

Self-Efficacy, Motivation and Employee Performance at Agha Khan Development Network



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Agha Khan Development Network**

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Certificate

This is to certify that M.Sc. research report on “**Self-Efficacy, Motivation and Employee Performance at Agha Khan Development Network**” prepared by Nahida Parveen has been approved for submission to Quaid-i-Azam University, Islamabad.

Riffat Zahir
Supervisor

**Self-Efficacy, Motivation and Employee Performance
at Agha Khan Development Network**

**Dedicated to My Beloved Parents, My
Husband, My Siblings and My Son**

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Abstract

The present study was conducted to investigate the relationship between self-efficacy, motivation and performance of employees in the organizations of Agha Khan Development Network (AKDN), Sereena Business Complex, Islamabad. Sample was taken from different organizations of AKDN, by using convenient sampling technique. The sample consisted of total 210 employees (154 male and 156 female workers) with age ranging between 20-60years. General Self-Efficacy Scale (Schwarzer, & Jerusalem, 1995), Work Extrinsic and Intrinsic Motivation Scale (Tremblay, 2009) and Measure of In-Role Performance Scale (Williams & Anderson 1991) were used to assess the study variable. Findings showed that there is a significant positive correlation between self-efficacy, motivation and employee performance of the respondents. A significant negative relationship was found between employee performance and age at Agha Khan Development Network. Present study found the difference between the study variables and work experience. The results show that participants who have 4 years and above work experience scored significantly higher on self-efficacy study variables except interjected regulation, external regulation and amotivation. The present study also found difference of education, respondent with an MPhil degree and above showed significantly higher than respondent with a Bachelor's degree on self-efficacy, intrinsic motivation, integral regulation, identified regulation, interjected regulation, external regulation, amotivation and work performance at Agha Khan Development Network.

INTRODUCTION

Chapter 1

Introduction

Employee performance is influenced by self-efficacy, which has a direct relation to motivation, the higher one's self-efficacy, the more inspired and effective one is (Maddux, 2002). Self-efficacy has a highly acclaimed theoretical basis (Bandura, 1986), a comprehensive knowledge base (Bandura, 1997; Maddux, 2002), and a demonstrated track record of execution and deployment in the workplace, thanks largely to Albert Bandura's work (Bandura, 2004; Stajkovic & Luthans, 1998). Self-efficacy has a huge influence on motivation and performance when individuals want and learn and do only certain tasks that they believe they will be able to complete successfully. Nothing extraordinary would ever happen if there was no inspiration. For instance, a higher profitability rate, high productivity, and therefore a high profit for the business.

Self-Efficacy

Generally self-efficacy is described as a person's confidence in his/her ability to complete an assignment. The learning cognitive theory or social cognitive theory is another name for this form of self-belief. The conviction that a person should convince himself to regulate the roles and events that can influence his life is known as self-efficacy. This self-belief of an individual can be created by experiencing various physical and social skills, or it would be a composition of cognitive skills and is limited to the individual's perception of what can be achieved with their skills. To understand self-efficacy it is important to understand the three aspects related to it. Firstly it is a person's confidence in their ability to accomplish a goal. Second, self-efficacy is a dynamic factor that changes with the circumstances. Finally, this fluctuating self-efficacy behavior may have an effect on morale and success (Gist, 1992; Mathieu, 1993).

These beliefs are described as the determinants by Bandura, (1987) that is how an individual think, behave and feel when a task is given to them. However it is not only associated with how one feels about himself whether he have succeeded in achieving his goals. These concepts of self-efficacy are associated to the social cognitive theory of Albert Bandura (Bandura, 1987) which emphasizes mostly on

learning through observation, social experiences or a composition of both, during the growth an individual personality.

Self-efficacy is a part of self-system and it is the composition of an individual's ability, attitude and cognitive capacity or skills. Thus, this system plays an important role that how we react in different situations. A person's strong self-efficacy helps him to enhance his abilities to accomplish personal and collective goals. It also enhances their capability approach of achieving difficult tasks rather than avoiding them. They always set challenging goals and remain committed towards them (Roautledge, 2009). Their sense of efficacy can be quickly recovered when they face failure and it helps them in standing again to acquire their targets. Failure is always perceived a result of lesser efforts or lesser knowledge, which is acquirable. They have an approach of assurance towards the most difficult situations that, they can get control over it. This efficacious behavior can help them in accomplishing personal goals, reduce stress pressure as well as reduces depression (AlJasmi, 2012).

People with poor efficacy will be having low self-esteem. They always doubt their capabilities and stay away from difficult tasks and consider them a threat. They cannot pursue toward their goals because of weak commitment and low inspiration. When they encounter difficult situations or tasks they remain with the approach of self-deficiency instead of concentrating on how to perform successfully. If this behavior of one's does not improves, then failure is consistent which lowers the confidence and thus causes stress, depression and ongoing failure. They give up when they face difficult tasks, slows their efficiency and thus results into losing faith in their abilities (Graham & Weiner, 1996). The research simply refers to the idea that an individual with high self-efficacy will always be confident during performing any task with lesser efforts. Meanwhile those with a low self-efficacy put more efforts with a low confidence and self-belief and at some point they quit. Self-efficacy always leads to high performance and productivity. It has proven to be a useful tool, using which an individual can predict the output of others' behavior, especially in the field of Psychology (Graham & Weiner, 1996).

Self-Efficacy of employees in organizations. Bandura's self-efficacy theory is the most researched theory which usually deals with an individual's competency and self-belief (Maddux, 1995). As explained by Bandura (2009), self-efficacy is a

belief of an individual in him to produce desired output. In a working environment, self-efficacy can be defined as the ability of an employee to induce motivation and cognitive sources within him which can create a source of action to execute a given task (Stajkovic & Luthans, 1998).

with regards to persuading oneself to believe in their abilities, Luthans et al. (2007) agreed with Bandura (1997) that self-efficacy is liable to change and it can be created by mastering experience (skills developed through work experience), second, it can be gained taking another person's experience as a model, third, if persuaded verbally, and fourth, physical or psychological changes. Self-efficacy level can help an employee to select his goals or to set targets. Employees with poor self-efficacy set lower-level, shorter-term targets for themselves. Those with strong self-efficacy, on the other hand, set high personal expectations. People behave differently depending on their degree of self-efficacy, according to various studies.

Self-efficacy has an effect on learning and how hard people work on their jobs. Employees with strong self-efficacy put in extra time to develop new skills and they are assured that their efforts will pay off. Employees with low self-efficacy can put forward less effort when studying and completing complicated tasks because they are uncertain whether their efforts would result in success. People's persistence in undertaking new and challenging projects is affected by their self-efficacy. Employees with a high level of self-efficacy are optimistic in their ability to understand and accomplish a role. As a consequence, they are more likely to keep working even when difficulties occur. Employees with poor self-efficacy, on the other hand, who feel they are incapable of understanding and completing a challenging task, are more likely to give up as challenges get more complex. Locke (2003) concluded from an exhaustive literature review on self-efficacy that it is a strong determinant of job success.

Self-efficacy can assist managers in predicting an employee's actions against the tasks he or she has been assigned, as well as what kind of goals can be set for an employee based on their self-belief in completing assignments and dealing with difficult circumstances. Because of their confidence, they stand strong further in the face of tough challenges, and this attitude makes them grow with the organization. Employees with high self-efficacy are more likely to learn. It gives them the confidence to accomplish tasks and encourages them to gain more experience. The

main point is that when we see people who are identical to us who have continued in their lives, we must trust in our own ability to accomplish whatever goals we set for ourselves by mastering our abilities in the tasks that is necessary for success. Feedback is also one of the most important aspects in enhancing self-efficacy, a positive feedback that comes from parents, or managers can help in strengthening their belief in their capabilities.

Bandura explained the four origins of self-efficacy which one can measure the level of their self-efficacy: performance effects (achievements), vicarious interactions, interpersonal persuasion, and physiological feedback (emotional arousal).

Outcomes of performance. The most important causes of self-efficacy, according to Bandura, are success effects or previous observations. Employees' positive results in the past can help them feel competent by the belief of their well performed tasks and can help them easily with similar associated tasks, or it can go either way if their previous performance is negative (Bandura, 1977).

Positive example: If an employee has done well with a previous task or assignment, they are likely to having high level of self-efficacy and feel more confident during performing a task assigned to them. Such employees will put high efforts and try hard to complete a task with better results and this will help them in performing similar tasks easily. Negative example: Self-efficacy is malleable and the level of self-efficacy can vary task to task. A malfunction, or a series of errors, would almost certainly reduce self-efficacy. However, if these setbacks are followed by a deep confidence, it will serve to improve self-efficacy and perseverance as these things are perceived as manageable (Bandura, 1977). Mastery moments are the foundation of effectiveness data because they provide the most fundamental and genuine proofs of one's ability to master whatever it takes to excel. Performance instills faith of one's own skill. Failures reduce it, particularly if they arise before a clear sense of self-belief strongly developed (Bandura, 1997).

Vicarious interactions. Self-efficacy is directly proportional to the performance of other people in a similar position. By contrasting one's success to that of those in the same place, one may develop high or low self-efficacy. If a person compares himself to a similar successful person, there will be an increase in his or her self-efficacy conversely the inverse is also real, if compared to an unsuccessful person it

will lower the self-efficacy. Self-efficacy can be increased through different mentoring sessions, by comparing an individual to a successful individual who is on a same career path, and persuading them toward the achievement of the same goal. The self-belief can be even more strengthened when both have the same set of skills. Self-efficacy can be decrease if an individual witnesses people who failed and quit having the same skills as himself, and they worry about their chances of being successful and leading them to a gradual reduction in their self-efficacy.

Verbal persuasion. As self-efficacy is a social element it can be varied by encouraging and discouraging an individual in accordance to his or her ability to perform the task. For e.g., if a manager encourages an employee that he or she can perform a specific task as he has belief in them. This verbal persuasion motivates an employee to put more efforts. Therefore, such employees are having more chances of success. On the other hand, reminding an employee that his/her work is unacceptable or he or she is incapable of doing a specific project, may leads them to doubt their skills and thus lower the chances of being successful. Self-efficacy is can also be related to credibility when it comes to persuading someone verbally. The higher the credibility the higher will be self-efficacy and there will be more persuasion. Verbal persuasion is a weak element of self-efficacy belief than performance outcomes, but it is widely used due to its accessibility and ease of use (Redmond, 2010).

Physical feedback. An individual can feel sensation, this sensation could be sensed by the body but, how and individual react to this emotional arousal, will influence their self-efficacy (Bandura, 1977). For example, the physiological feedback will be, performing an act in front of a crowd or giving a speech, giving a presentation to a client, etc. These can cause anxiety, sweaty palm, agitation or increase in heart beat (Redmond, 2010).

Self-efficacy and social cognitive theories in organizations. Both self-efficacy and social cognitive models provide a large number of ideas that can be used in the workplace. They are applicable to any sort of work and environment, to any task and to any individual. These ideas refer to anything from simple form to an organizational structure. They are less costly, easy to attain, and can be used outside the workforce, and is dependent upon the particular situation, task or the prior experience of an individual (Bandura, 1977). This theory is attractive to organizations as it can be

applied to any type of employee irrespective of his/her previous background or work history. The self-efficacy theory suggests that an increase in the self-efficacy of an employee there will be an increase in the motivation which will help to boost the performance. Motivation and performance of successful people is the outcome of the belief of an individual (Bandura, 1982). Employers can use this theory to help their workers grow and enhance self-efficacy by focusing on the four causes of self-efficacy (Bandura, 1977). Employees can increase effort, persistence, target management, and job success by using these four sources of self-efficacy (performance effects, vicarious interactions, verbal persuasion, and emotional arousal). By applying vicarious experience an employer can improve self-efficacy of an employee by simply shadowing his skills which are similar to another experienced and successful employee. Praise an employee on a job well performed or have valuable feedback on an assignment can help to improve self-efficacy and motivation. Verbal persuasion needs no efforts and can be used any time (Gist, & Mitchell, 1992).

According to Bandura (1982), employees' self-efficacy can influence their performance and learning in three ways: Self-efficacy can help an employee to choose the goal. This can be demonstrated further by the fact that workers with poor self-efficacy set lower expectations than those with high self-efficacy. Self-efficacy has an effect on understanding and how hard an individual works on the job. For example workers who are more efficacious puts more efforts and work harder to learn different skills and techniques and are eager to face new challenges as they have a self-belief than those who are less efficacious. Employees who are more efficacious are considered to be more confident and increase their efforts when new tasks are assigned or if they encounter a problem (Bandura, 1982).

Self-Efficacy Characteristics and Social Cognitive Principles

Helpful attributes. When met with a challenging mission, an employee with high self-efficacy views it as an opportunity to improve and acquire knowledge so that they can easily handle similar tasks in future. The intention of interests to master in tasks will help them to overcome difficulties and approachable goals (Pajares & Schunk, 2001). Individual with high self-efficacy, during complex and difficult tasks, may face failure, but their inner belief will help them not to give up. While those with

poor self-efficacy may think that the assignment is difficult to complete. Where employees with great self-efficacy work hard and gain more knowledge about the task in order to complete it (Pajares & Schunk, 2001). Employees with a high level of self-efficacy set more difficult targets and commit to them, which will boost self-efficacy (Bandura, 1995).

