

The Relationship Between Intrinsic Motivation Dimensions and Job Performance Among Employees in Majlis Perbandaran Alor Gajah (MPAG), Melaka, Malaysia

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ABSTRACT

In the ever-changing corporate world of today, employee motivation is contingent not just on their talents and abilities but also on how well they can use them. Motivation, as we all know, is a force that has the ability to both reinforce an individual's conduct and increase the possibility that they will progress in a more positive manner. This explanation emphasises that people need to be sufficiently motivated and have a clear understanding of their goals in order to meet their targets. Furthermore, intrinsic motivation refers to a process that can be triggered by a physiological or psychological desire that propels an action towards a goal. The study looks at the relationship between the competency and autonomy aspects of intrinsic motivation in relation to an employee's job performance. The objectives of this study are to identify the correlation between intrinsic motivation dimensions towards job performance and to determine which factor of intrinsic motivation most influence the job performance. The population of this research was 356 employees in Majlis Perbandaran Alor Gajah (MPAG), Melaka regardless of their position. In this study, simple random sampling was used because it is most suitable and capable to obtain the sample of elements. Findings of the study show that, job performance has a positive, medium, and significant relationship at the 0.05 level with competency with r value of .405. Following by the relationship between job performance and autonomy is moderate with positive r value of .366. Hence, it was found that all the variables examined were the factors that contributing to job performance among the employees at MPAG.

Keywords: Intrinsic Motivation, Job Performance, Competency, Autonomy, Satisfaction

INTRODUCTION

Effective workers perform at work is influenced by a wide range of important elements. Actually, a number of businesses, both public and private, use a variety of tactics to raise worker performance. Mahajida, Samad, Tazilah, and Hanaysha (2017). Employees that are motivated to do the right things lead by example in their job performance. Motivated workers are important resources that significantly contribute to the organization's ability to sustain and expand its revenue and profitability. The purpose of this study is to educate MPAG staff members about motivation and how it affects their ability to execute their jobs. Cheng (2015) in The Star Online supports it by saying that although motivation levels in Malaysian organisations

are already strong, the government is still looking for some positive outcomes in employee performance. As according to the executive of MPAG, Mrs. Marina Bt Rasol explained that the primary problem with performance is frequently insignificant justifications like arriving late to work, leaving without authorization, and taking frequent absences, which have escalated into major disciplinary issues that have an impact on a department's ability to accomplish its job. Relevant studies examining the relationship between various disciplines and employee productivity include those conducted by Afni Faunida (2015), who found a strong correlation between work discipline and employee performance, and Wardoyo (2016), who found that work discipline has a significant impact on performance because it allows employees to perform their duties only when they are highly motivated. According to Munisamy (2013), the primary issue that most organisations deal with is whether or not their workforce is motivated to do their duties and whether they perceive their work to be exciting and important. Employee performance is one of the main problems that businesses deal with, thus it's important to take that into account. However, there might be deeper reasons for problems that lead to low motivation and poor work quality. The researcher must therefore investigate a few topics that have a significant impact on MPAG employees' job performance. Finding out which intrinsic motivational factor had the most impact on job performance and the relationship between intrinsic motivation and job performance were the goals of this study.

LITERATURE REVIEW

JOB PERFORMANCE

Research on job performance has been widely published in international literature. This is likely due to the fact that job performance is regarded as a crucial component in organisational psychology, which is closely related to studies of human resources management and management in general (Bendassolli, 2012; Sonnentag and Frese, 2002). Given that more than just the individual traits should be taken into account for the purposes of performance evaluation, there are a number of elements that influence performance. Work-related actions that are expected of employees and evaluated in relation to certain standards are generally referred to as job performance. Employee performance can also be regarded as what employees did and did not do, according to Gungor (2011). This covers things like quantity, quality, timeliness, presence at work, and cooperativeness. One of the dependent variables that had been discussed for a long time was job performance. Many viewpoints emerged, each describing the job performance in a notably different way. According to some writers, the performance is the history of created results and outcomes. On the other hand, some authors consider job performance as the sum of deeds that employee controlled in a certain context (Campbell et al., 2012). Several studies looked at effort as a part of work performance, which was roughly characterised as a combination of an employee's talent, effort, and goods that are equally essential to them as well as results that are vital to the company. Determination 9 was also looked at in some research as a factor in job performance. (Iyer, Christen, and Soberman, 2006). The findings of Yang's (2008) study on individual performance indicated that it is impossible to verify an individual's performance. However, motivation truly has an impact on employee performance since motivated workers will put in more effort at work, which will boost output (Azar and Shafighi, 2013).. In line with that, job performance can be defined as all the behaviors employees engage in while at work and a relevant outcome measure of studies in the occupational setting that refers to how well someone performs at his or her work (Fogaca et al, 2016). Accordingly, employee performance was described by Mahmood, Hee, Yin, and Hamli (2018) as the outcome of their dedication to achieving organisational goals. One of the most important components of every successful organisation is employee performance. Its primary

