Public Service Motivation and Practical Implications in the Higher Education Sector

Hikmat[1]*, Halimah Abdul Manaf[2], Sirikanya Seti[3], Evi Satispi[1], Izzatusholekha[1], Maya Puspita Dewi[1]
[1]Faculty of Social and Political Science, Universitas Muhammadiyah Jakarta, Indonesia
[2]School of Government, Universiti Utara Malaysia
[3]Faculty of Political Science and Public Administration, Rajabhat Mahasarakham University, Thailand
Corresponding email: hikmat86@gmail.com

Abstract: The purpose of this study is to discuss the concept of public service motivation (PSM) among lecturers in tertiary institutions. This study focuses on studying how existing literature represents the understanding of faculty members about PSM in the context of higher education. The method used in this study is the systematic review method, which is a comprehensive review driven by protocols and data synthesis that focuses on a topic or related key question. PSM has a significant positive impact on higher education and public services. PSM has a positive effect on public services, learning experiences, and community development. The results of this study provide a detailed understanding of PSM and their significance in the field of higher education. Furthermore, the implications of these findings will be discussed in relation to the direction of future research and practical implications for the higher education sector. The period of implementation of this research will depend on the number of papers analyzed and the complexity of literature synthesis.

Keywords: Motivation of public services, Higher education, Systematic review

INTRODUCTION

Higher education is the important pillars in the development of a nation's community (Suardi et al., 2021). Good university governance (GUG) is one of the important elements in the transformative landscape of academia (Ngindana et al., 2020). GUG is the structure and process in which an organization is directed and controlled to achieve its goals (Risanty & Kesuma, 2019), including in the private, semi-private, and public environment. It is an important element in the reform of higher education in Indonesia, which promotes academic advantages, financial responsibilities, and justice while fostering a culture of inclusiveness and innovation in university arrangements (Yang, 2023). As Trinh (2023) highlighted higher education plays a role for developing high-quality, competitive human capital, which is required to navigate the complexities of today's global concerns.

Higher education is not only educational institutions that are responsible for conveying knowledge and skills to their students, but also have broader social roles and responsibilities towards the general public (Coelho et al., 2022). Prapanca et al. (2020) remarked that higher education is expected to carry out their social responsibility for the community. One critical aspect in the efforts of universities in making positive contributions to the community through the implementation of quality public services. Prysmakova (2021) emphasized that the realization of

quality public services is dependent on how strong the motivation of public service providers.

Motivation to serve the quality of the community is known as the motivation of public services or subsequently written by public service motivation (PSM) (Gupta et al., 2021). This concept includes the encouragement and desire of individuals to serve the community well, beyond their formal duties and responsibilities (Duan et al., 2023). PSM reflects the enthusiasm and commitment to have a positive impact on the community, and encourage public service providers to make maximum trying for the sake of mutual prosperity (Kim, 2021).

PSM is a concept that has been studied in the fields of public administration and psychology. One of the key theories related to PSM is a process theory, which suggests that PSM is developed through the socialization process (Duan et al., 2023). PSM produces a higher level of organizational identification and leads to a higher level of performance because civil servants view the fate and results of the organization as their own fate (Miao et al., 2019). When individuals have high motivation, they show greater enthusiasm and commitment to fulfilling their responsibilities Arshad et al., 2021). In line with Worth et al. (2020), employees who have high PSM levels tend to have value suitability with the organization where they work, thereby increasing their commitment to the organization and encouraging them to carry out the behavior of members of the organization such as helping colleagues or take initiatives outside their duties to support organizational purpose (Jin et al., 2018).

In other words, PSM in the context of higher education is considered an important role in improving the quality of public services (Santos et al., 2020). Individual motivation to contribute to the community and the environment can encourage universities to develop and implement effective social responsibility programs (Worth et al., 2020). This is because lecturers or college employees who have high PSM levels tend to have greater motivation to provide quality public services (Jin et al., 2018).

In general, the literature on PSM emphasizes its role in driving performance, enhancing organizational outcomes, and attracting individuals to public sector roles based on values such as social responsibility, civic duty, and self-sacrifice (e.g., Karolidis & Vouzas, 2019; Schäfer et al., 2023). Through this research, it is expected to contribute to understanding the background and PSM itself in designing an effective strategy to promote PSM among public sector employees in improving the overall performance of the organization. Thus, this research aims to bridge this gap by providing a deeper insight into the conceptualization of PSM in the higher education environment. In particular, this research aims to answer some questions about how literature reflects the conceptualization of PSM in the context of higher education.

