

INTRINSIC MOTIVATION AND ORGANIZATIONAL COMMITMENT IN THE MALAYSIAN PRIVATE HIGHER EDUCATION INSTITUTIONS: AN EMPIRICAL STUDY

Yuen-Onn Choong

Faculty of Business and Finance, Universiti
Tunku Abdul Rahman, Malaysia

Kee-Luen Wong

Assistant Professor
Faculty of Business and Finance, Universiti
Tunku Abdul Rahman, Malaysia

Teck-Chai Lau

Assistant Professor
Faculty of Accountancy and Management, Universiti Tunku Abdul Rahman, Malaysia

ABSTRACT

The main purpose of current paper is to examine the relationship between intrinsic motivation and organizational commitment of academicians in Malaysian Private Universities. The research is aim to appraise the existing literatures and eventually build up the conceptual framework as well as hypotheses. A stratified proportionate sampling design has been employed. A total of 247 academicians from four Malaysian Private Universities have participated in this research survey. Further to this, intrinsic motivation is significantly correlated with the three components of commitment namely; affective, continuance and normative commitment. Besides, the finding also postulated that the intrinsic motivation has significantly predicted the organizational commitment. It is recommended that Heads of management, deans and human resources management should provide new and existing academicians with adequate training, workshop, seminar and conference that are related to the job scope. Apart from this, this is encouraged to conduct socialization programs for new academicians. By doing this, universities and faculties will be able to further enhance the academicians intrinsic motivation within an institution. Subsequently, this will strengthen the academics organizational commitment and increase performance. Hopeful to this, the universities will be able to strive for better status, reputation and performance. Eventually, it will be able to attract more foreign students enroll their study in Malaysian Private Universities. And, consequently it will assist in transforming Malaysia from middle-nation income to high-nation income with both inclusive and sustainable by 2020.

Keywords: Organizational Commitment, Affective Commitment, Continuance Commitment, Normative Commitment, Intrinsic Motivation.

INTRODUCTION:

Organizational commitment is one of the most important work attitudes in the study of management and organizational behavior (Allen & Meyer, 2000). It is a popular topic for vast number of business researchers. Much research has investigated and examined various antecedents and consequences of organizational commitment (Sommer, Bae & Luthans; Morris & Sherman, 1981). Past researches have proved that organizational commitment is negatively correlated with turnover intention (Chughtai & Zafar, 2006; Lee & Liu, 2006), absenteeism (Obeng & Ugboro, 2003) and counterproductive behavior (Dalal, 2005). Besides to this, there is impressive researches indicated that organizational commitment is positively correlated with self-rated job performance (Chughtai & Zafar, 2006), employees' retention (Vandenberg & Lance, 1992), job satisfaction (Brown & Peterson, 1994; Schepker, 2001), employee productivity (Obeng & Ugboro, 2003) and motivation (Darolia, Kumari & Darolia, 2010). This has confirmed that highly committed employees will have high performance as compared to those employees that have less commitment to the organization (Muhammad, Ziauddin, Farooq & Ramay, 2010). Therefore, organizational commitment has played a crucial role in an organization in which result in high individual and organizational performance.

RESEARCH PROBLEM:

On 25th of October 2010, the Prime Minister Datuk Seri Najib Tun Razak has implemented the economic transformation programme (ETP). The main objective of this programme is to transform Malaysia from middle-income nation to high-income nation with both inclusive and sustainable by 2020 (Economic Transformation Programme: A roadmap for Malaysia, 2010). ETP consists of 12 National Key Economic Areas (NKEAs): greater KL/ Klang Valley, oil, gas and energy, financial services, wholesale and retail, palm oil, tourism, electronic and electrical, business services, communications and content infrastructure, education, agriculture and healthcare. In order to transform the country into a high-income nation, the economy must grow at least an annual rate of 6 percent per year from 2011 to 2020. According to Deputy Prime Minister and Minister of Education YAB Tan Sri Dato' Haji Muhyiddin bin Mohd Yassin and Minister of Higher Education YB Dato' Seri Mohamed Khaled Nordin, Education sector is one of the most important drivers to transform Malaysia into high-income nation. It would provide a significant, widespread and sustained GNI impact. Furthermore, Malaysian Government also expected to increase the number of foreign students' enrollment in Malaysia from currently 70,000 to 200,000 by 2020 (Economic Transformation Programme: A roadmap for Malaysia, 2010).

