



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

Master's Thesis of Public Administration

**Investigating Factors That Affect Employee
Intrinsic Motivation in the Public Sector
A Case of the Ghana Civil Service**

**공공부문 직원의 내재적 동기에
영향을 미치는 요인 연구:
가나의 공공서비스 사례를 중심으로**

August 2020

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Nyatepe, Makafui Afi

Investigating Factors That Affect Employee Intrinsic Motivation in the Public Sector

A Case of the Ghana Civil Service

Academic Advisor, Choi, Taehyon

Submitting a Master's Thesis of Public Administration

April 2020

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Makafui Afi Nyatepe

**Confirming the master's thesis written by
Makafui Afi Nyatepe**

June 2020

Chair Koo, Mingyo



Vice Chair Kim, Bonghwan



Examiner Choi, Taehyon



ABSTRACT

Investigating Factors That Affect Employee Intrinsic Motivation in the Public Sector A Case of the Ghana Civil Service

Makafui Afi Nyatepe

Global Master of Public Administration

Graduate School of Public Administration

Seoul National University

Scholars admit the need for motivation among employees, especially those in the public sector. Understanding employee intrinsic motivational factors can aid in successful attainment of organizational goals, however, little research has been conducted in the public sector regarding employee intrinsic motivation. This study investigates factors that affect employee intrinsic motivation of employees in the public sector. The objective is to find out if there is any association between autonomy, mastery, purpose and intrinsic motivation.

Autonomy is explained as the freedom to choose which task, team and exercising discretion in relation to one's work. Mastery element is concerned about the need to become better and perfect at doing a job and on the job. The last factor, purpose is refers to doing meaningful work that can impact society or community.

Drawing on Daniel Pink's elements of intrinsic motivation, it was hypothesized that autonomy, mastery and purpose were positively associated with intrinsic motivation. Also, based on a review of literature on intrinsic motivation and theories on factors such as autonomy, mastery and purpose, online survey was distributed to the sample, which comprise employees of the Ghana Civil Service.

The collected data was analyzed using regression analysis approach which showed the association between the dependent and independent variables. The results indicate that intrinsic motivation factors such as autonomy, mastery, purpose did not have positive influence on intrinsic motivation of employees in the Ghana Civil service.

Finally, the limitations of these findings and the theoretical and practical implications were discussed.

Key words: motivation, public sector motivation, intrinsic motivation, autonomy, mastery, purpose.

Student ID: 2018-26417

TABLE OF CONTENTS

ABSTRACT	i
Chapter 1: INTRODUCTION	1
1.2. Statement of the problem.....	2
1.1 Purpose of the study.....	4
1.2. Research objectives	5
1.3 Research question	5
1.4 Research hypothesis.....	5
1.5 Significance of study	5
1.6 Organization of the study	6
Chapter 2: LITERATURE REVIEW	8
2.1 Theoretical background.....	9
2.1.1 Maslow's needs theory	10
2.1.2 Herzberg's theory	12
2.1.3 Vroom's expectancy theory.....	12
2.1.4 X and Y theory	14
2.2. Public sector motivation	15
2.3. Extrinsic motivation.....	18
2.4. Conceptual framework	18
2.5 Intrinsic motivation	19
2.5.1 Autonomy	20
2.5.2 Mastery	22
2.5.3 Purpose.....	23
Chapter 3: METHODOLOGY	25
3.1 Introduction	25
3.2 Research design.....	25
3.3 Operationalization and measurement of variables	26
3.4 Secondary data.....	29
3.5 Primary data	29

3.6 Sampling technique.....	30
4.1 Introduction	31
4.2 Results	31
4.3 Sample characteristics	32
4.4 Factor analysis	34
4.5 Factor extraction, rotation and interpretation.....	36
4.6 Reliability tests	37
4.7 Descriptive statistics.....	38
4.8 Correlation analysis	40
4.9 Regression analysis	41
Chapter 5: SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND LIMITATIONS	45
5.1 Summary of research findings.....	45
5.2 Implications.....	46
5.3 Recommendations	48
5.4 Limitations	49
BIBLIOGRAPHY	50

LIST OF TABLES

<i>Table 1: Operationalization</i>	<i>26</i>
<i>Table 2: Measurements Items and Variables</i>	<i>27</i>
<i>Table 3: Demographic characteristics of respondents (N=100).....</i>	<i>32</i>
<i>Table 4: Variables included in factor analysis.....</i>	<i>34</i>
<i>Table 5: Result of Bartlett's Test and KMO.....</i>	<i>35</i>
<i>Table 6: Rotation matrix for dependent and independent variables</i>	<i>37</i>
<i>Table 7: Constructs after factor analysis.....</i>	<i>38</i>
<i>Table 8: Summary statistics, key variables, total sample, 100 observations</i>	<i>39</i>
<i>Table 9: Correlation between Intrinsic Motivation, control variables, autonomy, mastery and purpose</i>	<i>41</i>
<i>Table 10: R2: Regression between intrinsic motivation, gender, age, position, years of service and autonomy, mastery and purpose.</i>	<i>42</i>
<i>Table 11: Regression 2(R2): between intrinsic motivation and autonomy, mastery and purpose</i>	<i>44</i>

LIST OF FIGURES

Figure 1: Abraham Maslow's need theory	11
Figure 2: Expectancy theory	14
Figure 3: Conceptual framework model.....	19
Figure 4: Frequency distribution of responses.....	40

Chapter 1: INTRODUCTION

Human resources is one of the most important component of every institution and plays a key role in helping institutions achieve their goals, mission and vision and without these, public institutions would not be in existence. Institutions cannot build effective teams of working professionals without good human resources. As a result, several theories have been developed to understand the how organizations achieve their goals through the efforts of these employees, one of which motivation is a contributory factor.

The study of motivation involves activities that drive a person to perform the way they do. Individuals who are not moved by any inspiration to act are characterized as unmotivated, whereas those who are triggered towards an end are considered motivated (Ryan & Deci, 2000). In other words, motivated employees are likely to be creative and productive thereby producing good work quality as compared to unmotivated employees who to put in minimal efforts in carrying out their tasks. Understanding what truly motivates employees and the reason why they work as well as identifying their needs would lead to greater efficiency at workplaces.

Motivation is a key success factor, where motivation fails, an organization or institution either achieves minimal or no results. The extent to which employees are motivated at their workplace is an indirect interpretation of how they are managed by their heads. A well-motivated team of employees would work hard against all odds to ensure that set targets are achieved.

Usually, an employee, given all the available resources may still not perform as expected and this may be due to other underlying factor which the manager may not be privy to. Employees are the core of institutions and how they choose to work impacts directly or indirectly on overall service delivery and organizational performance. With this in mind, if an employee has a laid back approach toward carrying out a task or is not giving the needed attention to clients to whom they offer services, this may lead to a dissatisfied customer and unmet organizational evaluation targets.

This research seeks to mainly investigate the extent to which employees of the Ghana Civil Service are motivated with emphasis on intrinsic motivation. Additionally, it evaluates how intrinsic elements such as autonomy, mastery and purpose which are explained in the literature review stimulate these employees. This topic is worth examining since there are diverse opinions on internal factors which motivates people especially workers.

1.2. Statement of the problem

Research has focused strongly on the choice of public sector employment and the behavior of public servants at their work places. Recently, public sector motivation has begun to attract a lot of interest.

It is the concern of every administrative head to ensure that employees are giving off their best to achieve organizational goals. The environment in which these employees work, plays a very crucial role in how they carry out their duties. One group of people that cannot be left out on issues of motivation are street-level bureaucrats. The actions

and inactions of public sector employees and how they carry out their functions are triggered by both internal and external factors which could be innate or influenced by incentives provided by employers.

The Ghana Civil Service is an essential part of the executive arm of government and a major arm of the public services of Ghana. The Civil Service was the main instrument of British imperial policy whose main functions were: maintenance of law and order, imposition and collection of taxes and exploitation of the rich mineral deposits and other natural resources of the colony (The office of Head of Civil Service, 2018). The Ghana Civil Service, as stipulated in the Civil Service Law, 1993 (PNDCL 327) is a body under the Public Services Commission of Ghana and comprises service in a civil office of Government. Ghana's 1992 Constitution provides that the President, upon advice from the Public Services Commission, appoints a public officer to the Head of Civil Service. At the apex of the civil service structure is the Civil Service Council to whom the Head of the Ghana Civil Service is answerable. Other employee groups are the administrators, technical officers as well as staff working in specialized units.

The Ghana Civil Service over the years has been faced with a challenge of low quality of service delivery by employees and this has become a concern to many especially the citizen who are the substantial beneficiaries of services offered by civil service employees. Calls for Ghanaian civil servants to improve their quality of service delivery has been ongoing severally. This comes against the backdrop that there has been a gradual decline in the performance of Ghana's Civil Service sector. High

productivity will consequentially lead to improved socio-economic development, thereby, improving the wellbeing of citizens.

The President of Ghana in His State of the Nation's Address in 2013 reiterated the need for improved efficiency in the Ghana Public Sector. According to (Asamoah, 2013) he mentioned that, it was time for serious rethinking about the level of wages in relation to national competitiveness and related productivity issues. Ghana's public sector has the highest proportion of the labor market, making it a very important resource to the development of the country.

Various literature and studies carried out on motivation among public sector employees have mostly been limited to both extrinsic and intrinsic motivation or majorly on extrinsic motivation. However, far too little attention has been paid to intrinsic motivation although this may be an important factor that drives the motivation of employees. In recent times, new models for assessing intrinsic motivation have been developed by some authors but there have been relatively few research conducted to ascertain how these factors influence employees in the public sector. The objective of this research therefore is to investigate these intrinsic motivation factors among employees of the Ghana Civil Service.

1.1 Purpose of the study

This study seeks to investigate factors that affect intrinsic motivation based on elements such as autonomy, mastery and purpose among employees of the Ghana Civil Service.

1.2. Research objectives

The objectives of this research are to investigate intrinsic motivation elements such as autonomy, mastery and purpose among employees in the public sector. Emphasis will be on evaluating whether employees of the Ghana Civil Service are motivated by these intrinsic factors.

1.3 Research question

1. How does work autonomy influence intrinsic motivation of employees in the Ghana Civil Service?
2. Is individual and work mastery a factor of employee intrinsic motivation in the Ghana Civil Service?
3. Does purpose influence the intrinsic motivation of employees in the Ghana Civil Service?

1.4 Research hypothesis

- H1: Work autonomy positively influences motivation.
- H2: Individual and work mastery positively influences intrinsic motivation of employees in the Ghana Civil Service.
- H3: Individual purpose positively influences employees' intrinsic motivation in Ghana Civil Service.

1.5 Significance of study

Existing researches and literature on intrinsic motivation have been carried out in the European and Asian country contexts and with focus in the private sector. The scope

of this research will however be on government sector employees in Ghana which is located in Sub – Saharan Africa.

As previously stated, the government of Ghana is making conscious effort at improving service delivery of public sector employees in Ghana, therefore, the findings of this study will redound to the benefit of the Ghana Civil Service which is a key government functioning institution considering that it plays a vital role in the implementation of policies and programs through its daily interaction with citizens.

The demand for improved service delivery is a justification for the need for well-motivated workforce. With much attention on extrinsic motivation to the neglect of intrinsic factors, this study will guide administrators to gaining a better understanding on how to enhance intrinsic motivation of staff thereby achieving many desirable outcomes such as better performance, and ultimately institutional goals. Additionally, this research will aid institutional heads in the formulation of intrinsic motivation awareness programs and incentives.

Consequently, intrinsic factors such as autonomy, purpose and mastery are important for employees and worth investigating to identify the extent to which these needs differ among employees.

1.6 Organization of the study

This research comprises five (5) chapters. The introduction, literature review, the research methodology, the findings and analysis and lastly, conclusions.

Chapter One, introduces the background to the study specifically the problem statement, the objectives, research questions, hypotheses, the significance of the study, the justification, the scope of the study and the operational definitions.

The second chapter moves on to review existing related literatures. Here, definitions on major theories on motivation, public sector motivation, extrinsic motivation, intrinsic motivation and finally Daniel Pink's three (3) elements of intrinsic motivation would be discussed and reviewed.

Chapter three, describes the methods used in this investigation which comprise the research design, sampling and the techniques employed in collecting data.

Chapter four examines the findings and provides analysis of data gathered from respondents

Finally, the fifth chapter provides a summary of the findings, limitations to the research and recommendations.

Chapter 2: LITERATURE REVIEW

This research seeks to investigate factors of intrinsic motivation of employees in the Ghana Civil Service.

Research in public service motivation has substantially increased overtime, however, few of these researches have been concerned with the actual cause of this phenomenon. This literature review will discuss traditional motivational theories such as those of Abraham Maslow, Vroom, and Herzberg since they involve elements of intrinsic and extrinsic motivation. However, emphasis will be placed on Abraham Maslow's needs theory, Herzberg's two factor theory, Vroom's expectancy and McGregor's theories which have become introductory points for ideas related to intrinsic motivation. Intrinsic and extrinsic motivation will also be described. Finally, Daniel Pink's intrinsic motivation elements such as purpose, mastery and autonomy will be explained in detail. These theories will give further insights on intrinsic motivation.

This literature review discusses traditional motivational theories such as intrinsic motivation, public sector motivation, and how elements of intrinsic motivation promoted by Daniel Pink (2009) who transformed and gave a better understanding of intrinsic motivators.

2.1 Theoretical background

Several studies have revealed that motivation is an important construct in predicting the professional success of individuals. The concept of motivation refers to forces which induce people to behave in a manner that will ensure the fulfillment of a particular human need at a particular time. William G. Scott, defines motivation as human action driven by a need at a particular time. The aftermath of institutions operating without any intent of motivating its employees are very tragic which can lead to a collapse of the institution. Individuals have varying mixture of their own strength and needs, some are driven by the desire to achieve set targets while others are focused on security (Dobre, 2013). Finding out what motivates employees is very necessary to enhancing organizational performance although this can be a huge hurdle. In the absence of motivation it would be difficult to achieve many tasks. For some employees, factors such as praise and recognition are enough motivators for them to carry out their tasks and for others, external motivators such as incentives would be of great deal to them.

Keeping employees happy and motivated and productive requires understanding the impact of different types of motivators on members. Motivation can be categorized into intrinsic (internal) and extrinsic (external) motivation.

Dwight D. Eisenhower, a former American General and statesman, simply defines motivation as “the art of getting people to do what you want them to do because they want to do it”. Human motives define the extent to which they put in efforts in carrying out their activities, that is, the reasons for which people do the things they

do are backed by underlying intentions which could be internal or external. These behaviors could be associated with positive or negative feelings of interest, enjoyment and satisfaction (Sansone & Harackiewicz, 2000).

2.1.1 Maslow's needs theory

Abraham Maslow's theory of needs hierarchy implies that individuals prioritize their needs according to the level of importance. Maslow's first contribution conceptually categorized human needs into five groups, and then put them in order. According to his theory, a higher need will not appear until the lower need is fulfilled. Once a need is fulfilled, a lower need will not appear anymore, which means the order of the hierarchical needs is irreversible (Im, 2017). The basic needs are physiological needs such as food, clothing and shelter. Next is the safety and security needs. Maslow's third need on his hierarchy is the social need and lastly self-actualization need which talks about the desire to accomplish or leave behind a legacy.

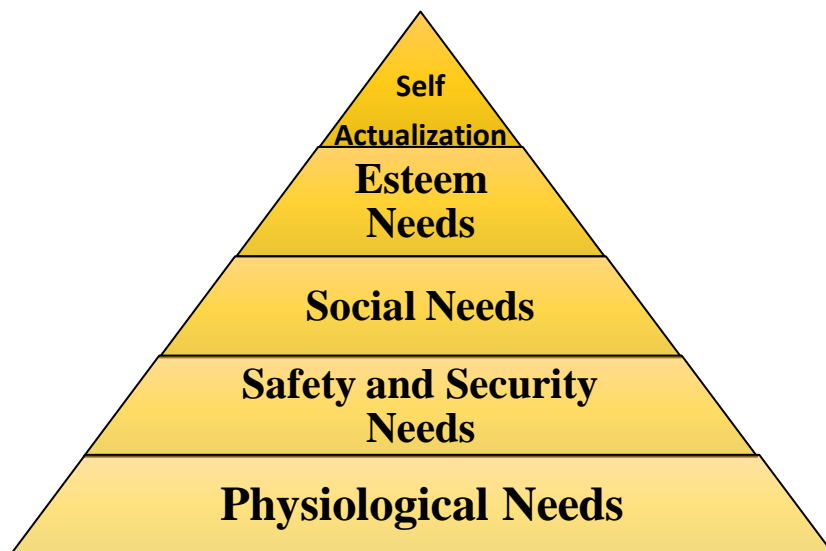
“Managers use Maslow's hierarchy to identify the needs of their staff and help them feel fulfilled, whether it's by giving them a pet project, a fancy job title or flexible working arrangements, so they can pursue their interests outside the workplace” (Kremer & Claudia, 2013).

At the workplace, employees need to earn enough to be able to cater for basic needs such as paying their bills, provide food and clothing for themselves. Employees also want to feel a sense of belongingness at their workplace and this may be in the form of recognition, rewards and incentives. “The higher the need, the lesser imperative

for sheer survival, the longer gratification can be postponed, and the easier it is for the need to disappear permanently” (Maslow A. H., 1970).

In spite of the fact that Maslow’s model is still applied in recent times, it has come under several criticisms. Theoretically, this model is only effective in describing the behavior of individuals who have achieved a high sense of growth need because employees who oppose the idea of increasing their growth will not realize any physiological reaction to their job (Kaur, 2013). Other critics also are of the view that due to different cultural background, individuals may have other needs which have not been mentioned by Abraham Maslow and for which they are ready to sacrifice some of these needs.

Figure 1: Abraham Maslow’s need theory



Source: (Maslow A. H., 1943)

2.1.2 Herzberg's theory

Herzberg et. Al (1959) introduced the hygiene and motivator theories also known as two factor theory. According to Frederick Herzberg, there were five features of work that bring about satisfaction (motivators). Herzberg's theory is closely related to Abraham Maslow's needs theory of motivation. These are achievement, recognition, responsibility, the job itself, and advancement which can lead to increase in job satisfaction. On the other hand, hygiene factors such as work condition, salary, security, policies of the organization and supervision can lead to dissatisfaction. For example, the absence of good working condition and low salary level may lead to employees not performing well on their jobs.

Herzberg discovered that for employees to be motivated, they must take responsibility for the outcome of the job which. This sense of feeling pushes them to give off their best in order to derive internal satisfaction as well as achieve organizational goal. The underlying principle of Herzberg's theory was what people work for, how they feel and react towards the job they do.

Many writers have challenged Herzberg's two factor theory on the grounds that it assumes every individual will react in the same way given the same situation.

2.1.3 Vroom's expectancy theory

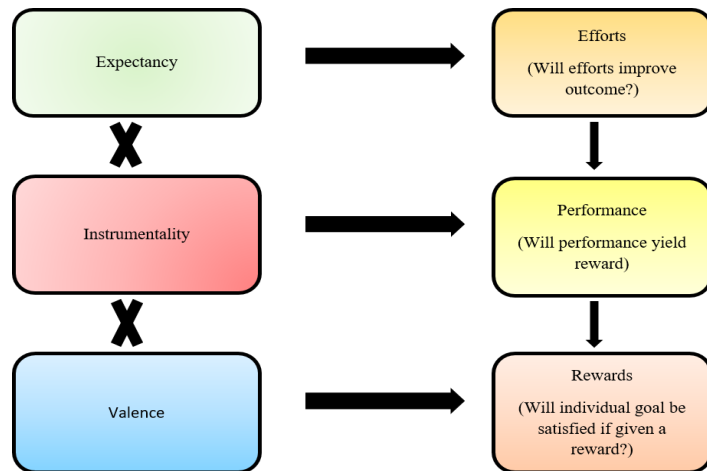
In his book, Work and Motivation (1964), Victor H. Vroom's expectancy theory places importance on the process and content of motivation. He suggests that an individual's desire to be motivated is guided by processes that governs their choices in the light of alternative forms of voluntary behavior. It is assumed at "the choices

made by a person among alternative courses are lawfully related to psychological events occurring contemporaneously with the behavior” (Vroom, 1964).

Vroom outlined a conceptual model for his expectancy theory. These are the concepts of valence, expectancy and instrumentality. On the concept of valence, Vroom explains that individuals have preferences among outcomes or states of nature at any given point. In his book, *Work and Motivation*, He emphasizes that “the strength of a person’s desire or aversion for them is based not on their intrinsic properties but on the anticipated satisfaction or dissatisfaction associated with other outcomes to which they are expected to lead” (Vroom, 1964). In essence, the extent to which individuals will perform their task is dependent on their expected outcome which is mostly in the form of external rewards. Employees, may seek to carry out their tasks effectively with the expectation that it will lead to a reward such as rise in salary or promotion.

The concept of expectancy explains the extent to which a person derives an outcome which does not only depend on their choices but as a result of circumstances beyond the person’s control. In this instance, decision making is mostly influenced by some elements of uncertainty and whether or not they are attractive to the individual. Lastly, in contrast to the valence and expectancy, instrumentality is also of the perception that individuals perform their task based on the rewards they are likely to receive from their employer even if they do not meet performance targets (Chiang & Jang, 2008).

Figure 2: Expectancy theory



Source: Author

2.1.4 X and Y theory

Douglas McGregor attempts at finding out the reasons underlying human activity at work gave rise to the concept of “X” and “Y” theory. In his book, “The Human Side of Enterprise”, McGregor looked at various approaches to managing people in institutions. He is of the view that the success of a manager’s supervision, with the ultimate aim of achieving set goals is dependent on his or her attempts to manage or influence others (Robinson, 1998). McGregor outline two theories of how managers view and treat employees.

Theory X is assumes that in order to get the job done, people need to be coerced, controlled , directed and even threatened as a form of punishment since the average human dislikes work and avoids taking responsibility.

In contrast, Theory Y emphasizes that people knowing what they would achieve upon completing a task is enough reward for them, they stay committed to their task and work in line with set objectives. It must be noted that, this reward is not necessarily financial. In other words, people by nature are not lazy and can easily be self – directed if motivated properly. Theory Y requires a soft approach which emphasizes that managers should fully understand the attitudes of their employees instead of adopting the theory X management style (Im, 2017).

2.2. Public sector motivation

Research on public service motivation emerged in the 1980s until it was developed fully in the 1990s by Perry and Wise which gave its first conceptual definition. For the purpose of this research, public sector is understood as organizations or institutions that are owned and managed by government and they exist to provide services to the public, especially citizens of the state. Public sector motivation can be understood as underlying motives that influence the attitude of employees towards their work in public institutions and organizations (Perry & Wise, 2000). The concept of public is a field of administration which is conducted under the rule of public law, that is, technical procedure enables fulfilling the requirements of public interest.

These motives refer to “psychological deficiencies or needs that an individual feels some compulsion to eliminate” (Perry & Lois, 1990). Since the beginning of public administration, several scholars have expressed a lot of interest on drivers of motivation for public sector employees.

Systems based on monetary incentive have been a core component of public organizations although scholars continue to debate on this. Organizational use of these incentives is as a result of the assumption that it would increase employee productivity and performance since the public and private labor force have similar characteristics. On the other hand, this may not always be the case, as some school of thought are of the view that incentives tend to rather decrease employee motivation.

Perry and Wise affirm that individuals are attracted to public institutions as a result of self-interest that is, advocating for the implementation of public policies, social equity and emotional attachment. What accounts for an individual to choose to work in the public sector may vary from what led the other person to also work for the government. Therefore individual career choices are associated with their internal or external needs and motives. Scholars such as Perry and Wise (1990), Naff and Crum, 1998 and Gabris and Simo (1995) have also indicated that most public sector employees especially those at the lower level only work as a means of survival and not an attraction to the sector.

In the public sector, employees can be highly motivated to work out of curiosity and interest or because they want to seek the approval of their superiors. Additionally, they could be motivated to learn new skills because they understand their potential value or because their skills would yield good results (Ryan & Deci, 2000).

In Ghana, the term public sector encompasses central government ministries, non – ministerial departments and “sub vented organizations” as well as public and state

owned enterprises engaged in the production and sale of goods and services. Some well-grounded generalizations suggest that public sector employees in Ghana are less motivated than those in the private sector. On the contrary, also generally true, is the level of security enjoyed by public sector employees.

The introduction of reforms such as that of the Civil Service Reform Programme which was based on the recognition that there had been a decline in the effectiveness of the Ghana Civil Service due to low and imbalance between wages and other inadequate legislative framework enabled the Government to seek the assistance of external consultants to aid in a programme to strengthen the management of the Civil Service in five key areas, of which salary was not left out.

However, it has been observations suggest that salary reform has contributed very little to enhance motivation level of the public sector employees. Salaries of public employees especially those in the Ghana Civil Service is just a small fraction of those paid in the private sector with similar roles and job description. This could be the resultant effect of tight budgetary constraints on government and other external conditional ties. Again, in a country where the basic needs of survival have not been generally met, issues of pay and promotions would have greater weight on the motivation of workers. Ghana provides fewer incentives to employees as compared to those of the private sector. This leads to the assumption that employees in the public sector are motivated by intrinsic motives rather than extrinsic which is confirmed by (Perry & Lois, 1990) who mention that individuals who work in the public sector are motivated by the desire to serve and contribute to society.

2.3. Extrinsic motivation

Extrinsically motivated individuals, engage in their work because of the associated benefit that would be derived apart from the work itself which in most cases are financial rewards. As discussed in the motivational theories, it can be deduced that extrinsic motivation is attributed to Abraham Maslow's needs theory.

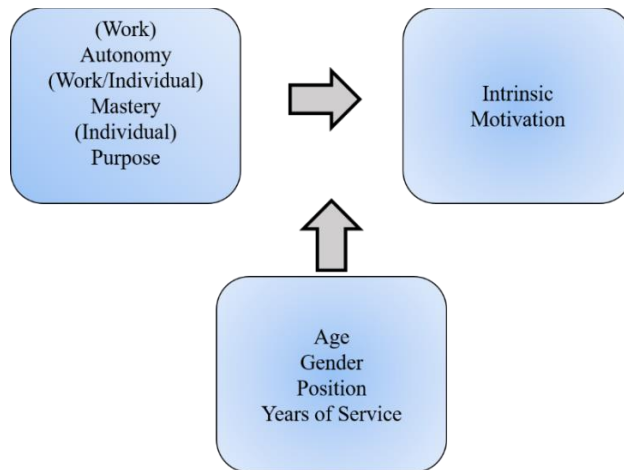
Theorists are of the view that the most important way of motivating employees is by providing extrinsic rewards. These rewards tend to be tangibles or financial and usually in the form of salary increment, promotion or bonus. Extrinsic rewards are usually determined by superiors or the head of institutions. In essence, extrinsically motivated employees do things with the intent of receiving a reward when the task is accomplished. Performing well at a given job or task is not based on the employee's sense of satisfaction or achieving organizational goal but rather to receive a compensation. (Deci & Ryan, 2002), assert that extrinsically motivated are undertaken to attain an expected end that is separate from the actual behavior.

2.4. Conceptual framework

For the purpose of investigating factors of intrinsic motivation on employees, this conceptual framework provides concepts and theories on elements such as autonomy, mastery and purpose affect intrinsic motivation of workers. This framework as illustrated in Figure 3 gives a fundamental description of this relationship. According to (Adom, K, & Adu, 2018), the conceptual framework seeks to make the findings of the research more meaningful to the constructs of theory and ensures generalizability (i.e. results of the research can be used for a larger group of people or situations).

The conceptual framework explains the foundation for focusing on specific variables for the study.

Figure 3: Conceptual framework model



2.5 Intrinsic motivation

Intrinsic motivators are rewards that are not based on performance and do not necessarily need money to sustain them. These motivators are inherent in individuals and are likely to have deeper and long term effect. In empirical tradition, psychologists are more apt to refer to the non- drive based motivation as intrinsic motivation, suggesting that the energy is intrinsic to the nature of the organism (Deci & Ryan, 1985). Intrinsically motivated individuals are driven only by internal rewards derived out of a natural satisfaction.

Ryan and Deci again define intrinsic motivation as undertaking an activity for its innate satisfaction rather than for other external results. Individuals grow in knowledge and skills if they are allowed to act in their own natural interests which makes intrinsic motivation a key tool for social, cognitive and physical development

(Ryan & Deci, 2000). Intrinsically motivated employees usually desire steady employment where they have personal relationships with their colleagues and would want to develop their skills in line with their job description (Kreps, 1997). While some workers are stimulated by challenging tasks, others are also interested with their ability to help others and their community.

Deci uses the “free choice” measure in defining motivation. In one of his studies, participants were given a task in exchange for a reward over a planned period and when the time was over, they were left in the experimental were told to do as they chose until the experiment was over without any reward. So they had the option to either continue working before the reward part of the experiment or they could choose to stop or engage themselves in other activities. Here, Deci deduces that those who chose to carry on with their task in the absence of any reward were intrinsically motivated and the more time spent at that task, the higher the level of intrinsic motivation.

Intrinsic motivation is a powerful driver of employee’s attitudes and performance which makes it distinctive, in that employees are motivated without rewards.

2.5.1 Autonomy

Autonomy is a feeling of choice in what one does and is not being controlled by others. Management is about walking around and ensuring that people are in their offices but creating the right conditions for employees to do their work (Pink, 2009). Scholars have suggested that people require freedom so that they can play with ideas in order to be creative. Autonomous motivation involves acting on one’s own accord

whereas controlled motivation involves behavior influenced by pressure and a demand from external forces towards achieving specific goals (Pink, 2009). It also means that people behave with a full sense of preference and choice. Employees should be able to decide what and how they would like to carry out their task, as long as it is in line with organizational objectives and results are achieved.

The self-determination theory by Ryan and Deci, posits that autonomous motivation is a reflection of the highest quality of regulation and some studies have shown that it yields to outcomes such as satisfaction, performance and commitment. Employees should be able to decide how to perform their tasks as long as they meet organizational goals. Also important is the time with which task should be completed. Autonomy motive in relation to employment is interesting and relevant for policy making (Gelderen & Jansen, 2006).

It is suggested that supervisors should stimulate autonomy as a form of intrinsic motivation and should give greater decision making power and responsibility to employees. The degree of autonomy will determine how persistent and employee will be in a task (Antonie, 2006). It is the task of human resource managers to identify elements of autonomy that are important for their workforce and to what extent (Deci & Ryan, 2010)

2.5.2 Mastery

Mastery is based on the need to improve or better ones skills. Pink opined that, compliance was very necessary to keeping people motivated. He however added that, the 21st century employee needs to become engaged and deeply involved in their work, only engagement can produce mastery (Pink, 2009). Individuals and for that matter employees want to get better at doing things. A sense of progress in capabilities but not the work alone contribute to building the inner drive of people.

In as much as compliance is essential for physical survival, it does more harm than good in achieving individual personal fulfillment. According to Pink, “living a satisfying life demands more than simply meeting the demands of those in control. Yet, in most institutions, greater attention is paid to compliance over engagement. Mastery requires that individuals have adequate knowledge about what they are doing and perfect at what they do. Pink describes this as ‘flow’. “In flow, goals are clear”, “feedback is immediate”. “The most important in flow is the relationship between what a person had to do and what he could do was perfect” (Pink, 2009). However, flow does not guarantee mastery although it is essential.

In the absence of mindset, pain and asymptote, mastery would not exist. The pursuit of mastery begins with the mindset. Employees may individually decide whether or not to be perfect in carrying out their tasks. What people believe shapes what they achieve. Employee beliefs about themselves and the nature of their abilities, determine how they interpret their experiences and can set the boundaries of what to

achieve (Pink, 2009). Attempt at achieving mastery come with so much effort and intense practice. Hence, mastery is painful, difficult, excruciating (Pink, 2009).

Mastery as an asymptote is in relation to algebra. As Pink describes it, just like a horizontal asymptote, it is impossible to fully realize mastery. In spite of this, it is also a source of enchantment which when pursued will give satisfaction.

2.5.3 Purpose

Pink describes purpose as doing things beyond what is normally expected with the aim of not only fulfilling the task itself but creating a sense of being in the long term. In order to achieve mastery and autonomy, purpose is required. Pink asserts that “autonomous people working toward mastery perform at very high level, but those who do so in the service of some greater objective can achieve even more” (Pink, 2009). Deeply motivated individuals overlook their desires to a greater cause than themselves and as such set goals and outline activities on how to achieve them.

Employees, in an attempt to achieve something greater than what their job has to offer are usually more productive and hardworking. They tie their personal goals to targets set by their organizations and institutions. Purpose driven staff derive greater sense of satisfaction if their output impacts the community or environment within which they work and therefore would want to give off their best. The long term goal is to make an investment to the bigger picture of the institution within which they work. Even in the face of adversity, there is a realization of human potential to have a meaningful and a life worth living (Ryff, Keyes, & Hughes, 2003).

Individuals have developed a sense of doing things beyond themselves and businesses have also begun to figure out the role of purpose among their employees (Pink, 2009). An institution's purpose differs from its mission and in recent times, employees, especially millennials desire to achieve a sense of purpose in their jobs (Petrova, n.d.).

Chapter 3: METHODOLOGY

3.1 Introduction

The main purpose of this study is to investigate the extent to which factors such as mastery, autonomy and purpose influence employee intrinsic motivation in the Ghana Civil Service. This chapter will detail the methodology by giving the research design, population, sampling procedures and the data collection instrument used in collecting the data.

3.2 Research design

A research design is a detailed blueprint about what to observe and how to analyze. This research will adopt the descriptive research design since it has been found appropriate for the study. The descriptive research describes data and characteristics of the population being studied. This design will enable the study to collect in-depth information about the population. Data collected from employees of the Ghana Civil Service. According to (Burns & Burns, 2008), in descriptive research, the research hypotheses will often exist, but they may be tentative and speculative.

In utilizing a descriptive design, a survey research in the form of a questionnaire would be used to gather information from respondents.

3.3 Operationalization and measurement of variables

Table 1 presented below shows questionnaire employed in the research in relation to the concepts and measurements. Questions on motivation factors such as autonomy, mastery and purpose were acquired from a survey by Active Leaders Association (Inner Active Leadership Associates Inc., 2011), with inspiration from Daniel Pink. Unfortunately, the researcher dis

Table 1: Operationalization

Concepts	Definitions	Measure
Intrinsic Motivation	Refers to an energizing behavior that comes from within an individual, out of will and interest for the activity without being inspired by any external rewards.	Recognition, achievement, challenging, personal growth, appreciation.
Mastery	Refers to the desire to improve one's skills better.	The right competence, experience and tasks, self-improvement, constructive criticism
Autonomy	Refers to acting with choice/discretion	Delegation, manage own time
Purpose	Refers to the desire to do something meaningful and important.	For own self, task and unit, change agent, meaning output

Table 2: Measurements Items and Variables

Measures	Items/Variables
EXTRINSIC MOTIVATION	If there is no tangible reward, I lose interest in the task I'm given.
	I work because I am promised a bonus after completing a task.
	My institution is fair regarding internal management procedures.
	My institution's activities matches its ethics and values.
	There is spirit of cooperation and teamwork in my institution.
INTRINSIC MOTIVATION	I work because my job is very important to me.
	I work because I find my job interesting/engaging.
	Without additional bonus/reward, I don't mind taking up a challenging task as part of my daily routine.
	My institution allows me to grow as a person and improve my self-confidence.
	I do not feel that the work I do is appreciated.
Autonomy	My position in my institution is very significant in the grand scheme of things.
	I would like to be given freedom over how I do my job while focusing on the overall institutional goal.
	I would to be allowed some degree of freedom regarding the time I report and leave work, how and when I do my work as long as I complete my given task.
	I would like to have autonomy over how I perform my task.

