

Motivation Factors and Work Performance at Malaysian Army Training Centre's

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Abstract

Motivation is crucial in organization's and is required to improve employee performance in a positive way. Motivation in the military refers to a willingness to perform one of the most arduous tasks imaginable, defending their nation. This study investigates how motivation factors (i.e., superior's leadership style, working environment, career development) affect work performances among instructors at the Army Training Centers in Peninsular Malaysia. Approximately, 1,500 people are working as the instructors at the Army Training Centers. Thus, the sample size of the respondents taken for answering the questionnaire are 306 samples from the whole from 34 Army Training Centers. The instructors participated voluntarily in this study by completing survey questionnaires. A probability sampling, which is basic random sampling, has been used as a sample approach. series of statistical analysis were applied including descriptive analysis, reliability analysis, correlation analysis, and multiple regressions analysis using the SPSS software. The results of the study indicate that leadership styles, distinct environments of the instructors, and career were found to have significant influences on work performance. The findings of this study shows that the way a superior lead and the working environment are connected. They affect each other indirectly and also influence how well the instructors do their work, for example, getting good guidance from a boss makes the instructors work better and more energetically.

Keywords: Work Performance, Superior's Leadership style, Working Environment, Career Development

Background of the Study

Motivation is crucial in organizations and is required to improve employee performance in a positive way. The profitability of a corporation is heavily influenced by workplace performance (Jayaweera, 2015). Ineffective work performance will be disastrous for a firm, resulting in lower production, profitability, and overall organizational effectiveness. Work, as Viswesvaran and Ones (2000) have shown out, in today's workplace is built on the concept of performance. Work performance is described as actions or behaviors taken in order to meet

an organization's goals and objectives (Sinha et al., 2010). Individual performance is crucial because fulfilling chores may be a source of happiness. Relatively, organizational performance is essential because employee performance adds to corporate success, while individual performance is vital because completing obligations can be a source of satisfaction (Jayaweera, 2015).

Motivation in the military refers to a willingness to perform one of the most arduous tasks imaginable, defending their nation. Furthermore, they may be required to perform the job in harsh, unfamiliar locations, or in limited places with a lot of equipment, typically in highly stressful and time-sensitive scenarios. Although facing the unknown is common in the military, there are a few well-known tactics for preparing for their time in the service. They must constantly be open to adjust as the military members. They will be confronted with new job assignments, unexpected places, new team members, new living quarters, new missions, and new supervisors if they do not adapt and survive. They will need a flexible mentality as well as a reliable source of inspiration in any scenarios. The only incentive that meets the bill is an intrinsic motivation. To deal with all of these enormous changes, they must find reasons inside themselves. Only they know how much something matters to them to the point where they will endure in the face of hardship. At the Army Training Centers, military personnel are not excused from this study because they are also humans and need motivations suitable with their working environment. As a result, the goal of this research is to investigate a link between motivation and work performance, as well as to identify the most important motivating element that affects instructors' work performance.

The military personnel all need motivation, which means that they would never leave the sofa, or perhaps the bed. Various levels of drive move them forward in life. Military motivation, on the other hand, is in another category altogether. At work, military personnel in all branches of service face physical and psychological issues that the general population does not. Motivation is a desire to do something as well as a physiological response. It is a stimulant or incentive that causes them to act. Military motivation is the power that propels the military personnel to keep striving even when the odds are stacked against them. It is what keeps them busy for as long as they are needed. Military motivation kicks in when they have goals to meet, are on duty overnight, or are maintaining watch on very little sleep.

Military motivation differs from those of other professions. It has to be distinct because it is. It must be because people's lives, rights, and security are regularly jeopardized. The army personnel are the ones that would be highlighted in this circumstance. The Army Training Centers must examine their motivation aspect because their job as instructors requires them to sacrifice time with their families, and management personnel must balance their workload and well-being if they want them to perform well at work. In Malaysia, there has been no research on motivation variables and work performance that have been conducted. This issue has never been addressed at the Malaysian Army Training Centers, and that this research would be assisting the Army Training Centers in the future. As a result, the study's problem has been articulated in the form of a question: How does instructor motivation affect work performance at the Army Training Centers? This is the void that the present research has aimed to bridge. Therefore, the study's main goal is to look at how motivation affects the instructors' performance.