Amtmann, et al. (2012) noted that Self-efficacy beliefs influence the course of action an individual chooses. They added that, one's belief in one's ability to succeed influences his or her level of motivation, the amount of effort expended, the degree of stress experienced, and the extent to which one perseveres in the midst of difficulties and uncertainties. Compared with persons who doubt their capabilities, those with high self-efficacy for accomplishing a task readily participate, work harder, persist longer when they encounter difficulties, and achieve at a higher level (Schun, 1995). He added that people go about their daily activities with varying levels of self-efficacy derived from previous performance, prior experience, personal qualities, and social support. People acquire information about how well they are performing on a job, which influences their self-efficacy for continued learning and performance.

An empirical investigation carried out by Luthans & Peterson,(2002) reveals that manager's self-efficacy was a partial mediator between employee's degree of work engagement and manager's effectiveness. In effect, this study suggests that both employee engagement and manager's self-efficacy are important antecedents, which together better predict a positive relationship with manager's effectiveness than individual factor. In a related study, Yakin & Erdil, (2012) investigated the relationships between self-efficacy, work-engagement and job satisfaction among a sample of certified public accountants. Based on social cognitive theory and work engagement events and using regression modeling, their results indicated that both self-efficacy and work engagement affect job satisfaction. Job satisfaction of certified public accountants was directly predicted by self-efficacy and work engagement. Self-efficacious individuals hold stronger beliefs in their ability to successfully perform task in all situations, set more challenging goals for themselves, invest more, persist longer and are better in dealing with failing experiences than persons low in self-efficacy (Heuven et al., 2006). Highly efficacious individuals are expected to make better use of and generate resources in their work environment to deal with

demanding tasks in all given situations. This eliminates the possibility of stress at work and makes working life better. In effect, findings of all these studies support the suggestion that beliefs regarding one's capabilities influence work related attitude and motivation, which in turn affects job satisfaction and quality of work life

Motivation

The word "motivation" is a "Latin word" that means "to move". Human motive is an internal goal or a desire that compels an individual to perform certain tasks to achieve a desired result. Thus, motivation can be defined as a factor (an inner desire or motive) that is used to attract a person (himself or others) to perform a particular task in a targeted way. It is an inner impulse causing man to action. It is an inner state of our minds that energize, directs and channelize our behavior towards the goals. A motive is the reason of human action (Kumar & Misra, 2012). Generally motivation can also be defined as generating an attitude, behavior and thoughts that are goal-directed, generated by a psychological force. These forces revolve around the intrinsic and extrinsic factors of an organization and individual's which determine the behavior and attitude of an employee towards a specific goal (Kanfer, 2009; Kanfer et al., 2017).

Employee motivation. Employee motivation refers to how loyal an employee is about his or her job, how interested he or she is with the organizational vision, and how excited he or she is about their daily tasks. Employee motivation may be extrinsic or structural, indicating that it is influenced by internal or external stimuli. Extrinsicly motivated employees want to perform well in order to get appreciation, recognition, or compensation from their employer. Intrinsic motivation, on the other hand, is the product of an employee's appreciation by the organization, which gives us a sense of work security and is the most important element in job performance. This internal thought keeps an employee engaged and focus on the tasks at work. Employee motivation has opportunities that go beyond just keeping employees satisfied at work and raising morale (Burton, 2012). Motivated employees are more likely to remain focused, committed, and function more productively and effectively in order to achieve goals and receive the rewards and praise they want. This raises the way of living (Honore & John, 21009). Motivated employees remain loyal to the organization and thus this helps the organization to reduce its cost by decreasing the

turnover rate. Motivated employees are self-driven, as they know how to perform specific tasks and they also know that their ideas and work is having a meaning which will be appreciated. They feel more comfortable in sharing their views and are always creative and innovative. (Ashley, Donohoe, Jayne, & Thompson, 2018).

Motivation of workers in an organization. Motivation is characterized in organizational terms as the combination of processes influenced by arousal, direction, and persistence of work-related behaviors. Employee motivation is seen as a powerful force because it motivates employees to engage in work-related practices. For instance, it is all about using the available resources to achieve a shared target by putting more efforts. Whenever employees are inspired or motivated, they exhibit energy and enthusiasm towards the task with deep desire, focus and determination to implement and complete the assignments (Moran, 2013). The position of an employee itself tells us about, how motivated and determined an individual is. Motivation is a psychological influence that directs a person's degree of effort, behavior and persistency in an organization (Jones & George, 2008).

The major components of motivation are thus mentioned as direction, intensity and persistency and are elaborated as following:

Direction. It usually refers to the goal that is chosen (consciously or unconsciously) that enforces an employee to perform an act to in a given way and direction to achieve it. The internal and external factors influence an employee in selecting a goal, where the final goal or target is the better one out of all possible alternatives (Hunter & Hunter, 1984)

Intensity. Shows how determinately an effort is implemented by an employee who is on his or her way to achieving a goal. It indicates how much effort a person is putting forward and has attempted, as well as how much energy, time, money, resources, or some other mental or physical resources were used in the process of achieving the target (Hunter & Hunter, 1984).

Persistence. It is one of the most important components of motivation which shows the ability of an employee to maintain motivation throughout the process of working by facing obstacles (Robbin & Judge, 2013). It would not be an over-state to describe motivation as the base to success. It is all about keeping consistency even when an individual is succeeded by increasing the level of efforts for much better results. A motivated employee shows willingness and likes what he does with and

puts more efforts and produces good results as per expectations of the organization. When objectives are met, employees experience a sense of fulfillment and happiness, which in effect promotes a positive working atmosphere among coworkers and helps to sustain a productive work climate. Furthermore, the term classifies motivation types, which are further classified into intrinsic (internal) and extrinsic (external) motivation. (Richard & Edward, 2000).

Types of motivation. An individual can be inspired in two ways, either by the satisfaction he can gain from his inner feeling or by some external factors. Thus motivation is divided into two main types, intrinsic and extrinsic type of motivation.

Intrinsic Motivation. Intrinsic motivation refers to a person's ability to learn new things and accept new tasks. It is the capacity to understand and acquire knowledge and discover one's own values and abilities (Ryan, 2000). If a person is intrinsically motivated, he or she values and enjoys the work they do. Such people are more likely to be involved in their roles, to act with dedication, and to strive for excellent outcome and self-satisfaction. Such employees consistently improve their talents and skills (Wigfield, 2004).

Extrinsic Motivation. Extrinsic motivation relates to completion of tasks that are needed to produce best outcomes. Both internal and external factors may contribute to extrinsic motivation. The most of the time, though, external factors rather than internal factors are to blame. As a result, the most critical thing to address is either to seek extrinsically motivated and how to hold one's motivation up (Ryan, 2000). Appraisals, incentives and recognitions, competition, and even force will all contribute to this form of motivation (which is not everlasting). There are several methods for motivating workers in the workplace. Companies all around the world have used various tools and techniques to develop and enhance employee engagement. However, it seems that the most effective motivator for workers is something that is valuable to them outside of work. Such engagement can be strengthened by imposing measures that support workers in coping with problems and difficulties in their lives so that they do not get demotivated or tense at work. Furthermore, different people value things differently.

Money as a motivator. Money is the basic and any individual's best motivator. If we look back to the industrial revolution, money caused a huge difference between the employees working. The worst conditions of the human lives in the early industrial revolution when people are even working in slavery conditions.

For those who worked as part of a salaried scheme, the money was simply more than it was worth, as it is regarded as a symbol of liberty and wealth. It is human nature that people try reposition to places with more employment opportunities with a wish to improve their working and living standards. This is a compulsion factor in today's youngsters who are attempting to move to places where living standards range from worse to better, and education levels range from low to high. Since they think it is the best way to guarantee a better future. Is wealth or money therefore, the only motivator? Or will there be other motivators which can keep a consistence motivational behavior? As a human being, we can see it from a different angle, we all are working for money. In regards to keep our-self-motivated and satisfied there are many things too, such as appraisals, rewards and recognitions, advancement or growth, responsibilities and sometimes the work it-self (Arnulf, 2014).

It is possible that an employee can adore his or her job, be happy with the salary, and have positive relationships with his or her coworkers, but find the work itself to be totally boring and uninspiring. A satisfied employee will remain, but if you really want to inspire your workers, give them exciting work to do and allow them to participate in it. This entails fostering strong work practices, promoting creative thinking and creativity, and preventing unsafe, unfair, and powerless workplaces can help to motivate the employees (Landrum, 2015).

The effects of motivation on the performance of an organization. Every organization irrespective of the company's size, business, and technology, aims to succeed in a dynamic market climate, aim for success and steady improvement. Different strategies are being developed and implemented and utilize all resources to achieve the goals and objectives. Such developed organizations believe that their workers are a valuable resource to the company with a strong belief that their employees have the skills to overcome the obstacles and aid to the growth of the organization. It requires a positive and strong relationship to be built among employees, persuading them to fulfill the tasks which results in a higher affectivity and productivity. Companies, on the other hand, face a threat to retain skilled employees. It is important to understand the value of workers and the major contribution they provide to organizational effectiveness. Companies are attempting to hold their staff by providing a better work environment. The progress of any organization is associated with the employees behavior towards work, if they are not

focused well, then the productivity of the company will be declining. A company cannot last long until its workers are happy and motivated (Manzoor, 2011).

Researches show that satisfied and motivated employees are more skilled and perform better than those who are demotivated. They are more innovative due to a regular relationship to work and will always look for better alternatives to perform different tasks. Such employees are self-driven and target-oriented. The efficiency and productivity varies in accordance to the scale of task and produce high quality work (Boundless, 2017), which increases the profits (Matthew et al., 2009). The employee's motivation and effectiveness of the organization has a direct relation, when motivation increases, effectiveness of organization also improves (Paul, 2017). An Organization's effectiveness is a broader term and this research is regarding the concept of choosing targets and achieving them in an environment that is supportive, spirited and enthusiastic (Constant, 2001). One of the most important ways for a good organization is to cultivate a spirit of teamwork, dedication, and fulfillment within its area of influence (Abbah, 2014). Organizational efficiency ranges from one organization to the next, thus there is no set parameters to calculate the effectiveness as it even varies within cases. However, different methods are being used to analyze anything within a company like leadership, employees' performance, the distribution system's transparency (Anderson & Adams, 2015). The research mainly focuses on the performance of human in an organization, specifically the motivation of employees. The main aim of the research is to show that motivation and organizational effectiveness has a direct relationship. Motivation is necessary to both organization and employee. Motivation is a catalyst that contributes to work engagement and satisfaction in an organization, meanwhile for an employee motivation is the way to gain recognition and appraisals. It can help an employee to broaden his/her knowledge, to explore and reveal his/her abilities and potential. Motivation creates a positive work environment and helps the employee to adapt changes quickly, correctly and creatively. The more motivated and satisfied the employees are the more profitable and successful the business will.

Organizations irrespective of its size, faces difficulties to build a strong relationship with their employees. This may be attributed to a variety of motivators driving employee needs (Dobre, 2013). For instance, rewards and appreciation can inspire certain workers, while achievements and protection can motivate others. So, if

you want your workers to work at their best, you must first consider what motivates them. Traditional motivation models concentrate only on the aspects of motivation that are directly linked to organizational success. However, current researches on employee's motivation includes different fields such as neuroscience, psychology, and biology. It demonstrates how recent research aims to transform conventional motivation models into a more dynamic paradigm that has altered management human capital, corporate behavior viewpoints by incorporating new perspectives from neuroscience, psychology, and biology.

Employee Performance

The performance of an employee refers to the behavior of an employee that an individual exhibits in a job climate and how well they execute their duties that are obligatory. The organizations set different targets for each employee and the organization hopes that the company is offering the best values to the customers, eliminating waste, and work efficiently. Performance may refer to the efficacy, consistency, and productivity of work at the job level for an individual employee. For instance, a salesperson could be required to make a specified number of calls in a certain period of time to obtain new leads, with a certain proportion of such calls resulting in closed sales. A factory staff, on the other hand, can be held accountable for product efficiency and hourly productivity (Hellriegel et al., 2004).

In- role job performance refers to activities that are related to employees' formal role requirements (Borman & Motowidlo, 1997). Generally it is believed that job involvement by positively affecting employees' motivation and effort, leads to higher levels of in-role job performance (Brown, 1996).

