

**Research Article**

**The Effect of Employee Motivation on Performance and Work Commitment**

*Çalışanların Motivasyonlarının Performans ve İşe Bağlılık Üzerine Etkisi*

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**Abstract**

This research was conducted in Esenyurt District, the most densely populated district of Istanbul in 2023. A survey was conducted with the voluntary participation of 344 public employees working in public institutions such as police, hospital, municipality, education, etc. The data obtained were evaluated through SPSS 22.0 statistical program and the effects of motivation on performance and work commitment were examined. In the business literature, there are studies investigating the effects of motivation on employee performance. Most studies have revealed that motivation is effective on performance. However, the effects of motivation on work engagement should be investigated. In the rapidly changing business world, especially after Covid-19, factors such as changing working conditions, implementation of new business models, changing sectors, changing expectations of the markets, etc. directly affect employees. Therefore, the effects of employee motivation on work engagement and performance in organizations are also changing. Firstly, frequency and percentage analyses, mean and standard deviation analyses were conducted. Kurtosis and Skewness values were analyzed to determine whether the research variables were normally distributed. As a result of correlation and regression analyses, acceptance/rejection explanations of the hypotheses subject to the research were made. It has been determined that there are moderate positive significant relationships between motivation, performance and work commitment of public employees, and that motivation affects and increases employees' performance and work commitment.

**Keywords:** Motivation, Performance, Work Commitment, Public Employees, Esenyurt District

**Öz**

Bu araştırma, 2023 yılında İstanbul'un en yoğun nüfuslu ilçesi olan Esenyurt İlçesi'nde gerçekleştirilmiştir. Polis, hastane, belediye, eğitim vb. kamu kurumlarında görev yapan 344 kamu çalışanın gönüllü katılımıyla anket yapılmıştır. Elde edilen veriler; SPSS 22.0 istatistik programıyla değerlendirilerek motivasyonun performans ve işe bağlılık üzerindeki etkileri incelenmiştir. İşletme literatüründe motivasyonun çalışan performansı üzerindeki etkilerini araştıran çalışmalar bulunmaktadır. Çoğu araştırma motivasyonun performans üzerinde etkili olduğunu ortaya koymuştur. Ancak motivasyonun işe adanmışlık üzerindeki etkileri araştırılmalıdır. Hızla değişen iş dünyasında özellikle Covid-19 sonrasında değişen çalışma koşulları, yeni iş modellerinin uygulamaya konması, değişen sektörler, piyasaların değişen beklentileri vb. faktörler çalışanları doğrudan etkiliyor. Dolayısıyla örgütlerde çalışan motivasyonunun işe bağlılık ve performans üzerindeki etkileri de değişmektedir. Öncelikle frekans ve yüzde analizleri, ortalama ve standart sapma analizleri yapılmıştır. Araştırma değişkenlerinin normal dağılıp dağılmadığını belirlemek için Basıklık ve Çarpıklık değerleri analiz edildi. Korelasyon ve regresyon analizleri sonucunda araştırmaya konu hipotezlerin kabul/red açıklamaları yapılmıştır. Kamu çalışanlarının

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*motivasyonu, performansı ve işe bağlılığı arasında orta düzeyde pozitif anlamlı ilişkilerin olduğu, motivasyonun çalışanların performansını ve işe bağlılığını etkileyip artırdığı tespit edilmiştir.*

**Anahtar Kelimeler:** *Motivasyon, Performans, İşe Bağlılık, Kamu Çalışanları, Esenyurt İlçesi*

## 1. Introduction

In today's highly competitive working conditions, the most important competitive factor is people. The gradual loss of the advantage of various factors such as technological developments, financial resources, effective managers, and utilization of economies of scale has directed businesses towards employees (Serinkan, 2008). Employees' motivation, performance and commitment to work are becoming more important. Therefore, managers need to find factors that motivate employees and encourage them to be active every day (Tınaz, 2013:14). Effective motivation in institutions, organizations and companies increases the individual's commitment to their work and institutions, productivity and effectiveness. These points can be reached more easily by using effective motivation structures in institutions, organizations and companies (Şimşek & Öge, 2014). Employees who are more committed to their jobs are more enthusiastic and more active, more dedicated to their work and more immersed in their work (Kahn, 1990). Employees who are engaged in their jobs focus all their physical and mental energy and emotions on their jobs (Innanen et al., 2014).

Motivation is generally defined as a driving force to increase the performance of employees and is the effort of employees to do their job willingly and willingly. The fact that the public sector is a labor-intensive sector requires the most effective use of human resources. For all these reasons, although it is important to increase the motivation of employees, it is seen that it is more difficult to motivate public sector employees than private sector employees. For this reason, it has become a need to conduct research on human resources in public sector organizations. In addition, it is important to examine the concepts of performance, work engagement and intrinsic motivation and to reveal the relationship between these concepts in order to contribute to the literature. When the literature was searched, no study was found to have been conducted by bringing these variables together and it is thought that this study will contribute to the literature in this respect.

Employee motivation, work commitment and performance are issues that need to be examined for the success of businesses. Especially in the public sector as a labor-intensive sector, employee motivation, work commitment and performance gain more importance due to the unique structure of the sector. In this direction, the aim of the research is to determine the motivation levels of 344 public sector employees (Education, Finance, Municipality, Hospital, Police, District Governorship) in Esenyurt district of Istanbul province and to determine the extent to which the determined levels affect the performance and work commitment of the employees.

In the study, a questionnaire form consisting of a personal information form and motivation, performance and work engagement scales was used as a data collection tool. The intrinsic motivation scale was developed by Warr, Cook & Wall (1979). The scale consists of 6 items on a 5-point Likert scale (1=strongly disagree, 5=strongly agree). The performance scale is a 25-item performance scale developed by Goodman & Svyantek (1999). The first 16 statements of this scale refer to contextual performance, while the last 9 statements refer to task performance. Utrecht Work Engagement Scale (UWES): UWES was developed by Schaufeli et al. (2002) to measure employees' work engagement. The validity and reliability study of the scale was conducted by Ali Eryılmaz & Tayfun Doğan (2012). The total number of items in the scale is 17 and there are 3 sub-dimensions in the scale. The sub-dimensions in the scale are listed as work intensity, dedication to work and desire for work. Since the scale generally has a 5-point Likert type structure, the items in the scale are scored between not at all appropriate (1) and completely appropriate (5).

Motivation is related to obtaining ideas about individuals' expectations and needs, goals, attitudes and performances. For this reason, in order for the motivation process to proceed effectively, concepts such as the reasons that lead individuals to behavior, the goals of the individual, and the sustainability of behaviors should be investigated.

## 2. Employee Motivation

According to Robbins & Judge (2013), motivation, which comes from the Latin word 'movere', means 'to move'. Motivation can be explained as the mechanism of concentration, consistency and purpose of a person to achieve a goal (Zengin, 2019). Motivation is the strength and characteristic willingness of an employee to fulfill the established desires related to the task and work. Motivation is the internal energy that operates for a character of thought to decide to act. Each person's motivation is influenced by intelligent, social and aspirational variables. Motivation is not an easily depicted term, but it is a complex trait that utilizes power and can also be influenced by the method for external variables. These external components are the openings and danger areas of an organization, which means competitors, innovations, experts or buyer tendencies (Siira, 2012). In most cases, work motivation is based on personal demands, opinions and beliefs (Latham, 2012). In addition, motivation can be explained as an action that encourages employees for continuous improvement. In order to change and improve these main dimensions, employees need to be pushed through resilience and work hard in the right direction because motivation means to drive to do something (Battistelli et al., 2013). Being able to motivate employees is related to their knowledge about the goals of the organization and the work they do. It is not possible for employees who do not know the goals to be achieved to start working voluntarily and work peacefully (Küçüközan, 2015).

Motivation can be explained as the mechanism of concentration, consistency and purpose of a person to achieve a goal (Zengin, 2019). Motivation is an internal behavior that directs people to act in a certain direction and ensures that a person is willing to do a job (Güney, 2013). As in daily life, as motivation increases in working life, the desire for the work done will increase. Employees who fulfill their work with more enthusiasm and enjoyment will focus more on their work and achieve more efficient results. Motivated employees are dynamic and productive and help organizations survive and progress (Glisovic, Jerotijevic & Jerotijevic, 2019).

The motivation process starts with unmet needs. Needs are some disadvantages that a person feels at a certain point in time. Such deficiencies felt by employees can be physiological, such as eating and drinking, and psychological or sociological, such as self-esteem. When an employee is alerted to the need, they become more sensitive to the motivational efforts of the manager. The motivation process can be summarized as follows (Luthans, 2011):

- Unmet needs
- Needs-oriented alert
- Satisfaction with behavioral needs

Motivation is the process of taking action and realizing it under the influence of motivation. When a need arises, the individual has the desire to fulfill it (Sabuncuoğlu & Tüz, 2008:122). According to theorists, the motivation process is the process that leads to the goal. Achieved goals trigger people. Needs decrease according to the level at which the desired result is achieved (Mercanlıoğlu, 2012:48).

