Major: Human Resource Management
Major No: H/12

Nexus Between Intrinsic Rewards and Employee Motivation with Mediating Role of Servant Leadership in Public Sector Universities of Islamabad

By:

Muhammad Farhat Habib – 01-220191-038

MBA (HRM) 3.5 Year

Supervisor:

Dr. Rafique Ahmed Khan

Department of Business Studies

Bahria University Islamabad

Spring 2022

FINAL THESIS APPROVAL SHEET

<u>Viva-Voce Examination</u>

Viva Date: <u>01/08/2022</u>

Topic of Research: Nexus Between Intrinsic Rewards and Employee Motivation with Mediating Role of Servant Leadership in Public Sector Universities of Islamabad.

Names of Student(s):   Muhammad Farhat Habib

Enroll # 01-220191-038

Class: MBA 3.5 Years

Approved by:

_____

Dr. Rafique Ahmed Khan

Supervisor

_____

Talat Rehman

Examiner-I

_____

Dr. Muhammad Amin

Examiner-II

_____

Dr. Syed Haider Ali Shah

Research Coordinator

_____

Dr. Khalil Ullah Mohammad

Head of Department Business Studies

AUTHOR'S DECLARATION

I, **Muhammad Farhat Habib** explain that mine MBA thesis titled **"Nexus Between Intrinsic Rewards and Employee Motivation with Mediating Role of Servant Leadership in Public Sector Universities of Islamabad**" this is my personal work. I have never applied for a degree at Bahria University or any other university before.

Name: **Muhammad Farhat Habib**
Registration #:   **62357**
Date: **August 2022**

TURNITIN REPORT

Nexus Between Intrinsic Rewards and Employee Motivation with Mediating Role of Servant Leadership in Public Sector Universities of Islamabad

by Farhat Habib

Submission date: 03-Jul-2022 02:15PM (UTC+0500)
Submission ID: 1865991257
File name: Thesis_1.docx (214.29K)
Word count: 20335
Character count: 117873

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DEDICATION

To my beloved **Wife and Parents** to always be behind me

ACKNOWLEDGEMENT

The innumerable kindness of the **ALMIGHTY ALLAH** who enabled and gave him the ability to acquire knowledge with contemplation. Especially, I am very grateful to my organization Bahria University for providing me an opportunity to enhance my study. Moreover, a bundles of thanks of my supervisor Dr. Rafique Ahmed Khan for his supervision and expertise during the accomplishment of this thesis.

In addition, I am very grateful and thank to all respondents who have participated in the filling of the questionnaires for this study.

In the last, thanks to my dear Wife, Parents and Family along with my Respected Teachers and all my Friends who have always provide Guidance and Support.

ABSTRACT

Intrinsic rewards are vital part of reflecting the human personality toward the employee motivation. This research proposed to study the nexus between intrinsic rewards (recognition, training & development, work environment and participation in decision making) and employee motivation with mediating role of servant leadership. The sector of this study was education sector of Pakistan particularly public sector universities of Islamabad. The study is explanatory in nature based on quantitative design. The data was collected through research instrument i.e., a questionnaire from a sample of 340 employees of the universities. Quantitative data was collected on five-point Likert scale which further analyzed through statistical tools by regression and correlation analysis via using SPSS, version 23.

The results of this study have been found significant association between intrinsic rewards and employee's motivation along with mediating role of servant leadership in the universities. The outcomes of all quantitative analyses supported the nexus of independent variables (recognition, training & development, work environment and participation in decision making) on dependent variables (employee motivation) and realistically demonstrated the hypotheses. Some limitation of this study may cover in future research such as include other geographical area and sector along with study may be conduct with qualitative design. Findings of this study will be beneficial for all corporate sector including government, institutions, health, banking etc. Also, specifically for researchers with respect to further research may also advantage from the results of this study.

Keywords: Intrinsic Rewards (IR), Employee Motivation (EM), Servant Leadership (SL).

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CHAPTER 1
INTRODUCTION

1.1   Background of Study

An arena of education is a prophetic profession in Islam and provide a lot of honor and respect for teachers. In the context of Pakistan, many educational institutions are contributing towards nation building by providing education and thus playing their important role in the society. They provide services related to teaching or administrative matters within the community as well as competing for the global environment. Teachers deserve respect and encouragement for carrying out their responsibilities. Furthermore, whether these institutes are involved in the provision of education or administrative matters, all these deserving people are entitled to respect and motivation in respect of rewards. There is so many rewards system that keeps motivated employee in the education sector. However, intrinsic rewards and motivation have a significant impact to keep employees motivated and encourage them to do their job more dutiful and playing a dynamic role in organizational performance. It's a phenomenon that every individual has own personality and has different traits which keep them motivated. The motivation-hygiene theory of Frederick Herzberg's stated that there are two kinds of motivation that keep motivated the employee, the first is intrinsic motivation and the second is the extrinsic motivation (Herzberg, Maunser, & Snyderman, 1959). Intrinsic rewards are those rewards which are belonging to the internal such as appreciation, self-respect, self-esteem, the happiness of achievement, encouragement, respect/ honor, authority, flexibility, space, etc. Extrinsic rewards are those rewards that are directly related to external like bonuses, salary, reimbursements, remuneration, etc. This research aims to scrutinize the influence of intrinsic rewards from employees belonging to the education sector and what happens when they are intrinsically motivated. Further, the role of servant leadership is how much play a role between intrinsic rewards and employee motivation on the education sector of public sector universities.

1.2   Problem Statement

  The aim of this study is to scrutinize the association among intrinsic rewards and employee motivation in the public sector universities of Islamabad. In the perspective of Pakistan, it has been observed that employees are less motivated with intrinsic rewards. Therefore, organizations should be given attention to intrinsic rewards that enhance employee motivation. Furthermore, the leaders/ managers of employees who continue to motivate their personals by delivering intrinsic rewards is the ladder between intrinsic rewards and employee motivation. Unfortunately, leaders/ managers in the context of Pakistan are not encouraging, rewarding and motivating as they have learned and recommended by management practices. Therefore, this study also finds out the mediating role of servant leadership, which scrutinize the how servant leadership is significance between intrinsic rewards and employee motivation.

1.3   Objective of Research

This study contains following objectives:

a. To scrutinize the association between intrinsic rewards and employee motivation.

b. To scrutinize the effect of intrinsic rewards on employee motivation.

c. To scrutinize the relationship of servant leadership between the intrinsic rewards and employee motivation.

1.4   Research Questions

Following are the research questions of this study:

a. What is the association between intrinsic rewards and employee motivation?

b. What is impact of intrinsic rewards on employee motivation?

c. What is the impact of servant leadership on intrinsic rewards and employee motivation?

1.5   Research Contribution

  This study helped organizations identify and how employees are motivated through intrinsic rewards such as recognition, training and development, work environment, and participation in decision making. Further, how leaders/ managers can influence employee motivation and act as a bridge between intrinsic rewards and employee motivation.

1.6   Practical Contribution

This study focused on relationship among intrinsic rewards and employee motivation along with role the of servant leadership between them. The study also helps and understand the association between intrinsic rewards and employee motivation towards the motivates the employee to sustain their performance along with sense of appreciation, enhance their skills and improvement of needed area required, to fit with organization environment and the importance of participation in decision making. Moreover, leaders/ managers and organizations can lead from this research for the concept of servant leadership and how a visionary leader play a vital role in the success of employees as well as organization performance. Specifically, HR departments of organizations can lead from this study towards to sustain their employees, enhance their performance and improve their policies.

1.7   Theoretical Contribution

The significance of employee motivation is the important for sustainability to organizations operations across all sectors. Motivation is to balance and simultaneously minimize issues related to the employee's environment, attitude, and the behavior. Motivation is to way things are done for businesses to balance their financial, social, and environmental risks, obligations, and possibilities.

The study is crucial because it aims to illustrate the relationship between intrinsic rewards and employee motivation in the education sector. The findings of this study will be beneficial to organizations seeking to improve their employee's, skills, attitude and performance. The outcomes of the study are predicted to have a substantial influence on academics and individuals interested in intrinsic rewards and employee motivation.

1.5   Limitations

Any research can't be accomplished without any limitations; therefore, this research also has some limitations. First, this research is conducted in the public sector universities of Islamabad and focused on the education sector, further studies may be including another sector of education such as private or health sciences. Secondly, this research based on quantitative research due to limited time frame and further studies can be conduct with qualitative research because of qualitative research results are more accurate, and data are reliable. It is also suggested that further study may also scrutinize the relation of intrinsic rewards with other variables such as organization performance,

employee attitude and supervisor role along with other mediator leader style. Further, this study includes all levels of staffs. Further study can include lower level and middle level staffs separately to analyze intrinsic rewards.

1.6 Scope

Much research had studied intrinsic rewards and employee motivation. Therefore, this study may not be an innovation in this area of research. However, the scope of this study is a mediating role of servant leadership to explore the associations between intrinsic rewards and employee motivation in the public sector universities of Islamabad. On the accomplishment of this research, it might be used in other sectors as well such as technology, health, media, and banking, etc. Furthermore, this research can be assisting the faculty members, doctors, managers, and researchers to recognize the significance of intrinsic rewards towards employee motivation along with the how much impact of servant leadership between the intrinsic rewards and employee motivation.

1.7 Organization of Thesis

This research study contains 6 chapters and after that annexure and references:

The first chapter of this study is an introduction that describes the back ground of study, problem statement, objective of research, research questions, imitations and scope. The second chapter of the study discusses the literature review of this study variables such as employee motivation, intrinsic rewards (recognition, training & development, work environment and participation is decision making), underpinning theories, nexus between independent and dependent variables, theoretical framework and hypothesis of this study. The third chapter discusses the brief of research methodology and discuss the research design, research type, population, sample size & techniques, data source, research instrument, unit of study, statistical tools and respondent rate. The fourth chapter is about data analysis and discusses numerous results of this study including reliability statistics, demographic data, descriptive analysis, correlation & regression analysis of independent and dependent variables. The chapter 5 is cover the critical deliberation of this study includes conclusions gained from prior studies that supported the study topics. The last chapter 6 of this thesis is the conclusion and recommendations that are the essence of this study.