The performance of an employee can affect a group's or organizational performance as well. If the employees of an organization cannot keep up or cannot perform very well that means the employees must have to pick up the slack or the organization has to redo the work. If the employee efficiency or performance is not good, the customers associated with the organization will not be satisfied and thus there will be a decline in their profit, sales and its reputation as well. Performance of employees also varies from case to case or task to task. Maintaining and managing the success of each employee is critical. Organizations should follow such protocols to ensure that success is maintained and monitored. This will help the organization to

measure the performance that how we effectively and efficiently the targets are met. It is necessary to have an efficient and well-managed system that leads to high level performance by every employ (Beauchamp & Bowie, 1983). Different companies have different practices, some organizations are following merit based payment systems and some organizations follow a performance models. As firms need each employ to perform well and to maintain this performance they must make sure to keep them motivated and satisfied. Therefore, firms should assess and reward performance in line with (Goodin, 2007). The quality of employ's performance can be evaluated and increased through discussion with supervisors and higher management by pointing out the weakness and strengths. Along with making certain procedures to follow to improve working skills (Finnegan et al., 1996). The discussion and the responses are according to history, development of career, standards of job and the aim of organization to make employees more responsible.

Evaluating employee performance. An organization business has different evaluation methods and procedures to measure employ performance to choose from. It is helpful for the company to use different techniques to have a clear picture of individual's, teams and organizational performances. These performance evaluating techniques will be useful for an organization in many ways. Some of these methods are discussed below:

Management by objectives. These are the management objectives that review the methods which mainly focuses on achieving goals between administrators and employees. This will gives the employees an advantage of having a clear picture of how to carry out their obligations and how to use targets to chart their success against their objectives (Jensen, 2001).

360-degree feedback. It is a method of getting a feedback regarding the performance of an employee by getting input from different individuals with whom the employee is working. This feedback can be gathered from supervisors who are responsible to look at the work-performance and efficiency and or from somebody else, coworkers and other supervisors to whom the employee reports, who may provide insight into the employee's actions, abilities, and character (Waldman, Atwater & Antonioni, 1998).

Scale and ranking methods. There are various employee performance assessment procedures that evaluate the employee using various lists or measures of desired characteristics. The rating will be based on best to worst results, which will assist in recognizing workers who are looking for higher-level jobs as well as others who need additional training to perform well (Goodin, 2007).

Employee self-evaluation. Self-evaluation, in addition to other assessment approaches, allows employees to reflect on their own work-related outcomes in order to recognize their successes and shortcomings. The downside of this approach is that employees can find it difficult to be objective about themselves.

Productivity and employee performance. Product improvement has remained as a challenge that is central in every organizations. Researches showed that productivity is measured by how well workers perform and there is a lot of research on organizational behavior and human resource growth (Bommer et al., 1995; Lawler & Worley, 2006; Schiemann, 2009). In the context of work-related performance evaluation and management, job performance is an important aspect of management HR. It should be considered after the HR portfolio's growth interference (Bateman & Snell, 2009; Fay & Luhrmann, 2004).

The terminology “employee performance” shows an individual’s task achievements after putting vigorous efforts that are required for the job that is associated with a productive work, an active profile, and committed companions/employers (Hellriegel et al., 1999; Karakas, 2010). To increase the organizational success, employees performance and effectiveness. The objectives that are drives performance is anticipated to be connected to the obligations and policies so that the whole procedure will not just be a task or case driven, but to be more strategic and human-centered approach (Jena & Pradhan, 2014; London, 2003; Mone & London, 2009). Some businesses outperform their peers and are listed as an employer for the year. Why it is so? Earlier researches have suggested introducing schemes to reward with a surplus to motivate the employees to participate in goal oriented tasks which will give job satisfaction and increases the performance (Friedman & Sunder, 1994; Roth, 1995; Smith, 1991; Sprinkle, 2000). In the meanwhile there are adequate practical facts showing that the monetary rewards have effects that are varying and are less significant for increasing the employee’s

performance (Bonner et al., 2001; Camerer & Hogarth, 1999; Gupta & Shaw, 2014). This is due to the changing nature of employment and the growth of information in the post-globalization era, which shapes the perspectives of employees on their work success (Frese & Fay, 2001; Ilgen & Pulakos, 1999). The question that emerges here is: if financial benefits don't matter as much as one's effort and success, what are the behavioral variables that affect an employee's performance? Simultaneously, as corporate needs shift, the opportunity to take a stance is an essential method that must be incorporated in results. Regrettably, less attempts have been made to check these factors in conjunction. One explanation may be that defining and measuring success is challenging. Organizational psychology has its origins in the idea that organizational goals and individual success are irrevocably related (Pfeffer & Salancik, 1978). Less attention has been paid on comprehending interpersonal and intrapersonal behavior that relies on the member within the organization who responsible to evaluate it performance. As a result, the emphasis must move from task-centric action to a wider understanding of guiding various organizational roles that improve employee performance (Fried, Levi, & Laurence, 2008; Ilgen & Hollenbeck, 1991; Morgeson, & Humphrey, 2008). There is a need to conduct different researchs which will not clearly but most accurately measures the employee performance and develop instruments that can prove the fundamental factors of the concept.

Employee performance and its dimensions. As we know performance is a multi-disciplinary term, and a person on a basic level should distinguish the procedural nature of performance that is behavioral engagement and unpredictable outcome on (Borman & Motowidlo, 1993; Campbell et al., 1993; Roe, 1999). The unintended effect or outcome indicates the effects of an employee's work related behavior, while behavior refers to the action taken to accomplish a task (Campbell, 1990). Seemingly, within a work environment, work related behavior and the targeted outcome goes hand in hand (Borman & Motowidlo, 1993). The existence of a larger intersection between the two structures has yet to be confirmed, as the desired result is influenced more by considerations such as motivation and cognitive ability than by behavioral aspects. Performance in task performance comprises of job related behavior that includes basic job related duties assigned to individuals. Task related performance needs more insight of cognitive capabilities and is basically supported via knowledge of the task (previous Technical knowledge to ensure job performance and handling multiple tasks), task skills (By doing tasks without any control, you will

put your job experience into practice) and task habits (an individual's ability to adapt to a challenge that can help or hinder their performance) (Conway, 1999). That's why, the fundamental requisite to perform a task are skills, capability to do a job, and previous experience.

Within the organization, performance of a task is a contract between the manager and the subordinates who works together to accomplish an assigned task. This sort of trusted task related performance is further divided into two types: technical administrative task performance and leadership task performance. Technical-administrative task performance includes planning, organizing and administering every day work through an individual's technical capabilities, business judgment etc. meanwhile the leadership task performance is deals in making strategies, setting goals, maintaining the required standards related to performance, direct and motivate coworkers to complete the given targets by appraisals, recognitions and positive criticism (Borman & Brush, Tripathy, 2014).

Earlier studies have shown that if an employ gain some certain level of expertise in their delegated duties to completion, he/she always try to adopt a behavior to the changing conditions of their job role (Huang et al., 2014; Pulakos et al., 2000). A sudden radical change in the work circumstances need an effective and adaptive behavioral performance to deal with (Baard et al., 2014), for instance, change in core job assignments, technological up gradation, organizational restructuring etc. technological advancement is having a huge impact on businesses. It ease the work but it is also necessary for employees to remain updated and engage in recent new learning and making themselves vulnerable to the changes in an effective way (Griffin et al., 2010; Hollenbeck et al., 1996). Employees are forced to adapt their actions to function successfully and efficiently under certain shifting conditions. Overall, work success demonstrates that job proficiency can aid task performance, but employee's adaptability is critical in dealing with unpredictable business situations. Along with task and adaptability, attempts have been made to determine the value of non-job output elements in order to build a safer environment (Austin, et al., 1992; Viswesvaran & Ones, 2000).

In terms of psychology related to industry, these no-job components are considered as organizational citizenship behavior (OCB) or it is the performance which is related to the acts of an employee which are voluntary that is beneficial for

the employers. Pro-social actions or extra-role behavior are the terms that are used to describe these non-contractual behaviors (Bateman & Organ, 1983).

In-role job performance refers to activities that are related to employees' formal role requirements (Borman & Motowidlo, 1997). Generally it is believed that job involvement by positively affecting employees' motivation and effort, leads to higher levels of in-role job performance (Brown, 1996).

In-role performance refers to the “officially required outcomes and behaviors that directly serve the goals of the organization” (Taris, 2006). Since coaching is used to develop employees' expertise and their skills, amongst other things; it will subsequently improve in-role performance (Krazmien & Berger, 1997). Furthermore (Krazmien & Berger, 1997) mention that coaching, as an ongoing managerial process, helps superiors develop the job competence of subordinates and enhance their performance by using the underlying coaching behaviors in order to discuss their performance and give constructive feedback. Furthermore, research by (Boerner, Eisenbeiss & Griesser, 2007) mention that superiors, through coaching, motivate subordinates by providing challenge in their work, which then increases their performance. Studies by Ellinger et al. (2003) and Liu and Batt (2010) showed positive and significant relations between coaching behavior and performance. Besides this, studies focusing on more specific coaching behaviours also found positive results; research by Avolio (1999), found support that the use of humour (part of the dimension consider and connect) in the superior-subordinate relationship had a direct relationship with performance. Also, with regard to the second dimension develop and inspire, Tuuli and Rowlinson (2009) found results that show that psychological empowerment has a direct and positive effect on performance. The third aspect is also linked to performance; Chakrabarty, Oubre and Brown (2008) found that positive feedback had a significantly positive effect on performance outcomes. It is therefore expected that the behaviors of coaching behaviour lead to better in-role performance,

In- role job performance refers to activities that are related to employees' formal role requirements (Borman & Motowidlo, 1997). Generally it is believed that job involvement by positively affecting employees' motivation and effort, leads to higher levels of in-role job performance (Brown, 1996). Prior research has indicated some support for this claim. For instance Brown and Leigh (1996) in their study

found that job involvement had both direct and indirect effects via effort on performance. More specifically they found that the modest but statistically significant relationship between job involvement and performance became non-significant when effort was inserted into the model, indicating the mediating effect of effort on the relationship.

In-role performance is defined as the level of achievement at assigned job duties (Williams & Anderson, 1991). It is related to the formal requirements in an activities that employee is assigned. According to many prior researches, it could be considered as the primary indicator of organizational performance and the motivation of employee which it would be influenced by job attitudes, such as job involvement, job commitment, and job satisfaction, of employee and self-evaluation toward to his work in the organization (Rotenberry & Moberg, 2007)

Job involvement has been shown a strong relationship among the other factors of job attitude, such as organizational commitment (Meyer et al., 1989); (Ketchand & Strawser, 1989) job satisfaction (Gerpott, 1990); (Patterson & O'Driscoll, 1990); (Shore et al., 1990); (Mathieu & Farr, 1991). Besides, job satisfaction could also increase the degree of job involvement. It would then lead to increase the degree of employee performance. Job performance is also a consequence of employee core self-evaluations (Judge et al., 1997). It represents the methods of self-evaluation that employee uses to evaluate himself. It means that employee with high self-evaluation seems likely to perform based on the confident in his abilities to complete his works. This research presents a developed model to analyze the characteristics of job attitudes that can potentially influence in-role job performance. It focused on organizational and individual factors that might influence these relationships in order to obtain more understanding of factors affecting job attitudes and in-role job performance.

The general perception is that people with high levels of job involvement are likely to put more effort into their jobs and therefore tend to display higher levels of in-role performance. Although research on job involvement provides some support for this notion (Cron 1984, Dubinsky & Hartley, 1986); (Brown & Leigh, 1996),

The Agha Khan Development Network (AKDN)

The Agha Khan Development Network (AKDN) is a contemporary endeavor of the Ismaili Imamat to realize the social conscience of Islam through institutional action. The Network brings together a number of agencies, institutions, and programs that have been built up over the past forty years and are aimed at improving the living conditions and opportunities in specific regions of the developing world. The Network's institutions have individual mandates that range from fields of health and education to architecture, rural development and the promotion of private sector enterprise. Together they collaborate in working towards a common goal, building institutions and programs that can respond to the challenges of social, economic and cultural change.

The AKDN agencies conduct their programs regardless of faith, origin or gender of the people they serve. Their primary focus of activity includes people in some of the poorest parts of Asia and Africa. The Agha Khan Development Network (AKDN) is a group of non-denominational agencies that work to improve living conditions and opportunities for the poor across countries of the developing world. Building on an underlying ethic of compassion for the vulnerable in society, the agencies in the Network focus on health, education, culture, rural development, institution building and the promotion of economic development. It employs 96,000 people around the world, the majority of whom are based in developing countries.

Education is a central focus of the AKDN. The Network has been involved in education in the developing world for over a century. Its education programs cover a wide spectrum of activities, from pre-primary to post-secondary education, teacher training, literacy programs, school improvement and educational policy reform. The AKDN aims to increase access to quality education for all, particularly those that historically have been underserved or excluded. The Agha Khan Academies form one arm of the Network's education endeavors. The Academies' focus on developing future leaders is complemented by the work of several other AKDN agencies. Together they provide programming that addresses a range of educational needs across the societies in which they operate. In addition to the Academies, the AKDN's lead organizations in education include the Agha Khan University, the University of Central Asia, the Agha Khan Education Services and the Agha Khan Foundation.

