas: quantity of work, quality of work, job knowledge, work relationships, work skills, and time record. In terms of extension work, the personnel's performance is classified as "meeting expectations." These results signified that the personnel are cognizant of their tasks and responsibilities and they are determined to give their best. Furthermore, the data showed that there is a significant relationship between the support personnel's extrinsic motivation and their level of performance in terms of quality of work, and also between their intrinsic motivation and their level of performance in terms of work quantity and work quality.*

**Keywords:** *support personnel, motivation, extrinsic, intrinsic, work performance*

## **1.0 Introduction**

The twenty-first century has brought about intense competition

among universities as well as issues with staff retention. As a result, management

develops strategies to entice, keep, and inspire high-performing employees (Duru et al., 2023). Obtaining the best-performing personnel serves as a prerequisite for the accomplishment of an organization's vision, mission, and goals as outlined in its strategic plan (Brewster et al., 2018). According to Priarso et al. (2019), the greatest assets in a company are its employees. Sumiati et al. (2023) also emphasized that every employee is expected to do well in carrying out his or her duties because performance is acquired through effort and hard work and via a lengthy process. As theorized by Negara et al. (2023), paying attention to the employees' performance is how the company works to raise the standards of its human resources. They went on to say that employee service performance plays a critical role in ensuring the success of an organization.

Every organization or business desires to flourish and grow. Yet, employee retention remains a problem in the Philippines regardless of the company's size, technology, or target market (Orpia, 2022). To overcome these constraints, employees and their organization's human resources department need to establish a solid and harmonious relationship. They must be persuaded and encouraged to find fulfillment in their jobs since they serve as the most important

component of the workforce (Orpia, 2022). Indeed, today's workforce is increasingly becoming competitive, and employees are looking for more meaning in their work (Rego & Pina eCunha, cited in Tugade & Arcinas, 2023).

The efficiency of employees' work actually helps a company achieve organizational objectives and boost performance (Sembiring et al., 2021) and one of the elements that affect how well employees perform at work is motivation (Dompak, & Epriadi, 2023). Understanding how employees feel appreciated and motivated is crucial for any business, since this will compel employees to give their all in doing their jobs (Venkatasubramanian et al., 2021). Many researches have since investigated the connection between employee motivation and performance (Rivaldo & Ratnasari, 2020; Silvestre, 2022; Andreas, 2022; Zaman & Zulganef, 2023). However, these studies do not concentrate on university personnel. Also, based on the current researcher's online exploration, studies addressing the motivation and performance of university employees or support personnel are scarce.

With the above premise, the researcher, who has been working as a support personnel at FU for more than a decade now, would like to identify the extent of motivation of the University's employees in terms

of intrinsic and extrinsic motivations. She also wanted to examine the performance of these employees in terms of the following areas: a) quantity of work; b) quality of work; c) job knowledge; d) work relationships; e) work skills; f) time record; and g) extension work. Moreover, she intended to clarify if the motivation of the employees is a factor contributory to their job performance.

**2.0 Conceptual Framework**

The extrinsic and intrinsic motivations of the FU support personnel serve as the independent

variables of the study. The personnel’s performance, which is assessed annually, is the dependent variable. The six areas covered under performance included the following: (1) quantity of work; (2) quality of work; (3) job knowledge; (4) work relationships; (5) work skills; (6) time record; and (7) extension work. The researcher hypothesized that the support personnel’s motivation at work might be related to their performance or vice versa.

The diagram is shown to visually present the connections between the variables mentioned above.