objective is to attain outstanding employee performance, which will boost effectiveness and have a significant impact on the organization's efficiency. Employees would be able to perform at a high level and be prepared for future progress if they were given the necessary skills and knowledge. The last consideration is job performance, or how employees fulfil the obligations placed on them by their employers. An additional system used in an organisation to track an employee's performance at work is performance management. Jung (2011) said. Furthermore, Maslow stated that workers who have assisted the business in reaching a goal will typically advance more quickly and put in even more effort. Additionally, supervisors are supposed to inspire their staff members by fostering a strong sense of self-worth and self-actualization and by coming up with innovative ideas that will help the group succeed as a whole, rather than just hoping for an extraordinary income (Sharma & Sharma, 2015). Organisations must foster an environment that supports employees' advancement and progressiveness while emphasising the value of tolerance in the workplace in order to sustain workers' performance (Mullins, 2010). To do this, they must make sure that the workspace is sufficiently appealing with sufficient benefits for the employees to work hard to perform better (Sharma, 2017).

INTRINSIC MOTIVATION

Kian and Yusoff (2015) define intrinsic as a person's drive to succeed in order to fulfil their inner desires. The term "intrinsic satisfaction" refers to the distinct emotional urge for fulfilment that exists within every individual. People are said to possess the ability to be inwardly driven when they do tasks that would meet their emotional requirements. The notion that intrinsic drive originates from human motives was further upon by Brooks (2009). Intrinsically motivated human behaviour is derived from pursuits that satisfy each person's deepest needs. People are usually motivated from within when they discover that something could fulfil their psychological need for happy experiences. (Brooks, 2009). According to research by Makki & Abid (2017), intrinsic motivation is the drive to engage in an activity just for its own sake. When people are driven by intrinsic motivation, they practise things because they find them interesting and enjoyable (Csikszentmihalyi, 1975), and they usually achieve at a high level. According to Yoo, Han, and Huang (2012), one important component that affects learning is intrinsic motivation, which is defined as the drive to perform something out of intrinsic satisfaction (Ryan & Stiller, 1991). Since intrinsic motivation is a strong source of behavioural drive when a person has the freedom to choose their own actions, it is a significant motivator that influences performance and is essential for human development. Jovanovic and Matejevic (2012) believed that whether it is the individual interest or interests in certain situations, intrinsic motivation is important. The question on why motivational factor is rather exclusively important falls on the importance of morale value to be uplifted at workplace as this factor enhances employees to facilitate the organisation to become a goal-digger (Cerasoli, Nicklin & Ford, 2014) that calls on managers to concentrate on staff performance in order to extract the essential elements from the difficulties gathered to create a successful future (Said, 2015). Employee productivity is dependent on managers' efficacy, and managers must comprehend the factors that affect workplace efficiency. The most challenging responsibility for a manager is inspiring motivation in his staff, as performance can fluctuate (Ghani, 2011). However, it's clear that there must always be more than one aspect influencing an employee's performance (Richard, 2014), since an employee's emotional condition also acts as a draw for hiring decisions (Mullins, 2010). Additionally, in order to motivate one another and contribute to business, top management and staff cooperation are crucial. This will immediately save the company money on hiring and training expenses (Omollo, 2015). Besides, contented employees are usually a motivated workforce