The structure of the article is as follows. The first section shows the introduction of public service motivation in higher education. The next section shows the methods used to gather the sample of records, along with an overview of them. The subsequent section presents the main findings on PSM, which are thoroughly discussed. The final section offers conclusions and recommendations for future study directions.

METHODS

Research Design
The object of this study is PSM in higher education. PSM includes several key principles that have become the focus of broad research. This is emphasized that PSM is consistent with a rational understanding of individual motivation, instead of being an alternative for them (O'Leary, 2019). To increase PSM in higher education institutions, it is important to focus on improving the quality of services, leadership, education costs, learning resource management, and overall learning environment (Esmene, 2020).

This study used the systematic literature review method, which is a comprehensive review driven by protocols and data synthesis that focuses on a topic or related key question (Mengist et al., 2020) which aims to minimize bias through a comprehensive literature search and by providing traces audit of reviewer procedures. In this case, the articles that have been. Review the conceptualization of PSM and its application in the context of higher education. This method involves structured and systematic steps to identify, review, and synthesize relevant literature in the specified research field (Munn et al., 2018; Keele, 2007).

Data and Procedures
Data and procedures in research refer to the methods and techniques employed to collect, analyze, and interpret information to address research questions or objectives. In this research, first, determine the question. Questions are arranged based on research objectives. The use of PICOC structures can help researchers formulate clear and concise research questions that identify the phenomena to be examined and guide researchers in every research step. The PICOC framework is generally used in evidence-based practices and clinical research to develop practical questions that are well-arranged and can be tested through scientific procedures (Keele, 2007). PICOC structure Population used in research can be seen in Table 1.

- Intervention: research variables
- Comparison: other aspects as a comparison
- Outcome: Results of interventions
- Context: Limitation (time)

Table 1. PICOC Structure

PICOC: Public Service Motivation at Higher Education	
Population	Public service, motivation, higher education
Intervention	The importance of motivation of public services in higher education
Comparison	The role of the motivation of public services in general
Outcome	The benefits of motivating public services in tertiary institutions
Context	Performance, and community satisfaction, Scopus, November 2019 – 2023

Source: Keele (2007)

The second step is, literature search. There are three main approaches to accessing research data. The first approach is through the publication of research

data as a separate entity contained in the repository. The second approach involves the issuance of research data together with the accompanying text documentation, which is often referred to as paper data. Finally, the third approach involves the issuance of research data as an enriched publication, which includes interpretive text besides the data itself (Riyanto et al., 2020; Pampel et al., 2013).

Figure 1 shows Data obtained through the Scopus database by entering the keywords "public_service" "motivation" and "education". The search results obtained several 212 articles. Third, data selection. To identify the feasibility of the data obtained, this study uses the following criteria.

- The data used is an article published in the 2019 - 2023 range
- Data obtained from https://www.scopus.com/
- Time for taking November 2023
- The data used are in the form of articles and those containing phrases (public_service), (motivation), and (education).
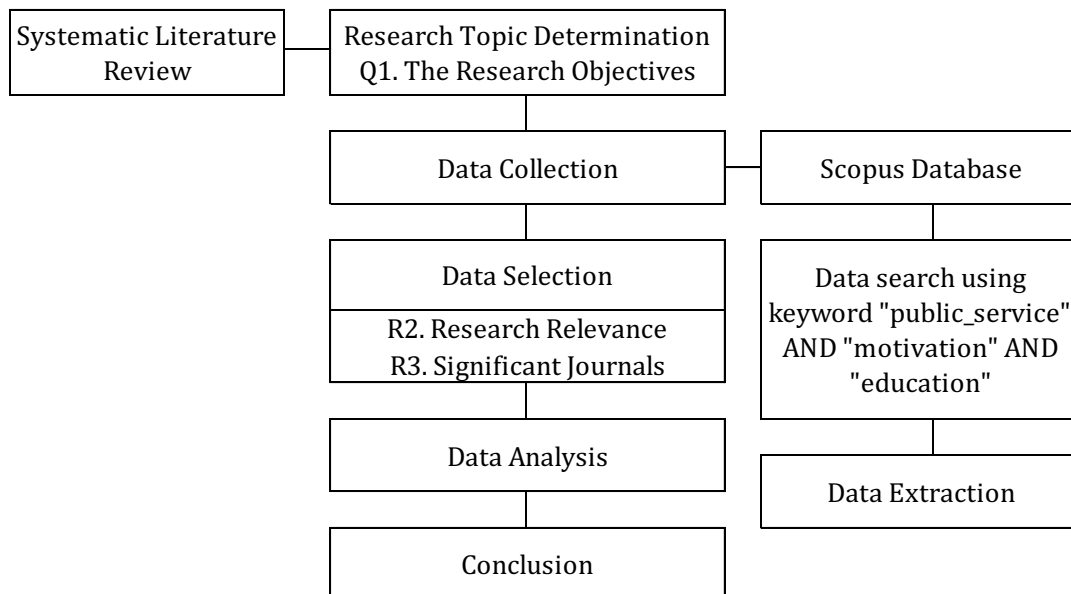