In order to hit the target in the next 10 years, there is need to improve and strengthen Malaysia private universities reputation in the World. However, there is no Private University listed either in the top 200 World or Asian University Ranking for both Times Global Higher Education Ranking and QS Top University Ranking. In order to attract more foreign students enrollment in Malaysia, Malaysia Private Universities have to strengthen their performance through improving the quality of teaching, research and publications, research influence, supervisions, innovation and administration. Better performance in term of enhancement of quality and quantity will subsequently attract more foreign students from Europe region, Asian region and Middle East region. Apart from this, by implementation of ETP, there is another 3.3 million incremental jobs created (Economic Transformation Programme: A roadmap for Malaysia, 2010). Therefore, Malaysia Higher Education Institution sector must produce higher quality and competitive graduates that able to compete in this rapid changing world in order to fulfill the labor demand from various sectors.

RESEARCH OBJECTIVE:

In order to assist Malaysian government to transform Malaysia from middle-income nation to high-income nation by 2020, there is need to improve and strengthen the Malaysian Private Universities performance and reputation. Thus, it is crucial for administrators at Private Universities sector to understand the behaviour and attitudes of academicians. Hopeful to this, Malaysian Private Universities are able to attract more foreign students. At the same time, the administrators have the

ability to produce higher quality and competitive graduates to fulfill the labor demand from various sectors. Therefore, the objective of current paper is to examine and understand the relationship between intrinsic motivation and organizational commitment of academicians in Malaysian Private Universities. Intrinsic motivation will be the independent variable and organizational commitment will be the dependent variable.

SIGNIFICANCE OF THE STUDY:

By examining and confirming the relationship between intrinsic motivation and organizational commitment, this will provide support for administrators to have better understanding the academicians' behavior and attitudes. Further to this, there are some useful valuable practices that can be implementing within an institution. Eventually, this will lead to enhancement of academicians' commitment. Besides, successfully shaping the attitudes of the academic staff will eventually lead to enhancement of productivity, creativity, innovation and overall organizational performance. Moreover, it may produce higher quality and competitive graduates to ensure there is enough talented workforces that will fulfill the labor demand and attract more foreign students enroll their study in Malaysia. Ultimately, it is hopeful that transformation from middle-income nation to high-income nation with both inclusive and sustainable is achievable by 2020.

LITERATURE REVIEW:

ORGANIZATIONAL COMMITMENT:

One of the popular researchers called Meyer and Allen has stated that organizational commitment is a multidimensional in nature. Meyer and Allen (1987) have developed and constructed a universal commitment model. The organizational commitment model can be further divided into three components of commitment namely; affective, continuance and normative commitments. By the year of 1990, Allen and Meyer have provides preliminary evidence that affective, continuance and normative components of individual attitudinal commitment are both conceptually and empirically separated from one another. One year later, Meyer and Allen (1991) have further broadening the perspective of organizational commitment model. Meyer and Allen (1997) defined organizational commitment as a “psychological state that is concerned about how individual feel about their organizational engagement and the desire to continue to remain with the organization”.

Affective commitment is defined as “an employee’s desire to be emotionally attached to the identification with and involvement in the organization” (Allen and Meyer, 1990; Meyer & Allen, 1997). Individual employee who has perceived higher affective commitment will more likely and willing to remain with their respective organization because they want to. If an employee does not feel any sense of belonging to the organization, then they tend to have little desire to be emotionally attached in the organization. Continuance commitment is defined as “the employees’ awareness or recognition of the benefits of continuing to remain in the organization versus the perceived cost of leaving the organization” (Allen & Meyer, 1990; Meyer & Allen, 1991). If an individual perceive the cost of leaving is much more than the benefits of continued to remain in the organization, then the particular employee will plan to stay rather than leave the organization. Lastly, normative commitment is defined as “a consequence of an employee’s feeling of obligation to stay in the organization based on one’s personal norms and values” (Allen & Meyer, 1990; Meyer & Allen, 1991). The decision of leave or stay is actually based on the individual employee belief of the right and moral thing to do. If an individual employee feels that he or she should loyalty to their respective employer, then he or she should remain as a member of the particular firm. Normally, employees will perceive higher affective and normative commitment, but, low in continuance commitment (Chan, 2003).