CHAPTER 2

LITERATURE REVIEW

2.1   Employee Motivation

The trichotomy created and operationalized by McClelland is the most frequently recognized and implemented (McClelland, 1961). This idea stresses the want for power, the desire for connection, and the desire for success. People who do research on stimuli from a psychological point of view find desires within the individual. (Pittman, 1998). They could question themselves, "What do I want?" or "What do I need to do?" (Alderfer, 1969). Work on organizational behavior, while others recognized learning or growth as essential human needs (Kegan, 1982). Pittman thinks that the difficulty of making sense of and acting in an immensely complicated world appears to be one basic problem that determines a person's motivation. For decades, social scientists have studied the topic of motivation in following perspectives:

- "Psychosocial" (Kaiser, Wölfing, & Fuhrer, 1999).
- "Need-based" (Maslow, 1954).
- "Intrinsic" (Deci, Intrinsic motivation, 1975).
- "Social identity" is some of the perspectives (Ashforth & Mael, 1989).

Self-determination theory (SDT) proposed by (Deci & Ryan, 1985), which holds that understanding human motivation necessitates considering three simple spiritual desires such as affiliation, capability and self-sufficiency. Many studies of human behavior show relatedness and competence. The self-determination theory broadens the discipline and provides a meaningful perspective on motivation and the environment.

The basic phrase for motivation, according to (Higgins & Kruglanski, 2000), is "to move", however most people associate motivation with the verb "to want". Motivation, according to Pittman (1998), is "the activation of internal desires, needs, and worries". He contends that motivation energizes behavior and directs the organism in a certain path targeted at resolving the motivational concerns that caused the increased energy.

Internal physical and psychological feelings, ideas, and or perceptions of one's environment can all be sources of motivation. It initiates, sustains, and directs psychological or physical activity; internal force such as instinct, ambition and aspiration is also engaged in this process. Motives can be conscious or unconscious and are

commonly classified into two categories. First referred to functional, prime, or living like appetite and rejection. Second is about individual and societal or can be relationship, struggle, explicit benefits and ambitions (Auf der Mauer, et al., 1998). The intensity of motivation might be affecting the employee intrinsic esteem and being they are in power and motivated to take personal and organizational decisions (Tariq, Ali, & Ahmad, 2016). Therefore, the performance of individual employees related to the motivation (Bendoly & Prietula, 2008) and highly motivated personal are provided wrathful outcomes (Grandey, Goldberg, & Pugh, 2011).

Extrinsic incentives such as income, promotions and intrinsic rewards like successful completion of task boost employee motivation. Research shows that both types of rewards influence outcomes such as job commitment, administrative fulfillment and desire to remain (Tymon, et al., 2010). Extrinsic incentives, which range from salary and benefits to job place, environment and promotions, are often controlled by the business and are not directly within the employee's control. Many reform programs are meant to manage expenses related with the organization's extrinsic incentive system, which may include decreasing employee awards (Sturman, et al., 2003).

In contrast, intrinsic rewards are focused on employees having a pleasant experience as a result of their labor (Thomas, 2009). Many transformation initiatives, while not always accomplished, try to raise the employee's worth to the business. When this is seen as such, it can boost employees' feeling of self-esteem and inherent drive. These emotions may reinforce and stimulate employee efforts, increasing inspiration, commitment and do to work individually satisfying. Research indicated that, a vicious cycle of internal rewards that supports pleasant feelings about the job leads to working conditions that create a greater sense of inner reward. The perception of meaningful work, the capacity to exercise some degree of choice, the perception of progress, and the development of a larger feeling of competence (Spreitzer, et al., 1997). Tymon, et al., 2010 narrated that while people are significant, selective, progressive, and skilled at work, their statement belong to internally motivated at work, they are more satisfied with the job, and they are less inclined to quit. Therefore, employee motivation has positive relation with intrinsic rewards. Some study suggest that high levels of intrinsic incentives may reduce the need for greater extrinsic rewards, lessening the organization's need to constantly raise salary and perks higher in order to keep a quality staff (Deci & Ryan, 1985). Emphasis on

internal rewards underlines that labor may be a reward in and of itself, leading to a sense of progress, fulfilment, and empowerment.

There are several factors that determine how much intrinsic value individuals experience at work. This research investigates four intrinsic reward building blocks which are recognition, training & development, work environment and participation in decision making. The core consequence of motivation is argument of individual performance (Manzoor, Wei, & Asif, 2021). Employees who are motivated through motivation fulfill their assign duties along with extra effort at work (Gkorezis & Kastritsi, 2017). Motivation is essential throughout the entire organization to achieve organizational objectives and may be implemented in various forms to change employee attitude, performance, and self-esteem among other things. (Hameed, Ramzan, & Zubair, 2014). Therefore, organizational may be scrutinize the aspect and highlight that point which motivate the employee. The motivation relates to employee day to day operation and adjacent areas of workplace (Mohd Zaki & Norazman, 2019). For instance, if an employee works in a stressful environment and uses only his energy to spend the day, it also affects performance and emotions. Employees that are loyal of the amendment initiatives share the new strategy being implemented by the firm, and as a result, they are more likely to have a sense of meaningfulness. Similarly, when employees believe they have power over their job, can take fair threats, and are stimulated to acquire from their mistakes, they are more likely to have a feeling of choice than when these traits are not visible.

2.2   Intrinsic Rewards

The American Society of Mechanical Engineers was the initial backer and administrator who started the rewards systems. Price systems were critical to developing and executing this Science Management ideology at the time. However, since the days of scientific administration, there has been a reward system. Some principles and ideas were formed, and some of them are still in use today. In the research paper of (Drury, 1915) salary Issue is one of the key themes. According to (Peach & Wren, 1992) many rules accompanied the introduction of performance-based compensation until the 1950s. In the 1915s, there were programs, several of which were named preferred management engineers: Taylor Systems, Ghent Systems, Emerson Systems, and so on.

Nevertheless, the most crucial factors in science management are assignments and bonuses. Taylor emphasized the need of preparation at this time. They advocate for merit-

based pay, with greater compensation for employees and lower wages for businesses. The piece rate plan was highlighted in the proposed pay system (Taylor, 1947).

According to (Spriegal & Myers, 1953) specified that the Frank and Lillian Gilbert created a reward system that is being used today. He distinguished two sorts of incentives: direct incentives, such as employee desire and pride, and indirect incentives, such as rewards and penalties. These awards include the following features:

a. Positive in terms of perceived advantage for the worker.

b. This implies that you must make your decision before beginning work.

c. Personal or unique design, referring to the guy for the task.

d. Because it is permanent / unchangeable, the pace should not be reduced once set.

e. Guarantee from the organization to encourage employees: In the past, rewards have always been paid, so perhaps in the future.

f. Advertise now and provide incentives after the task is completed.

Employers are seeking for better ways to push their staff to perform better in a world of global competition (Ngwa, et al., 2019). Therefore, using the appropriate incentive system is one of these techniques. Special offers which not only attract and retain performers, but also motivate them to accomplish even more (Downes & Choi, 2014). There have been reward systems in the past, and they serve as the foundation for today's systems that better balance the interests of employees and employers. Employee sentiments toward their workers are influenced by their opinions of their own incentive environment. Furthermore, managers' dedication to their organizations is evident in how they reward their personnel. A cooperative standard that focuses on the ability of groups to fulfil their own requirements, recognize, and reward their staff for their efforts (Hafiza, et al., 2011). Employees must increase their dedication to their company and their job in response to the benefits they get.

The reward system is divided into several components. The first is the financial component, which is the most typical component of any incentive scheme. It may not be the most important system component, but it has a big influence on staff performance. This

is the monetary value of the award. (Merchant, 2007). The financial parts of the rewards system are divided into three categories:

a. Increase in Performance-based Compensation: companies pay their employees at the end of each defined term. Employee competence is expected to develop over time as they gain longevity experience. Consequently, Merchant (2007) deliberated that, plans are in place for a gradual pay rise. These are referred to as performance-based pay increases.

b. Short-term Incentive Plans: These are financial bonuses given to senior executives that are calculated over a short, performance-based term, usually less than a year.

c. Long-Term Incentive Plans: Long-term incentive payouts are based on performance criteria over a one-year period. Using this approach, the corporation may reward its employees for good job performance to optimize the company's long-term worth. According to Merchant (2007), it also helps a business recruit and retain highly competent individuals.

Other intrinsic rewards including scale and responsibility, career possibilities, healthcare, learning and development, professional growth, intrinsic motivation from work, and organizational quality of work life (Ngwa, et al., 2019). Appreciation through words and certificate awarding on the account of recognition are two examples of intrinsic rewards components of the payment system. Employee engagement is influenced more long-term by the non-financial component of the remuneration system than by the financial component. However, both components are required for an efficient incentive system (Amstrong, 2007).

Reward systems can be the outcome of intrinsic motivation or personal growth motivation. Feeling proud of something, content and happy with what you accomplish are examples of intrinsic motivation. Another individual or group might be a stimulant for personal progress (Ngwa, et al., 2019). External benefits might also be financial or non-financial in character. The financial factor is often a flexible payment different from wages. It is bestowed as a prize or incentive for exceptional accomplishment. This might be a single person or a group. The circumstances for obtaining these reward systems are frequently predefined, and performance must be monitored at the same time.

Intrinsic rewards belong to those rewards which any organization awarded to their employees for accomplishing of certain task or assignment (Manzoor, Wei, & Asif, 2021). These rewards are also coded as direct and indirect monetary rewards (Anjum, et al., 2021). Such awards depend upon individual performance and commitment towards their completion of the task on basis of their capabilities and determination of the work. Intrinsic rewards are a tool that impacts the employee's reaction towards confidence and self-esteem. Consequently, encouragement of employees for continuous improvement of work along with the long-term changing in behavior as desired (Ryan & Deci, 2020). For instance, any person completes a task effectively which provides the employee fulfillment and accomplishment for future appreciation. This kind of intrinsic reward keeps the employee motivated and committed to their work which further refers to the employee's continuous accuracy of work in the future experience. Aforementioned kind of intrinsic rewards suggested that intrinsic rewards has positive relation with employee motivation. In the workplace, intrinsic rewards most likely are appreciation of work whether its individually or teamwork, the happiness of self-respect from your middle-level managers or colleagues of other sections, individual improvement, enhancing of trustworthy labels from managers, flexible and comfortable work environment, spirits of success, learning of creativity and grow yourself towards by the innovatively, empower and provide space to an employee for selection of task or project and determination of the teamwork (Devaro, Maxwell, & Morita, 2017).

2.2.1 Recognition

Rewards can drive behavior from the outside, as they can herald future benefits for those who expect them (Bandura, 1977). If prizes are contingent on a behavior, they can enhance the chance of that behavior being repeated over time (Luthans, 2002). Prior study has found that encouragement plans use prizes to increase specified performances (Stajkovic & Luthans, 2003). In parallel, recognition is a powerful motivator of conduct that is independent of any incentive. However, acknowledgment alone is insufficient and must be accompanied through prizes. Likewise, deprived of appreciation, rewards would load personnel with physical goods that would quickly fail importance. Several personnel's want to be specifically recognized and appreciated for their great achievement (Andrew & Sofian, 2011). The researcher demonstrated that unwritten response mixed with monetary inducements may increase service entertainment (Cook & Dixon, 2005).