Figure 1. Conceptual Framework

Figure 2 shows the next step in the selection process, which involves evaluating the chosen articles based on the research objectives, filtering literature using inclusion criteria, and assessing quality to identify relevant papers. Articles eligible for inclusion will be those that specifically address the conceptualization of PSM and its application within higher education contexts. As previously mentioned, this study involved data from Scopus database. Using certain search strings, we involved 212 academic papers in this theme. Furthermore, we excluded 38 book chapter, proceedings, and editorial papers. Later, we evaluated the papers and removed 38 that lacks of PSM assessment. From the data selection process, 42 articles were obtained as the chosen ones. The detailed information of the process of inclusion paper is presented in Figure 2.
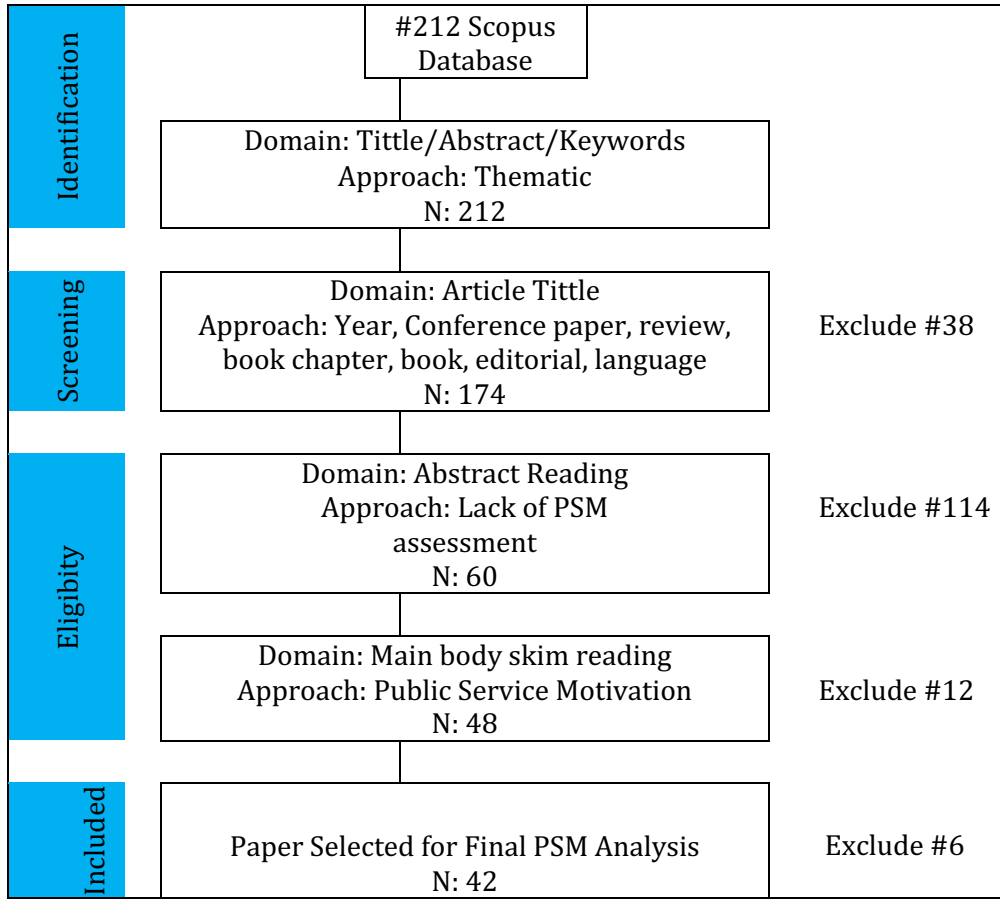
Figure 2. Literature Search Flowchart
Modified from Mengist et al. (2020)
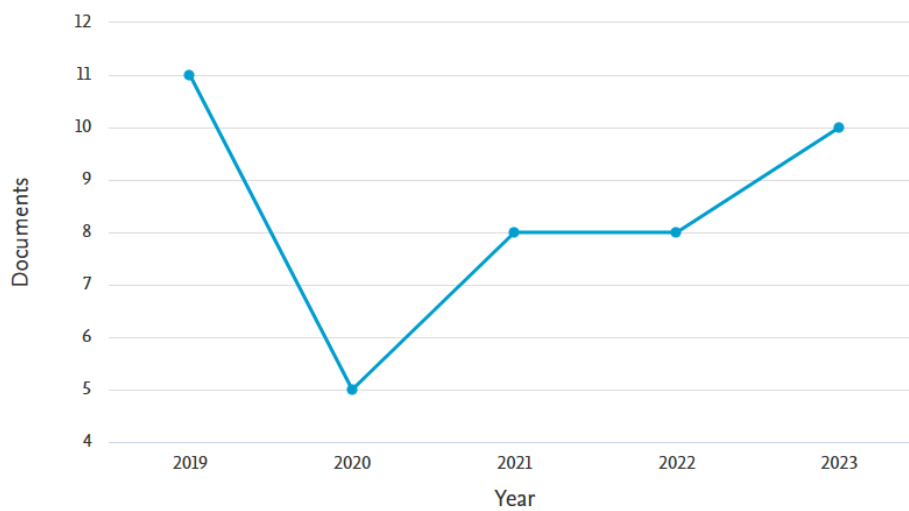
RESULTS AND DISCUSSION