	<p>I would like to have autonomy to choose which team/group I work with.</p> <p>As a bureaucrat, the freedom to do great work and exercise my discretion is more valuable to me than a pay raise.</p> <p>Productivity would improve if allowed some degree of autonomy at your workplace?</p>
MASTERY	<p>Challenging tasks give me satisfaction.</p> <p>I feel internally motivated to become increasingly better at the work I do.</p> <p>I like to correct myself when I make mistakes while carrying out my task.</p> <p>I would like to receive regular, constructive and objective feedback at work from my supervisor.</p> <p>The work I do falls short of my capabilities.</p> <p>I want to be perfect at my work so I will devote my time and dedication in the absence of any external reward.</p> <p>I depend on myself to be the best at my job.</p>
PURPOSE	<p>I would like to contribute to my community and others through the work I do.</p> <p>I would like to do more tasks that make significant difference to my country.</p> <p>I would like my work to be more meaningful, i.e receive clear information about changes pertaining to my work and institution.</p> <p>My work allows me to grow and develop as a person.</p> <p>My work gives me a feeling of accomplishment. To a greater extent my work is just another way to make a living.</p>

Note* measured on a 5-point Likert Scale

3.4 Secondary data

This research seeks to investigate factors that affect intrinsic motivation among employees of the Ghana Civil Service. Therefore, secondary data on intrinsic motivation was discussed and analyzed with major focus on stimuli such as autonomy, mastery and purpose. Additionally, data was collected from journals, articles, books as well as academic studies in order to build a strong conceptual background and literature review for the study.

3.5 Primary data

Among options available to the researcher, the best approach for collecting primary data was the survey technique using questionnaire. The questionnaire was made it easy and possible to solicit information appropriate for the analysis from respondents. Items on the questionnaire were closed ended questions. A five pointer Likert Scale was used in the questionnaire to. Questionnaires were distributed, with a hundred percent collection and responses. The closed ended questionnaire consisted thirty (35) questions on demographic, general motivation (intrinsic and extrinsic motivation) and the three (3) elements of intrinsic motivation which were the main tools employed for the study.

After questionnaires were filled by respondents, a database was created in Microsoft excel. All statistical procedures were computed in Stata. Questions in the questionnaire were based on what had been discussed in the literature review and are

linked to an investigation of factors that affect employee intrinsic motivation in the public sector.

The study population in this study comprise public sector employees working in public institutions in Ghana. A sample was drawn from the population which refers to all possible cases of what is to be studied. According to a definition provided by (Babbie, 2013), “a sample is representative of the population from which it is selected if the aggregate characteristics of the sample closely approximate those same aggregate characteristics in the population”. For the purpose of this research, respondents were staff from different Ministries under the Office of the Head of Civil Service, Ghana. Position of employees ranged from senior management level to junior staff.

3.6 Sampling technique

The sampling technique which was chosen in carrying out this research is the non-probability sampling. This procedure does not afford any basis for determining the probability that each item in the population has a chance of being included in the sample (Kothari, 1990). This is due to the fact that the exact population size is unknown and difficulties in adopting the random sampling. Thus, the convenience sampling technique under non- probability sample was adopted which implied that the units to be observed would be selected due to ease of access. Key Variables

Chapter 4: Findings and Analysis

4.1 Introduction

Chapter 4, presents a summary of the findings and analysis gathered from the online questionnaire. The data was summarized and presented using Stata Software program and comprised a sample size of 100 respondents

In line with the questionnaire, the findings are presented below. Demographic questions of respondents are from questions 1 to 5. Questions 6 to 9 are about extrinsic motivation while questions 11 to 16 are about intrinsic motivations. Questions 17 to 22, 23 to 29, and 30 to 35 are related to autonomy, mastery and purpose respectively.

4.2 Results

Statistical results and measurements against the stated hypotheses of the research will be presented in this chapter. To begin with, a brief description of sample characteristics is discussed and a summary of responses pertaining to extrinsic motivation is presented. Factor analysis is carried out to examine the exclusion of any variable for the final constructs in the analysis. Using the Cronbach's Alpha test, the constructs will be tested for reliability. A descriptive statistics and correlation analysis of respondents will be presented. Finally, correlation and regression models, which test the hypotheses that were established are shown.

4.3 Sample characteristics

The sample consists of a total of 100 respondents who are all employees of the Ghana Civil Service. The sample structure is presented in Table 3 and explained in the following paragraphs.

Table 3: Demographic characteristics of respondents (N=100)

	Variable	Frequency	Percentage %
Gender	Male	57	57
	Female	43	43
Age	21 - 30	22	22
	31 - 40	60	60
	41 - 50	11	11
	51 - 60	7	7
Position	Senior Management Staff	29	29
	Management Staff	49	49
	Junior Staff	22	22
Years of Service	0 -1 years	7	7
	2 - 5 years	23	23
	6 - 10 years	42	42
	11 - 15 years	17	17
	16 -20 years	5	5
	above 21	6	6
Salary	Very satisfied	3	3
	Satisfied	6	6
	Neutral	30	30
	Dissatisfied	45	45
	Very dissatisfied	16	16

As presented in Table 3 above, 35% of surveyed employees were male while the rest were female. Possible reason for significantly higher number of males to females is because of the high ratio of male to female in the Ghana Civil service. Majority of respondents were aged between 31-40 years representing 60% of the sample. Also, for the purpose of this research, employees were divided into three work positions. From the table, it is seen that management staff were largely represented with a percentage of 49%.

42% of respondent's years in service range from 6 to 10 years, and the least percentage of employees have been working in the service for a year or less which represents 7% of the total sample. Salary is another variable that is worth mentioning because of its influence on motivation although it was not considered in the statistical data processing. 45% of employees responded that they were dissatisfied with their salary and the least percentage of 3% of employees were very satisfied with their salary.

Questions 6, 7, 8, 9, 10 in the survey questionnaire were related to extrinsic motivation of employees in the Ghana Civil Service. Results reveal that 46% of respondents disagreed that they lost interest in their jobs if there was no tangible rewards with the remaining 54% strongly disagreeing, agreed, strongly agreed or just neutral. Also, 54% of the sample disagreed that they their reason for working was because they were promised a bonus after completing a task.

Again, 39% of respondents agreed that their institutions were fair regarding internal management procedures with the least percentage of employees of 5% strongly

agreeing. In addition, findings show that 48% of respondents agree that their institution's activities matched its values and ethics, only 6% strongly disagreed. Lastly, concerning teamwork, 55% of the sample agreed that there was a spirit of cooperation and teamwork in their places of work, however, 13% disagreed to this.

4.4 Factor analysis

Only questions based on intrinsic motivation, autonomy mastery and purpose were included in the factor analysis as this research seeks to investigate how these factors influence intrinsic motivation. The constructs and number of variables for the factor analysis are summarized in Table 4 below. (Gorsuch, 1983) and (Nunnally, 1978) recommends having a least five participants to a variable and sampling at least as many subjects as variables. However, researchers such as (Cattell, 1978) argue that the number of participants per variable can be three. Therefore, it is fair to infer that the sample size for this research is valid considering the number of variables. The number of respondents per variable is four (4) ie. $100/25=4$.

Table 4: Variables included in factor analysis

Intended Construct	Type	Number of Variables
Intrimotiv	Dependent	6
Auto	Independent	6
Mast	Independent	7
Purp	Independent	6

Factor analysis was utilized in constructing the new factors affecting intrinsic motivation in the Ghana Civil Service. It also shows whether or not respondents'

pattern of responses on a number of tests can be explained by a smaller number of fundamental factors (Streiner, 1994). To better explain the constructs under investigation, it is better to group items into a set of interpretable factors (Taherdoost, Sahibuddin, & Jalaliyoon, 2014).

In determining the factorability of the whole matrix Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling were used. The KMO is a measure of how suited the data is for factor analysis. According to (Netemeyer, Bearden, & Sharma, 2003), a KMO correlation above 0.60-0.70 is considered adequate for analyzing the factor analysis output. The lower the proportion, the more suited the data is for factor analysis (Kaiser & Barbara, 2010). Therefore, results for the Kaiser-Meyer-Olkin for this research is 0.6.14 which is within the required threshold. Based on the result, factor analysis conducted. Table 5 below provides details of the KMO results.

Table 5: Result of Bartlett's Test and KMO

Bartlett test of sphericity
Chi-square = 782.712
Degrees of freedom =300
p-value = 0.000
Kaiser-Meyer-Olkin Measure of Sampling Adequacy
KMO = 0.614

4.5 Factor extraction, rotation and interpretation

After confirming that the variables were satisfactory in conducting a factor analysis, all the 25 variables of the principal component analysis generated four factors based on the criterion for retaining Eigen values which requires those greater than 1.0. Upon determining the factors, they were rotated to minimize the complexity of the factor loadings make the structure simpler for interpretation (Pallant, 2005).

The factor matrix as shown in Table 6, illustrates that autonomy variables which have high factor loading load onto the first factor. Intrinsic motivation variables load onto Factor 2, however, purpose variable (“purp 34”) also loads onto this component. This could mean that there are similarities between intrinsic motivation and purpose constructs. Variables pertaining to purpose and mastery were loaded onto factors 3 and 4 respectively. Same assumption as factor 2 could be given as to why mastery variable (“mast 26”) was loaded under the third factors. It can be seen that Factor 4 loaded 2 items which (Raubenheimer, 2004) asserts that scales may have as little as two factor which justifies its inclusion in the analysis.

Table 6: Rotation matrix for dependent and independent variables

Variable	Factor 1	Factor 2	Factor 3	Factor 4
IntMotiv11		0.5138		
IntMotiv12		0.7198		
IntMotiv13				
IntMotiv14				
IntMotiv15		0.5238		
IntMotiv16				
Auto17	0.6641			
Auto18	0.7564			
Auto19	0.6876			
Auto20	0.6891			
Auto21				
Auto 22				
Mast23				
Mast24				
Mast25				
Mast26			0.5389	
Mast27				
Mast28				0.6883
Mast29				0.7664
Purp30			0.6313	
Purp31			0.752	
Purp32			0.5949	
Purp33				
Purp34		0.7687		
Purp35				

4.6 Reliability tests

Notwithstanding that constructs in this research were based on journal articles, it is still necessary to test the reliability of the scale because most of the constructs were rephrased to suit this research. One main issue pertaining to reliability is the consistency of the scale and a commonly used indicator for checking consistency is the Cronbach Alpha. Utilizing Cronbach's alpha is based on the assumption that to

some extent, scale items measure familiar entity which is preferably above a 0.7 scale. It relates to how items are averagely correlated with other items in the scale.

To create a reliable construct of multiple variables, a scale with Cronbach's alpha greater than 0.7 is required (Pallant, 2005). In contrast, (Hinton, Brownlow, McMurray, & Cozens, 2004) argue that an alpha score of, 0.5 to 0.75 is generally accepted as it indicates a moderately reliable scale, while a figure below this generally indicates a scale of low reliability. (Moss, et al., 2002) also confirms this by adding that Cronbach's Alpha over 0.6 are generally acceptable. Table 7, yielded results showing the construct, items and threshold scores for the independent and dependent variables with Cronbach Alpha ranging from 0.6 – 0.7.

Table 7: Constructs after factor analysis

Construct	Type	Number of Variables	Cronbach's Alpha
Intrimotive	Dependent	4	0.6977
Autonomy	Independent	4	0.7767
Mastery	Independent	2	0.609
Purpose	Independent	4	0.7154

4.7 Descriptive statistics

Intrinsic motivation is the dependent variable and its measurement variables are autonomy, mastery and purpose. Table 8 below shows the descriptive statistics related to intrinsic motivation and its factors as well as the control variables. The

analysis show that for the factors of intrinsic motivation the mean is 3.76 (SD = 0.61). Other variables in the model such as autonomy has mean value of 3.44 (SD=0.8), mastery with a mean of 3.9 (SD=0.71) and purpose 4.42 (SD=0.4). All survey questions were measured on a Likert scale of 1 to 5 with 5 being the highest (strongly agree) and 1(strongly disagree) being the lowest.

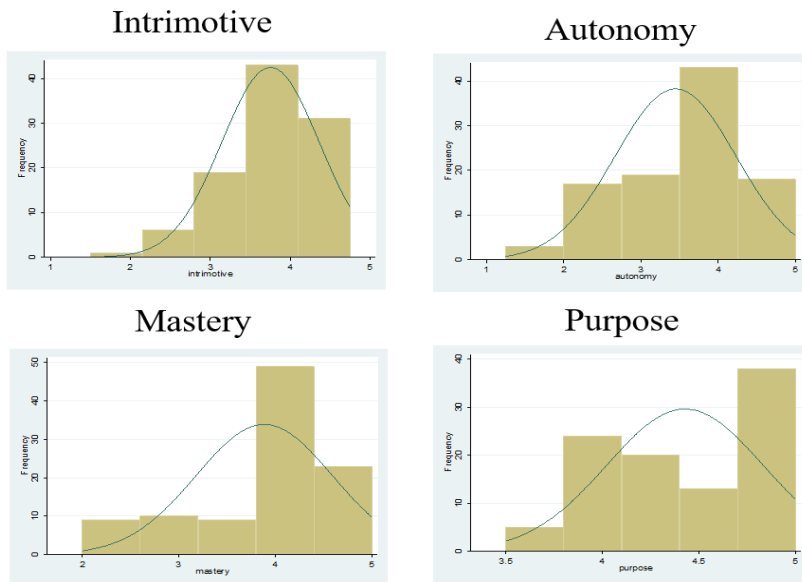
Table below, shows descriptive statistics for the dependent, independent and control variables.

Table 8: Summary statistics, key variables, total sample, 100 observations

Variable	Mean	Std. Dev.	Min	Max
Gender	1.43	0.5	1	2
Age	3.03	0.8	2	5
Position	1.93	0.71	1	3
Service	3.08	1.2	1	6
Intrimotive	3.76	0.61	1	5
Autonomy	3.44	0.8	1	5
Mastery	3.9	0.71	1	5
Purpose	4.42	0.4	3	5

Figure 4: Frequency distribution of responses

The figures below show that the distribution of responses is skewed to the left. This depicts that participants gave positive responses to items on the questionnaire



4.8 Correlation analysis

This research examined potential correlational associations between intrinsic motivation, autonomy, mastery and purpose. Before presenting the regression model, it is necessary to ascertain if there are correlations between the variables in the model. Correlation analysis is performed to quantify the possible association between two variables. In addition, it is used to find out if any change in the independent variable may result in a change in the dependent variable.

The correlation for all the variables depict that gender is negatively and significantly correlated with intrinsic motivation ($r = -.257, p < 0.05$). Age is significantly but negatively correlated with position at ($r = -.0047, p < 0.05$) and is positively and highly

correlated with service ($r = 0.752$). Position however is significantly and negatively correlated with years of service ($r = .455$).

In terms of the correlation between the dependent and independent variables, the result depicts that there is a significant but negative correlation between autonomy and intrinsic motivation ($r = -.221$, $p < 0.05$). Table 9 below presents the correlation results of all variables.

Table 9: Correlation between intrinsic motivation, control variables, autonomy, mastery and purpose

	intrimotive	Gender	Age	Position	Service	autonomy	mastery	purpose
intrimotive	1							
Gender	-0.257*	1						
Age	0.168	-0.007	1	1				
Position	-0.033	0.1424	-0.047	-0.446*				
Service	0.086	0.06	0.752*	-0.455	1			
autonomy	-0.221*	0.116	-0.022	0.097	0.04	1		
mastery	0.127	0.056	-0.058	0.074	-0.06	0.073	1	
purpose	-0.001	-0.019	0.095	-0.088	0.163	0.028	0.116	1

*Correlation is significant at 0.05 level.

4.9 Regression analysis

To predict the powers of the established constructs on the dependent variable, this part of the analysis will use the linear regression and examine if the establishes hypothesis can be confirmed or not.

To begin with, two multiple linear regressions were conducted: Regression 1($R1$) and Regression 2($R2$). $R1$ was run with intrinsic motivation as dependent variable and demographic variables such as gender, age, position and years of experience as

control variables. Autonomy, mastery and purpose are the independent variables. In addition, *R1* as presented in Table 10 below, shows which control variables have the best predictive strength. The R^2 which is an important measure model indicates how much of the variance in the dependent variable can be explained by the below listed control and independent variables. It also indicates how well the model can be generalized in a population. The adjusted R^2 in *R1* is 0.10 which means that 10% of the variance in intrinsic motivation is explained by the control and independent variables.

The result revealed a statistically negative significant relationship between intrinsic motivation and gender with unstandardized coefficient $\beta = -.315$ ($p < 0.05$).

Table 10: R2: Regression between intrinsic motivation, gender, age, position, years of service and autonomy, mastery and purpose.

	Intrinsic Motivation		
	Coef.	Std. E	t
<i>Demographics Variables</i>			
Gender	-0.315*	0.12	2.63
Age	0.164	0.115	1.44
Position	0.093	0.0945	0.99
Service	0.008	0.078	0.11
<i>Independent Variables</i>			
Autonomy	-0.163*	0.075	2.16
Mastery	0.143	0.083	1.72
Purpose	-0.049	0.147	-0.33

R ²	0.16
Adjusted R ²	0.10
F	2.63

*p<0.05

As stated earlier above, the next step (*Table 11*) tested the hypotheses of H1, H2 and H3 by the means of the first regression analysis model which included all variables. The intent of the *R2* is to answer the hypotheses regarding intrinsic motivation. For this second analysis model (*R2*), the adjusted R² was 0.04 which translates to 4% of the variance in intrinsic motivation being explained by independent variables.

Autonomy was proved to be statistically significant with intrinsic motivation but however, had a negative relationship $\beta = -.18$, ($p = <0.05$) although the hypothesis proposed a positive association. This means that employees with increased level of autonomy are less likely to be intrinsically motivated than those with less or no autonomy in their line of work. As seen from the table below, autonomy contributed the highest to explaining intrinsic motivation.

Mastery has no relationship with intrinsic motivation. The regression result below depicts that mastery is not a factor of intrinsic motivation for employees in the Ghana Civil Service, $\beta=0.12$ and ($p = <0.5$). This relationship is therefore considered statistically insignificant

The results for *purpose* in Table 10 below, depict that purpose contributed least of all other predictors of intrinsic motivation. This proves a very weak effect and its relationship with intrinsic motivation is statistically insignificant and cannot be

considered as a factor of intrinsic motivation for employees of the Ghana Civil Service.

Table 11: Regression 2(R2): between intrinsic motivation and autonomy, mastery and purpose

	Intrinsic Motivation		
	β	Std. E	t
<i>Independent Variables</i>			
Autonomy	-0.181*	0.077	2.35
Mastery	0.126	0.086	1.47
Purpose	-0.017	0.15	0.12
R ²		0.06	
Adjusted R ²		0.04	
F		2.4	

Chapter 5: SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND LIMITATIONS

5.1 Summary of research findings

The main objective of this research investigated factors that affect employee intrinsic motivation in the public sector with focus on the employees from the Ghana Civil Service. A key human resource function is the motivation of staff and those in the public sector cannot be left out. These bureaucrats are implementers of government decisions and actions and as such need to be very well motivated to perform their tasks. There have been calls for increased level of motivation among Ghana's Civil Servants and as such, an aspect of motivation which is worth investigating is intrinsic motivation of these employees.

As outlined in the literature review, staff who are motivated tend to perform very well. Some motivation theorists are of the view that extrinsic motive is not enough form of persuasion at the workplace. (Pink, 2009), mentions that business need to identify natural causes for motivation. Therefore, this research emphasizes autonomy, mastery and purpose as internal motivators and investigates these factors among employees in the Ghana Civil Service.

To verify the stated hypotheses as intrinsic motivation factors, data in the form of online survey was gathered from 100 employees from the Ghana Civil Service.

Demographics of respondents include, age, gender, position and years of service. A Likert scale was used to summarize and present the findings.

This research was based on three (3) questions: How does work autonomy influence intrinsic motivation of employees in the Ghana Civil Service? Does autonomy influence employee intrinsic motivation? Is mastery a positive factor of intrinsic motivation among employees in the public sector?

Surprisingly, based on the findings and due to some limitations stated below, autonomy, mastery and purpose did not account for factors of intrinsic motivation among employees of the Ghana Civil Service as proposed in the hypotheses. In spite of the above mentioned limitations, the researcher is highly convinced that the methods employed in carrying out the research is a reflection of how factors such as autonomy, mastery and purpose affect employees in the Ghana Civil Service. However, more research on this topic needs to be undertaken to investigate the

5.2 Implications

To begin with, the results of this research are unanticipated. It must be worth mentioning that findings from this study are unanticipated and in contrast to result expectations of the independent variables; autonomy, mastery and purpose which were designed to measure their influence on intrinsic motivation of Civil Servants in Ghana.

In the theory of (Pink, 2009), it was believed from theory that autonomy was good at enhancing intrinsic motivation especially in the workplace. Survey conducted by

(Joo, Jeung, & Yoon, 2010), also assert that work autonomy contributes critically to employee intrinsic motivation.

As Civil Servants are granted greater level of freedom, the less their innate desire to carry out their task. In the Ghana Civil Service, observations however indicate that majority of employees in spite of their low wage, continue to be at post and would not quit their jobs any time soon. Also, in an environment where there is job flexibility and bureaucrats are allowed some level of discretion, one would expect that what is keeping these Civil Servants at post is the flexibility that accompany working in the Ghana Civil Service.

The lack of association between mastery and intrinsic motivation could be due to the explanation that, although the job of bureaucrats is usually routine in nature, it may not necessarily improve their skills or perfection on the job. What if employees are rather demotivated by routine tasks? Therefore, they may appear to be working hard and producing results but this may not mean that they have mastered the job and are therefore intrinsically motivated, but probably due to expectations of them to achieve organizational targets and meet deadlines.

Several studies have revealed that employees would achieve a sense of purpose if their work is meaningful; that which makes them contribute to their society, and also enhance their personal development thereby increasing their level of intrinsic motivation and making them give of their best against all odds. This however, is not the case for employees in the Ghana Civil Service as results prove. Individual perception and goals may be other factors that could affect employee intrinsic motivation other than purpose.

In as much as there is growing concern on how to increase intrinsic motivation level of public employees, it is necessary for human resource directors and heads of institutions to take into account the contextual and individual needs of employees to avoid mismatch considering the results of this research which revealed varying conflicting responses from employees. What drives employees in one setting may differ from others in different setting.

5.3 Recommendations

In the light of the above stated limitations, it is recommended that greater research on intrinsic motivation Ghana's Civil Servants to improve understanding in this aspect of motivation and the associated variables employed in this study.

It is also proposed that a larger sample size could be considered in order to increase generalization of the research.

Again, future investigations could incorporate the use of other data gathering methods such as interviews with online survey. Although some financial costs may be incurred, but a combination of qualitative and quantitative data also helps in avoiding some errors thereby making the make the findings more definite.

Lastly, further research could focus on developing a widely accepted scale for intrinsic motivation factors such as autonomy mastery and purpose since it was a challenge choosing sufficient scale for this research. Also, more non-financial motivation factors could be considered instead of limiting the factors to autonomy, mastery and purpose.

5.4 Limitations

In the course of carrying out the research, the major challenge was having access to relevant information especially with respect to the literature review. Several researches on intrinsic motivation have been conducted, however information on how autonomy, mastery and purpose affect this aspect of motivation in Africa and particularly the public sector could barely be found.

Another limitation is the relatively small sample size which affects generalizability of the research.

Finally, it could be that in the selection of articles for this research, some studies which could be related to factors of intrinsic motivation were missed and have therefore impacted the findings. Additionally, factor analysis for this research showed that many items did not fit the subscale and as such do not measure the dimensions which it intended to measure.

BIBLIOGRAPHY

- Inner Active Leadership Associates Inc. (2011). *Motivation Self Assessment: Autonomy, Mastery and Purpose*. Retrieved from <http://inneractiveleadership.ca/content/wp-content/uploads/2015/10/assess-for-autonomy-purpose-and-mastery.pdf>
- Adom, D., K. H. E., & Adu, J. A. (2018, January). Theoretical and Conceptual Framework: Mandatory Ingredients of A Quality Research. *International Journal of Scientific Research*, 438-441.
- Antonie, A. (2006). Call for autonomy, competence and relatedness: Motivating language learning environments in Web 2.0. 2(3).
- Asamoah, D. K. (2013, August 22). *journal: Research gate*. Retrieved from research gate: https://www.researchgate.net/publication/304717317_Enhancing_Public_Sector_Productivity_in_Ghana_A_Qualitative_Study
- Ashitey, A. A., Marfo, M., & Asamoah, S. E. (2019, April). Effect of Intrinsic Motivational Factors on the Employees Performances in the Public Sector. *The International Journal of Humanities & Social Studies*, 7(4).
- Babbie, E. (2013). *The Practice of Social Research* (Thirteenth Edition, International Edition ed.). 2013.
- Badubi, R. M. (2017). International Journal of Innovation and Economic Development. *Theories of moivation and their application in organizations: a risk analysis*, 44-51.
- Bieniek, K. (2016). An investigation of intrinsic motivation factors in multinational organisations: an Irish perspective. Ireland.
- Burns, R. B., & Burns, R. A. (2008). *Business Research Methods and Statistics Using SPSS*. London: Sage.
- Cattell, R. B. (1978). *The Scientific Use of Factor Analysis In Behavioral and Life Sciences*. New York: Plenum.
- Chiang, C. F., & Jang, S. S. (2008, June). An expectancy theory model for hotel employee motivation. *International Journal of Hospitality Management*, 27(2), 313-322. doi:<https://doi.org/10.1016/j.ijhm.2007.07.017>
- Deci, E. L., & Ryan, R. M. (2002). *Handbook of Self-Determination Research*. University of Rochester Press.

- Deci, E. L., & Ryan, R. M. (2010). Intrinsic Motivation. doi:<https://doi.org/10.1002/9780470479216.corpsy046>
- Deci, E., & Ryan, R. M. (1985). *Intrinsic Motivation and Self Determination in Human Behaviour*. Kluwe Academic/Plenum Publishers.
- Dobre, O.-I. (2013). Employee Motivation and Organizational Performance. pp. 53-60.
- Gabris, G. T., & Simo, G. (n.d.). Public Sector Motivation as an Independent Variable Affecting Career Decisions. *Public Personnel Management*, 24(1), 33-51. Retrieved from <https://doi.org/10.1177/009102609502400103>
- Gelderen, M. V., & Jansen, P. (2006). Autonomy As A Start-up Motive. *Journal of Small Business and Enterprise Development*, 13(1), 23-32.
- Gorsuch, R. L. (1983). *Factor Analysis* (2nd ed.). NJ:Erlbaum: Hillsdale.
- Grindle, M. S., & Hilderbrand, M. E. (1995). Public Administration and Development. 15, 441-463. doi:<https://doi.org/10.1002/pad.4230150502>
- Hinton, P. R., Brownlow, C., McMurray, I., & Cozens, B. (2004). *SPSS Explained*. Routledge.
- Im, T. (2017). *Public Organizations In Asia*. New York: Routledge.
- Importance of Human Resource Management*. (2017, January). Retrieved from Human Resource Excellence Website.
- Joo, B. K., Jeung, C.-W., & Yoon, H. J. (2010). Investigating the influences if core self-evaluations, job autonomy, and intrinsic motivation on in-role job performance. *Human Resource Development Quarterly*, 21(4).
- Joshi, M. (2015). *Human Resource Management* . India.
- Jr, R. J. (2016, December). *Publication*. Retrieved from research gate: https://www.researchgate.net/publication/310498763_Job_Performance_Job_Satisfaction_and_Motivation_A_Critical_Review_of_Their_Relationship
- Kaiser, H. F., & Barbara, C. A. (2010, June 10). A Study Of A Measure Of Sampling Adequacy For Factor Analytic Correlation Matrices. 43-47.
- Kaur, A. (2013). Maslow's Need Hierachy Theory: Applications and Criticisms. *Global Journal of Management and Business Studies*, 3, 1061-1064.
- Kothari, C. (1990). *Research Methodology, Methods and Techniques* (Second Revised Edition ed.). Jaipur: New Age International Publishers.

- Kovach, K. A. (1995). Employee Motivation: Addressing A Crucial Factor In Your Organization's Performance. doi:10.1002/ert.3910220209
- Kremer, W., & Claudia, H. (2013, September 1). *Magazine: BBC World Service*. Retrieved from BBC Website: <https://www.bbc.com/news/magazine-23902918>
- Kreps, D. M. (1997). Intrinsic Motivation and Extrinsic Incentives. *The American Economic Review*, 87(2), 359-364.
- Leisink, P. L., Knies, P. E., & Loom, N. V. (2018, March 1). *Journals*. Retrieved from Tandfonline: www.tandfonline.com/doi/full/10.1080/10967494.2018.1428254
- Lindenberg, S. (2008). Intrinsic Motivation in a New Light. 54(2-3).
- Lunenberg, F. C. (2011). Expectancy Theory of motivation. *International Journal of Management, Business, and Administration*.
- Maslow, A. H. (1943). A Theory of Human Motivation. 50, 270-396.
- Maslow, A. H. (1970). *Motivation and Personality*. New York: Harper & Row.
- McGregor, D. (1960). *The Human Side of Enterprise*. New York, McGraw-Hill.
- Moss, S., Prosser, H., H, C., Simpson, N., Patel, P., Rowe, S., . . . C, H. (2002, January 05). Reliability and Validity of the PAS-ADD Checklist for detecting psychiatric disorders in adults with intellectual disability. *Journal of Intellectual Disability Research*.
- Netemeyer, R. G., Bearden, W. O., & Sharma, S. (2003). *Scaling Procedures. Issues and Applications*. Sage Publications, Inc.
- Nunnally, J. (1978). *Psychometric Theory* (2nd ed.). New York: McGraw-Hill.
- Obiekwe, N. (2016, December). Retrieved from theseus: <https://www.theseus.fi/bitstream/handle/10024/120824/Employee%20motivation%20and%20performance.pdf?sequence=1>
- Pallant, J. (2005). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows* (3rd Edition ed.). New York: Open University Press.
- Pearson, R. H., & Mundform, D. J. (2010, November 1). Recommended Sample Size for Conducting Exploratory Factor Analysis on Dichotomous Data. *Journal of Modern Applied Statistical Methods*.
- Perry, J. L., & Lois, W. R. (1990). The Motivational Bases of Public Service. *Public Administration Review*, 50(3), 367-373. doi:10.2307/976618

- Perry, J. L., & Wise, L. R. (2000, April 1). *Journal of Public Administration Research and Theory*, 10(2), 471-488. Retrieved from <https://doi.org/10.1093/oxfordjournals.jpart.a024277>
- Petrova, S. (n.d.). *Adeva*. Retrieved from Adeviat: www.adeviat.com
- Pink, D. H. (2009). *Drive, the Surprising Truth About What Motivates Us*. New York: The Penguin Group.
- Raubenheimer, J. (2004, October). Item Selection Procedure to Maximise Scale Reliability and Validity. *Journal of Industrial Psychology*.
- Robinson, A. J. (1998). McGregor's Theory X and Y Model. *The Pfeiffer Library*, 20.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. 54-67. doi:10.1006/ceps.1999.1020
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1):54-67. doi:DOI: 10.1006/ceps.1999.1020
- Ryff, C. D., Keyes, C. L., & Hughes, D. L. (2003, September). Status Inequalities, Perceived Discrimination, and Eudaimonic Well-being: Do the Challenges of Minority Life Hone Purpose and Growth. *Journal of Health and Social Behaviour*, 44, 275-291.
- Sadiq. (2018). Determinant Power of "Public Service Motivation" for Job Satisfaction and "Customer Service Orientation": In Case of People's Republic of China. *Open Journal of Social Sciences*, 06(01), 14 pages. doi:10.4236/jss.2018.61003
- Sansone, C., & Harackiewicz, J. M. (2000). *Intrinsic and Extrinsic Motivation. The Search for Optimal Motivation and Performance*.
- Streiner, D. L. (1994, April 1). Figuring Out Factors: The Use and Misuse of Factor Analysis. *Canadian Journal of Psychiatry*.
- Taherdoost, H., Sahibuddin, S., & Jalaliyoon, N. (2014). Exploratory Factor Analysis; Concepts and Theory. *Advances in Applied and Pure Mathematics*, 375-382.
- Tan, S. K. (2013). Herzberg's two-Factor Theory on Work Motivation: Does it work for today's environment? *Global Journal of Commerce and Management Perspectives*, 18-22.

- The office of Head of Civil Service. (2018). *History: The Office of the Head of Civil Service*. Retrieved from Office of Head of Civil Service: www.ohcs.gov.gh/history
- United Nations Economic Commission For Africa. Public Administration, Human Resources and Social Development Division. (1991, November). Motivation and Productivity in the Public Service in Africa: A review of the Impact of the Economic Crisis and Reform Measures in Selected African Countries (Country Case Studies of Ghana and Ethiopia).
- Vandenabeele, Steijn, W. &, Camilleri, B. &, Cerase, E. &, Egger-Peitler, F. &, Hammerschmid, I. &, . . . Adrian. (2009). Comparing public service motivation within various Europe countries: do institutional environments make a difference?
- Vroom, V. H. (1964). *Work and Motivation*. San Francisco: Jossey-Bass.
- Wright, B. E. (2001, October 1). Public - Sector Work Motivation: A Review of the Current Literature and a Revised Conceptual Model. *Journal of Public Administration Research and Theory*, 11(4), 559-586. Retrieved from <http://doi.org/oxfordjournals.jpart.a003515>

국문초록

공공부문 직원의 내재적 동기에

영향을 미치는 요인 연구:

가나의 공공서비스 사례를 중심으로

Makafui Afi Nyatepe

서울대학교 행정대학원

글로벌행정전공

직원들, 특히 공공부문의 직원들에 대한 동기 부여의 필요성에 대한 공감대는 학계에서도 어느정도 형성되어 있고, 직원의 본질적인 동기 유발 요인에 대한 이해는 조직 목표 달성에 큰 도움을 줄 수 있지만, 이에 대한 연구는 아직까지 미흡하다고 볼 수 있다. 본 연구는 공공 부문 직원의 내재적 동기 부여에 영향을 미치는 요인을 조사하여 자율성, 전문성, 목적 그리고 본질적인 동기 사

이에 어떤 연관성이 있는지를 알아내고자 한다.

자율성은 본인의 직무와 관련하여 업무 및 팀 선택 자율성, 그리고 재량권의 행사 정도로 정의된다. 전문성은 직무를 수행하는데 있어서 더 개선되고 더 완벽해야 하는가가 고려된다. 마지막 요인으로 목적은 공동체 또는 사회에 영향을 미칠 수 있는 의미 있는 일을 하는 것을 의미한다.

본 연구는 다니엘 핑크의 내재적 동기 요소를 적용하여, 자율성, 전문성 그리고 목적이 내재적 동기와 정의 관계가 있다고 가정했다. 내재적 동기와 자율성, 전문성 그리고 목적에 대한 선행연구에 따라, 가나 공공서비스 부문의 직원들에게 설문조사를 진행했다.

수집된 데이터를 기반으로 회귀분석을 실시한 결과, 가나 공공서비스 부문 직원들의 내재적 동기는 자율성, 전문성, 목적과 정의 관계를 갖고 있지 않았다.

마지막으로 이러한 발견의 한계 및 이론적, 실천적 함의에 대해 논의하였

다.

