

The Impact of Achievement Orientation Type on Intrinsic Motivation and Quality Performance of Millennials Employees

Author's Details:

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Abstract:

This study intended to find the impact of achievement orientation types on intrinsic motivation and quality performance of millennials employees at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO), and Zein Group (ZGT). Furthermore, the study will analyze mastery goal-focused orientation and performance goal-focused orientation as two independent forms of achievement orientation mentalities or, alternatively, as two opposite poles of a continuum ranging from a poor (performance-focused) to a good (mastery-focused) forms of achievement orientations. 102 experts from millennium ages (23-38), were deployed in building the survey that is going to be shared and filled up by our targeted sample, in order to classify their own achievement orientation and measure its impact on their Intrinsic Motivation (IM) and performance at their current jobs. Zero-order correlations and Hierarchical multiple regression were used in assessing data, measuring results, and results interpretations. Results supported the positive Impact of Mastery Orientation goal on employees achievements as it was associated to higher intrinsic motivation and performance, a negative relationship emerged between avoidance goal orientations and employee's intrinsic motivation and quality performance, and more negative with mastery avoidance goal.

Keywords: Achievement Orientation Type, Intrinsic Motivation, Quality Performance, Millennium Employees, Strategic Goals Achievement, Mastery Goal Focused, Mastery Avoidance Focused

Introduction:

Understanding how Mastery Goal-focused Orientation, as compared with Performance-Approach/Avoidance goal-focused Orientation, are perceived in the working culture by staff of Companies, and to measure their impact on Intrinsic Motivation (IM) and performance of Employees and first line Managers at ages between 23 and 38 years old. This study aims at providing employees and management members with the information that can be beneficial both personally and professionally, offering a more complex perspective on which type of achievement orientation promote a higher intrinsic motivation and an optimal learning and achievement, and thus a more effective and efficient utilization of available human, technological, financial and physical resources for sake of fulfillment strategic objectives and achieving higher level of innovation and proficiency on both companies and employees perspectives.

As a team leader or a manager, it is necessary to understand how employees interpret and react to tasks, and how it results in different patterns of cognition, affect and behavior that is being reflected on working environment and achieving company's strategic goals. Competition in the workplace can be a double-edged sword. On the one hand, a competitive environment can spur coworkers to continual improvement, using each other's performances as inspiring yardsticks. On the other hand, workplace competitiveness can pit coworkers against one another, creating stress, anxiety, defensiveness and task or goals distraction. Achievement orientations play a critical role in explaining variability in performance.

An individual's achievement orientation has a significant impact on his or her cultivation of new skills, and thus has important implications for teams' leaders and superior managers. Working environments that foster comparison between employees lead those employees to develop performance-oriented attitudes toward their stated jobs. Specifically, working in a competitive environment leads employee to become more performance oriented and more likely to sacrifice new learning skills and innovative methodologies and development opportunities to be positively evaluated. Conversely, a non-competitive, collaborative environment allows employees to value learning rather than immediate performance success.

Objectives:

The objective of this paper is to understand how Mastery Goal-focused Orientation, as compared with Performance-Approach/Avoidance goal-focused Orientation, is perceived as a working culture by staff of companies. Another objective is to measure and analyze the above impacts on the Intrinsic Motivation and performance of Employees and low level Managers.

Research Problem:

As a team leader/manger, it is necessary to understand how employees interpret and react to tasks, and how it results in different patterns of cognition, affect and behavior that are being reflected on working environment and achieving company's strategic goals.

Competition in the workplace can be a double-edged sword. On the one hand, a competitive environment can spur coworkers to continual improvement, using each other's performances as inspiring yardsticks. On the other hand, workplace competitiveness can pit coworkers against one another, creating stress, anxiety, defensiveness and task/goals distraction.

As a manager, it is good to check how much Achievement *Orientation types* are affecting employee's motivation and performance and to create a mastery achievement orientation or performance achievement focused orientation at our business workplace.

Significance:

The importance of this research is to provide employees and management members with the information that can be beneficial personally and professionally. In-order to achieve better understanding of employees achievement mentalities and more effective and efficient utilization of available human, technological, financial and physical resources for the sake of fulfilling their strategic objectives and achieving higher level of innovation.