Literature Review

According to studies in this field, key factors that impact public-sector employee motivation differ from those that influence private-industry employee motivation (Houston,

2000; Buelens & Van den Broeck, 2007). Even though research shows that both government and non-government employees want meaningful work, private-industry employees have been found to choose high compensation as a significant work feature, whereas government servants priorities prospects for growth and job stability, followed by high pay (Houston, 2000). Intrinsic rewards, such as high pay or short working hours, are more useful to public employees than extrinsic motivators, such as high pay or short working time.

Many analysts have argued that public organizations recruit people whose values and needs coincide with an organization's goals (Perry & Wise, 1990; Perry, 1996, 1997; Camilleri, 2007; Wright, 2007). Public-service motivation has been linked to *"a desire to serve the public interest, loyalty to responsibility and the government, and social equity"*, according to Perry and Wise (1990), who have noted that *"the level and category of an individual's personal public service motivation, as well as the motivational concentration of a public organism's body, have been proposed to influence individual work choice, work performance, and organization performance"*. However, individual financial incentives are ineffective in typical public-sector contexts, but job design, engagement, and demanding and stated goals boost employee performance to some extent, according to Moynihan and Pandey, help the workers feel as if they are making a significant contribution to the company's aims (2007). The aim theory, according to Wright (2007), provides a sound theoretical framework for understanding the independent contributions of task, purpose, and public service to employee motivation and performance at work. *"Public personnel are more motivated to complete their obligations when they have clearly articulated and tough goals that they feel are necessary and realistic"*, the author has further continued.

Employees' intrinsic worth in an organization's aim boosts their work motivation by putting a greater emphasis on their own efforts (Jayaweera, 2015). On the other hand, individual success in the public sector is linked to extrinsic rewards, such as monetary benefits, professional-progression opportunities, and a demanding working environment. According to Bossaert (2003), a stimulating career-development system is based on the availability of a merit-based and individual performance-based promotion system, mobility options, professional training, and coaching. When contrasted to resources, laws, market structure, and organization, managerial factors, such as leadership style and expertise, organizational culture, human-resource management (HRM), and strategy are other crucial components that encourage higher performance (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Hence, the purpose of this study is to examine the factors that influence the instructors' work motivation and performance at the Army Training Centers.

Work Performance

A motivated career-development system, according to Bossaert (2003), is built on the availability of a merit-based and individual performance-based promotion system, mobility choices, professional training, and coaching. Workers' performance, however, worsens when their working curiosity becomes unfulfilled, making them feel increasingly lonely. This demonstrates an indirect relationship between employee-curiosity fulfilment and job performance, which leads to disparities in performance via mediating mechanisms.

Motivation Factors

Motivation is a process that accounts for an individual's intensity, direction, and perseverance of effort towards obtaining a goal (Scott, et.al., 2008). Tosi, Mero, and Rizzo (2000) have claimed that motivation has both psychological and managerial ramifications.

Motivation refers to a person's internal mental state as it pertains to the beginning, direction, persistence, intensity, and termination of behavior in a psychological sense. Specifically, managerial motivation relates to managers' and leaders' efforts to persuade employees to produce results that an organization or a management desires or states, and that follow a pattern of motivation, ability, and performance. This explains why Sharma and Sharma (2017) have defined motivation as "*inspiring people to work individually or in groups*".

To attain the best outcomes possible, they have continued stating that motivation is a wide term that incorporates all urges, wants, needs, wishes, and other comparable factors. According to Sharma and Sharma (2017), managers often inspire their subordinates by doing things in the aim of fulfilling these impulses and wants and influencing the subordinates to work in a desirable manner. Some employees are driven by money, while others are motivated by recognitions and awards. Basically, motivation levels in a workplace have a direct impact on employee productivity. For instance, workers who are motivated and excited about their jobs work to their full potentials, resulting in increased productivity. An incentive, in some instance, is another motivator used to influence employees' behavior and motivate them to produce high-quality work.