Both intrinsic and extrinsic factors need to be utilized to improve employee performance. Employees can determine the type of motivation. Some are intrinsically motivated, while others are extrinsically motivated; both are influenced by many factors (Nicholson, 2003). Intrinsic motivation is expressed as the degree to which an employee does her job in the best possible way to achieve personal satisfaction (Al-kharabsheh, 2023). Intrinsic motivation of employees leads to promoting individual growth (Qayyum & Sukirno, 2012). According to Park and Rainey, there are many studies in the literature on intrinsic motivation comparing public and private organizations. From these findings, intrinsic rewards are more effective than extrinsic ones because employees are given the chance to support each other and this leads to a warm climate between them. Thus, intrinsic opportunities fulfill the needs of employees through motivation (Houston, 2000; Park & Rainey 2007).

Employee motivation plays an important role in sustaining survival in organizations, especially businesses. Therefore, the recognition of extrinsic motivators which are "salary, benefits and commission" has emerged as an important aspect in motivating employees. In addition, "Extrinsic Motivation refers to the motivation to work primarily in response to a factor other than the work itself and refers to doing something because it leads to a separable outcome for employees" (Achakul, 2013).

Extrinsic motivation is defined as undertaking something in anticipation of a reward or outcome that can be isolated from the activity itself (Tremblay et al., 2009). In this case, it is possible to say that an external factor influences the process. Work and activity are done in order to achieve a certain goal. Extrinsic motivation is very important in attracting, retaining and keeping people for a long time. Extrinsic motivators will take priority over intrinsic motivators (Urdan, 2003).

Motivation in general is an important skill. This is because every human being on this planet is unique and has a reason. Motivation is the game plan of the requirements of one's desires, which must be satisfied and which drives and inspires the participant to improve their actions so that they can satisfy their desires (Achim et al., 2013). According to Sare et al. (2004), employees are involved in receiving sensitive wages and expenses and need their work to meet them. Cash is critical; no other driving force or motivational tactic so closely resembles it in the awareness of its powerful obligation. It is unique in encouraging and inspiring people to work more effectively (Sandhu et al., 2017). Motivation is an important incentive that coordinates human behavior. No two people have the same attitude or behavior, then in the midst of this variety of diversity the organization must outline the rehearsals that not just one person must fulfill the meeting. For an organization to follow motivation theories, it must have the option to perceive and measure the intrinsic motivation that the employee derives from job satisfaction and further revise it with extrinsic motivation (Varma, 2017). Career satisfaction is the positive feelings and attitudes that individuals have and express as a result of improving their professional skills and contributing to the development of the institution they work for and their profession. Factors such as salary, promotion and growth expectations for an individual's career constitute career satisfaction (Berber, Deveciyan and Alay, 2023).

### **3. Work Commitment**

Kahn (1990), the first researcher who contributed to the conceptualization of work engagement, defined work engagement as the commitment of employees to the tasks related to their jobs. Employees who are committed to their jobs use themselves both mentally, consciously and physically while fulfilling their duties (Kahn, 1990). Work commitment is defined as a psychological element by Rothbard (2001). This element consists of two important parts: dedication and attentiveness. Engagement refers to participating in and concentrating on a job, while attentiveness refers to being mentally prepared for work and the time spent thinking about work. Schaufeli (2012) defines work engagement as a satisfying, positive and work-related cognitive state defined as focus, dedication and vigor. Saks (2006) did not define work engagement as a behavior; he defined it as the employee's degree of attention to the job and the degree of adoption he feels towards his job (Saks, 2006). Work engagement is used to express passion and pleasure for work, giving oneself completely to one's work, concentrated effort or labor (Schaufeli and Bakker, 2010). Job-engaged individuals perform better than other employees and have more positive feelings towards their jobs. In addition, engaged employees work long shifts, enjoy it and time passes very quickly for them (Bakker and Demerouti, 2008).

Although organizations have complex structures, when it comes to work engagement, the main reason affecting employees' work engagement is focused around employees' desires (Wollard & Shuck, 2011). Organizations should provide the necessary conditions for employees to do their jobs, make an equitable workload sharing among employees, clearly define job descriptions, create a fair reward system, provide in-service training opportunities for employees and help them with professional studies in order to increase employee engagement (Chughtai & Buckley, 2008).

It is stated that organizational factors are both a personal and environmental motivation for employees to engage in work engagement behavior (Bakker and Demerouti, 2008). Organizational factors that increase personal motivation are listed as the quality of the employee's work, personal development opportunities, social supports given to the employee, employee empowerment activities and leadership. In general, it can be said that these factors focus on the development of employees and increasing their learning (Ryan & Frederick, 1997). In addition, it is also stated that the fact that the work of the employee means something to the employee is a source of personal motivation (Macey & Schneider, 2008).

According to Shmailan (2016), employee performance is an activity that employees perform in the company's business. The efficiency of its role is not independent, it is related to employee satisfaction and wage level, which is usually determined by individual abilities, skills and characteristics (Utin &

Yosepha, 2019). The performance of employees determines that their contribution to a business encompasses production efficiency, production quantity, output time, cooperation and involvement in the workplace (Ariawaty, 2020). Katou (2009) states that the efficient and successful operation of various organizational functions involves the performance of employees with the necessary expertise, experience and capacity (Kareem & Hussein, 2019).

There are some reasons why highly engaged employees are more successful than other employees. Bakker and Demerouti (2008) state that employees who feel engaged at work are generally happier, more excited and have a greater sense of enjoyment of life; they have the potential to create their own jobs and their own resources; they take care of their health and have a healthy life; and they expect their commitment to work to be extended to other employees. Positive feelings and experiences in employees lead them to strengthen their commitment to their workplace, to perform more, to enjoy their work and to exhibit important behaviors for the organization such as less turnover (Saks 2006; Schaufeli & Bakker, 2004).

Work commitment is an important success factor for organizations to achieve their desired goals. Job commitment means that employees have less intention to leave the organization (Fiaz et., 2017). In a study conducted by Schaufeli et al. (2002), it was stated that employees who are committed to their jobs and who are enthusiastic have more energy and more potential for self-sufficiency. Such characteristics benefit them not only in business life but also in their own lives. The participants in the study stated that they felt their energy and pleasure in their lives outside of work. They said that although they work hard and get tired, they accept this tiredness as a pleasurable state. However, it would be wrong to say that employees who are committed to their jobs are dependent on their jobs. Because they enjoy the activities they do in their lives outside of work. Such employees can be distinguished from workaholics because they see the nature of work as enjoyable (Bakker & Demerouti, 2008, Schaufeli & Bakker, 2010).

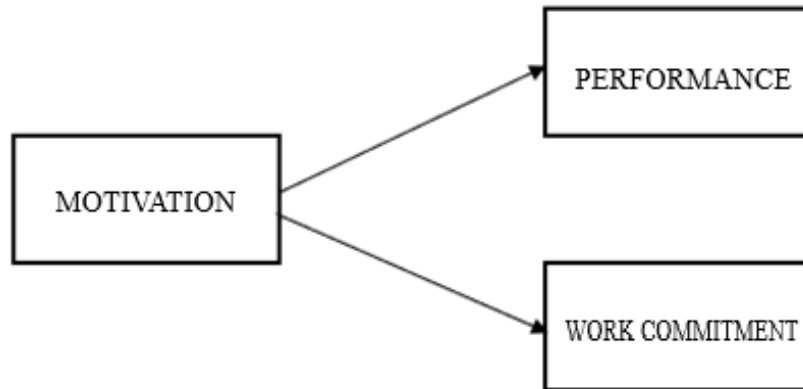
Studies have shown that work engagement has positive outcomes and there is a consensus in the literature about positive outcomes (Saks, 2006). It is proven that work engagement has a positive effect on business performance values such as increasing profitability, security, increasing customer satisfaction, increasing creativity related to work, ensuring customer loyalty, and ensuring productivity (Harter et al., 2002). Work engagement, which can be evaluated from employees who are strongly committed to their jobs to employees who leave their jobs, is a value that can be measured and can also be associated with performance (Gupta & Sharma, 2016). Bakker (2011), who examined the relationship between employees who feel committed to their jobs and those who do not, stated that those who feel committed to their jobs perform more positively. At the same time, he also stated that the reason for this is that engaged employees feel positive feelings, have a healthier structure, can create resources of their own and can transfer their commitment to the people around them (Bakker, 2011).

Satisfaction with one's job, ideas about leaving one's job, desires for job change and thoughts about company turnover can be considered as work-related outcomes of job engagement and burnout (Alarcon & Edwards, 2010). Job engagement is associated with employees exhibiting positive behaviors, making proactive work-related contributions, being more psychologically comfortable, and increasing personal and organizational performance values (Schaufeli & Salanova, 2008). Among other effects, work engagement has been found to cause positive effects on health and positive feelings towards work and the organization (Mauno et al., 2007, Rothbard, 2001). In addition, work engagement and self-efficacy have a positive mutual effect on each other. As a result, it has been shown that employees with increased self-efficacy positively affect the performance of the organization (Luthans & Peterson, 2002).