주제어: 동기, 공공부문 동기, 내재적 동기, 자율성, 전문성, 목적

학번: 2018-26417

Investigating Factors That Affect Employee Intrinsic Motivation in the Public Sector

A Case of the Ghana Civil Service

Academic Advisor, Choi, Taehyon

Submitting a Master's Thesis of Public Administration

April 2020

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Makafui Afi Nyatepe

**Confirming the master's thesis written by
Makafui Afi Nyatepe**

June 2020

Chair Koo, Mingyo



Vice Chair Kim, Bonghwan



Examiner Choi, Taehyon



Master's Thesis of Public Administration

**Investigating Factors That Affect Employee
Intrinsic Motivation in the Public Sector
A Case of the Ghana Civil Service**

**공공부문 직원의 내재적 동기에
영향을 미치는 요인 연구:
가나의 공공서비스 사례를 중심으로**

August 2020

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Nyatepe, Makafui Afi

ABSTRACT

Investigating Factors That Affect Employee Intrinsic Motivation in the Public Sector A Case of the Ghana Civil Service

Makafui Afi Nyatepe

Global Master of Public Administration

Graduate School of Public Administration

Seoul National University

Scholars admit the need for motivation among employees, especially those in the public sector. Understanding employee intrinsic motivational factors can aid in successful attainment of organizational goals, however, little research has been conducted in the public sector regarding employee intrinsic motivation. This study investigates factors that affect employee intrinsic motivation of employees in the public sector. The objective is to find out if there is any association between autonomy, mastery, purpose and intrinsic motivation.

Autonomy is explained as the freedom to choose which task, team and exercising discretion in relation to one's work. Mastery element is concerned about the need to become better and perfect at doing a job and on the job. The last factor, purpose is refers to doing meaningful work that can impact society or community.

Drawing on Daniel Pink's elements of intrinsic motivation, it was hypothesized that autonomy, mastery and purpose were positively associated with intrinsic motivation. Also, based on a review of literature on intrinsic motivation and theories on factors such as autonomy, mastery and purpose, online survey was distributed to the sample, which comprise employees of the Ghana Civil Service.

The collected data was analyzed using regression analysis approach which showed the association between the dependent and independent variables. The results indicate that intrinsic motivation factors such as autonomy, mastery, purpose did not have positive influence on intrinsic motivation of employees in the Ghana Civil service.

Finally, the limitations of these findings and the theoretical and practical implications were discussed.

Key words: motivation, public sector motivation, intrinsic motivation, autonomy, mastery, purpose.

Student ID: 2018-26417

TABLE OF CONTENTS

ABSTRACT.....	i
Chapter 1: INTRODUCTION	1
1.2. Statement of the problem.....	2
1.1 Purpose of the study.....	4
1.2. Research objectives.....	5
1.3 Research question	5
1.4 Research hypothesis.....	5
1.5 Significance of study	5
1.6 Organization of the study	6
Chapter 2: LITERATURE REVIEW.....	8
2.1 Theoretical background.....	9
2.1.1 Maslow’s needs theory	10
2.1.2 Herzberg’s theory	12
2.1.3 Vroom’s expectancy theory.....	12
2.1.4 X and Y theory	14
2.2. Public sector motivation	15
2.3. Extrinsic motivation.....	18
2.4. Conceptual framework	18
2.5 Intrinsic motivation	19
2.5.1 Autonomy	20
2.5.2 Mastery.....	22
2.5.3 Purpose.....	23
Chapter 3: METHODOLOGY	25
3.1 Introduction	25
3.2 Research design.....	25
3.3 Operationalization and measurement of variables	26
3.4 Secondary data.....	29
3.5 Primary data	29

3.6 Sampling technique.....	30
4.1 Introduction	31
4.2 Results	31
4.3 Sample characteristics	32
4.4 Factor analysis	34
4.5 Factor extraction, rotation and interpretation.....	36
4.6 Reliability tests.....	37
4.7 Descriptive statistics.....	38
4.8 Correlation analysis	40
4.9 Regression analysis	41
Chapter 5: SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND LIMITATIONS	45
5.1 Summary of research findings.....	45
5.2 Implications.....	46
5.3 Recommendations	48
5.4 Limitations	49
BIBLIOGRAPHY	50

LIST OF TABLES

<i>Table 1: Operationalization</i>	<i>26</i>
<i>Table 2: Measurements Items and Variables</i>	<i>27</i>
<i>Table 3: Demographic characteristics of respondents (N=100).....</i>	<i>32</i>
<i>Table 4: Variables included in factor analysis.....</i>	<i>34</i>
<i>Table 5: Result of Bartlett's Test and KMO.....</i>	<i>35</i>
<i>Table 6: Rotation matrix for dependent and independent variables</i>	<i>37</i>
<i>Table 7: Constructs after factor analysis.....</i>	<i>38</i>
<i>Table 8: Summary statistics, key variables, total sample, 100 observations</i>	<i>39</i>
<i>Table 9: Correlation between Intrinsic Motivation, control variables, autonomy, mastery and purpose</i>	<i>41</i>
<i>Table 10: R2: Regression between intrinsic motivation, gender, age, position, years of service and autonomy, mastery and purpose.</i>	<i>42</i>
<i>Table 11: Regression 2(R2): between intrinsic motivation and autonomy, mastery and purpose</i>	<i>44</i>

LIST OF FIGURES

Figure 1: Abraham Maslow's need theory	11
Figure 2: Expectancy theory	14
Figure 3: Conceptual framework model.....	19
Figure 4: Frequency distribution of responses.....	40

Chapter 1: INTRODUCTION

Human resources is one of the most important component of every institution and plays a key role in helping institutions achieve their goals, mission and vision and without these, public institutions would not be in existence. Institutions cannot build effective teams of working professionals without good human resources. As a result, several theories have been developed to understand the how organizations achieve their goals through the efforts of these employees, one of which motivation is a contributory factor.

The study of motivation involves activities that drive a person to perform the way they do. Individuals who are not moved by any inspiration to act are characterized as unmotivated, whereas those who are triggered towards an end are considered motivated (Ryan & Deci, 2000). In other words, motivated employees are likely to be creative and productive thereby producing good work quality as compared to unmotivated employees who to put in minimal efforts in carrying out their tasks. Understanding what truly motivates employees and the reason why they work as well as identifying their needs would lead to greater efficiency at workplaces.

Motivation is a key success factor, where motivation fails, an organization or institution either achieves minimal or no results. The extent to which employees are motivated at their workplace is an indirect interpretation of how they are managed by their heads. A well-motivated team of employees would work hard against all odds to ensure that set targets are achieved.

Usually, an employee, given all the available resources may still not perform as expected and this may be due to other underlying factor which the manager may not be privy to. Employees are the core of institutions and how they choose to work impacts directly or indirectly on overall service delivery and organizational performance. With this in mind, if an employee has a laid back approach toward carrying out a task or is not giving the needed attention to clients to whom they offer services, this may lead to a dissatisfied customer and unmet organizational evaluation targets.

This research seeks to mainly investigate the extent to which employees of the Ghana Civil Service are motivated with emphasis on intrinsic motivation. Additionally, it evaluates how intrinsic elements such as autonomy, mastery and purpose which are explained in the literature review stimulate these employees. This topic is worth examining since there are diverse opinions on internal factors which motivates people especially workers.

1.2. Statement of the problem

Research has focused strongly on the choice of public sector employment and the behavior of public servants at their work places. Recently, public sector motivation has begun to attract a lot of interest.

It is the concern of every administrative head to ensure that employees are giving off their best to achieve organizational goals. The environment in which these employees work, plays a very crucial role in how they carry out their duties. One group of people that cannot be left out on issues of motivation are street-level bureaucrats. The actions

and inactions of public sector employees and how they carry out their functions are triggered by both internal and external factors which could be innate or influenced by incentives provided by employers.

The Ghana Civil Service is an essential part of the executive arm of government and a major arm of the public services of Ghana. The Civil Service was the main instrument of British imperial policy whose main functions were: maintenance of law and order, imposition and collection of taxes and exploitation of the rich mineral deposits and other natural resources of the colony (The office of Head of Civil Service, 2018). The Ghana Civil Service, as stipulated in the Civil Service Law, 1993 (PNDCL 327) is a body under the Public Services Commission of Ghana and comprises service in a civil office of Government. Ghana's 1992 Constitution provides that the President, upon advice from the Public Services Commission, appoints a public officer to the Head of Civil Service. At the apex of the civil service structure is the Civil Service Council to whom the Head of the Ghana Civil Service is answerable. Other employee groups are the administrators, technical officers as well as staff working in specialized units.

The Ghana Civil Service over the years has been faced with a challenge of low quality of service delivery by employees and this has become a concern to many especially the citizen who are the substantial beneficiaries of services offered by civil service employees. Calls for Ghanaian civil servants to improve their quality of service delivery has been ongoing severally. This comes against the backdrop that there has been a gradual decline in the performance of Ghana's Civil Service sector. High

productivity will consequentially lead to improved socio-economic development, thereby, improving the wellbeing of citizens.

The President of Ghana in His State of the Nation's Address in 2013 reiterated the need for improved efficiency in the Ghana Public Sector. According to (Asamoah, 2013) he mentioned that, it was time for serious rethinking about the level of wages in relation to national competitiveness and related productivity issues. Ghana's public sector has the highest proportion of the labor market, making it a very important resource to the development of the country.

Various literature and studies carried out on motivation among public sector employees have mostly been limited to both extrinsic and intrinsic motivation or majorly on extrinsic motivation. However, far too little attention has been paid to intrinsic motivation although this may be an important factor that drives the motivation of employees. In recent times, new models for assessing intrinsic motivation have been developed by some authors but there have been relatively few research conducted to ascertain how these factors influence employees in the public sector. The objective of this research therefore is to investigate these intrinsic motivation factors among employees of the Ghana Civil Service.

1.1 Purpose of the study

This study seeks to investigate factors that affect intrinsic motivation based on elements such as autonomy, mastery and purpose among employees of the Ghana Civil Service.

1.2. Research objectives

The objectives of this research are to investigate intrinsic motivation elements such as autonomy, mastery and purpose among employees in the public sector. Emphasis will be on evaluating whether employees of the Ghana Civil Service are motivated by these intrinsic factors.

1.3 Research question

1. How does work autonomy influence intrinsic motivation of employees in the Ghana Civil Service?
2. Is individual and work mastery a factor of employee intrinsic motivation in the Ghana Civil Service?
3. Does purpose influence the intrinsic motivation of employees in the Ghana Civil Service?

1.4 Research hypothesis

- H1: Work autonomy positively influences motivation.
- H2: Individual and work mastery positively influences intrinsic motivation of employees in the Ghana Civil Service.
- H3: Individual purpose positively influences employees' intrinsic motivation in Ghana Civil Service.

1.5 Significance of study

Existing researches and literature on intrinsic motivation have been carried out in the European and Asian country contexts and with focus in the private sector. The scope

of this research will however be on government sector employees in Ghana which is located in Sub – Saharan Africa.

As previously stated, the government of Ghana is making conscious effort at improving service delivery of public sector employees in Ghana, therefore, the findings of this study will redound to the benefit of the Ghana Civil Service which is a key government functioning institution considering that it plays a vital role in the implementation of policies and programs through its daily interaction with citizens.

The demand for improved service delivery is a justification for the need for well-motivated workforce. With much attention on extrinsic motivation to the neglect of intrinsic factors, this study will guide administrators to gaining a better understanding on how to enhance intrinsic motivation of staff thereby achieving many desirable outcomes such as better performance, and ultimately institutional goals. Additionally, this research will aid institutional heads in the formulation of intrinsic motivation awareness programs and incentives.

Consequently, intrinsic factors such as autonomy, purpose and mastery are important for employees and worth investigating to identify the extent to which these needs differ among employees.

1.6 Organization of the study

This research comprises five (5) chapters. The introduction, literature review, the research methodology, the findings and analysis and lastly, conclusions.

Chapter One, introduces the background to the study specifically the problem statement, the objectives, research questions, hypotheses, the significance of the study, the justification, the scope of the study and the operational definitions.

The second chapter moves on to review existing related literatures. Here, definitions on major theories on motivation, public sector motivation, extrinsic motivation, intrinsic motivation and finally Daniel Pink's three (3) elements of intrinsic motivation would be discussed and reviewed.

Chapter three, describes the methods used in this investigation which comprise the research design, sampling and the techniques employed in collecting data.

Chapter four examines the findings and provides analysis of data gathered from respondents

Finally, the fifth chapter provides a summary of the findings, limitations to the research and recommendations.

Chapter 2: LITERATURE REVIEW

This research seeks to investigate factors of intrinsic motivation of employees in the Ghana Civil Service.

Research in public service motivation has substantially increased overtime, however, few of these researches have been concerned with the actual cause of this phenomenon. This literature review will discuss traditional motivational theories such as those of Abraham Maslow, Vroom, and Herzberg since they involve elements of intrinsic and extrinsic motivation. However, emphasis will be placed on Abraham Maslow's needs theory, Herzberg's two factor theory, Vroom's expectancy and McGregor's theories which have become introductory points for ideas related to intrinsic motivation. Intrinsic and extrinsic motivation will also be described. Finally, Daniel Pink's intrinsic motivation elements such as purpose, mastery and autonomy will be explained in detail. These theories will give further insights on intrinsic motivation.

This literature review discusses traditional motivational theories such as intrinsic motivation, public sector motivation, and how elements of intrinsic motivation promoted by Daniel Pink (2009) who transformed and gave a better understanding of intrinsic motivators.

2.1 Theoretical background

Several studies have revealed that motivation is an important construct in predicting the professional success of individuals. The concept of motivation refers to forces which induce people to behave in a manner that will ensure the fulfillment of a particular human need at a particular time. William G. Scott, defines motivation as human action driven by a need at a particular time. The aftermath of institutions operating without any intent of motivating its employees are very tragic which can lead to a collapse of the institution. Individuals have varying mixture of their own strength and needs, some are driven by the desire to achieve set targets while others are focused on security (Dobre, 2013). Finding out what motivates employees is very necessary to enhancing organizational performance although this can be a huge hurdle. In the absence of motivation it would be difficult to achieve many tasks. For some employees, factors such as praise and recognition are enough motivators for them to carry out their tasks and for others, external motivators such as incentives would be of great deal to them.

Keeping employees happy and motivated and productive requires understanding the impact of different types of motivators on members. Motivation can be categorized into intrinsic (internal) and extrinsic (external) motivation.

Dwight D. Eisenhower, a former American General and statesman, simply defines motivation as “the art of getting people to do what you want them to do because they want to do it”. Human motives define the extent to which they put in efforts in carrying out their activities, that is, the reasons for which people do the things they

do are backed by underlying intentions which could be internal or external. These behaviors could be associated with positive or negative feelings of interest, enjoyment and satisfaction (Sansone & Harackiewicz, 2000).

2.1.1 Maslow's needs theory

Abraham Maslow's theory of needs hierarchy implies that individuals prioritize their needs according to the level of importance. Maslow's first contribution conceptually categorized human needs into five groups, and then put them in order. According to his theory, a higher need will not appear until the lower need is fulfilled. Once a need is fulfilled, a lower need will not appear anymore, which means the order of the hierarchical needs is irreversible (Im, 2017). The basic needs are physiological needs such as food, clothing and shelter. Next is the safety and security needs. Maslow's third need on his hierarchy is the social need and lastly self-actualization need which talks about the desire to accomplish or leave behind a legacy.

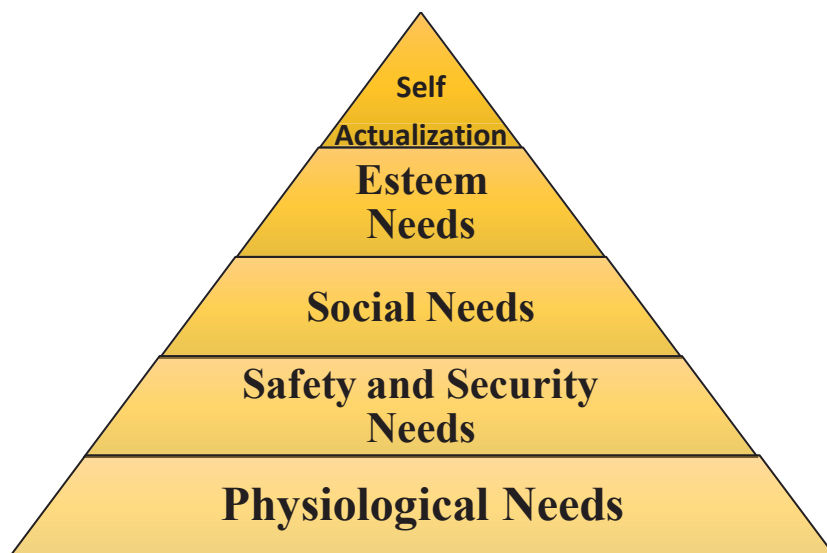
“Managers use Maslow's hierarchy to identify the needs of their staff and help them feel fulfilled, whether it's by giving them a pet project, a fancy job title or flexible working arrangements, so they can pursue their interests outside the workplace” (Kremer & Claudia, 2013).

At the workplace, employees need to earn enough to be able to cater for basic needs such as paying their bills, provide food and clothing for themselves. Employees also want to feel a sense of belongingness at their workplace and this may be in the form of recognition, rewards and incentives. “The higher the need, the lesser imperative

for sheer survival, the longer gratification can be postponed, and the easier it is for the need to disappear permanently” (Maslow A. H., 1970).

In spite of the fact that Maslow’s model is still applied in recent times, it has come under several criticisms. Theoretically, this model is only effective in describing the behavior of individuals who have achieved a high sense of growth need because employees who oppose the idea of increasing their growth will not realize any physiological reaction to their job (Kaur, 2013). Other critics also are of the view that due to different cultural background, individuals may have other needs which have not been mentioned by Abraham Maslow and for which they are ready to sacrifice some of these needs.

Figure 1: Abraham Maslow’s need theory



Source: (Maslow A. H., 1943)

2.1.2 Herzberg's theory

Herzberg et. Al (1959) introduced the hygiene and motivator theories also known as two factor theory. According to Frederick Herzberg, there were five features of work that bring about satisfaction (motivators). Herzberg's theory is closely related to Abraham Maslow's needs theory of motivation. These are achievement, recognition, responsibility, the job itself, and advancement which can lead to increase in job satisfaction. On the other hand, hygiene factors such as work condition, salary, security, policies of the organization and supervision can lead to dissatisfaction. For example, the absence of good working condition and low salary level may lead to employees not performing well on their jobs.

Herzberg discovered that for employees to be motivated, they must take responsibility for the outcome of the job which. This sense of feeling pushes them to give off their best in order to derive internal satisfaction as well as achieve organizational goal. The underlying principle of Herzberg's theory was what people work for, how they feel and react towards the job they do.

Many writers have challenged Herzberg's two factor theory on the grounds that it assumes every individual will react in the same way given the same situation.

2.1.3 Vroom's expectancy theory

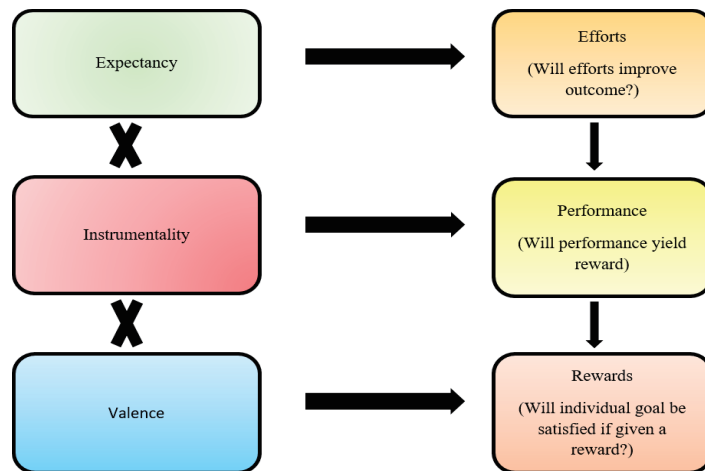
In his book, Work and Motivation (1964), Victor H. Vroom's expectancy theory places importance on the process and content of motivation. He suggests that an individual's desire to be motivated is guided by processes that governs their choices in the light of alternative forms of voluntary behavior. It is assumed at "the choices

made by a person among alternative courses are lawfully related to psychological events occurring contemporaneously with the behavior” (Vroom, 1964).

Vroom outlined a conceptual model for his expectancy theory. These are the concepts of valence, expectancy and instrumentality. On the concept of valence, Vroom explains that individuals have preferences among outcomes or states of nature at any given point. In his book, *Work and Motivation*, He emphasizes that “the strength of a person’s desire or aversion for them is based not on their intrinsic properties but on the anticipated satisfaction or dissatisfaction associated with other outcomes to which they are expected to lead” (Vroom, 1964). In essence, the extent to which individuals will perform their task is dependent on their expected outcome which is mostly in the form of external rewards. Employees, may seek to carry out their tasks effectively with the expectation that it will lead to a reward such as rise in salary or promotion.

The concept of expectancy explains the extent to which a person derives an outcome which does not only depend on their choices but as a result of circumstances beyond the person’s control. In this instance, decision making is mostly influenced by some elements of uncertainty and whether or not they are attractive to the individual. Lastly, in contrast to the valence and expectancy, instrumentality is also of the perception that individuals perform their task based on the rewards they are likely to receive from their employer even if they do not meet performance targets (Chiang & Jang, 2008).

Figure 2: Expectancy theory



Source: Author

2.1.4 X and Y theory

Douglas McGregor attempts at finding out the reasons underlying human activity at work gave rise to the concept of “X” and “Y” theory. In his book, “The Human Side of Enterprise”, McGregor looked at various approaches to managing people in institutions. He is of the view that the success of a manager’s supervision, with the ultimate aim of achieving set goals is dependent on his or her attempts to manage or influence others (Robinson, 1998). McGregor outline two theories of how managers view and treat employees.

Theory X is assumes that in order to get the job done, people need to be coerced, controlled , directed and even threatened as a form of punishment since the average human dislikes work and avoids taking responsibility.

In contrast, Theory Y emphasizes that people knowing what they would achieve upon completing a task is enough reward for them, they stay committed to their task and work in line with set objectives. It must be noted that, this reward is not necessarily financial. In other words, people by nature are not lazy and can easily be self – directed if motivated properly. Theory Y requires a soft approach which emphasizes that managers should fully understand the attitudes of their employees instead of adopting the theory X management style (Im, 2017).

2.2. Public sector motivation

Research on public service motivation emerged in the 1980s until it was developed fully in the 1990s by Perry and Wise which gave its first conceptual definition. For the purpose of this research, public sector is understood as organizations or institutions that are owned and managed by government and they exist to provide services to the public, especially citizens of the state. Public sector motivation can be understood as underlying motives that influence the attitude of employees towards their work in public institutions and organizations (Perry & Wise, 2000). The concept of public is a field of administration which is conducted under the rule of public law, that is, technical procedure enables fulfilling the requirements of public interest.

These motives refer to “psychological deficiencies or needs that an individual feels some compulsion to eliminate” (Perry & Lois, 1990). Since the beginning of public administration, several scholars have expressed a lot of interest on drivers of motivation for public sector employees.

Systems based on monetary incentive have been a core component of public organizations although scholars continue to debate on this. Organizational use of these incentives is as a result of the assumption that it would increase employee productivity and performance since the public and private labor force have similar characteristics. On the other hand, this may not always be the case, as some school of thought are of the view that incentives tend to rather decrease employee motivation.

Perry and Wise affirm that individuals are attracted to public institutions as a result of self-interest that is, advocating for the implementation of public policies, social equity and emotional attachment. What accounts for an individual to choose to work in the public sector may vary from what led the other person to also work for the government. Therefore individual career choices are associated with their internal or external needs and motives. Scholars such as Perry and Wise (1990), Naff and Crum, 1998 and Gabris and Simo (1995) have also indicated that most public sector employees especially those at the lower level only work as a means of survival and not an attraction to the sector.

In the public sector, employees can be highly motivated to work out of curiosity and interest or because they want to seek the approval of their superiors. Additionally, they could be motivated to learn new skills because they understand their potential value or because their skills would yield good results (Ryan & Deci, 2000).

In Ghana, the term public sector encompasses central government ministries, non – ministerial departments and “sub vented organizations” as well as public and state

owned enterprises engaged in the production and sale of goods and services. Some well-grounded generalizations suggest that public sector employees in Ghana are less motivated than those in the private sector. On the contrary, also generally true, is the level of security enjoyed by public sector employees.

The introduction of reforms such as that of the Civil Service Reform Programme which was based on the recognition that there had been a decline in the effectiveness of the Ghana Civil Service due to low and imbalance between wages and other inadequate legislative framework enabled the Government to seek the assistance of external consultants to aid in a programme to strengthen the management of the Civil Service in five key areas, of which salary was not left out.

However, it has been observations suggest that salary reform has contributed very little to enhance motivation level of the public sector employees. Salaries of public employees especially those in the Ghana Civil Service is just a small fraction of those paid in the private sector with similar roles and job description. This could be the resultant effect of tight budgetary constraints on government and other external conditional ties. Again, in a country where the basic needs of survival have not been generally met, issues of pay and promotions would have greater weight on the motivation of workers. Ghana provides fewer incentives to employees as compared to those of the private sector. This leads to the assumption that employees in the public sector are motivated by intrinsic motives rather than extrinsic which is confirmed by (Perry & Lois, 1990) who mention that individuals who work in the public sector are motivated by the desire to serve and contribute to society.

2.3. Extrinsic motivation

Extrinsically motivated individuals, engage in their work because of the associated benefit that would be derived apart from the work itself which in most cases are financial rewards. As discussed in the motivational theories, it can be deduced that extrinsic motivation is attributed to Abraham Maslow's needs theory.

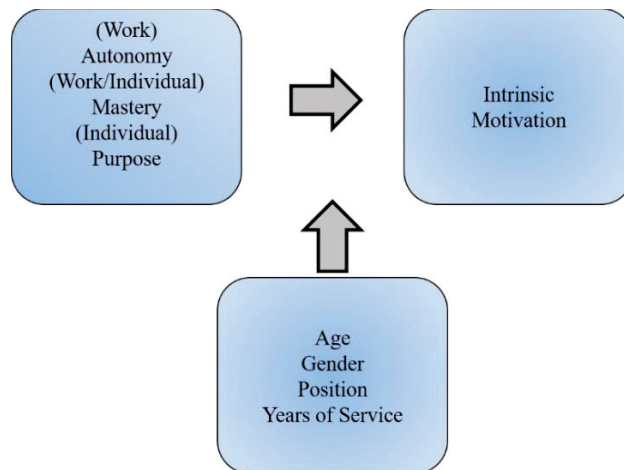
Theorists are of the view that the most important way of motivating employees is by providing extrinsic rewards. These rewards tend to be tangibles or financial and usually in the form of salary increment, promotion or bonus. Extrinsic rewards are usually determined by superiors or the head of institutions. In essence, extrinsically motivated employees do things with the intent of receiving a reward when the task is accomplished. Performing well at a given job or task is not based on the employee's sense of satisfaction or achieving organizational goal but rather to receive a compensation. (Deci & Ryan, 2002), assert that extrinsically motivated are undertaken to attain an expected end that is separate from the actual behavior.

2.4. Conceptual framework

For the purpose of investigating factors of intrinsic motivation on employees, this conceptual framework provides concepts and theories on elements such as autonomy, mastery and purpose affect intrinsic motivation of workers. This framework as illustrated in Figure 3 gives a fundamental description of this relationship. According to (Adom, K, & Adu, 2018), the conceptual framework seeks to make the findings of the research more meaningful to the constructs of theory and ensures generalizability (i.e. results of the research can be used for a larger group of people or situations).

The conceptual framework explains the foundation for focusing on specific variables for the study.

Figure 3: Conceptual framework model



2.5 Intrinsic motivation

Intrinsic motivators are rewards that are not based on performance and do not necessarily need money to sustain them. These motivators are inherent in individuals and are likely to have deeper and long term effect. In empirical tradition, psychologists are more apt to refer to the non- drive based motivation as intrinsic motivation, suggesting that the energy is intrinsic to the nature of the organism (Deci & Ryan, 1985). Intrinsically motivated individuals are driven only by internal rewards derived out of a natural satisfaction.

Ryan and Deci again define intrinsic motivation as undertaking an activity for its innate satisfaction rather than for other external results. Individuals grow in knowledge and skills if they are allowed to act in their own natural interests which makes intrinsic motivation a key tool for social, cognitive and physical development

(Ryan & Deci, 2000). Intrinsically motivated employees usually desire steady employment where they have personal relationships with their colleagues and would want to develop their skills in line with their job description (Kreps, 1997). While some workers are stimulated by challenging tasks, others are also interested with their ability to help others and their community.

Deci uses the “free choice” measure in defining motivation. In one of his studies, participants were given a task in exchange for a reward over a planned period and when the time was over, they were left in the experimental were told to do as they chose until the experiment was over without any reward. So they had the option to either continue working before the reward part of the experiment or they could choose to stop or engage themselves in other activities. Here, Deci deduces that those who chose to carry on with their task in the absence of any reward were intrinsically motivated and the more time spent at that task, the higher the level of intrinsic motivation.

Intrinsic motivation is a powerful driver of employee’s attitudes and performance which makes it distinctive, in that employees are motivated without rewards.

2.5.1 Autonomy

Autonomy is a feeling of choice in what one does and is not being controlled by others. Management is about walking around and ensuring that people are in their offices but creating the right conditions for employees to do their work (Pink, 2009). Scholars have suggested that people require freedom so that they can play with ideas in order to be creative. Autonomous motivation involves acting on one’s own accord

whereas controlled motivation involves behavior influenced by pressure and a demand from external forces towards achieving specific goals (Pink, 2009). It also means that people behave with a full sense of preference and choice. Employees should be able to decide what and how they would like to carry out their task, as long as it is in line with organizational objectives and results are achieved.

The self-determination theory by Ryan and Deci, posits that autonomous motivation is a reflection of the highest quality of regulation and some studies have shown that it yields to outcomes such as satisfaction, performance and commitment. Employees should be able to decide how to perform their tasks as long as they meet organizational goals. Also important is the time with which task should be completed. Autonomy motive in relation to employment is interesting and relevant for policy making (Gelderen & Jansen, 2006).

It is suggested that supervisors should stimulate autonomy as a form of intrinsic motivation and should give greater decision making power and responsibility to employees. The degree of autonomy will determine how persistent and employee will be in a task (Antonie, 2006). It is the task of human resource managers to identify elements of autonomy that are important for their workforce and to what extent (Deci & Ryan, 2010)

2.5.2 Mastery

Mastery is based on the need to improve or better ones skills. Pink opined that, compliance was very necessary to keeping people motivated. He however added that, the 21st century employee needs to become engaged and deeply involved in their work, only engagement can produce mastery (Pink, 2009). Individuals and for that matter employees want to get better at doing things. A sense of progress in capabilities but not the work alone contribute to building the inner drive of people.

In as much as compliance is essential for physical survival, it does more harm than good in achieving individual personal fulfillment. According to Pink, “living a satisfying life demands more than simply meeting the demands of those in control. Yet, in most institutions, greater attention is paid to compliance over engagement. Mastery requires that individuals have adequate knowledge about what they are doing and perfect at what they do. Pink describes this as ‘flow’. “In flow, goals are clear”, “feedback is immediate”. “The most important in flow is the relationship between what a person had to do and what he could do was perfect” (Pink, 2009). However, flow does not guarantee mastery although it is essential.

In the absence of mindset, pain and asymptote, mastery would not exist. The pursuit of mastery begins with the mindset. Employees may individually decide whether or not to be perfect in carrying out their tasks. What people believe shapes what they achieve. Employee beliefs about themselves and the nature of their abilities, determine how they interpret their experiences and can set the boundaries of what to

achieve (Pink, 2009). Attempt at achieving mastery come with so much effort and intense practice. Hence, mastery is painful, difficult, excruciating (Pink, 2009).

Mastery as an asymptote is in relation to algebra. As Pink describes it, just like a horizontal asymptote, it is impossible to fully realize mastery. In spite of this, it is also a source of enchantment which when pursued will give satisfaction.

2.5.3 Purpose

Pink describes purpose as doing things beyond what is normally expected with the aim of not only fulfilling the task itself but creating a sense of being in the long term. In order to achieve mastery and autonomy, purpose is required. Pink asserts that “autonomous people working toward mastery perform at very high level, but those who do so in the service of some greater objective can achieve even more” (Pink, 2009). Deeply motivated individuals overlook their desires to a greater cause than themselves and as such set goals and outline activities on how to achieve them.

Employees, in an attempt to achieve something greater than what their job has to offer are usually more productive and hardworking. They tie their personal goals to targets set by their organizations and institutions. Purpose driven staff derive greater sense of satisfaction if their output impacts the community or environment within which they work and therefore would want to give off their best. The long term goal is to make an investment to the bigger picture of the institution within which they work. Even in the face of adversity, there is a realization of human potential to have a meaningful and a life worth living (Ryff, Keyes, & Hughes, 2003).

Individuals have developed a sense of doing things beyond themselves and businesses have also began to figure out the role of purpose among their employees (Pink, 2009). An institution's purpose differs from its mission and in recent times, employees, especially millennials desire to achieve a sense of purpose in their jobs (Petrova, n.d.).

Chapter 3: METHODOLOGY

3.1 Introduction

The main purpose of this study is to investigate the extent to which factors such as mastery, autonomy and purpose influence employee intrinsic motivation in the Ghana Civil Service. This chapter will detail the methodology by giving the research design, population, sampling procedures and the data collection instrument used in collecting the data.

3.2 Research design

A research design is a detailed blueprint about what to observe and how to analyze. This research will adopt the descriptive research design since it has been found appropriate for the study. The descriptive research describes data and characteristics of the population being studied. This design will enable the study to collect in-depth information about the population. Data collected from employees of the Ghana Civil Service. According to (Burns & Burns, 2008), in descriptive research, the research hypotheses will often exist, but they may be tentative and speculative.

In utilizing a descriptive design, a survey research in the form of a questionnaire would be used to gather information from respondents.

3.3 Operationalization and measurement of variables

Table 1 presented below shows questionnaire employed in the research in relation to the concepts and measurements. Questions on motivation factors such as autonomy, mastery and purpose were acquired from a survey by Active Leaders Association (Inner Active Leadership Associates Inc., 2011), with inspiration from Daniel Pink. Unfortunately, the researcher dis

Table 1: Operationalization

Concepts	Definitions	Measure
Intrinsic Motivation	Refers to an energizing behavior that comes from within an individual, out of will and interest for the activity without being inspired by any external rewards.	Recognition, achievement, challenging, personal growth, appreciation.
Mastery	Refers to the desire to improve one's skills better.	The right competence, experience and tasks, self-improvement, constructive criticism
Autonomy	Refers to acting with choice/discretion	Delegation, manage own time
Purpose	Refers to the desire to do something meaningful and important.	For own self, task and unit, change agent, meaning output

Table 2: Measurements Items and Variables

Measures	Items/Variables
EXTRINSIC MOTIVATION	If there is no tangible reward, I lose interest in the task I'm given.
	I work because I am promised a bonus after completing a task.
	My institution is fair regarding internal management procedures.
	My institution's activities matches its ethics and values.
	There is spirit of cooperation and teamwork in my institution.
INTRINSIC MOTIVATION	I work because my job is very important to me.
	I work because I find my job interesting/engaging.
	Without additional bonus/reward, I don't mind taking up a challenging task as part of my daily routine.
	My institution allows me to grow as a person and improve my self-confidence.
	I do not feel that the work I do is appreciated.
	My position in my institution is very significant in the grand scheme of things.
Autonomy	I would like to be given freedom over how I do my job while focusing on the overall institutional goal.
	I would to be allowed some degree of freedom regarding the time I report and leave work, how and when I do my work as long as I complete my given task.
	I would like to have autonomy over how I perform my task.