Superior's Leadership Style and Work Performance

According to Ciobanu and Androniceanu (2015), the most significant factor influencing the Romanian Government's workers' motivation and job performance is their superior's leadership style. According to another research in the study of the motivation factors and work performance, the researchers believe that one of the same motivation factors, which is leadership behavior, plays an important part in determining subordinate and, implicitly organizational performance (Van Wart, 2005; Yukl, 2002; Fernandez, 2010). To illustrate further, people who occupy managerial civil-service positions must utilize their interpersonal qualities to develop trust-based relationships to accomplish departmental and institutional results or seek the best solutions for crisis circumstances. Leadership, for example, is described as a capacity to influence and aid individual and group actions in order to attain a shared objective in an organization (Yukl, 2012). It is seen as a crucial factor in influencing a company's high and poor levels of employee job performance (Al Khajeh, 2018; Raja et al., 2020; Cakir & Adiguzel, 2020). However, leadership, on the other hand, is generally known to be insufficient for maximizing work performance.

Previous leadership theories and practices have focused on what leaders do and how they do it rather than what leadership is intended to achieve. Yet, the concept of leadership has been misunderstood by several groups. Some people feel that leadership is determined by who comes first or has the greatest power. A leader, according to McNamara (2008), is someone who sets goals and persuades others to attain them. Chemers (2002) has had a unique perspective on what it takes to be a leader. According to him, leadership has been described as a way of social influence in which one person may inflict the help and support of others in the fulfilment of a common task. In the interim, Millissa (2010), Berson and Avolio (2004) have claimed that culture and leadership styles have an impact on people because leaders usually determine the tone of a company, define its values and norms, and develop and maintain the organization's identity, and these are all true. There are a few occasions, though, where all of the definitions are equivalent. One of the elements that contribute to the success of a business is leadership behavior. Leaders must continue to learn and be very responsible for their work and subordinates in order to lead in a hard climate. The task of the leaders is challenging because it requires a high level of their commitment to achieving the

goal. Other research has also found that leadership has a favorable and significant impact on staff performance. Likewise, Yukl (2012) has agreed that organizational leadership can affect and facilitate individual and group efforts to achieve common goals. Their findings are consistent with previous empirical research that has shown that leadership has a positive impact on work performance (Rus et al., 2010; Wang et al., 2014).

Working Environment and Condition and Work Performance

Physical and psychosocial working circumstances make up the domain of a working environment (Arsalaniet al., 2011). It has a substantial impact on productivity. The findings are consistent with previous research that has discovered a correlation between working environment and productivity (Mohd et al., 2012; Naharuddin & Sadegi, 2013). To increase workers' work performance, managers and supervisors must consider improving the working environment while taking into consideration both physical and psychological elements. This is because most people need motivation to feel good about their jobs and perform at their best. In the meantime, a positive working environment (WE) is an important factor in maximizing employee happiness and organizational performance, such as operational efficiencies, quality, and profitability (Neumann & Dul, 2010; Rose et al., 2017; Kolus et al., 2018). Poorly designed WEs, on the other hand, can put employees' emotional and physical health at risk. In a population study, V'ezina et al (2011) have found that 20 per cent of workers have suffered from some form of musculoskeletal illness. This is why Abrahamsson and Johansson (2021) have suggested that *"not only are physical hazards and issues minimized in a healthy work environment, but equipment and work locations are customized to fit people's diverse physical and psychological make-up and designed to make work simpler"*.

Career-Development Opportunity and Work Performance

The process of enhancing one's employability in order to acquire one's preferred job is known as career development. Employees must have enough work experience to be pleased at their jobs, which will impact their performance (Adnyani & Dewi, 2019). As a result, every person must be given the opportunity to further his or her skills and career, and he or she must be held accountable for delivering the greatest results for an organization. Fundamentally, career development is a work function that assists employees in planning their future careers in the firm so that both the organization and the people can grow and reach their full potentials (Jumawan & Mora, 2018). Companies can use career development to maintain and boost employee productivity as well as to prepare the employees for their future careers (Elisa, & Malawat, 2020). The term 'career-management skills' became popular in higher education during the 1990s. It was, for example, used to characterize an eight-institution government-funded development programmed (Hustler et al., 1998). In the 1980s, the phrase 'career management' was used to describe policies and methods employed by large business organizations to promote the careers of middle and senior management Muthumbi, & Kamau (2021); however, it was increasingly used to indicate 'career self-management' (Mark & Nzulwa, 2018).