Figure 3. Document by Year
Source: Scopus Database

Figure 3 illustrates the trend of document publications related to PSM over a period of several years. The data shows fluctuations in the number of publications across different years. The highest number of publications occurred in 2019, with a total of 11 articles. However, there was a significant decrease to only 5 articles in 2020. Subsequently, the number of publications slightly increased to 8 articles in both 2021 and 2022. In 2023, increase to 10 related articles.
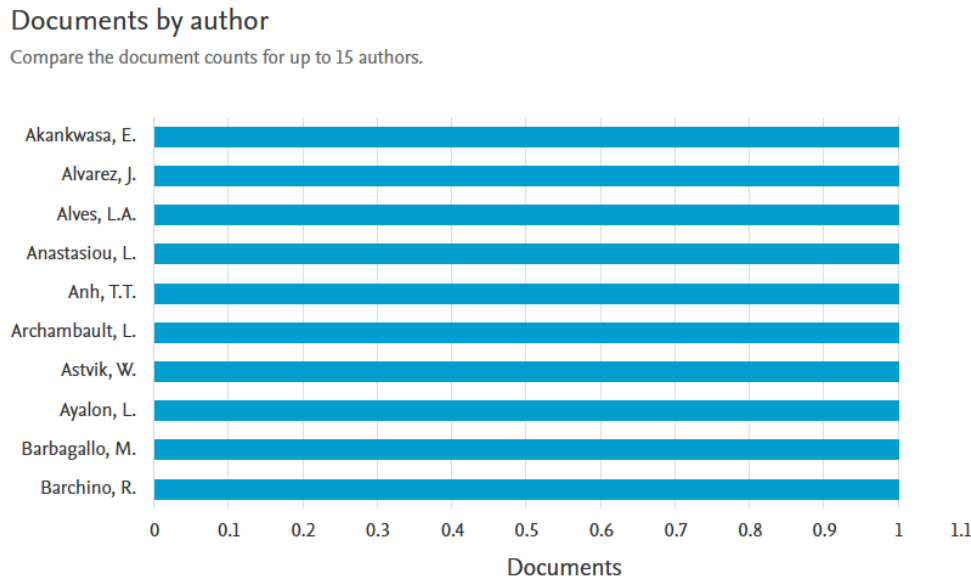

Figure 4. Document by authors
Source: Scopus Database

Furthermore, the 10 authors with the highest number of publications related to PSM between 2019 and 2023 are shown in Figure 4. All authors published 1 article related to PSM. Most studies confirmed that education promotes PSM. It implies that education, referring to formal learning experiences and professional development opportunities, is seen as a factor that enhances organizational performance (Junaidi et al., 2024; Kalogiannidis, 2021). Education initiatives are crucial for promoting public understanding and employee well-being affecting public service motivation (Florczak et al., 2023). Providing opportunities and practices for meaningful work, and recognition within jobs can enhance PSM among employees (Piatak et al., 2020). On the other hand, different professions within the public sector may have unique influences on PSM. For example, professions such as social work and education, are often associated with high levels of intrinsic motivation and a strong sense of duty to serve others. As stated by Hue et al. (2021) Faculty and staff who commit to the public interest will have more motivation in their work. This is in line with the findings by Lapuente and Van de Walle (2020), in motivation practices in public sector organizations, looks at the impact of professional ethos on PSM.