Hypothesis:

HO: There is no Impact of Achievement Orientation Type on the Intrinsic Motivation and Quality Performance of Millennials Employees at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) at ($\alpha=0.05$).

HO1: There is no Impact of Mastery Goal Focused Orientation on the Intrinsic Motivation of Millennials Employees with its Elements (level of excitement and joy in doing work, encouraging task performance, and raising self-determination vs anxiety, fears and task distraction) at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) at ($\alpha=0.05$).

HO2: There is no Impact of Mastery Goal Focused Orientation on Quality Performance of Millennials Employees with its elements (ease to do work, job knowledge and new skills learning, cooperativeness and team support, supervision, leadership and problem solving abilities, versatility, and innovation) at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) at ($\alpha=0.05$).

HO3: There is no Impact of Mastery Avoidance Focused Orientation on the Intrinsic Motivation of Millennials Employees with its elements (level of excitement and joy in doing work, encouraging task performance, and raising self-determination vs anxiety, fears and task distraction) at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) at ($\alpha=0.05$).

HO4: There is no Impact of Mastery Avoidance Focused Orientation on Quality Performance of Millennials Employees with its elements (ease to do work, job knowledge and new skills learning, cooperativeness and team support, supervision, leadership and problem solving abilities, versatility, and innovation) at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) at ($\alpha=0.05$).

HO5: There is no Impact of Performance-Approach Goal Orientation on The Intrinsic Motivation of Millennials Employees with its elements (level of excitement and joy in doing work, encouraging task performance, and raising self-determination vs anxiety, fears and task distraction) at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) at ($\alpha=0.05$).

HO6: There is no Impact of Performance-Approach Goal Orientation on Quality Performance of Millennials Employees with its elements (ease to do work, job knowledge and new skills learning, cooperativeness and team support, supervision, leadership and problem solving abilities, versatility, and innovation) at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) at ($\alpha=0.05$).

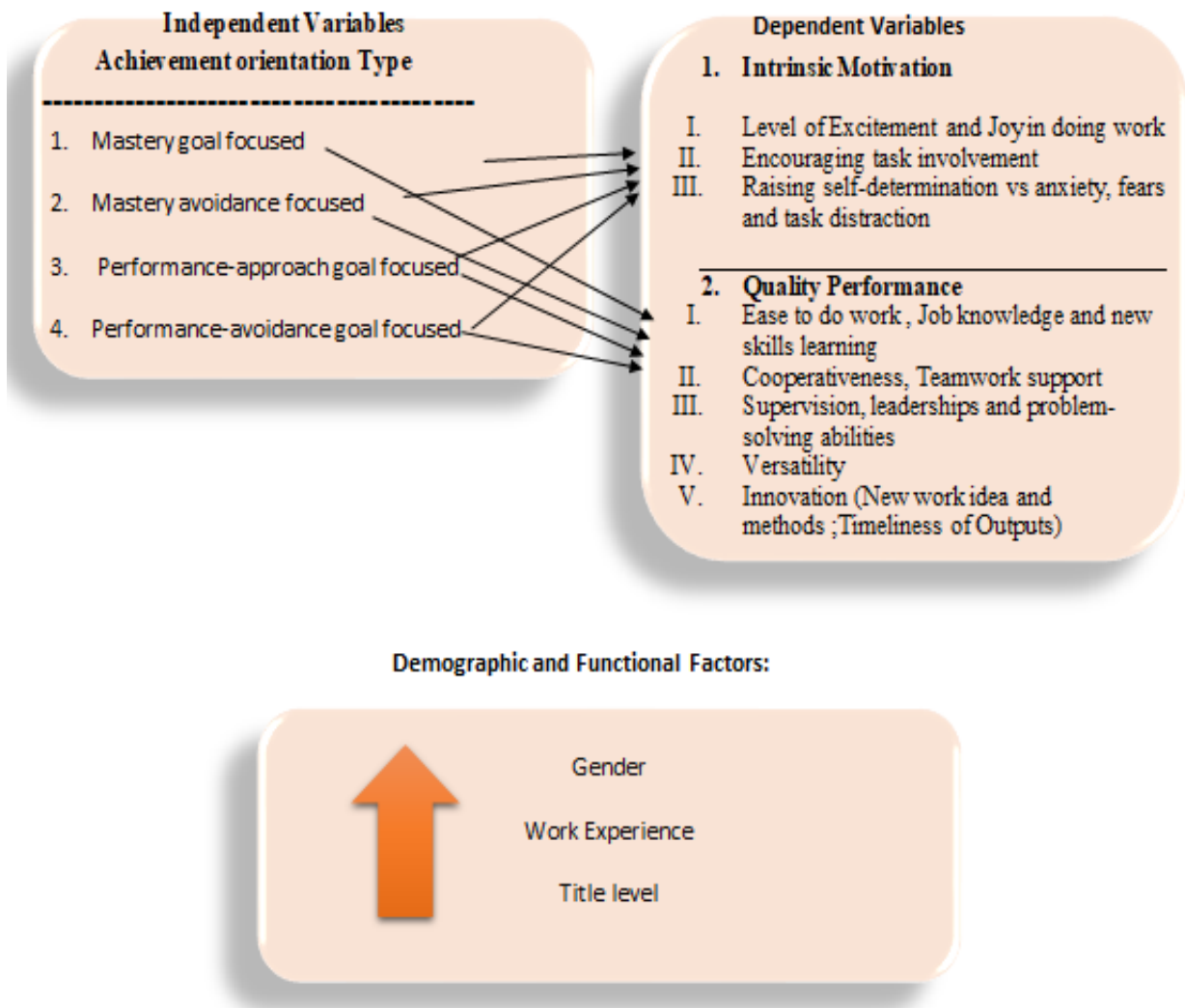
HO7: There is no Impact of Performance-Avoidance Goal Orientation on the Intrinsic Motivation of Millennials Employees with its elements (level of excitement and joy in doing work, encouraging task performance, and raising self-determination vs anxiety, fears and task distraction) at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) at ($\alpha=0.05$).

