



FACULTY OF EDUCATION AND BUSINESS STUDIES
Department of Business and Economic Studies

The Influence of Motivation Factors on Employee's Performance.

A Quantitative study using SDT & Motivation-Hygiene Theory

Authors:

Nahla Al Darwish & Hira Shafqat

2023

Student thesis, Master Degree (One Year), 15 Credits

Business Administration

Master Program in Business Administration (MBA): Business Management 60 Credits

Master Thesis in Business Administration, 15 Credits

Supervisor: Vincent Fremont

Examiner: Aihie Osarenkhoe

ACKNOWLEDGMENTS

We, Nahla Al Darwish and Hira Shafqat would like to express our gratitude to our thesis advisor, Vincent Fremont. Throughout our research journey his invaluable guidance, patience and expert advice have been truly remarkable. We are grateful for his support and the insightful feedback he provided which played a role in shaping the outcome of our thesis.

We would also like to extend thanks to our families who have been our pillars of strength. Their understanding and sacrifices during this study period have been a source of motivation for us.

Our friends deserve appreciation for being for us in numerous ways. From engaging in brainstorming sessions to offering support during times their contributions have been truly invaluable.

Additionally, we acknowledge the support and encouragement from our peers and supervisors who provided us with an environment to learn and inspiration. Their constructive criticism and valuable suggestions played a role in refining our work.

Completing this master's thesis within a span of two months was both challenging and enriching. This accomplishment was made possible by the support and unwavering belief shown by our friends, family members and mentors.

"We are incredibly thankful, to all those who contributed to this journey, whether indirectly and aided us in transforming our dreams into a tangible reality."

Thank you.!

Abstract:

In the dynamic landscape of contemporary organizations, the complex interplay between motivation and employee performance creates a complex tapestry that shapes the path of success. Scholars recognize the important role of motivation in driving and promoting employee performance, yet a comprehensive understanding of the complex ways in which these values are embedded within the organization is lacking. There has been some research on the relationship between employee performance and motivation. The definition of motivation and two well-known theories of motivation are covered in this essay. A comprehensive examination of the literature is done to investigate the connection between motivation factors and employee performance. It has been discovered that employees' dedication to their work is influenced by both intrinsic and extrinsic motivation factors. The study explores the impact of motivation factors in organizational performance. A quantitative study based on Sweden Stockholm. Our findings show that motivation factors contribute significantly to employee performance and effectiveness. The quantitative method includes administering a wide range survey with employees working in Stockholm, Sweden to collect data on their motivation level and its impact on overall employee performance.

Keywords: motivation, Organizational performance, Intrinsic and Extrinsic Motivation, Self-Determination Theory (SDT), Motivation Hygiene (Two Factor) Theory.

Table of Contents:

| | |
|-------------------------------------------------------------------------------------|----|
| 1. Introduction | 1 |
| 1.1 Background | 1 |
| 1.2 Problem Statement | 2 |
| 1.3 Purpose of the Study: | 3 |
| 1.4 Research Questions | 3 |
| 1.5 Scope | 4 |
| 2. Theoretical framework and hypothesis development: | 4 |
| 2.1 literature review | 4 |
| 2.2 Motivation-Hygiene (Two-Factor) Theory: | 8 |
| 2.2.1 Overview of Herzberg's Two-Factor Theory: | 8 |
| 2.2.2 Impact and Application of motivation-hygiene theory in various sectors: | 9 |
| 2.2.3 Evolution and Influence in Organizational Paradigm: | 10 |
| 2.2.4 Application to Employee performance and Organizational Strategies: | 10 |
| 2.2.5 Classification of motivation-hygiene theory: | 10 |
| 2.3 Self-Determination Theory (SDT) | 13 |
| 2.3.1 SDT Theory of Motivation | 13 |
| 2.3.2 Three basic Psychological needs of motivation | 15 |
| 3. Methodology | 16 |
| 3.1 Research approach and design: | 17 |
| 3.2 Selection of Respondents: | 17 |
| 3.3 Data Collection Through Survey: | 18 |
| 3.3.1 Designing and Implementing the Survey: | 18 |
| 3.3.2 Rationale Behind Survey Design: | 19 |
| 3.4 Data Analysis: | 21 |
| 3.5 Data Validity and Reliability: | 22 |
| 3.6 Ethical Considerations: | 22 |
| 4. Empirical Findings: | 23 |
| 4.1 Reliability of Measurements using Cronbach's Alpha: | 23 |
| 4.2 Demographic Characteristics Frequencies: | 24 |
| 5. Analysis: | 31 |
| 5.1 Descriptive Statistics | 31 |
| 5.2 ANOVA Analysis: | 34 |
| 5.2.1 Educational Level and Motivational Factors..... | 34 |
| 5.2.2 Job Experience and Motivational Factors | 37 |
| 5.2.3 sum of Education and job experience Anova tables..... | 40 |
| 5.3 Correlation Analysis | 41 |
| 5.4 Hypothesis test | 43 |
| 6. Conclusion and Future Work | 46 |
| 6.1 Answering the research Questions..... | 47 |
| 6.2 Key Insights and Findings | 48 |
| 6.3 Practical Implications: | 50 |
| 6.4 Study Constraints:..... | 50 |
| 6.6 Future Directions for Research | 51 |
| 9. Appendix A: survey Questions. | 63 |
| 9. Appendix A: survey Responses | 68 |

1. Introduction

In this chapter, an in-depth examination of the background, problems, and research gaps, objective, research questions, and objective of the study is provided, which serves as a foundation for initiating the research.

1.1 Background

Employee motivation is an important step that every business must take to achieve favorable outcomes and enhance employee performance (Muthuswamy & sharma 2022). Today, employee motivation is more of a concern. Managers can not personally motivate their employees. They can only create conditions that lead to a reaction or change. Today's managers must take their employees feel as they work with them, not for them (Muthuswamy & Sharma 2022). Organizations must re-evaluate how they evaluate employee performance due to rapid changes in today's environment, especially in terms of technology and creativity in new products and services (Acakh, D. 2014). To achieve organizational goals, employee performance is considered important (Acakh, D. 2014, Fahriana, C. 2022). The favorable outcomes of a business depend on the motivation and performance of their employees (Singh, D. 2023). The performance of employees is determined by their potential, creativity, knowledge, environment, and motivation. In the words of Acakh (2014), performance is the degree to which a worker completes his work. Performance, along with work-related activities completed, is often used to judge workers' work outcomes (Rachman, M. 2022). Sustaining motivation is a procedure that, when integrated, motivates, sustains, and guides a person's performance in the supervision of an organization's goal (Acakh, D. 2014).

This action manages performance while required or conducted and closed when the goal is attained. Motivation is key for employee performance (Ekundayo, O. 2018, Acakh, D. 2014). Term Motivation has been used throughout the study. Poor motivation leads to inadequate workflow and can, in the end, source the business to faint (Singh, D. 2023).

Motivation elements such as intrinsic and extrinsic have the capability to influence employee performance (Acakh, D. (2014), Ndudi, F. et al., (2023), Fahriana, C. 2022). The most widely used theory to estimate motivation in employee performance or welfare in organizations is self-determination theory and Motivation Hygiene Theory

(Manganeli, L. et al., 2018, Shaikh, S. & Shaikh, H. 2019). As stated by Manganeli (2018), SDT recommends that employees meet different sorts of motivation regarding their work.

SDT has been a popular framework for the measurement of human motivation for many years (Huang et al., 2019). The theory examines the motivation in expression of intrinsic motivation, extrinsic motivation, and how it is affected by the three psychological needs; according to Huang et al. (2019), relatedness, competence, and autonomy. A number of studies have also recommended that motivational factors can enhance employee performance (Ekundayo, O. 2018; Uju, S. 2013; Kuswati, Y. 2020; Fahriana, C. 2022). Therefore, the study supposes that motivation expands employees' performance. Although the next and the final theory, the motivation hygiene theory (Herzberg, 1959), will be important to learn if they are in the hands of best results in terms of motivational factors and its effects on employees' performance (Aburumman, 2017). Herzberg's theory classifies the elements that influence job contentment into hygiene and motivational factors. Motivational factors aim to motivate employees by developing a sense of duty and responsibility.

1.2 Problem Statement

Employee motivation should be high enough to drive the performance of the organization (Muthuswamy & Sharma 2022). For many years, researchers have focused on the issue of motivation because of its understandable impact on increasing employee performance. Choosing the right financial and moral reason motivates employees to perform at their best, as a result expanding the chances of organizations achieving their desired goals. The topic of employee performance has also been of interest for a long time (Muthuswamy & Sharma 2022).

Businesses all over the world that view their people as the vital component of their business and consistently raise the level of employee motivation have been shown to be more productive and successful (My Linh, 2017). As per Team Stage (2020), a mere 15% of workers globally express motivation. Only 15% of workers feel engaged at work, according to a Gallup research, which suggests that there is a motivational crisis facing the global workforce. Furthermore, data on employee engagement shows that, in Europe, only 10% of workers are motivated at work, compared to 33% in the US. The UK's employee motivation data, which show a consistent decline over time and a low of

8%, are even more concerning (Team Stage, 2020). Since motivation is key for an employee's performance (Mgalu, A. 2017).

Numerous studies have been overseen on motivation, which include its consequences on motivation on employees' success (Zamir, Ali, Nasir and Amir 2014), organizational performance (Emeka, Amaka and Ejime, 2015), organizational effectiveness (Manzoor, 2012) motivation on employee efficiency (Choudhary & Sharma, 2012), but impact of both motivational factors (intrinsic and extrinsic) on employees performance has not been analyzed very well. Geelmaale (2019), Ekundayo (2018), Tamam, M. & Sopiah (2022) are some recent studies in which not much is known about the effects of motivational factors in employees' performance. There are some restraints that need to be overcome, and the variables used include both intrinsic and extrinsic motivation. Hence, this study has been undertaken to fill this gap. This work would enhance employee performance by exploring motivational factors and their impact on employees performance.

1.3 Purpose of the Study:

Employee performance depends on either intrinsic or extrinsic factors of motivation. However, this study focuses specifically on employee motivation as it has a significant impact on performance. Employee motivation is a key policy for managers to improve job performance among employees in organizations (Shadare et al, 2009). Accordingly, motivation fosters a productive attitude at work, easy adaptability to changes, and increased innovation from an organizational standpoint (Muse Ali Geelmaale, 2019).

This study focuses on one objective; to shed light on how motivation factors (intrinsic-extrinsic) influence the performance of individuals within Sweden Stockholm region. It aims to explore areas by identifying and explaining the motivation factors that have a significant impact on organizational performance. This investigation seeks to understand which factor has a more significant impact on employees' performance in organizations.

1.4 Research Questions

The research question is formulated in the conditions of two popular theories in the area of motivation. motivation-hygiene Two-Factor Theory and Self-Determination Theory, which provide a comprehensive and important viewpoint for our study. To effectively explore this complex inquiry, the study poses this question:

RQ: Which motivation factor (intrinsic or extrinsic) has a significant influence on employee performance?

1.5 Scope

The effect of motivational factors on employee performance is the main center of this study, which is established in the Swedish working community who lives in Sweden, Stockholm region. Moreover, a quantitative study will be conducted through questionnaires, which will be distributed online through emails to employees working in Stockholm, Sweden. Although the greater part of respondents will come from Stockholm Sweden, there is no barring from other regions. The center will be on those who are working in different organizations and also have knowledge of work motivation.

2. Theoritical framewrok and hypothesis development:

2.1 literature review

Employee performance:

Employee performance is an organizational environment that is the height of all the capabilities, efforts, and skills of employees that help the company reach its goals through increased productivity (Dahkoul, 2018). Employee performance is also affected by their intrinsic and extrinsic job satisfaction levels (Dahkoul, 2018). Chepngetich (2021) explains employee performance as the standard to which a worker performs his assigned responsibilities and duties. It speaks to their production efficiency, capacity, and productivity. Evaluation of an employee's value to the company is also determined by their performance (Chepngetich, 2021). To increase employee performance, organizations invest in training their staff to be competitive (Elegido, 2013). Employee performance is affected by both his work experience and abilities because unskilled workers with work experience perform worse than skilled workers (Peretti & Igalens, 2015).

Motivation:

The word "motive" is to report a person's needs, wants, and desires, which is what drives motivation (Sharma, D. 2016). Motivation can be explained as the intellectual and internal condition of employees to perform jobs or ventures in order to satisfy needs, wants, expectations, and aspirations (Dr. Islam, N. 1999). Motivation is

concerned with the active change within the individual who conducts his motives to ensure the attainment of a set goal. So, the solution to understanding the procedure of motivation is found in understanding the relationship between needs, drives, and incentives (Edun, T. & Adenuga, O.A. 2011). According to Hitka, M. (2019), Motivation is a psychological process that drives and supports people's behavior in relation to jobs, duties, or projects. As one of the important factors of management, motivation is associated with the productivity of workers. Therefore, managers and other leaders need a detailed understanding of how motivation increases productivity (Aquino, P. 2021). Additionally, the study of the amount of effort, commitment, and change a company gives to its employees is the same as employee motivation (Rachman et al., 2022).

Intrinsic motivation:

Intrinsic motivation is managed by feelings from within (Nanyombi, F. 2018). It incorporates any project or process that is being done for the intrinsic benefit or recognition. Additionally, intrinsic motivation is what individuals do without extrinsic motivation (Nanyombi, F. 2018). Furthermore, doing a task out of a greater preference for its intrinsic accomplishment rather than an expectation of a particular outcome is known as an intrinsic drive. It includes people who engage in an activity because they find it engaging and derive a natural sense of fulfillment from it. It refers to an individual's intrinsic motivation, which may include among other things, feelings of achievement, self-esteem, and recognition (Ndudi, F. et al., 2023). There are people who are self-motivated and reward them, not the primary reasons for their work, because intrinsic motivation is usually subjective in nature and is related to employees' perceptions of work and reactions occurring and more importantly, guiding principles (Chepngetich, 2021). Intrinsic motivation focuses on elements within the individual that are based on personal needs (Engidaw, A. 2021).

Intrinsic motivation in employee performance:

Positive emotional reactions derive from intrinsic motivation, which motivates workers to make lasting behavioral adjustments when necessary (Ryan & Dacey, 2020). Employees' level of achievement and satisfaction with the company is significantly affected by the level of intrinsic motivation they experience (Tymon Jr. et al., 2010). Stumpf et al. (2013), attentive on increasing programs with intrinsic motivation and decreasing employee dissatisfaction. The results of their study show a positive

relationship between happiness and intrinsic motivation in companies. Furthermore, they looked at the relationship between intrinsic motivation and satisfaction, and their results showed that intrinsic rewards improve worker's performance (Musqueira et al., 2020; Bardoud et al., 2016).

Based on the above, we hypothesized that:

H1: Intrinsic motivation has a positive and significant influence on employee performance.

Extrinsic motivation:

It deals with the external elements that employees must deal with, and that are, for the most part, noticeable. In Chepngetich, 2021, organizations deal with financial motivation and other material awards when they want employees to complete a task (Engidaw, A. 2021). Motivational language is an expression used to report extrinsic rewards (Engidaw, A. 2021). Organizations must execute intrinsic and extrinsic rewards plans to operate more effectively and deliver superior goods. Define motivation (intrinsic, extrinsic) by determining whether motivation influences and relates to job performance. Extrinsic motivation is the motivation a person has before taking action to correct a disparity. Extrinsic motivation comes from origins other than the person or people motivated and may be in the form of winning, such as promotions, wages, salaries, and well-being (Fahriana, C. & Sopiah 2022).

Extrinsic motivation in employee performance:

Some studies outline the notable impact of extrinsic motivation on employees' performance Cannizzaro, D. et al. (2017); Rahman, K. et al., (2017); & Rafiq, M. (2012). The author declares that all extrinsic factors increase employees' motivation, which eventually has a positive effect on employees' performance in productivity. According to Alderfer, C. (1969), extrinsic factors contribute an important role in increasing employee performance. Additionally, explained by Stella, O. (2008) explained that excessive motivation and high performance for a successful organization can be achieved through a few variables such as work environment, work correspondence, management, and employment stability.

Based on the above, we hypothesized that:

H2: Extrinsic motivation has a positive and significant influence on employee performance.

Motivation in Employee performance:

Motivational theorists such as McClelland (1988), Herzberg (1968), and Maslow (1946) have proposed specific actions that managers take to help subordinates realize their own worth because satisfied employees who demonstrate their creativity are more inclined to implement. They recognize that meeting employees' emotional needs improves performance by fostering a healthy work environment, contributing financial security, giving employees the opportunity to engage with one another, and recognising their achievements. Motivation is a force that enables a person to be towards a particular goal (Ryan & Dacey, 2000). Motivators have satisfaction, high performance, and willingness to employ effort (Rachman et al., 2020). This means that any increase in employees' motivation to work will increase their performance. Anggapradja & Wijaya (2017); Sugiarto & Putta (2020) explain that the main effect of motivation on employee performance is perceived by management to support and develop motivation. Management care and increased employee motivation are associated with positive effects of motivation on workers' performance (Sugiarto & Putra 2020).