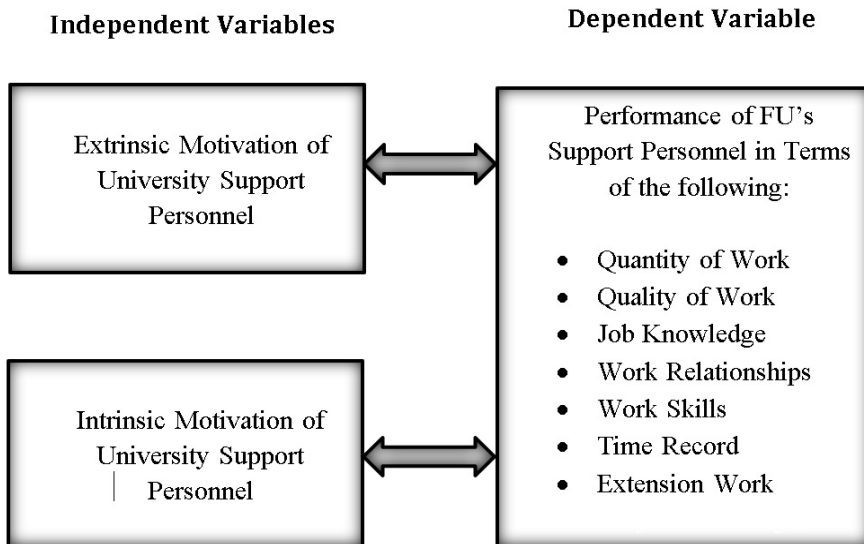


Figure 1. Diagram of the Conceptual Framework of the Study

**3.0 Research Methodology**

This inquiry utilized the descriptive-correlational survey as research design. There were 97 FU support personnel who were rated by their supervisors

and randomly selected senior co-workers. The questionnaire for motivation was validated by the University Human Resource Head, Quality Assurance Head, Guidance Counselor Head,

and a tenured professor of the graduate school. It also underwent a dry-run and showed the following Cronbach's Alpha Coefficients: 0.9776 for extrinsic motivation and 0.9919 for intrinsic motivation. On the other hand, the performance questionnaire is a standardized tool used by the FU management.

The researcher considered all necessary ethical considerations in the conduct of this investigation. Protocols prior to the distribution of the questionnaire were properly followed. Coding of the respondents and confidentiality of their responses were also observed and ethical approval was obtained from the Ethical Committee of the University Research Office.

The results were then tallied using MS Excel, processed using JAMOVI software, analyzed, and interpreted.

#### 4.0 Results and Discussion

Table 1 presents the extent of FU support personnel's extrinsic motivation at work. As reflected in the table, the support personnel of the university are "very highly" motivated to work because of the insurance benefits and accident assistance benefits ( $wx^- = 4.61$ ), which rank as number 1 among other indicators. In addition, they are "highly" motivated because their qualified dependents can

also avail of health insurance benefits ( $wx^- = 4.13$ ), which rank 10th among the 24 indicators. Certainly, the university provides all its regular employees with health insurance, which includes dental and medical check-ups, annual general check-up, EENT check-up, and some other benefits during confinement. The benefits are the major reason the employees are motivated to work. As emphasized by Kaiser (2023), the way to engage employees and retain them at work for a long period of time is to keep them motivated. Having health insurance benefits motivates employees because it can provide them with a sense of health security.

The table also shows that the support personnel are "very highly" motivated to work because they get to enjoy a Christmas vacation with pay ( $wx^- = 4.37$ ). They also have leave credits that are more than the number of credits mandated by the government ( $wx^- = 4.23$ ). Indeed, the FU support personnel are given an almost two-week Christmas vacation where they can find time to rest and recharge. They also have a 10-day vacation leave as well as a 10-day sick leave that includes bereavement leave and emergency leave. Moreover, they can use these days off work as a chance for them to attend to their family's needs and important commitments.

Generally, taking time

away from work offers physical and mental benefits to employees. This statement is supported by Flaxman et al. (2022) who stated that a break from work for most employees is often a crucial time for significant recovery opportunity.

Furthermore, the support personnel are “very highly” motivated to work because the university has a conducive and safe work environment ( $wx^- = 4.30$ ). As proof, the school was awarded by the DENR-EMB as national champion for most sustainable and eco-friendly school last 2015. In addition, the entire school campus is powered with technology and the employees are encouraged to practice paperless transactions. Moreover, some support personnel, such as those assigned at the university’s Business and Finance Office (BFO), have lessened contacts with the students because online payments are now in place. Even work orders from other departments are done online. Implementing this kind of working environment leads to hassle-free transactions, produces optimum work productivity, and helps employees to work more effectively. Correspondingly, Lis et al. (2022) believe that having a conducive work environment fosters a sense of security and enables employees to work optimally.