which organization has to trace which employment area is mostly related to the contribution of employee motivation in order to upsurge performance in the organization (Kreitner and Kinicki, 2007) since there are too many factors can influence job performance to different extents (Man & Theresa Lau, 2002). Additionally, a correlation that demonstrates the importance of the motivational factor has been demonstrated by Sokro (2012). Employees with higher motivational moral tend to put in better effort, which in turn promotes greater efficiency and productivity (Bergstrom & Martine, 2016). This suggests that motivation can also urge employees to complete their work (Grant, 2008). Therefore, in addition to taking proactive measures to enhance workplace performance, organisations must continuously work to raise employees' motivation levels (Ali, Bin, Piang & Ali, 2016). Managers must recognise the factors that have the potential to inspire employees at work in order to enhance organisational performance (Lee & Raschke, 2016). Even though there might be a number of benefits to be offered but the intrinsic motivation is crucial to hold the improvement of the employees and vital in employee development which can lead to greater performance (Cerasoli, Nicklin & Ford, 2014). To sum up, there are many researchers and theories who unanimously agreed that the external factor which is also known as extrinsic factor impacts less than what intrinsic factor has influenced (Bergstrom & Martine, 2016) as this research propose that employees need to have a solid intrinsic motivation of autonomy, competency, connection, and feedback in an organization (Munyua, 2017). Additionally, employee performance and psychological factor are enhanced by one's satisfaction for 12 autonomy, competency, connectivity which are shaped by managers (Baard, Deci & Ryan, 2004). Previous research by (Kazimoto, 2016) also illustrated that employee's problem might be regarding their personal competency at work, less feedback and supervision from employer, as well as disturbance of less competency to manage task at work. As to Locke & Latham (2013), intrinsic drive is derived from the significance of the work one does, making it more profound than extrinsic motivation. In a similar line, employees are driven by their goals regardless of compensation or benefits. Their own growth and motivations are the cause of this. Moreover, consistent instances of intrinsic motivation—like autonomy, competence, connection, and feedback—will consistently have a longer-lasting effect on worker engagement than extrinsic rewards (Chatterjee, 2018). An employee's motivation from something that comes easily to them can have a significant impact on their social, intellectual, and physical growth (Zaaba, 2014). It can also energise them to work hard, which can create a great connection between employee empowerment and creative outcomes (Zhang & Bartol, 2010). This type of motivation allows an individual to be satisfied with their performance because they are willing to perform the duties assigned to them without hesitation and to give their all-in return for the satisfaction of others. As a result, the employee feels a sense of responsibility for their work, which in turn motivates them to be honest towards their work because this moral value will help them develop certain skills. and new knowledge in working (Mohamedi, 2013). Besides, there are tremendous numbers of reasons on why employees need to be intrinsically motivated and the employers must take into account to be the main motivator for the organisation to successfully survive (Zhang & Bartol, 2010). Next, Vansteenkiste, Simons and Lens (2004) stated that intrinsic goal will significantly provide better learning and performance, attitude, and motivation which are crucial to improve achievement (Tuan, Chin & Shieh, 2005). As according to (Lee & Raschke, 2016), the more positive the intrinsic motivation dimensions the more likely the employee will be performed in their job performance. Similar to that, the regression results of the study confirm the significant positive relationship between intrinsic motivation and employee performance with Beta=0.353 (Shahzadi, Javed, Pirzada, Nasreen, & Khanam, 2014).