Discussion
This research aims to examine the concept of public service management (PSM) among faculty members in higher education institutions. The study focuses on investigating how the existing literature represents faculty members' understanding

of PSM within the context of higher education. As for the selection of articles in this study based on the relevance of its contents, consideration is given to the adaptation of research topics to the scope of the journal, the methodology used, and the contribution to knowledge about PSM. The importance of choosing articles based on themes lies in the depth and breadth of knowledge that can be acquired. Choosing themed articles is essential to advance knowledge in the discipline, promote a deeper understanding of phenomena, and contribute to the development of PSM interventions and strategies.

From a series of studies on PSM, it is revealed that the factors influencing PSM are highly diverse and involve various aspects, including the environment, professional practices, cultural comparisons, and their relationship with performance and organizations. Firstly, the influence of the environment and education on PSM becomes a significant highlight. The research by Tao and Wen (2023) and the work of Kim (2021) depicted how the environment and education significantly contribute to shaping PSM. Tao and Wen (2023) highlighted the crucial role of the family environment and classroom settings in shaping students' PSM. They assert that these factors form the primary foundation that shapes students' values, attitudes, and motivations toward public service (Purnomo et al., 2020). In this context, teachers are also recognized as vital agents in the socialization process that shapes students' PSM.

Meanwhile, the research conducted by Kim (2021) emphasizes that leadership experiences and social aspects during schooling have a significant impact on the formation of graduates' PSM. The findings demonstrate how schools are not only places for academic learning but also environments that influence the moral development, values, and spirit of public service among their graduates.

These studies indicate the significant relevance of education in shaping public service motivation. They underline that the environment and experiences during the educational phase not only influence knowledge and skills but also values, attitudes, and motivations related to public service. The work environment or job demands have a significant impact on how individuals perceive their responsibilities towards society and how they carry out public service tasks. In this regard, the role of teachers and the educational environment is crucial as primary drivers in shaping students' and graduates' PSM (Trinh, 2023).

Secondly, the role of practices and professions in PSM has proven to be significant. Research conducted by Ward and Miller-Stevens (2021) provided an overview of the role of practices and professions in PSM. They found consistency in PSM among members of non-profit organizations, indicating a set of common values and motivations among them. However, these findings also highlight differences in the level of PSM based on the primary job sector, suggesting that specific factors within a profession or job sector can influence how PSM develops.

Other studies explore the relationship between Public Service Motivation (PSM) and innovation practices in the public sector. This research emphasizes that public policymakers should invest in actions that enhance PSM (Rosa et al., 2020). On the other hand, research by Sarnacchiaro et al., (2019) and colleagues underscores that teachers' PSM has an indirect influence on their performance within the education system. This indicates that the public service motivation possessed by teachers can indirectly affect how they work and perform in the

educational environment. Thus, this emphasizes that PSM is not only a foundation of values but can also influence how individuals conduct their professions.

Studies related to PSM depict those practices and professions play a central role in shaping and influencing individuals' motivation in providing public services. The findings of these studies clearly indicate that the work context or profession can act as a primary factor influencing perceptions, values, and motivations related to the delivery of public services. The work environment or job demands have a significant impact on how individuals perceive their responsibilities towards society and how they carry out public service tasks. Additionally, the research also observes how professional ethics, leadership influence, and organizational culture can shape norms and values that motivate individuals to provide better service.

Furthermore, cultural and geographical comparisons also influence PSM. Yashaiya and Noh (2022) provided insight into how cultural and geographical comparisons affect PSM. Their findings indicate that ethnic identity has a significant impact on individuals' PSM, highlighting the importance of unique socialization factors in heterogeneous environments. This emphasizes that values, beliefs, and views related to public service can be influenced by an individual's culture and cultural background.