	<p>I would like to have autonomy to choose which team/group I work with.</p> <p>As a bureaucrat, the freedom to do great work and exercise my discretion is more valuable to me than a pay raise.</p> <p>Productivity would improve if allowed some degree of autonomy at your workplace?</p>
MASTERY	<p>Challenging tasks give me satisfaction.</p> <p>I feel internally motivated to become increasingly better at the work I do.</p> <p>I like to correct myself when I make mistakes while carrying out my task.</p> <p>I would like to receive regular, constructive and objective feedback at work from my supervisor.</p> <p>The work I do falls short of my capabilities.</p> <p>I want to be perfect at my work so I will devote my time and dedication in the absence of any external reward.</p> <p>I depend on myself to be the best at my job.</p>
PURPOSE	<p>I would like to contribute to my community and others through the work I do.</p> <p>I would like to do more tasks that make significant difference to my country.</p> <p>I would like my work to be more meaningful, i.e receive clear information about changes pertaining to my work and institution.</p> <p>My work allows me to grow and develop as a person.</p> <p>My work gives me a feeling of accomplishment.</p> <p>To a greater extent my work is just another way to make a living.</p>

Note* measured on a 5-point Likert Scale

3.4 Secondary data

This research seeks to investigate factors that affect intrinsic motivation among employees of the Ghana Civil Service. Therefore, secondary data on intrinsic motivation was discussed and analyzed with major focus on stimuli such as autonomy, mastery and purpose. Additionally, data was collected from journals, articles, books as well as academic studies in order to build a strong conceptual background and literature review for the study.

3.5 Primary data

Among options available to the researcher, the best approach for collecting primary data was the survey technique using questionnaire. The questionnaire was made it easy and possible to solicit information appropriate for the analysis from respondents. Items on the questionnaire were closed ended questions. A five pointer Likert Scale was used in the questionnaire to. Questionnaires were distributed, with a hundred percent collection and responses. The closed ended questionnaire consisted thirty (35) questions on demographic, general motivation (intrinsic and extrinsic motivation) and the three (3) elements of intrinsic motivation which were the main tools employed for the study.

After questionnaires were filled by respondents, a database was created in Microsoft excel. All statistical procedures were computed in Stata. Questions in the questionnaire were based on what had been discussed in the literature review and are

linked to an investigation of factors that affect employee intrinsic motivation in the public sector.

The study population in this study comprise public sector employees working in public institutions in Ghana. A sample was drawn from the population which refers to all possible cases of what is to be studied. According to a definition provided by (Babbie, 2013), “a sample is representative of the population from which it is selected if the aggregate characteristics of the sample closely approximate those same aggregate characteristics in the population”. For the purpose of this research, respondents were staff from different Ministries under the Office of the Head of Civil Service, Ghana. Position of employees ranged from senior management level to junior staff.

3.6 Sampling technique

The sampling technique which was chosen in carrying out this research is the non-probability sampling. This procedure does not afford any basis for determining the probability that each item in the population has a chance of being included in the sample (Kothari, 1990). This is due to the fact that the exact population size is unknown and difficulties in adopting the random sampling. Thus, the convenience sampling technique under non- probability sample was adopted which implied that the units to be observed would be selected due to ease of access. Key Variables

Chapter 4: Findings and Analysis

4.1 Introduction

Chapter 4, presents a summary of the findings and analysis gathered from the online questionnaire. The data was summarized and presented using Stata Software program and comprised a sample size of 100 respondents

In line with the questionnaire, the findings are presented below. Demographic questions of respondents are from questions 1 to 5. Questions 6 to 9 are about extrinsic motivation while questions 11 to 16 are about intrinsic motivations. Questions 17 to 22, 23 to 29, and 30 to 35 are related to autonomy, mastery and purpose respectively.

4.2 Results

Statistical results and measurements against the stated hypotheses of the research will be presented in this chapter. To begin with, a brief description of sample characteristics is discussed and a summary of responses pertaining to extrinsic motivation is presented. Factor analysis is carried out to examine the exclusion of any variable for the final constructs in the analysis. Using the Cronbach's Alpha test, the constructs will be tested for reliability. A descriptive statistics and correlation analysis of respondents will be presented. Finally, correlation and regression models, which test the hypotheses that were established are shown.

4.3 Sample characteristics

The sample consists of a total of 100 respondents who are all employees of the Ghana Civil Service. The sample structure is presented in Table 3 and explained in the following paragraphs.

Table 3: Demographic characteristics of respondents (N=100)

	Variable	Frequency	Percentage %
Gender	Male	57	57
	Female	43	43
Age	21 - 30	22	22
	31 - 40	60	60
	41 - 50	11	11
	51 - 60	7	7
Position	Senior Management Staff	29	29
	Management Staff	49	49
	Junior Staff	22	22
Years of Service	0 -1 years	7	7
	2 - 5 years	23	23
	6 - 10 years	42	42
	11 - 15 years	17	17
	16 -20 years	5	5
	above 21	6	6
Salary	Very satisfied	3	3
	Satisfied	6	6
	Neutral	30	30
	Dissatisfied	45	45
	Very dissatisfied	16	16

As presented in Table 3 above, 35% of surveyed employees were male while the rest were female. Possible reason for significantly higher number of males to females is because of the high ratio of male to female in the Ghana Civil service. Majority of respondents were aged between 31-40 years representing 60% of the sample. Also, for the purpose of this research, employees were divided into three work positions. From the table, it is seen that management staff were largely represented with a percentage of 49%.

42% of respondent's years in service range from 6 to 10 years, and the least percentage of employees have been working in the service for a year or less which represents 7% of the total sample. Salary is another variable that is worth mentioning because of its influence on motivation although it was not considered in the statistical data processing. 45% of employees responded that they were dissatisfied with their salary and the least percentage of 3% of employees were very satisfied with their salary.

Questions 6, 7, 8, 9, 10 in the survey questionnaire were related to extrinsic motivation of employees in the Ghana Civil Service. Results reveal that 46% of respondents disagreed that they lost interest in their jobs if there was no tangible rewards with the remaining 54% strongly disagreeing, agreed, strongly agreed or just neutral. Also, 54% of the sample disagreed that they their reason for working was because they were promised a bonus after completing a task.

Again, 39% of respondents agreed that their institutions were fair regarding internal management procedures with the least percentage of employees of 5% strongly

agreeing. In addition, findings show that 48% of respondents agree that their institution's activities matched its values and ethics, only 6% strongly disagreed. Lastly, concerning teamwork, 55% of the sample agreed that there was a spirit of cooperation and teamwork in their places of work, however, 13% disagreed to this.

4.4 Factor analysis

Only questions based on intrinsic motivation, autonomy mastery and purpose were included in the factor analysis as this research seeks to investigate how these factors influence intrinsic motivation. The constructs and number of variables for the factor analysis are summarized in Table 4 below. (Gorsuch, 1983) and (Nunnally, 1978) recommends having a least five participants to a variable and sampling at least as many subjects as variables. However, researchers such as (Cattell, 1978) argue that the number of participants per variable can be three. Therefore, it is fair to infer that the sample size for this research is valid considering the number of variables. The number of respondents per variable is four (4) ie. $100/25=4$.

Table 4: Variables included in factor analysis

Intended Construct	Type	Number of Variables
Intrimotiv	Dependent	6
Auto	Independent	6
Mast	Independent	7
Purp	Independent	6

Factor analysis was utilized in constructing the new factors affecting intrinsic motivation in the Ghana Civil Service. It also shows whether or not respondents'

pattern of responses on a number of tests can be explained by a smaller number of fundamental factors (Streiner, 1994). To better explain the constructs under investigation, it is better to group items into a set of interpretable factors (Taherdoost, Sahibuddin, & Jalaliyoon, 2014).

In determining the factorability of the whole matrix Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling were used. The KMO is a measure of how suited the data is for factor analysis. According to (Netemeyer, Bearden, & Sharma, 2003), a KMO correlation above 0.60-0.70 is considered adequate for analyzing the factor analysis output. The lower the proportion, the more suited the data is for factor analysis (Kaiser & Barbara, 2010). Therefore, results for the Kaiser-Meyer-Olkin for this research is 0.6.14 which is within the required threshold. Based on the result, factor analysis conducted. Table 5 below provides details of the KMO results.

Table 5: Result of Bartlett's Test and KMO

Bartlett test of sphericity
Chi-square = 782.712
Degrees of freedom =300
p-value = 0.000
Kaiser-Meyer-Olkin Measure of Sampling Adequacy
KMO = 0.614

4.5 Factor extraction, rotation and interpretation

After confirming that the variables were satisfactory in conducting a factor analysis, all the 25 variables of the principal component analysis generated four factors based on the criterion for retaining Eigen values which requires those greater than 1.0. Upon determining the factors, they were rotated to minimize the complexity of the factor loadings make the structure simpler for interpretation (Pallant, 2005).

The factor matrix as shown in Table 6, illustrates that autonomy variables which have high factor loading load onto the first factor. Intrinsic motivation variables load onto Factor 2, however, purpose variable (“purp 34”) also loads onto this component. This could mean that there are similarities between intrinsic motivation and purpose constructs. Variables pertaining to purpose and mastery were loaded onto factors 3 and 4 respectively. Same assumption as factor 2 could be given as to why mastery variable (“mast 26”) was loaded under the third factors. It can be seen that Factor 4 loaded 2 items which (Raubenheimer, 2004) asserts that scales may have as little as two factor which justifies its inclusion in the analysis.

Table 6: Rotation matrix for dependent and independent variables

Variable	Factor 1	Factor 2	Factor 3	Factor 4
IntMotiv11		0.5138		
IntMotiv12		0.7198		
IntMotiv13				
IntMotiv14				
IntMotiv15		0.5238		
IntMotiv16				
Auto17	0.6641			
Auto18	0.7564			
Auto19	0.6876			
Auto20	0.6891			
Auto21				
Auto 22				
Mast23				
Mast24				
Mast25				
Mast26			0.5389	
Mast27				
Mast28				0.6883
Mast29				0.7664
Purp30			0.6313	
Purp31			0.752	
Purp32			0.5949	
Purp33				
Purp34		0.7687		
Purp35				

4.6 Reliability tests

Notwithstanding that constructs in this research were based on journal articles, it is still necessary to test the reliability of the scale because most of the constructs were rephrased to suit this research. One main issue pertaining to reliability is the consistency of the scale and a commonly used indicator for checking consistency is the Cronbach Alpha. Utilizing Cronbach's alpha is based on the assumption that to

some extent, scale items measure familiar entity which is preferably above a 0.7 scale. It relates to how items are averagely correlated with other items in the scale.

To create a reliable construct of multiple variables, a scale with Cronbach's alpha greater than 0.7 is required (Pallant, 2005). In contrast, (Hinton, Brownlow, McMurray, & Cozens, 2004) argue that an alpha score of, 0.5 to 0.75 is generally accepted as it indicates a moderately reliable scale, while a figure below this generally indicates a scale of low reliability. (Moss, et al., 2002) also confirms this by adding that Cronbach's Alpha over 0.6 are generally acceptable. Table 7, yielded results showing the construct, items and threshold scores for the independent and dependent variables with Cronbach Alpha ranging from 0.6 – 0.7.

Table 7: Constructs after factor analysis

Construct	Type	Number of Variables	Cronbach's Alpha
Intrimotive	Dependent	4	0.6977
Autonomy	Independent	4	0.7767
Mastery	Independent	2	0.609
Purpose	Independent	4	0.7154

4.7 Descriptive statistics

Intrinsic motivation is the dependent variable and its measurement variables are autonomy, mastery and purpose. Table 8 below shows the descriptive statistics related to intrinsic motivation and its factors as well as the control variables. The

analysis show that for the factors of intrinsic motivation the mean is 3.76 (SD = 0.61). Other variables in the model such as autonomy has mean value of 3.44 (SD=0.8), mastery with a mean of 3.9 (SD=0.71) and purpose 4.42 (SD=0.4). All survey questions were measured on a Likert scale of 1 to 5 with 5 being the highest (strongly agree) and 1(strongly disagree) being the lowest.

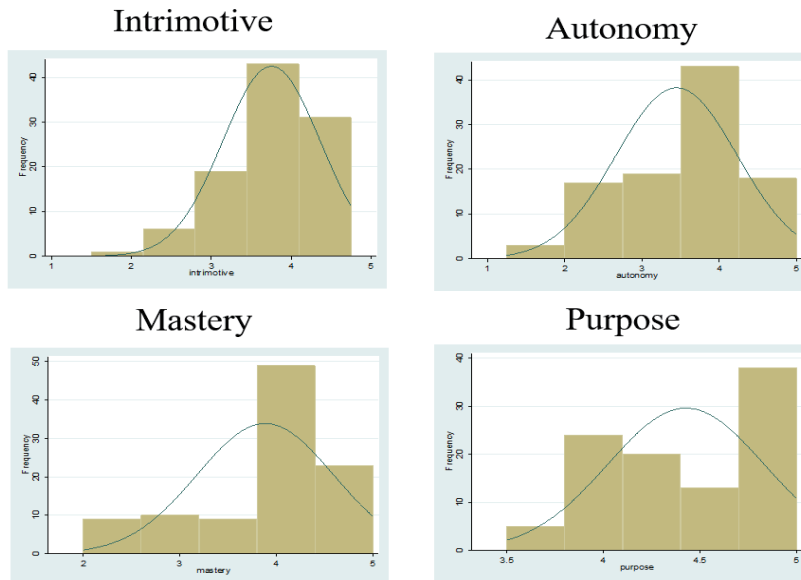
Table below, shows descriptive statistics for the dependent, independent and control variables.

Table 8: Summary statistics, key variables, total sample, 100 observations

Variable	Mean	Std. Dev.	Min	Max
Gender	1.43	0.5	1	2
Age	3.03	0.8	2	5
Position	1.93	0.71	1	3
Service	3.08	1.2	1	6
Intrimotive	3.76	0.61	1	5
Autonomy	3.44	0.8	1	5
Mastery	3.9	0.71	1	5
Purpose	4.42	0.4	3	5

Figure 4: Frequency distribution of responses

The figures below show that the distribution of responses is skewed to the left. This depicts that participants gave positive responses to items on the questionnaire



4.8 Correlation analysis

This research examined potential correlational associations between intrinsic motivation, autonomy, mastery and purpose. Before presenting the regression model, it is necessary to ascertain if there are correlations between the variables in the model. Correlation analysis is performed to quantify the possible association between two variables. In addition, it is used to find out if any change in the independent variable may result in a change in the dependent variable.

The correlation for all the variables depict that gender is negatively and significantly correlated with intrinsic motivation ($r = -.257, p < 0.05$). Age is significantly but negatively correlated with position at ($r = -.047, p < 0.05$) and is positively and highly

correlated with service ($r = 0.752$). Position however is significantly and negatively correlated with years of service ($r = .455$).

In terms of the correlation between the dependent and independent variables, the result depicts that there is a significant but negative correlation between autonomy and intrinsic motivation ($r = -.221$, $p < 0.05$). Table 9 below presents the correlation results of all variables.

Table 9: Correlation between intrinsic motivation, control variables, autonomy, mastery and purpose

	intrimotive	Gender	Age	Position	Service	autonomy	mastery	purpose
intrimotive	1							
Gender	-0.257*	1						
Age	0.168	-0.007	1					
Position	-0.033	0.1424	-0.047	1				
Service	0.086	0.06	0.752*	-0.455	1			
autonomy	-0.221*	0.116	-0.022	0.097	0.04	1		
mastery	0.127	0.056	-0.058	0.074	-0.06	0.073	1	
purpose	-0.001	-0.019	0.095	-0.088	0.163	0.028	0.116	1

*Correlation is significant at 0.05 level.

4.9 Regression analysis

To predict the powers of the established constructs on the dependent variable, this part of the analysis will use the linear regression and examine if the establishes hypothesis can be confirmed or not.

To begin with, two multiple linear regressions were conducted: Regression 1 ($R1$) and Regression 2 ($R2$). $R1$ was run with intrinsic motivation as dependent variable and demographic variables such as gender, age, position and years of experience as

control variables. Autonomy, mastery and purpose are the independent variables. In addition, *R1* as presented in Table 10 below, shows which control variables have the best predictive strength. The R^2 which is an important measure model indicates how much of the variance in the dependent variable can be explained by the below listed control and independent variables. It also indicates how well the model can be generalized in a population. The adjusted R^2 in *R1* is 0.10 which means that 10% of the variance in intrinsic motivation is explained by the control and independent variables.

The result revealed a statistically negative significant relationship between intrinsic motivation and gender with unstandardized coefficient $\beta = -.315$ ($p < 0.05$).

Table 10: R2: Regression between intrinsic motivation, gender, age, position, years of service and autonomy, mastery and purpose.

	Intrinsic Motivation		
	Coef.	Std. E	t
<i>Demographics Variables</i>			
Gender	-0.315*	0.12	2.63
Age	0.164	0.115	1.44
Position	0.093	0.0945	0.99
Service	0.008	0.078	0.11
<i>Independent Variables</i>			
Autonomy	-0.163*	0.075	2.16
Mastery	0.143	0.083	1.72
Purpose	-0.049	0.147	-0.33

R ²	0.16
Adjusted R ²	0.10
F	2.63

*p<0.05

As stated earlier above, the next step (*Table 11*) tested the hypotheses of H1, H2 and H3 by the means of the first regression analysis model which included all variables. The intent of the *R2* is to answer the hypotheses regarding intrinsic motivation. For this second analysis model (*R2*), the adjusted *R2* was 0.04 which translates to 4% of the variance in intrinsic motivation being explained by independent variables.

Autonomy was proved to be statistically significant with intrinsic motivation but however, had a negative relationship $\beta = -.18$, ($p = <0.05$) although the hypothesis proposed a positive association. This means that employees with increased level of autonomy are less likely to be intrinsically motivated than those with less or no autonomy in their line of work. As seen from the table below, autonomy contributed the highest to explaining intrinsic motivation.

Mastery has no relationship with intrinsic motivation. The regression result below depicts that mastery is not a factor of intrinsic motivation for employees in the Ghana Civil Service, $\beta=0.12$ and ($p= <0.5$). This relationship is therefore considered statistically insignificant

The results for *purpose* in Table 10 below, depict that purpose contributed least of all other predictors of intrinsic motivation. This proves a very weak effect and its relationship with intrinsic motivation is statistically insignificant and cannot be

considered as a factor of intrinsic motivation for employees of the Ghana Civil Service.

Table 11: Regression 2(R2): between intrinsic motivation and autonomy, mastery and purpose

	Intrinsic Motivation		
	β	Std. E	t
<i>Independent Variables</i>			
Autonomy	-0.181*	0.077	2.35
Mastery	0.126	0.086	1.47
Purpose	-0.017	0.15	0.12
R ²		0.06	
Adjusted R ²		0.04	
F		2.4	

Chapter 5: SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND LIMITATIONS

5.1 Summary of research findings

The main objective of this research investigated factors that affect employee intrinsic motivation in the public sector with focus on the employees from the Ghana Civil Service. A key human resource function is the motivation of staff and those in the public sector cannot be left out. These bureaucrats are implementers of government decisions and actions and as such need to be very well motivated to perform their tasks. There have been calls for increased level of motivation among Ghana's Civil Servants and as such, an aspect of motivation which is worth investigating is intrinsic motivation of these employees.

As outlined in the literature review, staff who are motivated tend to perform very well. Some motivation theorists are of the view that extrinsic motive is not enough form of persuasion at the workplace. (Pink, 2009), mentions that business need to identify natural causes for motivation. Therefore, this research emphasizes autonomy, mastery and purpose as internal motivators and investigates these factors among employees in the Ghana Civil Service.

To verify the stated hypotheses as intrinsic motivation factors, data in the form of online survey was gathered from 100 employees from the Ghana Civil Service.

Demographics of respondents include, age, gender, position and years of service. A Likert scale was used to summarize and present the findings.

This research was based on three (3) questions: How does work autonomy influence intrinsic motivation of employees in the Ghana Civil Service? Does autonomy influence employee intrinsic motivation? Is mastery a positive factor of intrinsic motivation among employees in the public sector?

Surprisingly, based on the findings and due to some limitations stated below, autonomy, mastery and purpose did not account for factors of intrinsic motivation among employees of the Ghana Civil Service as proposed in the hypotheses. In spite of the above mentioned limitations, the researcher is highly convinced that the methods employed in carrying out the research is a reflection of how factors such as autonomy, mastery and purpose affect employees in the Ghana Civil Service. However, more research on this topic needs to be undertaken to investigate the

5.2 Implications

To begin with, the results of this research are unanticipated. It must be worth mentioning that findings from this study are unanticipated and in contrast to result expectations of the independent variables; autonomy, mastery and purpose which were designed to measure their influence on intrinsic motivation of Civil Servants in Ghana.

In the theory of (Pink, 2009), it was believed from theory that autonomy was good at enhancing intrinsic motivation especially in the workplace. Survey conducted by

(Joo, Jeung, & Yoon, 2010), also assert that work autonomy contributes critically to employee intrinsic motivation.

As Civil Servants are granted greater level of freedom, the less their innate desire to carry out their task. In the Ghana Civil Service, observations however indicate that majority of employees in spite of their low wage, continue to be at post and would not quit their jobs any time soon. Also, in an environment where there is job flexibility and bureaucrats are allowed some level of discretion, one would expect that what is keeping these Civil Servants at post is the flexibility that accompany working in the Ghana Civil Service.

The lack of association between mastery and intrinsic motivation could be due to the explanation that, although the job of bureaucrats is usually routine in nature, it may not necessarily improve their skills or perfection on the job. What if employees are rather demotivated by routine tasks? Therefore, they may appear to be working hard and producing results but this may not mean that they have mastered the job and are therefore intrinsically motivated, but probably due to expectations of them to achieve organizational targets and meet deadlines.

Several studies have revealed that employees would achieve a sense of purpose if their work is meaningful; that which makes them contribute to their society, and also enhance their personal development thereby increasing their level of intrinsic motivation and making them give of their best against all odds. This however, is not the case for employees in the Ghana Civil Service as results prove. Individual perception and goals may be other factors that could affect employee intrinsic motivation other than purpose.

In as much as there is growing concern on how to increase intrinsic motivation level of public employees, it is necessary for human resource directors and heads of institutions to take into account the contextual and individual needs of employees to avoid mismatch considering the results of this research which revealed varying conflicting responses from employees. What drives employees in one setting may differ from others in different setting.

5.3 Recommendations

In the light of the above stated limitations, it is recommended that greater research on intrinsic motivation Ghana's Civil Servants to improve understanding in this aspect of motivation and the associated variables employed in this study.

It is also proposed that a larger sample size could be considered in order to increase generalization of the research.

Again, future investigations could incorporate the use of other data gathering methods such as interviews with online survey. Although some financial costs may be incurred, but a combination of qualitative and quantitative data also helps in avoiding some errors thereby making the make the findings more definite.

Lastly, further research could focus on developing a widely accepted scale for intrinsic motivation factors such as autonomy mastery and purpose since it was a challenge choosing sufficient scale for this research. Also, more non-financial motivation factors could be considered instead of limiting the factors to autonomy, mastery and purpose.

5.4 Limitations

In the course of carrying out the research, the major challenge was having access to relevant information especially with respect to the literature review. Several researches on intrinsic motivation have been conducted, however information on how autonomy, mastery and purpose affect this aspect of motivation in Africa and particularly the public sector could barely be found.

Another limitation is the relatively small sample size which affects generalizability of the research.

Finally, it could be that in the selection of articles for this research, some studies which could be related to factors of intrinsic motivation were missed and have therefore impacted the findings. Additionally, factor analysis for this research showed that many items did not fit the subscale and as such do not measure the dimensions which it intended to measure.

BIBLIOGRAPHY

- Inner Active Leadership Associates Inc. (2011). *Motivation Self Assessment: Autonomy, Mastery and Purpose*. Retrieved from <http://inneractiveleadership.ca/content/wp-content/uploads/2015/10/assess-for-autonomy-purpose-and-mastery.pdf>
- Adom, D., K. H. E., & Adu, J. A. (2018, January). Theoretical and Conceptual Framework: Mandatory Ingredients of A Quality Research. *International Journal of Scientific Research*, 438-441.
- Antonie, A. (2006). Call for autonomy, competence and relatedness: Motivating language learning environments in Web 2.0. 2(3).
- Asamoah, D. K. (2013, August 22). *journal: Research gate*. Retrieved from research gate: https://www.researchgate.net/publication/304717317_Enhancing_Public_Sector_Productivity_in_Ghana_A_Qualitative_Study
- Ashitey, A. A., Marfo, M., & Asamoah, S. E. (2019, April). Effect of Intrinsic Motivational Factors on the Employees Performances in the Public Sector. *The International Journal of Humanities & Social Studies*, 7(4).
- Babbie, E. (2013). *The Practice of Social Research* (Thirteenth Edition, International Edition ed.). 2013.
- Badubi, R. M. (2017). International Journal of Innovation and Economic Development. *Theories of moivation and their application in organizations: a risk analysis*, 44-51.
- Bieniek, K. (2016). An investigation of intrinsic motivation factors in multinational organisations: an Irish perspective. Ireland.
- Burns, R. B., & Burns, R. A. (2008). *Business Research Methods and Statistics Using SPSS*. London: Sage.
- Cattell, R. B. (1978). *The Scientific Use of Factor Analysis In Behavioral and Life Sciences*. New York: Plenum.
- Chiang, C. F., & Jang, S. S. (2008, June). An expectancy theory model for hotel employee motivation. *International Journal of Hospitality Management*, 27(2), 313-322. doi:<https://doi.org/10.1016/j.ijhm.2007.07.017>
- Deci, E. L., & Ryan, R. M. (2002). *Handbook of Self-Determination Research*. University of Rochester Press.

- Deci, E. L., & Ryan, R. M. (2010). Intrinsic Motivation. doi:<https://doi.org/10.1002/9780470479216.corpsy046>
- Deci, E., & Ryan, R. M. (1985). *Intrinsic Motivation and Self Determination in Human Behaviour*. Kluwe Academic/Plenum Publishers.
- Dobre, O.-I. (2013). Employee Motivation and Organizational Performance. pp. 53-60.
- Gabris, G. T., & Simo, G. (n.d.). Public Sector Motivation as an Independent Variable Affecting Career Decisions. *Public Personnel Management*, 24(1), 33-51. Retrieved from <https://doi.org/10.1177/009102609502400103>
- Gelderen, M. V., & Jansen, P. (2006). Autonomy As A Start-up Motive. *Journal of Small Business and Enterprise Development*, 13(1), 23-32.
- Gorsuch, R. L. (1983). *Factor Analysis* (2nd ed.). NJ:Erlbaum: Hillsdale.
- Grindle, M. S., & Hilderbrand, M. E. (1995). Public Administration and Development. 15, 441-463. doi:<https://doi.org/10.1002/pad.4230150502>
- Hinton, P. R., Brownlow, C., McMurray, I., & Cozens, B. (2004). *SPSS Explained*. Routledge.
- Im, T. (2017). *Public Organizations In Asia*. New York: Routledge.
- Importance of Human Resource Management*. (2017, January). Retrieved from Human Resource Excellence Website.
- Joo, B. K., Jeung, C.-W., & Yoon, H. J. (2010). Investigating the influences if core self-evaluations, job autonomy, and intrinsic motivation on in-role job performance. *Human Resource Development Quarterly*, 21(4).
- Joshi, M. (2015). *Human Resource Management* . India.
- Jr, R. J. (2016, December). *Publication*. Retrieved from research gate: https://www.researchgate.net/publication/310498763_Job_Performance_Job_Satisfaction_and_Motivation_A_Critical_Review_of_Their_Relationship
- Kaiser, H. F., & Barbara, C. A. (2010, June 10). A Study Of A Measure Of Sampling Adequacy For Factor Analytic Correlation Matrices. 43-47.
- Kaur, A. (2013). Maslow's Need Hierachy Theory: Applications and Criticisms. *Global Journal of Management and Business Studies*, 3, 1061-1064.
- Kothari, C. (1990). *Research Methodology, Methods and Techniques* (Second Revised Edition ed.). Jaipur: New Age International Publishers.

- Kovach, K. A. (1995). Employee Motivation: Addressing A Crucial Factor In Your Organization's Performance. doi:10.1002/ert.3910220209
- Kremer, W., & Claudia, H. (2013, September 1). *Magazine: BBC World Service*. Retrieved from BBC Website: <https://www.bbc.com/news/magazine-23902918>
- Kreps, D. M. (1997). Intrinsic Motivation and Extrinsic Incentives. *The American Economic Review*, 87(2), 359-364.
- Leisink, P. L., Knies, P. E., & Loom, N. V. (2018, March 1). *Journals*. Retrieved from Tandfonline: www.tandfonline.com/doi/full/10.1080/10967494.2018.1428254
- Lindenberg, S. (2008). Intrinsic Motivation in a New Light. 54(2-3).
- Lunenberg, F. C. (2011). Expectancy Theory of motivation. *International Journal of Management, Business, and Administration*.
- Maslow, A. H. (1943). A Theory of Human Motivation. 50, 270-396.
- Maslow, A. H. (1970). *Motivation and Personality*. New York: Harper & Row.
- McGregor, D. (1960). *The Human Side of Enterprise*. New York, McGraw-Hill.
- Moss, S., Prosser, H., H, C., Simpson, N., Patel, P., Rowe, S., . . . C, H. (2002, January 05). Reliability and Validity of the PAS-ADD Checklist for detecting psychiatric disorders in adults with intellectual disability. *Journal of Intellectual Disability Research*.
- Netemeyer, R. G., Bearden, W. O., & Sharma, S. (2003). *Scaling Procedures. Issues and Applications*. Sage Publications, Inc.
- Nunnally, J. (1978). *Psychometric Theory* (2nd ed.). New York: McGraw-Hill.
- Obiekwe, N. (2016, December). Retrieved from theseus: <https://www.theseus.fi/bitstream/handle/10024/120824/Employee%20motivation%20and%20performance.pdf?sequence=1>
- Pallant, J. (2005). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows* (3rd Edition ed.). New York: Open University Press.
- Pearson, R. H., & Mundform, D. J. (2010, November 1). Recommended Sample Size for Conducting Exploratory Factor Analysis on Dichotomous Data. *Journal of Modern Applied Statistical Methods*.
- Perry, J. L., & Lois, W. R. (1990). The Motivational Bases of Public Service. *Public Administration Review*, 50(3), 367-373. doi:10.2307/976618

- Perry, J. L., & Wise, L. R. (2000, April 1). *Journal of Public Administration Research and Theory*, 10(2), 471-488. Retrieved from <https://doi.org/10.1093/oxfordjournals.jpart.a024277>
- Petrova, S. (n.d.). *Adeva*. Retrieved from Adeviat: www.adeviat.com
- Pink, D. H. (2009). *Drive, the Surprising Truth About What Motivates Us*. New York: The Penguin Group.
- Raubenheimer, J. (2004, October). Item Selection Procedure to Maximise Scale Reliability and Validity. *Journal of Industrial Psychology*.
- Robinson, A. J. (1998). McGregor's Theory X and Y Model. *The Pfeiffer Library*, 20.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. 54-67. doi:10.1006/ceps.1999.1020
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1):54-67. doi:DOI: 10.1006/ceps.1999.1020
- Ryff, C. D., Keyes, C. L., & Hughes, D. L. (2003, September). Status Inequalities, Perceived Discrimination, and Eudaimonic Well-being: Do the Challenges of Minority Life Hone Purpose and Growth. *Journal of Health and Social Behaviour*, 44, 275-291.
- Sadiq. (2018). Determinant Power of "Public Service Motivation" for Job Satisfaction and "Customer Service Orientation": In Case of People's Republic of China. *Open Journal of Social Sciences*, 06(01), 14 pages. doi:10.4236/jss.2018.61003
- Sansone, C., & Harackiewicz, J. M. (2000). *Intrinsic and Extrinsic Motivation. The Search for Optimal Motivation and Performance*.
- Streiner, D. L. (1994, April 1). Figuring Out Factors: The Use and Misuse of Factor Analysis. *Canadian Journal of Psychiatry*.
- Taherdoost, H., Sahibuddin, S., & Jalaliyoon, N. (2014). Exploratory Factor Analysis; Concepts and Theory. *Advances in Applied and Pure Mathematics*, 375-382.
- Tan, S. K. (2013). Herzberg's two-Factor Theory on Work Motivation: Does it work for today's environment? *Global Journal of Commerce and Management Perspectives*, 18-22.

- The office of Head of Civil Service. (2018). *History: The Office of the Head of Civil Service*. Retrieved from Office of Head of Civil Service: www.ohcs.gov.gh/history
- United Nations Economic Commission For Africa. Public Administration, Human Resources and Social Development Division. (1991, November). Motivation and Productivity in the Public Service in Africa: A review of the Impact of the Economic Crisis and Reform Measures in Selected African Countries (Country Case Studies of Ghana and Ethiopia).
- Vandenabeele, Steijn, W. &, Camilleri, B. &, Cerase, E. &, Egger-Peitler, F. &, Hammerschmid, I. &, . . . Adrian. (2009). Comparing public service motivation within various Europe countries: do institutional environments make a difference?
- Vroom, V. H. (1964). *Work and Motivation*. San Francisco: Jossey-Bass.
- Wright, B. E. (2001, October 1). Public - Sector Work Motivation: A Review of the Current Literature and a Revised Conceptual Model. *Journal of Public Administration Research and Theory*, 11(4), 559-586. Retrieved from <http://doi.org/oxfordjournals.jpart.a003515>

국문초록

공공부문 직원의 내재적 동기에

영향을 미치는 요인 연구:

가나의 공공서비스 사례를 중심으로

Makafui Afi Nyatepe

서울대학교 행정대학원

글로벌행정전공

직원들, 특히 공공부문의 직원들에 대한 동기 부여의 필요성에 대한 공감대는 학계에서도 어느정도 형성되어 있고, 직원의 본질적인 동기 유발 요인에 대한 이해는 조직 목표 달성에 큰 도움을 줄 수 있지만, 이에 대한 연구는 아직까지 미흡하다고 볼 수 있다. 본 연구는 공공 부문 직원의 내재적 동기 부여에 영향을 미치는 요인을 조사하여 자율성, 전문성, 목적 그리고 본질적인 동기 사

이에 어떤 연관성이 있는지를 알아내고자 한다.

자율성은 본인의 직무와 관련하여 업무 및 팀 선택 자율성, 그리고 재량권의 행사 정도로 정의된다. 전문성은 직무를 수행하는데 있어서 더 개선되고 더 완벽해야 하는가가 고려된다. 마지막 요인으로 목적은 공동체 또는 사회에 영향을 미칠 수 있는 의미 있는 일을 하는 것을 의미한다.

본 연구는 다니엘 핑크의 내재적 동기 요소를 적용하여, 자율성, 전문성 그리고 목적이 내재적 동기와 정의 관계가 있다고 가정했다. 내재적 동기와 자율성, 전문성 그리고 목적에 대한 선행연구에 따라, 가나 공공서비스 부문의 직원들에게 설문조사를 진행했다.

수집된 데이터를 기반으로 회귀분석을 실시한 결과, 가나 공공서비스 부문 직원들의 내재적 동기는 자율성, 전문성, 목적과 정의 관계를 갖고 있지 않았다.

마지막으로 이러한 발견의 한계 및 이론적, 실천적 함의에 대해 논의하였다.

