



## **Exploring Relationship between Intrinsic Rewards, Extrinsic Rewards, and Employee Performance in University Academics**

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### ABSTRACT

This study investigates the relationship between employee performance at private universities in Lahore, Pakistan, and the extrinsic and intrinsic benefits that their employers provide them with. The empirical findings confirm that both intrinsic and extrinsic rewards have a positive and significant impact on employee performance for academic staff in private universities located in Lahore, Pakistan. The method of primary data study that we use allows us to collect the data using a questionnaire in a variety of private universities. Based on what we found, we think that it would be good for universities to offer incentives to their academic staff. These incentives could be either intrinsic or extrinsic, or they could be both.

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## INTRODUCTION

For an educational institution to succeed in the present and future, it must have a staff that is both motivated and well-informed about the opportunities available to them. Those who do the best should get most of the rewards, while those who do the worst should get the least or even be penalized. It is common practice for educational institutions to offer a variety of rewards to employees with the goal of attracting and strengthening them. Ineffective leadership is blamed for the low salaries paid to professors and other academic personnel in Pakistan's public and private universities. Academic staff at public universities are less motivated than those at private universities due to a lack of adequate rewards. Lack of skilled management can have a big effect on important things like employee pay and motivation, as well as the bottom line of the institution. How intrinsic incentives affect worker performance was studied by Manzoor et al. (2021). The study's primary findings demonstrated that intrinsic rewards had a positive and significant impact on worker performance. This research shows that intrinsic rewards do in fact improve performance, but only if employees are also highly motivated. It is commonly assumed that an employee's level of motivation significantly contributes to his or her level of productivity and performance.

Employees' best efforts are necessary for businesses to succeed to the fullest extent possible. Everyone agrees that when employees are encouraged, they perform better. In underdeveloped countries like Pakistan, in particular, employees are more likely to go the extra mile for their employer if they feel appreciated (Tehseen & Noor Ul Hadi, 2015). Employees can be motivated and perform to their full potential when they get public acknowledgement of their efforts and the benefits that result from those efforts. It is clear from the available literature that a positive correlation exists between employee motivation and job performance. Employees' roles, intrinsic and extrinsic motivation, and their performance in the Norwegian finance trade sector and among shop managers were all discussed by Kuvaas, et al. (2017). According to the results of their research, both intrinsic and extrinsic rewards play a significant role in inspiring people to put up their best effort. As Grant (2008) explained earlier, employees that are motivated to do their best work are self-driven. Indranil (2010) argues that managers must place a priority on workers' efficiency because of the impact it can have on the company's bottom line. "A happy worker is a productive worker," as the saying goes. If workers were happy in their workplace, it could lead to improved performance.

Reward systems that are established or made available by management have a significant impact on staff performance. According to research by Barber & Bretz (2000), a company's ability to attract, retain, and develop its most talented employees is critically dependent on its ability to incentivize them to work at a high level. Research by Yang (2008) on the causes and effects of our inability to confirm individual performance supports this conclusion. However, he insisted that if employees' success is obvious, employers will use direct bonuses (extra incentives) or relative contracts to encourage or inspire them. According to research conducted by Bishop (1987), workers who are

appreciated and rewarded for their efforts are more likely to stand out in terms of their output or performance. Both internal and extrinsic rewards are considered in this paper. The modern success of a business is directly tied to the efforts of its personnel. The public's perception of the company rests in large part on the shoulders of the employees' individual efforts.

Thus, it is of utmost importance for a business to discover what factors motivate workers to perform well. Zameer, Alireza, Nisar, & Amir (2014) argue that performance assessment is the best method for monitoring employee output because it allows employers to clearly define and categorise staff contributions. Werner & DeSimone (2005) stated that concerns regarding human resources are at the heart of any and all global education policy initiatives. The effectiveness of education depends not only on the academic gains of students but also on the growth and improvement of the staff's professional skills. According to González (2009), the increased demand for education and its attendant difficulties are a direct result of the UNESCO aim of education for all. Hoel (2015) reports that enrolment in postsecondary institutions in Sub-Saharan Africa (SSA) fell from 7% in 1999 to 6% in 2012, placing it much below the global average of 26%. Overcrowding in lecture halls has been reported at a number of public and private institutions due to a stated increase in enrolment without corresponding increases in infrastructure. Academic staff are no exception to the rule that human resources are an institution's most valuable asset Hussain, Khalid, & Waheed (2010).