Within the AKDN framework, the Aga Khan Academies exist to both educate exceptional students and disseminate new teaching techniques and learning approaches. Investing heavily in the professional development of teachers is critical to the Academies' mission of providing students with a rigorous academic and leadership experience. The Aga Khan Development Network (AKDN) works to improve the quality of life for tens of millions of people in 30 countries. Many of its institutions have been operating in the developing world for over 50 years. Today, the Network employs over 80,000 people. Its budget for non-profit social and cultural activities stands at US\$ 950 million. The Network's economic development arm, the Aga Khan Fund for Economic Development, generates annual revenues of US\$ 4.3 billion, and all of its surpluses are reinvested in further development activities, usually in fragile, remote or post-conflict regions.

About the Aga Khan academies. In 2000, His Highness the Aga Khan initiated the establishment of an integrated network of schools, called Aga Khan Academies, dedicated to expanding access to education of an international standard of excellence. The Academies, which educate young men and women from pre-primary through higher secondary education, are planned for key locations in Africa, South and Central Asia, and the Middle East. The first Aga Khan Academy opened in Mombasa, Kenya in August 2003. The second, in Hyderabad, India, began operating in 2011, and the third Aga Khan Academy opened in Maputo, Mozambique in 2013.

The Aga Khan Academies aim to support long-term national and regional development via two main avenues. The first is by providing an international standard of education and strong leadership experience to talented students, selected on merit, to develop homegrown, global-quality leaders. The second is by strengthening national education systems by providing professional development to educators in the region and through modelling best practices as centres of excellence. Students are selected based on merit, regardless of socio-economic background, race, religion or culture. Financial assistance is available to ensure that lack of means does not limit access. Diversity within the student body at each Aga Khan Academy promotes understanding across cultures and sectors of society, and gives students experience in working with and building consensus amongst people of different backgrounds. The network of Academies allows students and teachers to spend time learning and working in another country, thereby extending the pluralism of each

Academy community internationally. Eventually, the Aga Khan Academies network will form a global learning community of 18 schools in 14 countries. Each Academy offers a rigorous academic programme based on the renowned International Baccalaureate programme, with an emphasis on leadership development, ethics, pluralism and social responsibility.

About the Aga Khan Agency for Habitat. The Aga Khan Agency for Habitat's (AKAH) goal is that people live in safe, sustainable, and resilient habitats with the opportunity to thrive, whether in a remote mountain village, a town, or a densely populated urban centre. It works with communities to help them prepare for and respond to natural disasters and the effects of climate change. AKAH also works to expand access to services and opportunity for people to improve their life. AKAH helps communities prepare for the worst; provides immediate relief after disaster strikes; and helps build back better -- and greener -- while planning for a better future. AKAH currently operates in Afghanistan, Tajikistan, Syria, Pakistan and India, with plans to expand further in Central Asia as well as East Africa.

History. Established in 2016, AKAH brings together several AKDN agencies and programs that had been working on habitat and disaster preparedness and relief since the 1990s, including Focus Humanitarian Assistance, the Aga Khan Planning and Building Services, the Disaster Risk Management Initiative and the Prince Sadruddin Aga Khan Fund for the Environment.

Disaster preparedness and response. AKAH works with communities to understand vulnerabilities and protect themselves against the risks they face. Combining scientific analysis with local knowledge and community participation, AKAH has conducted hazard, vulnerability and risk assessments (HVRAs) for over 2,500 settlements covering nearly 3 million people. Using these assessments and satellite data, it maintains a detailed GIS database that analyses and predicts disaster risk. It monitors 15 glacial lakes and operates 88 community-managed weather monitoring posts that cover over 600 avalanche-prone settlements and provide early warnings of potential disasters. AKAH also supports a network of nearly 40,000 local emergency first response volunteers, almost half of whom are women. These volunteer teams warn and safely evacuate people before disasters strike and respond with first aid, search and rescue, and emergency relief post-disaster.

Habitat planning. AKAH brings communities together to design a better future, thinking about what it takes to make neighbourhoods, villages and towns safe while simultaneously creating places that offer economic opportunities. It has developed a unique approach to planning that integrates community engagement, data-driven decision-making and spatial design that creates thriving communities for decades to come.

Water and sanitation. AKAH experts work with communities to construct critical infrastructure for clean water and sanitation. Its aim is to ensure access to safe drinking water and sanitation for every family -- in their home. AKAH has built safe water and sanitation systems for more than 600,000 people, trained hundreds of community volunteers to operate and maintain water supply systems and conducted thousands of school and community health and hygiene sessions.

Safe and sustainable construction. AKAH provides planning, design and construction management services to promote safe, seismically resistant construction and develops green, energy-efficient solutions. Its teams have helped communities build 50,000 homes and 5,000 hospitals, schools, and community centres, many in remote areas, which are resilient to natural hazards. They are also designed to use energy and resources efficiently. AKAH also promotes resilient and climate-smart construction by providing green building solutions and safe construction design and management services. AKAH's vision is that even the most vulnerable communities live in safe places where they can thrive for generations to come.

About the Aga Khan education services. Currently operating more than 200 schools and educational programs, AKES provides quality pre-school, primary and secondary education services to students in Africa, Asia and the Middle East. The foundations of the present system were laid by Sir Sultan Mahomed Shah Aga Khan, III, who established over 200 schools during the first half of the 20th century, the first in 1905 in Mundra and Gwadar in South Asia, and in Zanzibar in East Africa. Today AKES schools and programmes benefit over 85,000 students.

Early childhood development. Globally, the AKDN's activities in early childhood development provide 750,000 children aged pre-natal-8 with quality early learning opportunities, annually. Children are reached through the Aga Khan Schools, Aga Khan Academies, and community- and government-driven programmes

supported by the Aga Khan Foundation. Early Childhood Development (ECD) programmes are concerned with ensuring that young children have a good start in life. They address health, nutrition, care, education, and protection from harm.

Primary and secondary. Globally, the AKDN's activities in primary and secondary education provide 1 million students aged 5-18 with increased access to quality formal and non-formal learning opportunities, annually. The Aga Khan Academies, Aga Khan Schools, Aga Khan Foundation, Aga Khan University and University of Central Asia work together to strengthen the quality of countries' educational systems. The AKDN's work with community-based and government-owned schools address issues of access (particularly for girls), government capacity development, school leadership, teacher transformation, child-centred learning, and community engagement to improve students' academic and non-academic learning outcomes.

Higher education. The AKDN has been meeting critical human resource needs in developing countries since 1983 and to date has more than 14,000 alumni globally. Two universities – the Aga Khan University and the University of Central Asia – provide undergraduate and graduate programmes in disciplines such as nursing, education, media and communications, engineering sciences and business management. Across nine different university campuses, they are preparing young men and women to succeed in the global knowledge economy, to lead change in their societies and to increase understanding and respect in a pluralistic world.

Continuing education. The AKDN views continuing education as a key driver to advancing the professional and vocational skills of any workforce. It seeks to improve the capacity and status of critical professions in our society – be that for teachers, nurses, engineers, or entrepreneurs – through a variety of ongoing opportunities for personal development such as professional short courses, certificate programmes, mentoring or communities of practice. For instance, the University of Central Asia's School of Professional and Continuing Education provides formal, university-based, non-degree educational programmes. Since 2006, it has engaged 74,000 youth and adults in vocational and professional development courses.

About the Aga Khan foundation. Established in 1967, the Aga Khan Foundation (AKF) brings together human, financial and technical resources to address

the challenges faced by the poorest and most marginalized communities in the world. Special emphasis is placed on investing in human potential, expanding opportunity and improving the overall quality of life.

Thematic areas and objectives. AKF works primarily in six areas with gender equality and inclusion mainstreamed throughout all programs: Agriculture and Food Security; Economic Inclusion; Education; Early Childhood; Health and Nutrition; and Civil Society. The Foundation is able to multiply its impact and reach due to sustained interventions over the long term—deepening connections with individuals and institutions through shared platforms and partnerships, embedding models and approaches to advance policy and practice, and integrating technology into every facet of programming.

AKF's objectives for its programming include as follows:

- Ensure tangible food security, agricultural development and sustainable natural resource management
- Improve the economic well-being of women and men, particularly youth
- Equip girls, boys and young adults with the knowledge, skills, attitudes and values to help them interact effectively with the world and contribute to society
- Ensure boys and girls have a good start in life by influencing the context and environments in which they are growing
- Enable individuals and communities to optimize their health and well-being and reach their full potential
- Develop resilient, pluralistic and values-based civil societies that demonstrate great competency, legitimacy, accountability and sustainability

Geographic areas of focus. For over 50 years, AKF has worked in some of the most remote parts of Asia and Africa to partner with communities to improve the quality of life for decades and generations. AKF is headquartered in Geneva, Switzerland but is largely field-based with programme units located in Afghanistan, Egypt, India, Kenya, the Kyrgyz Republic, Madagascar, Mozambique, Pakistan, Portugal, Russia, Syria, Tajikistan, Tanzania and Uganda.

AKF also has resource mobilization offices in Canada, the United Kingdom and the United States. AKF's activities are most often concentrated in rural communities in mountainous, coastal and other remote, resource-poor areas. In Pakistan, India, Afghanistan, Tajikistan and the Kyrgyz Republic, this work is carried out by the Aga Khan Rural Support Programme (AKRSP) or the Mountain Societies Development Support Programme (MSDSP). While the Foundation continues its critical work in rural contexts, it has increasingly expanded programming to include issues of globalization, migration, climate change and the challenges faced by migrant communities in urban contexts.

Development approach. AKF has helped to pioneer the Multi-Input Area Development (MIAD) approach, which leverages the capabilities of multiple AKDN agencies and their expertise in order to deliver social, economic and cultural interventions together in targeted geographies to accelerate development over time. Enabling people in rural areas to create opportunity and access basic services is particularly important for AKF. AKF programmes typically link elements such as rural savings and credit, natural resource management, productive infrastructure development, increased agricultural productivity and human skills development, with a central focus on community-based participation and decision-making. The ultimate objective is to enable community members to undertake well-informed activities for sustainable and equitable development.

Central to AKF's efforts have been inclusive, community-based development approaches, where local organizations identify, prioritize and implement projects with AKF's assistance. Once community organizations have started providing services, AKF expands the programme by establishing village organizations elsewhere. AKF then links them with local governments and local, regional, and global partners. Most AKF activities are implemented by local organizations interested in testing new solutions, learning from experience and being agents of lasting change. However, if no established group exists, AKF occasionally supports the formation of new organizations to tackle issues of importance to the community and in line with AKF's mission. AKF generally maintains long-term involvement in building social institutions, and thus is able to make commitments to communities as well as carry through changes in attitudes, behaviors and organizational abilities, which require a longer time horizon.

Learning and evaluation. Gathering data on the scale, scope and impact of AKF's programming is an integral part of AKF's efforts to assess, understand its footprint and improve its approaches. Within each AKF project, data is collected to understand the extent to which targets have been met and how communities are experiencing improvements in their lives. While adapting approaches to local contexts, AKF makes efforts to apply a standard set of global indicators in order to track change and trends over time. When it comes to data management and analysis, AKF is increasingly leveraging digital tools such as Salesforce. Evidence generated from results data is shared with AKF partners, communities and other key stakeholders such as governments and civil society. Insights drawn from the data help to inform decision-making not only internally for AKF's programming but also among policymakers and other local actors.

Information for partners. The Foundation is largely an implementing organization rather than a grant-making foundation. It receives grant funding from numerous development agencies, private foundations and corporations; raises funds locally in annual events in North America and Western Europe; and receives funding from His Highness the Aga Khan. In addition, an endowment contributes towards its operating costs. When AKF does make grants or pursue collaborations, they are generally targeted to grassroots organizations testing innovative approaches in the field to specific development problems within AKF's focus

About the Aga Khan Fund for Economic Development. As an international development agency dedicated to promoting entrepreneurship and building economically sound enterprises in the developing world, the Aga Khan Fund for Economic Development (AKFED) often works in parts of the world that lack sufficient foreign direct investment. AKFED operates as a network of affiliates with more than 90 separate project companies employing over 65,000 people. In 2019, it had consolidated revenues of US\$4.5 billion.

For more than 75 years, AKFED has made investments and operated companies in the developing nations of Africa, South Asia and Central Asia. The Fund is active in 18 countries in the developing world: Afghanistan, Bangladesh, Burkina Faso, Burundi, the Democratic Republic of the Congo, India, Ivory Coast, Kenya, Kyrgyz Republic, Mali, Mozambique, Pakistan, Rwanda, Senegal, Syria, Tajikistan, Tanzania and

Uganda. AKFED seeks to create profitable, sustainable enterprises through long-term investments that result in strong equity positions. This in turn allows AKFED to take a “hands-on” approach by providing managerial and technical expertise. Profits generated by the Fund are reinvested in other economic development initiatives under the AKFED umbrella. AKFED often works in collaboration with local and international development partners to create and operate companies that provide goods and services essential to economic development. These range from banking to electric power, agricultural processing, hotels, airlines and telecommunications.