INTRINSIC MOTIVATION:

Intrinsic motivation is defined as positively valued experiences that an individual employee gets directly from their work tasks (Thomas & Velthouse, 1990). Ryan and Deci (2000) have argued the intrinsic motivation is a crucial for open-ended cognitive development. Hence, Ryan and Deci (2000)

defined intrinsic motivation as “the doing of an activity for its inherent satisfaction rather than for some separable consequence”. Once the employee finds it enjoyable and interesting, he or she will have desire to exert a considerable effort to perform their task within the organization. However, Grabner and Speckbacher (2009) indicated that intrinsic motivation not only wills increases effort, but it will also have great influence on other aspects of employee behaviour.

ORGANIZATIONAL COMMITMENT AND INTRINSIC MOTIVATION:

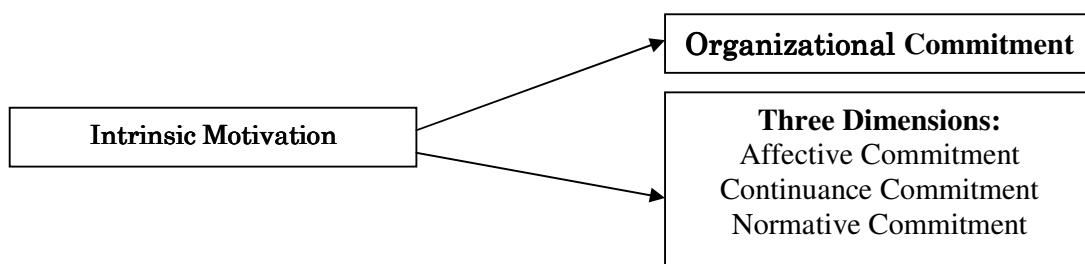
Prolific research in the area of relationships between work motivation and organizational commitment has been conducted over the past few years (Warsi, Fatima & Sahibzada, 2009; Ingram, Lee & Skinner, 1989). Warsi, Fatima and Sahibzada (2009) indicated that the work motivation is strongly positive associated with organizational commitment among the private sectors employees of Pakistan. The result is in line with Tella, Ayeni and Popoola (2007) and Darolia, Kumari & Darolia (2010). In order to increase employees' work motivation and job satisfaction, leaders should grant them challenging task with additional responsibility and authority. This ultimately will increase their job performance within the organization.

However, there is a paucity of research focus on relationships between intrinsic motivation and organizational commitment in Malaysia private universities academics. Research has shown that both intrinsic and extrinsic motivations are related to organizational commitment. And, it also postulates the intrinsic motivation is more significant compare to extrinsic motivation with organizational commitment. But, the study has posited that there is no any positive relationship between intrinsic motivation and organizational effort (Ingram, Lee & Skinner, 1989).

CONCEPTUAL FRAMEWORK AND HYPOTHESES DEVELOPMENT:

Based on the discussions presented in the literature review, the paper proposed a conceptual framework on the relationship between intrinsic motivation and organizational commitment in the context of employees' in the Malaysian Private Universities academicians. From the review of the literature, it is suggested that intrinsic motivation will affect organizational commitment. Further to this, the current paper also encapsulate that intrinsic motivation has influences over the three dimensions of organizational commitment namely; affective commitment, continuance commitment and normative commitment. The research framework is well-constructed and presented in Figure 1.

Figure 1: The Proposed Conceptual Framework For The Study



The study proposed the following hypotheses concerning the academics in Malaysia private universities:

Hypothesis 1: Academicians perceive the sense of intrinsic motivation and organizational commitment.