Moreover, the table shows that the support personnel are “very

highly” motivated to work because they are valued as a team player by their co-workers ( $wx^- = 4.29$ ) and their efforts are recognized by their supervisors ( $wx^- = 4.29$ ). Receiving positive behavior from colleagues and superiors is a necessity since it creates a positive disposition on the part of the employees. This is in line with the idea of Jungert et al. (2017) that working as a team is becoming more important in organizations as colleagues are becoming a more significant factor in boosting employee motivation.

Other factors on work motivation include job security ( $wx^- = 4.20$ ), learning opportunities ( $wx^- = 4.18$ ), children’s education security ( $wx^- = 4.04$ ), work-life balance ( $wx^- = 4.01$ ), 50% tuition fee discount for siblings and children ( $wx^- = 3.99$ ), monetary rewards ( $wx^- = 3.85$ ), adequate organizational policies ( $wx^- = 3.85$ ), 75% tuition fee discount for employees ( $wx^- = 3.76$ ), management’s professional attitude ( $wx^- = 3.67$ ) and so many other reasons. These enumerated factors “highly” motivate the support personnel to work and be part of the solution to the problems and challenges faced by the university especially during the pandemic. These findings are aligned with what Silvestre (2022) had found out that providing material rewards, including money, in exchange for performance is an excellent way to boost it.

Overall, the findings elucidate the different factors that could create an impact on every support personnel and on the school in general. They also attest to the fact that employee motivation must be a top priority of the school because it enables the institution to use its human resources to the fullest (Or pia, 2022). Similarly, Irawati et al. (2021) claimed that, to make employees focus on achieving the organization’s goals, companies must uphold employee motivation and keep it high at work because it is motivation that propels each personnel to act and take action.

**Table 1**

*Extent of Extrinsic Motivation in Work of FU’s Support Personnel (n = 97)*

I am MOTIVATED to work because ...	w $\bar{x}$	VD	EoM
1. I have health insurance benefits and accident assistance benefits.	4.61	SA	VH
2. I get to enjoy a Christmas vacation with pay.	4.37	SA	VH
3. I have a conducive and safe work environment.	4.30	SA	VH
4. I am valued as a team player by my co-workers.	4.29	SA	VH
5. I am recognized by my supervisor for the tasks I accomplish.	4.28	SA	VH
6. My qualified dependent(s) and I can avail of health insurance benefits.	4.24	SA	VH
7. I have leave credits that are more than what is mandated by the govt.	4.23	SA	VH
8. I have job security.	4.20	A	H
9. The university provides its personnel with opportunities for learning and professional growth.	4.18	A	H
10. My qualified dependents and I can avail of free medical/dental check-up.	4.13	A	H
11. I am assured that my children can earn a degree if I stay in FU because of tuition fee discount.	4.04	A	H
12. I am acknowledged by the FU community for doing my job.	4.01	A	H
13. The university promotes work-life balance.	4.01	A	H
14. My siblings/children have a 50% tuition fee discount.	3.99	A	H
15. I am satisfied with the total vacation leave and sick leave benefits.	3.95	A	H

16. Employees are treated equally.	3.88	A	H
17. I am given monetary rewards for my length of service in the university.	3.85	A	H
18. The way the organizational policies are put into practice is fair.	3.85	A	H
19. I have a competitive salary, which compensates for my job and workload.	3.77	A	H
20. There is no favoritism among employees.	3.77	A	H
21. I have a 75% tuition fee discount.	3.76	A	H
22. I can receive merit rewards in the form of salary increase after obtaining a graduate/post graduate degree.	3.75	A	H
23. The management does not entertain intrigues and gossips.	3.67	A	H
24. I receive a performance bonus whenever the target enrolment and collection are achieved.	3.66	A	H
Composite	4.03	A	H

Legend:	Scale	Verbal Description (VD)	Extent of Motivation (EoM)
	4.21 – 5.00	Strongly Agree (SA)	Very High (VH)
	3.41 – 4.20	Agree (A)	High (H)
	2.61 – 3.40	Moderately Agree (MA)	Moderate (M)
	1.81 – 2.60	Disagree (D)	Low (L)
	1.00 – 1.80	Strongly Disagree (SD)	Very Low (VL)

Table 2 exposes the extent of FU support personnel’s intrinsic motivation at work. Intrinsic motivation is intangible and non-financial and is produced internally or within a person. Silvestre (2022) made a stand that a person with intrinsic motivation does not look for external rewards. Intrinsic motivation emerges from a person’s enjoyment or interest in the activity at hand and requires that one experiences inner joy from the activity.