These types of illustrations from earlier study led us to the conclusion that incentives and recognition are mutually beneficial.

Recognition is a respect for the employee to complete the specific task or responsibilities (Baskar & Prakash Rajkumar, 2015). It's an appreciation the employee on account of outstanding performance and employee than get motivated by these kind of intrinsic rewards (Anjum, et al., 2021). Furthermore, aim of the recognition of employee on any work to encourage the employee to do something more with passion and create an environment where employee get them motivated. Therefore, when an employee give effort on their work than employee is think about to do something different and its further refer to innovation and creativity, which is a way to achieve the organizational goals more effectively and enhance the organizational overall outcomes. Recognition is a core part of intrinsic reward, confirming and sophisticated the long-term payback to the organization (Robbins, 2009). It's a sanction for employee where they realize that they are valuable, and organization are acquiring appreciation along with atmosphere of gratefulness (Board, 2007).

Employees stages of commitment fluctuate as a consequence of their perception of the advantages obtained from a position (Kahn, 1990); if they feel more rewarded and recognized for their role, they are more possible to involve in the work (Saks, 2006). Workers often rely on their affiliation with an organization to determine how much they believe the organization is dedicated to them (Stajkovic & Luthans, 1997). Organizations use award and appreciation to indicate how important their workers are to them. Suitable awards and appreciation are essential for employee commitment (Maslach, et al., 2001). In a research conducted in the Turkish bank related to women and professionals has been investigated that awards and appreciation are the essential part for effort involvement (Koyuncu, et al., 2006). Inadequate awards either its belongs to monetary, organized or societal rise likelihood of someone getting burnt (Maslach & Leiter, 2008).

Furthermore, deficiency of appreciation from facility users, coworkers, superiors, and outside investors diminishes the worth of both persons and their work, and is also associated with spirits of inadequacy (Maslach, et al., 2001). Period of time, effort and information that employees give to his job, can be compare against output and input for recognition and rewards. According to equity theory, these outputs are balanced, the result in views of equality/ injustice. Taking a salary and remunerations bundle that is

competitive in the market, with the impression of being fairly treated and appreciated, motivates workers at work (Koyuncu, et al., 2006).

The Oxford dictionary defines recognition as "appreciation or praise for an achievement, service, or aptitude". According to neurobiology, when recognition occurs shortly after a goal is reached, when it comes from peers, and when it is concrete, unexpected, personal, and public, it has the greatest influence on trust (Zak, 2017). Public recognition not only celebrates accomplishment by harnessing the force of the audience, but it also motivates others to strive for excellence.

There are several books, films, and blogs on how to boost employee motivation. One of the ways to enhance employee motivation is to offer feedback. This goes on to define "give feedback" as something that employees desire to know that their job is valuable and worthwhile. Thus demonstrating the need of making employees feel valued in order to help them feel empowered and engaged. If their contributions go undetected, they may believe their efforts are insignificant; hence, offering continual feedback helps employees feel engaged, connected, and interested. In this case, providing feedback is quite similar to the method of recognizing and rewarding successes and exceptional work mentioned. Fostering and maintaining high levels of employee engagement is both difficult and rewarding. Ultimately, strong employee engagement necessitates meaningfully acknowledging individual and group successes, as well as enjoying the numerous advantages of an engaged, high-performing work team. A few examples to implement in order to promote staff engagement, including providing recognition, should be done by establishing a culture of celebration by recognizing great work and taking the time to nominate staff for organizational recognition and awards.

2.2.2 Training and Development

The text discusses training & development on various management books. In this regards following authors described training & development as:

In a manual of human resource management written by Michelle Armstrong in her 8th edition, 2001, "training is the systematic development of an individual's knowledge, skills, and attitudes necessary to execute satisfactorily a particular work or employment". (Armstrong M. , 2001)

"Training is the act of enhancing an employee's knowledge and abilities for completing a certain profession" (Flippo, 1984).

The aim of training is to enhance the employee's skills, capabilities and abilities to cope up and accomplish the task. Bases of training is to development of new skills and improvement of old employees. Fruitful applicants put on positions require training to successfully fulfil their obligations (Aswathappa, 2000).

Training is a procedure of polish the employee's skills and approaches to do their work more effectively (Armstrong & Brown, 2006). It's a tool to educate the employee and minimize their error on a specific area of the certain duties/ jobs (Dabale, Jagero, & Nyauchi, 2014). Whereas, development is the entire progress of the employee to cope up the current task in a better way and enhancing their potency for upcoming tasks (Kulkarni P. P., 2013). Therefore, training and development is a benchmark for the organization to enhance their performance. In perspective of employee, it's referred to the grow up the motivational level as well as improve individual skills which are covered by this kind of intrinsic reward. Organization are conduct training and development program to cope up the latest technologies and quality to increase productivity level along with minimize the cost and error (Bebchuk, et al., 2011). Subsequently, such type of program builds employee self-confidence and motivation during the workplace (Naong, 2014).

The fundamental objective of training of any origination is to prepare skillful and motivated employees. In a research article of (Kulkarni P. P., 2013) inscribed four aims, first aim related individual goals, to fulfil self aims towards develops the individual's involvement in the firm. Second liked with organizational aim help the organization achieve its main goals by increasing individual effectiveness. Third one is referred to functional aim to continuous improvement for their department in his own domain and meets the demands of the organization. Final is about social aim assure that the organization is ethically and communally responsible to the society's necessities and difficulties. Moreover, organizations may be developing their own objectives according to their requirement. Following aims may be undertaken for training & development:

- Preparing new and existing personnel to meet current and evolving job and organizational demands.
- To avoid wear and tear.

- Should provide new competitors with the fundamental information and abilities required to do a certain profession.

- Employees are being prepared for high-level positions.

- Helping workers operate more successfully in their present roles by presenting them to new ideas, information, and processes as well as increasing the skills required for corporate business.

- Create an instant link of capable managers and train them for higher senior posts.

- Ensure that departments function smoothly and efficiently.

- Assuring the desired level of economic output.

Various approaches are employed in various sectors and organizations. As a result, the demand for T&D programs is determined by the requirements of the job profile. As a result, different writers share various sorts of applications. Two types of T&D programs can conduct; the first is on job training and second is off job training. In on job training, employees may be train by rotation of job, mentoring, coaching, encouraging, task, assignment etc. Whereas, in off job training employee can train various programs such as classrooms activities, exercise with simulation skills, seminars, conference, situational case studies, audio & video aids etc.

2.2.3 Work Environment
Workplace as the model derived of a working environment that is encouraging to job fulfillment, health, focus, and profitability (Salunke, 2015). According to this study, maintaining decency in the workplace is a very important way to retain employees, reduce turnover, and when the environment is good, this will increase employee activity and productivity per person, which will later on increase the efficiency of an organization due to satisfaction and communicating without hesitation. Employee unhappiness is caused by a bad working environment.

An area of doing work in an organization where employees are doing their daily operations are called as work environment (Anjum, et al., 2021). A dynamic intrinsic reward establishing employee motivation through healthy work environment (Wasiu & Adebajo, 2014). A friendly and healthy environment keep motivating an employee to do

their jobs efficiently with dedication. It may include physical workstations, premises, atmosphere, equipment, and any other facilities which tend to influence employee motivation (Sila, 2014).

To guarantee that employees are highly content and productive, strategies should be created to ensure that the environment is better preserved and that authoritative needs such as communication and security, convention and familiarity, utility and cross discipline. That is, the working environment may be exploited to improve corporate performance and employee well-being. Providing adequate offices to workers is critical to achieving more prominent representational responsibility and productivity. The arrangement of insufficient hardware and unattractive working conditions has been shown to affect representative satisfaction and motivation to stay with the organization.

According to (Sparta, et al., 2016), most firms do not take the problem of working environment seriously, which has an influence on employee performance and satisfaction. Working environments include safety in the workplace, good relationships with coworkers, and developing a sense of ownership within an organization by allowing employees to voice their opinions on what should be done to improve their satisfaction level within the organization. By doing so, a worker feels valued, which may boost morale toward the job. Salunke, 2015 narrated that, the body of working environments has following four optimistic features:

a. First and foremost, it is about transparency and communication. As a result, the working environment influences how employees see themselves to be the most important to the highest authority. Workers must be informed of the reasoning, missions, and assessments of their workplace.

b. Second, work environment refers to the consistency of work and personal life. Also, a company with growth strategies that promote work-life balance, which has a good influence on employees' lives since they are happy and pleased with their jobs.

c. Third, the workplace should be fair; employees must understand why they are being rewarded properly in knowing their job and obligations.

d. Fourth, the workplace should advance consistency; under exceptional circumstances, workers are often adjusting forecast based on the reaction of their primary reliant in the organization.

The following environmental factors influence employee work satisfaction.

- The kind of supervision and employment fulfilment have a good relationship. One of the reasons of worker demonstrations in many scenarios is insufficient worker supervision.

- Workers are unsatisfied with their working environment when supervision is inadequate.

- The supervision of workers is highly vital to the company in order to achieve the goals stated, therefore the employees who occasionally need to be overseen are the ones who are primarily accountable for reaching the goals.

- Supervisors are always persons in the company who know more about their jobs than other employees.

- A person can become a supervisor owing to variables such as extensive job experience, advanced knowledge, and abilities (Haiynes, 2012).

A pleasant atmosphere is another aspect that work affects individuals because it has a direct impact on employees' job performance in the service business. A stressful working conditions and employees are feeling under pressure working conditions it may be prone to leave. A pleasant working atmosphere can persuade individuals to obligate to booming out their responsibilities and compulsions properly. Likewise, esteem between coworkers and management will aid in the creation of a positive work environment, serving as an encouragement for employees at work station. In a global firm, discovered a substantial association between a pleasant workplace and job performance. However, in the working environment, the psychological characteristic also includes how to manage the work, like work methods or activities and prosperity (Aarabi, Subramaniam, & Akeel, 2013). Optimistic psychological aspects of the work environment motivate the employees towards creativity and innovations.

2.2.4 Participation in Decision Making

Provision of the individual decision-maker to participate in decision making (PDM) inside the organization. (Wegge, et al., 2011). A similar type of participation builds employee confidence towards work flexibility and control which further reduces the space between employees and the organization (Noah, 2008). Subsequently of participation, employees are more motivated be considered as an essential personal of the organization which builds their self-esteem and performance. These kinds of collaboration also enhance their performance and make them more explicit regarding work (Anjum, et al., 2021).