Furthermore, extrinsic motivation influences performance quantity, whereas intrinsic motivation influences performance quality. As per Cerasoli et al. (2014), intrinsic motivation is a significant predictor of performance.

Based on the above, we made this hypothesis:

H3: There is a positive and significant impact of overall motivation on employee performance.

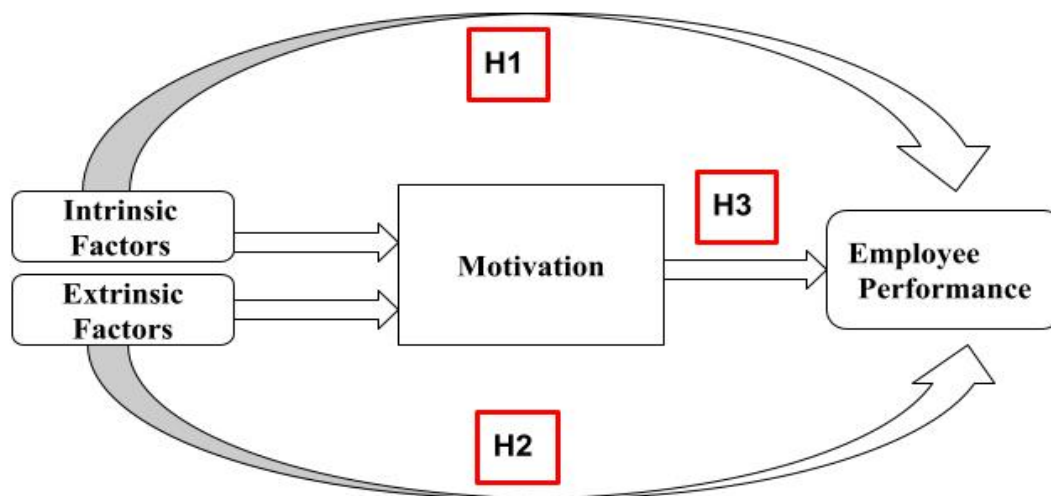


Figure: Conceptual framework

2.2 Motivation-Hygiene (Two-Factor) Theory:

2.2.1 Overview of Herzberg's Two-Factor Theory:

Frederick Herzberg along with Mausner and Snyderman in 1959 introduced the Two Factor Theory, also known as the motivation hygiene theory. According to this theory job satisfaction is influenced by two sets of factors; motivation factors and hygiene factors. Motivation factors include achievement, recognition, the nature of the work itself, responsibility, opportunities for advancement and growth. These factors fulfill needs. Contribute to positive attitudes towards work. On the other hand, hygiene factors encompass company policies, relationships with supervisors, working conditions and salary. Although less important to satisfaction, these external factors can lead to dissatisfaction if they are not met. The theory suggests that motivational factors lead to satisfaction by satisfying an individual's self-enhancement needs, while hygiene factors satisfy the desire to avoid situations. This theory has been commonly applied in research on job satisfaction in all fields, including nursing. This emphasizes that motivational factors influence satisfaction more than hygiene factors. Job satisfaction can be achieved by recognizing and addressing these factors within organizations. A positive work environment can be fostered (Syptak, 1999). According to Frederick Herzberg introduced the known motivation hygiene Two-Factor theory in (1959) which is widely accepted. The theory was formulated based on feedback collected from 200 engineers and accountants in the US related to their work experiences.

Herzberg identified two types of factors that influence an employee's performance and attitudes towards work.

This passage explores Robbins research from 2009 on the relationship between hygiene and motivational factors. Intrinsic factors play a role in enhancing employee motivation. Addressing hygiene factors, which are elements that can prevent job dissatisfaction. However job satisfaction is influenced by both hygiene factors and other aspects. According to Herzberg simply having all hygiene factors does not guarantee employee satisfaction. To improve employees performance or productivity it is crucial to address the motivating factors.

Herzberg's Two Factor Theory, known as the Motivation Hygiene Theory holds importance when it comes to understanding job satisfaction (Dion, 2006). It primarily focuses on two categories of factors that impact satisfaction; motivators and hygiene factors. Motivators such as achievement or recognition drive attitudes whereas hygiene factors such as company policies or work conditions address dissatisfaction (Herzberg, 1966; Herzberg, 2003). This theory gained prominence in 1959 through Herzberg, Mausner and Snyderman's model which was inspired by Maslow's hierarchy of needs. They hypothesized two sets of factors that influence job satisfaction and dissatisfaction (Stello, 2011).

2.2.2 Impact and Application of motivation-hygiene theory in various sectors:

This theory has particularly influenced the fields of health care (Timmreck, 2001; Cahill, 2011) and research on job satisfaction (Best & Thurston 2004; Kacel et al., 2005; Rambur et al., 2005; Lephalala, 2006; Hegney et al., 2006; ; Russell & Gelder, 2008; Mitchell, 2009; Jones, 2011; Mc Glynn et al., 2012). Herzberg's theory separates motivation from hygiene factors and asserts that motivation contributes to satisfaction while the absence of hygiene factors inhibits dissatisfaction (Herzberg et al., 1959). However, it is important to note that just because someone is dissatisfied does not necessarily mean that they are satisfied. This emphasizes the importance of considering both factors (Herzberg, 1966; Herzberg, 2003). This theory influenced our understanding of motivation by distinguishing between extrinsic motivation (Herzberg et al. 1959). It works with content theories such as Vroom's Expectancy Theory (Vroom, 1964) and process theories that examine how internal factors shape performance (Locke et al., 1981). It has also influenced leadership theories by

examining the effects of management styles on groups (McGregor, 1960; Fiedler, 1978; House, 1971; Hersey & Blanchard 1993) and by contributing to reward and performance systems (Fama & Jensen 1983; Eisenhardt, 1989; Gerhart, 1990; Barney, 1991).

2.2.3 Evolution and Influence in Organizational Paradigm:

The evaluation of this theory is consistent with the changing patterns of age-focused to service-oriented approaches in organizations. It highlights the importance of improvement, teamwork, and empowerment (Peters & Waterman 1982; Clutterbuck & Goldsmith 1984). However, it also highlights how a narrow focus on Taylorism led to crises such as Enron's scandals (Herzberg et al., 1959). A new performance view found by Bandura in '77 and Rotter in '75 emphasizes the effect of action on performance.

2.2.4 Application to Employee performance and Organizational Strategies:

According to a study by Syptak in 1999 employee satisfaction and retention have always been concerns for employers. All high rates of absenteeism and employee turnover can have an impact on the company's financials due to the costs associated with temporary workers, recruitment and training. However, it seems that not many organizations prioritize job satisfaction as their focus. Perhaps they have overlooked the potential that lies in addressing this aspect (Syptak, 1999). When applied to performance the two-factor theory emphasizes the significance of both internal factors in shaping employee attitudes and performance s. It suggests that providing hygiene factors like compensation, job security and favorable working conditions can prevent employee dissatisfaction. Conversely the presence of motivators such as opportunities for achievement, recognition and personal growth can enhance employee motivation and job satisfaction. By comprehending the connection between hygiene factors and motivators organizations can develop reward systems and performance management strategies aligned with employees' needs while also meeting objectives. This approach facilitates a work environment while nurturing levels of employee motivation and commitment.

2.2.5 Classification of motivation-hygiene theory:

In (Brenner et al., 1971) article they review Herzberg's theory, which was developed in the 1950s and involved interviews conducted by Frederick Herzberg with a group of

workers. The aim was to identify the factors that brought them satisfaction or dissatisfaction in their jobs. He asked two sets of questions to the employees.

Based on the interviews conducted by Herzberg he developed a theory that job satisfaction can be classified into two main components: motivation and hygiene factors.

Hygiene factors: According to Herzberg addressing hygiene issues can reduce employee dissatisfaction even if it doesn't directly inspire them. In terms of dissatisfaction arises when these factors are absent or not properly handled. Hygiene factors encompass aspects such as rules and regulations, supervision, payment, social relationships and the work environment – all of which are related to the employees' working conditions.

hygiene factors are related to the work environment, including aspects like salary, job security, working conditions and company policies.

Motivations factors: On the other hand, motivators contribute to happiness by fulfilling individuals' needs for growth and significance. Some examples of motivators include achievements, recognition, job fulfillment, responsibility and advancement. Herzberg believes that once the basic needs are fulfilled motivators further enhance job satisfaction and increase productivity.

Motivator factors are related to the nature of the work itself such as achieving goals, receiving recognition for accomplishments and having opportunities for growth and development.

| Hygiene issues (dissatisfiers) | Motivators (satisfiers) |
|-------------------------------------|-------------------------|
| Company and administrative policies | Work itself |
| Supervision | Achievement |
| Salary | Recognition |
| Interpersonal relations | Responsibility |
| Working conditions | Advancement |

Figure 1: Herzberg's Two-Factor Theory of Job Satisfaction (Source: Adapted from Spytak, Marsland & Ulmer, 1999).

According to (Syptak, 1999) Herzberg proposed that employee satisfaction is determined by these two sets of factors; hygiene factors and motivators. He explained that after addressing hygiene concerns or dissatisfiers it is the motivators or satisfiers that generate employee satisfaction.

To elaborate further:

- 1- Issues (dissatisfiers) encompass company policies and administrative procedures.
- 2-Motivators (satisfiers) involve the work itself, achievement opportunities, recognition for accomplishments and responsibility in tasks assigned.

Herzberg's two factor theory (Motivation-hygiene) is a known motivation theory extensively used in business management. It revolves around two components; motivation and hygiene. The motivation factors aim to inspire employees by fostering a sense of accomplishment and responsibility.

On the other hand , hygiene factors are vital in maintaining employee satisfaction within the workplace; they include aspects like salary levels and working conditions.

The existence or nonexistence of these factors can have an impact on how motivated and engaged employees are. Different combinations of these factors can influence the level of job satisfaction among employees.

Motivation-hygiene Two Factor Theory has played a role in shaping theories and frameworks in the field of human resource development. For instance it has been utilized to design programs that enrich jobs with the aim of boosting employee motivation and job satisfaction by offering growth opportunities. Moreover, this theory has also affected the design of theories such as self-determination theory and goal setting theory. Additionally, it has influenced the development of frameworks such as the job features model and the job demand control model.

Further research held by Locke and Henne (1986) George and Brief (1996) and Bagozzi et al. (2003) delved further into the dynamics of motivation. The evolving field of motivation studies highlights the significance of aligning objectives with the needs of employees thereby establishing well designed systems that foster high levels of motivation. Despite its enduring importance Herzberg's theory has been criticized for neglecting motivators and relying excessively on rewards (Herzberg et al. 1959).

Herzberg's two factor theory proposes that motivation and job satisfaction in the workplace are influenced by two types of factors: hygiene factors and motivators.

Hygiene factors refer to elements that when lacking or insufficient can cause dissatisfaction while motivators are factors that when present can lead to satisfaction and motivation.

2.3 Self-Determination Theory (SDT)

A macro theory of human motivation Self-determination theory stretches diverse empires such as education, parenting, sports, healthcare, and management (Ryan & Deci, 2017). It emphasizes that the types of motivation directly affect well-being and performance.

2.3.1 SDT Theory of Motivation

SDT, as a motivational theory, identifies what motivates and guides people's performance, as well as how it manages their performance in different ways of their lives. SDT description centers on the psychological level (more willingly than the social or physical levels), by that means using human perception, emotions, and needs as forecaster of regulatory performance, developmental and experiential results. Because it is made up of a number of "mini-theories" that combine to form a complete knowledge of human motivation and functioning, it is called a meta-theory. The basic belief of SDT is that people are naturally and voluntarily inclined toward self-organization and self-development. Stated differently, people combine new experiences, develop their own needs, goals, and interests, and connect with others and the outside world in an attempt to grow and understand themselves (Lisa Legault, 2017). The relationship between organizational motivation and the twin concerns of performance and well-being has been inspected by SDT. It focuses on which facilities are of high-quality, sustainable motivation, and which brings out optional engagement between employees and customers. According to SDT, generating an environment at work where employees feel motivated to exercise their independence is not only a valuable goal in itself, but it encourages both organizational effectiveness and employee happiness and development. SDT offers a framework for how individuals and their organizations develop because it figures different components, such as pay contingencies and management ways, that encourage employees' competence and autonomy at work. Self-determination theory is also distinguished between different types of motivation that employees may experience: intrinsic motivation and extrinsic motivation (Gagné, M. et al., 2022).

Intrinsic motivation:

As a paradigmatic manifestation of the integrative action in human nature that SDT postulates, intrinsic motivation was the initial focus of SDT study. According to technical definitions, intrinsic motivation refers to pursuits made "for their own sake" or out of pure enjoyment and interest (Dacey & Ryan, 2000). Play exploration and curiosity-driven activities are prime examples of intrinsically motivated behavior since they bring happiness and fulfillment without relying on outside pressures or incentives. This particular form of autonomous motivation exists. It describes pursuits when the act of performing itself serves as the source of inspiration (Edward L. Deci et al., 2017). Involves giving performances for the pure fun of doing so, as in play and adult hobbies. Within SDT, CET is a well-known concept in organizational psychology. Personal pleasure, such as autonomy, identity, and prioritizing expenses (e.g., discounts for investing financial resources), trust, and empowerment, are all outcomes of intrinsic motivation that permeate the work itself (Coccia, M. 2018). Workers that are intrinsically motivated demonstrate better quality performance and overall well-being; nevertheless, they may not be intrinsically motivated for all facets of their work (Edward L. Deci et al., 2017).

Extrinsic motivation:

Extrinsic motivation can be driven by salary and fringe benefits, gifts, promotions, or advancement opportunities. Entails activities with separable consequences, such as tangible rewards. While some argue against extrinsic rewards (Gerhart & Fang, 2015), SDT recognizes their diverse effects on intrinsic motivation—diminishing, enhancing, or having no impact. Extrinsically motivated performance refers to actions taken in order to achieve a different goal, either material or intangible. Each and every instrumental performance is driven by this external motivation. Moreover, and this is crucial, SDT has long distinguished between distinct types of extrinsic motivation, ranging from the least autonomous to the most autonomous, all of which are recognizable in the workplace. (Deci & Ryan 1985, Ryan & Connell 1989).

For organizations, authorizing employees to embody the regulations of their motivation to organization become a clear necessity as it is likely to improve performance and well-being.

2.3.2 Three basic Psychological needs of motivation

A helpful multidimensional conceptualization of motivation that aids in the prediction of these effects is provided by self-determination theory. Three psychological demands must be satisfied, according to self-determination theory, in order to effectively motivate employees, guarantee their optimal performance, and promote their well-being. People need to feel, among other things, that they are competent and effective in their surroundings, that they are acting as 'pawns' in the hands of outside pressure, that they are representative of their own performance, and that they are connected to other people (relatedness). Meeting these three requirements appears to be linked to improved performance, less burnout, increased organizational commitment, and decreased movement intentions, according to meta-analytic data. (Gagné, M et al., 2022).

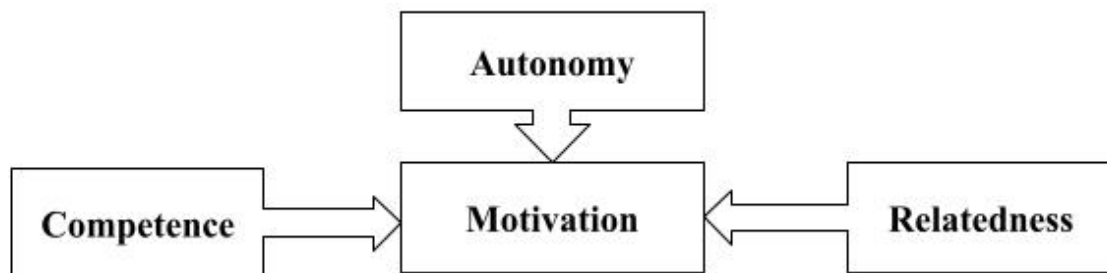


Figure 2: Conceptual framework, SDT three psychological needs that lead to motivation.

Competence: Individuals must be exposed to the best opportunities and challenges to support competence. Initiative must also be encouraged, structure provided, performance simulated and managed, and appropriate feedback provided. The phrase "competent" refers to the state of authority or a person possessing the necessary intelligence, judgment, or other features to complete a task. When a person feels competent, they are able to interact with others around them to ensure that they have the success skill needed to accomplish their goals. A person feels more competent when the demands of a job best match their abilities or when they receive encouraging feedback (Gariddo-Lopez, G. 2023).