AUTONOMY

Job Autonomy is the latitude and judgement that employees are granted to carry out their duties and obligations in terms of their work technique, timetable, and criteria (Hackman & Oldham, 1975). According to Lin and Ping (2016), autonomy is the freedom to choose how one wants to go about doing their work, autonomy in work schedule is the sense of control over the order or timing of one's activities, and autonomy in work criterion Autonomy is the ability to modify the criteria that are used to assess an individual's performance. According to this concept, having enough autonomy at work is seen as a positive workplace environment that enables workers to use their decision-making abilities to complete tasks connected to their jobs. One of the primary aspects of employment and possibly the most researched aspect of a job is autonomy. Many research has been done to investigate the relationship between autonomy and specific performance. Because of the advantages that autonomy research offers to both individuals and organisations, it has drawn the interest of researchers. Autonomy also improves performance because it increases workers' belief that they can finish a task when they feel supported in using their job autonomy. This impression increases their degree of intrinsic motivation and makes them more effective at their work tasks. Kanwal, Ali, Ishtiaq, and Naqvi (2013). Moreover, one could consider autonomy to be a quality that greatly enhances productivity at work. The fact that managers who let their employee's greater autonomy outperform those who do not serves as evidence of this (Saragih, 2011). We can draw the conclusion that when their supervisors grant them freedom and confidence, employees are more likely to regularly do good work (Gilbert & Sutherland, 2013).. In a similar vein, it goes without saying that an organisation would function even better when its members are granted autonomy (Danish, Usman, 2010). The less autonomous power given to the employees is believed to be one of the major concerns that influencing organizational performance. It is suggested that more studies on organizational practices need to be further investigated whether it can uplift performance among the employees (Chiaburu et.al, 2013). In viewing the level of autonomy, it is believed that low autonomy could influence the level of employee performance. One of the main issues affecting how well an organisation performs is thought to be the lesser degree of autonomy granted to its personnel. It is recommended that additional research be done on organisational practices to determine whether they can improve employee performance (Chiaburu et al., 2013). It is thought that a low degree of autonomy may have an impact on the performance level of employees. For instance, according to Bashir (2011), when employees lack autonomy, they become 14 times more frustrated, which leads to misbehaviour and major issues for the company (Shaharruddin & Ahmad, 2016). Additionally, workers who are allowed the freedom to decide for themselves what to do and may work without constant employer control tend to be more productive. For example, as cited by Bashir (2011), lack of autonomy breeds 14 dissatisfactions, which leads to misbehaviour and workers that cause major issues for the company (Shaharruddin & Ahmad, 2016). Furthermore, because they feel trusted, workers are more likely to be productive when they are allowed the freedom to decide how to complete their work and operate without constant employer observation. Additionally, when an employee is held accountable for the results, they are more likely to act responsibly since they feel like they "own" the job and will be eager to work. Last but not least, once they employee concern that outcomes of their work will influence people in the organization, they tend to perform their best by which can totally increase his or her job performance (Orasa, 2014).

COMPETENCY

Competency is a difficult term to understand, especially when combined with talent. The primary reason for this is the frequent interchange of terminology. Organisational and human competences are the two primary streams that define competencies from a management standpoint. The literature on human resource management (HRM) emphasises individual competencies. The phrase was first used as a symbol for a different method of assessing intellect than standard methods by McClelland (1987). The author defines competence as a personal quality associated with exceptional performance, the display of unique abilities in practice, and the application of the knowledge necessary to carry out a task. Boyatzis (2008) performed an analysis on competencies, characterising them as an intrinsic feature of an individual that could include a body of information that they employ, a motive, a trait, an aptitude, or a part of their self-concept. These traits, which are typically knowledge, skill, and skills, are shown in observable and distinguishable patterns of behaviour connected to job performance. Yasar Zaim and Unal (2013) described competencies as the average of "being able to perform a work role to a defined standard with reference to real working environments". According to Boyatzis (2008), competency is the capacity or aptitude of an individual. But according to Rossilah (2008), competence or efficiency is defined as a collection of traits including knowledge, abilities, attitudes, intelligence, and a self-interested perspective that enable one to perform tasks successfully and efficiently. McClelland (1987) further stated, competency is a fundamental quality of the individual that determines whether or not they will act appropriately in a given role or circumstance. Ensuring that the knowledge, abilities, and attitude of employees align with the organization's goals, objectives, and values is crucial for any given business (Mahmood, Hee, Yin & Hamli, 2018). According to Antwi (2015), competent workers in high-performance organisations should have the requisite knowledge, competence, and communication skills. If they are given a good atmosphere, they will flourish and provide their best effort. Employee competencies impact the organization's overall performance. Savaneviciene et al. (2008) describe it is essential to be oriented not only towards individual competency but also foresee what competency would determine the future success. In line with that, Moqvist (2003) suggested that competency shall be based on actual situation with regards to individuals and their job. Competency means what is accomplished by someone in a job, in form of demonstrated activities, behaviors, and results. A person must possess the information, attitudes, and abilities necessary for the job in which they are employed. An organisation needs to keep an eye on the employees' competency levels. To solve business problems that become necessary for an organisation to advance, for example, the healthiest competency among them must never be an individual competency but rather a higher level of competency (Levenson, Stede & Cohen, 2006). This allows the employees to think critically and solve problems in the workplace. Besides, employees will also feel more motivated and challenged when they receive tasks that require a lot of skills as it can lead to new competencies possession. Based on the competence-based Strategic Management theory, competence is the actual potential to ensure the coordinated deployment of resources which help an organisation achieve its goals while spreading value to customers and stakeholders (Pacuto, 2017). The expansion of employee competencies acquires that a particular organisation to adopt a collective managerial mindset to create strategic advantages (Paulraj, Lado & Chen, 2008).