Employees participation highlights the necessity for collaboration among organization and employees as well as for workers to participate in management decision making processes (Bendix, 2010). Employee engagement consists of employees who participate in as many aspects of their work life as possible. This can be direct or indirect, representing employees. Employees participation in decision making can be director or indirect; if employees are participated in directly its mean that they are involve in action or process and if its related to indirect participation mean that they are representative in the decision making. In the same sense, indirect participation as a scenario in which employee partake all workplace choices through their representatives (Kester, 2007). Some of the motivations for employee participation are as follows:

- For starters, requiring employees to participate in an initiative's decision making procedure acknowledges the critical role that employees play in an organization as well as their monetary privileges (Venter, et al., 2009).

- Second, including workers in decision making promotes democratic principles in the workplace, since employees have greater power regarding decisions that affect their lives at work (Davis & Lansbury, 1992).

- Finally, including employees in decision making will minimize yield, absence and the frequency of complaints as well. Consequently, build a high association among management and labor (Massarik & Tannenbaum, 1999).

Various stages of PDM extent to which employees or their representatives influence corporate decision making. Employees may be merely informed about management choices through two-way communication, or they may have joint or complete

influence over decision making in a business (Du Toit, et al., 2010). Within an organization, three degrees of engagement are often distinguished (Nel, et al., 2005).

a.   Limited Involvement

Management makes an attempt to enhance communication and attitudes at this level of engagement, but employees are still viewed as somewhat passive (Du Toit, et al., 2010). Employees typically participate through staff bodies in this setting.

b.   Participation at the Mid-Level

This occurs when an employee engages in the plant or establishment's decision-making processes, such as how the corporation's directions, principles and corrective processes must remain implemented and carried out (Nel, et al., 2005). Management at this stage aims to keenly include employee in efficiency and budget control.

c.   Participation at the Highest Level

At this level of management, employees are viewed by way of associates in the firm and efforts are rewarded through gain sharing or profit sharing programs (Du Toit, et al., 2010). Top management and employee representatives make strategic decisions for the organization in the long term.

Employee involvement in PDM has many advantages, researchers and leaders believe that; if workers are fully informed about issues affecting them and given the chance to make decisions related to their job, both the organization and the person will gain (Shadur, Kienzle, & Rodwell, 1999). As a result, the undermentioned are the advantages of including employees in PDM:

a. It boosts employee self-esteem or work fulfillment while increasing productivity.

b. Lead to better organizational PDM and allows employees to undertake their self-information.

c. By incorporating employee's creativity, innovation and knowledge, in consequences organization can enhance his growth, overall performance and strategic goals as well.

d. It fosters better employee trust and a sense of control. v. Employee engagement reduces the resources necessary to monitor employee compliance (e.g., supervision and work regulations), hence lowering expenses.

e. Organizations can increase performance if they are adding their employees to PDM and allowing them to share their ideas and creativity. Because of profound employees PDM constructing maximizes opinions and a variety of perceptions.

2.3   Servant Leadership

Servant leadership (SL) model was initially presented by Greenleaf in 1970 and basically, it was an idea based on the "servant as a leader" (Greenleaf, 1977). It is a new ideology for leadership which core competency indicates that serving others as a servant leader (Spears, 2005). A researcher (Graham, 1991) elaborated in his article that offers another take on Servant Leadership, placing it within four charisma models: "Weberian Charismatic Authority, Personal Celebrity Charisma, Transformational Leadership, and Servant Leadership". Conceptualizes SL as the most "moral" of the charismatic special effects within the approach. As a result, Graham suggests that Servant Leadership develops into humility, self-sufficiency, ethical expansion of followers, relational power, and imitation of leader's service orientation.

Servant leadership is a leadership style that highlights "service" (Van Dierendonck, 2011). Leadership placed employee motivation on priority (Hoch, et al., 2018). They can affect their juniors by providing support and assistant to upgrade their abilities and performance (Bauer, et al., 2019). Servant Leaders have nine features and one of these features is service, its indicated the basic element of Servant Leadership. According to (Farling, Stone, & Winston, 1999), leaders must recognize that their primary duty is to serve others. Their research indicates that Servant Leadership is extremely service-oriented, and that Servant Leaders are natural servants when regarded in this light. One crucial quality of Servant Leaders is the ability to foresee and express a vision.

(Laub, 1999) describes the Servant Leadership philosophy and develops a Servant Leadership organizational model. Servant Leadership, according to the concept, "an idea and practice of leadership that prioritizes the good of those led over the self-interest of the leader". SL "promotes the valuing and development of people, the formation of communities, the practice of authenticity, the provision of leadership for the benefit of those led, and the sharing of power and status for the benefit of each individual, the entire organization, and those served by the organization".

According to (Patterson, 2003), SL are led via seven moral conceptions that determine an individual's approaches and conduct. According to the seven constructs, the SL:

    i.   Exhibits ethical love.
   ii.   Behaves with humbleness.
  iii.   Selfless.
  iv.   Idealistic.
   v.   Trustworthy.
  vi.   Delegate subordinate.
 vii.   Helping.

Claiming that it is congruent with Servant Leadership to the point where Servant Leaders must have such tremendous love for the followers that they are eager to discover the gifting's and abilities of each one of the followers.

(Spears, 1995) extensively analyzed Greenleaf's initial Servant Leadership (1977) works and found 10 Servant Leadership characteristics:

    i.   Listening.
   ii.   Empathy.
  iii.   Healing.
  iv.   Awareness.
   v.   Persuasion.
  vi.   Conceptualization.
 vii.   Foresight.
viii.   Stewardship.
  ix.   Development.

x. Community building.

Servant Leadership paradigm based on Spears' (1995) offered an original 10 traits, adding an eleventh factor essential to Servant Leadership - called - described as a natural desire to serve others. Recent study and factor analysis (Barbuto & Wheeler, 2006) attempted to identify how to evaluate the traits, and the results revealed that the initial eleven characteristics could be reduced to five factors:

- *Altruistic Calling:* The desire to make a positive change is known as an altruistic calling. Leaders with a strong Altruistic Calling priorities the interests of others before their own.

- *Encouraging Spiritual:* Commitment and competence in encouraging spiritual recovery from adversity or trauma.

- *Wisdom*: Awareness of one's environment and the expectation of repercussions. Knowledge and utility are combined.

- *Persuasive Mapping*: Process of persuading people by utilizing solid reasoning and conceptual frameworks. These leaders are adept at mapping difficulties and imagining larger possibilities.

- *Organizational Stewardship:* The extent to which a leader prepares a company to contribute positively to society and leave a positive legacy. The leader will seek to foster a sense of community in the workplace.

A servant leader is role model for an employee who gives direction, guidelines and assists to grow their "service" (Lemoine, Hartnell, & Leroy, 2019). Consequently, in a nutshell the servant leadership is a benchmark for any organization which can enhance the employee motivation level and performance. Because servant leaders placed themselves as a servant in any circumstances to keep motivating their employees. In the aspect of this study, servant leader plays a very vital role in the intrinsic rewards. This role may be accepting the employee recognition, encouraging the employee towards the training and development plan, providing a friendly work environment, and involve in participation in decision making.

2.4   Underpinning Theories

2.4.1   Maslow's Hierarchy of Needs Theory – Employee Motivation

In 1943 Maslow created the utmost widely used motivational theories. Maslow suggested that human beings have varying degrees of need and are motivated to meet those needs. Maslow proposed that people's needs may be classified into a pyramid of priority and personals can find them in any stage of this pyramid which determines their behavior dependent on the needs they have. Maslow classified the levels of the pyramid into five classes:

    i.   **Physiological Needs:** which are the most fundamental requirements that persons have and this includes essential components such as food and water.

    ii.   **Safety Needs:** individuals to be safe and not be hurt and this contains fundamentals such as accommodation for safety.

    iii.   **Social Needs:** contain feelings of connection/ companionship.

    iv.   **Esteem Needs:** contain a need for individual success and acknowledgment. It is an individual's need in a family, social group, or organization to feel acknowledged in the group, team, or greater communal.

    v.   **Self-Actualization Needs:** mention to the feeling that a person really is got my full potential.

In 1971 Maslow theory was thought to be significant since it implied that lower level requirements must be addressed before higher level demands may be met. Maslow's want pyramid hypothesis divides human requirements into insufficiency and development needs. The theory claimed that human beings have different desires and they are motivated by the fulfillment of these needs. Human beings demand might be classified into different human requirements based on importance of hierarchy. Therefore, from these different levels of needs human may be find themselves at any stage, which will affect the behaviors based on their needs.

Consequently, the Maslow's theory was deliberated created on the elaboration of the general employee motivation. Nevertheless, basic, and important elements forward to

working condition which further describe that working satisfaction. The physiological needs of any personnel based on rewards given by their organization, and it is an edge for personnel which allow to individual fulfilment of these needs. Therefore, according to this theory and supported these contents of this study that intrinsic rewards leave a huge impact on every employee to keep them motivated. Every employee required self-respect regarding intrinsic rewards on accomplishment of any task or job assigned by individual, which is the bench for these to doing their work more efficiently and efficiency.

Therefore, when an employee of any organization is encouraged and satisfied by their working condition, a strong relationship is developed between employee and their colleagues along with the supervisor. This relation referred to building teamwork and every employee feels that their organization values their efforts and endorsed that the organization should appreciate their hard work. In the final stage where employee want to make them reality instead of working as a traditional worker. Therefore, they want to make their identity where they need grow and develop. However, progress from one stage to another required to a cycle of reality itself.

Another theory of motivation is also connected i.e., intrinsic rewards and employee motivation. The theory revealed that motivation is the key that changing the employee behavior toward the fulfilled the desired goals because human behavior is direct interlink with goals. Therefore, social cognitive theory asserted that rewards awarded on the account of an assigned task might be raised the motivation (Schunk H, 1989). Thus, it is emphasized that intrinsic rewards are a core element for any organization to keep their employee motivated because if the employee of any organization is motivated and willing to take on any task which enhance the performance of the organization which further achieved the overall outcome or goals of the entire organization.

Therefore, according to above mentioned contents and reveled that organization want to enhance employee motivation they should be first encourage their employee by the basic needs than further leads to the above needs. However, in general view of this contingent organization its observed that organization are not undertake these contents as suggested in this theory that's why various organization of this arena falls to down or may be extinction.