By motivating their employees and increasing their loyalty, businesses try to ensure that the employees see the organization they work for as their own organization and work more willingly. Employees with high performance will perform better than the normal job description. Considering the businesses where hundreds of people work, each employee doing a few more units of work will reduce costs and increase profitability (Uysal, 2019). Therefore, managers tend to employ employees with high job performance. Inadequate job performance is recognized as one of the main reasons for dismissal or demotion (Hayrettin, 2008).

#### 4. Methodology

The research was designed in a descriptive-survey model. The model and hypotheses of the research are set out below.



**Figure 1. Research Model**

Personal information form and motivation, performance and work engagement scales were used as data collection tools. The ethical approval form was obtained by applying to the relevant unit at Istanbul Esenyurt University.

The intrinsic motivation scale was developed by Warr, Cook and Wall (1979). The scale consists of 6 items on a 5-point Likert scale (1=strongly disagree, 5=strongly agree). In this study, the reliability of the scale was found to be high as Cronbach's Alpha=0, 886. The performance scale is a 25-item performance scale developed by Goodman and Svyantek (1999). While the first 16 statements of this scale express contextual performance, the last 9 statements express task performance. Since the 4th, 8th and 10th statements in the scale are inverted statements, these statements will be included in the analysis by inverting them. The reliability coefficient of the contextual performance sub-dimension was 0.91, the reliability coefficient of the task performance sub-dimension was 0.91 and the reliability coefficient of the entire performance scale was 0.93. In this study, the reliability of the scale was found to be high as Cronbach's Alpha=0, 927. Utrecht Work Engagement Scale (UWES): UWES was developed by Schaufeli et al. (2012) to measure employees' work engagement. The validity and reliability study of the scale was conducted by Ali Eryılmaz & Tayfun Doğan (2012). The total number of items in the scale is 17 and there are 3 sub-dimensions in the scale. The sub-dimensions in the scale are listed as work intensity, dedication to work and desire for work. Since the scale generally has a 5-point Likert-type structure, the items in the scale are scored in the range of not at all appropriate (1) and completely appropriate (5). There are no reverse coded items in the scale. The lowest score is 17 and the highest score is 85. High scores obtained from the scale indicate high levels of work engagement (Eryılmaz & Doğan, 2012). The reliability coefficient of the scales applied in this study was determined as 0, 963.

#### 5. Findings

The data obtained in the study were evaluated in computer environment through SPSS 22.0 statistical program. Frequency and percentage analyses were used to determine the descriptive characteristics of the employees participating in the study and mean and standard deviation statistics were used to examine the scale. Kurtosis and Skewness values were analyzed to determine whether the research variables were normally distributed.

**Table 1. Normal Distribution**

	N	kurtosis	Skewness
Motivation	344	5,975	-2,302
Performance Overall	344	6,314	-2,040
Task Performance	344	2,726	-1,251

Contextual Performance	344	5,650	-1,954
Work Commitment Total	344	1,742	-1,207
Job Aspiration	344	1,071	-1,031
Work Dedication	344	1,534	-1,227
Work Concentration	344	1,172	-0,976

In the related literature, the results of the kurtosis and skewness values of the variables between +1.5 and -1.5 (Tabachnick, Fidell & Ullman, 2013), +2.0 and -2.0 (George & Mallery, 2010) are accepted as normal distribution. It was determined that the variables showed normal distribution. Parametric methods were used to analyze the data.

The relationships between the dimensions that determine the scale levels of the employees were examined through Pearson correlation and linear regression analyses. T-test, One-Way Analysis of Variance (Anova) and posthoc (Tukey, LSD) analyses were used to examine the differences in scale levels according to the descriptive characteristics of the employees.

### 5.1. Scale Score Averages

The "motivation" average of the employees was found to be high  $4.118 \pm 0.835$  (Min=1;Max=5).

**Table 2. Motivation Score Averages**

	N	Ort	Ss	Min.	Maks.	Alpha
Motivation	344	4,118	0,835	1,000	5,000	0,886

Performance-oriented employees; Arithmetic mean, standard deviation and minimum-maximum values are given below.

**Table 3. Performance Score Averages**

	N	Ort	Ss	Min.	Maks.	Alpha
Performance General	344	3,977	0,617	1,440	4,840	0,927
Task Performance	344	3,770	0,537	1,780	4,670	0,912
Contextual Performance	344	4,093	0,721	1,190	5,000	0,909

*Task Performance:* Concerned with ensuring the smooth production process of goods and services through various technical process applications and maintenance efforts.

*Contextual Performance:* Includes behaviors that are not directly related to job tasks but have a significant impact on organizational, social and psychological contexts.

The "general performance" average of the employees is high  $3.977 \pm 0.617$  (Min=1.44;Max=4.84), the "task performance" average is high  $3.770 \pm 0.537$  (Min=1.78;Max=4.67), the "contextual performance" average is high  $4.093 \pm 0.721$  (Min=1.19; Max=5).

Employees' commitment to work; Arithmetic mean, standard deviation and minimum-maximum values are given below.

**Table 4. Average Work Engagement Scores**

	N	Ort	Ss	Min.	Maks.	Alpha
Work Commitment Total	344	3,729	0,865	1,000	5,000	0,963
Job Aspiration	344	3,713	0,931	1,000	5,000	0,926
Work Dedication	344	3,869	0,932	1,000	5,000	0,938
Work Concentration	344	3,627	0,864	1,000	5,000	0,942

**Willingness to Work:** It means that employees have high energy, desire for their work, tolerance for

working time, endurance of work-related difficulties and lack of fatigue.

**Work Dedication:** It is a situation in which the employee gives meaning to his/her work, is excited about working, and involves a dignity and challenge for the employee.

**Concentration on work:** This is a situation in which the employee is completely focused on his/her work, does not notice what is going on around him/her while doing his/her work, does not think about anything other than his/her work and does not realize the time he/she spends working.

The mean of "total work engagement" was found to be high  $3,729 \pm 0,865$  (Min=1; Max=5), the mean of "desire for work" was found to be high  $3,713 \pm 0,931$  (Min=1; Max=5), the mean of "dedication to work" was found to be high  $3,869 \pm 0,932$  (Min=1; Max=5), and the mean of "concentration on work" was found to be high  $3,627 \pm 0,864$  (Min=1; Max=5).

## 5.2. Relationship Between Motivation, Performance and Work Commitment

The relationships between the dimensions determining the levels of Motivation, Performance and Work Commitment of the employees were analyzed by correlation analysis. The results of the analysis are given below.

**Table 5. Correlation Analysis Between Motivation, Performance and Work Commitment Scores**

		<b>Motivation</b>	<b>Performance Overall</b>
Task Performance	r	0,633**	0,858**
	p	0,000	0,000
Contextual Performance	r	0,646**	0,977**
	p	0,000	0,000
Work Commitment Total	r	0,522**	0,748**
	p	0,000	0,000
Job Aspiration	r	0,465**	0,735**
	p	0,000	0,000
Work Dedication	r	0,528**	0,720**
	p	0,000	0,000
Work Concentration	r	0,503**	0,682**
	p	0,000	0,000

\* $<0,05$ ; \*\* $<0,01$ ; Pearson Correlation Analysis

When the correlation analyses between the scores of motivation, performance overall, task performance, contextual performance, total work commitment, work aspiration, work dedication, work concentration were examined;  $r=0.682$  positive medium ( $p=0,000 < 0.05$ ) between performance overall and motivation,  $r=0.633$  positive medium ( $p=0,000 < 0.05$ ) between task performance and motivation,  $r=0.646$  positive medium ( $p=0,000 < 0.05$ ) between contextual performance and motivation,  $r=0.522$  positive medium ( $p=0,000 < 0.05$ ) between total work commitment and motivation,  $r=0.646$  positive medium ( $p=0,000 < 0.05$ ) between work aspiration and motivation, and  $r=0.522$  positive medium ( $p=0,000 < 0.05$ ) between total work commitment and motivation.  $r=0.646$  positive moderate ( $p=0,000 < 0.05$ ),  $r=0.522$  positive moderate ( $p=0,000 < 0.05$ ) between total work commitment and motivation,  $r=0.465$  positive weak ( $p=0,000 < 0.05$ ),  $r=0.528$  positive moderate ( $p=0,000 < 0.05$ ) between work dedication and motivation,  $r=0.503$  positive moderate ( $p=0,000 < 0.05$ ) between work concentration and motivation.