H1(a): There is a positive relationship between autonomy and job performance.

H1(c): There is a positive relationship between competency and job performance.

METHODOLOGY

This research developed a descriptive correlation research method to examine the relationship between the variables to one another (Price, Jhangiani, & Chiang, 2017). Additionally, correlational study offers some indicators regarding the relationship between two or more items as well as what they have in common (Waters, 2017). Regarding this study, it looked at the connection between aspects of intrinsic motivation and job performance. A population is a group of individuals from which generalisations are made. Regardless of their status, 356 MPAG employees made up the study's population. The source from which a sample is taken that contains a list of people who can be utilised in the sample—individuals, families, or institutions—is known as the sampling frame (Salkind, 2014). Sampling frame for this study was obtained from administrative staff of MPAG, Puan Siti Falah Bt Abdul Kadir and she facilitated the researcher with the distributing process. The size of the group for research to be surveyed and measured is usually determined by the size of the sample (Zamboni, 2018). In this study, the table that was used to determine the sample size is 180. According to (Krejcie & Morgan, 1970) table, if the population is 360 employees, the sample size needed is 180. Hence, researcher must collect instrument with a minimum number of 180.

FINDINGS

Table 1: Returned rate of the questionnaires

Items	Number of frequency
Number of questionnaires distributed	220
Number of questionnaires returned	190
Percentage of response rate	86%
Numbers of useable questionnaires	190
Effective response rate	100%

Respondents' Return Rate A total of 220 questionnaires were distributed at MPAG. Simple random sampling was used for this study. By using simple random, researcher picked random employees' names inside a box to hinder biasness. The questionnaires were collected 3 weeks after they were distributed. The total number of questionnaires received during the collection process are 190 questionnaires obtained with (86%) and it were acceptable to be used for the actual study for this research as shown in Table 1.

DESCRIPTIVE ANALYSIS

Table 2: Descriptive Analysis

	N	Mean	Std. Deviation
JOB PERFORMANCE	190	4.40	.481
COMPETENCY	190	4.36	.540
AUTONOMY	190	4.21	.520
Valid N (listwise)	190		

Descriptive statistics used to verify variables for violations of the underlying assumptions of the statistical techniques that will be used to address specific research questions, it is necessary to establish the sample's characteristics in the procedure section. One can interpret a descriptive analysis using the mean and 38 standard deviations. The total of a set of scores divided by the total number of scores yields the mean. According to Salkind (2014), the standard deviation is defined as the average difference between each individual score and the set's mean score. The means for competency and autonomy are displayed in Table

2 above. According to the results that are shown, respondents agreed that competency had an impact on their performance, with a mean score of 4.36 (M=4.36, SD=.540). Meanwhile, autonomy was with (M=4.21, SD=.520).