HO8: There is no Impact of Performance-Avoidance Goal Orientation on Quality Performance of Millennials Employees with its elements (ease to do work, job knowledge and new skills learning, cooperativeness and team support, supervision, leadership and problem solving abilities, versatility, and innovation) at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) at ($\alpha=0.05$).

HO9: Demographic factors (Gender, Experience and Rank) have no difference with the Impact of Achievement Orientation Types on the Intrinsic Motivation of Millennials Employees at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) at ($\alpha=0.05$).

HO10: Demographic factors (Gender, Experience and Rank) make no difference with the Impact of Achievement Orientation Types on the Quality Performance of Millennials Employees at Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) at ($\alpha=0.05$).

Model



Definition of Terms:

- Need for achievement: Personality trait characterized by an enduring and consistent concern with setting and meeting high standards of achievement.
- Mastery goal focused orientation :Achievement orientation that is focused on the development of competence and task mastery
- Mastery avoidance focused orientation: Achievement orientation that is focused on avoiding situations in which they are not able to achieve competence or task mastery.
- Performance-approach goal orientation: Achievement orientation that is directed toward the attainment of favorable judgments of competence.
- Performance-avoidance goal orientation: Achievement orientation that is directed toward avoiding unfavorable judgments of competence.
- Intrinsic Motivation: Refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is naturally satisfying to you.
- Quality Performance: Is the value of performance conducted by an individual, team or organization. This can include the quality of task completion, interactions and deliverables.

- Versatility: Capability of or adaptability for turning easily from one to another of various tasks, fields of endeavor, etc.
- Innovation: A new idea, creative thoughts, new imaginations in form of device or method.

Literature Review:

Achievement Orientation Type

Research on achievement motivation or achievement orientation can be traced back to the 1940s following the seminal work of David McClelland (McClelland, 1961) who popularized the concept of Need for achievement (N-Ach) that was first used by Henry Murray, 1930 (Murray, 1938). And later, McClelland and colleagues established the link between achievement and motivations (McClelland, 2014).