As revealed, almost all indicators (19 out of 21) were rated by the support personnel as factors that “very highly” motivate

them to work in the university. The love for their job ( $wx^- = 4.59$ ), the enjoyment in doing their job ( $wx^- = 4.57$ ), the sense of fulfillment ( $wx^- = 4.157$ ), and the enjoyment in learning something new about their work ( $wx^- = 4.51$ ) are the top four reasons the FU support personnel are motivated to work. This corresponds to the finding of Jungert et al. (2017) that employees deliberately participate in their work because they find it enjoyable, interesting or valuable. According to Lianto (2023), it has finally been acknowledged that human emotions play a significant role in boosting productivity.



Thus, the workplace should provide a climate where workers can attain self-actualization and self-fulfillment.

Meanwhile, the support personnel also expressed that they are “very highly” motivated because they find satisfaction in helping their colleagues during difficulty at work ( $w\bar{x} = 4.49$ ), feel accomplished and satisfied with going the extra mile at work ( $w\bar{x} = 4.47$ ), have a very pleasant work atmosphere with colleagues ( $w\bar{x} = 4.47$ ), find enjoyment in working with a team ( $w\bar{x} = 4.45$ ), and feel a sense of belongingness in the group ( $w\bar{x} = 4.45$ ). These findings simply show how the support personnel use their strengths to support each other. This finding strengthens the scholarly discussion of Jungert et al. (2017) who claimed that for an organization to stay competitive, having a well-functioning workforce is essential. Jungert et al. also emphasized that team members play an important role in increasing employee motivation.

Moreover, the last two indicators under intrinsic motivation were viewed to motivate the FU support personnel at a “high” extent. These focus on the support personnel’s attendance in hang-outs ( $w\bar{x} = 4.59$ ) and the idea of leading a team or group for a project ( $w\bar{x} = 4.10$ ). The hang-outs started even before the start of the pandemic in 2020. These are implemented for the professional development of FU personnel. Etiquette for answering the phone, communicating with the clients, and enhancing oral communication are some of the topics discussed during the sessions.

Overall, it becomes quite evident that FU’s support personnel are extrinsically and intrinsically motivated to work and perform their functions. This means that they work for rewards and other benefits and also because they love their work. This finding fits and relates to the Fifty-Fifty Theory, which states that the environment has a 50% role in motivation while the other 50% comes from within the individual.

**Table 2**

*Extent of Extrinsic Motivation in Work of FU’s Support Personnel (n = 97)*

I am MOTIVATED to work because ...	$w\bar{x}$	VD	LoI
1. I love my job.	4.59	SA	VH
2. I enjoy doing my job.	4.57	SA	VH
3. I feel a sense of fulfilment whenever I am able to solve work-related concerns.	4.57	SA	VH
4. I enjoy learning new things about my work.	4.51	SA	VH
5. It is always my pleasure to help my colleagues who face difficulty doing their tasks.	4.49	SA	VH



6. I feel accomplished and satisfied with going the extra mile at work.	4.47	SA	VH
7. I have a very pleasant work atmosphere and can get along with my co-workers well.	4.47	SA	VH
8. I enjoy working in a group/team.	4.45	SA	VH
9. Working with my colleagues gives me a sense of belongingness.	4.45	SA	VH
10. I am always curious and eager to discover and explore things that will help improve my job in the university.	4.44	SA	VH
11. There is trust and confidence in the workplace.	4.43	SA	VH
12. My job is interesting and challenging.	4.39	SA	VH
13. I find challenging tasks or assignments exciting to work on.	4.35	SA	VH
14. I feel competent in the line of work I do in the university.	4.34	SA	VH
15. My job gives me opportunities for continuous professional growth.	4.31	SA	VH
16. I am more engaged at work whenever my suggestions and ideas are being sought or considered.	4.29	SA	VH
17. I am excited to go to work every day.	4.28	SA	VH
18. The university offers rich learning opportunities.	4.28	SA	VH
19. I feel driven to do my best each day.	4.27	SA	VH
20. I always look forward to attending hang-outs.	4.18	A	H
21. The best in me comes out whenever I lead a team or group (for a project).	4.10	A	H
Composite	4.39	SA	VH