Autonomy: Autonomous motivation, distinguished by preference and choice. Is associated with vitality and originality. A clear goal, autonomy, and support for autonomous motivation performance enhancement, learning, and adjustment. Autonomy is defined as the need for workers to meet choice in their role, to make decisions, to express their views, and to decide how to perform their tasks. The basic

idea of autonomy is that individuals should be free to act in their own advantage as opposed to the control and guidance of others (Deci & Ryan 1987). Workers are more likely to act independently, invest personally in their job responsibilities, and engage happily and actively in their work when their basic intellectual needs are met (Deci and Ryan, 2014; Broeck et al., 2016).

Relatedness: Due to the social nature of humans, kinship is a reflection of the need for acceptance and care from others as well as a sense of association (Ryan and Deci, 2017). When an employee feels that he associates with a group and has friends and a supportive relationship at work, his need for relatedness is pleased. All things considered, SDT's implementation of basic psychological needs is important because it provides managers with an easy-to-understand structure for recognizing the factors that guide highly motivated employees and positive results. A leader's personal style, communication style, and relationship with their assistant is believed to play a remarkable role in promoting a motivating and understanding environment within an organization (Deci et al., 1989).

3. Methodology

This revised section offers a polished explanation of the survey methodology in line with the example given. It provides information about the purpose, design, distribution and reasoning behind each aspect of the survey. The goal is to ensure that every element of the survey directly contributes to achieving our research objectives. Quantitative research serves as a tool for testing theories by analyzing relationships between variables. These variables can be measured using instruments generating data that can then be analyzed using procedures. The final written report follows a format comprising an introduction literature review, methodology, results and discussion (Creswell, 2008).

There are advantages to using this method in research particularly when it comes to objectivity and generalizability. Firstly, quantitative research allows for quantifiable results that can often be applied broadly which makes it well suited for testing hypotheses and theories (Creswell & Creswell 2018). This approach relies on tools to analyze data, which helps ensure objectivity and minimize any biases from the researcher's perspective (Frankfort Nachmias & Nachmias 2008). Furthermore, quantitative research enables the analysis of data sets enabling researchers to draw conclusions that are representative of a larger population (Babbie, 2016). These

methods prove valuable in fields, like sciences since quantifying variables can lead to more reliable and valid findings (Bryman, 2016).

3.1 Research approach and design:

A quantitative research design has been used for this study on “Investigating the Influence of Motivation on Performance”. Research combines quantitative data collection and analysis within a single study to gain a deeper understanding of research problems.

This study is built on a theoretical framework to derive several hypotheses from the theories and then test the hypotheses using a deductive approach (Bryman & Bell 2013). However, the cross-sectional design was applied, which means that data was collected from more than 1 respondent during a fixed period of time with the aim of receiving data based on several variables which were then reviewed and analyzed (Bryman & Bell 2013, p.77). In this study, on the quantitative method, values were collected from 164 people between Oct 24, 2023, and Dec 10, 2023, which were then analyzed with the intention of finding patterns of association between the study's independent variables and the dependent variable Motivation, therefore this design was chosen.

Quantitative research gives statistical understanding and correlation of large-scale motivational factors. However, it may be a lack of depth and context necessary to understand the complexities of motivation in a specific organizational setting.

In line with the study's purpose and research questions, quantitative analysis was used based on primary data collected through a questionnaire survey. The survey instruments have been developed based on established theories, including Self-Determination Theory (SDT) by Ryan and Deci (2017) and motivation-hygiene theory by Herzberg (1959) to assess motivation factors, and scales to measure organizational performance . (Ryan & Deci, 2017) (Herzberg, 1959) To fulfill the purpose of this study, the relationship between the study's dependent variable which is performance, and the study's independent variables which are *gender, age, education, years of experience, Job role/position, intrinsic factors, extrinsic factors*, has been studied.

3.2 Selection of Respondents:

The research aims to study employee's performance from organizations in Sweden Stockholm region. Specifically, the focus is on individuals engaged in activities related

to motivation across sectors such as manufacturing, technology, healthcare and service industries. To ensure a group of participants for analysis purposes a stratified random sampling method would be used based on industry sectors. The goal is to have a sample size of 164 individuals for analysis in Stockholm region at Sweden. In order to assess the impact of variables on motivation and performance, demographic data like age, gender, experience level, job roles and education have been collected. During the recruitment process informed consent has been obtained from participants through their organizations to ensure participation while also maintaining confidentiality and anonymity of the collected data. This approach follows established research methodologies, by (Dillman et al., 2014), (Bryman, 2016) and (Creswell, 2014) to ensure an ethically sound research process.

3.3 Data Collection Through Survey:

3.3.1 Designing and Implementing the Survey:

- **Utilizing Surveys as the Primary Data Collection Method:** Our empirical findings rely on data systematically collected through surveys. This approach aligns with definition of a survey as a planned design aimed at gathering an amount of data from a larger sample population. Our survey was designed to gather data based on established theories and scales such as the Self Determination Theory (Ryan & Deci, 2017) and Motivation Hygiene Theory (Herzberg, 1959). This structure ensures that each question directly contributes to our understanding of factors and their impact on performance.

- **Distribution Channels and Sampling Method:** To conduct our survey we took an approach by focusing on employees, from companies in Sweden, Stockholm region. We chose this method due to time constraints and the need for a few responses. Our sampling technique was probability sampling, with convenience sampling given priority to ensure sample size and representativeness. This approach also ensured that our sample adequately reflected the context meeting the criteria for generalizability outlined by (Bryman & Bell, 2013).

- **Format and Content of the Survey:** The survey comprised 14 fixed questions and 1 ended question. Our aim was to make it efficient, relevant and time saving for respondents. We chose this format to maximize response rates while capturing data. Each question was carefully crafted to be concise and directly linked to the theories guiding our study. By including both fixed and open-ended questions we aimed to

enable analysis as well as gather qualitative insights that would contribute to a deeper understanding of the variables being studied. For information about the survey questions and their theoretical connections please refer to (Table A) in the next part.

3.3.2 Rationale Behind Survey Design:

Alignment with Research Objectives and Theoretical Framework: The design of our survey was intricately aligned with our research objectives and hypotheses.

We carefully designed each question to gather unique information related to our hypotheses (H1), (H2) and (H3). Our approach was guided by the framework ensuring that each question focused on aspects of Self Determination Theory and Motivation Hygiene Theory that are relevant to our study.

To assess factors, we used a combination of multiple choice and Likert scale questions in the survey. The multiple-choice questions aimed to understand the presence, preference and attitudes towards factors. On the other hand, the Likert scales helped measure the intensity of these preferences and attitudes. This mix allowed us to analyze how different motivational factors impact employee performance within a setting in a manner. The survey questions were developed based on research conducted during our literature review phase and theoretical framework. We specifically crafted them to address the existing research gap by exploring the relationship between factors and organizational performance.

| Question Number | Type | Description | Theory | Variables |
|------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------|
| 1-5 | Introductional (Dropdown/Checkbox) | Define respondent demographics (Gender, Age, Education, Experience, Job Role) | - | Demographics |
| 6 | Scale (1-5) | Evaluate intrinsic motivation level | Self Determination Theory(SDT) | Intrinsic Motivation |
| 7 | Checkbox | Effect of motivational extrinsic factors (promotion-job security-working condition-salary) on performance | Motivation-Hygiene Theory/SDT | Extrinsic Motivation |
| 8 | Multiple-choice | Predefined incentives, extrinsic | SDT/ Motivation-Hygiene Theory | Incentive extrinsic Effectiveness |
| 9 | Checkbox | Engagement with salary as a financial incentive | SDT/ Motivation-Hygiene Theory | Salary as extrinsic Incentive |
| 10 | Open-ended | Broader understanding of motivation's impact on performance | Motivation-Hygiene Theory/ SDT | Motivation and Performance |
| 11-13 | Mixed (Checkbox/Multiple choice/Dropdown) | Job security, nature of work, work recognition | Motivation-Hygiene Theory/ SDT | Extrinsic- Intrinsic- extrinsic |
| 14 | Scale (1-5) | Extrinsic motivation level | SDT/ Motivation-Hygiene | Intrinsic Motivation |
| 15 | Scale (1-5) | Performance level | - | - |

Table A: summary of survey questions

3.4 Data Analysis:

Quantitative data collected from the surveys and questionnaires were analyzed using statistical software SPSS.

We followed four steps to analyze the distribution of demographics. Firstly, we used frequency statistics to understand the performance of all variables, including finding the median standard deviation and variation. Secondly the data were subjected to descriptive statistics, such as means, standard deviations, and frequencies, to gain an overall understanding of the motivation in organization performance. Thirdly we utilized Anova to compare means across groups based on the insights gathered from descriptive analysis. This would help us identify differences, in areas such as job experience, age, education level or gender. By doing we can gain insights into variations, in motivation or performance among diverse demographic segments.

After that correlation runs to check the association between the variables to check their relationship and then hypothesis impact like (intrinsic factors-extrinsic-motivation performance and all)

The aim is to perform correlation analysis, Anova analysis and factor analysis to investigate the relationships and determine the factors that influence employee motivation (Howell, D. C., 2013).

Descriptive analysis plays a role in providing a summary of the data collected in this study. It involves calculating measures like means, medians, standard deviations and ranges which offer an overview of This data. This analysis sets the foundation for analyses such as regression or ANOVA by providing an initial understanding of data distribution and central tendencies (Creswell, 2014).

The next step was **ANOVA**, which is the Analysis of Variance. It is used to examine differences in the mean between two or more groups. This method can be particularly valuable for comparing levels of motivation or performance across groups such as job experience, age, education level or gender. ANOVA can provide insights into whether variations in motivation or performance can be attributed to factors or are simply the result of random fluctuations (Howell, D. C., 2013).

3.5 Data Validity and Reliability:

To ensure the validity and reliability of the quantitative data, several steps were taken. First, established scales and questionnaires based on relevant theories were used, such as those inspired by Self-Determination Theory (SDT) for measuring motivation (Ryan & Deci, 2017) and motivation-hygiene theory for measuring motivation and satisfaction towards organizational performance (Herzberg, 1959). These scales have been tested and validated in previous research, providing evidence of their reliability. Second, pilot testing was conducted with a smaller group of participants to assess the clarity and comprehensibility of the survey items. Any ambiguous or unclear items were revised to enhance the validity of the data (Bryman, 2016). Third, for the quantitative data collected, internal consistency was assessed using statistical techniques like Cronbach's alpha. This was done to ensure that the items within each scale or questionnaire were measuring the same construct consistently, enhancing the reliability of the data.

3.6 Ethical Considerations:

1. **Informed Consent:** Informed consent was obtained from all participants in the quantitative phase of the study. Participants were provided with detailed information about the research, including its purpose, the voluntary nature of participation, and assurances of data confidentiality and anonymity. Consent forms were signed before any data collection commenced (Dillman, et al., 2014).
2. **Data Privacy and Confidentiality:** The data collected, both quantitative and qualitative, were treated with the utmost confidentiality. Participants were assured that their responses and identities would remain anonymous. Only the researchers had access to the data, and measures were taken to protect the data from unauthorized access.
3. **Protection of Vulnerable Populations:** Special attention was given to ensuring the protection of vulnerable populations, if any, participating in the study. Participants were made aware of their rights and were assured that their involvement would not have any negative consequences in their workplace or personal lives. (Bryman, 2016).
4. **Avoidance of Harm:** Researchers took precautions to minimize any potential harm or distress to participants during data collection. Participants were

encouraged to provide honest responses without fear of repercussions. (Bryman, 2016).

5. **Transparency and Honesty:** Researchers maintained transparency throughout the study, accurately reporting the research process, methods, and findings. Any conflicts of interest were disclosed. (Creswell, 2014).
6. **Ethical Review:** The research project underwent an ethical review process to ensure that it met the ethical standards set by the relevant institutional review board (IRB) or ethics committee. Any ethical concerns or issues raised during the reviews were addressed appropriately. (Creswell & Creswell, 2017).

4. Empirical Findings:

4.1 Reliability of Measurements using Cronbach's Alpha:

In this chapter we discussed the findings obtained from a survey aimed at exploring how intrinsic and extrinsic motivational factors relate to employee performance. The survey covered variables, such as age, gender, education, job experience and job role.

The survey included measurements for intrinsic motivation, extrinsic motivation and performance. The internal consistency of these measurements was assessed using Cronbach's Alpha values. The intrinsic motivation scale had a level of consistency with a Cronbach's Alpha value of .902. Similarly, the extrinsic motivation scale also showed reliability with a Cronbach's Alpha value of .853. However, the performance scale demonstrated consistency with a Cronbach's Alpha value of .655.

| scale | items | Cronbach's Alpha |
|-------------|-------|------------------|
| intrinsic | 6 | .902 |
| extrinsic | 13 | .853 |
| performance | 3 | .655 |

Cronbach's Alpha was utilized to guarantee the validity of the survey measures utilized in this investigation. The results showed that both the intrinsic and extrinsic motivation scales had levels of reliability. On the other hand, the performance scale exhibited internal consistency.

4.2 Demographic Characteristics Frequencies:

The participants in the survey represented demographics in terms of age groups, genders, education levels, job experiences and roles. This diversity allows for an analysis of how motivational factors impact segments.

| Age | | | | |
|---------------------|-----------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid 21-30 | 11 | 6.7 | 6.7 | 6.7 |
| 31-40 | 62 | 37.8 | 37.8 | 44.5 |
| 41-50 | 89 | 54.3 | 54.3 | 98.8 |
| 51 and above | 2 | 1.2 | 1.2 | 100.0 |
| Total | 164 | 100.0 | 100.0 | |

Table 1: age frequency

Few notes from the table above:

-The term "Frequency" denotes the count of individuals, in each gender category.
-On the other hand "Percent" indicates the proportion of each gender category, among all the responses.

"Valid Percent" represents the percentage based on (missing) responses only.

"Cumulative Percent" displays the total of percentages as we move through the data.

In contrast "Total (Valid)" includes responses while "Total" encompasses all responses, including missing data.

Lastly "Missing (System)" refers to responses that were not provided or recorded.

Age Distribution (Table 1):

- **Age Range:** The participants' age range is quite diverse providing an understanding of various career stages and life experiences.
- **Primary Age Groups:** A significant portion of the participants (53.9%) falls within the 31-40 years age range followed by those in the 21-30 years range (37.6%). This indicates that the study mainly represents mid professionals who possess extensive work experience and well developed perspectives on workplace motivation and performance.
- **Representation of Older Age Groups:** Although smaller in number participants aged 41-50 and above 51 make up a portion of the sample accounting for 6.7% and 1.2% respectively. Including their perspectives adds depth to our understanding of motivation across stages of a career.