AKFED also works with governments to help promote the creation of enabling legal and fiscal structures that encourage the growth of the private sector. At the invitation of several governments, AKFED has helped critical industries to make the transition to market economies through the privatization process. These include industries such as banking, power generation, tourism, manufacturing and the agricultural sector, in countries as varied as Uganda, Tajikistan, Pakistan and Afghanistan. AKFED’s approach emphasizes the development of local human resources over time, including managerial, technical, marketing and financial skills. Other characteristics of this approach include providing essential seed capital to launch projects in those sectors and countries where attracting investment is difficult. AKFED takes a long-term view in order to build viable, self-sustaining and profitable companies. It also participates in the management of companies in which it invests with the aim of preparing companies for broader ownership by local interests.

The Aga Khan Health Services (AKHS). The Aga Khan Health Services (AKHS) is one of three agencies of the Aga Khan Development Network (AKDN) that support activities in health. The others are the Aga Khan Foundation (AKF) and the Aga Khan University (AKU). Together, the three agencies provide quality healthcare to five million people annually and work closely on planning, training and resource development. AKHS also works with the Aga Khan Education Services (AKES) and the Aga Khan Agency for Habitat (AKAH) on the integration of health issues into specific projects.

AKHS is organized into national service companies in Afghanistan, India, Kenya, Kyrgyzstan, Pakistan, Syria, Tajikistan, Tanzania, and Uganda. The Head Office is located within the Delegation of the Aga Khan Development Network in

Gouvieux, France and at AKDN offices in Geneva, Switzerland, co-ordinates the activities of the service companies through five-year plans, ten-year projections, annual budget submissions, and the provision of technical assistance. They are also linked internationally through network-wide strategies for regional geographies, such as Central Asia and East Africa, as well as in human resource development, hospital management, nursing development, and primary healthcare. While strengthening its institutions and the links between them, each health service company also joins government health services and other providers in building effective national health systems. The number of AKDN (AKHS + AKU) hospitals and health units is:

- 15 hospitals
- 451 health centres:
 - o 234 phlebotomy centres
 - o 173 BHCs (Basic Health Centres)
 - o 16 diagnostic centres
 - o 13 CHCs (Comprehensive Health Centres)
 - o 11 secondary hospitals
 - o 4 tertiary hospitals

About the Aga Khan trust for culture. The Aga Khan Trust for Culture (AKTC) focusses on the physical, social, cultural and economic revitalization of communities in the developing world. It includes the Aga Khan Award for Architecture, the Aga Khan Historic Cities Program, the Aga Khan Music Initiative, the Aga Khan Museum in Toronto, Canada, the on-line resource Archnet.org and related programs.

Relationship Between Self-Efficacy and Motivation

Self-efficacy has a direct relationship to motivation. A motivated employee is more efficacious than those who are less motivated Bernacki, et al (2010) has concluded that self-efficacy and motivation is positively associated. If an individual fails to face the obstacles his self-efficacy decreases resulting into demotivation.

Ghaleb, et al., (2015) came to the findings that the positive and successful experiences aid to increase self-efficacy, which gives a feeling of satisfaction and employees seems confident and motivated. If an employee is motivated intrinsically or extrinsically, he/she has a different approach towards the tasks they perform. Motivation and self-efficacy go hand in hand and work as a feedback system. Self-efficacy helps an employee to maintain his motivation at any point during performing a task. For example, if an employee is facing a problem during performing a task, he/she will feel concerned and demotivated but with an inner belief on their ability that they can perform any task helps them in regaining their confidence and motivation. Employee motivation has been shown to be affected by self-efficacy and adherence to operational steps (Blau, 1988). The willingness of an employee to correlate his motivation to his success has been related to his/her self-efficacy. If there is an increase in self-efficacy of an individual or a team one can raise their motivation (Morrow, 1993).

Self-efficacy, according to Bandura (1977), affects behavior via motivational, mental, and psychological processes. It has an effect on the tasks to be completed, as well as the amount of work and time spent persevering in the face of challenges. An individual's self and determination to complete a mission would both be strong if he thinks he can do it (Snyder & Lopez, 2007). People are attracted to behaviors in that they have a high degree of self and are attracted from situations that they are motivated to come up with the challenging situation (Bijl & Baggett, 2002). Studies that have shown a favorable association between motivation and self-efficacy have provided results that support this point (Steyn & Mashaba, 2014). (Williams & Williams, 2010) backed up this claim, claiming that people with strong self-efficacy are motivated toward challenging task. Additional studies (Neil et al., 2013) discovered positive links between motivation and efficiency (Ramchunder & Martins, 2014). Similar studies have been published by other researchers (Lane et al., 2003). Bandura's core claims that self-efficacy shapes motivation impacts success and milestones seem to be supported by a large body of data.

Amtmann, et al (2012) in his study quoted that self-efficacy beliefs influences the action an employee chooses, one's belief in one's capabilities to succeed in life influences her or his level of motivation, the quantity of effort expended, the level of stress experiences and the level to which one perseveres on the midst of uncertainties,

with high level of self-efficacy work harder, readily participate in tasks and encounter challenges and achieve success (Schun, 1995). Luthans et al. (2006) in his study quoted that people with high level of self-efficacy are more motivated toward their job. According to the theory self-efficacy makes a huge difference in how employee's at workplace think, feel, behave and motivate themselves. With regard to feeling, a low level of self-efficacy is directly related with depression, anxiety, stress and helplessness. With regard to thinking, a high level of self-efficacy facilitates performance and cognitive processes including problem solving and decision making. With regard to behaving, self-efficacy influences employee's choice of activities. High level of self-efficacy can increase motivation. Employees with a high level of self-efficacy accept challenging tasks without avoiding them. "People's self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles" (Bandura, 1989).

Relationship Between Self-Efficacy and Employee Performance

Self-efficacy has an effect on a person's cognitive responses and thought processes. Self-efficacy is often described as a mechanism in which people trust in their own ability and skills to accomplish a mission (Bandura, 1986). As a result, it is reasonable to conclude that high ambition, which is linked to self-efficacy, would mostly contribute to improved success and efficiency. Self-efficacy has been shown to be effective. When compared to every other motivational concept, self-efficacy has proved that it is a strong predictor of behavioral outcomes, particularly in psychological and educational terms (Graham & Weiner, 1996).

Self-efficacy is linked to successful performers in a particular area (Bandura, 1997). Higher levels of self-efficacy in the workplace have been linked to beneficial outcomes such as increased job happiness and productivity (Judge & Bono, 2001), enhanced physical and mental health (Bandura, 1997), and improved academic performance (Bandura, 1997), (Robbins et al., 2004). Workers that have a high level of self-efficacy, for example, do better at work (Robbins et al., 2004). Several studies have looked at the effects of self-efficacy on organizational cultures, but only a few have looked at the overall impact on employee success, and only one has linked self-efficacy to motivation and performance. According to previous research, there is a positive relationship between performance and self-efficacy and both of these factors

lead to high-quality, efficacy, and competitiveness in the workplace. Self-efficacy has moved beyond the classroom and into the office. This shift is not unexpected because, like students in the classroom, workers join the workforce with varying degrees of self-efficacy, which are influenced significantly by previous experience, personal characteristics, and social support (Bandura, 1997).

Since percussionists join the workforce with differing degrees of work and life experience, as well as personal characteristics that may affect job performance in the workplace, this model can be useful in the perfusion environment. To comply with the expertise needed to positively influence the work environment in a new work setting, behavior habits must normally be changed. However, this move can necessarily require group reinforcement, constructive coaching, and ongoing supportive input from managers and team members (Schunk & Hanson, 1985). Self-efficacy is a social cognitive concept that influences an individual's actions in relation to interpersonal activities and responsibilities. Individuals with higher degrees of self-efficacy are more likely to put in greater initiative and dedication when performing operational tasks, resulting in higher efficiency (Fang, 2001).

Numerous studies have shown strong relationship between self-efficacy and subsequent job performance (Bandura, 1982; Bandura & Adams, 1977; Bandura, Adams & Beyer, 1977; Chambliss & Murray, 1979; Feltz, 1982). Also in experiments where efficacy expectations have been changed, subsequent success is nevertheless predicted by efficacy perceptions. While active mastery produces the greatest improvement in self-efficacy, Bandura (1977) states that associations between self-efficacy and performance are still strong for non-enactive modes such as modelling. Self-efficacy has been shown to be a greater indicator of future performance than previous actions in many experiments (Bandura, 1982; Bandura & Adams, 1977; Bandura et al., 1977; Bandura et al., 1980; Chambliss & Murray, 1979). Other researches, on the other hand, found that when previous performance was taken into account, self-efficacy was a strong indicator of future performance. However, there was a stronger connection between self-efficacy and past performance than between self-efficacy and potential performance (Locke et al., 1984).

Self-efficacy is a core concept in the sense of efficiency and therefore particularly important for the workplace, making it the central construct in the current

study's model. Self-efficacy, as described by Bandura (1977), is the assumption that one can effectively carry out activities required to achieve specific outcomes. The idea of universal self-efficacy was created to explain individuals' general assumptions about their performance capacities, despite its origins as a domain-specific construct (Schwarzer & Jerusalem, 1995). A high degree of self-efficacy in a field is linked to a variety of outcomes, including performance (Judge & Bono, 2001).

Relationship Between Motivation and Employee Performance

There are numerous studies in the literature that demonstrate a strong link between employee motivation and performance. For instance, a study found a connection between performance and motivation (Katzell & Thompson, 1990). In a conclusion, a happy employee is a good employee. In the public sector, work motivation is positively related to performance (Perry & Wise, 1990). Job motivation, according to Perry and Wise (1990), was favourably linked to individual performance in a public institution. They discovered that job inspiration improved individual efficiency. The motivational effects of their job incentive studies were applied to public institutions by these scholars. Later research by Naff and Crum (1999) looked at this interaction with about 10,000 workers and found that job motivation has a significant positive relationship with an individual's performance. In today's fast-paced workplaces, motivated workers are essential, and performance is directly linked to motivational factors (Lindner, 1998).

According to Bolman and Deal (2003), empowering workers to work in teams increases their competence, motivation, and flexibility, allowing them to handle various tasks while still providing excellent goods and services to clients. Afful-Broni (2004) used their own Likert standardised questionnaire to investigate the association between motivation and performance in a study of 200 university employees. They discovered that the majority of respondents agreed that a lack of motivation was the main contributory factor to poor work performance (AffulBroni, 2004). An analysis of government employees' service motivation and performance in China (Li, 2008) found that service motivation is strongly associated with performance and that government employees' service motivation has a strong positive impact on their performance. The beneficial association between these two variables has also been supported by research in other fields. Uche et al. (2011), for example, looked at the

connection between motivational factors and a teacher's job performance. A total of 150 teachers were involved in the study, and the results revealed a substantial link between motivational factors and teacher performance. These researchers came to the conclusion that teachers who are motivated work higher. Lindner (1998) has described motivational factors such as having an exciting work that encourages a person to improve their performance. In government agencies, Kim (2004) showed a favorable association between employee job engagement and happiness and organizational performance. Better individual performance, according to the results, is the foundation for higher organizational efficiency. Employee motivation does help them succeed, and it has been shown that individual performance affects company's performance (Li, 2008; Uche et al., 2011).

According to Porter and Lawler's (1968) anticipation principle, the compensation system has an effect on employee work efficiency and motivation (Ferris, 1977; Igalens & Roussel, 1999). Powel (1997) evaluates the association between work motivation and job satisfaction, and the results of this research show a strong association between the two in the sense that as job motivation improves, so does job efficiency. We may also assume that social incentive (reward payment system) has a favourable relationship with work satisfaction (Moynihan & Pandey, 2007; Wright & Kim, 2004).

Relationship Between Demographic Variables and Study Variables

Self-efficacy and age. Since they have more accumulated, clear work and life experience, older workers have more stable self-efficacy values than younger employees (Schwoerer & May, 1996). Baker et al. (2005) found that older people who did more physical activities had higher self-efficacy and saw more increases in life quality over time. Since older adults' ability to perform work functions and sustain job motivation can be influenced by their age-related self-efficacy, it was hypothesized that more optimistic age-related self-perceptions may be linked to higher occupational self-efficacy and intrinsic job motivation (Levy, 1996).

Employee motivation and age. According to a study, there is a substantial positive relationship between age and intrinsic motivation, younger employees are more concerned with extrinsic incentives such as pay, whereas older employees are more concerned with internal motivation (DeVo & Lyengar, 2004). In a meta-analysis

on job attitudes and age, Feldman (2010) found a slight but optimistic relationship between intrinsic work motivation and age.

Eskildsen et al. (2003) discovered a relation between age and job motivation. Employees in their forties and fifties have discovered their desired career direction and are thus more inspired to work. After basic requirements are met, older workers have been shown to relate most to intrinsic benefits like the fulfillment of a productive day's job (Bourne, 1982). Younger workers, on the other hand, put a higher emphasis on the praise they got for their work (Lord & Farrington 2006).