주제어: 동기, 공공부문 동기, 내재적 동기, 자율성, 전문성, 목적

학번: 2018-26417



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

Master's Thesis of Public Administration

**Investigating Factors That Affect Employee
Intrinsic Motivation in the Public Sector
A Case of the Ghana Civil Service**

**공공부문 직원의 내재적 동기에
영향을 미치는 요인 연구:
가나의 공공서비스 사례를 중심으로**

August 2020

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Nyatepe, Makafui Afi

Investigating Factors That Affect Employee Intrinsic Motivation in the Public Sector

A Case of the Ghana Civil Service

Academic Advisor, Choi, Taehyon

Submitting a Master's Thesis of Public Administration

April 2020

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Makafui Afi Nyatepe

**Confirming the master's thesis written by
Makafui Afi Nyatepe**

June 2020

Chair Koo, Mingyo



Vice Chair Kim, Bonghwan



Examiner Choi, Taehyon



ABSTRACT

Investigating Factors That Affect Employee Intrinsic Motivation in the Public Sector A Case of the Ghana Civil Service

Makafui Afi Nyatepe

Global Master of Public Administration

Graduate School of Public Administration

Seoul National University

Scholars admit the need for motivation among employees, especially those in the public sector. Understanding employee intrinsic motivational factors can aid in successful attainment of organizational goals, however, little research has been conducted in the public sector regarding employee intrinsic motivation. This study investigates factors that affect employee intrinsic motivation of employees in the public sector. The objective is to find out if there is any association between autonomy, mastery, purpose and intrinsic motivation.

Autonomy is explained as the freedom to choose which task, team and exercising discretion in relation to one's work. Mastery element is concerned about the need to become better and perfect at doing a job and on the job. The last factor, purpose is refers to doing meaningful work that can impact society or community.

Drawing on Daniel Pink's elements of intrinsic motivation, it was hypothesized that autonomy, mastery and purpose were positively associated with intrinsic motivation. Also, based on a review of literature on intrinsic motivation and theories on factors such as autonomy, mastery and purpose, online survey was distributed to the sample, which comprise employees of the Ghana Civil Service.

The collected data was analyzed using regression analysis approach which showed the association between the dependent and independent variables. The results indicate that intrinsic motivation factors such as autonomy, mastery, purpose did not have positive influence on intrinsic motivation of employees in the Ghana Civil service.

Finally, the limitations of these findings and the theoretical and practical implications were discussed.

Key words: motivation, public sector motivation, intrinsic motivation, autonomy, mastery, purpose.

Student ID: 2018-26417

TABLE OF CONTENTS

ABSTRACT	i
Chapter 1: INTRODUCTION	1
1.2. Statement of the problem.....	2
1.1 Purpose of the study.....	4
1.2. Research objectives	5
1.3 Research question	5
1.4 Research hypothesis.....	5
1.5 Significance of study	5
1.6 Organization of the study	6
Chapter 2: LITERATURE REVIEW	8
2.1 Theoretical background.....	9
2.1.1 Maslow’s needs theory	10
2.1.2 Herzberg’s theory	12
2.1.3 Vroom’s expectancy theory.....	12
2.1.4 X and Y theory	14
2.2. Public sector motivation	15
2.3. Extrinsic motivation.....	18
2.4. Conceptual framework	18
2.5 Intrinsic motivation	19
2.5.1 Autonomy	20
2.5.2 Mastery	22
2.5.3 Purpose.....	23
Chapter 3: METHODOLOGY	25
3.1 Introduction	25
3.2 Research design.....	25
3.3 Operationalization and measurement of variables	26
3.4 Secondary data.....	29
3.5 Primary data	29

3.6 Sampling technique.....	30
4.1 Introduction	31
4.2 Results	31
4.3 Sample characteristics	32
4.4 Factor analysis	34
4.5 Factor extraction, rotation and interpretation.....	36
4.6 Reliability tests	37
4.7 Descriptive statistics.....	38
4.8 Correlation analysis	40
4.9 Regression analysis	41
Chapter 5: SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND LIMITATIONS	45
5.1 Summary of research findings.....	45
5.2 Implications.....	46
5.3 Recommendations	48
5.4 Limitations	49
BIBLIOGRAPHY	50

LIST OF TABLES

<i>Table 1: Operationalization</i>	<i>26</i>
<i>Table 2: Measurements Items and Variables</i>	<i>27</i>
<i>Table 3: Demographic characteristics of respondents (N=100).....</i>	<i>32</i>
<i>Table 4: Variables included in factor analysis.....</i>	<i>34</i>
<i>Table 5: Result of Bartlett's Test and KMO.....</i>	<i>35</i>
<i>Table 6: Rotation matrix for dependent and independent variables</i>	<i>37</i>
<i>Table 7: Constructs after factor analysis.....</i>	<i>38</i>
<i>Table 8: Summary statistics, key variables, total sample, 100 observations</i>	<i>39</i>
<i>Table 9: Correlation between Intrinsic Motivation, control variables, autonomy, mastery and purpose</i>	<i>41</i>
<i>Table 10: R2: Regression between intrinsic motivation, gender, age, position, years of service and autonomy, mastery and purpose.</i>	<i>42</i>
<i>Table 11: Regression 2(R2): between intrinsic motivation and autonomy, mastery and purpose</i>	<i>44</i>

LIST OF FIGURES

Figure 1: Abraham Maslow's need theory	11
Figure 2: Expectancy theory	14
Figure 3: Conceptual framework model.....	19
Figure 4: Frequency distribution of responses.....	40

Chapter 1: INTRODUCTION

Human resources is one of the most important component of every institution and plays a key role in helping institutions achieve their goals, mission and vision and without these, public institutions would not be in existence. Institutions cannot build effective teams of working professionals without good human resources. As a result, several theories have been developed to understand the how organizations achieve their goals through the efforts of these employees, one of which motivation is a contributory factor.

The study of motivation involves activities that drive a person to perform the way they do. Individuals who are not moved by any inspiration to act are characterized as unmotivated, whereas those who are triggered towards an end are considered motivated (Ryan & Deci, 2000). In other words, motivated employees are likely to be creative and productive thereby producing good work quality as compared to unmotivated employees who to put in minimal efforts in carrying out their tasks. Understanding what truly motivates employees and the reason why they work as well as identifying their needs would lead to greater efficiency at workplaces.

Motivation is a key success factor, where motivation fails, an organization or institution either achieves minimal or no results. The extent to which employees are motivated at their workplace is an indirect interpretation of how they are managed by their heads. A well-motivated team of employees would work hard against all odds to ensure that set targets are achieved.

Usually, an employee, given all the available resources may still not perform as expected and this may be due to other underlying factor which the manager may not be privy to. Employees are the core of institutions and how they choose to work impacts directly or indirectly on overall service delivery and organizational performance. With this in mind, if an employee has a laid back approach toward carrying out a task or is not giving the needed attention to clients to whom they offer services, this may lead to a dissatisfied customer and unmet organizational evaluation targets.

This research seeks to mainly investigate the extent to which employees of the Ghana Civil Service are motivated with emphasis on intrinsic motivation. Additionally, it evaluates how intrinsic elements such as autonomy, mastery and purpose which are explained in the literature review stimulate these employees. This topic is worth examining since there are diverse opinions on internal factors which motivates people especially workers.

1.2. Statement of the problem

Research has focused strongly on the choice of public sector employment and the behavior of public servants at their work places. Recently, public sector motivation has begun to attract a lot of interest.

It is the concern of every administrative head to ensure that employees are giving off their best to achieve organizational goals. The environment in which these employees work, plays a very crucial role in how they carry out their duties. One group of people that cannot be left out on issues of motivation are street-level bureaucrats. The actions

and inactions of public sector employees and how they carry out their functions are triggered by both internal and external factors which could be innate or influenced by incentives provided by employers.

The Ghana Civil Service is an essential part of the executive arm of government and a major arm of the public services of Ghana. The Civil Service was the main instrument of British imperial policy whose main functions were: maintenance of law and order, imposition and collection of taxes and exploitation of the rich mineral deposits and other natural resources of the colony (The office of Head of Civil Service, 2018). The Ghana Civil Service, as stipulated in the Civil Service Law, 1993 (PNDCL 327) is a body under the Public Services Commission of Ghana and comprises service in a civil office of Government. Ghana's 1992 Constitution provides that the President, upon advice from the Public Services Commission, appoints a public officer to the Head of Civil Service. At the apex of the civil service structure is the Civil Service Council to whom the Head of the Ghana Civil Service is answerable. Other employee groups are the administrators, technical officers as well as staff working in specialized units.

The Ghana Civil Service over the years has been faced with a challenge of low quality of service delivery by employees and this has become a concern to many especially the citizen who are the substantial beneficiaries of services offered by civil service employees. Calls for Ghanaian civil servants to improve their quality of service delivery has been ongoing severally. This comes against the backdrop that there has been a gradual decline in the performance of Ghana's Civil Service sector. High

productivity will consequentially lead to improved socio-economic development, thereby, improving the wellbeing of citizens.

The President of Ghana in His State of the Nation's Address in 2013 reiterated the need for improved efficiency in the Ghana Public Sector. According to (Asamoah, 2013) he mentioned that, it was time for serious rethinking about the level of wages in relation to national competitiveness and related productivity issues. Ghana's public sector has the highest proportion of the labor market, making it a very important resource to the development of the country.

Various literature and studies carried out on motivation among public sector employees have mostly been limited to both extrinsic and intrinsic motivation or majorly on extrinsic motivation. However, far too little attention has been paid to intrinsic motivation although this may be an important factor that drives the motivation of employees. In recent times, new models for assessing intrinsic motivation have been developed by some authors but there have been relatively few research conducted to ascertain how these factors influence employees in the public sector. The objective of this research therefore is to investigate these intrinsic motivation factors among employees of the Ghana Civil Service.

1.1 Purpose of the study

This study seeks to investigate factors that affect intrinsic motivation based on elements such as autonomy, mastery and purpose among employees of the Ghana Civil Service.

1.2. Research objectives

The objectives of this research are to investigate intrinsic motivation elements such as autonomy, mastery and purpose among employees in the public sector. Emphasis will be on evaluating whether employees of the Ghana Civil Service are motivated by these intrinsic factors.

1.3 Research question

1. How does work autonomy influence intrinsic motivation of employees in the Ghana Civil Service?
2. Is individual and work mastery a factor of employee intrinsic motivation in the Ghana Civil Service?
3. Does purpose influence the intrinsic motivation of employees in the Ghana Civil Service?

1.4 Research hypothesis

- H1: Work autonomy positively influences motivation.
- H2: Individual and work mastery positively influences intrinsic motivation of employees in the Ghana Civil Service.
- H3: Individual purpose positively influences employees' intrinsic motivation in Ghana Civil Service.

1.5 Significance of study

Existing researches and literature on intrinsic motivation have been carried out in the European and Asian country contexts and with focus in the private sector. The scope

of this research will however be on government sector employees in Ghana which is located in Sub – Saharan Africa.

As previously stated, the government of Ghana is making conscious effort at improving service delivery of public sector employees in Ghana, therefore, the findings of this study will redound to the benefit of the Ghana Civil Service which is a key government functioning institution considering that it plays a vital role in the implementation of policies and programs through its daily interaction with citizens.

The demand for improved service delivery is a justification for the need for well-motivated workforce. With much attention on extrinsic motivation to the neglect of intrinsic factors, this study will guide administrators to gaining a better understanding on how to enhance intrinsic motivation of staff thereby achieving many desirable outcomes such as better performance, and ultimately institutional goals. Additionally, this research will aid institutional heads in the formulation of intrinsic motivation awareness programs and incentives.

Consequently, intrinsic factors such as autonomy, purpose and mastery are important for employees and worth investigating to identify the extent to which these needs differ among employees.

1.6 Organization of the study

This research comprises five (5) chapters. The introduction, literature review, the research methodology, the findings and analysis and lastly, conclusions.

Chapter One, introduces the background to the study specifically the problem statement, the objectives, research questions, hypotheses, the significance of the study, the justification, the scope of the study and the operational definitions.

The second chapter moves on to review existing related literatures. Here, definitions on major theories on motivation, public sector motivation, extrinsic motivation, intrinsic motivation and finally Daniel Pink's three (3) elements of intrinsic motivation would be discussed and reviewed.

Chapter three, describes the methods used in this investigation which comprise the research design, sampling and the techniques employed in collecting data.

Chapter four examines the findings and provides analysis of data gathered from respondents

Finally, the fifth chapter provides a summary of the findings, limitations to the research and recommendations.

Chapter 2: LITERATURE REVIEW

This research seeks to investigate factors of intrinsic motivation of employees in the Ghana Civil Service.

Research in public service motivation has substantially increased overtime, however, few of these researches have been concerned with the actual cause of this phenomenon. This literature review will discuss traditional motivational theories such as those of Abraham Maslow, Vroom, and Herzberg since they involve elements of intrinsic and extrinsic motivation. However, emphasis will be placed on Abraham Maslow's needs theory, Herzberg's two factor theory, Vroom's expectancy and McGregor's theories which have become introductory points for ideas related to intrinsic motivation. Intrinsic and extrinsic motivation will also be described. Finally, Daniel Pink's intrinsic motivation elements such as purpose, mastery and autonomy will be explained in detail. These theories will give further insights on intrinsic motivation.

This literature review discusses traditional motivational theories such as intrinsic motivation, public sector motivation, and how elements of intrinsic motivation promoted by Daniel Pink (2009) who transformed and gave a better understanding of intrinsic motivators.

2.1 Theoretical background

Several studies have revealed that motivation is an important construct in predicting the professional success of individuals. The concept of motivation refers to forces which induce people to behave in a manner that will ensure the fulfillment of a particular human need at a particular time. William G. Scott, defines motivation as human action driven by a need at a particular time. The aftermath of institutions operating without any intent of motivating its employees are very tragic which can lead to a collapse of the institution. Individuals have varying mixture of their own strength and needs, some are driven by the desire to achieve set targets while others are focused on security (Dobre, 2013). Finding out what motivates employees is very necessary to enhancing organizational performance although this can be a huge hurdle. In the absence of motivation it would be difficult to achieve many tasks. For some employees, factors such as praise and recognition are enough motivators for them to carry out their tasks and for others, external motivators such as incentives would be of great deal to them.

Keeping employees happy and motivated and productive requires understanding the impact of different types of motivators on members. Motivation can be categorized into intrinsic (internal) and extrinsic (external) motivation.

Dwight D. Eisenhower, a former American General and statesman, simply defines motivation as “the art of getting people to do what you want them to do because they want to do it”. Human motives define the extent to which they put in efforts in carrying out their activities, that is, the reasons for which people do the things they

do are backed by underlying intentions which could be internal or external. These behaviors could be associated with positive or negative feelings of interest, enjoyment and satisfaction (Sansone & Harackiewicz, 2000).

2.1.1 Maslow's needs theory

Abraham Maslow's theory of needs hierarchy implies that individuals prioritize their needs according to the level of importance. Maslow's first contribution conceptually categorized human needs into five groups, and then put them in order. According to his theory, a higher need will not appear until the lower need is fulfilled. Once a need is fulfilled, a lower need will not appear anymore, which means the order of the hierarchical needs is irreversible (Im, 2017). The basic needs are physiological needs such as food, clothing and shelter. Next is the safety and security needs. Maslow's third need on his hierarchy is the social need and lastly self-actualization need which talks about the desire to accomplish or leave behind a legacy.

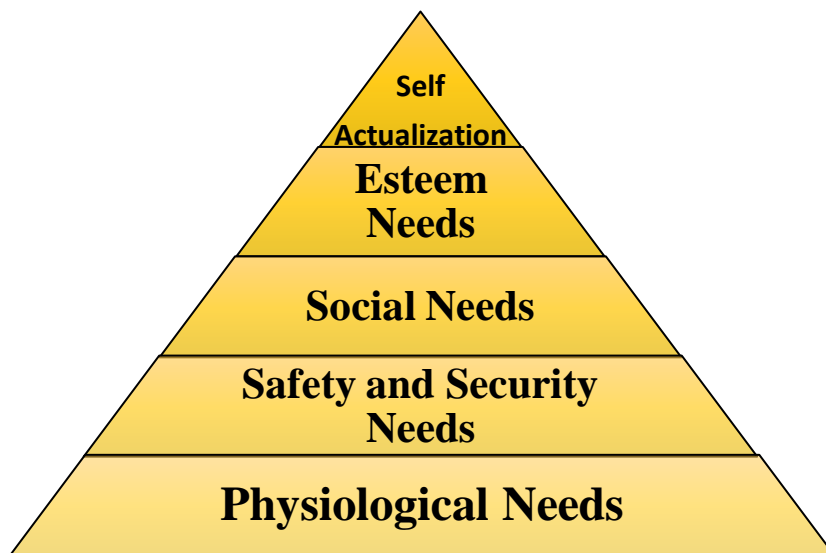
“Managers use Maslow's hierarchy to identify the needs of their staff and help them feel fulfilled, whether it's by giving them a pet project, a fancy job title or flexible working arrangements, so they can pursue their interests outside the workplace” (Kremer & Claudia, 2013).

At the workplace, employees need to earn enough to be able to cater for basic needs such as paying their bills, provide food and clothing for themselves. Employees also want to feel a sense of belongingness at their workplace and this may be in the form of recognition, rewards and incentives. “The higher the need, the lesser imperative

for sheer survival, the longer gratification can be postponed, and the easier it is for the need to disappear permanently” (Maslow A. H., 1970).

In spite of the fact that Maslow’s model is still applied in recent times, it has come under several criticisms. Theoretically, this model is only effective in describing the behavior of individuals who have achieved a high sense of growth need because employees who oppose the idea of increasing their growth will not realize any physiological reaction to their job (Kaur, 2013). Other critics also are of the view that due to different cultural background, individuals may have other needs which have not been mentioned by Abraham Maslow and for which they are ready to sacrifice some of these needs.

Figure 1: Abraham Maslow’s need theory



Source: (Maslow A. H., 1943)

2.1.2 Herzberg's theory

Herzberg et. Al (1959) introduced the hygiene and motivator theories also known as two factor theory. According to Frederick Herzberg, there were five features of work that bring about satisfaction (motivators). Herzberg's theory is closely related to Abraham Maslow's needs theory of motivation. These are achievement, recognition, responsibility, the job itself, and advancement which can lead to increase in job satisfaction. On the other hand, hygiene factors such as work condition, salary, security, policies of the organization and supervision can lead to dissatisfaction. For example, the absence of good working condition and low salary level may lead to employees not performing well on their jobs.

Herzberg discovered that for employees to be motivated, they must take responsibility for the outcome of the job which. This sense of feeling pushes them to give off their best in order to derive internal satisfaction as well as achieve organizational goal. The underlying principle of Herzberg's theory was what people work for, how they feel and react towards the job they do.

Many writers have challenged Herzberg's two factor theory on the grounds that it assumes every individual will react in the same way given the same situation.

2.1.3 Vroom's expectancy theory

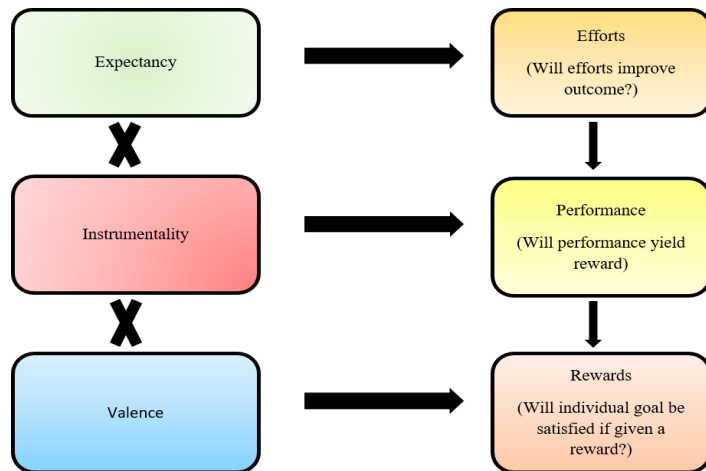
In his book, Work and Motivation (1964), Victor H. Vroom's expectancy theory places importance on the process and content of motivation. He suggests that an individual's desire to be motivated is guided by processes that governs their choices in the light of alternative forms of voluntary behavior. It is assumed at "the choices

made by a person among alternative courses are lawfully related to psychological events occurring contemporaneously with the behavior” (Vroom, 1964).

Vroom outlined a conceptual model for his expectancy theory. These are the concepts of valence, expectancy and instrumentality. On the concept of valence, Vroom explains that individuals have preferences among outcomes or states of nature at any given point. In his book, *Work and Motivation*, He emphasizes that “the strength of a person’s desire or aversion for them is based not on their intrinsic properties but on the anticipated satisfaction or dissatisfaction associated with other outcomes to which they are expected to lead” (Vroom, 1964). In essence, the extent to which individuals will perform their task is dependent on their expected outcome which is mostly in the form of external rewards. Employees, may seek to carry out their tasks effectively with the expectation that it will lead to a reward such as rise in salary or promotion.

The concept of expectancy explains the extent to which a person derives an outcome which does not only depend on their choices but as a result of circumstances beyond the person’s control. In this instance, decision making is mostly influenced by some elements of uncertainty and whether or not they are attractive to the individual. Lastly, in contrast to the valence and expectancy, instrumentality is also of the perception that individuals perform their task based on the rewards they are likely to receive from their employer even if they do not meet performance targets (Chiang & Jang, 2008).

Figure 2: Expectancy theory



Source: Author

2.1.4 X and Y theory

Douglas McGregor attempts at finding out the reasons underlying human activity at work gave rise to the concept of “X” and “Y” theory. In his book, “The Human Side of Enterprise”, McGregor looked at various approaches to managing people in institutions. He is of the view that the success of a manager’s supervision, with the ultimate aim of achieving set goals is dependent on his or her attempts to manage or influence others (Robinson, 1998). McGregor outline two theories of how managers view and treat employees.

Theory X is assumes that in order to get the job done, people need to be coerced, controlled , directed and even threatened as a form of punishment since the average human dislikes work and avoids taking responsibility.

In contrast, Theory Y emphasizes that people knowing what they would achieve upon completing a task is enough reward for them, they stay committed to their task and work in line with set objectives. It must be noted that, this reward is not necessarily financial. In other words, people by nature are not lazy and can easily be self – directed if motivated properly. Theory Y requires a soft approach which emphasizes that managers should fully understand the attitudes of their employees instead of adopting the theory X management style (Im, 2017).

2.2. Public sector motivation

Research on public service motivation emerged in the 1980s until it was developed fully in the 1990s by Perry and Wise which gave its first conceptual definition. For the purpose of this research, public sector is understood as organizations or institutions that are owned and managed by government and they exist to provide services to the public, especially citizens of the state. Public sector motivation can be understood as underlying motives that influence the attitude of employees towards their work in public institutions and organizations (Perry & Wise, 2000). The concept of public is a field of administration which is conducted under the rule of public law, that is, technical procedure enables fulfilling the requirements of public interest.

These motives refer to “psychological deficiencies or needs that an individual feels some compulsion to eliminate” (Perry & Lois, 1990). Since the beginning of public administration, several scholars have expressed a lot of interest on drivers of motivation for public sector employees.

Systems based on monetary incentive have been a core component of public organizations although scholars continue to debate on this. Organizational use of these incentives is as a result of the assumption that it would increase employee productivity and performance since the public and private labor force have similar characteristics. On the other hand, this may not always be the case, as some school of thought are of the view that incentives tend to rather decrease employee motivation.

Perry and Wise affirm that individuals are attracted to public institutions as a result of self-interest that is, advocating for the implementation of public policies, social equity and emotional attachment. What accounts for an individual to choose to work in the public sector may vary from what led the other person to also work for the government. Therefore individual career choices are associated with their internal or external needs and motives. Scholars such as Perry and Wise (1990), Naff and Crum, 1998 and Gabris and Simo (1995) have also indicated that most public sector employees especially those at the lower level only work as a means of survival and not an attraction to the sector.

In the public sector, employees can be highly motivated to work out of curiosity and interest or because they want to seek the approval of their superiors. Additionally, they could be motivated to learn new skills because they understand their potential value or because their skills would yield good results (Ryan & Deci, 2000).

In Ghana, the term public sector encompasses central government ministries, non – ministerial departments and “sub vented organizations” as well as public and state

owned enterprises engaged in the production and sale of goods and services. Some well-grounded generalizations suggest that public sector employees in Ghana are less motivated than those in the private sector. On the contrary, also generally true, is the level of security enjoyed by public sector employees.

The introduction of reforms such as that of the Civil Service Reform Programme which was based on the recognition that there had been a decline in the effectiveness of the Ghana Civil Service due to low and imbalance between wages and other inadequate legislative framework enabled the Government to seek the assistance of external consultants to aid in a programme to strengthen the management of the Civil Service in five key areas, of which salary was not left out.

However, it has been observations suggest that salary reform has contributed very little to enhance motivation level of the public sector employees. Salaries of public employees especially those in the Ghana Civil Service is just a small fraction of those paid in the private sector with similar roles and job description. This could be the resultant effect of tight budgetary constraints on government and other external conditional ties. Again, in a country where the basic needs of survival have not been generally met, issues of pay and promotions would have greater weight on the motivation of workers. Ghana provides fewer incentives to employees as compared to those of the private sector. This leads to the assumption that employees in the public sector are motivated by intrinsic motives rather than extrinsic which is confirmed by (Perry & Lois, 1990) who mention that individuals who work in the public sector are motivated by the desire to serve and contribute to society.

2.3. Extrinsic motivation

Extrinsically motivated individuals, engage in their work because of the associated benefit that would be derived apart from the work itself which in most cases are financial rewards. As discussed in the motivational theories, it can be deduced that extrinsic motivation is attributed to Abraham Maslow's needs theory.

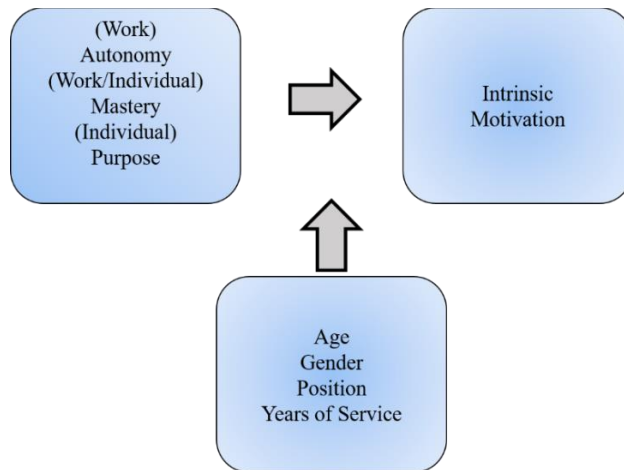
Theorists are of the view that the most important way of motivating employees is by providing extrinsic rewards. These rewards tend to be tangibles or financial and usually in the form of salary increment, promotion or bonus. Extrinsic rewards are usually determined by superiors or the head of institutions. In essence, extrinsically motivated employees do things with the intent of receiving a reward when the task is accomplished. Performing well at a given job or task is not based on the employee's sense of satisfaction or achieving organizational goal but rather to receive a compensation. (Deci & Ryan, 2002), assert that extrinsically motivated are undertaken to attain an expected end that is separate from the actual behavior.

2.4. Conceptual framework

For the purpose of investigating factors of intrinsic motivation on employees, this conceptual framework provides concepts and theories on elements such as autonomy, mastery and purpose affect intrinsic motivation of workers. This framework as illustrated in Figure 3 gives a fundamental description of this relationship. According to (Adom, K, & Adu, 2018), the conceptual framework seeks to make the findings of the research more meaningful to the constructs of theory and ensures generalizability (i.e. results of the research can be used for a larger group of people or situations).

The conceptual framework explains the foundation for focusing on specific variables for the study.

Figure 3: Conceptual framework model



2.5 Intrinsic motivation

Intrinsic motivators are rewards that are not based on performance and do not necessarily need money to sustain them. These motivators are inherent in individuals and are likely to have deeper and long term effect. In empirical tradition, psychologists are more apt to refer to the non- drive based motivation as intrinsic motivation, suggesting that the energy is intrinsic to the nature of the organism (Deci & Ryan, 1985). Intrinsically motivated individuals are driven only by internal rewards derived out of a natural satisfaction.

Ryan and Deci again define intrinsic motivation as undertaking an activity for its innate satisfaction rather than for other external results. Individuals grow in knowledge and skills if they are allowed to act in their own natural interests which makes intrinsic motivation a key tool for social, cognitive and physical development

(Ryan & Deci, 2000). Intrinsically motivated employees usually desire steady employment where they have personal relationships with their colleagues and would want to develop their skills in line with their job description (Kreps, 1997). While some workers are stimulated by challenging tasks, others are also interested with their ability to help others and their community.

Deci uses the “free choice” measure in defining motivation. In one of his studies, participants were given a task in exchange for a reward over a planned period and when the time was over, they were left in the experimental were told to do as they chose until the experiment was over without any reward. So they had the option to either continue working before the reward part of the experiment or they could choose to stop or engage themselves in other activities. Here, Deci deduces that those who chose to carry on with their task in the absence of any reward were intrinsically motivated and the more time spent at that task, the higher the level of intrinsic motivation.

Intrinsic motivation is a powerful driver of employee’s attitudes and performance which makes it distinctive, in that employees are motivated without rewards.

2.5.1 Autonomy

Autonomy is a feeling of choice in what one does and is not being controlled by others. Management is about walking around and ensuring that people are in their offices but creating the right conditions for employees to do their work (Pink, 2009). Scholars have suggested that people require freedom so that they can play with ideas in order to be creative. Autonomous motivation involves acting on one’s own accord

whereas controlled motivation involves behavior influenced by pressure and a demand from external forces towards achieving specific goals (Pink, 2009). It also means that people behave with a full sense of preference and choice. Employees should be able to decide what and how they would like to carry out their task, as long as it is in line with organizational objectives and results are achieved.

The self-determination theory by Ryan and Deci, posits that autonomous motivation is a reflection of the highest quality of regulation and some studies have shown that it yields to outcomes such as satisfaction, performance and commitment. Employees should be able to decide how to perform their tasks as long as they meet organizational goals. Also important is the time with which task should be completed. Autonomy motive in relation to employment is interesting and relevant for policy making (Gelderen & Jansen, 2006).

It is suggested that supervisors should stimulate autonomy as a form of intrinsic motivation and should give greater decision making power and responsibility to employees. The degree of autonomy will determine how persistent and employee will be in a task (Antonie, 2006). It is the task of human resource managers to identify elements of autonomy that are important for their workforce and to what extent (Deci & Ryan, 2010)

2.5.2 Mastery

Mastery is based on the need to improve or better ones skills. Pink opined that, compliance was very necessary to keeping people motivated. He however added that, the 21st century employee needs to become engaged and deeply involved in their work, only engagement can produce mastery (Pink, 2009). Individuals and for that matter employees want to get better at doing things. A sense of progress in capabilities but not the work alone contribute to building the inner drive of people.

In as much as compliance is essential for physical survival, it does more harm than good in achieving individual personal fulfillment. According to Pink, “living a satisfying life demands more than simply meeting the demands of those in control. Yet, in most institutions, greater attention is paid to compliance over engagement. Mastery requires that individuals have adequate knowledge about what they are doing and perfect at what they do. Pink describes this as ‘flow’. “In flow, goals are clear”, “feedback is immediate”. “The most important in flow is the relationship between what a person had to do and what he could do was perfect” (Pink, 2009). However, flow does not guarantee mastery although it is essential.

In the absence of mindset, pain and asymptote, mastery would not exist. The pursuit of mastery begins with the mindset. Employees may individually decide whether or not to be perfect in carrying out their tasks. What people believe shapes what they achieve. Employee beliefs about themselves and the nature of their abilities, determine how they interpret their experiences and can set the boundaries of what to

achieve (Pink, 2009). Attempt at achieving mastery come with so much effort and intense practice. Hence, mastery is painful, difficult, excruciating (Pink, 2009).

Mastery as an asymptote is in relation to algebra. As Pink describes it, just like a horizontal asymptote, it is impossible to fully realize mastery. In spite of this, it is also a source of enchantment which when pursued will give satisfaction.

2.5.3 Purpose

Pink describes purpose as doing things beyond what is normally expected with the aim of not only fulfilling the task itself but creating a sense of being in the long term. In order to achieve mastery and autonomy, purpose is required. Pink asserts that “autonomous people working toward mastery perform at very high level, but those who do so in the service of some greater objective can achieve even more” (Pink, 2009). Deeply motivated individuals overlook their desires to a greater cause than themselves and as such set goals and outline activities on how to achieve them.

Employees, in an attempt to achieve something greater than what their job has to offer are usually more productive and hardworking. They tie their personal goals to targets set by their organizations and institutions. Purpose driven staff derive greater sense of satisfaction if their output impacts the community or environment within which they work and therefore would want to give off their best. The long term goal is to make an investment to the bigger picture of the institution within which they work. Even in the face of adversity, there is a realization of human potential to have a meaningful and a life worth living (Ryff, Keyes, & Hughes, 2003).

Individuals have developed a sense of doing things beyond themselves and businesses have also begun to figure out the role of purpose among their employees (Pink, 2009). An institution's purpose differs from its mission and in recent times, employees, especially millennials desire to achieve a sense of purpose in their jobs (Petrova, n.d.).

Chapter 3: METHODOLOGY

3.1 Introduction

The main purpose of this study is to investigate the extent to which factors such as mastery, autonomy and purpose influence employee intrinsic motivation in the Ghana Civil Service. This chapter will detail the methodology by giving the research design, population, sampling procedures and the data collection instrument used in collecting the data.

3.2 Research design

A research design is a detailed blueprint about what to observe and how to analyze. This research will adopt the descriptive research design since it has been found appropriate for the study. The descriptive research describes data and characteristics of the population being studied. This design will enable the study to collect in-depth information about the population. Data collected from employees of the Ghana Civil Service. According to (Burns & Burns, 2008), in descriptive research, the research hypotheses will often exist, but they may be tentative and speculative.

In utilizing a descriptive design, a survey research in the form of a questionnaire would be used to gather information from respondents.

3.3 Operationalization and measurement of variables

Table 1 presented below shows questionnaire employed in the research in relation to the concepts and measurements. Questions on motivation factors such as autonomy, mastery and purpose were acquired from a survey by Active Leaders Association (Inner Active Leadership Associates Inc., 2011), with inspiration from Daniel Pink. Unfortunately, the researcher dis

Table 1: Operationalization

Concepts	Definitions	Measure
Intrinsic Motivation	Refers to an energizing behavior that comes from within an individual, out of will and interest for the activity without being inspired by any external rewards.	Recognition, achievement, challenging, personal growth, appreciation.
Mastery	Refers to the desire to improve one's skills better.	The right competence, experience and tasks, self-improvement, constructive criticism
Autonomy	Refers to acting with choice/discretion	Delegation, manage own time
Purpose	Refers to the desire to do something meaningful and important.	For own self, task and unit, change agent, meaning output

Table 2: Measurements Items and Variables

Measures	Items/Variables
EXTRINSIC MOTIVATION	If there is no tangible reward, I lose interest in the task I'm given.
	I work because I am promised a bonus after completing a task.
	My institution is fair regarding internal management procedures.
	My institution's activities matches its ethics and values.
	There is spirit of cooperation and teamwork in my institution.
INTRINSIC MOTIVATION	I work because my job is very important to me.
	I work because I find my job interesting/engaging.
	Without additional bonus/reward, I don't mind taking up a challenging task as part of my daily routine.
	My institution allows me to grow as a person and improve my self-confidence.
	I do not feel that the work I do is appreciated.
Autonomy	My position in my institution is very significant in the grand scheme of things.
	I would like to be given freedom over how I do my job while focusing on the overall institutional goal.
	I would to be allowed some degree of freedom regarding the time I report and leave work, how and when I do my work as long as I complete my given task.
	I would like to have autonomy over how I perform my task.