Workers lose strength if they cannot fulfil their duties because of the environment at their workplace. Employees at public and private universities may be hired on a temporary, permanent, or adjunct basis, and all are expected to perform academic activities like teaching, research, examination, administration, and supervision of students' projects and theses. Employees in this field must have a genuine passion for their work, a strong work ethic, and an unwavering dedication to the success of the institution in order to succeed at their academic obligations. According to Ajayi et al. (2011), academic staff in Nigeria's public universities suffer from a lack of a conducive work ethic, organisational commitment, and job satisfaction, all of which have a negative impact on their work performance. In addition, according to Ekegwu (2017), public university staff in Nigeria are unable to fulfil their responsibilities in the absence of adequate socio-psychological and motivational support. Compensation and benefits have been cited as a possible cause of worker discontentment at public colleges. According to Michael & Mayowa (2017), even though most professors and lecturers have a genuine interest in imparting knowledge to their students, they also place a high premium on maintaining their own physical and social well-being.

As a result, when the rewards for their work fall short of their expectations, service delivery suffers and accompanied public university lecturers allocate work time to other avenues that earn extra compensation. According to the argument put forth by Khalid & Khalid (2015), there is a large disparity between the salaries of private school teachers and those in the public-school sector because of the unrespected nature of the environment in which

African educators are expected to operate. Moreover, the enormous number of students in Nigeria's public colleges causes professors and lecturers to be overworked and underpaid, leading to a lack of dedication, inadequate supervision per student, and a subpar education for everybody. These findings indicated a research need on the topics of job happiness, job performance, and rewards among public university personnel in Nigeria, which is why this study was conducted.

Therefore, our analysis will shed light on the connection between intrinsic and extrinsic rewards, including those offered by various higher education institutions, and employee performance. Based on our analysis of the available literature on the topic of rewards and job performance, we can conclude that only a select group of researchers have considered the potential effects of intrinsic and extrinsic incentives in their studies of the relationship between reward and performance in various types of organizations. From what we can tell, no other researchers have looked at the factors we chose to study (intrinsic rewards like recognition, career development, responsibility, and learning opportunities; extrinsic rewards like pay, bonus, benefits, and promotion) for employees of higher education institutions in Lahore, Pakistan.

## **THEORETICAL REVIEW**

An employee is rewarded if they are given anything in exchange for taking an action that benefits the organization. The term "reward" encompasses any benefit provided to workers by their employers in exchange for their efforts (Chiang & Birtch, 2010). Eziokwu & Onuaha (2021) say that employees and teams can be motivated by both monetary (extrinsic) and non-monetary (intrinsic) rewards. Employees receive these as a reward for their hard work and dedication. If people are not encouraged to persevere, a hostile environment will develop. Consequently, incentives play a pivotal role in any organization. Paying out bonuses for a good cause, like attracting and keeping good workers, can be monetary, although this is not a particularly effective kind of motivation over the long term (Mossbarger & Eddington, 2003). Companies need to implement reward systems if they want to recruit and keep good workers. This is because it has been shown that incentive programs keep workers on the job longer. Incentives encourage creative thinking in the workforce. Qualified workers may be more interested in joining a company if they know they will be rewarded.