2.4.2 Motivation-Hygiene Theory – Intrinsic Rewards

Intrinsic rewards can increase employee motivation and support the idea of motivation-hygiene theory concerning each other, according to a 1959 study by Frederick Herzberg. The theory claimed that intrinsic rewards has a significant impact on employee motivation and result in increased employee performance. Therefore, it is appropriate to support this theory that intrinsic rewards are necessary to increase employee's motivation. The motivation-hygiene theory has been used as a research model in various studies in the field of intrinsic rewards (Manzoor, Wei, & Asif, 2021). As Herzberg's suggested, employees are encouraged by rewards and enhance the employee's performance. However, Victor Vroom's expectancy theory suggests that these rewards should be beneficial to employees (Vroom, 1964). According to the findings of the Vroom study, rewards are the consequence of completing a task that is beneficial and that the rewards should be considered for those who meet all the work requirements to motivate employees.

Herzberg's developed variables for accomplishment of work and elaborated in two categorize. According to the theory, the sources of pleasure are distinct from the causes of work discontent. Internal elements or motives or contentment are identified as reasons for success, whilst problems that produce discontent in the workforce are classified as safety or dissatisfaction factors. If hygiene factors are present, there is no happiness, otherwise there is unhappiness. Therefore, hygiene factors such as interpersonal relation between employee and supervisor, organization rules and policy, mutual relation with colleagues, required support, relation with juniors, fear of job, wages, workplace environment, individual life and status are that factors are present in any organization so their employee may be unsatisfied and if they are not present then employee of the organization is happy, reason refers to satisfaction, which don't provide satisfaction.

Herzberg's developed motivation variables which stated that if they are present in any organization then as an alternatively their employees are motivated. Motivator's variables such as accountability, flexibility of work, development, appreciation, improvement, and accomplishment. These are motivators factors which keep employee motivated for keep doing their job more efficiently.

According to Herzberg's research, there are things that are important to individuals in the job, but their existence does not impact their level of inspiration. He referred to such characteristics as hygiene elements and he felt that their existence would almost certainly result in work happiness. However, if the hygienic components were missing, there would

be a level of discontent. Regardless of the latter premise, there can be no reliance or confidence on hygienic aspects to encourage better levels of performance (Hodson, 2001).

Despite the similarities between Herzberg's theory and Maslow's motivational theory, he was critical of Maslow's work. By perspective of the theories' lowest level of theories, Herzberg's hygiene elements are akin to Maslow and Alderfer theories, whereas motivating factors seem to be analogous to higher levels or inherent necessities. However, assert that the two components had a hierarchical connection. Herzberg's hypothesis was not without its detractors. Job fulfilment changes over the course of a people's working career and may not stay consistent, implying that job fulfillment is further difficult than Herzberg's predicted.

2.4.3 Cognitive Evaluation Theory – Servant Leadership

Servant leadership is a leader between intrinsic rewards and employee motivation to extent in which servant leadership play a supporting role among them. In this regard, servant readership provide incentive to their employees with respect to intrinsic rewards so that employees are keep motivated. Therefore, the cognitive evaluation theory state that servant leadership initially influence employee intrinsic rewards which further affect the employee motivation. Servant leadership may impact positively to affect employee motivation (Bande et al,. 2016).

Furthermore, to influence employee motivation the intrinsic rewards should always considered as a vital aspect (Devloo et al,. 2015). The employees consist with high intrinsic rewards are always willing to think out of the box and give innovative and creative ideas due to strong motivation (Woolley & Fishbach, 2018). Therefore, these employees are the ladder to enhance the organization performance. Thus, it is determined that servant leadership can mediate the role between intrinsic rewards and employee motivation.

Self-efficacy, outcome expectation, and self-regulation are traits related with the social-cognitive theory (Patterson, et al., 2014). Self-efficacy is the degree to which an individual feels they can do a specific action. Promoting positive behaviors in employees increases self-efficacy, which leads to the ability to generate innovative ideas. As a result, employees are more engaged in positive behavior, which can successfully shape the employee's reality, leading them to become optimistic in their ability to become successful (Ng & Lucianetti, 2015).

The assumption that encouraging a specific behavior will result in a specific consequence is referred to as outcome expectancy. Employee believe that hard effort will be awarded; hence, employees anticipate their efforts to be rewarded and that organizational leaders would take this into account (Liu et al., 2015). Self-regulation is the final quality of social cognition in which the employee conducts self-monitoring via interpersonal teaching, feedback from social support, and goal setting (Patterson, et al., 2014). The employee may track what is functioning well and the measures needed to modify unpleasant behavior in order to acquire the acceptance and positive behavior they wish through self-regulation.

The social-cognitive hypothesis focuses on employee actions that lead to corporate loyalty. Organizational loyalty is crucial because it minimizes turnover and improves workplace cohesiveness. When a firm has loyal workers, it provides them with a strong sense of social support. It offers verbal and nonverbal cues to the employee, increasing their moods and helping to alleviate workplace stress and uncertainty, by nourishing the social cognitive components of the employee. According to social-cognitive theory, employees have a self-belief system that allows them to exert control over their thoughts, attitudes, and behaviors (Lin, 2010).

Another theory of SL is Leader-member exchange (LMX) theory emphasizes each person's uniqueness in their connection with their supervisors. The LMX hypothesis promotes interpersonal support while also fostering a pleasant psychological environment (Gu, Tang, & Jiang, 2015). "LMX theory focuses on dyadic interactions between supervisors and employees, saying that managers alter the strength of these relationships between employees" (Schermuly, Meyer, & Dammer, 2013).

According to (Schyns & Day, 2010), the LMX is based on social interaction between the participant and the leader; moreover, each group participates to making the rapport operational and agrees on the connection as impartial. Leader-member exchange entails a high-quality connection in which the leader and the follower hold their relationship in high regard, with a high level of consensus among the workgroup. Part of the LMX theory is understanding the need of mutual trust, respect, and altruistic conduct in achieving desirable member performance.

Depending on their connection with their management, employees may experience intrinsic motivation from LMX leaders (Epitropaki & Martin, 2005). Employees with low

intrinsic motivation, according to aforementioned researchers, are more inclined to form inferences about their supervisors using resounding philosophy, whereas employees with high intrinsic motivation use a broader range of information sources before drawing conclusions about their managers. Leaders that use LMX to foster team cohesiveness had decreased group conflict, more collaboration, satisfaction, and perceptual agreement with their coworkers (Illies, Nahrgang, & Morgeson, 2007).

Followers of leaders who use LMX are more concerned with group and organizational citizenship and feel the need to engage in interpersonal risk taking and sharing (Nishii & Mayer, 2009). The focus of a servant leader is not on getting awards or accolades, but on developing connections with people and doing what is necessary to help others succeed (Parris & Peachey, 2012). Knowledge and use of servant leadership philosophy may motivate employees to contribute to future projects, allowing leaders to strategize and identify behaviors that will improve organizational productivity (Chen, et al., 2014).

2.5   Nexus between Intrinsic Rewards & Employee Motivation

2.5.1 Employee Motivation & Recognition
- Recognition is closely associated towards work from employee's motivation (Board, 2007).
- It's a core element for influencing employees as a motivator (Baskar & Prakash Rajkumar, 2015).

According to (Danish & Usman, 2010):

- Significant element for employees to enhance their motivation.
- Its basic or primary aspect which influence employee's motivation.
- Recognition is the ladder among employees & motivation.
- Authors stated that to keep employees motivated should be motivated through recognition.
- Narrated that in his article according to experts, nowadays recognition is prior necessity for employee's motivations.
- To boosts up employee's level of motivation overcome when employees received unanticipated rising in recognition.

- Recognition is the vital criterion for employee's motivation programs.

- It is an intermediate spike among employee's motivation and recognition.

- The key element of motivation is recognition (Robbins, 2009).

2.5.2 Employee Motivation and Training & Development

- Training & development motivate work (Naong, 2014).

- Participating in training program is an incentive for employees rather at that time those who don't benefit from it (Bebchuk, et al., 2011).

- Enhance employee's motivation towards their learning (Salas & Cannon-Bowers, 2000).

- Contribute to confidently motivated employees (Güllü, 2016).

2.5.3 Employee Motivation & Work Environment

- The work environment motivates employees (Wasiu & Adebajo, 2014).

- Employees motivation is linked to work environment (Chan & Drasgow, 2001).

- To promotes employee's motivation a vigorous atmosphere required (Halbesleben & Wheeler, 2007).

- A positive working atmosphere stimulates employees. (Aarabi, Subramaniam, & Akeel, 2013).

2.5.4 Employee Motivation & Participation in Decision Making

- PDM is an effective motivator. (Noah, 2008).

- Employees are more motivated when it comes to decision making (Wegge, et al., 2011).

2.5.5 Employee Motivation & Servant Leadership

- Leadership placed employee motivation on priority (Hoch, et al., 2018).

- Affect their juniors by providing support/ assistant to upgrade their abilities and performance (Bauer, et al., 2019).

- A servant leader is role model for an employee who grow their "service" (Lemione, Hatnell, & Leroy, 2019).

2.6   Theoretical Framework/ Model

IV   Mediator   DV

Intrinsic Rewards
- Recognition
- Training and Development
- Work Environment
- Participation in Decision Making

Servant Leadership

Employee Motivation
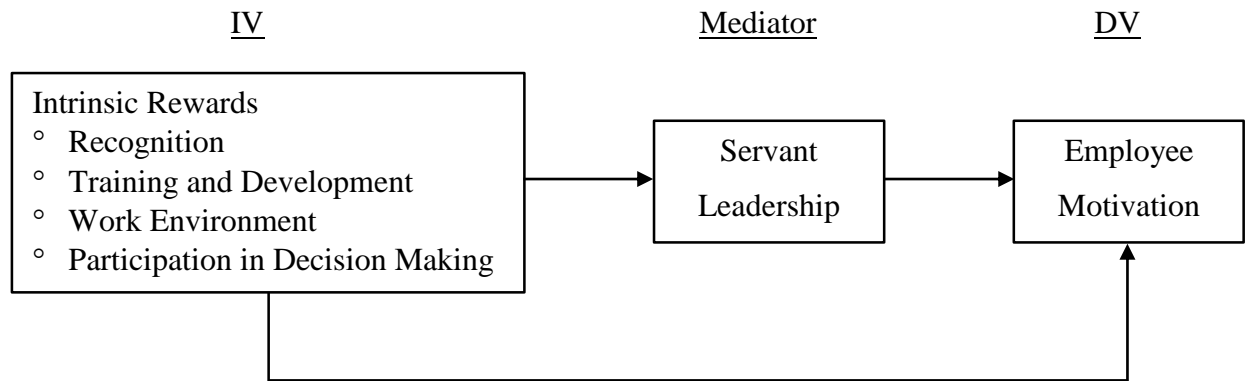
Figure 2.1 Research Model

2.7   Hypotheses

Hypotheses for this study are mentioned below:

H1: Intrinsic Rewards are positively related with Employee Motivation.