	<p>I would like to have autonomy to choose which team/group I work with.</p> <p>As a bureaucrat, the freedom to do great work and exercise my discretion is more valuable to me than a pay raise.</p> <p>Productivity would improve if allowed some degree of autonomy at your workplace?</p>
MASTERY	<p>Challenging tasks give me satisfaction.</p> <p>I feel internally motivated to become increasingly better at the work I do.</p> <p>I like to correct myself when I make mistakes while carrying out my task.</p> <p>I would like to receive regular, constructive and objective feedback at work from my supervisor.</p> <p>The work I do falls short of my capabilities.</p> <p>I want to be perfect at my work so I will devote my time and dedication in the absence of any external reward.</p> <p>I depend on myself to be the best at my job.</p>
PURPOSE	<p>I would like to contribute to my community and others through the work I do.</p> <p>I would like to do more tasks that make significant difference to my country.</p> <p>I would like my work to be more meaningful, i.e receive clear information about changes pertaining to my work and institution.</p> <p>My work allows me to grow and develop as a person.</p> <p>My work gives me a feeling of accomplishment. To a greater extent my work is just another way to make a living.</p>

Note* measured on a 5-point Likert Scale

3.4 Secondary data

This research seeks to investigate factors that affect intrinsic motivation among employees of the Ghana Civil Service. Therefore, secondary data on intrinsic motivation was discussed and analyzed with major focus on stimuli such as autonomy, mastery and purpose. Additionally, data was collected from journals, articles, books as well as academic studies in order to build a strong conceptual background and literature review for the study.

3.5 Primary data

Among options available to the researcher, the best approach for collecting primary data was the survey technique using questionnaire. The questionnaire was made it easy and possible to solicit information appropriate for the analysis from respondents. Items on the questionnaire were closed ended questions. A five pointer Likert Scale was used in the questionnaire to. Questionnaires were distributed, with a hundred percent collection and responses. The closed ended questionnaire consisted thirty (35) questions on demographic, general motivation (intrinsic and extrinsic motivation) and the three (3) elements of intrinsic motivation which were the main tools employed for the study.

After questionnaires were filled by respondents, a database was created in Microsoft excel. All statistical procedures were computed in Stata. Questions in the questionnaire were based on what had been discussed in the literature review and are

linked to an investigation of factors that affect employee intrinsic motivation in the public sector.

The study population in this study comprise public sector employees working in public institutions in Ghana. A sample was drawn from the population which refers to all possible cases of what is to be studied. According to a definition provided by (Babbie, 2013), “a sample is representative of the population from which it is selected if the aggregate characteristics of the sample closely approximate those same aggregate characteristics in the population”. For the purpose of this research, respondents were staff from different Ministries under the Office of the Head of Civil Service, Ghana. Position of employees ranged from senior management level to junior staff.

3.6 Sampling technique

The sampling technique which was chosen in carrying out this research is the non-probability sampling. This procedure does not afford any basis for determining the probability that each item in the population has a chance of being included in the sample (Kothari, 1990). This is due to the fact that the exact population size is unknown and difficulties in adopting the random sampling. Thus, the convenience sampling technique under non- probability sample was adopted which implied that the units to be observed would be selected due to ease of access. Key Variables

Chapter 4: Findings and Analysis

4.1 Introduction

Chapter 4, presents a summary of the findings and analysis gathered from the online questionnaire. The data was summarized and presented using Stata Software program and comprised a sample size of 100 respondents

In line with the questionnaire, the findings are presented below. Demographic questions of respondents are from questions 1 to 5. Questions 6 to 9 are about extrinsic motivation while questions 11 to 16 are about intrinsic motivations. Questions 17 to 22, 23 to 29, and 30 to 35 are related to autonomy, mastery and purpose respectively.

4.2 Results

Statistical results and measurements against the stated hypotheses of the research will be presented in this chapter. To begin with, a brief description of sample characteristics is discussed and a summary of responses pertaining to extrinsic motivation is presented. Factor analysis is carried out to examine the exclusion of any variable for the final constructs in the analysis. Using the Cronbach's Alpha test, the constructs will be tested for reliability. A descriptive statistics and correlation analysis of respondents will be presented. Finally, correlation and regression models, which test the hypotheses that were established are shown.

4.3 Sample characteristics

The sample consists of a total of 100 respondents who are all employees of the Ghana Civil Service. The sample structure is presented in Table 3 and explained in the following paragraphs.

Table 3: Demographic characteristics of respondents (N=100)

	Variable	Frequency	Percentage %
Gender	Male	57	57
	Female	43	43
Age	21 - 30	22	22
	31 - 40	60	60
	41 - 50	11	11
	51 - 60	7	7
Position	Senior Management Staff	29	29
	Management Staff	49	49
	Junior Staff	22	22
Years of Service	0 -1 years	7	7
	2 - 5 years	23	23
	6 - 10 years	42	42
	11 - 15 years	17	17
	16 -20 years	5	5
	above 21	6	6
Salary	Very satisfied	3	3
	Satisfied	6	6
	Neutral	30	30
	Dissatisfied	45	45
	Very dissatisfied	16	16

As presented in Table 3 above, 35% of surveyed employees were male while the rest were female. Possible reason for significantly higher number of males to females is because of the high ratio of male to female in the Ghana Civil service. Majority of respondents were aged between 31-40 years representing 60% of the sample. Also, for the purpose of this research, employees were divided into three work positions. From the table, it is seen that management staff were largely represented with a percentage of 49%.

42% of respondent's years in service range from 6 to 10 years, and the least percentage of employees have been working in the service for a year or less which represents 7% of the total sample. Salary is another variable that is worth mentioning because of its influence on motivation although it was not considered in the statistical data processing. 45% of employees responded that they were dissatisfied with their salary and the least percentage of 3% of employees were very satisfied with their salary.

Questions 6, 7, 8, 9, 10 in the survey questionnaire were related to extrinsic motivation of employees in the Ghana Civil Service. Results reveal that 46% of respondents disagreed that they lost interest in their jobs if there was no tangible rewards with the remaining 54% strongly disagreeing, agreed, strongly agreed or just neutral. Also, 54% of the sample disagreed that their reason for working was because they were promised a bonus after completing a task.

Again, 39% of respondents agreed that their institutions were fair regarding internal management procedures with the least percentage of employees of 5% strongly

agreeing. In addition, findings show that 48% of respondents agree that their institution's activities matched its values and ethics, only 6% strongly disagreed. Lastly, concerning teamwork, 55% of the sample agreed that there was a spirit of cooperation and teamwork in their places of work, however, 13% disagreed to this.

4.4 Factor analysis

Only questions based on intrinsic motivation, autonomy mastery and purpose were included in the factor analysis as this research seeks to investigate how these factors influence intrinsic motivation. The constructs and number of variables for the factor analysis are summarized in Table 4 below. (Gorsuch, 1983) and (Nunnally, 1978) recommends having a least five participants to a variable and sampling at least as many subjects as variables. However, researchers such as (Cattell, 1978) argue that the number of participants per variable can be three. Therefore, it is fair to infer that the sample size for this research is valid considering the number of variables. The number of respondents per variable is four (4) ie. $100/25=4$.

Table 4: Variables included in factor analysis

Intended Construct	Type	Number of Variables
Intrimotiv	Dependent	6
Auto	Independent	6
Mast	Independent	7
Purp	Independent	6

Factor analysis was utilized in constructing the new factors affecting intrinsic motivation in the Ghana Civil Service. It also shows whether or not respondents'

pattern of responses on a number of tests can be explained by a smaller number of fundamental factors (Streiner, 1994). To better explain the constructs under investigation, it is better to group items into a set of interpretable factors (Taherdoost, Sahibuddin, & Jalaliyoon, 2014).

In determining the factorability of the whole matrix Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling were used. The KMO is a measure of how suited the data is for factor analysis. According to (Netemeyer, Bearden, & Sharma, 2003), a KMO correlation above 0.60-0.70 is considered adequate for analyzing the factor analysis output. The lower the proportion, the more suited the data is for factor analysis (Kaiser & Barbara, 2010). Therefore, results for the Kaiser-Meyer-Olkin for this research is 0.614 which is within the required threshold. Based on the result, factor analysis conducted. Table 5 below provides details of the KMO results.

Table 5: Result of Bartlett's Test and KMO

Bartlett test of sphericity
Chi-square = 782.712
Degrees of freedom =300
p-value = 0.000
Kaiser-Meyer-Olkin Measure of Sampling Adequacy
KMO = 0.614

4.5 Factor extraction, rotation and interpretation

After confirming that the variables were satisfactory in conducting a factor analysis, all the 25 variables of the principal component analysis generated four factors based on the criterion for retaining Eigen values which requires those greater than 1.0. Upon determining the factors, they were rotated to minimize the complexity of the factor loadings make the structure simpler for interpretation (Pallant, 2005).

The factor matrix as shown in Table 6, illustrates that autonomy variables which have high factor loading load onto the first factor. Intrinsic motivation variables load onto Factor 2, however, purpose variable (“purp 34”) also loads onto this component. This could mean that there are similarities between intrinsic motivation and purpose constructs. Variables pertaining to purpose and mastery were loaded onto factors 3 and 4 respectively. Same assumption as factor 2 could be given as to why mastery variable (“mast 26”) was loaded under the third factors. It can be seen that Factor 4 loaded 2 items which (Raubenheimer, 2004) asserts that scales may have as little as two factor which justifies its inclusion in the analysis.

Table 6: Rotation matrix for dependent and independent variables

Variable	Factor 1	Factor 2	Factor 3	Factor 4
IntMotiv11		0.5138		
IntMotiv12		0.7198		
IntMotiv13				
IntMotiv14				
IntMotiv15		0.5238		
IntMotiv16				
Auto17	0.6641			
Auto18	0.7564			
Auto19	0.6876			
Auto20	0.6891			
Auto21				
Auto 22				
Mast23				
Mast24				
Mast25				
Mast26			0.5389	
Mast27				
Mast28				0.6883
Mast29				0.7664
Purp30			0.6313	
Purp31			0.752	
Purp32			0.5949	
Purp33				
Purp34		0.7687		
Purp35				

4.6 Reliability tests

Notwithstanding that constructs in this research were based on journal articles, it is still necessary to test the reliability of the scale because most of the constructs were rephrased to suit this research. One main issue pertaining to reliability is the consistency of the scale and a commonly used indicator for checking consistency is the Cronbach Alpha. Utilizing Cronbach's alpha is based on the assumption that to

some extent, scale items measure familiar entity which is preferably above a 0.7 scale. It relates to how items are averagely correlated with other items in the scale.

To create a reliable construct of multiple variables, a scale with Cronbach's alpha greater than 0.7 is required (Pallant, 2005). In contrast, (Hinton, Brownlow, McMurray, & Cozens, 2004) argue that an alpha score of, 0.5 to 0.75 is generally accepted as it indicates a moderately reliable scale, while a figure below this generally indicates a scale of low reliability. (Moss, et al., 2002) also confirms this by adding that Cronbach's Alpha over 0.6 are generally acceptable. Table 7, yielded results showing the construct, items and threshold scores for the independent and dependent variables with Cronbach Alpha ranging from 0.6 – 0.7.

Table 7: Constructs after factor analysis

Construct	Type	Number of Variables	Cronbach's Alpha
Intrimotive	Dependent	4	0.6977
Autonomy	Independent	4	0.7767
Mastery	Independent	2	0.609
Purpose	Independent	4	0.7154

4.7 Descriptive statistics

Intrinsic motivation is the dependent variable and its measurement variables are autonomy, mastery and purpose. Table 8 below shows the descriptive statistics related to intrinsic motivation and its factors as well as the control variables. The

analysis show that for the factors of intrinsic motivation the mean is 3.76 (SD = 0.61). Other variables in the model such as autonomy has mean value of 3.44 (SD=0.8), mastery with a mean of 3.9 (SD=0.71) and purpose 4.42 (SD=0.4). All survey questions were measured on a Likert scale of 1 to 5 with 5 being the highest (strongly agree) and 1(strongly disagree) being the lowest.

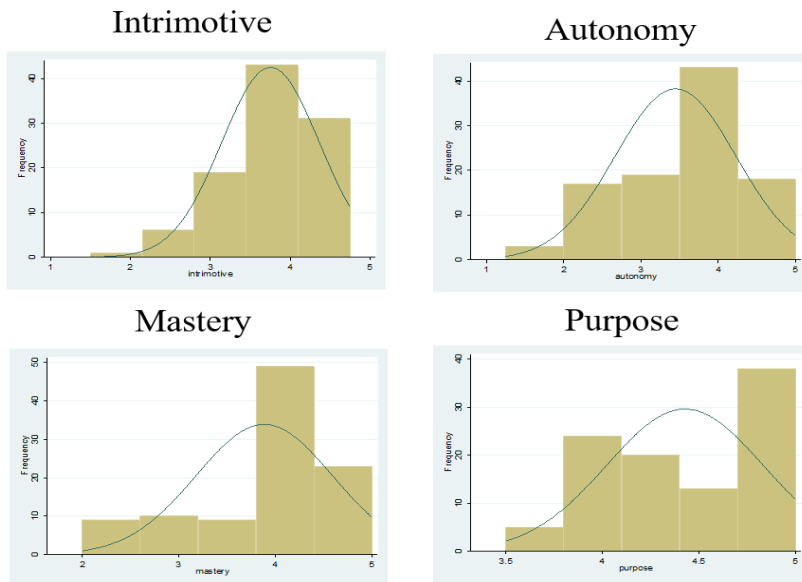
Table below, shows descriptive statistics for the dependent, independent and control variables.

Table 8: Summary statistics, key variables, total sample, 100 observations

Variable	Mean	Std. Dev.	Min	Max
Gender	1.43	0.5	1	2
Age	3.03	0.8	2	5
Position	1.93	0.71	1	3
Service	3.08	1.2	1	6
Intrimotive	3.76	0.61	1	5
Autonomy	3.44	0.8	1	5
Mastery	3.9	0.71	1	5
Purpose	4.42	0.4	3	5

Figure 4: Frequency distribution of responses

The figures below show that the distribution of responses is skewed to the left. This depicts that participants gave positive responses to items on the questionnaire



4.8 Correlation analysis

This research examined potential correlational associations between intrinsic motivation, autonomy, mastery and purpose. Before presenting the regression model, it is necessary to ascertain if there are correlations between the variables in the model. Correlation analysis is performed to quantify the possible association between two variables. In addition, it is used to find out if any change in the independent variable may result in a change in the dependent variable.

The correlation for all the variables depict that gender is negatively and significantly correlated with intrinsic motivation ($r = -.257, p < 0.05$). Age is significantly but negatively correlated with position at ($r = -.0047, p < 0.05$) and is positively and highly

correlated with service ($r = 0.752$). Position however is significantly and negatively correlated with years of service ($r = .455$).

In terms of the correlation between the dependent and independent variables, the result depicts that there is a significant but negative correlation between autonomy and intrinsic motivation ($r = -.221$, $p < 0.05$). Table 9 below presents the correlation results of all variables.

Table 9: Correlation between intrinsic motivation, control variables, autonomy, mastery and purpose

	intrimotive	Gender	Age	Position	Service	autonomy	mastery	purpose
intrimotive	1							
Gender	-0.257*	1						
Age	0.168	-0.007	1					
Position	-0.033	0.1424	-0.047	1				
Service	0.086	0.06	0.752*	-0.455	1			
autonomy	-0.221*	0.116	-0.022	0.097	0.04	1		
mastery	0.127	0.056	-0.058	0.074	-0.06	0.073	1	
purpose	-0.001	-0.019	0.095	-0.088	0.163	0.028	0.116	1

*Correlation is significant at 0.05 level.

4.9 Regression analysis

To predict the powers of the established constructs on the dependent variable, this part of the analysis will use the linear regression and examine if the establishes hypothesis can be confirmed or not.

To begin with, two multiple linear regressions were conducted: Regression 1(*R1*) and Regression 2(*R2*). *R1* was run with intrinsic motivation as dependent variable and demographic variables such as gender, age, position and years of experience as

control variables. Autonomy, mastery and purpose are the independent variables. In addition, *R1* as presented in Table 10 below, shows which control variables have the best predictive strength. The R^2 which is an important measure model indicates how much of the variance in the dependent variable can be explained by the below listed control and independent variables. It also indicates how well the model can be generalized in a population. The adjusted R^2 in *R1* is 0.10 which means that 10% of the variance in intrinsic motivation is explained by the control and independent variables.

The result revealed a statistically negative significant relationship between intrinsic motivation and gender with unstandardized coefficient $\beta = -.315$ ($p < 0.05$).

Table 10: R2: Regression between intrinsic motivation, gender, age, position, years of service and autonomy, mastery and purpose.

	Intrinsic Motivation		
	Coef.	Std. E	t
<i>Demographics Variables</i>			
Gender	-0.315*	0.12	2.63
Age	0.164	0.115	1.44
Position	0.093	0.0945	0.99
Service	0.008	0.078	0.11
<i>Independent Variables</i>			
Autonomy	-0.163*	0.075	2.16
Mastery	0.143	0.083	1.72
Purpose	-0.049	0.147	-0.33

R ²	0.16
Adjusted R ²	0.10
F	2.63
*p<0.05	

As stated earlier above, the next step (*Table 11*) tested the hypotheses of H1, H2 and H3 by the means of the first regression analysis model which included all variables. The intent of the *R2* is to answer the hypotheses regarding intrinsic motivation. For this second analysis model (*R2*), the adjusted R² was 0.04 which translates to 4% of the variance in intrinsic motivation being explained by independent variables.

Autonomy was proved to be statistically significant with intrinsic motivation but however, had a negative relationship $\beta = -.18$, ($p = <0.05$) although the hypothesis proposed a positive association. This means that employees with increased level of autonomy are less likely to be intrinsically motivated than those with less or no autonomy in their line of work. As seen from the table below, autonomy contributed the highest to explaining intrinsic motivation.

Mastery has no relationship with intrinsic motivation. The regression result below depicts that mastery is not a factor of intrinsic motivation for employees in the Ghana Civil Service, $\beta=0.12$ and ($p = <0.5$). This relationship is therefore considered statistically insignificant

The results for *purpose* in Table 10 below, depict that purpose contributed least of all other predictors of intrinsic motivation. This proves a very weak effect and its relationship with intrinsic motivation is statistically insignificant and cannot be

considered as a factor of intrinsic motivation for employees of the Ghana Civil Service.

Table 11: Regression 2(R2): between intrinsic motivation and autonomy, mastery and purpose

	Intrinsic Motivation		
	β	Std. E	t
<i>Independent Variables</i>			
Autonomy	-0.181*	0.077	2.35
Mastery	0.126	0.086	1.47
Purpose	-0.017	0.15	0.12
R ²		0.06	
Adjusted R ²		0.04	
F		2.4	

Chapter 5: SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND LIMITATIONS

5.1 Summary of research findings

The main objective of this research investigated factors that affect employee intrinsic motivation in the public sector with focus on the employees from the Ghana Civil Service. A key human resource function is the motivation of staff and those in the public sector cannot be left out. These bureaucrats are implementers of government decisions and actions and as such need to be very well motivated to perform their tasks. There have been calls for increased level of motivation among Ghana's Civil Servants and as such, an aspect of motivation which is worth investigating is intrinsic motivation of these employees.

As outlined in the literature review, staff who are motivated tend to perform very well. Some motivation theorists are of the view that extrinsic motive is not enough form of persuasion at the workplace. (Pink, 2009), mentions that business need to identify natural causes for motivation. Therefore, this research emphasizes autonomy, mastery and purpose as internal motivators and investigates these factors among employees in the Ghana Civil Service.

To verify the stated hypotheses as intrinsic motivation factors, data in the form of online survey was gathered from 100 employees from the Ghana Civil Service.

Demographics of respondents include, age, gender, position and years of service. A Likert scale was used to summarize and present the findings.

This research was based on three (3) questions: How does work autonomy influence intrinsic motivation of employees in the Ghana Civil Service? Does autonomy influence employee intrinsic motivation? Is mastery a positive factor of intrinsic motivation among employees in the public sector?

Surprisingly, based on the findings and due to some limitations stated below, autonomy, mastery and purpose did not account for factors of intrinsic motivation among employees of the Ghana Civil Service as proposed in the hypotheses. In spite of the above mentioned limitations, the researcher is highly convinced that the methods employed in carrying out the research is a reflection of how factors such as autonomy, mastery and purpose affect employees in the Ghana Civil Service. However, more research on this topic needs to be undertaken to investigate the

5.2 Implications

To begin with, the results of this research are unanticipated. It must be worth mentioning that findings from this study are unanticipated and in contrast to result expectations of the independent variables; autonomy, mastery and purpose which were designed to measure their influence on intrinsic motivation of Civil Servants in Ghana.

In the theory of (Pink, 2009), it was believed from theory that autonomy was good at enhancing intrinsic motivation especially in the workplace. Survey conducted by

(Joo, Jeung, & Yoon, 2010), also assert that work autonomy contributes critically to employee intrinsic motivation.

As Civil Servants are granted greater level of freedom, the less their innate desire to carry out their task. In the Ghana Civil Service, observations however indicate that majority of employees in spite of their low wage, continue to be at post and would not quit their jobs any time soon. Also, in an environment where there is job flexibility and bureaucrats are allowed some level of discretion, one would expect that what is keeping these Civil Servants at post is the flexibility that accompany working in the Ghana Civil Service.

The lack of association between mastery and intrinsic motivation could be due to the explanation that, although the job of bureaucrats is usually routine in nature, it may not necessarily improve their skills or perfection on the job. What if employees are rather demotivated by routine tasks? Therefore, they may appear to be working hard and producing results but this may not mean that they have mastered the job and are therefore intrinsically motivated, but probably due to expectations of them to achieve organizational targets and meet deadlines.

Several studies have revealed that employees would achieve a sense of purpose if their work is meaningful; that which makes them contribute to their society, and also enhance their personal development thereby increasing their level of intrinsic motivation and making them give of their best against all odds. This however, is not the case for employees in the Ghana Civil Service as results prove. Individual perception and goals may be other factors that could affect employee intrinsic motivation other than purpose.

In as much as there is growing concern on how to increase intrinsic motivation level of public employees, it is necessary for human resource directors and heads of institutions to take into account the contextual and individual needs of employees to avoid mismatch considering the results of this research which revealed varying conflicting responses from employees. What drives employees in one setting may differ from others in different setting.

5.3 Recommendations

In the light of the above stated limitations, it is recommended that greater research on intrinsic motivation Ghana's Civil Servants to improve understanding in this aspect of motivation and the associated variables employed in this study.

It is also proposed that a larger sample size could be considered in order to increase generalization of the research.

Again, future investigations could incorporate the use of other data gathering methods such as interviews with online survey. Although some financial costs may be incurred, but a combination of qualitative and quantitative data also helps in avoiding some errors thereby making the make the findings more definite.

Lastly, further research could focus on developing a widely accepted scale for intrinsic motivation factors such as autonomy mastery and purpose since it was a challenge choosing sufficient scale for this research. Also, more non-financial motivation factors could be considered instead of limiting the factors to autonomy, mastery and purpose.

5.4 Limitations

In the course of carrying out the research, the major challenge was having access to relevant information especially with respect to the literature review. Several researches on intrinsic motivation have been conducted, however information on how autonomy, mastery and purpose affect this aspect of motivation in Africa and particularly the public sector could barely be found.

Another limitation is the relatively small sample size which affects generalizability of the research.

Finally, it could be that in the selection of articles for this research, some studies which could be related to factors of intrinsic motivation were missed and have therefore impacted the findings. Additionally, factor analysis for this research showed that many items did not fit the subscale and as such do not measure the dimensions which it intended to measure.

BIBLIOGRAPHY

- Inner Active Leadership Associates Inc. (2011). *Motivation Self Assessment: Autonomy, Mastery and Purpose*. Retrieved from <http://inneractiveleadership.ca/content/wp-content/uploads/2015/10/assess-for-autonomy-purpose-and-mastery.pdf>
- Adom, D., K. H. E., & Adu, J. A. (2018, January). Theoretical and Conceptual Framework: Mandatory Ingredients of A Quality Research. *International Journal of Scientific Research*, 438-441.
- Antonie, A. (2006). Call for autonomy, competence and relatedness: Motivating language learning environments in Web 2.0. 2(3).
- Asamoah, D. K. (2013, August 22). *journal: Research gate*. Retrieved from research gate: https://www.researchgate.net/publication/304717317_Enhancing_Public_Sector_Productivity_in_Ghana_A_Qualitative_Study
- Ashitey, A. A., Marfo, M., & Asamoah, S. E. (2019, April). Effect of Intrinsic Motivational Factors on the Employees Performances in the Public Sector. *The International Journal of Humanities & Social Studies*, 7(4).
- Babbie, E. (2013). *The Practice of Social Research* (Thirteenth Edition, International Edition ed.). 2013.
- Badubi, R. M. (2017). International Journal of Innovation and Economic Development. *Theories of moivation and their application in organizations: a risk analysis*, 44-51.
- Bieniek, K. (2016). An investigation of intrinsic motivation factors in multinational organisations: an Irish perspective. Ireland.
- Burns, R. B., & Burns, R. A. (2008). *Business Research Methods and Statistics Using SPSS*. London: Sage.
- Cattell, R. B. (1978). *The Scientific Use of Factor Analysis In Behavioral and Life Sciences*. New York: Plenum.
- Chiang, C. F., & Jang, S. S. (2008, June). An expectancy theory model for hotel employee motivation. *International Journal of Hospitality Management*, 27(2), 313-322. doi:<https://doi.org/10.1016/j.ijhm.2007.07.017>
- Deci, E. L., & Ryan, R. M. (2002). *Handbook of Self-Determination Research*. University of Rochester Press.

- Deci, E. L., & Ryan, R. M. (2010). Intrinsic Motivation. doi:<https://doi.org/10.1002/9780470479216.corpsy046>
- Deci, E., & Ryan, R. M. (1985). *Intrinsic Motivation and Self Determination in Human Behaviour*. Kluwe Academic/Plenum Publishers.
- Dobre, O.-I. (2013). Employee Motivation and Organizational Performance. pp. 53-60.
- Gabris, G. T., & Simo, G. (n.d.). Public Sector Motivation as an Independent Variable Affecting Career Decisions. *Public Personnel Management*, 24(1), 33-51. Retrieved from <https://doi.org/10.1177/009102609502400103>
- Gelderen, M. V., & Jansen, P. (2006). Autonomy As A Start-up Motive. *Journal of Small Business and Enterprise Development*, 13(1), 23-32.
- Gorsuch, R. L. (1983). *Factor Analysis* (2nd ed.). NJ:Erlbaum: Hillsdale.
- Grindle, M. S., & Hilderbrand, M. E. (1995). Public Administration and Development. 15, 441-463. doi:<https://doi.org/10.1002/pad.4230150502>
- Hinton, P. R., Brownlow, C., McMurray, I., & Cozens, B. (2004). *SPSS Explained*. Routledge.
- Im, T. (2017). *Public Organizations In Asia*. New York: Routledge.
- Importance of Human Resource Management*. (2017, January). Retrieved from Human Resource Excellence Website.
- Joo, B. K., Jeung, C.-W., & Yoon, H. J. (2010). Investigating the influences if core self-evaluations, job autonomy, and intrinsic motivation on in-role job performance. *Human Resource Development Quarterly*, 21(4).
- Joshi, M. (2015). *Human Resource Management* . India.
- Jr, R. J. (2016, December). *Publication*. Retrieved from research gate: https://www.researchgate.net/publication/310498763_Job_Performance_Job_Satisfaction_and_Motivation_A_Critical_Review_of_Their_Relationship
- Kaiser, H. F., & Barbara, C. A. (2010, June 10). A Study Of A Measure Of Sampling Adequacy For Factor Analytic Correlation Matrices. 43-47.
- Kaur, A. (2013). Maslow's Need Hierachy Theory: Applications and Criticisms. *Global Journal of Management and Business Studies*, 3, 1061-1064.
- Kothari, C. (1990). *Research Methodology, Methods and Techniques* (Second Revised Edition ed.). Jaipur: New Age International Publishers.

- Kovach, K. A. (1995). Employee Motivation: Addressing A Crucial Factor In Your Organization's Performance. doi:10.1002/ert.3910220209
- Kremer, W., & Claudia, H. (2013, September 1). *Magazine: BBC World Service*. Retrieved from BBC Website: <https://www.bbc.com/news/magazine-23902918>
- Kreps, D. M. (1997). Intrinsic Motivation and Extrinsic Incentives. *The American Economic Review*, 87(2), 359-364.
- Leisink, P. L., Knies, P. E., & Loom, N. V. (2018, March 1). *Journals*. Retrieved from Tandfonline: www.tandfonline.com/doi/full/10.1080/10967494.2018.1428254
- Lindenberg, S. (2008). Intrinsic Motivation in a New Light. 54(2-3).
- Lunenberg, F. C. (2011). Expectancy Theory of motivation. *International Journal of Management, Business, and Administration*.
- Maslow, A. H. (1943). A Theory of Human Motivation. 50, 270-396.
- Maslow, A. H. (1970). *Motivation and Personality*. New York: Harper & Row.
- McGregor, D. (1960). *The Human Side of Enterprise*. New York, McGraw-Hill.
- Moss, S., Prosser, H., H, C., Simpson, N., Patel, P., Rowe, S., . . . C, H. (2002, January 05). Reliability and Validity of the PAS-ADD Checklist for detecting psychiatric disorders in adults with intellectual disability. *Journal of Intellectual Disability Research*.
- Netemeyer, R. G., Bearden, W. O., & Sharma, S. (2003). *Scaling Procedures. Issues and Applications*. Sage Publications, Inc.
- Nunnally, J. (1978). *Psychometric Theory* (2nd ed.). New York: McGraw-Hill.
- Obiekwe, N. (2016, December). Retrieved from theseus: <https://www.theseus.fi/bitstream/handle/10024/120824/Employee%20motivation%20and%20performance.pdf?sequence=1>
- Pallant, J. (2005). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows* (3rd Edition ed.). New York: Open University Press.
- Pearson, R. H., & Mundform, D. J. (2010, November 1). Recommended Sample Size for Conducting Exploratory Factor Analysis on Dichotomous Data. *Journal of Modern Applied Statistical Methods*.
- Perry, J. L., & Lois, W. R. (1990). The Motivational Bases of Public Service. *Public Administration Review*, 50(3), 367-373. doi:10.2307/976618

- Perry, J. L., & Wise, L. R. (2000, April 1). *Journal of Public Administration Research and Theory*, 10(2), 471-488. Retrieved from <https://doi.org/10.1093/oxfordjournals.jpart.a024277>
- Petrova, S. (n.d.). *Adeva*. Retrieved from Adeviat: www.adeviat.com
- Pink, D. H. (2009). *Drive, the Surprising Truth About What Motivates Us*. New York: The Penguin Group.
- Raubenheimer, J. (2004, October). Item Selection Procedure to Maximise Scale Reliability and Validity. *Journal of Industrial Psychology*.
- Robinson, A. J. (1998). McGregor's Theory X and Y Model. *The Pfeiffer Library*, 20.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. 54-67. doi:10.1006/ceps.1999.1020
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1):54-67. doi:DOI: 10.1006/ceps.1999.1020
- Ryff, C. D., Keyes, C. L., & Hughes, D. L. (2003, September). Status Inequalities, Perceived Discrimination, and Eudaimonic Well-being: Do the Challenges of Minority Life Hone Purpose and Growth. *Journal of Health and Social Behaviour*, 44, 275-291.
- Sadiq. (2018). Determinant Power of "Public Service Motivation" for Job Satisfaction and "Customer Service Orientation": In Case of People's Republic of China. *Open Journal of Social Sciences*, 06(01), 14 pages. doi:10.4236/jss.2018.61003
- Sansone, C., & Harackiewicz, J. M. (2000). *Intrinsic and Extrinsic Motivation. The Search for Optimal Motivation and Performance*.
- Streiner, D. L. (1994, April 1). Figuring Out Factors: The Use and Misuse of Factor Analysis. *Canadian Journal of Psychiatry*.
- Taherdoost, H., Sahibuddin, S., & Jalaliyoon, N. (2014). Exploratory Factor Analysis; Concepts and Theory. *Advances in Applied and Pure Mathematics*, 375-382.
- Tan, S. K. (2013). Herzberg's two-Factor Theory on Work Motivation: Does it work for today's environment? *Global Journal of Commerce and Management Perspectives*, 18-22.

- The office of Head of Civil Service. (2018). *History: The Office of the Head of Civil Service*. Retrieved from Office of Head of Civil Service: www.ohcs.gov.gh/history
- United Nations Economic Commission For Africa. Public Administration, Human Resources and Social Development Division. (1991, November). Motivation and Productivity in the Public Service in Africa: A review of the Impact of the Economic Crisis and Reform Measures in Selected African Countries (Country Case Studies of Ghana and Ethiopia).
- Vandenabeele, Steijn, W. &, Camilleri, B. &, Cerase, E. &, Egger-Peitler, F. &, Hammerschmid, I. &, . . . Adrian. (2009). Comparing public service motivation within various Europe countries: do institutional environments make a difference?
- Vroom, V. H. (1964). *Work and Motivation*. San Francisco: Jossey-Bass.
- Wright, B. E. (2001, October 1). Public - Sector Work Motivation: A Review of the Current Literature and a Revised Conceptual Model. *Journal of Public Administration Research and Theory*, 11(4), 559-586. Retrieved from <http://doi.org/oxfordjournals.jpart.a003515>

국문초록

공공부문 직원의 내재적 동기에

영향을 미치는 요인 연구:

가나의 공공서비스 사례를 중심으로

Makafui Afi Nyatepe

서울대학교 행정대학원

글로벌행정전공

직원들, 특히 공공부문의 직원들에 대한 동기 부여의 필요성에 대한 공감대는 학계에서도 어느정도 형성되어 있고, 직원의 본질적인 동기 유발 요인에 대한 이해는 조직 목표 달성에 큰 도움을 줄 수 있지만, 이에 대한 연구는 아직까지 미흡하다고 볼 수 있다. 본 연구는 공공 부문 직원의 내재적 동기 부여에 영향을 미치는 요인을 조사하여 자율성, 전문성, 목적 그리고 본질적인 동기 사

이에 어떤 연관성이 있는지를 알아내고자 한다.

자율성은 본인의 직무와 관련하여 업무 및 팀 선택 자율성, 그리고 재량권의 행사 정도로 정의된다. 전문성은 직무를 수행하는데 있어서 더 개선되고 더 완벽해야 하는가가 고려된다. 마지막 요인으로 목적은 공동체 또는 사회에 영향을 미칠 수 있는 의미 있는 일을 하는 것을 의미한다.

본 연구는 다니엘 핑크의 내재적 동기 요소를 적용하여, 자율성, 전문성 그리고 목적이 내재적 동기와 정의 관계가 있다고 가정했다. 내재적 동기와 자율성, 전문성 그리고 목적에 대한 선행연구에 따라, 가나 공공서비스 부문의 직원들에게 설문조사를 진행했다.

수집된 데이터를 기반으로 회귀분석을 실시한 결과, 가나 공공서비스 부문 직원들의 내재적 동기는 자율성, 전문성, 목적과 정의 관계를 갖고 있지 않았다.

마지막으로 이러한 발견의 한계 및 이론적, 실천적 함의에 대해 논의하였

다.