By "intrinsic rewards," we mean the incentives already in place for employees at an institution. When employees accomplish their goals and reach their objectives, they perceive an intrinsic reward. These are primarily psychological in nature, rewarding one for his or her efforts and skills. Employees are more likely to continue improving and making long-lasting behavioural adjustments when they are prompted by intrinsic rewards, which create a pleasant emotional response (R. Ryan & Deci, 2020). Workers who feel good about themselves at work are more likely to put in the effort required to continue doing a job well in the future. A sense of accomplishment and satisfaction is common after a job is finished satisfactorily. Personal growth, increased trust from one's superiors, and the opportunity to learn new skills are

all descriptions of intrinsic rewards in the workplace. Previous studies have demonstrated that incentive programs have a positive impact on worker performance. In their California-based study (profit and non-profit), Devaro et al. (2017) looked at how training and intrinsic motivation in businesses are connected. If the workers are rewarded for their hard work, they will be more inspired to continue doing so (Markova & Ford, 2011).

Employee performance is directly related to the amount and kind of compensation they receive. Staff performance can be boosted through incentives (Ali et al., 2010; Gerald, 2004). Employees will feel appreciated if this is done. Organizational reward schemes have been shown to improve productivity and morale (Manas & Graham, 2003). Workers will naturally gravitate toward the kinds of actions that boost productivity and payoffs. Consequently, workers will begin working harder, which is great news for businesses and their staff alike. Because of this, businesses will continue to prosper and produce fruit well into the future (Torrington et al., 2009). S. D. Hussain et al. (2019) investigated how perceived organizational support mediated the effects of employee rewards, recognition, and job-related stress on performance in call centers in Lahore, Pakistan. In contrast to the detrimental impact that job stress has on productivity, the results demonstrated that employee awards and recognition have a significant and positive impact on productivity. It has been shown that intrinsic rewards can significantly improve performance. Job satisfaction can mediate the relationship between intrinsic rewards and performance to some extent and the relationship between extrinsic rewards and performance to a greater extent (Pramono, 2021).

Awoniyi et al. (2022) evaluated the impact of Southwest Nigerian beverage businesses' reward systems on staff performance. Based on what was expected, it looks like the reward system is making Nigeria's beverage industry more efficient and effective. According to an analysis by Ahmad & Razzaque (2022), performance-related pay (PRP) and level of motivation (LoM) both play a crucial role in maintaining organizational growth. The results are extrapolated to include ABL and Bank Al-Falah, two major large financial institutions in Pakistan. Using multiple regression analyses, PRP and LoM were found to have a strong positive and significant effect on the growth of the organization. According to Riaz et al. (2018), businesses that adopted a total rewards system as a strategy were in a better position than those that solely focused on cash rewards. Non-monetary awards are an even bigger factor in improving employee performance than monetary ones. The results showed a very strong and significant link between the total incentives, monetary rewards, and the performance of employees.

### *Underpinning Theory*

The literature review is divided into two parts: the theoretical and the empirical sections. At the outset, we will talk about the theoretical literature, which is built upon a theory called Self-Determination Theory (SDT). Personality, intrinsic motivation, and peak performance are all interconnected in Self-Determination Theory (STD). It suggests that both intrinsic and extrinsic drives play significant roles in defining our personalities and our behaviours

(Deci & Ryan, 2008). In the 1970s and 1980s, academics Edward L. Deci and Richard M. Ryan studied what motivates people and established a theory to explain their observations. Although the idea has developed and extended since 1985, its foundations may be traced back to a book written by Deci and Ryan. Extrinsic motivation, as defined by R. M. Ryan & Deci (1985), is the motivation to act that originates from and is rewarded by factors outside of oneself. Grades, performance reviews, trophies, compliments, and the esteem of peers are all examples of valid types of evaluation. However, intrinsic motivation is generated internally. Our morals, passions, and hobbies all play a role in shaping our character and the choices we make in daily life. Although the two types of motivation appear to be at odds at first glance—intrinsic motivation driving behaviour consistent with our "ideal self" and extrinsic drive pushing conformity to the norms of others—there is a third, critical distinction. Motives can be either "autonomous" or "controlled," and SDT draws a line between the two (Deci & Ryan, 2008).

*Theoretical Framework*

Based on the previous and empirical literatures adopted for the conduct of the present study, the conceptual framework below is proposed.