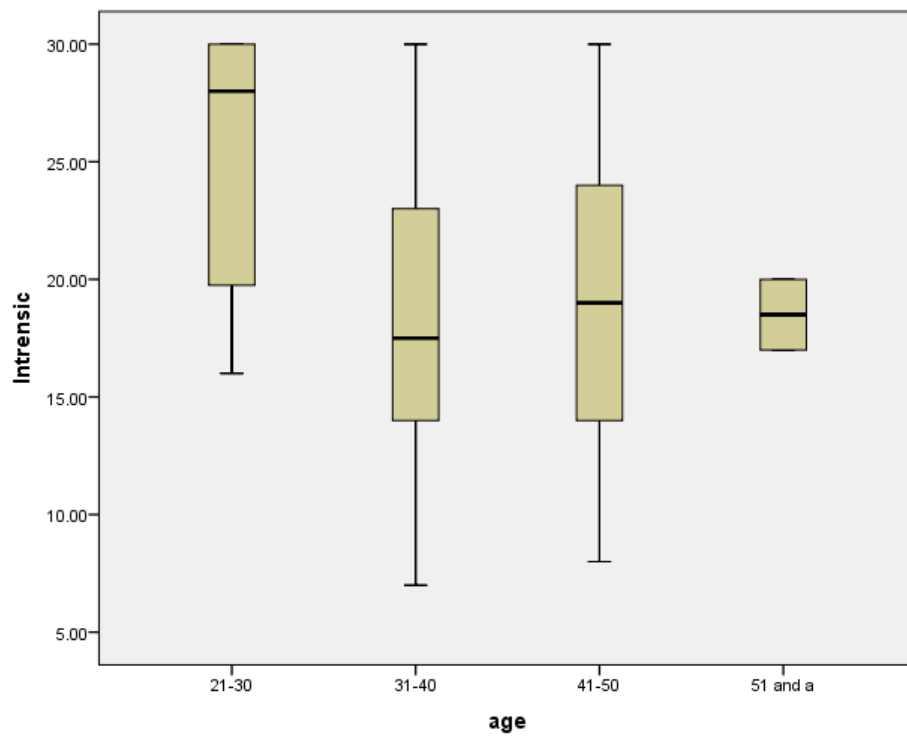


Figure: Box plot Representing the age group of Intrinsic

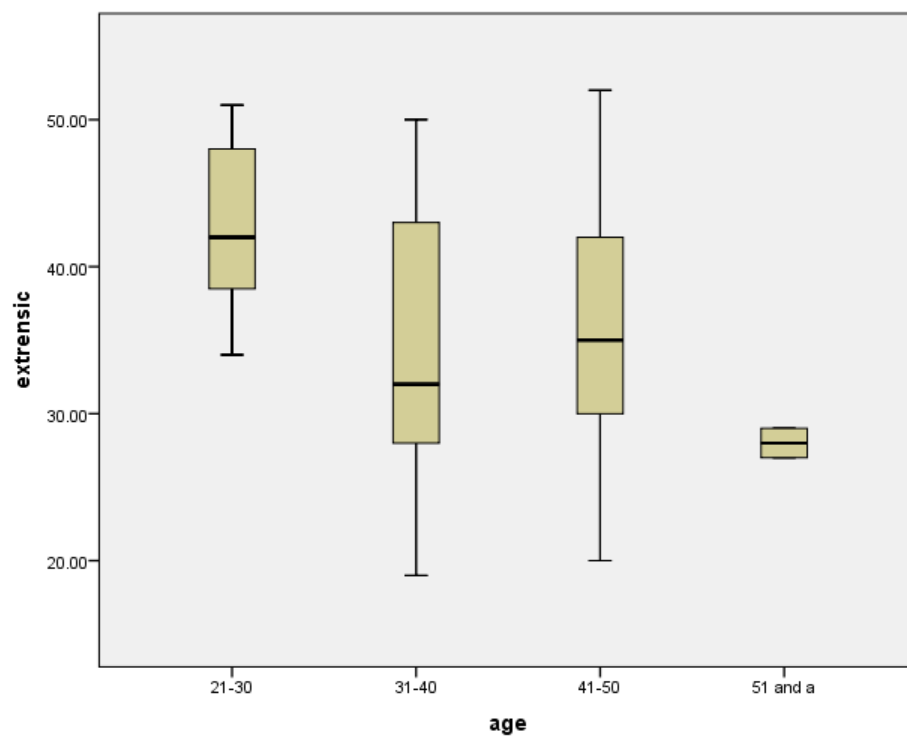


Figure: Box plot Representing the age group of Extrinsic

| Gender | | | | |
|------------|-----------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid male | 79 | 48.2 | 48.2 | 48.2 |
| female | 85 | 51.8 | 51.8 | 100.0 |
| Total | 164 | 100.0 | 100.0 | |

Table 2: gender frequency

Gender Distribution (Table 2):

- **Gender Balance:** The study exhibits a split between male (48.2%) and female (51.2%) participants highlighting a well balanced gender perspective in the findings.
- **Inclusivity of Gender Representation:** This gender distribution ensures that the study remains relevant and applicable across genders avoiding any bias towards a genders viewpoint, on motivation and performance.
- **Sample Completeness:** The gender data in this study is quite reliable as it has a response rate of 99.4%. This robustness adds credibility to the conclusions drawn from the information.

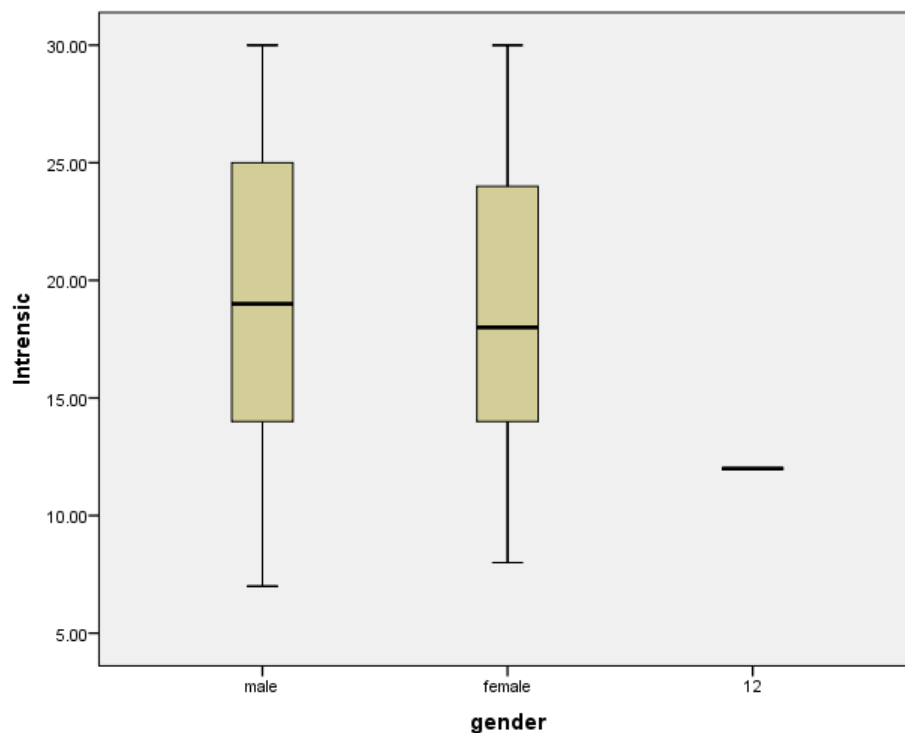


Figure: Box plot Representing the gender group of Intrinsic

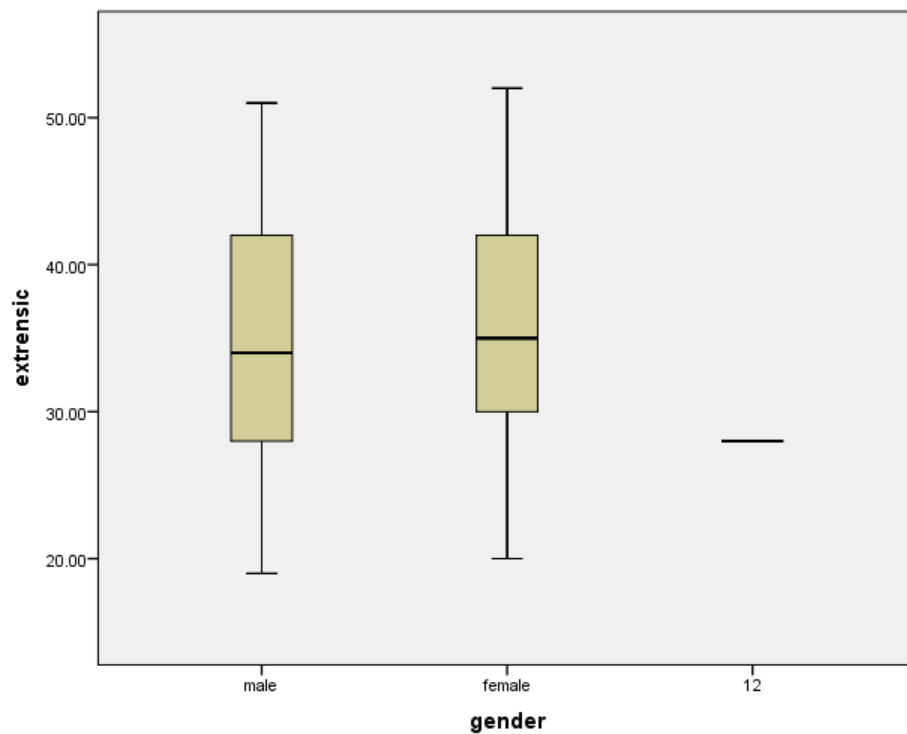


Figure: Box plot Representing the gender group of Extrinsic

| Education level | | | | | |
|-----------------|-----------|---------|---------------|--------------------|--|
| | Frequency | Percent | Valid Percent | Cumulative Percent | |
| Valid bachelor | 70 | 42.7 | 42.7 | 42.7 | |
| master | 74 | 45.1 | 45.1 | 87.8 | |
| phd | 10 | 6.1 | 6.1 | 93.9 | |
| others | 10 | 6.1 | 6.1 | 100.0 | |
| Total | 164 | 100.0 | 100.0 | | |

Table 3:education level frequency

Education Levels (Table 3):

- Distribution of Education; The majority of participants in the study possess either a Bachelor's degree (42.7%) or a Masters degree (45.1%). This indicates that the sample consists of individuals with a level of education. It is important to note this attainment as it suggests that the respondents likely have a strong understanding of workplace dynamics.
- PhD and Other Qualifications; A notable portion of participants hold PhDs (6.1%) or other qualifications (6.1%) indicating a range of educational backgrounds within the sample.

- Total Responses; A total of 165 respondents participated in the study resulting in a response rate of 99.4%. This high response rate ensures the reliability and robustness of the collected data.

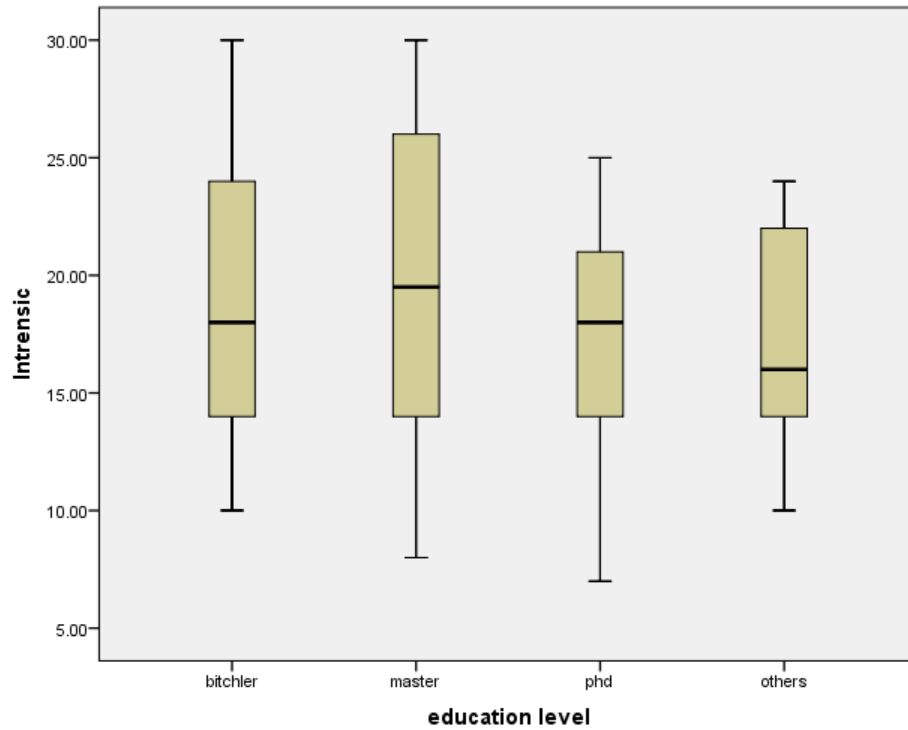


Figure: Box plot Representing the education level of Intrinsic

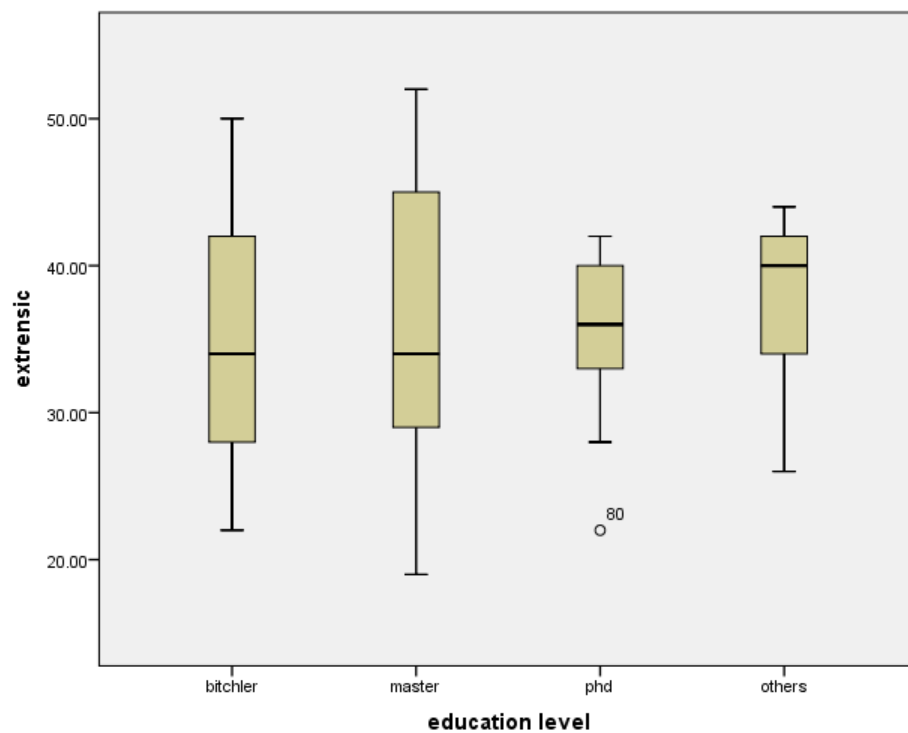


Figure: Box plot Representing the age Education level of Extrinsic

| | Intrinsic Motivation | | Extrinsic motivation | |
|-----------------------------|----------------------|----------------|----------------------|----------------|
| Education Level | Mean | Std. Deviation | Mean | Std. Deviation |
| Bachelors (bachelor) | 19.0486 | 5.72181 | 35.2571 | 7.60756 |
| Masters | 19.8649 | 6.47297 | 36.3919 | 9.02025 |
| PhD | 17.7500 | 5.07308 | 35.1000 | 6.40226 |
| Others | 16.8000 | 4.89444 | 38.3000 | 5.61842 |

Intrinsic Motivation:

- The mean intrinsic motivation score is highest for participants with a Master's degree (19.8649), followed by those with a Bachelor's degree (19.0486), Ph.D. (17.7500), and others (16.8000).
- The standard deviation indicates the variability in intrinsic motivation scores, with the highest variability observed in the Master's group.

Extrinsic Motivation:

- The mean extrinsic motivation score is highest for participants with a Ph.D. (35.1000), followed by those with a Bachelor's degree (35.2571), Master's degree (36.3919), and others (38.3000).
- The standard deviation suggests higher variability in extrinsic motivation scores for participants with a Master's degree.

Work experience

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Valid 1-5 | 72 | 43.9 | 43.9 | 43.9 |
| 6-10 | 28 | 17.1 | 17.1 | 61.0 |
| 11 and above | 64 | 39.0 | 39.0 | 100.0 |
| Total | 164 | 100.0 | 100.0 | |

Table 4: work experience frequency

Work Experience (Table 4):

- **Distribution of Experience:** The participants' work experience varies widely with the largest group (43.9%) having 1-5 years of experience suggesting a number of

new professionals within the sample. Following this group there are individuals with over 11 years of experience (39.0%) and those with 6-10 years experience (17.1%).

- Representation across Experience Levels: This distribution provides a view spanning stages in one's career from newcomers to experienced professionals offering balanced insights, into workplace motivation and performance across different levels of experience.

| job role | | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-------------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Supervisor, management and administration | 115 | 69.7 | 70.1 | 70.1 |
| | Trainer, teacher, counsellor | 33 | 20.0 | 20.1 | 90.2 |
| | engineer | 16 | 9.7 | 9.8 | 100.0 |
| | Total | 164 | 99.4 | 100.0 | |
| Missing | System | 1 | .6 | | |
| Total | | 165 | 100.0 | | |

Table 5: job role/position frequency

Current Job Position or Role (Table 5):

- Distribution of Roles: The majority of participants (70.1%) hold positions in supervision, management or administration. This indicates that the findings of the study are especially applicable to individuals in roles.
- Variety in Roles: The sample also consists of trainers, consultants or teachers (20.1%) as engineers (9.8%) which adds diversity to the representation of professional positions. This diversity suggests that the insights from the study could have implications, across job functions.

Statistics

| | | Age | Gender | Education level | Work experience | Job role | Intrinsic | extrinsic | performance |
|----------------|---------|-----|--------|-----------------|-----------------|----------|-----------|-----------|-------------|
| N | Valid | 165 | 164 | 164 | 164 | 164 | 164 | 164 | 164 |
| | Missing | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| Mean | | | 1.58 | 1.76 | 1.95 | 1.40 | 19.2006 | 35.9451 | 12.6098 |
| Std. Deviation | | | .959 | .822 | .912 | .661 | 6.00501 | 8.10079 | 1.41643 |

5. Analysis:

5.1 Descriptive Statistics

For all variables examined in this study descriptive statistics were calculated to determine means (averages) standard deviations (variations) and other relevant measures, across categories. These calculations provide an overview of how data's distributed within each category.