Need for achievement (N-Ach) is characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by both; internal drive for action, and the pressure exerted by the expectations of others (intrinsic motivation and extrinsic motivation), in-order to, motivates the individual to succeed in competition, and to excel in activities matter to him or her. People high in N-Ach tend to seek challenges with a high degree of independence, and the recognition of their achievements is their most satisfying reward. McClelland after his research formulated psychological characteristics of persons with strong need for achievement, such as: Moderate risk propensity, undertaking innovative and engaging tasks, Internal locus of control and responsibility for own decisions and behaviors and the need for precise goal setting do accompany high level of achievement motivation (McClelland & Winter, 1969).

Carol Dweck is also one of the pioneers in researching goal orientation. Her original studies were examining children in a school setting. Dweck began her work studying children's responses to failure and noting whether a child had a mastery-oriented or helpless response pattern (Deiner & Dweck, 1978). Deiner and Dweck observed that children with mastery-oriented response patterns responded to failure with solution-oriented self-instructions, maintained a positive effect, and their subsequent performance on the task improved. Conversely, children with a helpless response pattern credited their failure to their lack of ability, showed negative affect, and their subsequent performance deteriorated. Dweck interpreted her findings by as he proposed that and there are two types of goals that children adhere to in achievement situations: learning goals and performance goals. Children with learning goals focus on improving their abilities and are not upset with failing (a mastery-oriented approach), whereas children with performance goals place a high degree of importance in achieving success and maintaining positive judgments of their abilities (Elliott & Dweck, 1988).

Vandewalle (1997), further to Dweck and her colleagues work did examine goal orientation in a work context. He distinguished performance orientation into two separate subdimensions - proving and avoiding goal orientation. In 2001, he suggested that employees with a learning orientation elicited adaptive behaviors during problem-solving tasks and preferred tasks that developed their abilities. Those with a learning goal orientation were found to seek and accept challenging assignments, and are initiative to engage in challenging goals (Vandewalle, Brown, Cron, & Slocum, 1999). In contrast, employees those focus on showing their abilities to gain positive feedback and favorable judgment are seen as having a proving goal orientation. And employees with high focus on avoiding criticism of their abilities are seen as having an avoiding goal orientation.

Vandewalle with others (2001) stated that goal orientation is related to employee performance and that this relationship is influenced by effort, self-efficacy, and goal level. Learning goal orientation has a positive related to these mediators, such that, employees with a learning goal orientation are more likely to exert effort, have high self-efficacy, and set difficult goals. On the other hand, employees with a proving goal orientation are not likely to exert high effort, and their performance is not significantly related to self-efficacy and goal level. Furthermore, employees with an avoiding goal orientation will exert minimal effort, have low self-efficacy and set low goals for themselves. According to Vandewalle et al. (2001), employees with a learning goal orientation are tends to be proactive, develop their skills in challenging task demands, with high ability to adapt to changing environments, effectively process feedback, and be open to new ideas. Since learning goal orientation has been found to be positively related to task performance (Vandewalle et al., 2001) and since employees with a learning goal orientation embrace challenges, are not afraid of failing, and are open to new ideas, all of which are behaviors that are positively related to creative performance.

It' been reported that research examining the relationship between the two subdimensions of performance goal orientation and task performance has been inconsistent. Some studies have found the relationship to be negative (Vandewalle et al., 2001; Ford, S., et.al, 1998), others have found no relationship (Vandewalle et al., 2001; Vandewalle, et.al, 1999) and other studies found positive relationships (Vandewalle et al., 2001; Hoover, et.al, 1999). In general, researchers such as Elliott and Dweck (1988) have established that learning goal orientation is negatively related to performance goal orientation (proving and avoiding), such that individuals who have a proving goal orientation will attempt to face obstacles if they perceive their abilities as high, but would avoid obstacles when they perceive there is an possibility for error or failure (Elliott & Dweck 1988), while those with an avoiding goal orientation are more likely to give up attempts to find effective ways of overcoming mistakes since they perceive themselves as having a low ability (Elliott & Dweck, 1988). Based on Elliot and Dweck's (1988) findings, people with proving goal orientation on the other hand, will limit themselves to situations that assure success, thus, tempering high performance and innovation. People with avoiding goal orientation, on the other hand, may not explore situations and produce innovative ideas if there is a possibility of receiving negative feedback.