Hypothesis 2: Intrinsic motivation is directly related to the three components of organizational commitment namely; affective, continuance and normative commitment.

Hypothesis 3: Intrinsic motivation is significantly explain the variation of organizational commitment.

RESEARCH METHODOLOGY:

MEASUREMENT:

Organizational commitment was assessed using a 24-item scale developed by Allen and Meyer (1990). This scale measures the three components of organizational commitment, which is affective, continuance and normative commitments. Each component consists of eight-items with a ratings scale of seven-point likert scale (1 = Strongly Disagree to 7 = Strongly Agree). A four-item scale was used to measure intrinsic motivation, which was adapted from Lawyer and Hall (1970). Hence, the four items were anchored by a seven-point likert scale with one representing strongly disagree and seven representing strongly agree.

DATA COLLECTION:

In this research, a proportional stratified sampling technique was used to select qualified respondents. Five Hundred and Fifty questionnaires were administered through personally distribution, online survey and email administered questionnaires. A total of 271 respondents have participate the survey, which it has yielding 49 per cent of effective response rate. The response rate is acceptable as mentioned by Roscoe (1975) that response rate of 30 per cent is good enough for most research. However, 24 questionnaires were unusable and 247 questionnaires were usable. The sample size for this study was adequate and acceptable. As long as the sample size is ten times or more as larger than the number of variables, then it is acceptable and adequate enough (Roscoe, 1975).

STATISTICAL ANALYSIS:

Data were analyzed by using the Statistical Package for Social Science (SPSS) version 16 software. The data analysis section consists of four sub-sections. The first section was descriptive analysis which includes the frequency and percentage of sample characteristics. Secondly, reliability test was conducted by using the Cronbach's Alpha's coefficient and inter-item correlations to evaluate the internal consistency reliability of the items within the constructs. Apart from this, factor analysis was adopted to identify factors that statistically explain the variation and co-variation among the measurement. Thirdly, One Sample T-Test was employed to test the level of perceive organizational commitment and intrinsic motivation of academicians. Fourth, the Pearson correlation coefficients were used to examine the relationships between intrinsic motivation and organizational commitment and its components. Lastly, the Simple Linear Regression was employed to "analyzes the linear relationships between intrinsic motivation and organizational commitment by estimating coefficients for the equation for a straight line" (Hair, Bush & Ortinau, 2004).

DATA ANALYSIS:

FREQUENCY AND DESCRIPTIVE DATA:

Out of 247 respondents, total of 137 (55.5%) were male respondents and the majority of respondents have less than 5 years working experience ($n = 173$, 70%). Besides to this, the largest number of respondents was Chinese ethnicity ($n = 182$, 74%). This was followed by Malay ethnicity ($n = 38$, 15%) and Indian ethnicity ($n = 27$, 11%). The educational qualifications of participants were varied: Other Professional Certificates (6.6%), Master degree (80%) and PhD (13.4%). The distribution percentage of the respondents according to age group were 24% of the respondents were less than 30 years old, 38% were 30 to 39, 29.1% were 40 to 49 years old and 9% were more than 49 years old.

FACTOR ANALYSIS:

Based on the Table 1, the Kaiser-Meyer-Olkin (KMO) and Bartless's test of sphericity for intrinsic motivation ($KMO = 0.786$, Bartless's = $0.000 < 0.05$) was adequate and acceptable. Therefore, the test is significant for all variables. This meant that R-matrix is not an identity matrix and the factor analysis is appropriate. Based on the principal components analysis, the Table 1, there are one factor

has been extracted for intrinsic motivation; the variance explained was 80.631% with eigenvalues of 3.225. Besides this, the construct of intrinsic motivation was greater than 1.0. The construct of intrinsic motivation consists of 4 items in which all items have factor loading of exceeding 0.4.