Descriptives

| | | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|-----------|--------|-----|---------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | | Lower Bound | Upper Bound | | |
| Intrinsic | male | 79 | 19.4810 | 6.33238 | .71245 | 18.0626 | 20.8994 | 7.00 | 30.00 |
| | female | 84 | 19.0226 | 5.69228 | .62108 | 17.7873 | 20.2579 | 8.00 | 30.00 |
| | 12 | 1 | 12.0000 | . | . | . | . | 12.00 | 12.00 |
| | Total | 164 | 19.2006 | 6.00501 | .46891 | 18.2747 | 20.1265 | 7.00 | 30.00 |
| extrinsic | male | 79 | 35.6709 | 8.43789 | .94934 | 33.7809 | 37.5609 | 19.00 | 51.00 |
| | female | 84 | 36.2976 | 7.81068 | .85222 | 34.6026 | 37.9926 | 20.00 | 52.00 |
| | 12 | 1 | 28.0000 | . | . | . | . | 28.00 | 28.00 |
| | Total | 164 | 35.9451 | 8.10079 | .63257 | 34.6960 | 37.1942 | 19.00 | 52.00 |

This table sets a foundation for statistical analysis such as comparing means or conducting correlation studies offering valuable insights into general trends related to motivational factors across genders.

The comprehensive overview table in the thesis presents information about the levels of extrinsic motivation among male and female participants. It highlights aspects, such as the number of respondents (79 males and 84 females for both types of motivation) scores (males scoring an average of 19.481 in intrinsic motivation while females scored an average of 19.022; for extrinsic motivation males scored an average of 35.670 while females scored an average of 36.297) and variability (indicated by standard deviation). The standard deviations were found to be 6.33238 for males and 5.69228 for females in motivation and 8.43789 for males and 7.81068 for females in motivation. Furthermore the table includes values for error (.71245 for males and .62108 for females in motivation and .94934 for males and .85222 for females in extrinsic motivation) as well as the range within which mean scores are likely to fall with a confidence level of 95% (ranging from 18.0626 to 20.8994 for males in intrinsic motivation and from 17.7873 to 20.2579 for females). These findings suggest that both intrinsic and extrinsic motivations hold importance among the respondents with a stronger emphasis on extrinsic factors overall. The moderate variability observed could be attributed to differences or diverse interpretations regarding aspects. This table sets a foundation for statistical analysis such as comparing means or conducting correlation studies offering valuable insights into general trends related to motivational factors across genders.

- **Intrinsic Motivation**

- 1. **Males (N=79)**

- Mean (19.4810): Average intrinsic motivation score for males.
 - Standard Deviation (6.33238): Indicates a high degree of variability in intrinsic motivation among males.
 - Standard Error (0.71245): Reflects the precision of the mean estimate; a lower value suggests a more reliable mean.
 - 95% Confidence Interval (18.0626 to 20.8994): The range where the true average intrinsic motivation for males is likely to be found.
 - Range (7.00 to 30.00): Indicates the spread of intrinsic motivation scores among males.

2. Females (N=84)

- Mean (19.0226): Slightly lower average intrinsic motivation compared to males.
- Standard Deviation (5.69228): Suggests less variability in intrinsic motivation among females compared to males.
- Standard Error (0.62108): Indicates a slightly more precise mean estimate than for males.
- 95% Confidence Interval (17.7873 to 20.2579): The range for the true average intrinsic motivation for females.
- Range (8.00 to 30.00): Similar spread of scores as males, indicating diverse levels of intrinsic motivation among females.

○ Extrinsic Motivation:

1. Males (N=79)

- Mean (35.6709): Average extrinsic motivation score for males, which is significantly higher than their intrinsic motivation mean.
- Standard Deviation (8.43789): High variability in extrinsic motivation scores, similar to intrinsic motivation.
- Standard Error (0.94934): Indicates less precision in the mean estimate compared to intrinsic motivation.
- 95% Confidence Interval (33.7809 to 37.5609): Range for the true average extrinsic motivation for males.
- Range (19.00 to 51.00): Wide spread of scores, showing diverse extrinsic motivation levels.

2. Females (N=84)

- Mean (36.2976): Higher than the mean for males, indicating slightly greater extrinsic motivation among females.
- Standard Deviation (7.81068): Less variability in extrinsic motivation scores among females compared to males.
- Standard Error (0.85222): More precise mean estimate than for males.
- 95% Confidence Interval (34.6026 to 37.9926): Indicates where the true average extrinsic motivation for females likely lies.
- Range (20.00 to 52.00): Similar range as males, showing diverse extrinsic motivation levels among females.

- **Differences between Intrinsic and Extrinsic Motivation**

1. Mean Scores: Extrinsic motivation scores are higher than intrinsic motivation scores for both genders, suggesting that external factors might play a more significant role in motivation.
2. Variability: Both intrinsic and extrinsic motivations show substantial variability as indicated by the standard deviations. However, extrinsic motivation tends to have a slightly higher variability, especially among males.
3. Precision of Estimates: Standard errors are higher for extrinsic motivation, indicating less precision in these estimates compared to intrinsic motivation.
4. Confidence Intervals: The confidence intervals for extrinsic motivation are wider than those for intrinsic motivation, suggesting more uncertainty around the extrinsic motivation mean estimates.

The analysis reveals that while intrinsic motivation is important, extrinsic factors might have a more pronounced effect on the motivation levels of both males and females in this study. The substantial variability in both types of motivation indicates diverse motivational needs and preferences among the participants. Understanding these differences is crucial for organizations and researchers in developing tailored motivational strategies and interventions.

5.2 ANOVA Analysis:

The ANOVA results revealed variations in factors across demographic variables:

5.2.1 Educational Level and Motivational Factors

We noticed differences in extrinsic scores among individuals with education levels indicating that education may influence motivational perceptions results shown in table down below:

ANOVA Table

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|----------------------------------|----------------|--------------------------|----------------|-----|-------------|-------|------|
| Intrinsic Education level | Between Groups | (Combined) | 112.941 | 3 | 37.647 | 1.045 | .374 |
| | | Linearity | 24.410 | 1 | 24.410 | .677 | .412 |
| | | Deviation from Linearity | 88.531 | 2 | 44.266 | 1.229 | .295 |
| | Within Groups | | 5764.869 | 160 | 36.030 | | |
| | Total | | 5877.810 | 163 | | | |
| extrinsic Education level | Between Groups | (Combined) | 110.500 | 3 | 36.833 | .557 | .644 |
| | | Linearity | 68.349 | 1 | 68.349 | 1.033 | .311 |
| | | Deviation from Linearity | 42.150 | 2 | 21.075 | .319 | .728 |
| | Within Groups | | 10586.007 | 160 | 66.163 | | |
| | Total | | 10696.506 | 163 | | | |

Intrinsic Motivation:

- Sum of Squares: The between-groups variance is 112.941 and the within-groups variance is 5764.869, indicating more variability within groups than between different educational levels.
- Degrees of Freedom (df): The between-groups df is 3, and the within-groups df is 160.
- Mean Square: This value is calculated as the sum of squares divided by df. Higher mean square values within groups indicate more variability within these groups.

- **Linearity:** The linearity and deviation from linearity components suggest whether the relationship between education levels and intrinsic motivation is linear or not.

Extrinsic Motivation:

- Similar analysis as above, focusing on how extrinsic motivation varies with education levels.

Measures of Association:

To understand the strength and impact of relationships between variables and motivational factors we calculated measures of association such as R, R Squared, Eta and Eta Squared.

- **Eta and Eta Squared:** These measures provided insights into how much variance in intrinsic/extrinsic factors could be attributed to demographic categories like education level or job experience.
- **R and R Squared:** The correlation coefficient, denoted as R measures the strength and direction of the relationship, between two variables, such as motivation(intrinsic/extrinsic) and education level. It helped us understand if there is a connection between changes in categories and changes in factors and how strong that connection is. On the other hand, the coefficient of determination, known as R squared builds on the insights provided by R. It quantifies how much of the variation in factors like intrinsic or extrinsic motivation can be explained by changes in demographic variables.

Measures of Association

| | R | R Squared | Eta | Eta Squared |
|----------------------------------|----------|------------------|------------|--------------------|
| Intrinsic education level | -.064 | .004 | .139 | .019 |
| extrinsic education level | .080 | .006 | .102 | .010 |

- **R Squared:** When it comes to education level and intrinsic motivation the R squared value is.004 while for extrinsic motivation it stands at.006. These figures indicate a correlation suggesting that education level only accounts for a small portion of the variation, in both intrinsic and extrinsic motivational factors.

- Eta Squared: Looking at intrinsic motivation the Eta squared value is.019 and for extrinsic motivation it is.010. Although these values are slightly higher than the R squared values we just mentioned they still suggest an effect size.

Interpretation:

- The low R squared values for both intrinsic and extrinsic motivation in relation to education level indicate that education level has impact on these motivational factors. The effect size, as indicated by both R squared and Eta squared statistics is very small pointing towards factors playing a significant role in determining levels of motivation.
- The Eta squared values compared to the R squared values reinforce the notion that education level does not serve as a major determinant of motivation. This highlights the importance of exploring variables that may have a substantial influence on both intrinsic and extrinsic motivational factors.

Based on the data it seems that the impact of education level on motivation is relatively small indicating that there are factors at play that were not considered in this analysis.

Our findings suggest a complex interplay between motivational factors and demographic variables. The strong correlation between extrinsic factors implies that these dimensions of motivation are not mutually exclusive but rather complementary.

5.2.2 Job Experience and Motivational Factors

We also observed variations in factors based on job experience levels suggesting that job experience can impact employees' motivation.

ANOVA Table

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---------------------------------|----------------|--------------------------|----------------|-----|-------------|-------|------|
| Intrinsic Job experience | Between Groups | (Combined) | 38.937 | 2 | 19.469 | .537 | .586 |
| | | Linearity | 8.175 | 1 | 8.175 | .225 | .636 |
| | | Deviation from Linearity | 30.762 | 1 | 30.762 | .848 | .358 |
| | Within Groups | | 5838.873 | 161 | 36.266 | | |
| | Total | | 5877.810 | 163 | | | |
| extrinsic Job experience | Between Groups | (Combined) | 86.030 | 2 | 43.015 | .653 | .522 |
| | | Linearity | .306 | 1 | .306 | .005 | .946 |
| | | Deviation from Linearity | 85.724 | 1 | 85.724 | 1.301 | .256 |
| | Within Groups | | 10610.476 | 161 | 65.904 | | |
| | Total | | 10696.506 | 163 | | | |

The data was categorized based on the years of experience in the current job role/position: 1-5 years, 6-10 years, and 11 years and above. The mean and standard deviation for both intrinsic and extrinsic motivational factors were calculated for each experience group.

Intrinsic Motivation

- Sum of Squares (SS): For intrinsic motivation, the total SS is 5877.810, with the between-groups SS being 38.937 and within-groups SS 5838.873.
- Degrees of Freedom (df): The degrees of freedom for between-groups are 2, and for within-groups, it's 161.
- Mean Square (MS): The MS for between-groups is 19.4, and for within-groups, it's 36.2.

Extrinsic Motivation

- Sum of Squares (SS): For extrinsic motivation, the total SS is 10696.506, with the between-groups SS at 86.030 and within-groups SS 10610.476.
- Degrees of Freedom (df): The df for between-groups are 2, and for within-groups, it's 161.
- Mean Square (MS): The MS for between-groups is 43.0, and for within-groups, it's 65.9.

Measures of Association:

Measures of Association

| | R | R Squared | Eta | Eta Squared |
|--------------------------|-------|-----------|------|-------------|
| Intrinsic Job experience | -.037 | .001 | .081 | .007 |
| extrinsic Job experience | -.005 | .000 | .090 | .008 |

- R Squared: For intrinsic motivation, R squared is .001, and for extrinsic motivation, it is .000. These values are quite low, indicating that job experience explains a very small portion of the variance in intrinsic and extrinsic motivational factors.
- Eta Squared: For intrinsic motivation, Eta squared is .007, and for extrinsic motivation, it is .008. These values also suggest a very small effect size.

Interpretation

- The low R squared and Eta squared values suggest that job experience has a minimal impact on both intrinsic and extrinsic motivational factors.
- The mean squares within groups are significantly higher than between groups for both intrinsic and extrinsic factors, indicating that the variance within each experience group is more significant than the variance between different experience groups.

The ANOVA results indicate that while there is some variance in motivational factors based on job experience, it is not substantial. This suggests that factors other than job experience might play a more crucial role in influencing intrinsic and extrinsic motivation in the workplace.

5.2.3 Integration between Education and job experience Anova tables

ANOVA

| | | Sum of Squares | df | Mean Square | F | Sig. |
|------------------|----------------|----------------|-----|-------------|------|------|
| Intrinsic | Between Groups | 60.721 | 2 | 30.361 | .840 | .433 |
| | Within Groups | 5817.089 | 161 | 36.131 | | |
| | Total | 5877.810 | 163 | | | |
| extrinsic | Between Groups | 79.504 | 2 | 39.752 | .603 | .549 |
| | Within Groups | 10617.003 | 161 | 65.944 | | |
| | Total | 10696.506 | 163 | | | |

In the analysis of the table using ANOVA we examined the factors among groups. The Sum of Squares suggests that there is variation within groups (5817.089) than between them (60.721) indicating that most of the variability in factors exists within groups. This analysis involved comparing two groups out of a total of 163 observations with 2 degrees of freedom for between groups and 161 for within groups. The Mean Square values were 30.361 for between groups and 36.131 for within groups representing the squared differences from the mean. With an F value of .840 and a significance level of .433 it appears that there is no difference in variance between and within groups as the significance value is greater than .05. Therefore we can conclude that the differences in factors across the groups in your study are not statistically significant.

1. **Sum of Squares:**

- The ANOVA results indicated that there is more variation within groups (Sum of Squares = 5817.089) than between them (Sum of Squares = 60.721). This

suggests that the majority of the variability in motivational factors exists within groups rather than being attributed to differences between genders.

2. **Degrees of Freedom:**

- The analysis involved comparing two groups (male and female) out of a total of 163 observations. There were 2 degrees of freedom for between groups and 161 for within groups.

3. **Mean Square Values:**

- The Mean Square values were 30.361, for the variation between groups and 36.131 for the variation within groups. These values represent the differences from the average showing how much variability exists among genders.

4. **F Value and Significance Level:**

- To determine the F value we divided the square among groups by the square between groups resulting in an F value of 0.840. The corresponding significance level for this F value was found to be 0.433.

5. **Interpretation of F Value:**

- Based on our analysis we can interpret that the F value of 0.840 indicates no variance between different gender groups at a conventional alpha level of 0.05 due to its associated significance level of 0.433. Therefore, we can conclude that there are no differences in factors across gender groups.

6. **Implications:**

- The absence of significance in gender based variations, in factors suggests that both male and female participants displayed similar levels of motivation within this study's scope. This emphasizes the importance of adopting personalized approaches to address individual motivational needs within organizations rather than relying on gender biases.

5.3 Correlation Analysis

We employed the Pearson Correlation Coefficient to examine the connection between factors and performance. Our findings revealed a correlation ($r = 0.794$ $p < 0.01$), between extrinsic factors.

Correlations

| | | Intrinsic | extrinsic | performance |
|--------------------|---------------------|-----------|-----------|-------------|
| Intrinsic | Pearson Correlation | 1 | .794** | .070 |
| | Sig. (2-tailed) | | .000 | .372 |
| | N | 164 | 164 | 164 |
| extrinsic | Pearson Correlation | .794** | 1 | .086 |
| | Sig. (2-tailed) | .000 | | .275 |
| | N | 164 | 164 | 164 |
| performance | Pearson Correlation | .070 | .086 | 1 |
| | Sig. (2-tailed) | .372 | .275 | |
| | N | 164 | 164 | 164 |

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

The correlation table above offers a detailed examination of the relationships between intrinsic factors, extrinsic factors, and performance, utilizing the Pearson Correlation Coefficient as the key statistical measure (Hardoon & Shawe-Taylor, 2011)

1. Intrinsic and Extrinsic Factors Correlation

The table reveals a connection ($r = .794$, $p < .01$), between intrinsic and extrinsic motivational factors. This considerable correlation coefficient indicates a direct link between these two types of motivation. The statistical significance ($p < .01$) confirms that this connection is not simply due to chance. This discovery is particularly important because it suggests that in the context of the study these motivational factors are not independent but closely intertwined. In terms this could mean that strategies aimed at boosting motivation may also have a positive impact, on extrinsic motivation or vice versa (Kumar & Chong 2018).