CORRELATION ANALYSIS

Table 3: Correlation Analysis

		MEAN_J P	MEAN_CO N	MEAN_A U	MEAN_CO M	MEAN_F E
MEAN_JP	Pearson Correlation Sig. (2-tailed) N	1	.510** .000 190	.366** .000 190	.405** .000 190	.374** .000 190
MEAN_AU	Pearson Correlation Sig. (2-tailed) N	.366** .000 190	.410** .000 190	1 .000 190	.519** .000 190	.463** .000 190
MEAN_CO M	Pearson Correlation Sig. (2-tailed) N	.405** .000 190	.501** .000 190	.519** .000 190	1 .000 190	.432** .000 190

This section discusses on correlations. Correlations analysis was used to illustrate the linear relationship's strength and direction between two variables. Initial examinations were conducted to guarantee that the presumptions of homoscedasticity, linearity, and normality were not broken. There are just two possible values for it, ranging from -1 to +1, which indicate whether a positive or negative correlation exists. A significant association between the dependent and independent variables can only be found if the p-value, or significant, is less than .05. A p-value greater than .05 indicates that the variables do not relate to one another (Salkind, 2014). Additionally, this suggests that there is a stronger correlation between the independent and dependent variables the higher the value. As illustrated on Table 3, autonomy has relationship towards job performance with $r=.366$, $p=0.000$ ($p<.05$) that indicates there is a significant relationship between autonomy and job performance. The strength (r) of the relationship can be determined by Pearson Correlation value. As shown in Table 3, the relationship between job performance and autonomy is moderate with positive $r=.366$. The significant or p value was .000 which is less than 0.05. Hence, it can be concluded that there is a positive, medium, and significant relationship between job performance and autonomy. Next, it was also found that job performance has a positive, medium, and significant relationship at the 0.05 level with competency with $r=.405$, $p=0.000$ ($p<.05$) which indicates there is a significant relationship between competency and job performance. The relationship between job performance and competency is medium with positive $r=.405$. The significant or p value was .000 which

is less than 0.05. Hence, it can be concluded that there is a positive, medium, and significant relationship between job performance and competency. Based on the findings, the relationship between connection and job performance is large or high with positive r value, .510 and the significant or p value was .000 where it can be concluded that the relationship is significant.

MULTIPLE REGRESSION ANALYSIS

Table 4: Multiple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.560 ^a	.313	.299	.403	.313	21.113	4	185	.000	1.853

Based on the Table 4, coefficient determinant (R^2) = 0.313 indicates that intrinsic motivation dimensions such as autonomy and competency explained the variance to job performance with (31.3%). The remaining (68.7%) is contributed by other factors. The independent variables together explain 31 per cent of the variance (R Square) is highly significant, as indicated by the F- value of 21.113 in the table above. The Durbin-Watson value of 1.853 denoted acceptable dependency of variable in the regression model.

ANOVA

Table 5: ANOVA Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.715	4	3.429	21.113	.000
	Residual	30.044	185	.162		
	Total	43.759	189			

a. Dependent Variable: MEAN_JP

b. Predictors: (Constant), MEAN_FE, MEAN_CON, MEAN_AU, MEAN_COM

Based on table 5, it shows that the p-value is 0.000 which is lesser than F value. Besides, The F statistics is significant at the value 21.113 which is highly significant because the value is more than 1. Therefore, the model is a good descriptor of the relation between the dependent variable and independent variables. Thus, a researcher accepts the hypotheses.

Table 6: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.339	.340		3.939	.000
	MEAN_AU	.092	.070	.100	1.323	.188

	MEAN_COM	.108	.069	.122	1.565	.119

a. Dependent Variable: MEAN_JP

Table 6 shows that the Standardized Coefficients Beta value which represents the amount of impact given by each of the independent variables toward dependent variable. From the table, Standardized Coefficients Beta value for autonomy is (Beta=.100 p=.188) which means that increase in 1 unit of autonomy will cause the job performance to increase by 0.100 unit and the $p > 0.05$ which means that the coefficient is statistically not significant, B value for competency is (Beta=0.122 p=0.119) which means that increase in 1 unit of competency will cause the job performance to increase by 0.122 unit the $p > 0.05$ which means that the coefficient is statistically not significant,. Hence, researcher accepted H2 because the variable is significant with all $p < 0.05$, and rejected H1, H3 AND H4 since the variables are not significant with $p > 0.05$.