주제어: 동기, 공공부문 동기, 내재적 동기, 자율성, 전문성, 목적

학번: 2018-26417

Investigating Factors That Affect Employee Intrinsic Motivation in the Public Sector

A Case of the Ghana Civil Service

Academic Advisor, Choi, Taehyon

Submitting a Master's Thesis of Public Administration

April 2020

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Makafui Afi Nyatepe

**Confirming the master's thesis written by
Makafui Afi Nyatepe**

June 2020

Chair Koo, Mingyo



Vice Chair Kim, Bonghwan



Examiner Choi, Taehyon



Master's Thesis of Public Administration

**Investigating Factors That Affect Employee
Intrinsic Motivation in the Public Sector
A Case of the Ghana Civil Service**

**공공부문 직원의 내재적 동기에
영향을 미치는 요인 연구:
가나의 공공서비스 사례를 중심으로**

August 2020

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Nyatepe, Makafui Afi

ABSTRACT

Investigating Factors That Affect Employee Intrinsic Motivation in the Public Sector

A Case of the Ghana Civil Service

Makafui Afi Nyatepe

Global Master of Public Administration

Graduate School of Public Administration

Seoul National University

Scholars admit the need for motivation among employees, especially those in the public sector. Understanding employee intrinsic motivational factors can aid in successful attainment of organizational goals, however, little research has been conducted in the public sector regarding employee intrinsic motivation. This study investigates factors that affect employee intrinsic motivation of employees in the public sector. The objective is to find out if there is any association between autonomy, mastery, purpose and intrinsic motivation.

Autonomy is explained as the freedom to choose which task, team and exercising discretion in relation to one's work. Mastery element is concerned about the need to become better and perfect at doing a job and on the job. The last factor, purpose is refers to doing meaningful work that can impact society or community.

Drawing on Daniel Pink's elements of intrinsic motivation, it was hypothesized that autonomy, mastery and purpose were positively associated with intrinsic motivation. Also, based on a review of literature on intrinsic motivation and theories on factors such as autonomy, mastery and purpose, online survey was distributed to the sample, which comprise employees of the Ghana Civil Service.

The collected data was analyzed using regression analysis approach which showed the association between the dependent and independent variables. The results indicate that intrinsic motivation factors such as autonomy, mastery, purpose did not have positive influence on intrinsic motivation of employees in the Ghana Civil service.

Finally, the limitations of these findings and the theoretical and practical implications were discussed.

Key words: motivation, public sector motivation, intrinsic motivation, autonomy, mastery, purpose.

Student ID: 2018-26417

TABLE OF CONTENTS

ABSTRACT	i
Chapter 1: INTRODUCTION	1
1.2. Statement of the problem.....	2
1.1 Purpose of the study.....	4
1.2. Research objectives.....	5
1.3 Research question	5
1.4 Research hypothesis.....	5
1.5 Significance of study	5
1.6 Organization of the study	6
Chapter 2: LITERATURE REVIEW	8
2.1 Theoretical background.....	9
2.1.1 Maslow’s needs theory	10
2.1.2 Herzberg’s theory	12
2.1.3 Vroom’s expectancy theory.....	12
2.1.4 X and Y theory	14
2.2. Public sector motivation	15
2.3. Extrinsic motivation.....	18
2.4. Conceptual framework	18
2.5 Intrinsic motivation	19
2.5.1 Autonomy	20
2.5.2 Mastery.....	22
2.5.3 Purpose.....	23
Chapter 3: METHODOLOGY	25
3.1 Introduction	25
3.2 Research design.....	25
3.3 Operationalization and measurement of variables	26
3.4 Secondary data.....	29
3.5 Primary data	29

3.6 Sampling technique.....	30
4.1 Introduction	31
4.2 Results	31
4.3 Sample characteristics	32
4.4 Factor analysis	34
4.5 Factor extraction, rotation and interpretation.....	36
4.6 Reliability tests.....	37
4.7 Descriptive statistics.....	38
4.8 Correlation analysis	40
4.9 Regression analysis	41
Chapter 5: SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND LIMITATIONS	45
5.1 Summary of research findings.....	45
5.2 Implications.....	46
5.3 Recommendations	48
5.4 Limitations	49
BIBLIOGRAPHY	50

LIST OF TABLES

<i>Table 1: Operationalization</i>	<i>26</i>
<i>Table 2: Measurements Items and Variables</i>	<i>27</i>
<i>Table 3: Demographic characteristics of respondents (N=100).....</i>	<i>32</i>
<i>Table 4: Variables included in factor analysis.....</i>	<i>34</i>
<i>Table 5: Result of Bartlett's Test and KMO.....</i>	<i>35</i>
<i>Table 6: Rotation matrix for dependent and independent variables</i>	<i>37</i>
<i>Table 7: Constructs after factor analysis.....</i>	<i>38</i>
<i>Table 8: Summary statistics, key variables, total sample, 100 observations</i>	<i>39</i>
<i>Table 9: Correlation between Intrinsic Motivation, control variables, autonomy, mastery and purpose</i>	<i>41</i>
<i>Table 10: R2: Regression between intrinsic motivation, gender, age, position, years of service and autonomy, mastery and purpose.</i>	<i>42</i>
<i>Table 11: Regression 2(R2): between intrinsic motivation and autonomy, mastery and purpose</i>	<i>44</i>

LIST OF FIGURES

Figure 1: Abraham Maslow's need theory	11
Figure 2: Expectancy theory	14
Figure 3: Conceptual framework model.....	19
Figure 4: Frequency distribution of responses.....	40

Chapter 1: INTRODUCTION

Human resources is one of the most important component of every institution and plays a key role in helping institutions achieve their goals, mission and vision and without these, public institutions would not be in existence. Institutions cannot build effective teams of working professionals without good human resources. As a result, several theories have been developed to understand the how organizations achieve their goals through the efforts of these employees, one of which motivation is a contributory factor.

The study of motivation involves activities that drive a person to perform the way they do. Individuals who are not moved by any inspiration to act are characterized as unmotivated, whereas those who are triggered towards an end are considered motivated (Ryan & Deci, 2000). In other words, motivated employees are likely to be creative and productive thereby producing good work quality as compared to unmotivated employees who to put in minimal efforts in carrying out their tasks. Understanding what truly motivates employees and the reason why they work as well as identifying their needs would lead to greater efficiency at workplaces.

Motivation is a key success factor, where motivation fails, an organization or institution either achieves minimal or no results. The extent to which employees are motivated at their workplace is an indirect interpretation of how they are managed by their heads. A well-motivated team of employees would work hard against all odds to ensure that set targets are achieved.

Usually, an employee, given all the available resources may still not perform as expected and this may be due to other underlying factor which the manager may not be privy to. Employees are the core of institutions and how they choose to work impacts directly or indirectly on overall service delivery and organizational performance. With this in mind, if an employee has a laid back approach toward carrying out a task or is not giving the needed attention to clients to whom they offer services, this may lead to a dissatisfied customer and unmet organizational evaluation targets.

This research seeks to mainly investigate the extent to which employees of the Ghana Civil Service are motivated with emphasis on intrinsic motivation. Additionally, it evaluates how intrinsic elements such as autonomy, mastery and purpose which are explained in the literature review stimulate these employees. This topic is worth examining since there are diverse opinions on internal factors which motivates people especially workers.

1.2. Statement of the problem

Research has focused strongly on the choice of public sector employment and the behavior of public servants at their work places. Recently, public sector motivation has begun to attract a lot of interest.

It is the concern of every administrative head to ensure that employees are giving off their best to achieve organizational goals. The environment in which these employees work, plays a very crucial role in how they carry out their duties. One group of people that cannot be left out on issues of motivation are street-level bureaucrats. The actions

and inactions of public sector employees and how they carry out their functions are triggered by both internal and external factors which could be innate or influenced by incentives provided by employers.

The Ghana Civil Service is an essential part of the executive arm of government and a major arm of the public services of Ghana. The Civil Service was the main instrument of British imperial policy whose main functions were: maintenance of law and order, imposition and collection of taxes and exploitation of the rich mineral deposits and other natural resources of the colony (The office of Head of Civil Service, 2018). The Ghana Civil Service, as stipulated in the Civil Service Law, 1993 (PNDCL 327) is a body under the Public Services Commission of Ghana and comprises service in a civil office of Government. Ghana's 1992 Constitution provides that the President, upon advice from the Public Services Commission, appoints a public officer to the Head of Civil Service. At the apex of the civil service structure is the Civil Service Council to whom the Head of the Ghana Civil Service is answerable. Other employee groups are the administrators, technical officers as well as staff working in specialized units.

The Ghana Civil Service over the years has been faced with a challenge of low quality of service delivery by employees and this has become a concern to many especially the citizen who are the substantial beneficiaries of services offered by civil service employees. Calls for Ghanaian civil servants to improve their quality of service delivery has been ongoing severally. This comes against the backdrop that there has been a gradual decline in the performance of Ghana's Civil Service sector. High

productivity will consequentially lead to improved socio-economic development, thereby, improving the wellbeing of citizens.

The President of Ghana in His State of the Nation's Address in 2013 reiterated the need for improved efficiency in the Ghana Public Sector. According to (Asamoah, 2013) he mentioned that, it was time for serious rethinking about the level of wages in relation to national competitiveness and related productivity issues. Ghana's public sector has the highest proportion of the labor market, making it a very important resource to the development of the country.

Various literature and studies carried out on motivation among public sector employees have mostly been limited to both extrinsic and intrinsic motivation or majorly on extrinsic motivation. However, far too little attention has been paid to intrinsic motivation although this may be an important factor that drives the motivation of employees. In recent times, new models for assessing intrinsic motivation have been developed by some authors but there have been relatively few research conducted to ascertain how these factors influence employees in the public sector. The objective of this research therefore is to investigate these intrinsic motivation factors among employees of the Ghana Civil Service.

1.1 Purpose of the study

This study seeks to investigate factors that affect intrinsic motivation based on elements such as autonomy, mastery and purpose among employees of the Ghana Civil Service.

1.2. Research objectives

The objectives of this research are to investigate intrinsic motivation elements such as autonomy, mastery and purpose among employees in the public sector. Emphasis will be on evaluating whether employees of the Ghana Civil Service are motivated by these intrinsic factors.

1.3 Research question

1. How does work autonomy influence intrinsic motivation of employees in the Ghana Civil Service?
2. Is individual and work mastery a factor of employee intrinsic motivation in the Ghana Civil Service?
3. Does purpose influence the intrinsic motivation of employees in the Ghana Civil Service?

1.4 Research hypothesis

- H1: Work autonomy positively influences motivation.
- H2: Individual and work mastery positively influences intrinsic motivation of employees in the Ghana Civil Service.
- H3: Individual purpose positively influences employees' intrinsic motivation in Ghana Civil Service.

1.5 Significance of study

Existing researches and literature on intrinsic motivation have been carried out in the European and Asian country contexts and with focus in the private sector. The scope

of this research will however be on government sector employees in Ghana which is located in Sub – Saharan Africa.

As previously stated, the government of Ghana is making conscious effort at improving service delivery of public sector employees in Ghana, therefore, the findings of this study will redound to the benefit of the Ghana Civil Service which is a key government functioning institution considering that it plays a vital role in the implementation of policies and programs through its daily interaction with citizens.

The demand for improved service delivery is a justification for the need for well-motivated workforce. With much attention on extrinsic motivation to the neglect of intrinsic factors, this study will guide administrators to gaining a better understanding on how to enhance intrinsic motivation of staff thereby achieving many desirable outcomes such as better performance, and ultimately institutional goals. Additionally, this research will aid institutional heads in the formulation of intrinsic motivation awareness programs and incentives.

Consequently, intrinsic factors such as autonomy, purpose and mastery are important for employees and worth investigating to identify the extent to which these needs differ among employees.

1.6 Organization of the study

This research comprises five (5) chapters. The introduction, literature review, the research methodology, the findings and analysis and lastly, conclusions.

Chapter One, introduces the background to the study specifically the problem statement, the objectives, research questions, hypotheses, the significance of the study, the justification, the scope of the study and the operational definitions.

The second chapter moves on to review existing related literatures. Here, definitions on major theories on motivation, public sector motivation, extrinsic motivation, intrinsic motivation and finally Daniel Pink's three (3) elements of intrinsic motivation would be discussed and reviewed.

Chapter three, describes the methods used in this investigation which comprise the research design, sampling and the techniques employed in collecting data.

Chapter four examines the findings and provides analysis of data gathered from respondents

Finally, the fifth chapter provides a summary of the findings, limitations to the research and recommendations.

Chapter 2: LITERATURE REVIEW

This research seeks to investigate factors of intrinsic motivation of employees in the Ghana Civil Service.

Research in public service motivation has substantially increased overtime, however, few of these researches have been concerned with the actual cause of this phenomenon. This literature review will discuss traditional motivational theories such as those of Abraham Maslow, Vroom, and Herzberg since they involve elements of intrinsic and extrinsic motivation. However, emphasis will be placed on Abraham Maslow's needs theory, Herzberg's two factor theory, Vroom's expectancy and McGregor's theories which have become introductory points for ideas related to intrinsic motivation. Intrinsic and extrinsic motivation will also be described. Finally, Daniel Pink's intrinsic motivation elements such as purpose, mastery and autonomy will be explained in detail. These theories will give further insights on intrinsic motivation.

This literature review discusses traditional motivational theories such as intrinsic motivation, public sector motivation, and how elements of intrinsic motivation promoted by Daniel Pink (2009) who transformed and gave a better understanding of intrinsic motivators.

2.1 Theoretical background

Several studies have revealed that motivation is an important construct in predicting the professional success of individuals. The concept of motivation refers to forces which induce people to behave in a manner that will ensure the fulfillment of a particular human need at a particular time. William G. Scott, defines motivation as human action driven by a need at a particular time. The aftermath of institutions operating without any intent of motivating its employees are very tragic which can lead to a collapse of the institution. Individuals have varying mixture of their own strength and needs, some are driven by the desire to achieve set targets while others are focused on security (Dobre, 2013). Finding out what motivates employees is very necessary to enhancing organizational performance although this can be a huge hurdle. In the absence of motivation it would be difficult to achieve many tasks. For some employees, factors such as praise and recognition are enough motivators for them to carry out their tasks and for others, external motivators such as incentives would be of great deal to them.

Keeping employees happy and motivated and productive requires understanding the impact of different types of motivators on members. Motivation can be categorized into intrinsic (internal) and extrinsic (external) motivation.

Dwight D. Eisenhower, a former American General and statesman, simply defines motivation as “the art of getting people to do what you want them to do because they want to do it”. Human motives define the extent to which they put in efforts in carrying out their activities, that is, the reasons for which people do the things they

do are backed by underlying intentions which could be internal or external. These behaviors could be associated with positive or negative feelings of interest, enjoyment and satisfaction (Sansone & Harackiewicz, 2000).

2.1.1 Maslow's needs theory

Abraham Maslow's theory of needs hierarchy implies that individuals prioritize their needs according to the level of importance. Maslow's first contribution conceptually categorized human needs into five groups, and then put them in order. According to his theory, a higher need will not appear until the lower need is fulfilled. Once a need is fulfilled, a lower need will not appear anymore, which means the order of the hierarchical needs is irreversible (Im, 2017). The basic needs are physiological needs such as food, clothing and shelter. Next is the safety and security needs. Maslow's third need on his hierarchy is the social need and lastly self-actualization need which talks about the desire to accomplish or leave behind a legacy.

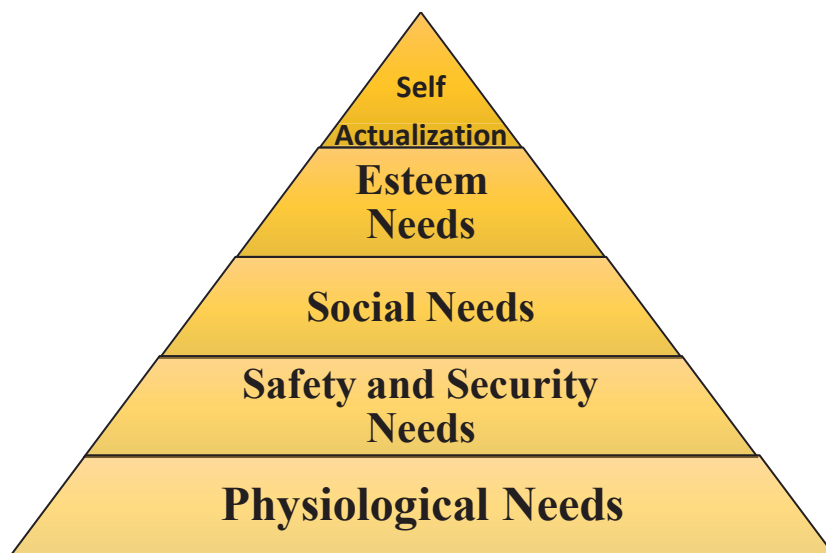
“Managers use Maslow's hierarchy to identify the needs of their staff and help them feel fulfilled, whether it's by giving them a pet project, a fancy job title or flexible working arrangements, so they can pursue their interests outside the workplace” (Kremer & Claudia, 2013).

At the workplace, employees need to earn enough to be able to cater for basic needs such as paying their bills, provide food and clothing for themselves. Employees also want to feel a sense of belongingness at their workplace and this may be in the form of recognition, rewards and incentives. “The higher the need, the lesser imperative

for sheer survival, the longer gratification can be postponed, and the easier it is for the need to disappear permanently” (Maslow A. H., 1970).

In spite of the fact that Maslow’s model is still applied in recent times, it has come under several criticisms. Theoretically, this model is only effective in describing the behavior of individuals who have achieved a high sense of growth need because employees who oppose the idea of increasing their growth will not realize any physiological reaction to their job (Kaur, 2013). Other critics also are of the view that due to different cultural background, individuals may have other needs which have not been mentioned by Abraham Maslow and for which they are ready to sacrifice some of these needs.

Figure 1: Abraham Maslow’s need theory



Source: (Maslow A. H., 1943)

2.1.2 Herzberg's theory

Herzberg et. Al (1959) introduced the hygiene and motivator theories also known as two factor theory. According to Frederick Herzberg, there were five features of work that bring about satisfaction (motivators). Herzberg's theory is closely related to Abraham Maslow's needs theory of motivation. These are achievement, recognition, responsibility, the job itself, and advancement which can lead to increase in job satisfaction. On the other hand, hygiene factors such as work condition, salary, security, policies of the organization and supervision can lead to dissatisfaction. For example, the absence of good working condition and low salary level may lead to employees not performing well on their jobs.

Herzberg discovered that for employees to be motivated, they must take responsibility for the outcome of the job which. This sense of feeling pushes them to give off their best in order to derive internal satisfaction as well as achieve organizational goal. The underlying principle of Herzberg's theory was what people work for, how they feel and react towards the job they do.

Many writers have challenged Herzberg's two factor theory on the grounds that it assumes every individual will react in the same way given the same situation.

2.1.3 Vroom's expectancy theory

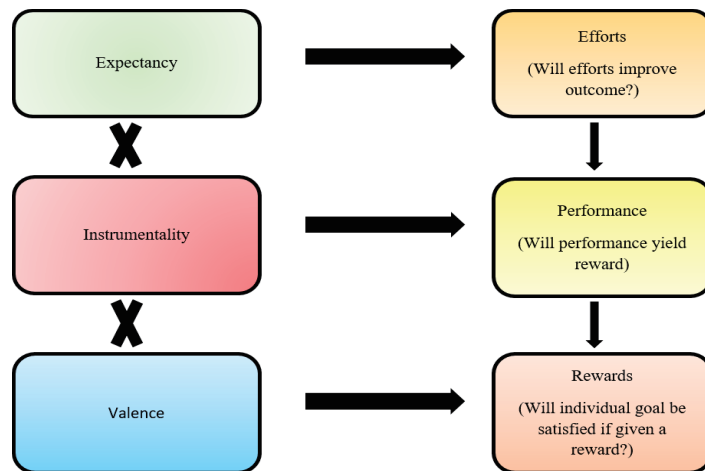
In his book, Work and Motivation (1964), Victor H. Vroom's expectancy theory places importance on the process and content of motivation. He suggests that an individual's desire to be motivated is guided by processes that governs their choices in the light of alternative forms of voluntary behavior. It is assumed at "the choices

made by a person among alternative courses are lawfully related to psychological events occurring contemporaneously with the behavior” (Vroom, 1964).

Vroom outlined a conceptual model for his expectancy theory. These are the concepts of valence, expectancy and instrumentality. On the concept of valence, Vroom explains that individuals have preferences among outcomes or states of nature at any given point. In his book, *Work and Motivation*, He emphasizes that “the strength of a person’s desire or aversion for them is based not on their intrinsic properties but on the anticipated satisfaction or dissatisfaction associated with other outcomes to which they are expected to lead” (Vroom, 1964). In essence, the extent to which individuals will perform their task is dependent on their expected outcome which is mostly in the form of external rewards. Employees, may seek to carry out their tasks effectively with the expectation that it will lead to a reward such as rise in salary or promotion.

The concept of expectancy explains the extent to which a person derives an outcome which does not only depend on their choices but as a result of circumstances beyond the person’s control. In this instance, decision making is mostly influenced by some elements of uncertainty and whether or not they are attractive to the individual. Lastly, in contrast to the valence and expectancy, instrumentality is also of the perception that individuals perform their task based on the rewards they are likely to receive from their employer even if they do not meet performance targets (Chiang & Jang, 2008).

Figure 2: Expectancy theory



Source: Author

2.1.4 X and Y theory

Douglas McGregor attempts at finding out the reasons underlying human activity at work gave rise to the concept of “X” and “Y” theory. In his book, “The Human Side of Enterprise”, McGregor looked at various approaches to managing people in institutions. He is of the view that the success of a manager’s supervision, with the ultimate aim of achieving set goals is dependent on his or her attempts to manage or influence others (Robinson, 1998). McGregor outline two theories of how managers view and treat employees.

Theory X is assumes that in order to get the job done, people need to be coerced, controlled , directed and even threatened as a form of punishment since the average human dislikes work and avoids taking responsibility.

In contrast, Theory Y emphasizes that people knowing what they would achieve upon completing a task is enough reward for them, they stay committed to their task and work in line with set objectives. It must be noted that, this reward is not necessarily financial. In other words, people by nature are not lazy and can easily be self – directed if motivated properly. Theory Y requires a soft approach which emphasizes that managers should fully understand the attitudes of their employees instead of adopting the theory X management style (Im, 2017).

2.2. Public sector motivation

Research on public service motivation emerged in the 1980s until it was developed fully in the 1990s by Perry and Wise which gave its first conceptual definition. For the purpose of this research, public sector is understood as organizations or institutions that are owned and managed by government and they exist to provide services to the public, especially citizens of the state. Public sector motivation can be understood as underlying motives that influence the attitude of employees towards their work in public institutions and organizations (Perry & Wise, 2000). The concept of public is a field of administration which is conducted under the rule of public law, that is, technical procedure enables fulfilling the requirements of public interest.

These motives refer to “psychological deficiencies or needs that an individual feels some compulsion to eliminate” (Perry & Lois, 1990). Since the beginning of public administration, several scholars have expressed a lot of interest on drivers of motivation for public sector employees.

Systems based on monetary incentive have been a core component of public organizations although scholars continue to debate on this. Organizational use of these incentives is as a result of the assumption that it would increase employee productivity and performance since the public and private labor force have similar characteristics. On the other hand, this may not always be the case, as some school of thought are of the view that incentives tend to rather decrease employee motivation.

Perry and Wise affirm that individuals are attracted to public institutions as a result of self-interest that is, advocating for the implementation of public policies, social equity and emotional attachment. What accounts for an individual to choose to work in the public sector may vary from what led the other person to also work for the government. Therefore individual career choices are associated with their internal or external needs and motives. Scholars such as Perry and Wise (1990), Naff and Crum, 1998 and Gabris and Simo (1995) have also indicated that most public sector employees especially those at the lower level only work as a means of survival and not an attraction to the sector.

In the public sector, employees can be highly motivated to work out of curiosity and interest or because they want to seek the approval of their superiors. Additionally, they could be motivated to learn new skills because they understand their potential value or because their skills would yield good results (Ryan & Deci, 2000).

In Ghana, the term public sector encompasses central government ministries, non – ministerial departments and “sub vented organizations” as well as public and state

owned enterprises engaged in the production and sale of goods and services. Some well-grounded generalizations suggest that public sector employees in Ghana are less motivated than those in the private sector. On the contrary, also generally true, is the level of security enjoyed by public sector employees.

The introduction of reforms such as that of the Civil Service Reform Programme which was based on the recognition that there had been a decline in the effectiveness of the Ghana Civil Service due to low and imbalance between wages and other inadequate legislative framework enabled the Government to seek the assistance of external consultants to aid in a programme to strengthen the management of the Civil Service in five key areas, of which salary was not left out.

However, it has been observations suggest that salary reform has contributed very little to enhance motivation level of the public sector employees. Salaries of public employees especially those in the Ghana Civil Service is just a small fraction of those paid in the private sector with similar roles and job description. This could be the resultant effect of tight budgetary constraints on government and other external conditional ties. Again, in a country where the basic needs of survival have not been generally met, issues of pay and promotions would have greater weight on the motivation of workers. Ghana provides fewer incentives to employees as compared to those of the private sector. This leads to the assumption that employees in the public sector are motivated by intrinsic motives rather than extrinsic which is confirmed by (Perry & Lois, 1990) who mention that individuals who work in the public sector are motivated by the desire to serve and contribute to society.

2.3. Extrinsic motivation

Extrinsically motivated individuals, engage in their work because of the associated benefit that would be derived apart from the work itself which in most cases are financial rewards. As discussed in the motivational theories, it can be deduced that extrinsic motivation is attributed to Abraham Maslow's needs theory.

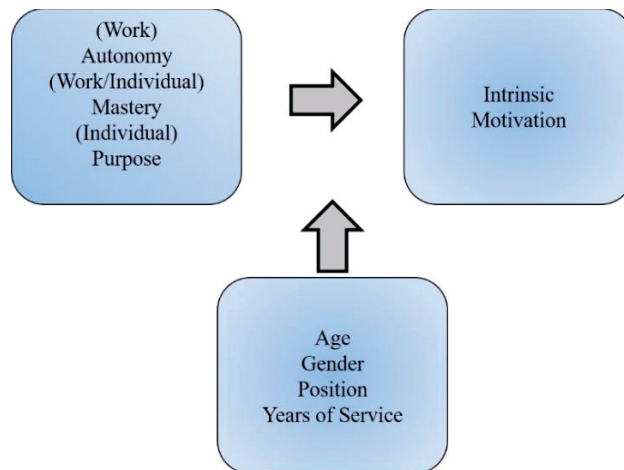
Theorists are of the view that the most important way of motivating employees is by providing extrinsic rewards. These rewards tend to be tangibles or financial and usually in the form of salary increment, promotion or bonus. Extrinsic rewards are usually determined by superiors or the head of institutions. In essence, extrinsically motivated employees do things with the intent of receiving a reward when the task is accomplished. Performing well at a given job or task is not based on the employee's sense of satisfaction or achieving organizational goal but rather to receive a compensation. (Deci & Ryan, 2002), assert that extrinsically motivated are undertaken to attain an expected end that is separate from the actual behavior.

2.4. Conceptual framework

For the purpose of investigating factors of intrinsic motivation on employees, this conceptual framework provides concepts and theories on elements such as autonomy, mastery and purpose affect intrinsic motivation of workers. This framework as illustrated in Figure 3 gives a fundamental description of this relationship. According to (Adom, K, & Adu, 2018), the conceptual framework seeks to make the findings of the research more meaningful to the constructs of theory and ensures generalizability (i.e. results of the research can be used for a larger group of people or situations).

The conceptual framework explains the foundation for focusing on specific variables for the study.

Figure 3: Conceptual framework model



2.5 Intrinsic motivation

Intrinsic motivators are rewards that are not based on performance and do not necessarily need money to sustain them. These motivators are inherent in individuals and are likely to have deeper and long term effect. In empirical tradition, psychologists are more apt to refer to the non- drive based motivation as intrinsic motivation, suggesting that the energy is intrinsic to the nature of the organism (Deci & Ryan, 1985). Intrinsically motivated individuals are driven only by internal rewards derived out of a natural satisfaction.

Ryan and Deci again define intrinsic motivation as undertaking an activity for its innate satisfaction rather than for other external results. Individuals grow in knowledge and skills if they are allowed to act in their own natural interests which makes intrinsic motivation a key tool for social, cognitive and physical development

(Ryan & Deci, 2000). Intrinsically motivated employees usually desire steady employment where they have personal relationships with their colleagues and would want to develop their skills in line with their job description (Kreps, 1997). While some workers are stimulated by challenging tasks, others are also interested with their ability to help others and their community.

Deci uses the “free choice” measure in defining motivation. In one of his studies, participants were given a task in exchange for a reward over a planned period and when the time was over, they were left in the experimental were told to do as they chose until the experiment was over without any reward. So they had the option to either continue working before the reward part of the experiment or they could choose to stop or engage themselves in other activities. Here, Deci deduces that those who chose to carry on with their task in the absence of any reward were intrinsically motivated and the more time spent at that task, the higher the level of intrinsic motivation.

Intrinsic motivation is a powerful driver of employee’s attitudes and performance which makes it distinctive, in that employees are motivated without rewards.

2.5.1 Autonomy

Autonomy is a feeling of choice in what one does and is not being controlled by others. Management is about walking around and ensuring that people are in their offices but creating the right conditions for employees to do their work (Pink, 2009). Scholars have suggested that people require freedom so that they can play with ideas in order to be creative. Autonomous motivation involves acting on one’s own accord

whereas controlled motivation involves behavior influenced by pressure and a demand from external forces towards achieving specific goals (Pink, 2009). It also means that people behave with a full sense of preference and choice. Employees should be able to decide what and how they would like to carry out their task, as long as it is in line with organizational objectives and results are achieved.

The self-determination theory by Ryan and Deci, posits that autonomous motivation is a reflection of the highest quality of regulation and some studies have shown that it yields to outcomes such as satisfaction, performance and commitment. Employees should be able to decide how to perform their tasks as long as they meet organizational goals. Also important is the time with which task should be completed. Autonomy motive in relation to employment is interesting and relevant for policy making (Gelderen & Jansen, 2006).

It is suggested that supervisors should stimulate autonomy as a form of intrinsic motivation and should give greater decision making power and responsibility to employees. The degree of autonomy will determine how persistent and employee will be in a task (Antonie, 2006). It is the task of human resource managers to identify elements of autonomy that are important for their workforce and to what extent (Deci & Ryan, 2010)

2.5.2 Mastery

Mastery is based on the need to improve or better ones skills. Pink opined that, compliance was very necessary to keeping people motivated. He however added that, the 21st century employee needs to become engaged and deeply involved in their work, only engagement can produce mastery (Pink, 2009). Individuals and for that matter employees want to get better at doing things. A sense of progress in capabilities but not the work alone contribute to building the inner drive of people.

In as much as compliance is essential for physical survival, it does more harm than good in achieving individual personal fulfillment. According to Pink, “living a satisfying life demands more than simply meeting the demands of those in control. Yet, in most institutions, greater attention is paid to compliance over engagement. Mastery requires that individuals have adequate knowledge about what they are doing and perfect at what they do. Pink describes this as ‘flow’. “In flow, goals are clear”, “feedback is immediate”. “The most important in flow is the relationship between what a person had to do and what he could do was perfect” (Pink, 2009). However, flow does not guarantee mastery although it is essential.

In the absence of mindset, pain and asymptote, mastery would not exist. The pursuit of mastery begins with the mindset. Employees may individually decide whether or not to be perfect in carrying out their tasks. What people believe shapes what they achieve. Employee beliefs about themselves and the nature of their abilities, determine how they interpret their experiences and can set the boundaries of what to

achieve (Pink, 2009). Attempt at achieving mastery come with so much effort and intense practice. Hence, mastery is painful, difficult, excruciating (Pink, 2009).

Mastery as an asymptote is in relation to algebra. As Pink describes it, just like a horizontal asymptote, it is impossible to fully realize mastery. In spite of this, it is also a source of enchantment which when pursued will give satisfaction.

2.5.3 Purpose

Pink describes purpose as doing things beyond what is normally expected with the aim of not only fulfilling the task itself but creating a sense of being in the long term. In order to achieve mastery and autonomy, purpose is required. Pink asserts that “autonomous people working toward mastery perform at very high level, but those who do so in the service of some greater objective can achieve even more” (Pink, 2009). Deeply motivated individuals overlook their desires to a greater cause than themselves and as such set goals and outline activities on how to achieve them.

Employees, in an attempt to achieve something greater than what their job has to offer are usually more productive and hardworking. They tie their personal goals to targets set by their organizations and institutions. Purpose driven staff derive greater sense of satisfaction if their output impacts the community or environment within which they work and therefore would want to give off their best. The long term goal is to make an investment to the bigger picture of the institution within which they work. Even in the face of adversity, there is a realization of human potential to have a meaningful and a life worth living (Ryff, Keyes, & Hughes, 2003).

Individuals have developed a sense of doing things beyond themselves and businesses have also began to figure out the role of purpose among their employees (Pink, 2009). An institution's purpose differs from its mission and in recent times, employees, especially millennials desire to achieve a sense of purpose in their jobs (Petrova, n.d.).

Chapter 3: METHODOLOGY

3.1 Introduction

The main purpose of this study is to investigate the extent to which factors such as mastery, autonomy and purpose influence employee intrinsic motivation in the Ghana Civil Service. This chapter will detail the methodology by giving the research design, population, sampling procedures and the data collection instrument used in collecting the data.

3.2 Research design

A research design is a detailed blueprint about what to observe and how to analyze. This research will adopt the descriptive research design since it has been found appropriate for the study. The descriptive research describes data and characteristics of the population being studied. This design will enable the study to collect in-depth information about the population. Data collected from employees of the Ghana Civil Service. According to (Burns & Burns, 2008), in descriptive research, the research hypotheses will often exist, but they may be tentative and speculative.

In utilizing a descriptive design, a survey research in the form of a questionnaire would be used to gather information from respondents.

3.3 Operationalization and measurement of variables

Table 1 presented below shows questionnaire employed in the research in relation to the concepts and measurements. Questions on motivation factors such as autonomy, mastery and purpose were acquired from a survey by Active Leaders Association (Inner Active Leadership Associates Inc., 2011), with inspiration from Daniel Pink. Unfortunately, the researcher dis

Table 1: Operationalization

Concepts	Definitions	Measure
Intrinsic Motivation	Refers to an energizing behavior that comes from within an individual, out of will and interest for the activity without being inspired by any external rewards.	Recognition, achievement, challenging, personal growth, appreciation.
Mastery	Refers to the desire to improve one's skills better.	The right competence, experience and tasks, self-improvement, constructive criticism
Autonomy	Refers to acting with choice/discretion	Delegation, manage own time
Purpose	Refers to the desire to do something meaningful and important.	For own self, task and unit, change agent, meaning output

Table 2: Measurements Items and Variables

Measures	Items/Variables
EXTRINSIC MOTIVATION	If there is no tangible reward, I lose interest in the task I'm given.
	I work because I am promised a bonus after completing a task.
	My institution is fair regarding internal management procedures.
	My institution's activities matches its ethics and values.
	There is spirit of cooperation and teamwork in my institution.
INTRINSIC MOTIVATION	I work because my job is very important to me.
	I work because I find my job interesting/engaging.
	Without additional bonus/reward, I don't mind taking up a challenging task as part of my daily routine.
	My institution allows me to grow as a person and improve my self-confidence.
	I do not feel that the work I do is appreciated.
	My position in my institution is very significant in the grand scheme of things.
Autonomy	I would like to be given freedom over how I do my job while focusing on the overall institutional goal.
	I would to be allowed some degree of freedom regarding the time I report and leave work, how and when I do my work as long as I complete my given task.
	I would like to have autonomy over how I perform my task.