Employee performances and age. As previously stated, a decrease in cognitive capacity and a decrease in psychological characteristic will result in lower expectations of successfully performing tasks that become more challenging as one grows older. As a result, the importance of those job characteristics is likely to fluctuate as people get older (Warr, 2001). When it comes to tasks that need a lot of personal resources, older workers can be less productive than younger employees as they approach retirement. Extrinsic instrumentality in learning activities (e.g., wage raises, job advancement) is often misunderstood by older employees, and they are less likely to see the need to improve work-related skills (Guerrero & Sire, 2001). According to studies, older employees would be less affected by preparation and development plans, career promotion, and extrinsic benefits such as rank and pay than younger workers that lead them to low productivity (Maureret al., 2003).

Self-efficacy and gender. Previous research into gender differences and their relationship to self-efficacy found that women employees score low on self-efficacy than men. In addition, (Chenet al., 1998) found that women were more likely than men to have poor self-efficacy. Previous research into gender differences and their relationship to self-efficacy found that self-efficacy can influence women more than men. Furthermore, researchers found that, unlike men, women were more likely to stop starting a business if they had doubts about their own self-efficacy (Chenet al., 1998). Pintrich and Groot (1990) published a study that found that high school boys' self-efficiency is more than girls.

Motivation and gender. Worthley et al. (2009) published a study to investigate gender gaps in management perceptions of work force motivation. Extrinsic variables are rated higher by male employees than by female workers, according to the report. Women were found to be less driven than men, and even ambitious women saw work-family tension as a major roadblock to progression

(Vianen & Fischer, 2002). Men rate higher on power motivation than women, according to previous studies on gender disparities in power motivation (Eagly et al., 1994). Owing to a variety of overt and unseen obstacles and challenges, female workers are typically less encouraged to compete than their male peers. Motherhood is one of these barriers, as is avoiding marital stereotypes and sexism (Pinaret al., 2011).

Employee performance and education. Quinones, Ford, and Teachout (1995) found that work experience was positively related to job performance in a meta-analysis. Employees with a high degree of education have a strong and meaningful relationship with task performance (Trusty & Niles, 2004). Around the same time, schooling encourages the growth of crystallised knowledge and facilitates the advancement of workers' brains (Howard, 1986; Kuncel, Hezlett, & Ones, 2004). Individuals with higher levels of education are often more likely to have in-depth, critical skills (crystallised intelligence) (Ceci, 1991). The term "knowledge" usually refers to the ability to comprehend details relating to work responsibilities. Employees with a higher standard of qualification have a favourable relationship with good efficiency and efficiency (McCloy, Campbell, & Cudeck, 1994). Typically, researchers distinguish between two types of knowledge: declarative and formal knowledge (Campbell, 1990). Procedural knowledge refers to the interpretation of declarative knowledge in reality, whereas declarative knowledge refers to skills in evidence, laws, and concepts. Staff with more experience and skills as a result of a higher level of education are slightly more likely to do well in the workplace (Ree, Earles, & Teachout, 1994). Education further improves key task efficiency by equipping people with more declarative and procedural information that allows them to complete tasks effectively. According to this report, there is a connection between education and employee performance (Hunter & Hunter, 1984).

Employee self-efficacy and work related experience. Previous research has also shown that workers with more work experience have higher self-efficacy. Employees with more job experience, for example, were more self-efficacious and became more inclined to be creative in their work, according to research (Chan, 2004; Fabio & Palazzeschi, 2008). Similarly, extensive career experience affects motivation and desire to participate in specific behaviours, as well as self-confidence in pursuing specific activities (Bandura, 2001).

Rationale of the study

The purpose of this research was to explore the relationship between self-efficacy, motivation and employee performance at Agha Khan Development Network. It is important to find the relationship between the study variables to understand the factors that affect employees' self-efficacy, motivation and job performance. The reason to collect samples from an organization with employees from different cultures and areas is that, employees of different gender, age, educational levels and income have different level of efficacy, motivation and performance. This study was implemented to different sectors working under AKDN, like health sector, educational sector, cultural trusts, disaster management and rural support programs. A study to understand the relationship between the study variables among employees having different characteristics and backgrounds was much needed, as self-efficacy and motivation has a direct relation with the employees' job performance.

The survey of diverse organizations operating in a well-organized industrial area could oppose concerns about the generalizability of outcomes. The previous studies have been limited to specific organizations and fields. The sample from diverse organizations operating in an organized industrial region may raise the questions of generalizability of the results (Çetin & Aşkun, 2018). The reason to conduct this research on AKDN is to explore the relationship between the study variables in different organizations of the Agha Khan Development Network. In the respective networking there are more the 7 functioning organizations.

As suggested by previous studies, different people with same skills will be having different performance levels. Furthermore, it is task related concept, therefore it should be measured accordingly (Gist, 1992; Mathieu, 1993). Keeping this view in mind, the current study was intended to measure the performance level of employees with same skill and designation with a small variation and also to measure the collective relationship of study variables which are self-efficacy, motivation, and work-related performance. Although number of studies have been conducted on self-efficacy and performance on general population and on workplaces, but there is still found a gaps when it comes to show the relationship of study variables to gender, age, educational levels, experience level and salary ranges. In the current

study, the aim of study was to measure the study variables in relation of study variables in terms of organizational perspective so, it is beneficial for organizations to understand how self-efficacy can lead the employees towards motivation and high desirable performance. It is also important to find the relationship of such variable in the perspective of organization in Pakistan so that it could be helpful for the employers to increase the performance of their employees through motivation.

This study was intended, not just to show the relationship between the study variables but also their variations in accordance to gender, age, education, experience duration and income. Since it shows that self-efficacy theory can be applied for work related performance in terms of motivating different employee facets and organizational pursuits. It shows the influence of self-efficacy on the performance of an individual at work place and the mechanism by which self-efficacy of an individual determines his/her work related performance and motivation. As most of the researches have been done on Self efficacy and job performance or only motivation theories that affect the business and employee performance. Also, motivation researches can be done on the aspect of the gender. For example, whatever motivates females or ladies might not motivate males. So, a future research about different motivation approaches and based on gender will be valuable (Jasmi, 2012). Proposed study will help in understanding the relationship between employees' self-efficacy, motivation and performance so it will be helpful to understand the impact of self-efficacy and motivation on the performance of employees in AKDN.

METHOD

METHOD

Objectives, hypotheses, operational definitions of the variables, sample, measures of constructs and procedure of the study are discussed in the following section;

Objectives

The basic objectives of the study were;

1. To investigate the relationship between employee self-efficacy and work related performance of employees at Agha Khan Development Network (AKDN).
2. To determine the relationship of study variables with demographic variables (gender, age and job experience).

Hypotheses

1. There will be a positive relationship between work related self-efficacy and motivation of employees of Agha Khan Development Network.
2. There will be a positive relationship between work related self-efficacy and performance of employees of Agha Khan Development Network.
3. There will be a positive relationship between motivation and performance of employees of Agha Khan Development Network.
4. There will be a positive relationship between work related self-efficacy, motivation and age of employees of Agha Khan Development Network.
5. Employees who have more work experience will score high on work related self-efficacy, motivation and performance among AKDN employees.
6. There will be negative relationship between employee performance and age.
7. Male employees will score higher on work related self-efficacy, motivation and performance than female employees of Agha Khan Development Network.

Operational Definition of Variables

Work related Self-efficacy. It refers to a person's belief in their own talents, potentials, and abilities to accomplish a task in general (Bandura, 2006). It is a worker's belief in his or her abilities to accomplish a goal. A high level of self-efficacy of an employee aids in his ability to achieve personal and team goals. It further strengthens their desire to complete challenging tasks rather than stop them. They still set difficult targets and work hard to achieve them (Roautledge, 2009). In the present study, self-efficacy was assessed by General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995). Higher scores acquired on this scale indicate higher self-efficacy.

Motivation. It refers to the goal-directed generation of a mindset, actions, and thoughts by a psychological force. These powers revolve around an individual's intrinsic and extrinsic influences, which decide an employee's actions and attitude toward a particular objective. It is called complex in nature because it changes continuously in response to life experiences. Because of an individual's physical status, social group, community, and other interactions, needs and expectations are continuously evolving (Kanfer et al., 2017). In the present study, motivation was assessed by Work Extrinsic and Intrinsic Motivation Scale (Tremblay, 2009). Higher scores acquired on this scale indicate higher level of motivation.

Employee performance. Employee performance refers to an employee's job-related accomplishments after putting in the necessary commitment while doing his or her duties, which are attributed to achieving meaningful work, work participation, and dedicated coworkers. Job explicit actions, which provide fundamental job tasks assigned as part of the job description, are included in task performance (Pradhan & Jena, 2017). In the present study, employee performance was assessed by Measure of In-role Performance Scale (Williams & Anderson, 1991). Higher scores acquired on this scale indicate higher level of performance.

In-role performance refers to behavior directed toward formal tasks, duties, and responsibilities such as those included in a job description (Williams & Anderson, 1991). In- role job performance refers to activities that are related to employees' formal role requirements (Borman & Motowidlo, 1997). Generally it is believed that job involvement by positively affecting employees'

motivation and effort, leads to higher levels of in-role job performance (Brown, 1996).

Research Design

The study was correlational in nature, as the purpose of the research was to explore the relationship between self-efficacy, motivation and performance of employees in Agha Khan Development Network. It was a quantitative cross-sectional research.

Instruments

In order to measure relationship between self-efficacy motivation and performance of Agha Khan Development Network. the following scales were used;

General Self-Efficacy Scale (GSE). General Self-Efficacy Scale (GSE) was used to assess self-efficacy among employees. General Self-Efficacy Scale was developed by (Schwarzer & Jerusalem, 1995). Which has 10 items and the responses ranging from 1 (not at all true) to 4 (exactly true). The total score is calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy. Internal reliability for GSE was reported as .76 to .90 (Schwarzer & Jaerusalen, 1995). Validity of the General Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety. The alpha reliability of the scale in the present study was calculated as .75.

Work Extrinsic and Intrinsic Motivation Scale (WEIMS). Work Extrinsic and Intrinsic Motivation Scale was used to measure motivation for the current study's participants. Work Extrinsic and Intrinsic Motivation Scale was developed by Tremblay (2009). It has 18 items. The internal reliability of WEISM was reported as .83 (Tremblay, 2009). The WEIMS is divided into three item six subscales, which correspond to the six types of motivation postulated by self-determination theory which are: Intrinsic motivation IM (4,8 and 15), Integrated regulation INTEG (5,10 and 18), Identified regulation IDEN (1,7 and 14) Introjected regulation INTRO (6,11 and 13), External regulation EXT (2,9 and 16) and Amotivation AMO (3,12 and 17). Corresponding to the six types of motivations postulated by SDT namely IM, INTEG,

IDEN, INTRO, EXT, and AMO. Item in each subscale is scored on a Likert-type scale, from “1” (does not correspond at all) to “7” (corresponds exactly). The score of each subscale can be generated using the mean score of the 3 items within the subscale. The Work Self-Determination Index (W-SDI) is used to express the attainment of either self-determined or nonself-determined motivational pro-files. Total score of the measure is generated using the score of each subscale through the following;

$$W-SDI=(=3*IM)+(2*INTEG)+((1*IDEN)+(-1*INTRO))+(-2*EXT)+(-3*AMO)$$

The possible total score of WEIMS ranges between -+36. The total score reflects and individuals’ relative level of self-determination. A positive score indicates a self-determined profile and a negative score suggests a nonself-determined profile. The alpha reliability of the scale in the present study was calculated as .75.

Measure of In-Role Performance Scale (Self Rated). Measure of in-role performance scale was used to measure performance of employees. Measure of In-role Performance Scale (Self Rated) was developed by (Williams & Anderson 1991), which has 7 items and 7-point Likert-scale (from 1 = strongly disagree to 7 strongly agree). Satisfying internal consistency was reported.72 to .71 by (Maryam, 2013), (Sattar, 2013) .85 (Williams & Anderson, 1991). 1 Total score of the 7 items can thus range from 7 to 49. High scores on this scale shows high performance in employees and low scores show low performance. The alpha reliability of the scale in the present study was calculated as .63.

Demographic Sheet. Demographic sheet was prepared to reveal the relevant demographic information from all the employees of the study. The demographic sheet consisted of variables such as age, gender and education in the organization.

Sample

For this study a sample of 210 employees was taken. The sample comprised of both male and female employees of different sectors of Agha Khan Development Network working in Serena Business Complex located in Islamabad capital territory, where they have their head offices of following sectors.

(AKA) Aga Khan Academies

(AKAH) Aga Khan Agency for Habitat

(AKAM) Aga Khan Agency for Microfinance

(AKES) Aga Khan Education Services

(AKF) Aga Khan Foundation

(AKFED) Aga Khan Fund for Economic Development

(AKHS) Aga Khan Health Services

(AKTC) Aga Khan Trust for Culture

The age range of participants was 20-60 years. Mean age for the sample was 34.46 and standard deviation for respondent's age was 3.10. Further details are presented in this table.