Table 7: Summary of Hypotheses Results

Hypotheses	Result
H1(a): There is a relationship between autonomy and job performance	Not Accepted
H1(c): There is a relationship between competency and job performance	Not Accepted

DISCUSSION

As illustrated on Table 3, There is a substantial correlation between job performance and autonomy, as evidenced by the association between the two variables ($r = .366$, $p = 0.000$, $p < .05$). The Pearson Correlation value can be used to calculate the strength (r) of the relationship. The association between job performance and autonomy is moderate, with a positive $r = .366$ as indicated in Table 4.15. The p-value, or significant, was .000, which is smaller than 0.05. Therefore, it can be said that job performance and autonomy have a positive, medium, and significant relationship. Based on the results of earlier research, Qatmeemalmarhoon, Mohdnoor, Abdalla, & Musbah (2017) shown that factors that can increase employee motivation to perform better at work have a positive relationship with autonomy. For example, job performance benefits from commitment, engagement, productivity, quality, and autonomy. Furthermore, Combs, Liu, Hall, and Ketchen's (2006) findings supported the existence of positive correlations between them and revealed that they were more pronounced in manufacturing firms than in service organizations. Herzberg's motivation-hygiene theory, which claimed that job autonomy is a factor that drives people, can be used to support this. Similar to that, the p-value (sig.) for autonomy is less than 1% and positive with the KMO value was 0.856, which is considered to be good which specifies a highly positive statistical association between the autonomy and job performance among academicians in the government institutions in Sri Lanka (Amarasena, Ajward, & Haque, 2015). Furthermore, as per Mazoor (2012), employees' understanding of the objectives, standards, and political principles employed in their organization was positively and significantly correlated with their motivation. Autonomy also plays a significant role in motivating employees, which in turn leads to organizational growth and continuous development. It also increases productivity at work, strengthens the wisdom of self-efficacy, and inspires staff members to take on and complete particular duties. This is supported by research findings that show a strong relationship between performance and occupational autonomy. The results of this study

corroborate those of Gellatly and Gregory's (2001) study, which found that job performance would improve if employees felt freer to carry out their tasks as they saw a 2.097 (significant at $\alpha = 0.05$) correlation between job autonomy and job satisfaction. Research suggested that job satisfaction increased with increasing job autonomy (Saragih, 2011). Similar to that, the other findings of multiple regression analyses illustrate that autonomy at work ($p < .01$) were positively associated with job performance and country differences were also observed for the comparative influence of the study variables on job performance. For example, autonomy on United States ($p < .05$), Bulgaria ($p < .05$), France ($p < .01$), Denmark ($p < .05$), Switzerland ($p < .05$), and Taiwan ($p < .01$) showed positive and statistically significant relationship with job performance (Jin & Lee, 2012). It is also supported by (Ahearne et al., 2005) which stated that their results and outcomes are consistent with past research which directing to a positive correlation between empowering the autonomy.

As Menon (2001) remarked, empowering employee autonomy is doubtful to have its expected impact without the other colleagues actually experience the empowerment made by that employee. Indeed, along these lines, they also introduced an assuring moderating variable that can assist the autonomy. Similar with (Zhang & Bartol, 2010), their findings accept the statement which said that the concept of empowering autonomy is likely to have a stronger impact on their job performance to the extent that an individual views autonomy as part of his or her employee role identity at work. However, it is not congruent with the study by (Russell, 2017) which illustrated that there is no significant relationship between autonomy and job performance with $r(14) = 0.47$, $p = 0.44$. It is supported by earlier research by Meijer, Taris, Wigboldus, and Kompier (2011) found that autonomy can actually reduce the employee job performance as too much autonomy given to employee might develop problems when the employee cannot control the power as well as when individual demand goes beyond the capabilities.

In line with that, a further findings of earlier research based on the non-significant direct effect of job autonomy on job performance is similar to the finding of Joo (2010) even though there is empirical support for the relationship between autonomy and job performance, the effect size is only modest ($r = 0.26$) as according to Hackman and Oldham (1975), autonomy leads to psychological state of experienced responsibility for work outcomes, which in turn leads to outcomes such as high work effectiveness and high internal work motivation (Suteerawut, Vanno, & Khaikleng, 2016).