Table 1: Factors Identified By The Principal Components Factor Analysis for Intrinsic Motivation

Factor's Name	Variable	Factor's Loading	Eigenvalues
Intrinsic Motivation	1 feels a great sense of personal satisfaction when I do my job well.	0.938	3.225
	Doing my job well increases my feeling of self-esteem.	0.933	
	When I perform my job well, it contributes to my personal growth and development.	0.867	
	When I do work well, it gives me a feeling of accomplishment.	0.857	
Kaiser-Meyer-Olkin (KMO) = 0.786, Bartlet's Test = 0.000			

RELIABILITY TEST:

Table 2 depicts the reliability levels of intrinsic motivation and organizational commitment. The reliability values for intrinsic motivation and organizational commitment were 0.919 and 0.863 respectively. Sekaran (2003) stated that a scale alpha value greater than 0.7 is considered good reliable. Thus, the Cronbach's alpha reliability value of intrinsic motivation and organizational commitment were acceptable.

Table 2: Reliability Test Value for Independent and Dependent Variables

Variables	No. of Items	Cronbach's Alpha
Psychological Empowerment	4	0.919
Organizational Commitment	24	0.863
Affective Commitment	8/24	0.812
Continuance Commitment	8/24	0.830
Normative Commitment	8/24	0.713

INFERENTIAL ANALYSIS:

NORMALITY TEST:

Hair, Money, Samouel and Page (2007) indicated the data skewness values must be fall within +1 and -1 and kurtosis values must be in the range of +3 and -3. If both tests have been fulfilled, then the data can be considered as normal distributed and no any skewed distribution. Table 3 has revealed the normality test value for Kurtosis and Skewness test. Since, all the skewness and kurtosis values for intrinsic motivation and organizational commitment were fall within the acceptable range; hence, the data are normally distributed.

Table 3: Normality Test Results

Variables	Skewness	Kurtosis
Organizational Commitment	0.190	-0.099
Affective	0.084	-0.239
Continuance	-0.651	0.497
Normative	-0.240	0.356
Intrinsic Motivation	-0.312	-1.121

ONE SAMPLE T-TEST:

Table 4 has indicated that sample means for organizational commitment (OC), affective commitment (AC), continuance commitment (CC), normative commitment (NC) and intrinsic motivation (IM) is 4.3463, 4.3947, 4.2794, 4.3910 and 6.0749 with a standard deviation of 0.65918, 0.88864, 0.91815, 0.85820 and 0.73974 respectively. All the components commitment and intrinsic motivation means are tested against the value of 4.0. And, the mean of the commitment components and intrinsic motivation among the academicians is greater than 4.0. Apart from this, the mean of intrinsic motivation is the highest (mean = 6.0749). Table 4 has also revealed that the t-value for the organizational commitment, its components and intrinsic motivation is 8.257, 6.981, 4.782, 7.160 and 44.083 and significant p-value is 0.000, which is less than 0.05. Thus, H0 should be rejected and accept H1. Based on the 95% confidence interval for mean for OC, AC, CC, NC and IM are in between 4.2637 and 4.4290, 4.2834 and 4.5061, 4.1643 and 4.3944, 4.2834 and 4.4985 and 5.9822 and 6.1676. All of these intervals do not contain the value of 4 and mean values are significantly more than 4. This has further supported the hypothesis 1.

Table 4: One Sample Test and Statistics for Independent and Dependent Variables

	Test Value = 4						Mean	Std. Deviation		
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference					
					Lower	Upper				
OC	8.257	246	.000	.34634	.2637	.4290	4.3463	.65918		
AC	6.981	246	.000	.39474	.2834	.5061	4.3947	.88864		
CC	4.782	246	.000	.27935	.1643	.3944	4.2794	.91815		
NC	7.160	246	.000	.39098	.2834	.4985	4.3910	.85820		
IM	44.083	246	.000	2.07490	1.9822	2.1676	6.0749	.73974		

PEARSON CORRELATION COEFFICIENT:

The Table 5 has indicated that the intrinsic motivation (IM) is significantly related with organizational commitment (OC), affective commitment (AF), continuance commitment (CC) and normative commitments (NC). The significant values for OC, AC, CC and NC were indicated 0.000, 0.000, 0.012 and 0.000 respectively. The result indicated that the OC, AC, CC and NC were significant positive related with IM, which the significant values are less than p-value 0.05. At the same time, there is a weak positive correlation of IM with CC ($r = 0.159$) and NC ($r = 0.250$). However, there is a medium positive correlation of IM with OC ($r = 0.325$) and AC ($r = 0.356$). Thus, hypotheses 2 were fully supported. The increase of IM will subsequently enhance academics OC, AC, CC and NC within an institution.