Figure 1. Study Framework Established by Researcher

**METHODOLOGY**

Research design, as defined by Sekaran & Bougie (2010), is "a plan for carrying out a study." Tools used, methods of information gathering, examined objectives, analyzed data, and other investigative instruments fall under this umbrella. The study's data collection and analysis processes are guided by the research design. Quantitative and qualitative methods are the two most common approaches to research. According to Ritchie et al. (2013), quantitative research designs utilize numerical methods to quantify study data. The goal of this study is to use a quantitative research design to find out how well the constructs and variables work together and what their relationship is. For data collection, we establish a questionnaire consisting in two sections comprise demographic and variable measurement at Likert scale five. Participants include academic faculty from 21 different universities in Lahore, Pakistan, identified through the Higher Education Commission (HEC) of the Government of Punjab's online database. We reach out to 15 faculty members at each institution through various channels and distribute the survey questionnaires at

random. One hundred percent of respondents to the survey provided at least some information, and a quick review revealed that only a handful of questions were left unanswered. We finally settled on a sample size of 156 after selecting fully-respondents from all institutions.

### *Econometric Model*

The following statistical model is established for parameter estimation.

$$\text{Employee Performance} = \beta_0 + \beta_1 \text{intrinsic rewards} + \beta_2 \text{extrinsic rewards} + \mu \dots\dots\dots (1)$$

Here,  $\beta_0$  representing constant value,  $\beta_1$  is the coefficient of intrinsic rewards,  $\beta_2$  is coefficient of extrinsic rewards, and  $\mu$  is error term

## **RESULTS AND DISCUSSIONS**

### *Demographic Analysis*

There are four demographic factors which we consider in our study named gender, educational level, experiences, and role in university.

#### 1. Gender

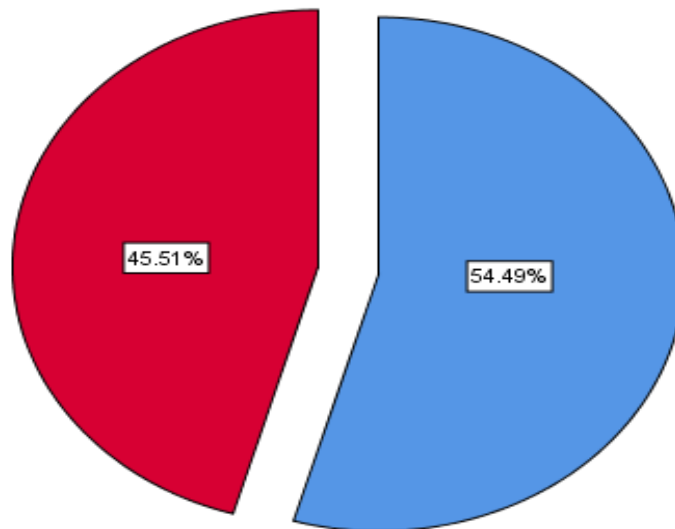


Figure 2. Gender

Gender wise our study participants consists on male and females' academic staff of various universities. About 54.49% female while 45.51% male academic staff participate in our study analysis.

## 2. Educational Level

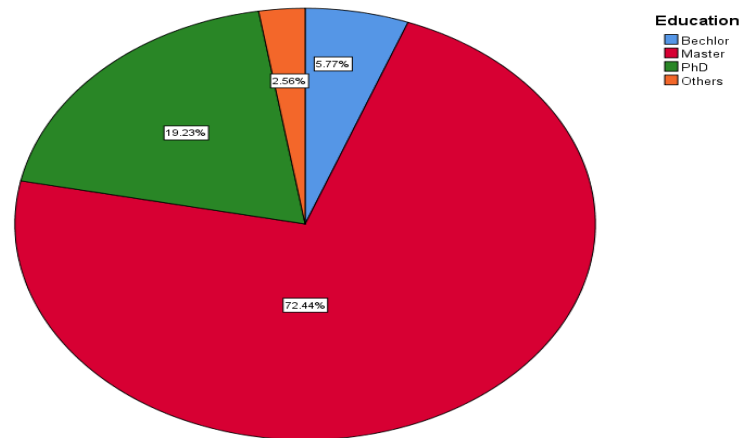


Figure 3. Educational Level

The above pie chart showing that 72.44% master's degree holder, 19.23% PhD's, 5.77% graduate, while 2.56% others qualified personnel participate in our survey questionnaire and respond for our study.