Legend:	Scale	Verbal Description (VD)	Extent of Motivation (EoM)
	4.21 – 5.00	Strongly Agree (SA)	Very High (VH)
	3.41 – 4.20	Agree (A)	High (H)
	2.61 – 3.40	Moderately Agree (MA)	Moderate (M)
	1.81 – 2.60	Disagree (D)	Low (L)
	1.00 – 1.80	Strongly Disagree (SD)	Very Low (VL)

Table 3 reflects the FU support personnel’s level of performance in terms of quantity of work, quality of work, job knowledge, work relationships, work skills, time record, and extension of work. Performance has always been a top issue in any firm as it is a sign of how well workers are doing (Andreas, 2022). As theorized by Negara et al. (2023), paying attention to the employees’ performance is

how the company works to raise the standards of its human resources. In this study, the performance of the support personnel was evaluated by their supervisors and randomly selected senior colleagues. This was done to avoid any biases and to have a valid finding.

As presented in the table, the level of performance of the support personnel is “exceeding expectations,” as evidenced by the weighted mean values ranging from 4.04 to 4.17, in 6 areas namely, quantity of work, quality of work, job knowledge, work relationships, work skills, and time record. Meanwhile, in the area of extension of work, the personnel’s performance is only “meeting expectations.”

In terms of quantity of work, the findings suggest that the personnel regularly work above the majority of the performance expectations and have made significant contributions to the efficiency and productivity of the organization. In terms of quality of work, the findings signify that personnel properly observe work hours and have significantly increased the organization’s production and efficiency. In the area of job knowledge, the findings connote that the personnel have exceeding knowledge of their responsibility. The personnel also know how the work is done and contribute to the attainment of the University objectives by displaying desirable character.

Moreover, in terms of work relationships, the results suggest that the personnel work harmoniously with others in the workplace, which also helps them become more productive. Teamwork in the workplace is essential. It is emphasized by Manzella (2022) that managers should encourage the employees to collaborate and set clear goals to be achieved. Communication is also a key factor according to Hee et al. (2019) as it can boost employees’ morale and engagement in work.

In terms of work skills, the findings indicate that the personnel show orderliness in the workplace and possess the ability to evaluate and initiate things independently. In the area of time record, the findings denote that the personnel value their work knowing that their attendance and punctuality affect the productivity of the department they belong.

Furthermore, in terms of extension of work, the University sees to it that the employees are involved in the community. The personnel are encouraged to participate in the extension programs conducted in adopted barangays. They take part in activities such as tree planting and conduct lectures to 4Ps beneficiaries. Nevertheless, this area got the lowest among all the ratings given to the support personnel. The personnel in this aspect only “met the performance expectations.”

**Table 3**

Level of Performance of FU's Support Personnel (n=97)

Variables	w $\bar{x}$	Descriptive Equivalent
1. Quantity of Work	4.12	Exceed Expectations
2. Quality of Work	4.17	Exceed Expectations
3. Job Knowledge	4.12	Exceed Expectations
4. Work Relationships	4.17	Exceed Expectations
5. Work Skills	4.04	Exceed Expectations
6. Time Record	4.13	Exceed Expectations
7. Extension of Work	3.35	Meet Expectations
Composite	4.01	Exceed Expectations

<b>Legend:</b>	<b>Scale</b>	<b>Descriptive Equivalent (DE)</b>
	4.21 – 5.00	Outstanding (O)
	3.41 – 4.20	Exceed Expectations (EE)
	2.61 – 3.40	Meets Expectations (ME)
	1.81 – 2.60	Needs Improvement (NI)
	1.00 – 1.80	Unsatisfactory (U)

Table 4 presents the data identifying the relationship between the support personnel's motivation and their performance. Using Spearman's Rank Order Correlation Coefficient, the data depict that the extrinsic motivation of the support personnel is significantly related ( $p = 0.047 < \alpha = 0.05$ ) to their performance in terms of quality of work. This finding implies that the support personnel who are extrinsically motivated tend to exhibit a better performance in terms of quality of work. These personnel can assure a work performance that is of high worth or value, which is vital in keeping clients' satisfaction.