Research Design

The purpose of this research is to provide a current and thorough examination of the elements that motivate the instructors at the Malaysian Army Training Centers and their work performance. Since this is a descriptive study, the data for the analysis has been acquired by

a one-time survey of the instructors at the Army Training Centers. The list of instructors has been drawn from the Army Training Centers management in Port Dickson, Negeri Sembilan. It represents the population of the instructors of the Army Training Centers. The respondents are the employees who are currently working at the Army Training Centers in Peninsular Malaysia. The military personnel who work as the instructors at the Army Training Centers have made up the majority of the population. There are 34 Army Training Centers in Malaysia. All of the respondents are the instructors from the Malaysian Army Training Centers. They have all served as the samples who have responded to the questionnaire of the study. Probability sampling, which is basic random sampling, has been used as a sample approach. Since each possible sample of a given size (n) has a known and equal probability of being the select, this technique has been used. The respondents have been selected among those holding the instructor post at the Army Training Centers. Approximately, 1,500 people are working as the instructors at the Army Training Centers. Thus, the sample size of the respondents taken for answering the questionnaire are 306 samples from the whole 1,500 population of instructors from 34 Army Training Centers. The statistics of the respondents has been obtained from the Army Training Centers management.

Data-Collection Procedure

The data have been collected by using Google Form to disseminate a questionnaire to 306 instructors from a population of 1,500 instructors at the 34 Malaysian Army Training Centers. Before the respondents began answering the questionnaire, the goal of the research and the questions had been clearly explained to them via Google Form, which was instructed on the questionnaire's webpage. As the questionnaire has been ready to distribute, the link has been sent so that they might quickly fill it in with appropriate replies. It has been estimated that one month has been required to collect the responses from the respondents. The completed questions have been categorized and placed into an SPSS spreadsheet for a further analysis. To generate results and findings for this study, the data have been analyzed by using the SPSS Version 25.

Analysis and Findings

Table 1 indicates the mean and standard deviation for the independent variables and dependent variable. The result has reported that the highest mean is Work Performance (0.9458) and the standard deviation is 0.7138, which means that the dependent variable has the highest mean value compared to the independent variables, which are Superior's Leadership Style, Working Environment and Condition, and Career-Development Opportunity. This means that Work Performance among the instructors at the Malaysian Army Training Centers is crucial to be highlighted in studies so that any issues pertaining to their performance can be disentangled. The second highest mean score is Superior's Leadership Style (3.9200) with the value of 0.7227 of the standard deviation. The next mean score for Career Development Opportunity and Working Environment and Condition are 3.8898 and 3.8409 respectively.

Pearson's Correlation

This is the first analysis to achieve the first objective of the study, which is to determine the relationship between the motivation factors, such as leadership, environment, and career, towards the work performance among the army instructors at the Malaysian Army Training

Centers. Table 2 below displays the results of Pearson's Correlation. To determine the strength of the relationship of each element or variable of this study, the standard range for interpreting the correlation coefficient from Sekaran and Bougie (2016) has been adopted and shown in the table below:

Table 1
Descriptive Analysis

Scores	Mean	Standard Deviation
Superior's Leadership Style	3.9200	0.7810
Working Environment and Condition	3.8409	0.6889
Career Development Opportunity	3.8898	0.7227
Work Performance	3.9458	0.7138

Table 2
Pearson's Correlation

Independent Variable	Correlation Value
Leadership	0.605
Environment	0.683
Career	0.656

In the study, the ordinal scale data have been used to analyses this assumption using the Pearson's Correlation Coefficient. At 0.605, 0.683, and 0.656 for leadership, environment, and career characteristics respectively, the relationship is moderately positive linear. The independent variables have 'no correlation' occurring with the dependent variable, which has achieved the goal for this assumption. After all things have been considered, the first assumption has been met, and now it is time to proceed to check the normality of error (residual) term in the next sub-section.

Multiple Linear Regression Model

Table 3
Coefficient of determination

Coefficient of determination (R ²)	54.6%
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The coefficient of determination is explained by the R² value as seen in the table 3. It helps to clarify and summaries the extent to which the dependent variables' variance is explained by the model. The following variables can be used to predict the variation in the work performance of the instructors at the Malaysian Army Training Centers by 56.4%: Superior's Leadership Style, Working Environment and Condition, and Career-Development Opportunity. Meanwhile, other factors, which have not been included here, account for the remaining balance of 43.6%.