**Table 6. The Effect of Motivation on Overall Performance**

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p	95% Confidence Interval	
	B	SE	$\beta$			Alt	Top
Fixed	1,902	0,123		15,500	0,000	1,661	2,144
Motivation	0,504	0,029	0,682	17,246	<b>0,000</b>	0,446	0,561

\*Dependent Variable = Performance Overall,  $R=0,682$ ;  $R^2=0,464$ ;  $F=297,441$ ;  $p=0,000$ ; Durbin Watson Value =1,038

The regression analysis conducted to determine the cause and effect relationship between motivation and performance was found significant ( $F=297,441$ ;  $p=0,000<0.05$ ). The total change in overall performance level is explained by motivation at a rate of 46.4% ( $R^2=0.464$ ). Motivation increases the overall level of performance ( $\beta=0,682$ ).

**Table 7. The Effect of Motivation on Task Performance**

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p	95% Confidence Interval	
	B	SE	$\beta$			Alt	Top
Fixed	2,092	0,113		18,492	0,000	1,870	2,315
Motivation	0,407	0,027	0,633	15,131	<b>0,000</b>	0,354	0,460

\*Dependent Variable = Task Performance,  $R=0.633$ ;  $R^2=0.399$ ;  $F=228.958$ ;  $p=0.000$ ; Durbin Watson Value =0.986

The regression analysis conducted to determine the cause and effect relationship between motivation and task performance was found significant ( $F=228,958$ ;  $p=0,000<0.05$ ). The total change in task performance level is explained by motivation at a rate of 39.9% ( $R^2=0,399$ ). Motivation increases the level of task performance ( $\beta=0,633$ ).

**Table 8. The Effect of Motivation on Contextual Performance**

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p	95% Confidence Interval	
	B	SE	$\beta$			Alt	Üst
Fixed	1,796	0,150		11,981	0,000	1,501	2,090
Motivation	0,558	0,036	0,646	15,644	<b>0,000</b>	0,488	0,628

\*Dependent Variable = Contextual Performance,  $R=0,646$ ;  $R^2=0,415$ ;  $F=244,743$ ;  $p=0,000$ ; Durbin Watson Value =1,094

The regression analysis conducted to determine the cause and effect relationship between motivation and contextual performance was significant ( $F=244,743$ ;  $p=0,000<0.05$ ). The total change in Contextual Performance level is explained by motivation at the rate of 41.5% ( $R^2=0,415$ ). Motivation increases the level of contextual performance ( $\beta=0,646$ ).

**Table 9. The Effect on Motivation on Total Work Commitment**

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p	95% Confidence Interval	
	B	SE	$\beta$			Alt	Üst
Fixed	1,504	0,201		7,489	0,000	1,109	1,899
Motivation	0,540	0,048	0,522	11,307	<b>0,000</b>	0,446	0,634

\*Dependent Variable = Work Commitment Total,  $R=0,522$ ;  $R^2=0,270$ ;  $F=127,845$ ;  $p=0,000$ ; Durbin Watson Value =1,374

The regression analysis conducted to determine the cause and effect relationship between motivation and total work engagement was found significant ( $F=127,845$ ;  $p=0,000<0.05$ ). The total change in the level of Total Work Commitment is explained by motivation at a rate of 27% ( $R^2=0,270$ ). Motivation increases the total level of work commitment ( $\beta=0,522$ ).

**Table 10. The Effect on Motivation on Job Aspiration**

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p	95% Confidence Interval	
	B	SE	$\beta$			Alt	Üst
Fixed	1,576	0,224		7,023	0,000	1,135	2,017
Motivation	0,519	0,053	0,465	9,718	<b>0,000</b>	0,414	0,624

\*Dependent Variable = Job Aspiration,  $R=0,465$ ;  $R^2=0,214$ ;  $F=94,444$ ;  $p=0,000$ ; Durbin Watson Value=1,325

The regression analysis conducted to determine the cause and effect relationship between motivation and job aspiration was found significant ( $F=94,444$ ;  $p=0,000<0.05$ ). The total change in Willingness to Work level is explained by motivation at a rate of 21.4% ( $R^2=0,214$ ). Motivation increases the level of desire for work ( $\beta=0,465$ ).

**Table 11. The Effect of Motivation on Job Dedication**

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p	95% Confidence Interval	
	B	SE	$\beta$			Alt	Üst
Fixed	1,444	0,216		6,698	0,000	1,020	1,867
Motivation	0,589	0,051	0,528	11,483	<b>0,000</b>	0,488	0,690

\*Dependent Variable = Job Dedication,  $R=0,528$ ;  $R^2=0,276$ ;  $F=131,858$ ;  $p=0,000$ ; Durbin Watson Value=1,317

The regression analysis conducted to determine the cause and effect relationship between motivation and work engagement was found significant ( $F=131,858$ ;  $p=0,000<0.05$ ). The total change in the level of Work Commitment is explained by motivation at a rate of 27.6% ( $R^2=0,276$ ). Motivation increases the level of work engagement ( $\beta=0,528$ ).

**Table 12. The Effect of Motivation on Work Concentration**

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p	95% Confidence Interval	
	B	SE	$\beta$			Alt	Üst
Fixed	1,481	0,203		7,288	0,000	1,082	1,881
Motivation	0,521	0,048	0,503	10,770	<b>0,000</b>	0,426	0,616

\*Dependent Variable = Job Intensification,  $R=0,503$ ;  $R^2=0,251$ ;  $F=115,993$ ;  $p=0,000$ ; Durbin Watson Value=1,386

The regression analysis conducted to determine the cause and effect relationship between motivation and work intensity was found significant ( $F=115,993$ ;  $p=0,000<0.05$ ). The total change in the level of Work Engagement is explained by motivation at a rate of 25.1% ( $R^2=0,251$ ). Motivation increases the level of work concentration ( $\beta=0,503$ ).

### 5.3. Comparison of Motivation Scores According to Descriptive Characteristics

**Table 13. Differentiation of Motivation Scores According to Age**

	Group	N	Center	Ss	F	p
Motivation	30 And Below	64	3,995	0,932	1,067	0,345
	31-40	170	4,121	0,829		
	Over 40	110	4,186	0,782		

One-Way Analysis of Variance

Employees' motivation scores do not differ significantly according to age ( $p>0.05$ ).

**Table 14. Differentiation of Motivation Scores According to Educational Status**

	Group	N	Center	Ss	F	p	Difference
Motivation	High School and Below	57	3,643	1,243	8,471	<b>0,000</b>	2>1 3>1 4>1
	Associate Degree	50	4,193	0,769			
	License	179	4,257	0,657			
	Master's Degree and Above	58	4,092	0,727			

One-Way Analysis of Variance

The motivation scores of the employees according to their educational status show a significant difference ( $F(3,340)=8,471$ ;  $p=0,000<0.05$ ). The reason for the difference is that the motivation scores of associate degree graduates ( $\bar{x}=4,193$ ) are higher than the motivation scores of high school and below graduates ( $\bar{x}=3,643$ ). The motivation scores of bachelor's degree graduates ( $\bar{x}=4,257$ ) are higher than the motivation scores of high school and below ( $\bar{x}=3,643$ ). The motivation scores of those with master's degree and above ( $\bar{x}=4,092$ ) are higher than the motivation scores of those with high school and below ( $\bar{x}=3,643$ ).

**Table 15. Differentiation of Motivation Scores According to the Duration of Employment in the Institution**

	Group	N	Center	Ss	F	p
Motivation	1-5 Yıl	90	4,039	0,862	0,503	0,680
	6-10 Yıl	103	4,120	0,710		
	11-15 Yıl	79	4,196	0,871		
	15 Yıl Üzeri	72	4,130	0,929		

One-Way Analysis of Variance

The motivation scores of the employees do not show a significant difference according to the length of employment in the organization ( $p>0.05$ ).

**Table 16. Differentiation of Motivation Scores According to Income Level**

	Group	N	Center	Ss	F	p
Motivation	Gelirim Giderimden Az	123	4,171	0,683	0,476	0,621
	Gelirim Giderime Eşit	159	4,073	0,926		
	Gelirim Giderimden Fazla	62	4,129	0,869		

One-Way Analysis of Variance

Employees' motivation scores do not differ significantly according to income level ( $p>0.05$ ).

**Table 17. Differentiation of Motivation Scores According to Gender**

	Group	N	Center	Ss	t	sd	p
Motivation	Erkek	148	4,078	0,952	-0,782	342	0,451
	Kadın	196	4,149	0,735			

Independent Groups T-Test

Çalışanların motivasyon puanları cinsiyete göre anlamlı farklılık göstermemektedir ( $p>0,05$ ).

**Table 18. Differentiation of Motivation Scores According to Marital Status**

	Group	N	Center	Ss	t	sd	p
Motivation	Evli	258	4,097	0,838	-0,820	342	0,413
	Bekar	86	4,182	0,828			

Independent Groups T-Test

Employees' motivation scores do not differ significantly according to gender ( $p>0.05$ ).