	<p>I would like to have autonomy to choose which team/group I work with.</p> <p>As a bureaucrat, the freedom to do great work and exercise my discretion is more valuable to me than a pay raise.</p> <p>Productivity would improve if allowed some degree of autonomy at your workplace?</p>
MASTERY	<p>Challenging tasks give me satisfaction.</p> <p>I feel internally motivated to become increasingly better at the work I do.</p> <p>I like to correct myself when I make mistakes while carrying out my task.</p> <p>I would like to receive regular, constructive and objective feedback at work from my supervisor.</p> <p>The work I do falls short of my capabilities.</p> <p>I want to be perfect at my work so I will devote my time and dedication in the absence of any external reward.</p> <p>I depend on myself to be the best at my job.</p>
PURPOSE	<p>I would like to contribute to my community and others through the work I do.</p> <p>I would like to do more tasks that make significant difference to my country.</p> <p>I would like my work to be more meaningful, i.e receive clear information about changes pertaining to my work and institution.</p> <p>My work allows me to grow and develop as a person.</p> <p>My work gives me a feeling of accomplishment.</p> <p>To a greater extent my work is just another way to make a living.</p>

Note* measured on a 5-point Likert Scale

3.4 Secondary data

This research seeks to investigate factors that affect intrinsic motivation among employees of the Ghana Civil Service. Therefore, secondary data on intrinsic motivation was discussed and analyzed with major focus on stimuli such as autonomy, mastery and purpose. Additionally, data was collected from journals, articles, books as well as academic studies in order to build a strong conceptual background and literature review for the study.

3.5 Primary data

Among options available to the researcher, the best approach for collecting primary data was the survey technique using questionnaire. The questionnaire was made it easy and possible to solicit information appropriate for the analysis from respondents. Items on the questionnaire were closed ended questions. A five pointer Likert Scale was used in the questionnaire to. Questionnaires were distributed, with a hundred percent collection and responses. The closed ended questionnaire consisted thirty (35) questions on demographic, general motivation (intrinsic and extrinsic motivation) and the three (3) elements of intrinsic motivation which were the main tools employed for the study.

After questionnaires were filled by respondents, a database was created in Microsoft excel. All statistical procedures were computed in Stata. Questions in the questionnaire were based on what had been discussed in the literature review and are

linked to an investigation of factors that affect employee intrinsic motivation in the public sector.

The study population in this study comprise public sector employees working in public institutions in Ghana. A sample was drawn from the population which refers to all possible cases of what is to be studied. According to a definition provided by (Babbie, 2013), “a sample is representative of the population from which it is selected if the aggregate characteristics of the sample closely approximate those same aggregate characteristics in the population”. For the purpose of this research, respondents were staff from different Ministries under the Office of the Head of Civil Service, Ghana. Position of employees ranged from senior management level to junior staff.

3.6 Sampling technique

The sampling technique which was chosen in carrying out this research is the non-probability sampling. This procedure does not afford any basis for determining the probability that each item in the population has a chance of being included in the sample (Kothari, 1990). This is due to the fact that the exact population size is unknown and difficulties in adopting the random sampling. Thus, the convenience sampling technique under non- probability sample was adopted which implied that the units to be observed would be selected due to ease of access. Key Variables

Chapter 4: Findings and Analysis

4.1 Introduction

Chapter 4, presents a summary of the findings and analysis gathered from the online questionnaire. The data was summarized and presented using Stata Software program and comprised a sample size of 100 respondents

In line with the questionnaire, the findings are presented below. Demographic questions of respondents are from questions 1 to 5. Questions 6 to 9 are about extrinsic motivation while questions 11 to 16 are about intrinsic motivations. Questions 17 to 22, 23 to 29, and 30 to 35 are related to autonomy, mastery and purpose respectively.

4.2 Results

Statistical results and measurements against the stated hypotheses of the research will be presented in this chapter. To begin with, a brief description of sample characteristics is discussed and a summary of responses pertaining to extrinsic motivation is presented. Factor analysis is carried out to examine the exclusion of any variable for the final constructs in the analysis. Using the Cronbach's Alpha test, the constructs will be tested for reliability. A descriptive statistics and correlation analysis of respondents will be presented. Finally, correlation and regression models, which test the hypotheses that were established are shown.

4.3 Sample characteristics

The sample consists of a total of 100 respondents who are all employees of the Ghana Civil Service. The sample structure is presented in Table 3 and explained in the following paragraphs.

Table 3: Demographic characteristics of respondents (N=100)

	Variable	Frequency	Percentage %
Gender	Male	57	57
	Female	43	43
Age	21 - 30	22	22
	31 - 40	60	60
	41 - 50	11	11
	51 - 60	7	7
Position	Senior Management Staff	29	29
	Management Staff	49	49
	Junior Staff	22	22
Years of Service	0 -1 years	7	7
	2 - 5 years	23	23
	6 - 10 years	42	42
	11 - 15 years	17	17
	16 -20 years	5	5
	above 21	6	6
Salary	Very satisfied	3	3
	Satisfied	6	6
	Neutral	30	30
	Dissatisfied	45	45
	Very dissatisfied	16	16

As presented in Table 3 above, 35% of surveyed employees were male while the rest were female. Possible reason for significantly higher number of males to females is because of the high ratio of male to female in the Ghana Civil service. Majority of respondents were aged between 31-40 years representing 60% of the sample. Also, for the purpose of this research, employees were divided into three work positions. From the table, it is seen that management staff were largely represented with a percentage of 49%.

42% of respondent's years in service range from 6 to 10 years, and the least percentage of employees have been working in the service for a year or less which represents 7% of the total sample. Salary is another variable that is worth mentioning because of its influence on motivation although it was not considered in the statistical data processing. 45% of employees responded that they were dissatisfied with their salary and the least percentage of 3% of employees were very satisfied with their salary.

Questions 6, 7, 8, 9, 10 in the survey questionnaire were related to extrinsic motivation of employees in the Ghana Civil Service. Results reveal that 46% of respondents disagreed that they lost interest in their jobs if there was no tangible rewards with the remaining 54% strongly disagreeing, agreed, strongly agreed or just neutral. Also, 54% of the sample disagreed that they their reason for working was because they were promised a bonus after completing a task.

Again, 39% of respondents agreed that their institutions were fair regarding internal management procedures with the least percentage of employees of 5% strongly

agreeing. In addition, findings show that 48% of respondents agree that their institution's activities matched its values and ethics, only 6% strongly disagreed. Lastly, concerning teamwork, 55% of the sample agreed that there was a spirit of cooperation and teamwork in their places of work, however, 13% disagreed to this.

4.4 Factor analysis

Only questions based on intrinsic motivation, autonomy mastery and purpose were included in the factor analysis as this research seeks to investigate how these factors influence intrinsic motivation. The constructs and number of variables for the factor analysis are summarized in Table 4 below. (Gorsuch, 1983) and (Nunnally, 1978) recommends having a least five participants to a variable and sampling at least as many subjects as variables. However, researchers such as (Cattell, 1978) argue that the number of participants per variable can be three. Therefore, it is fair to infer that the sample size for this research is valid considering the number of variables. The number of respondents per variable is four (4) ie. $100/25=4$.

Table 4: Variables included in factor analysis

Intended Construct	Type	Number of Variables
Intrimotiv	Dependent	6
Auto	Independent	6
Mast	Independent	7
Purp	Independent	6

Factor analysis was utilized in constructing the new factors affecting intrinsic motivation in the Ghana Civil Service. It also shows whether or not respondents'

pattern of responses on a number of tests can be explained by a smaller number of fundamental factors (Streiner, 1994). To better explain the constructs under investigation, it is better to group items into a set of interpretable factors (Taherdoost, Sahibuddin, & Jalaliyoon, 2014).

In determining the factorability of the whole matrix Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling were used. The KMO is a measure of how suited the data is for factor analysis. According to (Netemeyer, Bearden, & Sharma, 2003), a KMO correlation above 0.60-0.70 is considered adequate for analyzing the factor analysis output. The lower the proportion, the more suited the data is for factor analysis (Kaiser & Barbara, 2010). Therefore, results for the Kaiser-Meyer-Olkin for this research is 0.6.14 which is within the required threshold. Based on the result, factor analysis conducted. Table 5 below provides details of the KMO results.

Table 5: Result of Bartlett's Test and KMO

Bartlett test of sphericity
Chi-square = 782.712
Degrees of freedom =300
p-value = 0.000
Kaiser-Meyer-Olkin Measure of Sampling Adequacy
KMO = 0.614

4.5 Factor extraction, rotation and interpretation

After confirming that the variables were satisfactory in conducting a factor analysis, all the 25 variables of the principal component analysis generated four factors based on the criterion for retaining Eigen values which requires those greater than 1.0. Upon determining the factors, they were rotated to minimize the complexity of the factor loadings make the structure simpler for interpretation (Pallant, 2005).

The factor matrix as shown in Table 6, illustrates that autonomy variables which have high factor loading load onto the first factor. Intrinsic motivation variables load onto Factor 2, however, purpose variable (“purp 34”) also loads onto this component. This could mean that there are similarities between intrinsic motivation and purpose constructs. Variables pertaining to purpose and mastery were loaded onto factors 3 and 4 respectively. Same assumption as factor 2 could be given as to why mastery variable (“mast 26”) was loaded under the third factors. It can be seen that Factor 4 loaded 2 items which (Raubenheimer, 2004) asserts that scales may have as little as two factor which justifies its inclusion in the analysis.

Table 6: Rotation matrix for dependent and independent variables

Variable	Factor 1	Factor 2	Factor 3	Factor 4
IntMotiv11		0.5138		
IntMotiv12		0.7198		
IntMotiv13				
IntMotiv14				
IntMotiv15		0.5238		
IntMotiv16				
Auto17	0.6641			
Auto18	0.7564			
Auto19	0.6876			
Auto20	0.6891			
Auto21				
Auto 22				
Mast23				
Mast24				
Mast25				
Mast26			0.5389	
Mast27				
Mast28				0.6883
Mast29				0.7664
Purp30			0.6313	
Purp31			0.752	
Purp32			0.5949	
Purp33				
Purp34		0.7687		
Purp35				

4.6 Reliability tests

Notwithstanding that constructs in this research were based on journal articles, it is still necessary to test the reliability of the scale because most of the constructs were rephrased to suit this research. One main issue pertaining to reliability is the consistency of the scale and a commonly used indicator for checking consistency is the Cronbach Alpha. Utilizing Cronbach's alpha is based on the assumption that to

some extent, scale items measure familiar entity which is preferably above a 0.7 scale. It relates to how items are averagely correlated with other items in the scale.

To create a reliable construct of multiple variables, a scale with Cronbach's alpha greater than 0.7 is required (Pallant, 2005). In contrast, (Hinton, Brownlow, McMurray, & Cozens, 2004) argue that an alpha score of, 0.5 to 0.75 is generally accepted as it indicates a moderately reliable scale, while a figure below this generally indicates a scale of low reliability. (Moss, et al., 2002) also confirms this by adding that Cronbach's Alpha over 0.6 are generally acceptable. Table 7, yielded results showing the construct, items and threshold scores for the independent and dependent variables with Cronbach Alpha ranging from 0.6 – 0.7.

Table 7: Constructs after factor analysis

Construct	Type	Number of Variables	Cronbach's Alpha
Intrimotive	Dependent	4	0.6977
Autonomy	Independent	4	0.7767
Mastery	Independent	2	0.609
Purpose	Independent	4	0.7154

4.7 Descriptive statistics

Intrinsic motivation is the dependent variable and its measurement variables are autonomy, mastery and purpose. Table 8 below shows the descriptive statistics related to intrinsic motivation and its factors as well as the control variables. The

analysis show that for the factors of intrinsic motivation the mean is 3.76 (SD = 0.61). Other variables in the model such as autonomy has mean value of 3.44 (SD=0.8), mastery with a mean of 3.9 (SD=0.71) and purpose 4.42 (SD=0.4). All survey questions were measured on a Likert scale of 1 to 5 with 5 being the highest (strongly agree) and 1(strongly disagree) being the lowest.

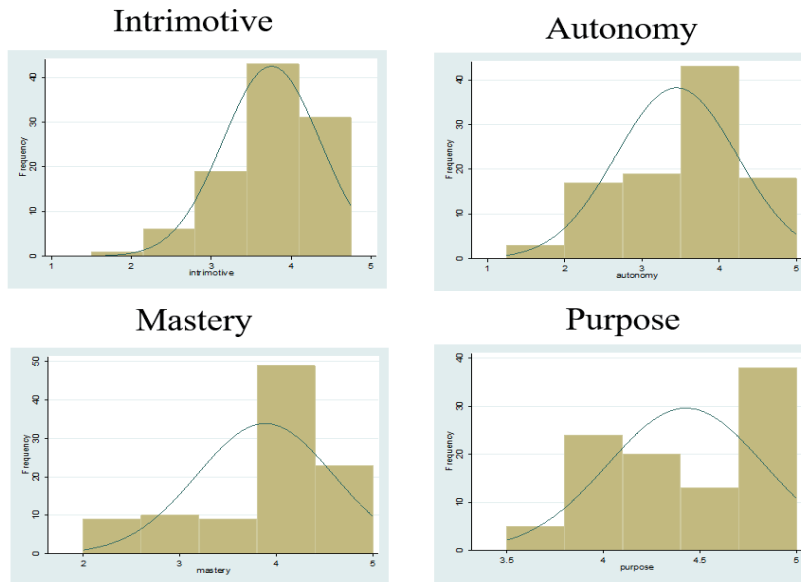
Table below, shows descriptive statistics for the dependent, independent and control variables.

Table 8: Summary statistics, key variables, total sample, 100 observations

Variable	Mean	Std. Dev.	Min	Max
Gender	1.43	0.5	1	2
Age	3.03	0.8	2	5
Position	1.93	0.71	1	3
Service	3.08	1.2	1	6
Intrimotive	3.76	0.61	1	5
Autonomy	3.44	0.8	1	5
Mastery	3.9	0.71	1	5
Purpose	4.42	0.4	3	5

Figure 4: Frequency distribution of responses

The figures below show that the distribution of responses is skewed to the left. This depicts that participants gave positive responses to items on the questionnaire



4.8 Correlation analysis

This research examined potential correlational associations between intrinsic motivation, autonomy, mastery and purpose. Before presenting the regression model, it is necessary to ascertain if there are correlations between the variables in the model. Correlation analysis is performed to quantify the possible association between two variables. In addition, it is used to find out if any change in the independent variable may result in a change in the dependent variable.

The correlation for all the variables depict that gender is negatively and significantly correlated with intrinsic motivation ($r = -.257, p < 0.05$). Age is significantly but negatively correlated with position at ($r = -.047, p < 0.05$) and is positively and highly

correlated with service ($r = 0.752$). Position however is significantly and negatively correlated with years of service ($r = .455$).

In terms of the correlation between the dependent and independent variables, the result depicts that there is a significant but negative correlation between autonomy and intrinsic motivation ($r = -.221$, $p < 0.05$). Table 9 below presents the correlation results of all variables.

Table 9: Correlation between intrinsic motivation, control variables, autonomy, mastery and purpose

	intrimotive	Gender	Age	Position	Service	autonomy	mastery	purpose
intrimotive	1							
Gender	-0.257*	1						
Age	0.168	-0.007	1					
Position	-0.033	0.1424	-0.047	1				
Service	0.086	0.06	0.752*	-0.455	1			
autonomy	-0.221*	0.116	-0.022	0.097	0.04	1		
mastery	0.127	0.056	-0.058	0.074	-0.06	0.073	1	
purpose	-0.001	-0.019	0.095	-0.088	0.163	0.028	0.116	1

*Correlation is significant at 0.05 level.

4.9 Regression analysis

To predict the powers of the established constructs on the dependent variable, this part of the analysis will use the linear regression and examine if the establishes hypothesis can be confirmed or not.

To begin with, two multiple linear regressions were conducted: Regression 1 ($R1$) and Regression 2 ($R2$). $R1$ was run with intrinsic motivation as dependent variable and demographic variables such as gender, age, position and years of experience as

control variables. Autonomy, mastery and purpose are the independent variables. In addition, *R1* as presented in Table 10 below, shows which control variables have the best predictive strength. The R^2 which is an important measure model indicates how much of the variance in the dependent variable can be explained by the below listed control and independent variables. It also indicates how well the model can be generalized in a population. The adjusted R^2 in *R1* is 0.10 which means that 10% of the variance in intrinsic motivation is explained by the control and independent variables.

The result revealed a statistically negative significant relationship between intrinsic motivation and gender with unstandardized coefficient $\beta = -.315$ ($p < 0.05$).

Table 10: R2: Regression between intrinsic motivation, gender, age, position, years of service and autonomy, mastery and purpose.

	Intrinsic Motivation		
	Coef.	Std. E	t
<i>Demographics Variables</i>			
Gender	-0.315*	0.12	2.63
Age	0.164	0.115	1.44
Position	0.093	0.0945	0.99
Service	0.008	0.078	0.11
<i>Independent Variables</i>			
Autonomy	-0.163*	0.075	2.16
Mastery	0.143	0.083	1.72
Purpose	-0.049	0.147	-0.33

R ²	0.16
Adjusted R ²	0.10
F	2.63

*p<0.05

As stated earlier above, the next step (*Table 11*) tested the hypotheses of H1, H2 and H3 by the means of the first regression analysis model which included all variables. The intent of the *R2* is to answer the hypotheses regarding intrinsic motivation. For this second analysis model (*R2*), the adjusted *R2* was 0.04 which translates to 4% of the variance in intrinsic motivation being explained by independent variables.

Autonomy was proved to be statistically significant with intrinsic motivation but however, had a negative relationship $\beta = -.18$, ($p = <0.05$) although the hypothesis proposed a positive association. This means that employees with increased level of autonomy are less likely to be intrinsically motivated than those with less or no autonomy in their line of work. As seen from the table below, autonomy contributed the highest to explaining intrinsic motivation.

Mastery has no relationship with intrinsic motivation. The regression result below depicts that mastery is not a factor of intrinsic motivation for employees in the Ghana Civil Service, $\beta=0.12$ and ($p= <0.5$). This relationship is therefore considered statistically insignificant

The results for *purpose* in Table 10 below, depict that purpose contributed least of all other predictors of intrinsic motivation. This proves a very weak effect and its relationship with intrinsic motivation is statistically insignificant and cannot be

considered as a factor of intrinsic motivation for employees of the Ghana Civil Service.

Table 11: Regression 2(R2): between intrinsic motivation and autonomy, mastery and purpose

	Intrinsic Motivation		
	β	Std. E	t
<i>Independent Variables</i>			
Autonomy	-0.181*	0.077	2.35
Mastery	0.126	0.086	1.47
Purpose	-0.017	0.15	0.12
R ²		0.06	
Adjusted R ²		0.04	
F		2.4	

Chapter 5: SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND LIMITATIONS

5.1 Summary of research findings

The main objective of this research investigated factors that affect employee intrinsic motivation in the public sector with focus on the employees from the Ghana Civil Service. A key human resource function is the motivation of staff and those in the public sector cannot be left out. These bureaucrats are implementers of government decisions and actions and as such need to be very well motivated to perform their tasks. There have been calls for increased level of motivation among Ghana's Civil Servants and as such, an aspect of motivation which is worth investigating is intrinsic motivation of these employees.

As outlined in the literature review, staff who are motivated tend to perform very well. Some motivation theorists are of the view that extrinsic motive is not enough form of persuasion at the workplace. (Pink, 2009), mentions that business need to identify natural causes for motivation. Therefore, this research emphasizes autonomy, mastery and purpose as internal motivators and investigates these factors among employees in the Ghana Civil Service.

To verify the stated hypotheses as intrinsic motivation factors, data in the form of online survey was gathered from 100 employees from the Ghana Civil Service.

Demographics of respondents include, age, gender, position and years of service. A Likert scale was used to summarize and present the findings.

This research was based on three (3) questions: How does work autonomy influence intrinsic motivation of employees in the Ghana Civil Service? Does autonomy influence employee intrinsic motivation? Is mastery a positive factor of intrinsic motivation among employees in the public sector?

Surprisingly, based on the findings and due to some limitations stated below, autonomy, mastery and purpose did not account for factors of intrinsic motivation among employees of the Ghana Civil Service as proposed in the hypotheses. In spite of the above mentioned limitations, the researcher is highly convinced that the methods employed in carrying out the research is a reflection of how factors such as autonomy, mastery and purpose affect employees in the Ghana Civil Service. However, more research on this topic needs to be undertaken to investigate the

5.2 Implications

To begin with, the results of this research are unanticipated. It must be worth mentioning that findings from this study are unanticipated and in contrast to result expectations of the independent variables; autonomy, mastery and purpose which were designed to measure their influence on intrinsic motivation of Civil Servants in Ghana.

In the theory of (Pink, 2009), it was believed from theory that autonomy was good at enhancing intrinsic motivation especially in the workplace. Survey conducted by

(Joo, Jeung, & Yoon, 2010), also assert that work autonomy contributes critically to employee intrinsic motivation.

As Civil Servants are granted greater level of freedom, the less their innate desire to carry out their task. In the Ghana Civil Service, observations however indicate that majority of employees in spite of their low wage, continue to be at post and would not quit their jobs any time soon. Also, in an environment where there is job flexibility and bureaucrats are allowed some level of discretion, one would expect that what is keeping these Civil Servants at post is the flexibility that accompany working in the Ghana Civil Service.

The lack of association between mastery and intrinsic motivation could be due to the explanation that, although the job of bureaucrats is usually routine in nature, it may not necessarily improve their skills or perfection on the job. What if employees are rather demotivated by routine tasks? Therefore, they may appear to be working hard and producing results but this may not mean that they have mastered the job and are therefore intrinsically motivated, but probably due to expectations of them to achieve organizational targets and meet deadlines.

Several studies have revealed that employees would achieve a sense of purpose if their work is meaningful; that which makes them contribute to their society, and also enhance their personal development thereby increasing their level of intrinsic motivation and making them give of their best against all odds. This however, is not the case for employees in the Ghana Civil Service as results prove. Individual perception and goals may be other factors that could affect employee intrinsic motivation other than purpose.

In as much as there is growing concern on how to increase intrinsic motivation level of public employees, it is necessary for human resource directors and heads of institutions to take into account the contextual and individual needs of employees to avoid mismatch considering the results of this research which revealed varying conflicting responses from employees. What drives employees in one setting may differ from others in different setting.

5.3 Recommendations

In the light of the above stated limitations, it is recommended that greater research on intrinsic motivation Ghana's Civil Servants to improve understanding in this aspect of motivation and the associated variables employed in this study.

It is also proposed that a larger sample size could be considered in order to increase generalization of the research.

Again, future investigations could incorporate the use of other data gathering methods such as interviews with online survey. Although some financial costs may be incurred, but a combination of qualitative and quantitative data also helps in avoiding some errors thereby making the make the findings more definite.

Lastly, further research could focus on developing a widely accepted scale for intrinsic motivation factors such as autonomy mastery and purpose since it was a challenge choosing sufficient scale for this research. Also, more non-financial motivation factors could be considered instead of limiting the factors to autonomy, mastery and purpose.

5.4 Limitations

In the course of carrying out the research, the major challenge was having access to relevant information especially with respect to the literature review. Several researches on intrinsic motivation have been conducted, however information on how autonomy, mastery and purpose affect this aspect of motivation in Africa and particularly the public sector could barely be found.

Another limitation is the relatively small sample size which affects generalizability of the research.

Finally, it could be that in the selection of articles for this research, some studies which could be related to factors of intrinsic motivation were missed and have therefore impacted the findings. Additionally, factor analysis for this research showed that many items did not fit the subscale and as such do not measure the dimensions which it intended to measure.

BIBLIOGRAPHY

- Inner Active Leadership Associates Inc. (2011). *Motivation Self Assessment: Autonomy, Mastery and Purpose*. Retrieved from <http://inneractiveleadership.ca/content/wp-content/uploads/2015/10/assess-for-autonomy-purpose-and-mastery.pdf>
- Adom, D., K. H. E., & Adu, J. A. (2018, January). Theoretical and Conceptual Framework: Mandatory Ingredients of A Quality Research. *International Journal of Scientific Research*, 438-441.
- Antonie, A. (2006). Call for autonomy, competence and relatedness: Motivating language learning environments in Web 2.0. 2(3).
- Asamoah, D. K. (2013, August 22). *journal: Research gate*. Retrieved from research gate: https://www.researchgate.net/publication/304717317_Enhancing_Public_Sector_Productivity_in_Ghana_A_Qualitative_Study
- Ashitey, A. A., Marfo, M., & Asamoah, S. E. (2019, April). Effect of Intrinsic Motivational Factors on the Employees Performances in the Public Sector. *The International Journal of Humanities & Social Studies*, 7(4).
- Babbie, E. (2013). *The Practice of Social Research* (Thirteenth Edition, International Edition ed.). 2013.
- Badubi, R. M. (2017). International Journal of Innovation and Economic Development. *Theories of moivation and their application in organizations: a risk analysis*, 44-51.
- Bieniek, K. (2016). An investigation of intrinsic motivation factors in multinational organisations: an Irish perspective. Ireland.
- Burns, R. B., & Burns, R. A. (2008). *Business Research Methods and Statistics Using SPSS*. London: Sage.
- Cattell, R. B. (1978). *The Scientific Use of Factor Analysis In Behavioral and Life Sciences*. New York: Plenum.
- Chiang, C. F., & Jang, S. S. (2008, June). An expectancy theory model for hotel employee motivation. *International Journal of Hospitality Management*, 27(2), 313-322. doi:<https://doi.org/10.1016/j.ijhm.2007.07.017>
- Deci, E. L., & Ryan, R. M. (2002). *Handbook of Self-Determination Research*. University of Rochester Press.

- Deci, E. L., & Ryan, R. M. (2010). Intrinsic Motivation. doi:<https://doi.org/10.1002/9780470479216.corpsy046>
- Deci, E., & Ryan, R. M. (1985). *Intrinsic Motivation and Self Determination in Human Behaviour*. Kluwe Academic/Plenum Publishers.
- Dobre, O.-I. (2013). Employee Motivation and Organizational Performance. pp. 53-60.
- Gabris, G. T., & Simo, G. (n.d.). Public Sector Motivation as an Independent Variable Affecting Career Decisions. *Public Personnel Management*, 24(1), 33-51. Retrieved from <https://doi.org/10.1177/009102609502400103>
- Gelderen, M. V., & Jansen, P. (2006). Autonomy As A Start-up Motive. *Journal of Small Business and Enterprise Development*, 13(1), 23-32.
- Gorsuch, R. L. (1983). *Factor Analysis* (2nd ed.). NJ:Erlbaum: Hillsdale.
- Grindle, M. S., & Hilderbrand, M. E. (1995). Public Administration and Development. 15, 441-463. doi:<https://doi.org/10.1002/pad.4230150502>
- Hinton, P. R., Brownlow, C., McMurray, I., & Cozens, B. (2004). *SPSS Explained*. Routledge.
- Im, T. (2017). *Public Organizations In Asia*. New York: Routledge.
- Importance of Human Resource Management*. (2017, January). Retrieved from Human Resource Excellence Website.
- Joo, B. K., Jeung, C.-W., & Yoon, H. J. (2010). Investigating the influences if core self-evaluations, job autonomy, and intrinsic motivation on in-role job performance. *Human Resource Development Quarterly*, 21(4).
- Joshi, M. (2015). *Human Resource Management* . India.
- Jr, R. J. (2016, December). *Publication*. Retrieved from research gate: https://www.researchgate.net/publication/310498763_Job_Performance_Job_Satisfaction_and_Motivation_A_Critical_Review_of_Their_Relationship
- Kaiser, H. F., & Barbara, C. A. (2010, June 10). A Study Of A Measure Of Sampling Adequacy For Factor Analytic Correlation Matrices. 43-47.
- Kaur, A. (2013). Maslow's Need Hierachy Theory: Applications and Criticisms. *Global Journal of Management and Business Studies*, 3, 1061-1064.
- Kothari, C. (1990). *Research Methodology, Methods and Techniques* (Second Revised Edition ed.). Jaipur: New Age International Publishers.

- Kovach, K. A. (1995). Employee Motivation: Addressing A Crucial Factor In Your Organization's Performance. doi:10.1002/ert.3910220209
- Kremer, W., & Claudia, H. (2013, September 1). *Magazine: BBC World Service*. Retrieved from BBC Website: <https://www.bbc.com/news/magazine-23902918>
- Kreps, D. M. (1997). Intrinsic Motivation and Extrinsic Incentives. *The American Economic Review*, 87(2), 359-364.
- Leisink, P. L., Knies, P. E., & Loom, N. V. (2018, March 1). *Journals*. Retrieved from Tandfonline: www.tandfonline.com/doi/full/10.1080/10967494.2018.1428254
- Lindenberg, S. (2008). Intrinsic Motivation in a New Light. 54(2-3).
- Lunenberg, F. C. (2011). Expectancy Theory of motivation. *International Journal of Management, Business, and Administration*.
- Maslow, A. H. (1943). A Theory of Human Motivation. 50, 270-396.
- Maslow, A. H. (1970). *Motivation and Personality*. New York: Harper & Row.
- McGregor, D. (1960). *The Human Side of Enterprise*. New York, McGraw-Hill.
- Moss, S., Prosser, H., H, C., Simpson, N., Patel, P., Rowe, S., . . . C, H. (2002, January 05). Reliability and Validity of the PAS-ADD Checklist for detecting psychiatric disorders in adults with intellectual disability. *Journal of Intellectual Disability Research*.
- Netemeyer, R. G., Bearden, W. O., & Sharma, S. (2003). *Scaling Procedures. Issues and Applications*. Sage Publications, Inc.
- Nunnally, J. (1978). *Psychometric Theory* (2nd ed.). New York: McGraw-Hill.
- Obiekwe, N. (2016, December). Retrieved from theseus: <https://www.theseus.fi/bitstream/handle/10024/120824/Employee%20motivation%20and%20performance.pdf?sequence=1>
- Pallant, J. (2005). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows* (3rd Edition ed.). New York: Open University Press.
- Pearson, R. H., & Mundform, D. J. (2010, November 1). Recommended Sample Size for Conducting Exploratory Factor Analysis on Dichotomous Data. *Journal of Modern Applied Statistical Methods*.
- Perry, J. L., & Lois, W. R. (1990). The Motivational Bases of Public Service. *Public Administration Review*, 50(3), 367-373. doi:10.2307/976618

- Perry, J. L., & Wise, L. R. (2000, April 1). *Journal of Public Administration Research and Theory*, 10(2), 471-488. Retrieved from <https://doi.org/10.1093/oxfordjournals.jpart.a024277>
- Petrova, S. (n.d.). *Adeva*. Retrieved from Adeviat: www.adeviat.com
- Pink, D. H. (2009). *Drive, the Surprising Truth About What Motivates Us*. New York: The Penguin Group.
- Raubenheimer, J. (2004, October). Item Selection Procedure to Maximise Scale Reliability and Validity. *Journal of Industrial Psychology*.
- Robinson, A. J. (1998). McGregor's Theory X and Y Model. *The Pfeiffer Library*, 20.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. 54-67. doi:10.1006/ceps.1999.1020
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1):54-67. doi:DOI: 10.1006/ceps.1999.1020
- Ryff, C. D., Keyes, C. L., & Hughes, D. L. (2003, September). Status Inequalities, Perceived Discrimination, and Eudaimonic Well-being: Do the Challenges of Minority Life Hone Purpose and Growth. *Journal of Health and Social Behaviour*, 44, 275-291.
- Sadiq. (2018). Determinant Power of "Public Service Motivation" for Job Satisfaction and "Customer Service Orientation": In Case of People's Republic of China. *Open Journal of Social Sciences*, 06(01), 14 pages. doi:10.4236/jss.2018.61003
- Sansone, C., & Harackiewicz, J. M. (2000). *Intrinsic and Extrinsic Motivation. The Search for Optimal Motivation and Performance*.
- Streiner, D. L. (1994, April 1). Figuring Out Factors: The Use and Misuse of Factor Analysis. *Canadian Journal of Psychiatry*.
- Taherdoost, H., Sahibuddin, S., & Jalaliyoon, N. (2014). Exploratory Factor Analysis; Concepts and Theory. *Advances in Applied and Pure Mathematics*, 375-382.
- Tan, S. K. (2013). Herzberg's two-Factor Theory on Work Motivation: Does it work for today's environment? *Global Journal of Commerce and Management Perspectives*, 18-22.

- The office of Head of Civil Service. (2018). *History: The Office of the Head of Civil Service*. Retrieved from Office of Head of Civil Service: www.ohcs.gov.gh/history
- United Nations Economic Commission For Africa. Public Administration, Human Resources and Social Development Division. (1991, November). Motivation and Productivity in the Public Service in Africa: A review of the Impact of the Economic Crisis and Reform Measures in Selected African Countries (Country Case Studies of Ghana and Ethiopia).
- Vandenabeele, Steijn, W. &, Camilleri, B. &, Cerase, E. &, Egger-Peitler, F. &, Hammerschmid, I. &, . . . Adrian. (2009). Comparing public service motivation within various Europe countries: do institutional environments make a difference?
- Vroom, V. H. (1964). *Work and Motivation*. San Francisco: Jossey-Bass.
- Wright, B. E. (2001, October 1). Public - Sector Work Motivation: A Review of the Current Literature and a Revised Conceptual Model. *Journal of Public Administration Research and Theory*, 11(4), 559-586. Retrieved from <http://doi.org/oxfordjournals.jpart.a003515>

국문초록

공공부문 직원의 내재적 동기에

영향을 미치는 요인 연구:

가나의 공공서비스 사례를 중심으로

Makafui Afi Nyatepe

서울대학교 행정대학원

글로벌행정전공

직원들, 특히 공공부문의 직원들에 대한 동기 부여의 필요성에 대한 공감대는 학계에서도 어느정도 형성되어 있고, 직원의 본질적인 동기 유발 요인에 대한 이해는 조직 목표 달성에 큰 도움을 줄 수 있지만, 이에 대한 연구는 아직까지 미흡하다고 볼 수 있다. 본 연구는 공공 부문 직원의 내재적 동기 부여에 영향을 미치는 요인을 조사하여 자율성, 전문성, 목적 그리고 본질적인 동기 사

이에 어떤 연관성이 있는지를 알아내고자 한다.

자율성은 본인의 직무와 관련하여 업무 및 팀 선택 자율성, 그리고 재량권의 행사 정도로 정의된다. 전문성은 직무를 수행하는데 있어서 더 개선되고 더 완벽해야 하는가가 고려된다. 마지막 요인으로 목적은 공동체 또는 사회에 영향을 미칠 수 있는 의미 있는 일을 하는 것을 의미한다.

본 연구는 다니엘 핑크의 내재적 동기 요소를 적용하여, 자율성, 전문성 그리고 목적이 내재적 동기와 정의 관계가 있다고 가정했다. 내재적 동기와 자율성, 전문성 그리고 목적에 대한 선행연구에 따라, 가나 공공서비스 부문의 직원들에게 설문조사를 진행했다.

수집된 데이터를 기반으로 회귀분석을 실시한 결과, 가나 공공서비스 부문 직원들의 내재적 동기는 자율성, 전문성, 목적과 정의 관계를 갖고 있지 않았다.

마지막으로 이러한 발견의 한계 및 이론적, 실천적 함의에 대해 논의하였다.

주제어: 동기, 공공부문 동기, 내재적 동기, 자율성, 전문성, 목적

학번: 2018-26417