One of the most influencing theoretical contribution was goal theory, which was developed by educational and developmental psychologists to explain and predict the achievement behaviors of employees (Schunk, 2012). "Goal theory postulates that important relationships exist among goals, expectations, attributions, conceptions of ability, motivation orientations, social and self-comparisons, and achievement behaviors" (Schunk, 2012, p. 374). Fundamental to goal theory is how different types of goals influence behavior and these types are known as goal orientations (Schunk, 2012). Goal orientation denotes the "purpose and focus of an individual's engagement in achievement activities" (Schunk, 2012, p. 374). Furthermore, achievement goal orientations are known to influence self-regulatory efforts related to learning (Schunk, 2012; Ormrod, 2012; Zimmerman et al., 2009). For this study, both types of achievement goal orientations were considered: mastery-goals (focused on attaining task-based or intrapersonal competence), mastery avoidance-goals (focused on avoidance to attain task based or intrapersonal competence), performance-goals (focused on attaining normative competence) and performance avoidance (focused on avoidance of not to attain normative competence)(Elliot & Murayama, 2008, p. 614). These orientations provide information on intrinsic motivation and performance attainment (Elliot & Murayama, 2008). Additionally, achievement goal orientations may not be mutually exclusive and employees could possess them simultaneously (Ormrod, 2012; Daniels et al., 2008; Hidi & Harackiewicz, 2000).

Mastery-Goals orientation:

A mastery orientation is characterized by the belief that success is the result of effort and use of the appropriate strategies. Mastery oriented individuals strive to develop their understanding and competence at a task by exerting a high level of effort. Across numerous studies, mastery orientation has been shown to promote adaptive patterns of learning, which ultimately lead to high academic achievement and adjustment (Diener & Dweck, 1978). For example, employees with a mastery orientation are more intrinsically motivated to learn, use deeper cognitive strategies, and persist through challenge and failure (Ames, 1984; Elliott & Dweck, 1988; Butler, 1987).

Mastery goals can be described as developing ability, understanding the material, learning and improving skills (Ciani et al., 2010). Mastery goals can have two orientations: (a) mastery-approach and (b) mastery-avoidance (Senko et al., 2013). Mastery-approach and -avoidance goals arise when employees perceive the class as engaging and interesting (Elliot and McGregor, 2001). Goal theory suggests mastery-approach goals are most adaptive and should be equal to or greater than that of the achievements and benefits from both performance goals (Senko et al., 2013). Belenky and Nokes-Malach (2012) posited mastery-approach goals may aid transfer by enabling cognitive processes that connect learning experiences. Mastery-avoidance goals have more negative antecedent than mastery-approach (Elliot and McGregor, 2001).

Early research suggests mastery-avoidance has a negative effect on emotional factors related to learning (Schunk, 2012). Though, research on the effects of the two orientations considered separately is limited (Ormrod, 2012). On the other hand, a more developed body of research suggests mastery goals are preferred to

performance goals (Ormrod, 2012) and lead to positive effects on learning (Schunk, 2012). To that end, numerous outcomes are derived from mastery goals: (a) motivation, (b) persistence, (c) interest, (d) study strategies and (e) seeking out help (Ciani et al., 2010). Similarly, Ames and Archer (1988) and Nolen (1988, 1996) found mastery goals influence employees use of effective learning strategies and deep process strategies that improve understanding. Senko and Miles (2008) suggested mastery goals promote high achievement and employees with mastery-oriented goals are the employees who study material at a great depth, go above and beyond what the teacher is expecting as well as explore topics that are related to the course. Empirical evidence suggests mastery goal orientation promotes a motivational pattern that is likely to promote long-term and high-quality involvement in learning (Ames, 1992).

Performance-Goals Orientation:

A performance orientation is characterized by the belief that success is the result of superior ability and of surpassing one's peers (Senko, 2012). Performance oriented individuals desire to outperform others and demonstrate (validate) their ability (Senko, 2012). Performance orientation is predictive of negative affect, avoidance of challenge and poor achievement outcomes (Ames, 1984; Elliot & Dweck, 1988; Butler, 1987).