H2: Recognition has positive relationship with Employee Motivation.

H3: Training & Development has positive relationship with Employee Motivation.

H4: Work Environment has positive relationship with Employee Motivation.

H5: Participation in Decision Making has positive relationship with Employee Motivation.

H6: Servant Leadership mediates the relationship between Intrinsic Rewards and Employee Motivation.

CHAPTER 3

RESEARCH METHODOLOGY

3.1   Research Design

This study design is constructed on data gathering tool, type of research, research method, philosophy and stability of research. Therefore, choosing of appropriate research design is an intense task which is required a concern literature on the related topic. The aim of this study is to scrutinize the association among intrinsic rewards and employee motivation with mediating role of servant leadership in the education sector of Islamabad. Hypotheses have already been made established on a literature review. A quantitative technique design is suitable for this study due to minimize the errors and control prejudices to find the quantified results.

3.2   Research Type

The research is explanatory research in nature because several researchers have already described this phenomenon and models, measurements as well as scales are available. These can be applied to determine the effectiveness of employee motivation in maintaining competitive advantage with different variables and different settings in any industry. The study of individual employee behaviors and attitudes has been gathered through a survey to get quantitative data for testing the hypotheses. Employees' perspectives on their knowledge and job experiences in their universities.

3.3   Population

This research study was accompanied in the public sector universities of Islamabad and the all employee of these universities is the common population of this research. The population of this study is the entire employees of the universities and total of six universities of the education sector of the Islamabad was undertaken with the approximately employee of 2900. The faculty and management personnel including all the level of managers were involved in the sampling process. The universities were engaged in this study from a website source and all universities are the HEC recognized and degree awarding institutions. For this aim, a total of six universities were taken that come under the Public Sector. These universities/ institutes include; Air University (AU), Bahria University (BU), International Islamic University (IIU), National Defense University

(NDU), National University of Modern Languages (NUML) and National University of Science and Technology (NUST).

3.4   Sample Size

The sample size of this study comprises of 340 employees of targeted organizations who are considered true representation of the research population. The sample size was calculated with the help of online calculator and the same was verified through online Morgan's table (Krejcie & Morgan, 1970).

3.5   Sampling Technique

The sample of the research is small subpart of the entire personnel of the study, which capture all the real attributes of the population (Tabachnick, G, & Fidell, 2012). This research study shall on examining the nexus between intrinsic rewards and employee motivation that fall under the sample of the population. Therefore, data was collected using a convenience sample approach.

3.6   Data Source

Primary data was collected through an adapted questionnaire. The primary data in this study consists of firsthand along with secondary sources from peer-reviewed papers/ articles. To scrutinize the association between intrinsic rewards and employee motivation with mediates roles of servant leadership through an adopted questionnaire and data was gathered via a primary source from public sectors universities of Islamabad.

3.7   Research Instrument Data Collection

An adapted questionnaire (Annex A) was designed to get feedback from the employees on the demographic of the sample and information gathered on their learning and experience about their organization through a primary data collection tool. The targeted population has been undertaken for this study which was the employees of public sectors of universities under the umbrella of Islamabad. The data was collected from employees of these universities through an online questionnaire i.e., Google Doc. Link. To gather the feedback of respondent's questionnaire was forwarded to their official email addresses, however, those employees who did haven't official email questionnaire were sent on their personal email.

The instrument used in this study was adapted from previous studies since it is convenient for both respondents and researchers. It is also reasonable and capable of reducing prejudice. The seven item Scale created by (Manzoor, Wei, & Asif, 2021) was used to measure employee motivation. The second and third scale, composed of five questions devised by (Kefay & Kero, 2019) was used to assess the recognition and training & development, respectively. The fourth scale of work environment consist of six items was adopted from (Mutasa, 2019). The fifth scale include six items scale created by (Ngussa & Gabriel, 2017) was used to measure participation in decision making and final scale is servant leadership consist of seven item was adopted from (Latif, Machuca, Marimon, & Sahibzada, 2021). In the study, a five-point Likert Scale with labels of strongly disagree, disagree, neutral, agree, strongly agree was utilized and denotes the scales from 1 to 5 respectively.

3.8   Unit of Study

The unit of study, which is formulated after the data has been collected, is a vital aspect of the research investigation. Individuals, diverse groups, organizations, and cultures are all examples of units of study. Because the education sector of Islamabad is the focus of this research study. Therefore, unit of study of this research is the employees of education sector working in the universities of Islamabad. Data was gathered from employees of Islamabad based on education universities. Each employee of the chosen population was used as a unit of study.

3.9   Statistical Tools

The result was analyzed of mean, standard deviations, correlations and reliability for this study version 23 of the SPSS (Statistical Package for Social Sciences) software was used.

3.10   Response Rate

Total of 340 questionnaires was forwarded to respondent and 255 were found complete responses and unreasonable/ forged responses were doesn't include in the study. The overall response rate is 75%.

CHAPTER 4

DATA ANALYSIS

The section indicates the analysis of results and finding of this study and find out the relation of the study research objectives as desired in the first chapter. The results of hypothesis which were established in the chapter 2 are highlighted in this chapter. The chapter contains of various section such as introduction of data analysis, data statistics and demographics of the respondents of this study.

4.1 Reliability Statistics

Reliability scale is a tool to use to test consistency. Reliability depends on stability and internal reliability while stability means that measurements become stable over time and the results will not differ for the sample. According to (George, 2011), the value more than 0.7 of Cronbach's alpha is acceptable and the value highlight that internal consistency is higher.

Table 4.1 Reliability Analysis

Variables	Cronbach's Alpha	No. of items
Recognition (R)	.797	5
Training and Development (TD)	.936	5
Work Environment (WE)	.833	6
Participation in Decision Making (PDM)	.938	6
Servant Leadership (SL)	.921	7
Employee Motivation (EM)	.813	7

The consistency of the internal item is given in above Table 4.1 and the result indicates that all variables are in area of acceptance which is higher limit i.e., 0.7.

Table 4.2 Reliability of Statistics

Cronbach's Alpha	N of Items
.956	36

The table 4.2 is the overall reliability statistics of this study and results show that overall Cronbach's alpha is greater than 0.7 which is .956.

4.2 Demographic Data of Respondents

Table 4.3 Demographic Data

Demographic Variable	Type	Frequency	Percentage %
Gender	Female	112	43.9
	Male	143	56.1
Age	< 25	-	-
	21-25	12	4.7
	26-30	37	14.5
	31-40	147	57.6
	41-50	41	16.1
	>50	18	7.1
Qualification	Bachelors	21	8.2
	Masters	38	14.9
	MS/ MPhil.	106	41.6
	Doctoral	90	35.3
Position	Faculty	168	65.9
	Management	87	34.1

Table 4.4 summarizes respondent's demographic in this study. Demographic respondents are 56.1% of male and 43.9% female. The data indicate that 65.9% of participants were belong to faculty position and 34.1% respondents were from management position participated in this study.

4.3 Descriptive Analysis

Descriptive statistics are used to explain the various features of the sample and to examine the violations of the prospects of the statistical analysis used to answer the research questions. It provides information about the profile of the data distribution compiled by skewness and kurtosis used for the study.

Table 4.4 Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
R1	255	1.00	5.00	3.7373	.98292
R2	255	1.00	5.00	3.1647	1.17902
R3	255	1.00	5.00	3.4824	.94675
R4	255	1.00	5.00	3.5686	.83371
R5	255	1.00	5.00	3.4941	.97557
TD1	255	1.00	5.00	3.2392	1.20106
TD2	255	1.00	5.00	3.2235	1.15401
TD3	255	1.00	5.00	3.0118	1.15861

TD4	255	1.00	5.00	3.0784	1.07299
TD5	255	1.00	5.00	3.0314	1.18013
WE1	255	1.00	5.00	3.5333	.99895
WE2	255	1.00	5.00	3.7569	.81067
WE3	255	1.00	5.00	3.5961	1.04504
WE4	255	1.00	5.00	3.4392	.99370
WE5	255	1.00	5.00	3.8471	.79128
WE6	255	1.00	5.00	3.9412	.97229
PDM1	255	1.00	5.00	3.1882	1.19211
PDM2	255	1.00	5.00	3.0745	1.13911
PDM3	255	1.00	5.00	2.8471	1.20862
PDM4	255	1.00	5.00	2.8392	1.22701
PDM5	255	1.00	5.00	2.9137	1.20056
PDM6	255	1.00	5.00	2.8275	1.25555
SL1	255	1.00	5.00	3.6118	.98924
SL2	255	1.00	5.00	3.7882	.96914
SL3	255	1.00	5.00	3.6314	1.00265
SL4	255	1.00	5.00	3.6510	1.09749
SL5	255	1.00	5.00	3.6039	1.00588
SL6	255	1.00	5.00	3.6980	.94692
SL7	255	1.00	5.00	3.7020	1.04495
EM1	255	1.00	5.00	3.7686	.99477
EM2	255	1.00	5.00	4.2667	.93039
EM3	255	1.00	5.00	3.8902	.83930
EM4	255	1.00	5.00	3.8118	.98205
EM5	255	1.00	5.00	4.3451	.70329
EM6	255	1.00	5.00	4.4706	.66856
EM7	255	1.00	5.00	4.2706	.78452
Valid N (listwise)	255				

The descriptive analysis tabulated above comprises on all 34 items and analysis based on range, variation, mean and median.

4.3   Correlation Analysis

The link between independent and dependent variables is demonstrated via correlation. The correlation analysis show that the components are distinct and unique (Hair J, et al., 2010). The relation between variables is measured by the level of significance and direction between them is indicated by a positive or negative sign.

Table 4.5 Correlations

	R	TD	WE	PDM	SL	EM
R	1					
TD	.531**	1				
WE	.687**	.572**	1			
PDM	.657**	.677**	.638**	1		
SL	.622**	.471**	.720**	.528**	1	
EM	.504**	.355**	.425**	.368**	.409**	1
**Correlation is significant at the 0.01 level (2-tailed).						

According to the table, the factors in this study are significant and positively associated with one another. The positive value highlighted that all the variables have a positive sign in the test further demonstrating the significance of each variable.