The Significant Independent Variable towards the Work Performance of the Instructors

In order to achieve the second objective, this section has examined which independent variable that provides the most significant value towards the predicted variable, which is work performance, of an instructor at the Malaysian Army Training Centers. The t-test statistics that has been examined in this analysis and the significance level values that have been obtained are displayed in Table 4.15 below.

Table 4

Significant and coefficient values

Error (Residual)	Significant Value	Coefficient
Leadership	0.000	0.190
Environment	0.000	0.386
Career	0.000	0.276
(Constant)	0.000	0.644

Table 4 show three variables, which are leadership, environment, and career, are substantial with the significant values of 0.000, 0.000, and 0.000 respectively. This is as a result of every single variable having an Alpha value below 0.05. The investigation has indicated that there are significant differences in the leadership styles of the instructors, which have an impact on their productivity. In addition, distinct environments also have distinct significances for the instructors and have an impact on how well they perform at work. Finally, career growth also shows a similar outcome that varies in significance among the instructors and influences their productivity at work. To achieve the third objective of this study, examining the most important motivation factors that influence the army instructors' work performance has been based on the coefficient of the unstandardized (B). The value unstandardized (B) has indicated that leadership is the most important motivation factor to increase the army instructor's work performance (0.644). It means that, for every 1 unit increase in the leadership, the work performance will increase by 64.4%. In summary, all the three objectives of this research have been completed and achieved.

Conclusion and Recommendations

The results show that the variables that affect how well the instructors perform when working at the Malaysian Army Training Centers. With the p-value of 0.000 for Superior's Leadership Style of $p < 0.05$ being similar to Working Environment that has $p < 0.005$, these two independent variables strongly predict Work Performance. It indicates that most of the employees have agreed that Superior's Leadership Style and Working Environment can lead to good Work Performance. The discovery shows that the way a superior lead and the working environment are connected. They affect each other indirectly and also influence how well the instructors do their work, for example, getting good guidance from a boss makes the instructors work better and more energetically. When top leaders are really dedicated to having a creative leadership style, it means that they are focused on teaching all leaders to use their power well. This includes giving their team members the authority to do their tasks as effectively as possible. When a leader builds a confident, motivated, and passionate team that works together towards the organization's goal, it creates a stronger team and greatly increases the chances of success.

Creating a Leadership Skills Model that matches the skills is needed at each level of management with the company's goals. This includes focusing on mentoring, giving power to others, and involving employees. This model can be adjusted to match the criteria used to evaluate leaders, helping to find those who fit the organization's leadership style. Besides, it also evaluates current leaders, offers chances for leadership development, and spots any gaps in leadership skills. This is a step-by-step way to make sure that new leaders are trained well and can lead the organization to better employee performance. The current study has several limitations that the researcher has recognized, which can be recommended for further investigation. Specifically, in relation to the organizational culture aspect, the researcher proposes a re-evaluation to understand its influence on instructors' work performance. The following are suggestions for future research:

Building on particular findings. If the study has revealed intriguing or unexpected results, subsequent research could delve deeper into these findings. For instance, if a specific intervention proves effective in enhancing a particular result, future research may investigate mechanisms behind its effectiveness and explore its potential applicability to improve other outcomes.

Addressing flaws in new research. To rectify these limitations, upcoming research may employ alternative methodologies, gather additional data, or adopt a different analytical approach. For instance, if the study has faced constraints due to a small sample size, future investigations could benefit from a larger sample, ensuring more reliable outcomes and extending the findings to the Air Force and Navy Training Centers.

Examining (or testing) a theory (framework or model). If the study has relied on a specific theory, framework, or model, subsequent research could scrutinize whether those theoretical foundations are substantiated by the results. For instance, if the researcher has conducted a study to assess the efficacy of a novel intervention, future research may investigate whether the intervention proves effective in diverse settings or with varied populations.

Re-evaluating and expanding a theory (framework or model). If the study has generated results that do not align with a specific theory, framework, or model, subsequent research can reassess that particular theoretical basis. For instance, if the research has indicated that a specific intervention lacks effectiveness, future investigations may explore ways to enhance the intervention or consider alternative interventions that can prove more effective.

Reducing the bias of results and improving the reliability and accuracy of data. For future research, it is recommended to broaden the survey by including additional locations. In other words, it is advised to extend the study to encompass all Training Centers in the Malaysian Armed Forces, including the Navy and Air Force.

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