On the other hand, Jiang (2022) study demonstrates differences in the impact of teachers' PSM in Estonia between urban and rural areas. These findings emphasize the relevance of geographical location in shaping PSM. These differences suggest that different environmental factors, such as community needs, resource availability, or local culture, can affect how individuals in different geographical locations develop and express their PSM. These studies underscore that cultural and geographical differences play a crucial role in shaping individuals' PSM. They indicate that these factors not only affect individuals' perceptions of public service but also how individuals interact and dedicate themselves to community service, which is likely influenced by the cultural and geographical context of where they are.

Finally, the strong correlation between PSM and organizational performance and adaptation is a significant finding. The study conducted by Hue et al. (2023) highlights the close relationship between PSM and organizational performance and adaptation. Their findings indicate that individuals with high levels of PSM tend to demonstrate better organizational behavior in the workplace. This suggests that individuals driven by public service values are more likely to show high commitment, good collaboration, and positive contributions in the workplace.

However, research by Sułkowski et al., (2020) highlights that performance assessment can hinder the PSM of academics. This finding indicates that management practices, such as performance evaluations focusing on aspects that may not fully align with public service motivation, can create internal conflicts for individuals. This could pose a challenge for individuals with high PSM but confronted with assessment systems that inadequately consider or even contradict their values regarding public service. These studies indicate that PSM not only influences individual behavior in the workplace but also interacts with existing management practices. There is potential where performance assessment systems or management practices that do not align with public service values can create barriers in maintaining or developing individual PSM and may also impact organizational adaptation to these values.

From this series of research, the emerging picture suggests that PSM is not solely influenced by a single factor. Instead, the orientation towards PSM is influenced by the complex interaction of environmental, cultural, and educational factors. The interplay between these factors shapes and guides individuals' perceptions of public service values, and its impact is not only felt at the individual level but also significantly affects individual performance and organizational adaptation in diverse and dynamic contexts.

Environmental factors play a central role in shaping PSM. The environment provides a continuous socialization platform. Workplace interactions, for instance, can shape an individual's view of the importance of serving the community. Practices applied in the workplace become crucial elements contributing to shaping public service motivation. Particularly in the context of non-profit organizations, educational systems, or other professional environments, these practices encompass policies, work norms, and how organizations interact with the community. How an organization emphasizes public service values can be a key driver in shaping attitudes and behaviors related to public service.

Culture, whether in different ethnic or geographical contexts, has been proven to influence individuals' perceptions of public service values. This influence highlights the complexity of unique socialization in heterogeneous environments and the relevance of geographical location in shaping orientations towards PSM. Other factors such as the education system or other professional environments also contribute to shaping public service motivation. Education, as one of the primary socialization agents, plays a crucial role in shaping orientations towards public service. Educational experiences, from the perspective of formal curriculum to social experiences and leadership, have proven to be significant factors in shaping public service motivation among students and graduates.

The complex interplay between these factors forms a framework that provides a deeper understanding of the role of PSM in diverse contexts. This understanding is not only relevant to individual performance in their work environments but is also crucial in shaping organizational adaptation to these values, creating a strong foundation for balancing organizational goals and aspirations with public service values.

CONCLUSION

This research aimed to examine the concept of public service motivation (PSM) among faculty members in higher education. The study focused on assessing how the existing literature represents the faculty's understanding of PSM in the context of higher education. PSM has become a crucial issue in higher education because education, as one of the primary agents of socialization, plays a pivotal role in shaping orientations towards public service. Educational experiences, from formal curriculum perspectives to social experiences and leadership, have proven to be significant factors in shaping public service motivation among students and graduates. The intricate interplay of these factors forms a framework that provides a deeper understanding of PSM's role in diverse contexts. This understanding is not only relevant to individual performance in their work environments but is also vital

in shaping organizational adaptation to these values, creating a robust foundation for balancing organizational goals and aspirations with public service values. Overall, this research offers valuable insights into the role of PSM in higher education and provides actionable recommendations for policymakers, educational leaders, and faculty members to promote a culture of public service within academic institutions.

This enhances the quality of public services because faculty and staff driven by PSM actively engage in service-related activities, leading to improved public services. PSM also enhances students' learning experiences, with dedicated educators creating a high-quality learning environment. Furthermore, PSM fosters community development by encouraging faculty and staff to contribute to societal well-being, benefiting the community. In summary, PSM has a positive impact on public service, learning experiences, and community development. Furthermore, while this research highlights the positive impact of PSM on learning experiences, and community development, it primarily focuses on theoretical conceptualizations and literature review. Future studies could build upon these findings by conducting empirical research to evaluate the effectiveness of interventions aimed at promoting PSM among faculty members and assessing their impact on organizational outcomes.

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