Moreover, table 4.5 elaborated that, intrinsic rewards variables have a positively correlated with employee motivation. As result indicated that, the recognition has positively correlated with employee motivation having the value of .504** means that 50.4% with the 99% confident interval level as well as significant with the level (.000) of 0.01. Similarly, results of training & development, work environment and participation in decision making have been originate positively correlated with employee motivation having the value of .531**, .687** and .657**, respectively. Furthermore, mediating role of servant leadership also found positively correlated with intrinsic rewards and employee motivation which depict that full relationship support between them.

4.4   Regression Analysis

Before performing the regression analysis of this study, the correlation analysis has been found positive and this tool indicated the significance between the variables. However, neither predict predictions/ changes caused by one variable in other variables nor can it predict the natural relation among these variables. Accordingly, to accomplish this purpose regression analysis is undertaken and provides the results related to the dependency of these variables against each variable. Consequently, regression analysis is performed for the acceptance or rejection of these variables through the direct test of the hypothesis. It apprises the results of how many changes will take place in the dependent variable when one unit is changed in the independent variable.

Recognition & Employee Motivation

Table 4.6 Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.504 [a]	.254	.252	.50574

a. Predictors: (Constant), Recognition

In view of above table, that the model summary of recognition and employee motivation. The basic correlation is .504 which is indicate that adequate correlation and expresses the correlation between the anticipated and distinguished value of employee motivation (dependent variable) and bases of R is the square root of the R^2. The value of R^2 is .254, present 25.4% variation found in the employee motivation (dependent variable) which can be estimated from the independent variable (recognition).

Table 4.7 ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	22.087	1	22.087	86.355	.000[b]
1	Residual	64.710	253	.256		
	Total	86.797	254			

a.   Dependent Variable: Employee Motivation
b.   Recognition

The result highlighted in above table is the ANOVA test and the value of F = 86.355 and sig value is p<0.05 indicating that the model fitness is significant, and data are suitable for the analysis.

Table 4.8 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.719	.154		17.671	.000
	Recognition	.401	.043	.504	9.293	.000

a.   Dependent Variable: Employee Motivation

This study's coefficients are summarized in Table 4.8. While, the values of unstandardized coefficients show that unit change in recognition β = .401, employee motivation can increase by 40.1%, which shows the significance as the value of t = 9.293 is also higher than 2 and the sign value of p = .000 < 0.05. Moreover, value of .043 indicating that 4.3% variation found in recognition against the employee motivation (R2

= .043, F = 86.355, p<0.05) and it has been found significance between recognition and employee motivation (β = .401, p<0.05).

Consequently, the regression results illustrate a statistically significant relationship between recognition and employee motivation. Subsequently, the hypothesis of this study that **H2** Recognition has a positive relationship with Employee Motivation is accepted.

Training & Development and Employee Motivation

Table 4.9 Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.355[a]	.126	.123	.54752

a. Predictors: (Constant), Training & Development

Table 4.9 narrate that the model summary of training & development and employee motivation. The basic correlation is .355 which indicates a feeble correlation and expresses the correlation between these relationships is not robust against the value of employee motivation (dependent variable) and bases of R is the square root of the R^2. The value of R^2 is .126, present 12.6% variation found in the employee motivation (dependent variable) this may be calculated using the independent variable (training & development).

Table 4.10 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.952	1	10.952	36.534	.000[b]
	Residual	75.845	253	.300		
	Total	86.797	254			

a.   Dependent Variable: Employee Motivation
b.   Training & Development

The result of table 4.10 is the ANOVA test and the value of F = 36.534 and sig value is p<0.05 indicating that the model fitness is significant, and data are appropriate for the analysis.

Table 4.11 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.489	.109		31.873	.000
	Training & Development	.202	.033	.355	6.044	.000

a.   Dependent Variable: Employee Motivation

Summary of the coefficients of this study mentioned in above table. While, the values of unstandardized coefficients show that unit change in training & development β = .202, employee motivation can increase by 20.2%, which shows the significance as the value of t = 6.044 is also higher than 2 and the sign value of p = .000 < 0.05. Moreover, value of .033 indicating that 3.3% variation found in training & development against the employee motivation ($R2 = .033$, F = 36.534, p<0.05) and it has been found significance between training & development and employee motivation (β = .202, p<0.05).

Accordingly, the regression results demonstrate a statistically significant relationship between training & development and employee motivation. However, relation implies that the specific exposure influences the outcome variable, but that there are other relevant factors as well. Therefore, the hypothesis of this study that **H3** Training & Development has positive relationship with Employee Motivation is supported.

Work Environment & Employee Motivation

Table 4.12 Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.425[a]	.180	.177	.53030

a. Predictors: (Constant), Work Environment

Keeping in view of above table, elaborate that the model summary of work environment and employee motivation. The basic correlation is .425 which is indicate that adequate correlation and expresses the correlation between the anticipated and distinguished value of employee motivation (dependent variable) and bases of R is the square root of the R^2. The value of R^2 is .180, present 18.0% variation found in the employee motivation (dependent variable) which can be estimated from the independent variable (work environment).

Table 4.13 ANOVAª

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.648	1	15.648	55.643	.000ᵇ
	Residual	71.149	253	.281		
	Total	86.797	254			

a.   Dependent Variable: Employee Motivation
b.   Work Environment

The result of table 4.13 is the ANOVA test and the value of F = 55.643 and sig value is $p<0.05$ indicating that the model fitness is significant, and data are suitable for the analysis.

Table 4.14 Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.799	.180		15.564	.000
	Work Environment	.358	.048	.425	7.459	.000

a.   Dependent Variable: Employee Motivation

In view of above table, shows a summary of the coefficients of this study. Whereas the values of unstandardized coefficients show that unit change in recognition β = .358, employee motivation can increase by 35.8%, which shows the significance as the value of t = 7.459 is also higher than 2 and the sign value of $p = .000 < 0.05$. Moreover, value of .048 indicating that 4.8% variation found in work environment against the employee motivation ($R2 = .048$, F = 55.643, $p<0.05$) and it has been found significance between work environment and employee motivation (β = .358, $p<0.05$).

Consequently, the regression results illustrate a statistically significant relationship between work environment and employee motivation. Subsequently, the hypothesis of this study that **H4** Work Environment has positive relationship with Employee Motivation is accepted.

Participation in Decision Making and Employee Motivation

Table 4.15 Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.368[a]	.136	.132	.54453

a. Predictors: (Constant), Participation in Decision Making

Table 4.15 narrate that the model summary of participation in decision making and employee motivation. The basic correlation is .368 which indicates a feeble correlation and expresses the correlation between these relationships is not robust against the value of employee motivation (dependent variable) and bases of R is the square root of the R^2. The value of R^2 is .136, present 13.6% variation found in the employee motivation (dependent variable) which can be estimated from the independent variable (participation in decision making).

Table 4.16 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.778	1	11.778	39.721	.000[b]
	Residual	75.019	253	.297		
	Total	86.797	254			

a.   Dependent Variable: Employee Motivation
b.   Participation in Decision Making

The result of table 4.16 is the ANOVA test and the value of F = 39.721 and sig value is p<0.05 indicating that the model fitness is significant, and data are appropriate for the analysis.

Table 4.17 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.514	.102		34.562	.000
	Participation in Decision Making	.205	.032	.368	6.302	.000

a.   Dependent Variable: Employee Motivation

Summary of the coefficients of this study illustrated in above table. While, the values of unstandardized coefficients show that unit change in training & development β = .205, employee motivation can increase by 20.5%, which shows the significance as the value of t = 6.302 is also higher than 2 and the sign value of p = .000 < 0.05. Moreover,

value of .032 indicating that 3.2% variation found in participation in decision making against the employee motivation (R2 = .032, F = 39.721, p<0.05) and it has been found significance amongst participation in decision making and employee motivation (β = .205, p<0.05).

Accordingly, the regression results demonstrate a statistically significant relationship amongst participation in decision making and employee motivation. However, relation implies that the specific exposure influences the outcome variable, but that there are other relevant factors as well. Therefore, the hypothesis of this study that **H5** Participation in Decision Making has positive relationship with Employee Motivation is supported.

Consequences of above hypothesis from **H2** to **H5**, it has been accepting the **H1** Intrinsic Rewards are positively related with Employee Motivation.

Servant Leadership (Mediator) & Employee Motivation

Table 4.18 Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.409[a]	.167	.164	.53457

a. Predictors: (Constant), Servant Leadership

Table 4.18 elaborate that the model summary of servant leadership and employee motivation. The basic correlation is .409 which is indicate that adequate correlation and expresses the correlation between the anticipated and distinguished value of employee motivation (dependent variable) and bases of R is the square root of the R^2. The value of R^2 is .167, present 16.7% variation found in the employee motivation (dependent variable) which can be estimated from the independent variable (servant leadership).

Table 4.19 ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	14.500	1	14.500	50.741	.000[b]
1	Residual	72.297	253	.286		
	Total	86.797	254			

a. Dependent Variable: Employee Motivation
b. Servant Leadership

The result of table 4.19 is the ANOVA test and the value of F = 50.741 and sig value is p<0.05 indicating that the model fitness is significant, and data are suitable for the analysis.

Table 4.20 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.063	.152		20.188	.000
	Servant Leadership	.287	.040	.409	7.123	.000

a.   Dependent Variable: Employee Motivation

Summary of the coefficients of this study highlighted in above table. While, the values of unstandardized coefficients show that unit change in recognition $\beta = .287$, employee motivation can increase by 28.7%, which shows the significance as the value of $t = 7.123$ is also higher than 2 and the sign value of $p = .000 < 0.05$. Moreover, value of .040 indicating that 4.0% variation found in servant leadership against the employee motivation ($R^2 = .040$, $F = 50.741$, $p<0.05$) and it has been found significance among servant leadership and employee motivation ($\beta = .287$, $p<0.05$).

Consequently, the regression results illustrate a statistically significant relationship between servant leadership and employee motivation. Subsequently, the hypothesis of this study that **H6** Servant Leadership mediates the relationship between Intrinsic Rewards and Employee Motivation is supported.

CHAPTER 5

DISCUSSION

In the arena of organization, motivated employees are always show a dynamic role in the success of organization and make the ladder for the organization towards the accomplishing the strategic goals. The motivated employees are valuable assets and dedicated ambassadors for the organizations. Therefore, this study comprises for that aim to scrutinize the association between intrinsic rewards and employee motivation with mediating role of servant leadership in the education sector of Islamabad. The basic objective of this study to find relationship amongst intrinsic rewards and employee motivation. It is also found out the mediating role of servant leadership how to influence their employees towards the motivation.

To accomplish this aim, the study was conducted based on four non-monetary rewards which are impacting the employee's motivation. The hypothesis was established to test the relationship between recognition, training & development, work environment, and participation in decision making with mediating role of servant leadership on employee motivation. The hypothesis has been tested through 340 employees of the selected universities. The response of the employee was tested via application tools such as correlation and regression of SPSS 23.0.