#### 5.4. Comparison of Performance Scores According to Descriptive Characteristics

**Table 19. Differentiation of Performance Scores by Age**

	Group	N	Center	Ss	F	p
Performance Overall	30 And Below	64	3,983	0,428	0,129	0,879
	31-40	170	3,961	0,675		
	Over 40	110	3,999	0,619		
Task Performance	30 And Below	64	3,840	0,394	1,311	0,271
	31-40	170	3,725	0,578		
	Over 40	110	3,799	0,542		
Contextual Performance	30 And Below	64	4,064	0,547	0,087	0,917
	31-40	170	4,093	0,784		
	Over 40	110	4,111	0,714		

One-Way Analysis of Variance

Employees' overall performance, task performance and contextual performance scores do not differ significantly according to age ( $p>0.05$ ).

**Table 20. Differentiation of Performance Scores According to Educational Background**

	<b>Group</b>	<b>N</b>	<b>Center</b>	<b>Ss</b>	<b>F</b>	<b>p</b>	<b>Fark</b>
Performance Overall	High School and Below	57	3,700	1,056	5,098	<b>0,002</b>	2>1 3>1 4>1
	Associate Degree	50	4,099	0,634			
	License	179	4,029	0,430			
	Master's Degree and Above	58	3,984	0,413			
Task Performance	High School and Below	57	3,534	0,818	4,912	<b>0,002</b>	2>1 3>1 4>1
	Associate Degree	50	3,880	0,523			
	License	179	3,813	0,444			
	Master's Degree and Above	58	3,774	0,393			
Contextual Performance	High School and Below	57	3,793	1,237	4,330	<b>0,005</b>	2>1 3>1 4>1
	Associate Degree	50	4,223	0,744			
	License	179	4,150	0,506			
	Master's Degree and above	58	4,102	0,485			

#### One-Way Analysis of Variance

There is a significant difference in the overall performance scores of the employees according to their educational background ( $F(3, 340) = 5,098$ ;  $p=0,002 < 0.05$ ). The reason for the difference is that the overall performance scores of associate degree graduates ( $\bar{x} = 4,099$ ) are higher than the overall performance scores of high school and below graduates ( $\bar{x} = 3,700$ ). The reason for the difference is that the overall performance scores of bachelor's degree graduates ( $\bar{x} = 4,029$ ) are higher than the overall performance scores of high school and below graduates ( $\bar{x} = 3,700$ ). Master's degree and above graduates' overall performance scores ( $\bar{x} = 3,984$ ) are higher than high school and below graduates' overall performance scores ( $\bar{x} = 3,700$ ).

The task performance scores of the employees according to their educational status show a significant difference ( $F(3, 340) = 4,912$ ;  $p=0,002 < 0.05$ ). The reason for the difference is that the task performance scores of associate degree graduates ( $\bar{x} = 3,880$ ) are higher than the task performance scores of high school and below graduates ( $\bar{x} = 3,534$ ). The task performance scores of bachelor's degree graduates ( $\bar{x} = 3,813$ ) are higher than the task performance scores of high school and below ( $\bar{x} = 3,534$ ). The task performance scores of those with master's degree and above ( $\bar{x} = 3,774$ ) are higher than the task performance scores of those with high school and below ( $\bar{x} = 3,534$ ).

The contextual performance scores of the employees according to their educational status show a significant difference ( $F(3, 340) = 4,330$ ;  $p=0,005 < 0.05$ ). The reason for the difference is that the contextual performance scores of associate degree graduates ( $\bar{x} = 4,223$ ) are higher than the contextual performance scores of high school and below graduates ( $\bar{x} = 3,793$ ). The contextual performance scores of bachelor's degree graduates ( $\bar{x} = 4,150$ ) are higher than the contextual performance scores of high school and below ( $\bar{x} = 3,793$ ). The contextual performance scores of those with master's degree and above ( $\bar{x} = 4,102$ ) are higher than the contextual performance scores of those with high school and below ( $\bar{x} = 3,793$ ).

**Table 21. Differentiation of Performance According to the Duration of Employment in the Organization**

	<b>Group</b>	<b>N</b>	<b>Center</b>	<b>Ss</b>	<b>F</b>	<b>p</b>
Performance Overall	1-5 Years	90	3,922	0,542	1,103	0,348
	6-10 Years	103	3,939	0,615		
	11-15 Years	79	3,991	0,706		
	Over 15 Years	72	4,084	0,600		
Task Performance	1-5 Years	90	3,736	0,438	0,370	0,774
	6-10 Years	103	3,769	0,546		
	11-15 Years	79	3,761	0,638		
	Over 15 Years	72	3,824	0,523		
Contextual Performance	1-5 Years	90	4,027	0,668	1,386	0,247
	6-10 Years	103	4,035	0,713		
	11-15 Years	79	4,121	0,812		
	Over 15 Years	72	4,230	0,684		

## One-Way Analysis of Variance

Employees' overall performance, task performance and contextual performance scores do not differ significantly according to the length of employment in the organization ( $p>0.05$ ).

**Table 22. Differentiation of Performance According to the Duration of Employment**

	<b>Group</b>	<b>N</b>	<b>Center</b>	<b>Ss</b>	<b>F</b>	<b>p</b>
Performance Overall	My Income is Less than My Expenses	123	4,022	0,534	0,541	0,582
	My Income Equals My Expenses	159	3,946	0,681		
	My Income Exceeds My Expenses	62	3,966	0,602		
Task Performance	My Income is Less than My Expenses	123	3,849	0,501	2,150	0,118
	My Income Equals My Expenses	159	3,734	0,577		
	My Income Exceeds My Expenses	62	3,706	0,487		
Contextual Performance	My Income is Less than My Expenses	123	4,120	0,614	0,220	0,802
	My Income Equals My Expenses	159	4,066	0,799		
	My Income Exceeds My Expenses	62	4,112	0,719		

## One-Way Analysis of Variance

Employees' overall performance, task performance and contextual performance scores do not differ significantly according to income level ( $p>0.05$ ).

**Table 23. Differentiation of Performance Scores by Gender**

	Group	N	Center	Ss	t	sd	p
Performance Overall	Male	148	3,915	0,815	-1,634	342	0,135
	Woman	196	4,024	0,404			
Task Performance	Male	148	3,716	0,650	-1,641	342	0,122
	Woman	196	3,811	0,431			
Contextual Performance	Male	148	4,027	0,941	-1,495	342	0,169
	Woman	196	4,144	0,491			

Independent Groups T-Test

The overall performance, task performance and contextual performance scores of the employees do not differ significantly according to gender ( $p>0.05$ ).

**Table 24. Differentiation of Performance Scores According to Marital Status**

	Grup	N	Center	Ss	t	sd	p
Performance Overall	Married	258	3,959	0,625	-0,949	342	0,343
	Single	86	4,032	0,590			
Task Performance	Married	258	3,739	0,531	-1,861	342	0,064
	Single	86	3,863	0,547			
Contextual Performance	Married	258	4,082	0,724	-0,490	342	0,624
	Single	86	4,127	0,716			

Independent Groups T-Test

Employees' overall performance, task performance and contextual performance scores do not differ significantly according to marital status ( $p>0.05$ ).

### 5.5. Comprasion of Work Commitment Scores According to Descriptive Characteristics

**Table 25. Differentiation of Work Commitment Scores by Age**

	Group	N	Center	Ss	F	p	Difference
Work Commitment Total	30 And Below	64	3,877	0,757	3,327	<b>0,037</b>	<b>1&gt;2 3&gt;2</b>
	31-40	170	3,609	0,888			
	Over 40	110	3,827	0,868			
Job Aspiration	30 And Below	64	3,854	0,802	3,680	<b>0,026</b>	<b>1&gt;2 3&gt;2</b>
	31-40	170	3,577	0,959			
	Over 40	110	3,842	0,935			
Work Dedication	30 And Below	64	4,088	0,833	4,472	<b>0,012</b>	<b>1&gt;2 3&gt;2</b>
	31-40	170	3,725	0,948			
	Over 40	110	3,966	0,933			
Work Concentration	30 And Below	64	3,724	0,762	1,531	0,218	
	31-40	170	3,545	0,897			
	Over 40	110	3,697	0,864			

One-Way Analysis of Variance

Total work engagement scores of employees according to age show a significant difference ( $F(2, 341) = 3,327; p = 0,037 < 0.05$ ). The reason for the difference is that the total work engagement scores of those aged 30 and below ( $\bar{x} = 3,877$ ) are higher than the total work engagement scores of those aged 31-40 ( $\bar{x} = 3,609$ ). Those over 40 years of age have higher total work engagement scores ( $\bar{x} = 3,827$ ) than those aged 31-40 years ( $\bar{x} = 3,609$ ).