Table 5: Correlation between Factors Scores of Intrinsic Motivation and Organizational Commitment

		Organizational Commitment	Affective Commitment	Continuance Commitment	Normative Commitment
Intrinsic Motivation	Pearson Correlation	0.325	0.356	0.159	0.250
	Sig. (2-tailed)	0.000	0.000	0.012	0.000
	N	247	247	247	247

SIMPLE LINEAR REGRESSION:

At the initial stage of simple linear regression analysis, there are few assumptions test has to conduct, that is called outliers, normality and error terms. As revealed from Table 6, the residual value was in

between -2.512 and 2.666. Therefore, there are no any outliers exists in the data set. Further to this, the mean of standard residual and standard predicted value are 0.000. This means that the residuals or error terms can be considered independent and normally distributed. Thus, the data are normal and the model is valid. Thus, all the assumptions of simple linear regression have been fulfilled.

Based on Table 6, the overall result for the regression model was significant ($p = 0.000 < 0.05$) with the F-value of 28.961. The result posited that intrinsic motivation can be used to predict the organizational commitment model. From the R-square value ($R^2 = 0.106$), intrinsic motivation was able to explain 10.6% of the variation in organization commitment. The significant value was 0.000 with t-value of 5.382.

The following is the multiple regression equation for the current study:

$$\text{Organizational Commitment} = 2.586 + 0.290 \text{ (Intrinsic Motivation)}$$

Based on the equation and Table 4, the values of un-standardized Beta coefficient among the variable were used to formulate the simple linear regression equation. For every unit increase in intrinsic motivation, organizational commitment will go up by 0.290 units.

Table 6: Result of Assumptions Test and Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	2.586	0.329		7.850	0.000
Intrinsic Motivation	0.290	0.054	0.325	5.382	0.000
R-Square = 0.106 Adjusted R-Square = 0.102 F-Value = 28.961 Sig. = 0.000 Standard Residual = -2.512 to 2.666 Mean of Standard Residual = 0.000 Mean of Standard Predicted Value = 0.000					

DISCUSSION:

The result of the current study has indicated that academicians perceive organizational commitment, affective commitment, continuance commitment, normative commitment and intrinsic motivation within an institution. Thus, hypothesis 1 is supported in this study. The result was consistent with Chan (2003). Chan (2003) has highlighted that normally employees will perceive higher affective and normative commitment, but low in continuance commitment. As referring back to the result of the study, academicians perceived continuance commitment with slightly lower than affective and normative commitment. This might due to the continuance commitment does not guaranteeing an organizationally beneficial attitude (Chan, 2003).

As for hypothesis 2, the result speculated that intrinsic motivation has significantly positive correlated with organizational commitment and its components namely: affective, continuance and normative commitments. Hence, the proposed hypothesis 2 has fully supported. The significant positive relationship between intrinsic motivation and organizational commitment is in line with Ingram, Lee and Skinner (1989). Apart from this, the present result has posited that the correlation between intrinsic motivation and affective commitment is strongest ($r = 0.356$). This was followed by normative commitment ($r = 0.250$) and continuance commitment ($r = 0.159$). Intrinsic Motivation has the least correlation with continuance commitment. This is because continuance commitment is not an organizationally beneficial attitude (Chan, 2003). In order to increase continuance commitment, it must ensure the benefits of continuing to remain in the organization is better than the perceived cost of leaving the organization. According to Chan (2003) and Meyer, Allen and Smith (2003), the main reason to attract employees to remain with their respective organization is material needs. However, Intrinsic Motivation is more on inner motivation, such as opportunities for promotion and enhances self-esteem. Therefore, the correlation and significant of the test between intrinsic motivation and continuance commitment is the weakest. Based on simple linear regression result, it is confident to prove that intrinsic motivation can be used to predict organizational commitment. Therefore, the

hypothesis 3 is supported. By intrinsically motivated academicians, this will promotes higher commitment within an institution.