The outcome of this research study indicated that the relationship between recognition, training & development, work environment, and participation in decision making has been found significant and positive with employee motivation. Similar results had been found in the study of (Anjum, et al., 2021). Therefore, the results of these variables the basic hypothesis of this study that intrinsic rewards are positively related to employee motivation have been found significant and positive. Furthermore, the study has included a mediating role of servant leadership to find out the association between intrinsic rewards and employee motivation. To find out the impact relation of this regression and correlation tools were undertaken and results indicated that the servant leadership in the employee motivation plays a significant and positive mediating role in the relationship of intrinsic rewards and employee motivation.

Employees are more motivated by intrinsic rewards and more loyal to their work (Sadaf, et al., 2022). According to Sadaf studied further stated that people are content with

their jobs and showing more willing towards the work if they are recognized by the non-financial rewards. Work is frequently connected with riches and material advantages in Pakistani society. People frequently hunt for professions and devote their efforts where they may receive good rewards, particularly money incentives, for their efforts. However, because of contemporary education, highly educated people today priorities self-esteem along with extrinsic rewards. They seek such employment to fulfil their requirements and are satisfied when those needs are filled. This resulted in their strong dedication and attempts to receive more prizes and incentives in the future. Teachers work harder at universities because of the range of perks that boost their pleasure, such self-esteem, recognition, and appreciation.

In view of the above results, the nexus between intrinsic rewards and employee motivation has been found significant and positive along with servant leadership playing a mediating role among them. Consequently, the result of the first hypothesis of this study is significant and positive and confirmed that intrinsic rewards are positively related to employee motivation. However, a moderate correlation has been found between them and shows that employees perceive those intrinsic rewards can enhance the employee motivation, but the other valuable factor is also involved to enhance the employee motivation.

Furthermore, result of recognition driver of the intrinsic rewards has been found significant and positive with each other. However, an adequate correlation highlights that employee of these universities feel that their organization recognize their work however, by improving this, the level of employee's motivation can be further raised.

Similarly, the study also found significant and positive relation with employee motivation but the correlation between these two is feeble. This depict that the training & development program at these universities must be upgraded more, and it will raise employee motivation as much as it will flourish.

Moreover, study also established that work environment and employee motivation have positive and significant relation with each other. However, the correlation between is adequate and show that employees of these universities are satisfied their work environment. Additionally, there is always room for improvement everywhere so the necessary steps can be taken to further improve the environment. Such as, formulate the

activity on environment, personality development programs and the leader may interact with their staffs on daily basis to minimize the rigid environment.

The last independent variable is participation in decision making has also been establish significant and positive with employee motivation and the correlation between each other is feeble. The feeble correlation described that the employees of theses universities perceived that their universities don't involve employees too much in participation in decision making so that the motivation level of the employees also decrease. Therefore, it is necessary for these universities to undertake the need full action to involve in participation in decision making. Once you involve these employees from lower level to upper level as their own domain alternatively the employees feel autonomy of their suggestions and level of employee's motivation will be enhance.

Additionally, the study also has mediator role of servant leadership that servant leadership mediates the relationship between intrinsic rewards and employee motivation have been found significant and positive. However, the value of correlation indicated that employees are perceived a moderate relation between each other. It means in these universities leaders are not too much aware with concept of servant leadership and importance of the intrinsic rewards. Because of a visionary leader is a man who influence their employees and keep them motivated. Furthermore, it demonstrates that when an employee believes that their leaders recognized their work and give honors and appreciates them, they put in more effort and are more loyal to the organization and ultimately, it's a consequence of the motivated employee. In the university context, it demonstrates that if teachers and faculty members feel motivated and appreciated by their leader, they may do more by attempting to give high-quality education and facilitating their organizations' paths to success. In significances of motivated employees, universities may return in outcome in form of advance to higher positions, attract more students, and make more revenue to further accelerate them.

CHAPTER 6

CONCLSUION & RECOMMENDATIONS

6.1   Conclusion

It's a general phenomenon is that intrinsic rewards play a dynamic role in employee motivation and alternatively employees are performed well. Therefore, it can be said that based on study and literature review if the universities want to accelerate their performance, they should make an exceptional intrinsic rewards management system. The researchers also highlighted that motivation is a benchmark to reduce the employee's job fear and pressure. Motivated employees are always keen to take on the extra assignment and think out of the box. In the current decade, now organizations are focused on the employee's motivational matters and conducting a training session for their employees to keep motivated the employees.

Previous studies have revealed that employees of any organization are more motivated when they have received rewards from their organization. Nevertheless, intrinsic, and extrinsic rewards both have a significant influence on their domain to keep motivated the employees to do their duties well. However, this study was conducted on the intrinsic rewards have a positive association with the employees of the public sector universities of Islamabad. Traditionally, every employee works for extrinsic rewards, and the priority is the awards that fulfill their basic needs and living standards. Conversely, the current corporate culture and well-educated graduates along with employees are now more focused on the autonomy of their work, conducive environment, participation in decision making, a healthy and flexible culture, and employees training, and development programs are preferred to the intensification of their performance and skills.

The study also comprises a mediator role of servant leadership which is the ladder between the intrinsic rewards and employees. The study outcome has highlighted that servant leadership plays a vital role in them. The role of servant leadership influences employee motivation with support the intrinsic rewards. As servant leaders are initiative and key man which suggest intrinsic rewards for their employees. This type of leader put first employee needs and encouragement for their satisfaction with the organization.

From a worldwide perspective, it has been examined that the employees are more motivated through intrinsic rewards as compared to the monetary rewards. Intrinsic rewards are such tools for an organization that boost their employee's performance and in

the outcome organization excel. This study highlighted the numerous intrinsic rewards such as recognition, training & development, work environment, and participation in decision-making have a substantial effect on university employees that motivation enhances the performance of the employees as well as the organization. Therefore, every origination should be focused on intrinsic rewards matters especially such rewards are undertaken for this study to keep motivate their employees.

6.2   Recommendations

No research can be complete without recommendations. Therefore, there are some recommendations in this study which are stated below:

- Universities should promote extrinsic rewards along with intrinsic rewards in their planning process.
- Create programs for all managers / heads about the importance and practicality of intrinsic rewards.
- Develop an appropriate polices for training & development to continuous improvement of the employees.
- Consider all employee's involvement of decision making as per level of their domain.
- Managers/ leaders communicate regularly with employees to sustain a work environment.
- On the orientation of manager universities may be conduct a training session about how to appraise their employee and keep them motivated.
- As for the mediator role of servant leadership, the servant leadership is a key player so the decision taken to motivate the employees should be empowered.
- Each department leader should take appropriate steps to promote various intrinsic rewards to increase employee motivation.

6.3   Suggestion for Further Research

Owing to time constraints and limited resources, first, this research is conducted in the public sector universities of Islamabad and focused on the education sector, further studies may be including another sector of education such as private or health sciences along with different geographical area. Secondly, this research based on quantitative research due to limited time frame and further studies can be conduct with qualitative research because of qualitative research results are more accurate, and data are reliable. It is also suggested that further study may also scrutinize the nexus of intrinsic rewards with other variables such as organization performance, employee attitude and supervisor role along with other mediator leader style. Further, this study includes all levels of staffs. Further study can include lower level and middle level staffs separately to analyze intrinsic rewards.

Questionnaire Survey

I am Muhammad Farhat Habib, a student of MBA studying in Bahria University, Islamabad. As part of MBA curriculum, I am conducting a research on the topic **"Nexus Between Intrinsic Rewards and Employee Motivation with Mediating Role of Servant Leadership in Public Sector Universities of Islamabad"**. The survey is being conducted to collect feedback from employees on their views about their learning and work experiences in their organizations. The information given shall be purely used for academic purposes and your responses will be kept confidential. I humbly request you to spend a few minutes and fill this questionnaire. Your cooperation will be highly appreciated.

Respondent's Profile:

Gender: ☐ Male ☐ Female

Age (Years): ☐ < 20 ☐ 21-25 ☐ 26-30 ☐ 31-40 ☐ 41-50 ☐ >50

Qualification: ☐ Bachelors ☐ Masters ☐ MS/ MPhil ☐ Doctoral

Tenure (Years): ☐ < 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ > 20

Organization/ University:

☐ Air University

☐ Bahria University

☐ International Islamic University

☐ National Defense University

☐ National University of Modern Languages

☐ National University of Sciences & Technology

Position:

☐ Faculty

☐ Management

Statements		SD (1)	D (2)	N (3)	A (4)	SA (5)
Employee Motivation (DV)						
1	My organization provides me opportunity to accomplish my objectives.					
2	I have loyalty and belongingness to my organization.					
3	My organization provides me challenging and meaningful tasks.					
4	I have encouragement to improve my performance and to develop my skills.					
5	I always support my coworkers.					
6	I am committed to my responsibility.					
7	My accomplishments give me a sense of pride.					
Recognition (IV)						
8	My efforts and contributions are always appreciated by my manager.					
9	Achievement of targets lead to tangible rewards.					
10	I get due acknowledgement credit for all that I do.					
11	I get constructive criticism about my work.					
12	I receive timely feedback regarding my performance.					
Training & Development (IV)						
13	My organization provides training regularly to its employees.					
14	Training goals are clearly communicated to trainees.					
15	The training addressed my individual needs.					
16	The training was conducted in an interesting way.					
17	I am happy with the organization overall training system.					
Work Environment (IV)						
18	I am empowered to make decisions that improve the quality of my work.					
19	The people that I work with cooperate to get the job done.					
20	People at all levels are held accountable for ethical behavior.					
21	I am kept informed about matters affecting me.					
22	My good work is acknowledged by people who are important to me.					

23	My job responsibilities are clear to me.					
Participation in Decision Making (IV)						
24	Organization leaders accept employees as valuable partners in making decision.					
25	Employees are involved in important decisions that affect them.					
26	Organization administration consults employees before decisions are made					
27	I am satisfied with the level of employees' involvement in decision making.					
28	Employees opinions are always taken into consideration by organization leaders.					
29	Organization leaders are willing to share decision-making power with employees.					
Servant Leadership (Mediator)						
30	My manager does not compromise on established ethical principles.					
31	My manager promotes transparency and honesty in the University.					
32	My manager builds up other staff through encouragement and affirmation.					
33	My manager provides opportunities for learning and growth.					
34	My manager enables me to solve problems myself instead of just telling me what to do.					
35	My manager takes the initiative to improve the level of service quality.					
36	My manager tries to build a culture where people like to work.					

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