There is a significant difference in the scores of employees' willingness to work according to age ( $F(2, 341) = 3,680; p = 0,026 < 0.05$ ). The reason for the difference is that the willingness to work scores of those aged 30 and below ( $\bar{x} = 3,854$ ) are higher than the willingness to work scores of those aged 31-40 ( $\bar{x} = 3,577$ ). The reason for the difference is that the willingness to work scores of those over 40 ( $\bar{x} = 3,842$ ) are higher than the willingness to work scores of those aged 31-40 ( $\bar{x} = 3,577$ ). Work commitment scores of employees according to age show a significant difference ( $F(2, 341) = 4,472; p = 0,012 < 0.05$ ). The reason for the difference is that the work engagement scores of those aged 30 and below ( $\bar{x} = 4,088$ ) are higher than the work engagement scores of those aged 31-40 ( $\bar{x} = 3,725$ ). Those over 40 years of age have higher work engagement scores ( $\bar{x} = 3,966$ ) than those aged 31-40 years ( $\bar{x} = 3,725$ ).

Work concentration scores of employees do not differ significantly according to age ( $p > 0.05$ ).

**Table 26. Differentiation of Work Commitment Scores According to Educational Background**

	Group	N	Center	Ss	F	p	Difference
Work Commitment Total	High School and Below	57	3,521	1,265	2,100	0,100	
	Associate Degree	50	3,922	0,772			
	License	179	3,759	0,773			
	Master's Degree and Above	58	3,673	0,683			
Job Aspiration	High School and Below	57	3,488	1,336	3,318	0,020	2>1 2>4
	Associate Degree	50	4,000	0,794			
	License	179	3,751	0,825			
	Master's Degree and Above	58	3,569	0,807			
Work Dedication	High School and Below	57	3,607	1,301	1,939	0,123	
	Associate Degree	50	3,968	0,875			
	License	179	3,927	0,832			
	Master's Degree and Above	58	3,862	0,811			
Work Concentration	High School and Below	57	3,483	1,220	1,256	0,290	
	Associate Degree	50	3,807	0,782			
	License	179	3,625	0,808			
	Master's Degree and Above	58	3,621	0,649			

One-Way Analysis of Variance

There is a significant difference in the scores of employees' willingness to work according to their educational level ( $F(3, 340) = 3,318; p = 0,020 < 0.05$ ). The reason for the difference is that the willingness to work scores of associate degree graduates ( $\bar{x} = 4,000$ ) are higher than the willingness to work scores of high school and below graduates ( $\bar{x} = 3,488$ ). The reason for the difference is that the willingness to work scores of associate degree graduates ( $\bar{x} = 4,000$ ) are higher than the willingness to work scores of those with master's degree and above ( $\bar{x} = 3,569$ ).

Employees' total work commitment, dedication and concentration scores do not show a significant difference according to educational status ( $p > 0.05$ ).



**Table 27. Differentiation of Work Commitment Scores According to Duration of Employment in the Organization**

	Group	N	Center	Ss	F	p	Difference
Work Commitment Total	1-5 Years	90	3,779	0,751	1,931	0,124	
	6-10 Years	103	3,573	1,055			
	11-15 Years	79	3,739	0,789			
	Over 15 Years	72	3,877	0,748			
Job Aspiration	1-5 Years	90	3,741	0,791	1,161	0,325	
	6-10 Years	103	3,599	1,135			
	11-15 Years	79	3,696	0,883			
	Over 15 Years	72	3,861	0,810			
Work Dedication	1-5 Years	90	3,956	0,871	3,621	<b>0,013</b>	<b>1&gt;2 4&gt;2</b>
	6-10 Years	103	3,633	1,090			
	11-15 Years	79	3,901	0,842			
	Over 15 Years	72	4,064	0,794			
Work Concentration	1-5 Years	90	3,670	0,766	1,233	0,298	
	6-10 Years	103	3,498	1,047			
	11-15 Years	79	3,646	0,807			
	Over 15 Years	72	3,736	0,738			

## One-Way Analysis of Variance

Work commitment scores of the employees show a significant difference according to their working time in the organization ( $F(3, 340) = 3,621$ ;  $p = 0,013 < 0,05$ ). The reason for the difference is that the work engagement scores of employees with 1-5 years of service ( $\bar{x} = 3,956$ ) are higher than the work engagement scores of employees with 6-10 years of service ( $\bar{x} = 3,633$ ). Those with more than 15 years of experience have higher work engagement scores ( $\bar{x} = 4,064$ ) than those with 6-10 years of experience ( $\bar{x} = 3,633$ ). Employees' total work commitment, desire for work, and concentration scores do not show a significant difference according to the length of employment in the organization ( $p > 0,05$ ).

**Table 28. Differentiation of Work Commitment Scores According to Income Level**

	<b>Group</b>	<b>N</b>	<b>Center</b>	<b>Ss</b>	<b>F</b>	<b>p</b>
Work Commitment Total	My Income is Less than My Expenses	123	3,638	0,889	1,080	0,341
	My Income Equals My Expenses	159	3,771	0,883		
	My Income Exceeds My Expenses	62	3,801	0,760		
Job Aspiration	My Income is Less than My Expenses	123	3,621	0,953	0,950	0,388
	My Income Equals My Expenses	159	3,761	0,935		
	My Income Exceeds My Expenses	62	3,774	0,877		
Work Dedication	My Income is Less than My Expenses	123	3,768	0,947	1,228	0,294
	My Income Equals My Expenses	159	3,909	0,936		
	My Income Exceeds My Expenses	62	3,968	0,889		
Work Concentration	My Income is Less than My Expenses	123	3,547	0,881	0,826	0,439
	My Income Equals My Expenses	159	3,665	0,894		
	My Income Exceeds My Expenses	62	3,688	0,747		

## One-Way Analysis of Variance

Employees' total work commitment, desire for work, dedication to work and concentration scores do not differ significantly according to income level ( $p>0.05$ ).

**Table 29. Differentiation of Work Commitment Scores by Gender**

	<b>Group</b>	<b>N</b>	<b>Center</b>	<b>Ss</b>	<b>t</b>	<b>sd</b>	<b>p</b>
Work Commitment Total	Male	148	3,598	1,063	-2,457	342	<b>0,022</b>
	Woman	196	3,827	0,664			
Job Aspiration	Male	148	3,589	1,132	-2,161	342	<b>0,042</b>
	Woman	196	3,807	0,734			
Work Dedication	Male	148	3,750	1,118	-2,070	342	0,051
	Woman	196	3,959	0,753			
Work Concentration	Male	148	3,480	1,045	-2,772	342	<b>0,009</b>
	Woman	196	3,738	0,680			

## Independent Groups T-Test

Total work engagement scores of employees according to gender show a significant difference ( $t(342) = -2.457; p=0.022<0.05$ ). Women's total work engagement scores ( $\bar{x}=3,827$ ) were higher than men's total work engagement scores ( $\bar{x}=3,598$ ). There is a significant difference in the scores of employees' willingness to work according to gender ( $t(342) = -2.161; p=0.042<0.05$ ). Women's willingness to work scores ( $\bar{x}=3,807$ ) were higher than men's willingness to work scores ( $\bar{x}=3,589$ ).

Work concentration scores of employees according to gender show a significant difference ( $t(342) = -2.772; p=0.009<0.05$ ). Women's work concentration scores ( $\bar{x}=3,738$ ) were higher than men's work concentration scores ( $\bar{x}=3,480$ ). Employees' job dedication scores do not differ significantly according to gender ( $p>0.05$ ).

**Table 30. Differentiation of Work Commitment Scores According to Marital Status**

	<b>Group</b>	<b>N</b>	<b>Center</b>	<b>Ss</b>	<b>t</b>	<b>sd</b>	<b>p</b>
Work Commitment Total	Evli	258	3,707	0,838	-0,811	342	0,418
	Bekar	86	3,794	0,944			
Job Aspiration	Evli	258	3,688	0,918	-0,869	342	0,386
	Bekar	86	3,789	0,971			
Work Dedication	Evli	258	3,847	0,908	-0,754	342	0,451
	Bekar	86	3,935	1,003			
Work Concentration	Evli	258	3,609	0,827	-0,684	342	0,495
	Bekar	86	3,682	0,972			

**Independent Groups T-Test**

Employees' total work commitment, desire for work, dedication to work, and concentration scores do not differ significantly according to marital status ( $p > 0.05$ ).

Summary tables of the findings obtained in the research are given below together with the hypotheses;

**H<sub>1</sub>:** Public employees' perception of motivation has a significant effect on their perception of performance.

	<b>Motivation</b>	<b>Hypothesis</b>	<b>Accept</b>
Performance Overall	+	H <sub>1</sub>	Supported
Task Performance	+		
Contextual Performance	+		

**H<sub>2</sub>:** Public employees' perception of motivation has a significant effect on their perception of work commitment.