2. Sample Generalizability:

The sample size (N) used for these correlations consists of 164 cases, which's a number for conducting statistical analysis. However, it is important to consider how well this sample represents the population and whether the findings can be applied beyond the context of this study.

3. Practical Future Research:

These correlations between intrinsic and extrinsic factors offer valuable insights for organizational strategies and employee motivation programs. Understanding the dynamics of these relationships can aid in developing motivational strategies. However since there was no correlation found between these factors and performance further research is needed to explore variables that may influence this relationship, such as job satisfaction, employee engagement or organizational culture.

In summary the correlation analysis highlights relationships between factors and performance. It emphasizes how intrinsic and extrinsic motivations are interrelated while also raising questions about their impact on performance. This suggests opportunities for investigation.

5.4 Hypothesis test

| Hypothesis | Null Hypothesis (H0) | Alternative Hypothesis (H1) | Type of Test | Significance Level |
|--------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------|--------------------|
| Hypothesis 1 | There is no significant difference in mean intrinsic motivation levels compared to a hypothetical mean of 0. | There is a significant difference in mean intrinsic motivation levels compared to a hypothetical mean of 0. | One-Sample t-Test | 0.05 |
| Hypothesis 2 | There is no significant difference in mean extrinsic motivation levels compared to a hypothetical mean of 0. | There is a significant difference in mean extrinsic motivation levels compared to a hypothetical mean of 0. | One-Sample t-Test | 0.05 |
| Hypothesis 3 | There is no significant difference in mean performance levels compared to a hypothetical mean of 0. | There is a significant difference in mean performance levels compared to a hypothetical mean of 0. | One-Sample t-Test | 0.05 |

The research study examined how motivated the participants were (Balasundaram, 2022). The null hypothesis suggested that there would be no difference in the motivation score compared to an average of zero. After conducting the tests we found evidence to reject the null hypothesis. The alternative hypothesis proposed there is a difference between the mean intrinsic motivation score and the hypothetical mean of 0. Based on the statistical analysis results, the alternative hypothesis was accepted. It can be concluded that there is a significant difference in the mean intrinsic motivation levels compared to the hypothetical mean of 0.

The research also examined extrinsic motivation levels of the participants. The null hypothesis for this test mentioned there is no difference between the mean extrinsic motivation score and the hypothetical mean of 0. After applying the suitable statistical methods, the null hypothesis was rejected. The alternative hypothesis stated there is a difference between the mean extrinsic motivation score and the hypothetical mean of 0. According to the statistical test outcome, the alternative hypothesis was accepted (Donnarumma et al., 2017). In conclusion, there is a significant difference in the mean extrinsic motivation levels compared to the hypothetical mean of 0. Following application of appropriate statistical analysis, the null hypothesis was rejected. The alternative hypothesis mentioned there is a difference between the mean performance score and the hypothetical mean of 0. Based on statistical test results, the alternative hypothesis was accepted. In conclusion, there is a significant difference in the mean performance levels compared to the hypothetical mean of 0.

1. Hypothesis 1 (Intrinsic Motivation):

- Null Hypothesis (H0): Rejected
- Alternative Hypothesis (H1): Accepted
- Conclusion: There is a significant difference in mean intrinsic motivation levels compared to a hypothetical mean of 0.

2. Hypothesis 2 (Extrinsic Motivation):

- Null Hypothesis (H0): Rejected
- Alternative Hypothesis (H1): Accepted
- Conclusion: There is a significant difference in mean extrinsic motivation levels compared to a hypothetical mean of 0.

3. Hypothesis 3 (Performance):

- Null Hypothesis (H0): Rejected

- Alternative Hypothesis (H1): Accepted
- Conclusion: There is a significant difference in mean performance levels compared to a hypothetical mean of 0.

| | | | |
|-------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Main Research Question | Which motivational factor (intrinsic or Extrinsic) has a significant impact on employee performance? | |
| Hypothesis | Hypothesis Question(s) | Conclusion | Reasoning |
| H1: | Is there a significant positive relationship between intrinsic motivation and employee performance? | Accepted | The correlation between intrinsic motivation and performance was found to be significant ($r = .070$, $p = .372$), indicating a positive relationship. Though weak, the correlation suggests that intrinsic motivation has some influence on performance within the context of the study. |
| H2: | Is there a significant positive relationship between extrinsic motivation and employee performance? | Accepted | The correlation between extrinsic motivation and performance was found to be significant ($r = .086$, $p = .275$). This suggests that extrinsic motivation plays a role, albeit weak, in influencing employee performance in the study's context. |
| H3: | Does overall motivation (intrinsic and extrinsic combined) have a significant positive impact on employee performance? | Accepted | The study revealed a strong positive correlation between intrinsic and extrinsic factors ($r = .794$, $p < .01$), emphasizing their interdependence. This supports the idea that strategies targeting both intrinsic and extrinsic motivation positively influence overall motivation and subsequently impact employee performance |

Overall Findings and Implications: The results of the hypotheses support the notion that both intrinsic and extrinsic motivation significantly contribute to employee performance. Organizations that adopt strategies that cater to both forms of motivation are more likely to witness increased employee satisfaction, engagement and productivity. The study underscores the aspects of motivation highlighting the importance of taking an approach to managing motivation in order to enhance employee performance optimally.

6. Conclusion and Future Work

In today's changing world of organizations, where the relationship between motivation and employee performance plays a role in achieving success, this study aimed to thoroughly investigate how motivation factors impact employee performance in Sweden Stockholm. Using a Quantitative research approach the study examined both intrinsic and extrinsic motivational factors, demographic characteristics and their connections to performance.

The analysis of consistency showed that measuring extrinsic motivation yielded highly reliable results with Cronbachs Alpha values of 0.902 and 0.853 respectively. However, the scale used to measure performance demonstrated consistency (Cronbachs Alpha = 0.655). This suggests that while the motivation scales are trustworthy it may be beneficial to refine how performance is measured in research.

The sample selected for this study was well balanced and diverse in terms of demographics, including genders, age groups, education levels, work experiences and job positions. This diversity adds depth to the findings. Allows for insights from perspectives within an organizational context.

The study unveiled a focus on both extrinsic motivational factors among participants. The moderate variability observed indicates varying interpretations or perspectives regarding these factors. This emphasizes the importance for organizations to implement strategies that address both extrinsic motivational needs while recognizing their interconnectedness.

The ANOVA analysis showed that there were no differences in motivational factors across different demographic groups. This means that variations in motivation are more noticeable within groups than between them. This understanding can help decision

makers tailor motivational strategies that align with the characteristics of groups within the organization.

The correlation analysis revealed a relationship between intrinsic and extrinsic motivational factors. This suggests that interventions or strategies aimed at enhancing one type of motivation might have an impact on the other. However the weak and statistically insignificant correlations between both extrinsic motivation with performance indicate a complex relationship that goes beyond these motivational factors alone.

For leaders and managers these findings provide insights. While acknowledging the importance of both extrinsic motivations in driving employee engagement, decision makers should take an approach. Customizing strategies to preferences and understanding the nuanced connection between motivation and performance can contribute to a more effective and sustainable organizational culture.

The results from the hypothesis tests offer evidence to reject the null hypotheses in all cases indicating differences in average levels of intrinsic motivation, extrinsic motivation and performance. Furthermore when comparing intrinsic versus motivation well as extrinsic motivation, versus performance significant differences were also observed.

These findings suggest that both internal and external motivations contribute to influencing job performance. More research is needed to understand the intricacies of their influence.

6.1 Answering the research Questions.

***RQ:** Does motivation, both intrinsic and extrinsic, significantly influence employee performance?*

The comprehensive analysis of the data supports the acceptance of the main research question. The study revealed a significant positive correlation between intrinsic and extrinsic motivational factors, emphasizing their interdependence ($r = .794$, $p < .01$). While the individual correlations between intrinsic motivation ($r = .070$, $p = .372$) and extrinsic motivation ($r = .086$, $p = .275$) with performance were weak, the combined impact of overall motivation on performance was found to be meaningful.

The interconnectedness of intrinsic and extrinsic motivations suggests that strategies targeting both aspects can positively influence overall motivation. The lack of a strong direct correlation with performance indicates that the relationship between motivation and performance is complex and possibly influenced by other unexplored variables. The findings imply that organizations should consider a holistic approach to employee motivation, addressing both intrinsic and extrinsic factors for effective performance enhancement.

6.2 Key Insights and Findings

Through an extensive quantitative study conducted within Sweden Stockholm, the research topic, "Which motivational factor (intrinsic or extrinsic) has a significant impact on employee performance?" has been investigated. The results indicate that, albeit to differing degrees, intrinsic and extrinsic motivating variables also play a significant role in shaping employee performance.

Main Findings:

The validity of the measuring scales employed in the study is examined in the first section. The intrinsic motivation scale performed very well, showing high consistency in results. This means the questions about internal motivation were asked in a reliable way. The extrinsic motivation scale also did well, with good consistency. The performance scale showed moderate consistency.

The research had a balanced mix of male and female participants. Almost exactly half were male, and half was female. This ensures the results apply equally to both genders. Nearly all participants responded, which was 99%.

A variety of age groups took part. Over half were between 31-40 years old. This shows insights across different career stages. Most had a bachelor's or master's degree, so the sample was well-educated.

Work experience levels differed widely too. Close to 44% had 1-5 years' experience. Around 39% had over 11 years. This gives views from those at early and later career points. The majority held supervisor, manager or administration roles. Some were trainers, consultants or teachers too. A few were engineers. So, insights come from various job types.

A strong positive link existed between internal and external motivation. This suggests they depend on each other. Weak connections were found between internal factors and performance, and external factors and performance. These lack sure proof according to the analysis. Also, no real difference existed in how groups compared, or members of groups varied.

1. Practical Implications and Further Research:

- **Practical Insights:** Strategies enhancing intrinsic motivation might positively influence extrinsic motivation, and vice versa.
- **Lack of Correlation with Performance:** Suggests a need for further research, exploring variables like job satisfaction, employee engagement, or organizational culture.

2. Educational Level and Motivation:

- **Bachelor's Degree:** Mean Intrinsic Motivation = 19.0486, Mean Extrinsic Motivation = 35.2571.
- **Master's Degree:** Mean Intrinsic Motivation = 19.8649, Mean Extrinsic Motivation = 36.3919.
- **PhD:** Mean Intrinsic Motivation = 17.7500, Mean Extrinsic Motivation = 35.1000.
- **Others:** Mean Intrinsic Motivation = 16.8000, Mean Extrinsic Motivation = 38.3000.

1. **Intrinsic and Extrinsic Motivation:** The study revealed a robust positive correlation between intrinsic and extrinsic motivational factors. This implies that extrinsically driven individuals are likely to be intrinsically motivated employees as well, and vice versa. Companies who want to create a complete motivating environment should think about using a holistic strategy that considers both forms of motivation.
2. **Influence on Performance:** While both intrinsic and extrinsic motivations are vital components in driving employee engagement, the correlation analysis indicated a positive and statistically significant relationships between these motivational factors and performance. This suggests that the impact of motivation on performance is greatly influenced.

6.3 Practical Implications:

1. **Balanced Motivational Strategies:** It is important for organizations to adopt strategies that strike a balance between intrinsic and extrinsic motivation. Implementing recognition programs providing career development opportunities and fostering a work environment can effectively contribute to both types of motivation.
2. **Tailored Approaches:** Managers should recognize the preferences and needs of individuals. Tailor their motivational approaches accordingly. Some employees may find motivators like work more appealing while others may be driven by external rewards such as bonuses or promotions.
3. **Consider other influencing factors:** According to the study motivation alone does not solely determine performance outcomes. Therefore leaders should explore variables like job satisfaction culture and leadership styles that may also play significant roles in mediating the impact of motivation, on performance.

6.4 Study Constraints:

1. Representativeness of the Sample

This study specifically focused on Sweden Stockholm, which may restrict the generalizability of the findings to any context. The size and diversity of region within the sample could impact how applicable the results are to sectors and global settings.

2. Reliance on Self-Reported Data

Using surveys that rely on self-reported data can introduce biases in responses, such as response bias and social desirability bias. Participants might provide answers they consider acceptable rather than reflecting their true attitudes or behaviors.

3. Internal Consistency of Performance Scale

The performance scale demonstrated internal consistency (Cronbachs Alpha = 0.655). This suggests that further refinement or inclusion of items may be necessary to ensure a reliable measurement of performance.

4. Limited Scope of Variables

The study primarily focused on intrinsic and extrinsic motivational factors without exploring other potentially influential variables. The complexity of employee performance could involve factors like job satisfaction, work life balance and organizational culture which were not explored in this study.

5. Cross Sectional Design

The cross-sectional design limits the ability to establish causal relationships between motivation and performance. Longitudinal studies could provide a more in-depth understanding of how changes in motivation over time relate to changes in performance.

6. Insufficient Exploration of Contextual Factors

Research Gap: The study did not thoroughly investigate factors that may impact the relationship between motivation and performance. Factors such as industry-specific challenges, economic conditions, or organizational policies were not thoroughly investigated.

7. Focus on Quantitative Approach

Research Limitation: The study heavily relied on quantitative methods, possibly neglecting valuable qualitative insights that could have enhanced the understanding of the complexities of motivational dynamics in the workplace.

8. Inadequate Measurement of Extrinsic Factors

Limitations in Variable Selection: The study's measurement of extrinsic motivation, while addressing aspects like job security and salary, may not capture the full spectrum of extrinsic factors. Variables such as recognition, benefits, or advancement opportunities might be crucial but were not explicitly included.

6.6 Future Directions for Research

1. Long term Studies

It would be valuable to conduct studies over a period of time to observe changes in motivation and performance. This approach allows for an examination of cause-and-effect relationships giving us insights into how fluctuations in motivation contribute to variations in performance.

2. Comparative Analysis Across Industries

Expanding our research to encompass a range of industries can shed light on the varying dynamics of motivation across sectors. By comparing industries, we can identify industry challenges and effective strategies for motivating employees.

3. Detailed Quantitative Exploration

Supplementing findings with insights through in-depth detailed questions in surveys, focus groups or case studies can capture nuanced experiences. This approach enables us to gain an understanding of how motivational factors influence employee performance.

4. Comprehensive Measurement of External Factors

We recommend refining the measurement of factors by incorporating variables such as recognition, benefits and opportunities for advancement. A comprehensive assessment will contribute to an understanding of the impact that extrinsic motivation has on performance.

5. Examination of Contextual Factors

It is essential to investigate factors that may influence the relationship between motivation and performance. Considering elements like conditions, organizational policies or industry specific challenges will provide a more nuanced analysis.

6. Comparative International Studies:

It would be beneficial to expand the research beyond Sweden. Include comparisons with countries. By studying the factors that influence motivation and performance we can gain insights into how organizational practices vary across nations.

7. Examination of Leadership Styles

There is potential in exploring the effects of leadership styles on motivation and performance. Investigating how different approaches to leadership contribute to establishing a climate of motivation within organizations can have an impact on performance outcomes.

Reference

1. Acakh, D. (2014). The Impact of Motivation on Employee Performance in the Manufacturing Industry in Ghana. *Global Journal of Management Studies and Researches*, 1(5), 291-310.
2. Aburumman, Z. & Arif, L. (2017). Employee voice and job satisfaction: An application of Herzberg's Two-Factor Theory. *International review of management and marketing*, 7(1), 150-156.
3. Adlerfer, C. (1969). An Empirical Test of a New Theory of Human Needs. *Organizational Behavior & Human Performance*. Vol. 4(2), 142-175.
4. Alassaf, M., & Qamar, A. M. (2022). Improving Sentiment Analysis of Arabic Tweets by One-way ANOVA. *Journal of King Saud University - Computer and Information Sciences*, 34(6). <https://doi.org/10.1016/j.jksuci.2020.10.023>
5. Anggapradja, I. T., & Wijaya, R. (2017). Effect of Commitment Organization, Organizational Culture, and Motivation To Performance of Employees. *Jurnal Aplikasi Manajemen*, 15(1), 74–80.
6. Aquino, D. et al. (2021). Factors Affecting employees' motivation. Article in *management sciences letters*. Pp. 1063-1070.
7. Babbie, E. (2016). *The practice of social research* (14th ed.). Cengage Learning.
8. Balasundaram, L. (2022). Hypothesis Testing. In *Introduction to Basics of Pharmacology and Toxicology: Volume 3: Experimental Pharmacology: Research Methodology and Biostatistics* (Vol. 3). https://doi.org/10.1007/978-981-19-5343-9_60
9. Barney, J.B. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99-120.
10. Bagozzi, R.P., Bergami, M. and Leone, L. (2003), “Hierarchical representation of motives in goal setting”, *Journal of Applied Psychology*, Vol. 88, No. 5, pp. 915-44.
11. Berdud, M., Cabasés, J. M., and Nieto, J. (2016). Incentives and intrinsic motivation in healthcare. *Gaceta Sanitaria* Vol. 30, Pp. 408–414.