According to Senko and Miles (2008), performance approach goals are unrelated to the benefits of mastery goals; those being high course interest and deep learning strategies. Performance goals define success as outperforming peers with normative standards (Senko et al., 2013). With performance-approach goals, employees focus on outperforming their peers and with performance-avoidance goals, employees are trying to avoid poor performance compared to their peers. Senko et al. (2013) posited performance-approach goals aid achievement more for challenging rather than simple tasks. Performance goals can be negatively affected if the goals set are unreachable due to an obstacle and less than adequate performance to overcome that obstacle (Stout and Dasgupta, 2013). Additionally, performance goals can help mastery-oriented employees remain on task and perform well (Harackiewicz et al., 1997). "The strength of aroused motivation to achieve as manifested in performance has been viewed as a function of both the strength of motive and the expectancy of goal attainment aroused by situation cues" (Atkinson, 1957, p. 359).

Luo et al. (2011) stated under some circumstance's performance goals are appropriate and can lead to high achievement. Performance-approach and -avoidance goals are so closely related they may be activated simultaneously in the classroom (Law et al., 2012). This suggests a employee could potentially have performance-approach goals as well as performance-avoidance at the same time in the classroom setting (Law et al., 2012). Elliot and Church (1997) found performance-avoidance was associated with fear of failure and low competence expectancies, whereas performance-approach was associated with achievement motivation, fear of failure and high competence expectancies.

Institutions:

- Electronic health solution (EHS): EHS is an innovative technology-driven, private, non-profit company that effectively provides automated solutions to enhance the quality and efficiency of Jordanian public healthcare services. EHS was founded in early 2009 to advance the healthcare sector in Jordan; it exclusively oversees four key programs that utilize technology to advance the quality of healthcare services in Jordan's public health sector. The programs operated by EHS comprise Hakeem program, the Electronic Library of Medicine-Jordan (ELM), Hakeem Academy and the Health Data Analytics program (HDA). (Employees at the end of 2019 were 289).
- Mawdoo3.com: is a leading online Arabic content platform to provide internet users with credible Arabic content from trustworthy sources. That uses the wiki system similar to Wikipedia, and provides premium quality Arabic content. Mawdoo3 was initially established in 2010 by Mohammad Jaber and Rami Al Qawasmi, and officially launched in 2012. (Employees at the end of 2019 were 342).
- Amman Drug and Trading Co. Ltd. (ADATCO) Drug Store: a leading drug store First established in Amman, Jordan 1995, as Marketing agency for MSD pharmaceutical company in Jordan. (Employees at the end of 2019 were 119).
- Zein Group: Mobile Telecommunications Company K.S.C.P., doing business as Zain, is a Kuwaiti mobile telecommunications company founded in 1983 in Kuwait as MTC (Mobile Telecommunications

Company), and later rebranded as Zain in 2007. Zain has a commercial presence in eight countries across the Middle East with 50 million active customers as of 31 March 2019. In 1994, Zain in Jordan, formerly Fastlink, was the first to introduce mobile services in the country. In 2003, it was the first to join what is now the Zain Group's Middle East portfolio. (Specific no. of employees could not be obtained)

Research Methodology:

A descriptive and analytical method were used. An online survey was distributed randomly to a sample of volunteers from 4 local profit and nonprofit organizations in Amman, Jordan. Surveys were collected from 108 volunteers across the 4 organizations.

Millennials Responders (23 and less than 39 years old) were only included; Ninety-four percent were less than 39 years old, above 39 years old (5.6%) were excluded.

Goal Orientation

Goal orientation was measured with 12 items inspired mainly from a scale developed by Elliot and McGregor's Achievement Goal Questionnaire (AGQ) (2001) and Elliot and Murayama's revised Achievement Goal Questionnaire (AGQ-R)(2008). Both instruments were developed and validated using undergraduate psychology students in the USA.

All dimensions (Mastery approach, Mastery Avoidance, Performance Approach, Performance Avoidance) were measured on a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

Mastery goal orientation was measured by four items such as "I desire to completely master my current given Responsibilities." (Cronbach's alpha = .65). Performance goal orientation was measured with three items. An example of performance goal orientation item is "It is important to me to do better than my peers at work. " ((Cronbach's alpha = .73) while items such as "I just want to avoid doing poorly compared to others." was used to measure avoiding goal orientation (Cronbach's alpha= .62). Mastery Avoiding goal orientation were measured with three items "I worry that I may not be able to learn and understand all that is to be learnt about this job." is an example. (Cronbach's alpha = 0.62).