Furthermore, the table reveals that the intrinsic motivation of the support personnel is significantly related to their performance in terms of quantity ( $p = 0.006 < \alpha = 0.05$ ) and quality

of work ( $p = 0.011 < \alpha = 0.05$ ). This signifies that personnel who are intrinsically motivated tend to manifest commendable performance in terms of work quantity and quality.

The above findings corroborate the results gathered by Diamantidis and Chatzoglou (2019), Djunaid (2023), and Liow et al. (2023) suggesting that employee job performance is specifically influenced by the employees' intrinsic and extrinsic motivations. Siddiqui's (2019) and Kuswati's (2020) findings are also in consonance with the current results. They found that employee motivation has a positive, considerable impact on workers' job performance. This is further affirmed by Ningsih and Hariasih (2024) who reveal that motivation is a significant predictor of employee performance. Moreover, Tyoso et al. (2024) had

identified that communication of motivation) significantly improve teamwork (two of the sources prove employee performance.

**Table 4**

*Relationship between Variables (n = 97)*

Variables Correlated to	$r_s$	p-value	Decision	Remark
Motivation				
Extrinsic Motivation and...				
• Quantity of Work	0.101	0.325	Fail to reject Ho1	Not significant
• Quality of Work	0.202	0.047	Reject Ho1	Significant
• Job Knowledge	0.140	0.171	Fail to reject Ho1	Not significant
• Work Relationships	0.101	0.325	Fail to reject Ho1	Not significant
• Work Skills	0.049	0.632	Fail to reject Ho1	Not significant
• Time Record	0.129	0.207	Fail to reject Ho1	Not significant
• Extension Work	0.025	0.810	Fail to reject Ho1	Not significant
Intrinsic Motivation and...				
• Quantity of Work	0.277	0.006	Reject Ho1	Significant
• Quality of Work	0.258	0.011	Reject Ho1	Significant
• Job Knowledge	0.181	0.077	Fail to reject Ho1	Not significant
• Work Relationships	0.133	0.193	Fail to reject Ho1	Not significant
• Work Skills	0.118	0.249	Fail to reject Ho1	Not significant
• Time Record	0.070	0.498	Fail to reject Ho1	Not significant
• Extension Work	0.075	0.461	Fail to reject Ho1	Not significant

*Level of significance = 0.05*

### 5.0 Conclusions

It is evident based on the data gathered that the support personnel of Foundation University are aware of their tasks and responsibilities within their field of work. FU’s support personnel are driven to work because of the financial and material benefits they receive, but they are more likely to give their best efforts out of sense of duty. These traits are shown by the support personnel. The administration has given the support personnel the necessary training and development opportunities to equip them with adequate skills so they can perform what is expected of them.

Being FU’s support personnel is indispensable because it allows the employees to serve a crucial function for the welfare of the University and its main clientele—the students.

Based on the findings and conclusions drawn, the following are hereby recommended to the administration through the Professional Resources Management Office (PRMO) to:

1. make sure that the support personnel receives continuous trainings to maintain or even improve their abilities related to their work.
2. establish regular team building

activities in order to sustain the positive relationships among co-support personnel. 3. recognize the novice support personnel's work performance for them to increase their motivation.

### Limitations of the Study

This study had some limitations. The respondents came from different background and status in life, and these factors may affect in rating the motivation part of the questionnaire. The support personnel were evaluated by their respective supervisors and senior co-workers. These evaluators may have different standard in their evaluation, thus considered as one of the limitations of the study. The different nature of work location of the support personnel might affect their responses, therefore they could be counted as a limitation too.

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