## 3. Experience in Educational Field

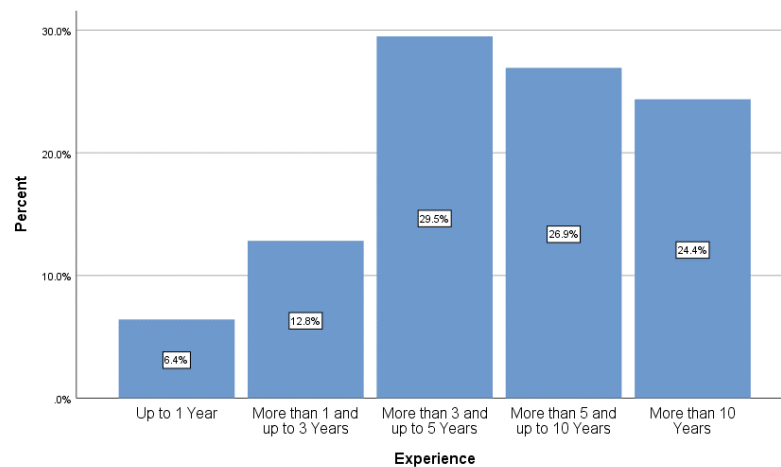


Figure 4. Experience in Educational Field

Questionnaire data was also used to assess respondents' prior work and study-related experience in the academic sector. Only 6.4% of faculty have less than one year of experience. 12.8 percent have less than three years of work experience. The majority of employees (29.5%) had more than three years of experience, 26.9% had between five and ten years of experience, and only 24.4% had more than ten years of experience.

#### 4. Role in University

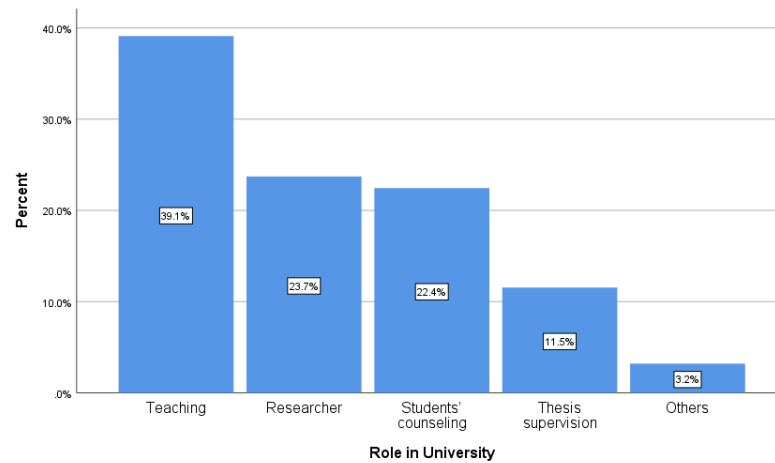


Figure 5. Role in University

Participants included 39.1% faculty, 23.7% researchers, 22.4% education consultants, 11.5% research thesis consultants, and 3.2% those involved in various forms of educational outreach.