Intrinsic Motivation

Intrinsic Motivation was measured using a 6 items express the joy, level of excitement, Encouraging task involvement and Raising self-determination vs anxiety, fears and task distraction. The participants were asked if they agreed or disagreed on a 5 point Likert scale with statements such as "I am doing this job because I find joy while doing tasks handled to me• The reliability coefficient for the scale was. (Cronbach's alpha = 0.62).

Performance

Performance was assessed using a 12 items express Job knowledge and new skills learning, Cooperativeness and Teamwork support, leaderships and problem-solving abilities, Versatility and Innovation. Items such as " If I get stuck on a problem, I try to solve it out on my own " were asked if they agreed or disagreed on a 5 point Likert scale (alpha = .96), (Cronbach's alpha = .62).

Limitations:

Sample Size: A larger sample size could provide us a better and more significant results.

Sample Profile: Our Sample were employees at large companies that required a long sequence of approvals. Despite that, some top managers in these 4 companies raised a lot of conservative concerns regarding the given data that might be highly classified and do not like to expose the quality of their employees even though we sign a pledge of confidentiality.

Statistical Analysis:

Table (1): Descriptive Frequencies:

		Intrinsic Motivation	Quality Performance	Performance-Goal	Mastery Goal	Mastery Avoid	Performance-Avoid
N	Valid	102	102	102	102	102	102
	Missing	0	0	0	0	0	0
Mean		20.441	43.1765	11.4608	18.3235	9.1078	6.0000
Median		21.000	43.0000	12.0000	19.0000	10.0000	6.0000
Mode		21.0	39.00	10.00	20.00	10.00	6.00
Std. Deviation		4.2041	5.30162	2.62385	1.94051	2.75719	2.20710
Skewness		-.103	.032	-.580	-1.423	-.155	-.085
Std. Error of Skewness		.239	.239	.239	.239	.239	.239

Demographic & Functional Frequencies:

Table (2) Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23- less than 27 years old	24	23.5	23.5	23.5
	27- less than 31 years old	42	41.2	41.2	64.7
	31- less than 35 years old	27	26.5	26.5	91.2
	35- less than 39 years old	9	8.8	8.8	100.0
	Total	102	100.0	100.0	

Table (3): Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	41	40.2%	40.2%	40.2%
	Female	61	59.8%	59.8%	100%
	Total	102	100%	100%	

Table (4): Work Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 6 months	1	1%	1%	1%
	6 months- less than 1 year	2	2%	2%	2.9%
	1 year - less than 3 years	13	12.7%	12.7%	15.7%
	3 year - less than 5 years	34	33.3%	33.3%	49%
	5 year - less than 7 years	19	18.6%	18.6%	67.6%
	7 years and above	33	32.4%	32.4%	100%
	Total	102	100%	100%	

Table (5): Work Title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fresher	2	2%	2%	2%
	Junior	33	32%	32.4%	34.3%
	Senior	47	46.1%	46.1%	80.4%
	Team Lead/Manager	15	14.7%	14.7%	95.1%
	Senior Manager	3	2.9%	2.9%	98%
	Director	1	1%	1%	99%
	CEO	1	1%	1%	100%
	Total	102	100%	100%	

Descriptive Statistics & Bivariate Correlation:

The means, standard deviations, and zero-order correlations of the variables are shown in (Table 4.3.1). Mastery approach goal orientation (P-A) was positively correlated to intrinsic motivation (I-M) and quality performance (Q-P) ($r = 0.28, p < .01$) & ($r = 0.215, p < 0.05$) respectively. Mastery Avoidance goal orientation (M-AV) was negatively correlated to intrinsic motivation (I-M) and quality performance (Q-P) ($r = -0.52, p < .01$) & ($r = -$

0.36, $p < 0.01$) respectively. And Performance Avoidance goal orientation (P-AV) was negatively correlated to intrinsic motivation (I-M) and quality performance (Q-P) ($r = -0.52, p < .01$) & ($r = -0.36, p < 0.01$) respectively. Not surprisingly, performance approach goal orientation was positively correlated with performance avoiding goal orientations ($r = 0.40, p < 0.01$) but the magnitude of the correlation was moderate suggesting that the two constructs are in fact distinct and that is consistent with previous research (e.g., Vandewalle, 1997).