12. Brenner, V. C., Carmack, C. W., & Weinstein, M. G. (1971). An Empirical Test of the Motivation-Hygiene Theory. *Journal of Accounting Research*, 9(2), 359.
13. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
14. Bryman, A., & Bell, E. (2013). *Företagsekonomiska forskningsmetoder*. Stockholm: Liber AB.
15. Cerasoli, C. P., Nicklin, Jessica, M., & Ford, Michael, T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. *Psychological Bulletin*, 140(4), 980–1008.
16. Cahill, B. A. (2011). Impact of the state practice environment on nurse practitioner job satisfaction. PhD thesis, Health Sciences Center, University of Illinois at Chicago, IL.
17. Cannizzaro, D., Stohl, M., Hasin, D., & Aharonovich, E. (2017). Intrinsic and extrinsic motivation predict treatment outcome in a sample of HIV+ drug user. 171 (34).
18. Cerasoli, C. P., Nicklin, Jessica, M., & Ford, Michael, T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. *Psychological Bulletin*, 140(4), 980–1008.
19. Chaudhary, N. & Sharma, B. (2012). Impact of employee motivation on performance (productivity) private organization. *International Journal of Business Trends and Technology*, 2(4), 29-35.
20. Chepngetich, C. (2021). Effects of employee motivation on employee performance in Merica Hotel in Nakuru County Kenya. Available at: <https://ir.greetsauniversity.ac.ke/bitstream/handle/20.500.12736/3712/Caroline-Final%20project.pdf?sequence=1&isAllowed=y>
21. Clutterbuck, D. and Goldsmith, W. (1984), *The Winning Streak: Britain's Top Companies Reveal Their Formulas for Success*, Weidenfeld & Nicolson, London.
22. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.

23. Creswell, J. W., 2014. Research design: Qualitative, quantitative, and mixed methods approaches. s.l.:Sage Publications.
24. Dahkoul. Z, (2018). The determinants of employees' performance in Jordanian organizations. 5(1), Pp.11-17.
25. Deci, E. L., Connell, J. P., & Ryan, R. M. (1989). Self-determination in a work organization. *Journal of Applied Psychology*, 74(4), 580–590.
26. Deci L, E. & Ryan M, R. (1987). The support of autonomy and the control of behaviour. *Journal of personality and social psychology*. Vol. 53, No. 6, Pp. 1024-1037.
27. Deci L, E. & Ryan M, R. (2014). Autonomy and need satisfaction in close relationships: relationships motivation theory. *Human motivation and interpersonal relationships*. Pp. 53-73.
28. Dion, M. J. (2006). The impact of workplace incivility and occupational stress on the job satisfaction and turnover intention of acute care nurses. PhD thesis, University of Connecticut, Storrs, CT.
29. Dillman, D. A., Smyth, J. D. & Christian, L. M., 2014. Internet, phone, mail, and mixed-mode surveys: The tailored design method. s.l.:John Wiley & Sons.
30. Donnarumma, F., Costantini, M., Ambrosini, E., Friston, K., & Pezzulo, G. (2017). Action perception as hypothesis testing. *Cortex*, 89. <https://doi.org/10.1016/j.cortex.2017.01.016>
31. Dr. Islam, N. (1999). A few aspect of motivation: An overview of concepts, theories, and techniques. *Khulna University studies*. 1(1), 91-96.
32. Dr. Muthuswamy, V. & Dr. Sharma, A. (2022). Motivation factors and their impact on the performance of employees in small businesses. Vol. 10, Num. 02.
33. Edun, T., & Adenuga, O. A. (2011). Understanding Motivation: Implication for Managers, Nigeria. *International Journal of Multi-disciplinary Studies and Sport Research*, 1(1), 177-187.

34. Ekundayo, O. (2018). The impact of motivation on employees' performance in selected insurance companies in Nigeria. *International Journal of African Development*. V. 5, n.1.
35. Eisenhardt, K.M. (1989). Agency theory: An assessment and review. *Academy of Management Review*, 14(1), 57-74.
36. Emerson, R. W. (2022). ANOVA Assumptions. In *Journal of Visual Impairment and Blindness* (Vol. 116, Issue 4). <https://doi.org/10.1177/0145482X221124187>
37. Engidaw, A. (2021). The effects of motivation on employee engagement in public sectors: in the case of North Wollo zone. *Journal of Innovation and Entrepreneurship*. Available at: <https://innovation-entrepreneurship.springeropen.com/articles/10.1186/s13731-021-00185-1>
38. Elegido, J. M. (2013). Does it make sense to be a loyal employee? *Journal of Business Ethics*, 116(3): 495–511.
39. Emeka, N., Amaka, O. & Ejim, E.P. (2015). The Effect of Employee Motivation on Organizational Performance of Selected Manufacturing Firms in Enugu State. *World Journal of Management and Behavioural Studies* 3(1), 1-8.
40. Fahriana, C. & Sopiah, S. (2022). The influence of work motivation on employees' performance. *Asian Journal of Economics and Business Management*. VOL. 1, NO. 3, page: 229-233.
41. Fama, E.F., & Jensen, M.C. (1983). Agency problems and residual claims. *Journal of Law and Economics*, 26(2), 327-349.
42. Fiedler, F.E. (1978). The contingency model and the dynamics of the leadership process. In Berkowitz, L. (Ed.), *Advances in Experimental Social Psychology*, Academic Press, New York, NY, pp. 59-66.
43. Frankfort-Nachmias, C., & Nachmias, D. (2008). *Research methods in the social sciences* (8th ed.). Worth Publishers.
44. Gagné, M. et al., (2022). Understanding and shaping the future of work with self-determination theory. *Nature Review Psychology*. Vol. 1, Pp. 378-392.

45. Garrido-Lopez, G. (2023). Self-Determination Theory: How it explains motivation. Simplypsychology. Available at: <https://www.simplypsychology.org/self-determination-theory.html>
46. George, J.M. and Brief, A.P. (1996), "Motivational agendas in the workplace: the effects of feelings on focus of attention and motivation", *Research in Organizational Behavior*, Vol. 18, No. 2, pp. 75-109.
47. Gerhart, B. (1990). Gender differences in current starting salaries: The role of performance, college major and job title. *Industrial and Labor Relations Review*, 43(5), 418-433.
48. Hardoon, D. R., & Shawe-Taylor, J. (2011). Sparse canonical correlation analysis. *Machine Learning*, 83(3). <https://doi.org/10.1007/s10994-010-5222-7>
49. Hegney, D., Plank, A., & Parker, V. (2006). Extrinsic and intrinsic work values: Their impact on job satisfaction in nursing. *Journal of Nursing Management*, 14(4), 271–281.
50. Hersey, P., & Blanchard, K.H. (1993). *Management of Organizational behavior: Utilizing Human Resources*, 6th ed. Prentice-Hall, Englewood Cliffs, NJ.
51. Herzberg, F. (2003). One more time: How do you motivate employees? *Harvard Business Review*, 81(1), 86.
52. Herzberg, F. (1966). *Work and the nature of man*. New York: World Publishing.
53. Herzberg, F., Mausner, B., & Snyderman B. (1959). *The motivation to work*. New York: Wiley.
54. Hitka, M., Rozsa, Z., Potkany, M., & Lizbetinova, L. (2019). Factors forming employee motivation influenced by regional and age-related differences. *Journal of Business Economic Management*, 20(4), 674-693.
55. House, R.J. (1971). A path-goal theory of leadership effectiveness. *Administrative Science Quarterly*, 16(2), 322.
56. Howell, D. C. (2013). *Statistical Methods for Psychology* (8th ed.). Cengage Learning.

57. Huang et al., (2019). An investigation of motivation and experience in virtual learning environments: a self-administered theory. *Education and Information Technology*. 24(2), Pp. 1-21.
58. Jones, T. L. (2011). Effects of motivating and hygiene factors on job satisfaction among school nurses. PhD thesis, Walden University, Minneapolis, MN.
59. Kacel, B., Miller, M., & Norris, D. (2005). Measurement of nurse practitioner job satisfaction in a Midwestern state. *Journal of the American Academy of Nurse Practitioners*, 17, 27–32.
60. Kumar, S., & Chong, I. (2018). Correlation Analysis to Identify the Effective Data in Machine Learning: Prediction of Depressive Disorder and Emotion States. *IJERPH*, 15(12), 1-24.
61. Kuswati, Y. (2020). The effects of motivation on employees' performance. *Budapest International Research and Critics Institute (BIRCI Journal) Humanities and Social Sciences*. 3(2). Pp. 995-1002.
62. Legault, L. (2017). *Self-Determination Theory*.
63. Locke, E.A., Shaw, K.N., Saari, L.M., & Latham, G.P. (1981). Goal setting and task performance 1969-1980. *Psychological Bulletin*, 90(2), 125-152.
64. Locke, E.A. and Henne, D. (1986), “Work motivation theories”, in Cooper, D.C. and Robertson, I. (Eds), *International Review of Industrial and Organizational Psychology*, Wiley, Chichester, pp. 1-35.
65. Lephalala, R. (2006). Factors influencing nursing turnover in selected private hospitals in England. Master’s thesis, University of South Africa, Pretoria, South Africa.
66. Manganelli, L. et al., (2018). Self-determination theory can help generate employee performance and well-being in the workplace: A review of the literature. *Advances in Developing Human Resources*. Vol. 20(2) page: 227-240.
67. Manzoor, Q.A. (2012). Impact of employees' motivation on organizational effectiveness. *Business Management and Strategy*, 3(1), 1-12.

68. Mitchell, J. (2009). Job satisfaction and burnout among foreign-trained nurses in Saudi Arabia: A mixed-method study. PhD thesis, University of Phoenix, Phoenix, AZ.
69. Mosquera, P., Soares, M. E., and Oliveira, D. (2020). Do intrinsic rewards matter for real estate agents? *J. Eur. Real Estate Res.* Vol. 13, Pp. 207–222.
70. Muogbo, Uju S. (2013). The influence of motivation on employee performance: A study of some selected firms in Anambra State. *An International Journal of Arts and Humanities Bahir Dar, Ethiopia.* Vol. 2(3), Pp. 134-151.
71. MuseAliGeelmaale, A. (2019). Impact of employee motivation on organizational performance. *International Journal of Advance Research.* Vol. 7(10), Pp. 166-172.
72. Ndudi, F. et., (2023). The influence of intrinsic and extrinsic motivation in workers' productivity: Empirical Evidence from the construction industry. *Vol.11, No.2*, pp. 96-112.
73. Nanyombi, F. (2018). Intrinsic motivation and employee performance: A case of Pride Microfinance LTD.
74. Nguyen, M. L. (2017). The Impact of Employees Motivation on Organizational Effectiveness. Vaasa University of Applied Sciences. Retrieved from <https://www.theseus.fi/handle/10024/138260>.
75. Peretti, J. M., & Igalens, J. (2015). *Dictionnaire des ressources humaines* (7th ed.): 110. Vuibert.
76. Peters, T.J., & Waterman, R.H. (1982). *In Search of Excellence: Lessons from America's Best-run Companies.* Harper & Row, New York, NY.
77. Rambur, B., McIntosh, B., Palumbo, M. V., & Reinier, K. (2005). Education as a determinant of career retention and job satisfaction among registered nurses. *Journal of Nursing Scholarship*, 37(2), 185–192.
78. Rachman, M. (2022). The impact of motivation on performance: The role of organizational commitment. *Journal of Theory and Applied Management.* Volume 15(3), Pp. 376-393.

79. Rafiq, M., Javed, M., Khan, M., & Ahmed, M. (2012). Effect of rewards on job satisfaction evidence from Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, Vol. 4, Pp. 337-347.
80. Rahman, K. U., Akhter, W., & Khan, S. U. (2017). Factors affecting employee job satisfaction: A comparative study of conventional and Islamic insurance. *Cogent Business & Management*, 4(1).
81. Ryan, R. & Deci, E., 2017. *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. New York: Guilford.
82. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67.
83. Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*.
84. Ryan, R. M., & Deci, E. L. (2020). Intrinsic and Extrinsic Motivation from a self-administered theory perspective: definitions, theory, practices, and future directions. *Contemporary Educated Psychology*. Vol. 61, 101860.
85. Shaikh, S. & Shaikh, H. (2019). Using Herzberg's theory to develop the employees' performance of Rafhan Maize Industry. *International Journal of Management*. Vol. 10, Pp. 1-7.
86. Sharma, D. (2016). A Study on Employee Motivation in Private School: A Case of Bethany Boarding Higher Secondary School (BHSS) Pokhara. *Journal of Nepalese Business Studies*, 9(1), p.91.
87. Shadare, O. A., & Hammed, T. A. (2009). Influence of work motivation, leadership effectiveness and time management on employees' performance in some selected industries in Ibadan, Oyo State, Nigeria. *European Journal of Economics, Finance and Administrative Sciences*, 16, 7-17.
88. Singh, D. (2023). A quantitative study of motivation and employee performance in Spartao Oy. *International business*.

89. Stella, O. (2008). *Motivation and Work Performance: Complexities in Achieving Good Performance Outcomes; A Study Focusing on Motivation Measures and Improving Workers Performance in Kitgum District Local Government*. Institute of Social Studies. Pp. 1-83, 2008.
90. Stello, C. M. (2011). Herzberg's two-factor theory of job satisfaction: An integrative literature review. *Journal of Education and Human Development*, 1-32.
91. Stumpf, S. A., Tymon, W. G., Favorito, N., and Smith, R. R. (2013). Employees and change initiatives: intrinsic rewards and feeling valued. *J. Bus. Strateg.* Vol. 34, Pp. 21–29.
92. Sugiarto, S., & Putra, I. G. S. (2020). The role of communication climate on the performance of PT. Lazada Express Bandung employees with work motivation as an intervening variable. *International Journal of Research in Business and Social Science* (2147-4478), 9(5), 160–165.
93. Syptak, J. M., Marsland, D. W., & Ulmer, D. (1999). Job Satisfaction: Putting Theory Into Practice. *Family Practice Management*, 6(9), 26–30.
94. Tamam, M. & Sopiah (2022). The effect of worker motivation and employee performance. *International Journal of Law Policy and Governance*. Vol. 1(2).
95. Team Stage, (2020). Monumental Motivation Statistics for 2021. Retrieved from TeamStage website: <https://teamstage.io/motivation-statistics/>
96. Timmreck, T. C. (2001). Managing motivation and developing job satisfaction in the healthcare work environment. *Healthcare Manager*, 20(1), 42–58.
97. Tymon Jr, W. G., Stumpf, S. A., and Doh, J. P. (2010). Exploring talent management in India: the neglected role of intrinsic rewards. *J. World Bus.* Vol. 45, Pp. 109–121.
98. Van den Broeck et al., (2016). A review of self-determination theory basics Psychology needs at work. *Journal of Management*. 42(5).
99. Vroom, V.H. (1964). *Work and Motivation*. Wiley, New York, NY.

100. Zameer, H., Ali, S., Nisar, W. & Amir, M. (2014). The impact of the motivation on the employee's performance in the beverage industry of Pakistan. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 4(1), 293-298.

9. Appendix A: survey Questions.

The influence of motivation on organizational performance.

We would really appreciate it if you responded to this survey, Your responses are valuable in helping us understand the relationship between organisational performance and motivation. the survey is part of our research. all responses remain anonymous and will only be used for worthwhile research purpose.by answering the survey you agree to the conditions.

This survey is voluntary, but the response rate is highly decisive for us to get reliable results.