#### *Descriptive Analysis*

Table 1. The Showing the Descriptive Outcomes

<b>Descriptive Statistics - Table A</b>					
	N	Mini.	Max	Mean	S.D
Gender	156	.00	1.00	.4551	.49959
Education	156	.00	3.00	1.1859	.56574
Experience	156	.00	4.00	2.5000	1.17775
Role in University	156	.00	4.00	1.1603	1.16118
IR1	156	1.00	5.00	3.0833	1.38638
IR2	156	1.00	5.00	3.5705	.82784
IR3	156	1.00	5.00	3.5321	.86076
IR4	156	1.00	5.00	3.5897	.88625
IR5	156	1.00	5.00	3.5513	.84468
IR6	156	1.0	5.0	3.083	1.3486
IR7	156	1.00	5.00	3.6154	.80692
ER1	156	1.00	5.00	3.6026	.79254
ER2	156	2.00	5.00	3.7179	.84085
ER3	156	1.00	5.00	3.5128	.80712
ER4	156	1.00	5.00	3.0192	1.29750
ER5	156	2.00	5.00	3.6218	.76490
ER6	156	1.00	5.00	3.4679	.83023
ER7	156	1.00	5.00	3.7500	.76727
EP1	156	1.00	5.00	3.4872	.92623
EP2	156	1.00	5.00	3.1923	1.24494

EP3	156	2.00	5.00	3.7051	.78878
EP4	156	1.00	5.00	3.5385	.79014
EP5	156	1.00	5.00	3.7821	.86729
EP6	156	1.00	5.00	3.7949	.77641
Valid (listwise)	N 156	Here, IR, ER, and EP representing intrinsic rewards, extrinsic rewards, and employee performance.			

*Reliability Test – Cronbach Alpha Test*

Since the questionnaire in this study uses a 5-point Likert scale, we may use Sekaran and Bougie (2010) recommended method of determining internal consistency – the Cronbach's alpha coefficient. Cronbach's alpha can be trusted if it falls within a range of values equal to or greater than 0.60. Across the board, the Cronbach's alpha value was 0.841 (84.1%), and individual values for intrinsic rewards, extrinsic rewards, and employee performance came in at 0.613 (61.3%), 0.635 (63.5%), and 0.627 (62.7%), respectively. Based on what we have learned so far, we can safely say that our data is reliable and good for further research.

*Normality Test*

Normality can be measured through two methods consisting statistically (Kolmogorov-Smirnov and Z-score tests) and graphically (Boxplot, Q-Q Plot, and Histogram) methods. The graphic approach confirms the normality of data which can be observed from the boxplot method.

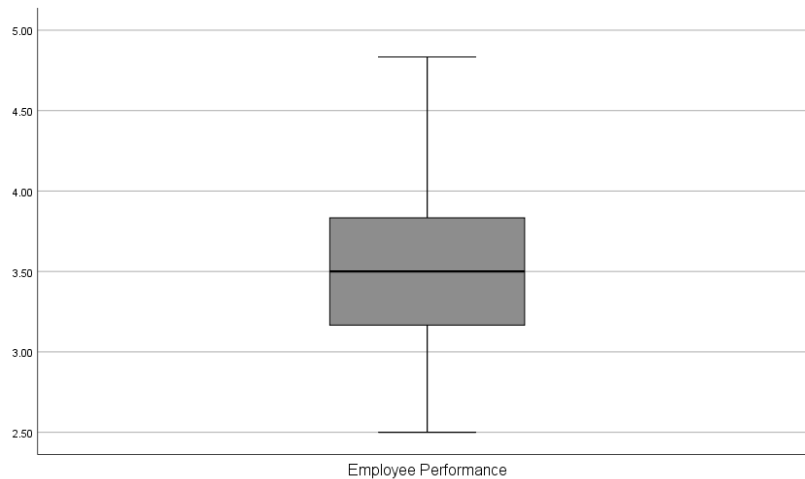


Figure 6. The Graphic Approach Confirms the Normality of Data which can be Observed from the Boxplot Method

*Homoscedasticity Outcomes*

For estimation of homoscedasticity, there are two methods comprise statistical (Levene Statistic) and graphic (Plot Z residual and Z predicted) techniques.

Table 2. Test of Homogeneity

<b>Test of Homogeneity - Levene Method (Table B)</b>						
		Levene	df1	df2	Sig.	
		Statistic				
Employee	Based	on	1.818	15	13	.03
Performance	Mean				9	8

According to table B - The estimated significant value 0.038 which is less than 5% exposed that there is absence of homogeneity issue.

*Correlation Analysis*

The relationship can be assessed in terms of correlations coefficient. Correlation may be negative, positive, and no correlational relationship.