Table (6): Descriptive Statistics & Correlations (Pearson Correlation)

	Mean	SD	M-A	M-AV	P-A	P-AV	I-M	Q-P
Mastery Goal (M-A)	18.3235	1.94051	1					
Mastery Avoidance (M-AV)	9.1078	2.75719	-.123	1				
Performance approach (P-A)	11.4608	2.62385	.151	.041	1			
Performance Avoidance (P-AV)	6.0000	2.20710	.060	.262**	.397**	1		
Intrinsic Motivation (I-M)	20.441	4.2041	.281**	-.519**	-.052	-.272**	1	
Quality Performance (Q-P)	43.1765	5.30162	.215*	-.364**	-.143	-.327**	.615**	1

** $P < 0.01$, * $P < 0.05$

A hierarchical multiple regression analysis was conducted to test our hypotheses. As seen in (Table 4.3.1). Mastery goal orientation was significantly related to Overall performance (Intrinsic Motivation and Quality Performance) ($\beta = .26, p < .01$) suggesting that employees with a high Mastery goal orientation had higher self-report ratings to joy, task involvement, job knowledge and proficiency, versatility and tendency to innovate to find new method and ideas, in-order to develop their selves than their counterparts. Avoidance goal orientations for Mastery and Performance was significantly related to lower Overall performance (Intrinsic Motivation and Quality Performance) ($\beta = -0.38, p < .01$) and ($\beta = -0.21, p < .01$) respectively. however, Performance goal orientation as predictor of overall Performance was not significant.

Table 7

Variable	β	ΔR^2
Performance Goal	-0.075	0.012
Performance Avoid Goal	-0.21**	0.069
Mastery Goal	0.26**	0.093
Mastery Avoidance Goal	-0.38**	0.12

Conclusions:

- H01: There is no Impact of Mastery-Approach Orientation on the Intrinsic Motivation of Millennials Employees at Electronic Health Solution (EHS).
The Null Hypo. is rejected : Mastery-approach was positively correlated with the Intrinsic Motivation Of Millennials Employees at Electronic Health Solution (EHS). ($r=0.28, P=0.004^{**}$).
- H02: There is no Impact of Mastery-Approach Orientation on Quality Performance of Millennials Employees at Electronic Health Solution (EHS). .
The Null Hypo. is rejected: Mastery-approach was positively correlated with Quality Performance Of Millennials Employees at Electronic Health Solution (EHS). ($r=0.215, P=0.03^*$).
- H03: There is no Impact of Mastery Avoidance Orientation on The Intrinsic Motivation of Millennials Employees at Electronic Health Solution (EHS).
The Null Hypo. is rejected : Mastery Avoidance was negatively correlated with Intrinsic Motivation Of Millennials Employees ($r= -0.519, P=0.000^*$).
- H04: There is no Impact of Mastery Avoidance Orientation on Quality Performance of Millennials Employees at Electronic Health Solution (EHS). .

The Null Hypo. is rejected : Mastery Avoidance was negatively correlated with Quality Performance Of Millennials Employees at Electronic Health Solution (EHS). ($r = -0.364$, $P = 0.000^*$)

Recommendations:

- Upon results, we paid companies' attention to such important concepts. To highlight that, focus should be on personal trainings, on recruitment processes. We shared the survey with the companies as a reference, in case they wanted to repeat the study and to make it exclusively to all.
- We recommend digging deeper in performance achievement orientation type, and increasing the measuring items used in-order to have more significant results for this type of achievements' orientation .
- We recommend doing the same with a larger sample size and watch for results.

Future Research: In this paper, we used only four companies Electronic Health Solution (EHS), Mawdoo3.com, Amman Drug and Trading Company Ltd (ADATCO) and Zein Group Telecommunications (ZGT) to deal with the impact of achievement orientation types on intrinsic motivation and quality performance of millennials employees at their companies. First, we hope other researchers would tackle the same variables with companies other than the ones we dealt with. Moreover, we wish we could replicate this study in the future with the same companies and the same employees to check whether we can get the same results.

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