IMPLICATIONS:

In this study, intrinsic motivation can be used to predict the organizational commitment. Besides to this, the study finding has shown that intrinsic motivation is significantly correlated with organizational commitment and its components namely; affective, continuance and normative commitments. This finding is another great contribution and theoretical implication towards management study. Chan (2003) has speculated that organizational commitment and its components are considered to be attitudinal consequences of intrinsic motivation. An academic has the choice of doing their activity which it will motivate intrinsically rather than for some separable consequences. Intrinsic motivation has the potential to have great influence other aspects of employee behavior such as commitment within an institution (Grabner & Speckbacher, 2009). By intrinsic motivate academics, this will subsequently enhance the sense of all aspects of commitment within an institutions.

Faculty or University is advice to provide adequate training or workshops that are related to the academics job scope. The purpose to have training, workshops, seminars or conference is to improve academics skills and knowledge. Through this training and workshop, academics might have better understanding on how to do research, to have effective teaching, write a research proposal and paper. Besides that, the human resources department, deans or head of departments should provide some training in appropriate behavior, such as the technique how to participate in decision making. Ingram, Lee and Skinner (1989) have suggested the human resource department of the university should conduct socialization programs for new comer or new academics. Eventually, this will increase academics role-conflict and role-ambiguity in order to increase commitment within an institution. According to Thomas and Velthouse (1990), the human resource department should offer some suitable professional development program to academics. All of this might increase academics intrinsic motivation within an institution.

LIMITATIONS:

Generally, there are two common limitation has to acknowledged. The raising concerns about common mono-method bias. Although, there is more than one measure of the particular variable (organizational commitment and intrinsic motivation) has been adapted, but, using the same method (self-administrative questionnaire) which does not mean that it is provide strong evidence to measure the variable correctly and sufficiently. Secondly, the nature weaknesses of cross-sectional study have imposed another limitation to the current study. By adopting a cross-sectional study, it limits the researchers to assess the respondents' opinion in different point of time. Apart from this, it does not allow investigating which variable causes a change in another variable. Therefore, it might affect the accuracy of current study result.

FUTURE RESEARCH:

In future research, more research is needed to further investigate and seek for others potential antecedents of organizational commitment among Malaysian Private Universities academicians. Hence, this will boost up Malaysian Higher Education Institutions sectors. Furthermore, it is encouraged to further extent the research by examine the relationship on non-academics instead of academics. And, it is worth to conduct a comparative study in between academics and non-academics in Malaysia Private Universities. Besides, a kind of similar research can be conducted on Malaysia Public Higher Education Institutions sectors or private colleges' academicians. In addition, it is encourage adopting a longitudinal study in future research. So, it might provide a powerful results and findings. Thus, this might provide strong benefit towards Malaysian government and Ministry of Higher Education.

CONCLUSION:

The main objective of this paper is to examine the relationship between intrinsic motivation and organizational commitment among academicians in Malaysian Private Universities. This paper has also encapsulated the relationship between intrinsic motivation and the three components of commitment namely; affective, continuance and normative commitments. The finding has speculated that the intrinsic motivation has significantly positive correlated with organizational commitment and its components. Further to this, the paper also tested the intrinsic motivation has significantly contributed towards organizational commitment.

The Universities, Faculties and even Ministry of Higher Education are encouraged to improve and enhance academicians' intrinsic motivation within an institution. The Heads of Management and Human Resource Management should provide adequate and useful training, workshop, seminar and socialization program for the new comers as well as existing employees. By doing this, universities and faculties will be able to further enhance the academicians intrinsic motivation within an institution. Subsequently, this will strengthen the academics organizational commitment and organizational reputation and status. Eventually, it will be able to attract more foreign students enroll their study in Malaysian Private Universities. And, consequently it will assist in transforming Malaysia from middle-nation income to high-nation income with both inclusive and sustainable.

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