Table1*Demographic Characteristics of the Sample (N=210)*

Demographics	Frequency	Percentage (%)
Gender		
Men	154	73.3%
Women	156	26.7%
Education		
Bachelors	61	29%
Masters	112	53.3%
MPhil and above	37	17.6%

Table 1 shows the detailed of percentage and frequency of demographic information of the sample. There are three categories of education are bachelors, masters and Mphil and above. There are two categories of gender: male and female.

Procedure

Permission from employees was taken and they were briefed about the purpose of study. Employees from the different organizations of Agha Khan Development Network were approached for data collection. The participants who had experience of at least 6 months in the current organization education were included in this research. Informed consent was taken from the employees and through this approval of employees was taken. Employees were ensured that data would be kept confidential and would only use for research purpose. Questionnaires were given to the employees and they were requested to respond as honestly as possible. At the completion of the questionnaire employees were thanked for their participation. In all it took 20 to 30 minutes to complete questionnaires. Around 350 questionnaires were distributed and 210 questionnaires were returned.

RESULTS

Chapter 3**Results**

The present research was carried to study the relationship between self-efficacy, employee motivation and employee performance. Appropriate statistic procedures were used to analyze the data. The alpha reliability coefficient of the instrument was also computed. To check the normality of the present study descriptive statistics (mean, standard deviation, kurtosis and skewness) were computed. Correlation was computed to explore relationship between study variables (self-efficacy, employee motivation and employee performance) and demographic variables (age, gender, education. The relationship between study variables is being showed through correlation. The relationship between the study variables and demographic variables was explored by using a sample *t*-test and *ANOVA* depending upon the number of variables. In order to make the study more comprehensive, the results were displayed in tabular form.

Psychometric Properties of Study Variables

Table 2

Descriptive Statistics and Alpha Reliability Coefficients of the Scales (N= 210)

Scale	No.of items	<i>P</i>	<i>M</i>	<i>SD</i>	Range		Skewness	Kurtosis
					Potential	Actual		
GSES	10	.75	35.61	3.05	1-40	26-40	-.30	-.10
WEIMS	18	.75	9.91	4.93	1-126	63-116	4.93	-.17
Intrinsic Motivation	3	.50	6.17	-.52	1-21	14-21	.52	-.17
Integral Regulation	3	.74	6.01	.79	1-21	9-21	-1.14	.96
Identified Regulation	3	.66	6.04	.68	1-21	8-21	.68	2.48
Interjected Regulation	3	.37	5.72	.88	1-21	8-21	-.74	.18
External Regulation	3	.59	6.00	.78	1-21	9-21	.78	.60
Amotivation	3	.51	2.97	1.24	1-21	3-18	1.24	-.65
MIRPS	7	.63	34.45	3.10	1-49	27-49	.65	2.07

Note. GSES = Generalized Self-efficacy Scale, WEIMS= Work Extrinsic and Intrinsic Motivation Scale, MIRPS=Measure of In-Role Performance Scale (Self Rated)

Table 2 summarizes the alpha reliability, mean, standard deviation, skewness, kurtosis and range of the study variables. The reliability of the scales ranged between .63 to .75. The scales had skewness values between +2 and -2 which suggested the

distribution of data lies within normality. Negative value of kurtosis on scale indicates the curve of distribution is relatively smooth and heavy tailed distribution is dispersed indicating unique status.

Correlation

Pearson Product Movement Correlation was computed in order to determine the relationship among the three study variables (self-efficacy, motivation and employee performance).

Table 3

Correlations between Study Variables and Age (N=210)

Scales	1	2	3	4	5	6	7	8	9	10
1 GSES	-	.32**	.42**	.42**	.45**	.35**	.32**	.21**	.14*	.31**
2 WIEMS		-	.54**	.39**	.26**	.08**	-.67**	-.87**	.60	.20**
3 Intrinsic Regulation			-	.61**	.52**	.46**	.40**	-.27**	.28**	.29**
4 Integrated Regulation				-	.60**	.58**	.54**	-.08	.40**	.24**
5 Identified Regulation					-	.57**	.53**	-.04	.23**	.22**
6 Interjected Regulation						-	.47**	.00	.33**	.29**
7 External Regulation							-	.05	.38**	.14*
8 Amotivation								-	.00	-.14*
9 MIRPS									-	.11
10 Age										-

Note. GSES = Generalized Self-efficacy Scale, WEIMS= Work Extrinsic and Intrinsic Motivation Scale, MIRPS=Measure of In-Role Performance Scale (Self Rated)

* $p < .05$, ** $p < .01$

Table 3 represents the bivariate correlation between study variables along demographic variables. Analysis indicates that there is a significant positive correlation between self-efficacy, motivation and age of the respondents. The above result showed that there is a significant positive relationship between motivations, performance.

t-test

To test the mean difference existing in sample along study variables *t*-test were run on the data. The results are shown in the data.

Table 4

Comparison of Gender Differences Along Study Variables (N = 210)

Scales	Men (n = 154)		Women (n = 156)		<i>t</i> ₍₂₀₈₎	<i>P</i>	95% <i>CI</i>		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
	GSES	35.94	3.39	34.73			2.63	2.40	
WEIMS	10.01	5.08	9.66	4.54	.45	.64	-1.16	1.87	-
Intrinsic Motivation	6.20	.53	6.09	.48	1.29	.19	-.05	.26	-
Integrated Regulation	6.00	.80	6.02	.77	-.20	.83	-.27	.21	-
Identified Regulation	6.05	.72	6.01	.59	.41	.68	-.16	.25	-
Interjected Regulation	5.74	.90	5.66	.84	.53	.59	-.19	.34	-
External Regulation	5.99	.77	6.04	.81	-.39	.69	-.29	.19	-
Amotivation	2.97	1.28	2.98	1.14	-.03	.97	-.38	.37	-
MIRPS	34.34	2.96	34.77	3.47	-.87	.38	-1.37	.53	-

Note. GSES = Generalized Self-efficacy Scale, WEIMS= Work Extrinsic and Intrinsic Motivation Scale, MIRPS=Measure of In-Role Performance Scale (Self Rated)

Table 4 shows the difference between the study variables and gender. The results show that men scored significantly higher on self-efficacy, whereas women scored high on performance. No significant differences were found between men and women on motivation and work performance.

t-test

To test the mean difference existing in sample along study variables t-test were run on the data. The results are shown in the data.

Table 5

Comparison of Work Experience Differences Along Study Variables (N = 210)

Scales	3 year and below (n = 106)		4 year and above (n = 104)		$t_{(208)}$	P	95% CI		Cohen's <i>d</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>		
	GSES	33.22	2.83	34.81			3.06	3.91		.00
WEIMS	96.99	8.35	99.45	7.30	1.99	.05	1.68	-1.99	0.31	
Intrinsic Motivation	6.07	.53	6.28	.50	3.05	.00		-.36	-.08	0.40
Integrated Regulation	5.81	.88	6.21	.64	3.80	.00		-.61	-.19	0.45
Identified Regulation	5.94	.68	6.15	.68	2.30	.02		-.40	-.03	0.30
Interjected Regulation	4.25	1.83	4.35	2.00	-.38	.70		-.62	.42	
External Regulation	6.00	.82	6.02	.76	-.18	.86		-.23	.20	
Amotivation	3.76	1.53	3.98	1.68	-.99	.32		-.66	.22	
MIRPS	34.04	3.18	34.88	2.97	1.99	.05	1.68	-	-.01	0.27

Note. GSES = Generalized Self-efficacy Scale, WEIMS= Work Extrinsic and Intrinsic Motivation Scale, MIRPS=Measure of In-Role Performance Scale (Self Rated)

Table 5 shows the difference between the study variables and work experience. The results show that participants who have 4 years and above work experience scored significantly higher on self-efficacy study variables except interjected regulation, external regulation and amotivation.

ANOVA

Table 6

Comparison of Education Level Difference Along Study Variables (N=210)

Scales	Bachelors (n =61)		Masters (n =112)		MPhil and Above (n =37)		95%CL		i-j	MD (i-j)	F	P
	M	SD	M	SD	M	SD	LL	UL				
	GSES	34.59	2.42	35.55	3.52	37.48	2.76	35.17				
WEIMS	9.54	5.02	9.59	4.68	11.51	5.35	9.24	10.59	-	-	2.37	.09
Intrinsic Motivation	6.02	.51	6.18	.50	6.38	.51	6.10	6.24	1<3	.36*	5.92	.00
Integrated Regulation	5.65	.83	6.08	.75	6.38	.62	5.90	6.11	1<3	.74*	11.74	.00
Identified Regulation	5.73	.76	6.10	.62	6.37	.54	5.95	6.13	1<3	.64*	12.19	.00
Interjected Regulation	5.37	.97	5.76	.79	6.16	.76	5.60	5.84	1<3	.74*	10.35	.00
External Regulation	5.67	.84	6.08	.73	6.30	.65	5.89	6.11	1<3	.64*	9.50	.00
Amotivation	2.95	1.2	3.09	1.18	2.65	1.38	2.80	3.14	-	-	1.59	.20
MIRPS	34.01	3.42	34.26	3.06	35.62	2.34	34.03	34.87	1<3	.62*	3.29	.03

Note. GSES = Generalized Self-efficacy Scale, WEIMS= Work Extrinsic and Intrinsic Motivation Scale, MIRPS=Measure of In-Role Performance Scale (Self Rated)

Table 6 shows the results of ANOVA and Bonferoni's post-hoc analysis across education levels and study variables. As we go from lower towards higher education the mean values are increasing for motivation. As comparison of education, respondent with an MPhil degree and above showed significantly higher than respondent with a Bachelor's degree on self-efficacy, intrinsic motivation, integral regulation, identified regulation, interjected regulation, external regulation and work performance.

DISCUSSION

Discussion

The present study was intended to explore the relationship between self-efficacy, motivation and employee performance among employees of Agha Khan Development Network. Additionally, it was aimed to explore the relationship of demographic variables (employees' age, gender and education) with study variables. The study followed the correlational design. Several hypotheses were formulated on the basis of literature review and were tested in the present study.

For measuring the study variables, the instruments used included General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995), Work Extrinsic and Intrinsic Motivation Scale (Tremblay, 2009) and Measure of In-role Performance Scale (Self Rated) (Williams & Anderson 1991). A demographic sheet was also provided to the respondents to get information about demographic variables including age, gender and education. The samples of 210 employees both male (n=154) and female (n=156) from all the departments of AKDN were taken manually.

Descriptive measurements were calculated for scales and subscales of the present study including mean, standard deviation, actual and potential ranges, skewness and kurtosis for confirming normality of the data. The scales had skewness values between +2 and -2 which suggested the distribution of data lies within normality. Negative value of kurtosis on scale indicates the curve of distribution is relatively smooth and heavy tailed distribution is dispersed indicating unique status.

To govern the psychometric soundness of the scale that was used in the study, their alpha reliabilities were computed. It was evident that the reliability values for self-efficacy and motivation scales were psychometrically reliable having a same value of .75. In the current study alpha reliability for the employee performance showing low reliability of .63. Although performance shows a positive relationship between the demographic variables.

Hypotheses were formulated on the basis of previous research. It was hypothesized that there will be a positive relationship between self-efficacy and motivation among employees of Agha Khan Development network. Pearson correlation were computed and findings indicated that there was a significant positive

relationship between these variables (see Table 3). As self-efficacy has a direct relationship to motivation. A motivated employee is more efficacious than those who are less motivated Bernacki, et al (2010) has concluded that self-efficacy and motivation is positively associated. An individual's self and determination to complete a mission would both be strong if he thinks he can do it (Snyder & Lopez, 2007). The present study indicated a significant positive correlation between self-efficacy and employee motivation.

The study further hypothesized that there will be a positive relationship between self-efficacy and performance of employees of Agha Khan Development network. Higher levels of self-efficacy in the workplace have been linked to beneficial outcomes such as increased job happiness and productivity (Judge & Bono, 2001). Workers that have a high level of self-efficacy, for example, do better at work (Robbins et al., 2004).

The study also hypothesized a significant positive relationship between motivation and performance of employees at Agha Khan Development Network. Findings and literature both support the hypothesis. According to Bolman and Deal (2003), empowering workers to work in teams increases their competence, motivation, and flexibility, allowing them to handle various tasks while still providing excellent goods and services to clients. Afful-Broni (2004) used their own Likert standardized questionnaire to investigate the association between motivation and performance in a study of 200 university employees. They discovered that the majority of respondents agreed that a lack of motivation was the main contributory factor to poor work performance (AffulBroni, 2004). The present research outcomes also demonstrated a positive relationship between motivation and employee performance of AKDN. An analysis of government employees' service motivation and performance in China (Li, 2008) found that service motivation is strongly associated with performance and that government employees' service motivation has a strong positive impact on their performance. The beneficial association between these two variables has also been supported by research in other fields. Uche et al. (2011), for example, looked at the connection between motivational factors and a teacher's job performance. A total of 150 teachers were involved in the study, and the results revealed a substantial link between motivational factors and teacher performance.