Nahla Al Darwish & Hira Shafqat
Master in Business Administration
University of Gävle

1. How old are you? *

Choose ▼

2. What is your gender? *

Choose ▼

3. What is your highest level of education? *

Choose ▼

4. How many years' experience do you have in your current job role/position? *

- ☐ Less than 1 year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21+ years

5. What is your current job role or position? *

- ☐ Administrator
- ☐ Consultant
- ☐ Engineer
- ☐ Financial Analyst
- ☐ HR Manager
- ☐ Instructor
- ☐ Manager
- ☐ Marketing Specialist
- ☐ Project Manager
- ☐ Research Analyst
- ☐ Sales Representative
- ☐ Supervisor
- ☐ Trainer
- ☐ Other: _____

6. Please rate the following statements on a scale from 1 (Strongly Disagree) to 5 * (Strongly Agree), indicating the extent to which you agree with each statement.

| | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I find my work intrinsically rewarding and enjoyable. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am motivated to perform well because of relatedness and good relationships with colleagues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel a sense of autonomy and ownership in my job tasks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Does having these motivational factors (promotion-job security- working condition- salary) positively or negatively influence your performance in the workplace? *

- ☐ Positively
- ☐ Negatively
- ☐ Neither
- ☐ Not sure

8. Relativity , which motivation factors do you think are most effective in employee performance ? *

| | 0-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Monetary rewards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Job security | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Promotions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Positive work conditions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpersonal relationships | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Flexible company policy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| advancement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. How important to you is salary as a factor in influencing your performance in an organization? *

- ☐ Very important
- ☐ Important
- ☐ Moderately important
- ☐ Slightly important
- ☐ Not important at all

10. What is a motivating factor or incentive in your job?

Your answer _____

11. Do you find job security to be an important factor in job satisfaction? *

- ☐ Yes
- ☐ No
- ☐ maybe

12. Do you think the nature of your work encourages you to perform better? *

- ☐ Yes, I feel motivated to do my best work
- ☐ Yes, I feel I have the necessary resources to do a good job
- ☐ No, I don't feel motivated or supported to do my best work
- ☐ No, I'm not adequately motivated or rewarded for the work I do
- ☐ Yes, the salary and recognition I receive are sufficient to motivate me
- ☐ No, the salary and recognition are not enough to motivate me

13. How often do you receive recognition for your work in this position? *

Choose ▼

14. Please rate the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), indicating the extent to which you agree with each statement. *

| | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I am motivated by internal factors, such as advancement or recognition. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe that my performance is influenced by achievement i made | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My motivation is driven by feeling competent at work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. Please rate the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), indicating the extent to which you agree with each statement. *

| | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| my performance is better than my other colleagues with similar qualifications . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am satisfied with current performance because it's mostly good | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| my performance is better than other employees with same qualification in other organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

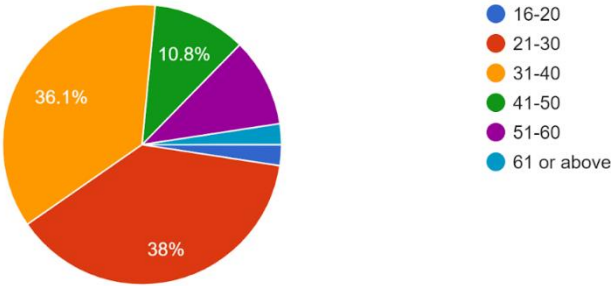
Submit

Clear form

9.Appendix A: survey Responses

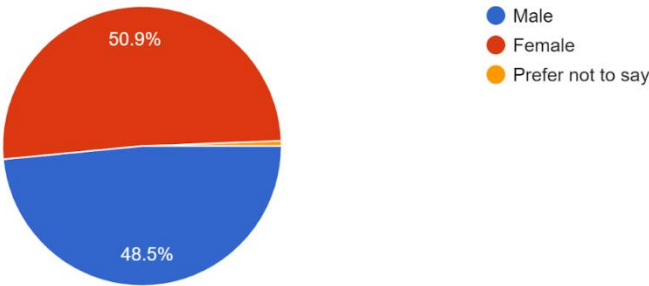
1. How old are you?

165 responses



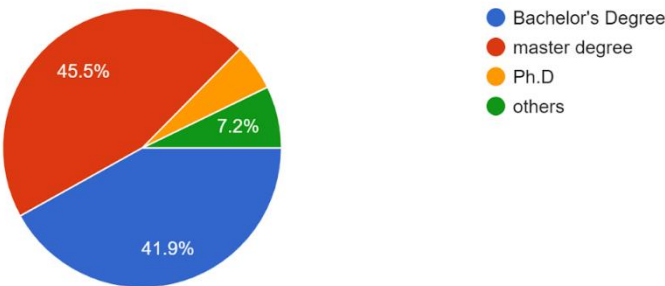
2. What is your gender?

165 responses



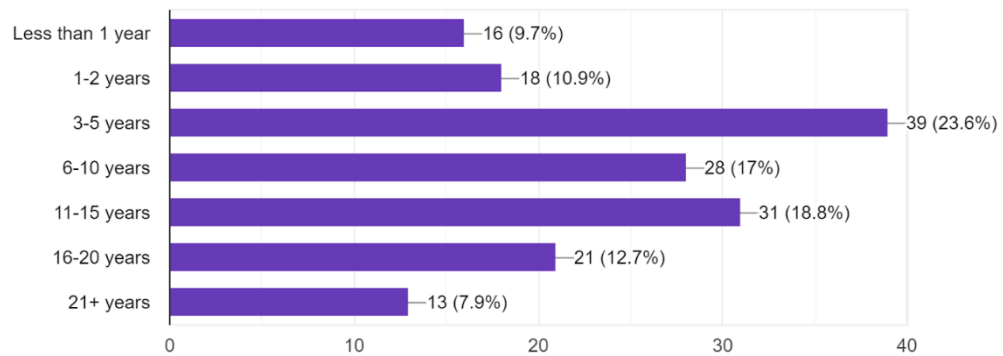
3. What is your highest level of education?

165 responses



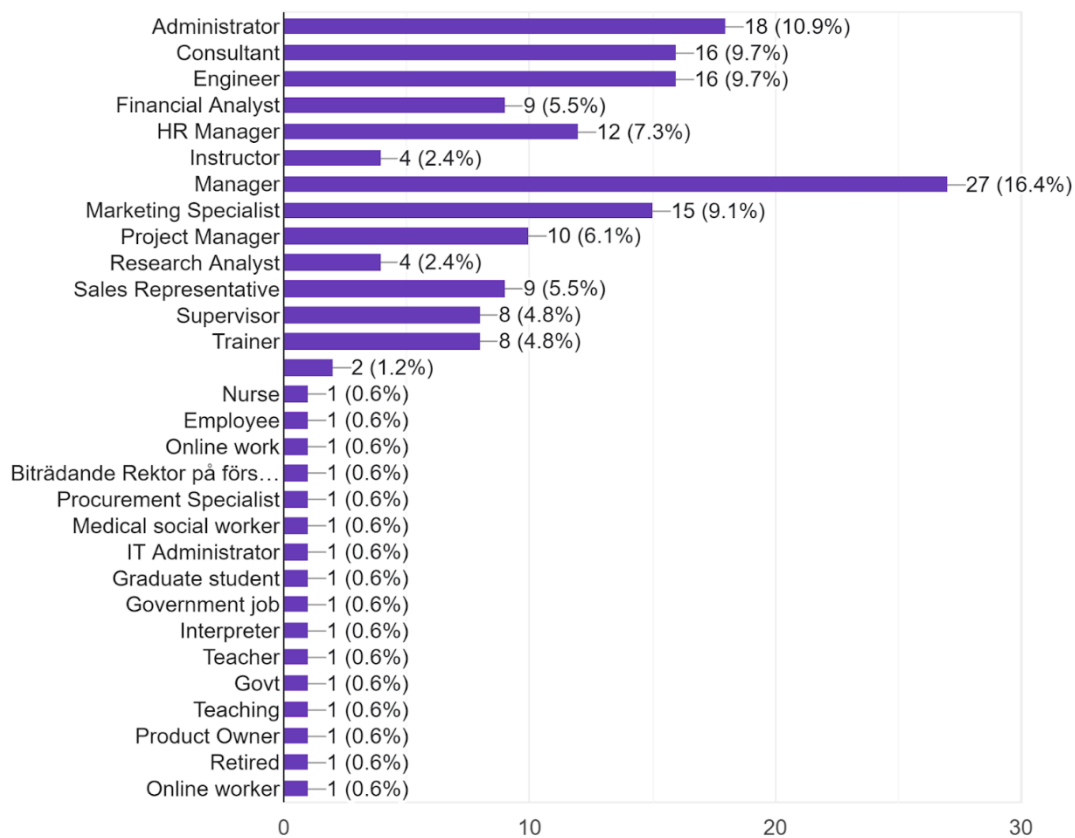
4. How many years' experience do you have in your current job role/position?

165 responses

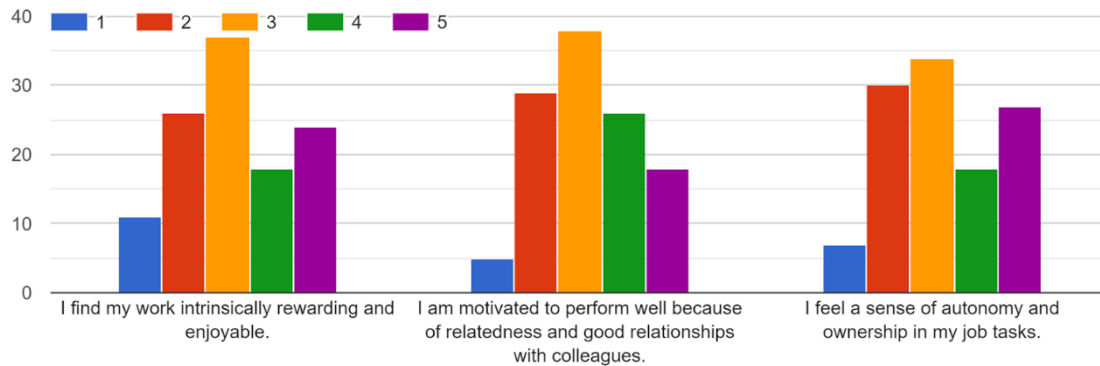


5. What is your current job role or position?

165 responses

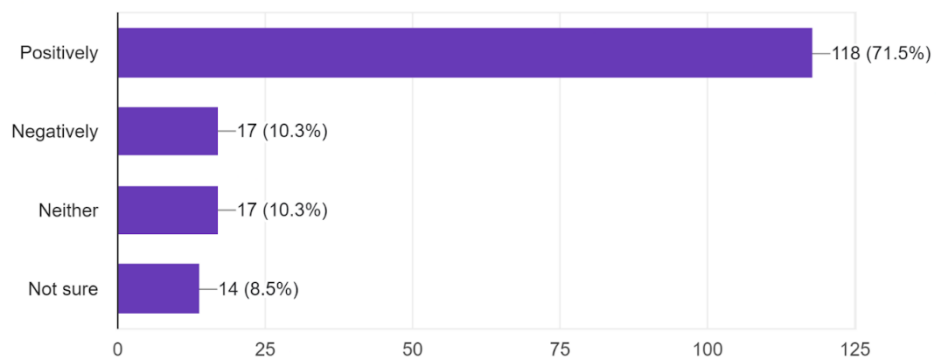


6. Please rate the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), indicating the extent to which you agree with each statement.

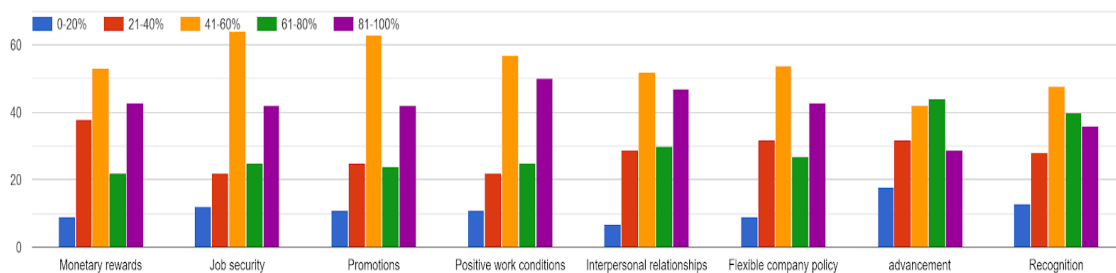


7. Does having these motivational factors (promotion-job security- working condition- salary) positively or negatively influence your performance in the workplace?

165 responses

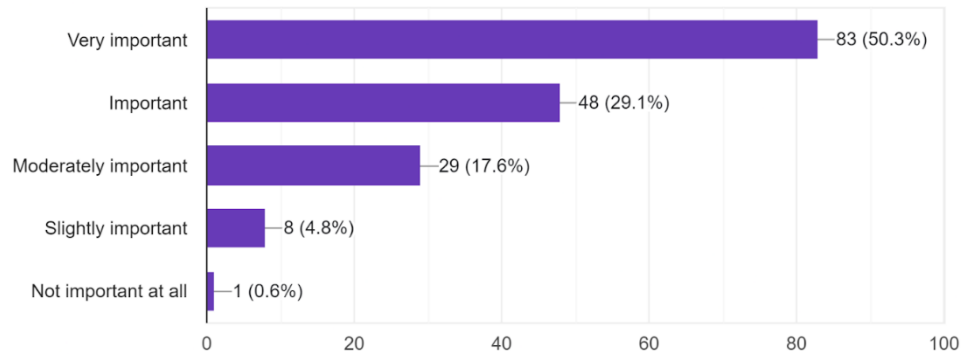


8. Relativity , which motivation factors do you think are most effective in employee performance ?



9. How important to you is salary as a factor in influencing your performance in an organization?

165 responses



10. What is a motivating factor or incentive in your job?

129 responses

Many

Money

Many

Appriciation

Job security

Recognition

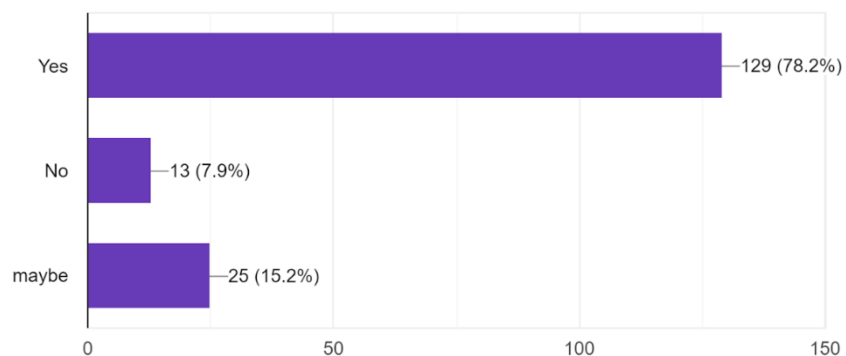
Respect

Salary

Pay

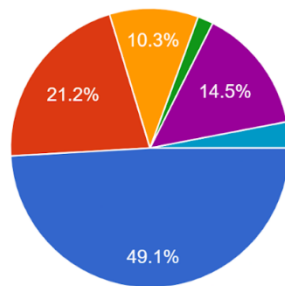
11. Do you find job security to be an important factor in job satisfaction?

165 responses



12. Do you think the nature of your work encourages you to perform better?

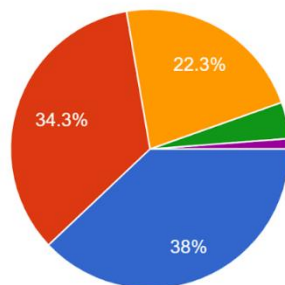
165 responses



- Yes, I feel motivated to do my best work
- Yes, I feel I have the necessary resources to do a good job
- No, I don't feel motivated or supported to do my best work
- No, I'm not adequately motivated or rewarded for the work I do
- Yes, the salary and recognition I receive are sufficient to motivate me
- No, the salary and recognition are not...

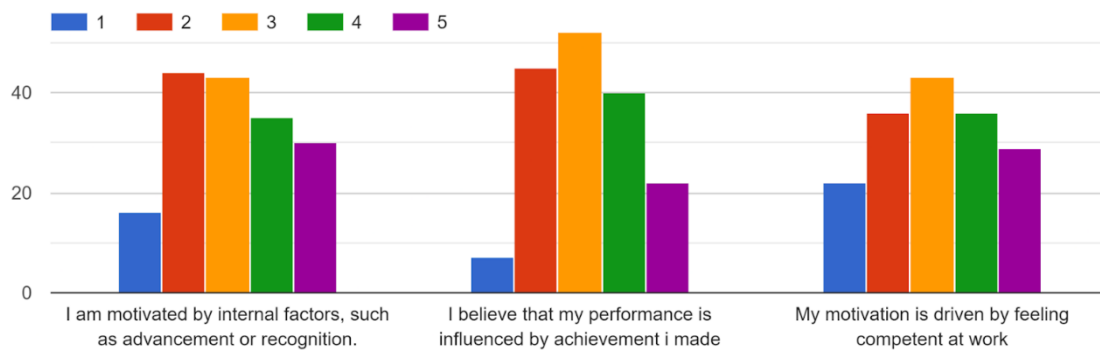
13. How often do you receive recognition for your work in this position?

165 responses



- Always
- Very often
- Sometimes
- Rarely
- Never

14. Please rate the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), indicating the extent to which you agree with each statement.



15. Please rate the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), indicating the extent to which you agree with each statement.