	<b>Motivation</b>	<b>Hypothesis</b>	<b>Accept</b>
Work Commitment Total	+	H <sub>2</sub>	Supported
Job Aspiration	+		
Work Dedication	+		
Work Concentration	+		

**H<sub>3</sub>:** Motivation of public employees differs according to demographic characteristics.

	<b>Motivation</b>	<b>Hypothesis</b>	<b>Accept</b>
Age	-	H <sub>3</sub>	Partially Supported
Education status	+		
Duration of Employment at the Institution	-		
Income Level	-		
Gender	-		
Marital Status	-		

**H<sub>4</sub>:** Performance of Public Employees differs according to demographic characteristics.

	<b>Performance Overall</b>	<b>Task Performance</b>	<b>Contextual Performance</b>	<b>Hypothesis</b>	<b>Accept</b>
Age	-	-	-	H <sub>4</sub>	Partially Supported
Education status	+	+	+		
Duration of Employment at the Institution	-	-	-		
Income Level	-	-	-		
Gender	-	-	-		
Marital Status	-	-	-		

**H<sub>5</sub>:** Work commitment of public employees differs according to demographic characteristics.

	<b>Work Commitment Total</b>	<b>Job Aspiration</b>	<b>Work Dedication</b>	<b>Work Concentration</b>	<b>Hypothesis</b>	<b>Accept</b>
Age	+	+	+	-	H <sub>5</sub>	Partially Supported
Education status	-	+	-	-		
Duration of Employment at the Institution	-	-	+	-		
Income Level	-	-	-	-		
Gender	+	+	-	+		
Marital Status	-	-	-	-		

## 6. Discussion and Conclusion

A model is proposed to understand the relationship between employee motivation and performance and work engagement. The effects of employee motivation on performance and work engagement in the public sector were examined. In the research conducted for public employees in Esenyurt district of Istanbul, it was concluded that public employees have a high level of motivation. According to the results of the survey data with a 5-point Likert scale, the numerical value of the motivation level was found to be 4.188. The general performance level has a numerical value of 3.977, while the general work engagement level has a numerical value of 3.729. From this point of view, it can be stated that the performance and work commitment of public employees are high.

As a result of the data obtained in the research, it was determined that there are statistically significant and positive relationships between motivation and performance and work commitment dimensions. As the motivation of the employees increases, their performance increases, they volunteer to do more than the given tasks and work with high performance until the end of the day. In addition, as their motivation increases, employees find their work meaningful and think that it serves a purpose. It is also important to ensure the continuity of working conditions that increase and maintain the motivation of employees in order to maintain a high level of employee motivation.

According to the results of the analysis, 2 of the 5 hypotheses of the research on the effect of employee motivation on performance and work commitment were supported, 3 of them were partially supported and the study was generally accepted. When the motivation, performance and work commitment of

public employees are analyzed according to the descriptive characteristics, there is a high level of significant difference in the level of education, while there is no significant difference in the level of income. It is thought that public employees are affected by psycho-social motivational tools (status) rather than economic (wages, bonuses) or organizational and supervisory (working conditions) motivational tools. In addition, while the motivation and performance levels of the employees do not differ significantly according to age, gender, marital status and working time in the organization according to the descriptive characteristics, these characteristics show a high level of significant difference in the sub-dimensions of commitment to work, desire for work, dedication to work and concentration on work; This situation should be evaluated by taking into account that the number of 344 employees participating in the survey is 31-40 years old, more than 6-10 years, female employees, married employees, undergraduate graduates and those whose income is equal to their expenses are higher than the others. Ease of transportation to workplaces of public sector employees is especially important for women and married employees. It is thought that the working hours in the public sector of the employees who have been working in the public sector for a long time and who are in the middle age group increase the motivation sub-dimension of motivation to work.

Battistelli et al. (2013) concluded that commitment and motivation are important antecedents of work attitudes and behaviors. Moreover, motivation played a critical role in employees' positive behavior (Battistelli et al. 2013). In another study, rewards, wages, and incentives are effective in positively affecting motivation and performance (Bayad & Govand, 2021). It can be stated that this result increases employees' commitment to work. It has been concluded that all components of employee engagement show a strong relationship on the dependent variable, motivation, in terms of rewards and wages, working environment and peer cooperation, benefits provided to employees, and relationships with superiors/managers (Omar, Jusoff & Hamiyati, 2010).

In the study, it was questioned whether there is a significant difference in the levels of motivation, performance and commitment to work according to the descriptive characteristics of public employees. It was determined that there was no significant difference in the motivation, performance and work engagement levels of the participants according to their age, working time in the organization, income level, gender and marital status. There was a significant difference according to educational status; it was determined that the motivation scores of associate, bachelor's and master's degree graduates were higher than the motivation scores of high school and below graduates.

## 7. Limitations And Future Studies

The current research has some limitations. First of all, the scope of the research is limited to the public sector. In the public sector, it is limited to employees of Istanbul Esenyurt Municipality. Future research in different countries, regions or sectors may enable us to evaluate the impact of contextual factors on these research results. In addition, the scope of the research can be expanded by increasing the number of research samples for the public sector. No study has been found in the literature for public employees that brings together the concepts of motivation, performance and work commitment. It can support research on the concepts of motivation, performance and work engagement in different public institutions. In this study, which aims to contribute to the literature, the survey method, one of the quantitative data methods, was used. It is thought that the research can be improved with qualitative methods.

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**Araştırma Makalesi**

**The Effect of Employee Motivation on Performance and Work Commitment**

*Çalışanların Motivasyonlarının Performans ve İşe Bağlılık Üzerine Etkisi*

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**Genişletilmiş Özet**

Çalışanın motive edilmesinin, onu bir davranışa yönlendiren, sergilenen davranışın ne boyutta olacağını belirleyen ve bu davranışın devamını getirebilen bir yapıya sahip olduğunu söylemek mümkündür. Motivasyon sonucunda sergilenen davranışlar bir amaca yönelik gerçekleşmektedir. Çalışan kişinin, işini yaparken tatmin olması yaptığı işi sevmesi ile mümkün olmaktadır. İşini isteyerek ve severek yapan kişi hem kendisi başarılı olur, hem de şirketinin başarısına katkıda bulunur. Çalışanların iş yerinde tatmin olmasında yaptığı işe saygı gösterilmesi, çıkarlarının korunması ve kurumun adil bir anlayışıyla yönetilmesi gibi faktörlerin rolü son derece önemlidir. İşverenler, yöneticiler, müdürler vb. çalışanlarını tatmin edebilmek için onlara yönelik çeşitli imkân ve aktiviteler sunmak zorundadır. İşveren veya yönetim tarafından çalışanlara değer verilmesi ve çalışanların da işyerinde söz sahibi olması şirkete olan bağlılığı artırmaktadır. Aynı zamanda işe bağlılığı olan kişilerin performansı da olumlu yönde ilerlemektedir. Buna ilaveten bireylerin psikolojik yapıları bu faktörlerin farklılaşmasındaki temel nedenlerden biridir. Kişilerin bireysel farklılıkları ile motivasyon araçlarının birbirleriyle ilişkili olduğu ifade edilebilir. Çalışanların motivasyonunu sağlayan etkenler kişiden kişiye farklılık göstermektedir. Bireylerin psikolojik yapıları, bu faktörlerin farklılaşmasındaki temel nedenlerdendir. Kişilerin bireysel farklılıkları ile motivasyon araçları birbirleriyle ilişkili olmalıdır.

Araştırma tanımlayıcı-tarama modelinde tasarlanmıştır. Tanımlayıcı araştırmanın asıl amacı; anket, gözlem, görüşme ve örnekleme gibi araçlarla ana kütlenin ilgilenilen özelliklerini ortaya koymaktır. Dolayısıyla tanımlayıcı araştırmanın esas amacı, eldeki problemi, bu problemle ilgili durumları, değişkenleri, bu değişkenler arasındaki ilişkileri tanımlamaktır. Tanımlayıcı araştırma modelinde iki veya daha fazla değişken arasındaki ilişkinin derecesi belirlenebilmektedir.

Araştırmada elde edilen veriler bilgisayar ortamında SPSS 22.0 istatistik programı aracılığıyla değerlendirilmeye alınmış ve araştırmaya katılan kamu çalışanlarının tanımlayıcı özelliklerinin belirlenmesi frekans ve yüzde analizleri yapılmıştır. Katılımcıların ölçeklere verdikleri cevapların değerlendirilmesi için ortalama ve standart sapma istatistiklerinden faydalanılmıştır. Araştırma değişkenlerinin normal dağılım gösterip göstermediğini belirlemek üzere de Kurtosis (Basıklık) ve Skewness (Çarpıklık) değerleri incelenmiştir. Korelasyon ve regresyon analizleri sonucunda, araştırmaya konu olan hipotezlerin kabul/red açıklamaları yapılmıştır. Araştırmanın hipotezleri aşağıda verilmiştir.

**Araştırmanın hipotezleri;**

**H<sub>1</sub>:** Kamu Çalışanlarının motivasyon algısı performans algısı üzerinde anlamlı etkiye sahiptir.

**H<sub>2</sub>:** Kamu Çalışanlarının motivasyon algısı işe bağlılık algısı üzerinde anlamlı etkiye sahiptir.

**H<sub>3</sub>:** Kamu Çalışanlarında motivasyon demografik özelliklere göre farklılık göstermektedir.

**H4:** Kamu Çalışanlarında performans demografik özelliklere göre farklılık göstermektedir.

**H5:** Kamu Çalışanlarında işe bağlılık demografik özelliklere göre farklılık göstermektedir.

2022 yılının verilerine göre **983.571 nüfusuyla** İstanbul'un en büyük ilçesi olarak birinci sırada yer alan Esenyurt ilçesinde kamu çalışanlarından elde edilen verilerin analizi sonucunda, motivasyon ile performans ve işe bağlılık boyutları arasında istatistiksel açıdan anlamlı ve pozitif yönü ilişkilerin olduğu saptanmıştır.