As illustrated on Table 4.15, it was also found that job performance has a positive, medium, and significant relationship at the 0.05 level with competency with $r=.405$, $p=0.000$ ($p<.05$) which indicates there is a significant relationship between competency and job performance. The relationship between job performance and competency is medium with positive $r=.405$. The significant or p value was .000 which is less than 0.05. Hence, it can be concluded that there is a positive, medium, and significant relationship between job performance and competency.

According to Maurer (2001) competency is essential factor in boosting employee job performance and work motivation which is directly associated to organizational achievement as a whole. There is research conducted to study the relationship between employee competence and employee motivation in commercial banks of Pakistan. The results presented that competency correlates significantly (0.65) with employee work motivation. It showed that there exists a significant ($r=0.13$, $p<0.05$) relationship between recognition and employee work motivation (Danish & Usman, 2010). It is said that constructing competency that suits organizational commitment is surely not easy as many people expected as it is totally driven by employee motivation whether or not they want to perform that connect the employee to an organization in a way that can reduces his or her performance level (Hanaysha, 2016). The study by

(Kazimoto, 2016) also observed that there is a significant positive relationship of competency and job performance with ($r = 0.242$, $p = 0.14$). Similarly, there is also an empirical study was conducted by Reena Ali and Shakil Ahmed (2008) to test the impact of competency programs on employee motivation and performance. The findings demonstrated a direct and positive relationship between employee work motivation and competency that is statistically significant ($r=0.92$, $p<0.01$), which can influence the performance of the entire organisation (Ali & Ahmed, 2010). Employee competency is established, according to Wright and Geroy (2001), and it enables people to continue engaging effectively with work-related tasks as well as achieving organisational goals in a competitive manner (Elnaga & Imran, 2013). Regarding the research conducted by Kurniawan, Rivai, and Suharto (2018), the R-square value pertaining to the impact of employee competency on employee performance is 0.952.. This value can be interpreted that the variation of employee performance variable change can be explained by variation of variable change of competence equal to 95.2%. It can be seen that the effect of competence have a positive effect on employee performance. For the regression coefficient of competence variable of 0.269, this value means that the observance of the competence of each individual employee once will have an impact on employee performance of 0.269.

The results of Farooq & Aslam (2011) indicate that there is a positive association ($r=.233$) between employee performance and competence. The knowledge, abilities, and skills of employees are positively impacted by their competence, and this can ultimately lead to exceptional organisational performance. Furthermore, when professional competency was included, the mediating effect of competent competency on performance has substantial ($\beta=.408$, $p < .001$) but remains significant, verifying the partial mediation for performance (Yang, Fang, & Huang, 2017). Charles M. Coco's 2011 study demonstrated the substantial impact of competence on worker performance. Organisational learning is believed to be aided by staff competences and the organization's capacity to foster a pleasant environment (Osei & Ackah, 2015). In line with that, employee competence is a positive and significant effect on employee job performance inside the organization. The findings showed that a p-value of $0.000 < 0.05$ and a coefficient value of 0.461 indicate that employee performance improvement is positively correlated with employee competence (Renyut, Modding, Bima, & Sukmawati, 2017). The employer is responsible for making sure that workers are motivated to reduce waste and do well on their foundational tasks so they can acquire the necessary knowledge, abilities, attitudes, and experience to carry out their work in a professional manner. According to another study (Kurniawan, Guswandi, & Sodikin, 2018), the R square value indicating the impact of competence on employee performance is 0.157. This number makes it clear that, of the variation in employee performance characteristics, 15.7% can be explained by changes in competence and motivation, with the other 84.3% being influenced by other factors. Many research has been conducted to elucidate the relationship between competences and employees' job performance (Zaim, Yasar, & Unal, 2013). In predicting employee performance, for example, Ahadzie et al. (2009) found that the appropriateness and potential use of their competency reflects characteristics of both performance behaviours and results. Employees who, on the other hand, did not perform well in the organisation because they were not sufficiently confident in their abilities or motivated to practise their competencies must make sure that their knowledge, skills, and attitudes are in line with what the company requires.

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