Table 3. Correlations Analysis

<b>Correlations Analysis - Table C</b>				
		Intrinsic	Extrinsic	Employee
		Reward	Reward	Performance
Intrinsic Reward	Pearson	1	0.680**	0.625**
	Correlation			
		Sig. (2-tailed)	-	0.000
Extrinsic Reward	Pearson	0.680**	1	9.725**
	Correlation			
		Sig. (2-tailed)	0.000	-
Employee Performance	Pearson	0.625**	0.725**	1
	Correlation			
		Sig. (2-tailed)	0.000	0.000

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

Extrinsic rewards and employee performance are shown to have a positive and strong correlation with intrinsic rewards in Table C. There is a strong positive relationship between extrinsic rewards and both employee motivation and performance. The estimates from our model also show that there is a strong link between employee performance and both internal and external rewards.

## Multiple Regression Analysis

Table 4. Model Summary

Model Summary - Table D						
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	SE of the Estimate	the	Durbin-Watson
	0.747	0.558	0.553	0.36114		2.028

Extrinsic Reward and Intrinsic Reward are independent while Employee Performance is dependent variable.

Table 5. Estimation Results

ANOVA Estimation Results					
Model	Sum of Square	df	Mean Square	F	Significance
Regression	25.240	2	12.620	96.760	0.0000
Residual	19.955	153	0.130		
Total	45.194	155			

Extrinsic Reward and Intrinsic Reward are independent while Employee Performance is dependent variable.

Table 6. Coefficients

Coefficients						
	Unstandardized Coefficients	t	Sig.	Collinearity Statistics		
	$\beta$			Tolerance	VIF	
(Constant)	0.636	2.972	0.003			
Intrinsic Reward	0.236	3.347	0.001	0.538	1.860	
Extrinsic Reward	0.606	7.626	0.000	0.538	1.860	

Extrinsic Reward and Intrinsic Reward are independent while Employee Performance is dependent variable.

Table D breaks down the model into its component parts: a summary, analysis of variance (ANOVA) findings, and estimated model coefficients. In our model, both intrinsic and extrinsic incentives account for 55.8% of the total variation in employee performance, as measured by the R<sup>2</sup> statistic. The Durban-Watson value (2.028) is within the acceptable range, indicating our model has no autocorrelation problems. The second part of this table displays the significant value from the ANOVA statistics, which comes out to be 0.0000, or less than 5%. It proves the model is good enough for further study. The estimated values of the independent variables' coefficients are displayed in the third section of this table. Employee performance is shown to be positively and significantly influenced by both intrinsic and extrinsic rewards, with a one-unit increase in intrinsic rewards and extrinsic rewards potentially leading to a 0.236-unit and 0.606 units increase in performance of targeted academic staff

members. The tolerance value shows that the variables in our model don't have multiple correlations, and the VIF values show that the correlations between them aren't as strong as they could be.

## **CONCLUSIONS AND RECOMMENDATIONS**

The purpose of this research was to investigate the connection that exists between intrinsic incentives, extrinsic rewards, and employee performance in the academic departments of private institutions in Lahore, Pakistan. We collect the data through a primary survey, and with the help of SPSS 25, we estimate the parameters of the study. The reliable and accurate predictions showed that both intrinsic rewards and extrinsic rewards had a favourable and significant influence on employee performance in private universities situated in Lahore, Pakistan. The statistical analysis of the results substantiates the existence of a positive and statistically significant correlational relationship between the dependent and independent variables. The findings of the multiple regression analysis demonstrate that both intrinsic and extrinsic rewards have a favourable and statistically significant impact on employee performance in the educational institutes that were investigated. This is also shown by the estimated results, which show that a one-unit increase in both intrinsic rewards and extrinsic incentives could lead to a 0.236-unit and 0.606-unit improvement in performance, respectively.

## **FURTHER STUDY**

Extrinsic and intrinsic rewards, as well as the relationship between the two, and employee performance, are the exclusive focus of this investigation. In addition, the performance of employees in any other type of business can be linked to additional kinds of compensation.

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