Araştırmada öncelikle kamu çalışanlarının motivasyon düzeyleri sorgulanmıştır. 5'li Likert ölçeği üzerinden yapılan değerlendirmeye göre kamu çalışanlarının motivasyon düzeyleri 4.118 sayısal değer almıştır. Başka bir ifade ile kamu çalışanları yüksek düzeyde motivasyona sahiptirler. Araştırmada kamu çalışanlarının performans düzeyleri; görev performansı ve bağlamsal performans olmak üzere iki boyutta ve bu iki boyutun toplam ortalamasını ifade eden genel performans olarak incelenmiştir. 5 üzerinden yapılan değerlendirmeye göre katılımcıların görev performans düzeyleri 3.770, bağlamsal performans düzeyleri 4.093 ve genel performans düzeyleri 3.977 sayısal değer almıştır. Bu veriler katılımcıların gerek görev, gerek bağlamsal performans ve gerekse genel performanslarının yüksek düzeyde olduğunu göstermektedir. Katılımcıların işe bağlılık düzeyleri işe istek duyma, işe adanma ve işe yoğunlaşma olmak üzere 3 boyutta ve bu 3 boyutun genel toplam ortalamasını ifade eden genel işe bağlılık olarak incelenmiştir. Yine 5 üzerinden yapılan değerlendirmeye göre katılımcıların işe istek duyma düzeyleri 3.713, işe adanma düzeyleri 3.869 ve işe yoğunlaşma düzeyleri 3.627'dir. Genel işe bağlılık düzeyleri ise 3.729 sayısal değer almıştır. Bu veriler kamu çalışanlarının işlerine yüksek düzeyde adandıklarını göstermektedir.

Araştırmada katılımcıların tanımlayıcı özelliklerine göre motivasyon düzeylerinde farklılık olup olmadığı da sorgulanmıştır. Bu doğrultuda katılımcıların yaş, kurumda çalışma süresi, gelir düzeyi, cinsiyet ve medeni durumlarına göre motivasyon düzeylerinde anlamlı farklılık olmadığı belirlenmiştir. Çalışanların motivasyon düzeylerinde eğitim durumlarına göre yapılan incelemede ise; anlamlı farklılık görülmüş olup; önlisans, lisans ve yüksek lisans mezunlarının motivasyon puanlarının lise ve altı olanların motivasyon puanlarından yüksek olduğu belirlenmiştir. Araştırmada katılımcıların tanımlayıcı özelliklerine göre performans düzeyleri de performans genel, görev performansı ve bağlamsal performans olarak 3 boyutta incelenmiş ve bu boyutlarda ele alınan yaş, kurumda çalışma süresi, gelir düzeyi, cinsiyet ve medeni durumları gibi değişkenlerin çalışanların genel performans, görev performansı ve bağlamsal performans düzeylerinde anlamlı farklılık göstermediği belirlenmiştir. Çalışanların genel performans, görev performansı ve bağlamsal performans düzeyleri eğitim durumlarına göre incelendiğinde ise; çalışanların anlamlı farklılık görülmüş olup; önlisans, lisans ve yüksek lisans mezunlarının performans genel, görev performansı ve bağlamsal performans puanlarının lise ve altı olanların motivasyon puanlarından yüksek olduğu saptanmıştır. Araştırmada katılımcıların işe bağlılık düzeylerinin tanımlayıcı özelliklerine göre farklılık gösterip göstermediği de işe bağlılık toplam, işe istek duyma, işe adanma işe yoğunlaşma olarak 4 alt boyutta incelenmiştir. Bu boyutlar katılımcıların tanımlayıcı özelliklerinden gelir düzeyi ve medeni durumlarına göre anlamlı farklılık göstermemektedir. Yaşa göre çalışanların işe yoğunlaşma puanları anlamlı farklılık göstermemektedir. İşe bağlılık toplam, işe istek duyma ve işe adanma puanlarında ise anlamlı farklılık görülmüş olup; 30 yaş ve altı ile 40 üzeri olanların puanlarının 31-40 yaş olanların puanlarından yüksek olmasıdır. Eğitim durumlarına göre çalışanların işe bağlılık toplam, işe adanma ve işe yoğunlaşma puanlarında anlamlı farklılık görülmemiştir. İşe istek duyma puanlarında ise anlamlı farklılık görülmüş olup; önlisans mezunlarının puanlarının lise ve altı ile yüksek lisans ve üzeri olanların işe istek duyma puanlarından yüksek olduğu görülmüştür. Kurumda çalışma sürelerine göre çalışanların işe bağlılık toplam, işe istek duyma ve işe yoğunlaşma puanlarında anlamlı farklılık saptanmamıştır. İşe adanma puanlarında ise anlamlı farklılık görülmüş olup; kurumda çalışma sürelerine göre 1-5 yıl olanlar ile 15 yıl üzeri olanların işe adanma puanlarının 6-10 yıl olanların işe adanma puanlarından yüksek olduğu belirlenmiştir. Cinsiyetlerine göre çalışanların işe adanma puanlarında anlamlı farklılık görülmemiştir. İşe bağlılık toplam, işe istek duyma ve işe yoğunlaşma puanlarında ise anlamlı farklılık görülmüş olup; kadın çalışanların puanları erkek çalışanların puanlarından yüksek olarak saptanmıştır.

Analiz sonuçlarına göre çalışanların motivasyonlarının performans ve işe bağlılık üzerine etkisi konulu araştırmanın; 5 hipotezinden 2'si desteklenmiş, 3'ü ise kısmen desteklenmiş olup çalışmanın genel

olarak kabul edildiği görülmüştür. Kamu çalışanlarının motivasyon, performans ve işe bağlılıklarının tanımlayıcı özelliklere göre incelendiğinde eğitim durumunda yüksek düzeyde anlamlı farklılık görülürken, gelir düzeyinde anlamlı farklılık görülmemiştir. Bu durumu kamu çalışanlarının ekonomik (ücret, ikramiye) veya organizasyonel ve denetleyici (çalışma koşulları) motivasyon araçlarından değil psiko-sosyal motivasyon araçlarından (statü) etkilendiği düşünülmektedir. Ayrıca çalışanların motivasyon ve performans düzeyleri tanımlayıcı özelliklere göre yaş, cinsiyet medeni durum ve kurumda çalışma süresine göre anlamlı farklılık göstermezken; bu özellikler işe bağlılık, işe istek duyma, işe adanma ve işe yoğunlaşma alt boyutlarında yüksek düzeyde anlamlı farklılık göstermektedir; Bu durumu ankete katılan 344 çalışanın 31-40 yaş aralığında, 6-10 yıldan fazla, kadın çalışanların, evli olanların, lisans mezunlarının ve geliri giderine eşit olanların sayılarının diğerlerinden fazla olduğunda göz önünde bulundurularak değerlendirilmesi gerekmektedir. Kamuda çalışanların iş yerlerine olan ulaşım kolaylığı, özellikle kadın ve evli çalışanlar açısından önem taşımaktadır. Kamu sektöründe uzun süre işine devam eden ve orta yaş grubu çalışanların kamu sektöründe çalışma saatlerinin yine motivasyonun işe istek duyma alt boyutunu yükselttiği düşünülmektedir.

İstanbul ilinin Esenyurt ilçesinde yapılan bu araştırma, her ne kadar nüfus yoğunluğu fazla olsa da araştırmaya katılan 344 kamu (Eğitim, Maliye, Belediye, Hastane, Emniyet, Kaymakamlık) çalışanın görüşleri ile sınırlıdır. Daha fazla kamu çalışanı üzerinde araştırmaların yapılması sonuçlardan genelleme yapılmasına olanak sağlayacaktır. Araştırmanın benzerleri nitel araştırma yönleri ile de incelenerek motivasyon, performans ve işe bağlılık arasındaki ilişkilere dair daha kapsamlı bilgilere ulaşılabilir. Motivasyon, performans ve işe bağlılık kavramları bir araya getirilerek yapılmış bir çalışmaya literatürde rastlanmamış olup, kavramların birbiri ile olan ilişkilerinin ortaya konulması literatüre katkı sağlamak açısından önem taşımaktadır. Aynı zamanda kamu çalışanlarına motivasyon, performans ve işe bağlılık ile stratejik eğitimler verilerek araştırmada yer alan alt boyutların geliştirilmesi sağlanabilir. Özellikle kamu sektöründe iletişim ve hizmetin önemli olduğu bu araştırma örneklem sayısı artırılarak çalışmanın geliştirilmesi oldukça önemlidir.