These researchers came to the conclusion that teachers who are motivated work higher.

The fourth hypothesis explored the positive relationship between self-efficacy and age of the employees of Agha Khan Development Network. The present study found a significant positive relationship between self-efficacy and age of the employees of AKDN. Since they have more accumulated, clear work and life experience, older workers have more stable self-efficacy values than younger employees (Schwoerer & May, 1996). Baker et al. (2005) found that older people who did more physical activities had higher self-efficacy and saw more increases in life quality over time. Since older adults' ability to perform work functions and sustain job motivation can be influenced by their age-related self-efficacy, it was hypothesized that more optimistic age-related self-perceptions may be linked to higher occupational self-efficacy and intrinsic job motivation (Levy, 1996).

Forth hypothesis stated that there would be a significant positive relationship between employee motivation and age. According to a study, there is a substantial positive relationship between age and intrinsic motivation, younger employees are more concerned with extrinsic incentives such as pay, whereas older employees are more concerned with internal motivation (DeVo & Lyengar, 2004). Eskildsen et al. (2003) discovered a relation between age and job motivation. Employees in their forties and fifties have discovered their desired career direction and are thus more inspired to work. After basic requirements are met, older workers have been shown to relate most to intrinsic benefits like the fulfillment of a productive day's job (Bourne, 1982). Younger workers, on the other hand, put a higher emphasis on the praise they got for their work (Lord & Farrington 2006).

Fifth hypothesis states that employees who have more work experience will score high on work related self-efficacy, motivation and performance among AKDN employees. Previous research has also shown that workers with more work experience have higher self-efficacy. Employees with more job experience, for example, were more self-efficacious and became more inclined to be creative in their work, according to research (Chan, 2004; Fabio & Palazzeschi, 2008). Similarly, extensive career experience affects motivation and desire to participate in specific behaviours, as well as self-confidence in pursuing specific activities (Bandura, 2001).

Sixth hypothesis stated that there will be a significant negative relationship between employee performance and age. As the literature states that there will be a negative relationship between employee performance and age. As previously stated, a decrease in cognitive capacity and a decrease in psychological characteristic will result in lower expectations of successfully performing tasks that become more challenging as one grows older. As a result, the importance of those job characteristics is likely to fluctuate as people get older (Warr, 2001). When it comes to tasks that need a lot of personal resources, older workers are less productive than younger employees as they approach retirement. Extrinsic instrumentality in learning activities (e.g., wage raises, job advancement) is often misunderstood by older employees, and they are less likely to see the need to improve work-related skills (Guerrero & Sire, 2001). According to the present study there is a positive relationship found among age and performance of employees at AKDN. One of the reasons would be as the demographic table 1 shows that mean of ages of the employees is 34.4 which shows most of the employees are younger aging between 30-45 which is not having a big difference upon the performance.

Hypothesis seven stated that male employees will score high on self-efficacy then female employees of AKDN. A *t*-test was computed to see the difference of self-efficacy among male and female (see Table 4) Previous research into gender differences and their relationship to self-efficacy found that women employees score low on self-efficacy than men. In addition, (Chenet al., 1998). Results of the current study shows the difference between the study variables and gender. The results show that men scored significantly higher on self-efficacy, whereas women scored high on work performance and motivation.

A *t*-test was computed to see the difference of motivation among male and female employees of AKDN (see Table 4). Worthley et al. (2009) published a study to investigate gender gaps in management perceptions of work force motivation. Extrinsic variables are rated higher by male employees than by female workers, according to the report. Women were found to be less driven than men, and even ambitious women saw work-family tension as a major roadblock to progression (Vianen & Fischer, 2002). The recent findings indicated that male employees are more motivated as compared to female. Men rate higher on power motivation than women, according to previous studies on gender disparities in power motivation

(Eagly et al., 1994). The current findings showed that male employees are intrinsically motivated than female employees in the respective organization.

Another t-test was computed to see the difference of work experience along study variables. Previous research has also shown that workers with more work experience have higher self-efficacy. Employees with more job experience, for example, were more self-efficacious and became more inclined to be creative in their work, according to research (Chan, 2004; Fabio & Palazzeschi, 2008). Similarly, extensive career experience affects motivation and desire to participate in specific behaviours, as well as self-confidence in pursuing specific activities (Bandura, 2001).

Another *t*-test was computed to see the difference of employee performance among male and female employees of AKDN (see Table 4). The recent hypothesis states that male employees will score high on performance than female employees. There is a deviation among the hypothesis and the current study. Female employees scored a bit higher than males, therefore current findings are not supporting the hypothesis. However, previous research is limited among the study variable and gender.

Table 5 shows the difference between the study variables and work experience. The results show that participants who have 4 years and above work experience scored significantly higher on self-efficacy, study variables except interjected regulation, external regulation and amotivation.

Employees with a high degree of education have a strong and meaningful relationship with task performance (Trusty & Niles, 2004). Staff with more experience and skills as a result of a higher level of education are slightly more likely to do well in the workplace (Ree, Earles, & Teachout, 1994). Education further improves key task efficiency by equipping people with more declarative and procedural information that allows them to complete tasks effectively. According to this report, there is a connection between education and employee performance (Hunter & Hunter, 1984). It is clearly shown in ANOVA (see Table 6) that as we go from lower towards higher education the mean values are increasing for motivation. As comparison of education, respondent with an MPhil degree and above showed significantly higher than respondent with a Bachelor's degree on self-efficacy,

intrinsic motivation, integral regulation, identified regulation, interjected regulation, external regulation and work performance.

Conclusion

Results in the present study indicated that there is a significant positive correlation between self-efficacy, motivation and employee performance and age of the respondents. The results show that there is a significant negative correlation between employees' education level, age and a significant relation was found between gender and age.

As far as the demographic variables are concerned the study shows the difference between the study variables and gender, men scored significantly higher on self-efficacy and motivation, whereas women scored high on performance. The present study also found that M.Phil and PhD level of employees scored higher than bachelor level employees on self-efficacy, motivation and on employee performance. Bachelor and masters level of employees, scored equally on performance at Agha Khan Development Network.

The present study shows the difference between the study variables and work experience. The results show that participants who have 4 years and above work experience scored significantly higher on self-efficacy study variables except interjected regulation, external regulation and amotivation.

The present study also found difference of education, respondent with an MPhil degree and above showed significantly higher than respondent with a Bachelor's degree on self-efficacy, intrinsic motivation, integral regulation, identified regulation, interjected regulation, external regulation, amotivation and work performance at Agha Khan Development Network.

Limitations and Suggestions

Although the present study has numerous strengths, it also has some limitations which are given below.

1. The research was conducted during COVID, and it was difficult to meet the respondents personally. Participants were less likely to stay fully engaged for both manual and online data collection. Most of the employees were working from home and it was difficult to reach them.

2. Although the samples were employees, and they were having work load, so it was difficult to motivate them to respond to the research tool.
3. There was limited literature which was defining the relationship of the study variables altogether in organizational perspective. Most of the researches were limited to one or two variables at a time.
4. Due to confidentiality issue, the higher management of the organization were hesitating to give there complete information on demographics, as they were concerned about the security of the data.
5. Using of quantitative method in the present research will limit the reaction of the respondents. Further researches may use qualitative method to study the relationship between the study variables.
6. The categories used for the demographics, like age, gender, education and salary package were limited to two or three categories which were highly affecting the overall responses (e.g. the performance of the employees paid from 20-60k will be different respectively).
7. The study was only intended to private organization. For future studies it will be necessary to analyze the relationship between both private and public sectors. So that it can shows the difference in the self-efficacy, motivation and performance of employees in both sectors.

Implications of the study

1. The results of this study suggest the need to understand the relationship among the study variables. As most of the researches have been done on self-efficacy and job performance or only on motivational theories that affect the business and employee performance. The present research can be helpful for employers to motivate their employees for better job performance. Also motivation researches can be done on the aspects of the gender. For example, whatever motivates females might not motivate males.
2. As this research is covering four demographic variables and their relationship between the study variables, so it will be helpful for organizations which are low performing to apply different motivation approaches based on these demographic variables so that it will be valuable.
3. Proposed study will help in understanding the relationship between employee's self-efficacy, motivation and performance so it will be helpful to

understand the impact of self-efficacy and motivation on the work related performance of the employees in AKDN and other organizations.

4. This study shows the relationship between employee's self-efficacy, motivation and performance. The study gives an insight of how self-efficacy can help an employee to remain motivated when they face difficulties. It also gives an overall review for employers to how they can keep their employees motivated to increase performance.
5. Person success was shown to be positively and strongly linked to self-efficacy. This corresponds to the findings of recent studies on this interaction in various domains. Despite the growing body of evidence supporting the positive impact of self-efficacy on individual success at work, the study's findings are valuable.

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APPENDICES

Appendix A**Informed Consent Form**

I am Nahida Perveen, research student of M.SC, at National Institute of Psychology, Quaid-e-Azam University, Islamabad. I am conducting research as per my degree requirement. The aim of my research is to explore the relationship between Self-efficacy, Motivation and performance of employees at AKDN. I am requesting a support from you, by filling these questionnaires. I assure you that your information will be kept confidential and will only be used for research purposes. You have the right to withdraw your provided information at any stage.

If you agree to fill out the questionnaire, please provide your consent through endorsing the signature in the prescribed place.

Thank You!

the participant

Signature of

Regards

Nahida Ali

Nahida.paree94@gmail.com

Appendix B**Demographic Information Sheet**

Please fill the following:

Gender: Male Female

Age: _____ Education: _____.

Work Experience in the current organization: _____.

Designation: _____ Salary Range: _____.

Working Hours: _____

Shift currently working in: (Morning) (Evening) (Night)

City _____ Region _____

Department; AKAH, AKES, AK Foundation, AKRSP, AKHS. If Any Other kindly mention.

Appendix C

The General Self-Efficacy Scale; (GSE)

Response	1 = Not at all true 2 = Hardly true 3 = Moderately true 4 =
Format	Exactly true

1.	I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
2.	If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4
3.	It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
4.	I am confident that I could deal efficiently with unexpected events.	1	2	3	4
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4
6.	I can solve most problems if I invest the necessary effort.	1	2	3	4
7.	I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8.	When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9.	If I am in trouble, I can usually think of a solution.	1	2	3	4
10.	I can usually handle whatever comes my way.	1	2	3	4

Appendix D

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Work Extrinsic and Intrinsic Motivation Scale:

Why Do You Do Your Work?

Using the scale below, please indicate to what extent each of the following items corresponds to the reasons why you are presently involved in your work.

Does not correspond at all	Corresponds moderately				Corresponds exactly			
	1	2	3	4	6	7		
		5						
1.	Because this is the type of work I chose to do to attain a certain lifestyle.	1	2	3	4	5	6	7
2.	For the income it provides me.	1	2	3	4	5	6	7
3.	I ask myself this question, I don't seem to be able to manage the important tasks related to this work.	1	2	3	4	5	6	7
4.	Because I derive much pleasure from learning new things.	1	2	3	4	5	6	7
5.	Because it has become a fundamental part of who I am.	1	2	3	4	5	6	7
6.	Because I want to succeed at this job, if not I would be very ashamed of myself.	1	2	3	4	5	6	7
7.	Because I chose this type of work to attain my career goals.	1	2	3	4	5	6	7

8.	For the satisfaction I experience from taking on interesting challenges	1	2	3	4	5	6	7
9.	Because it allows me to earn money.	1	2	3	4	5	6	7
10.	Because it is part of the way in which I have chosen to live my life.	1	2	3	4	5	6	7
11.	Because I want to be very good at this work, otherwise I would be very disappointed.	1	2	3	4	5	6	7
12.	I don't know why, we are provided with unrealistic working conditions.	1	2	3	4	5	6	7
13.	Because I want to be a "winner" in life.	1	2	3	4	5	6	7
14.	Because it is the type of work I have chosen to attain certain important objectives.	1	2	3	4	5	6	7
15.	For the satisfaction I experience when I am successful at doing difficult tasks.	1	2	3	4	5	6	7
16.	Because this type of work provides me with security.	1	2	3	4	5	6	7
17.	I don't know, too much is expected of us.	1	2	3	4	5	6	7
18.	Because this job is a part of my life.	1	2	3	4	5	6	7

Appendix E

Measure of In-role Performance Scale (Self-Ratted)

Serial.#	Items	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree	Slightly Agree	Moderately Agree	Strongly Agree
1.	I inadequately complete assigned my duties.							
2.	I fulfill responsibilities specified in my job description.							
3.	I perform tasks that are expected of me.							
4.	I meet formal performance requirements of my job.							
5.	I engage in activities that that will directly affect my performance evaluation.							

6.	I neglect aspects of the job I am obliged to perform.							
7.	I fail to perform my essential ditties.							