

Effects of Intrinsic Motivation on Basic School Teachers' Attitude towards Work in the Bolgatanga Municipality

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Abstract: The study explored the effects of intrinsic motivation on basic school teachers' attitude towards work in the Bolgatanga Municipality of Ghana. The major objective of the study was to assess the level of intrinsic motivation among basic school teachers in the Bolgatanga Municipality and to find out the effects of intrinsic motivation on basic school teachers' attitude towards work. The survey method was used for the study. Data for the study was collected from eighty (80) sampled Junior High School (JHS) teachers (52.5% males and 47.5% females) in the 50 public basic schools within the Bolgatanga Municipality using purposive and convenient sampling techniques. The Intrinsic Motivation Inventory (IMI) and the Teacher Attitude Inventory (TAI) were modified and used as research instruments for data collection. Pearson Product-Moment Correlation Test was used to establish the relationship between basic school teachers' intrinsic motivation and attitude towards work. The results revealed that there was a negative and significantly moderate correlation between teachers' level of intrinsic motivation and their attitude towards work. It was recommended among others that periodic assessments of teachers' intrinsic motivation towards work should be carried out for the sole purpose of addressing the hindrances that militate against teachers' intrinsic motivation.

Keywords: Intrinsic motivation, work attitude, basic school teachers, performance, and job satisfaction

I. INTRODUCTION

The impact of intrinsic motivation on work attitude, creativity and innovation continues to be highlighted in numerous facets of life and work and yet has received comparatively less investigation on its effects on teachers and their approach to work (Fischer, Malycha, & Schafmann, 2019; Boamah, 2014). Parvez & Shakir (2013) argue that although teachers are fundamentally the foundation and pillar of any country's prosperity due to their critical role as nation builders, it is only possibly unparalleled and achievable if teachers have positive attitude towards their teaching work. Thus, the most significant factor in the educational system, which is the quality of the teachers who impart knowledge, suggests that teachers ought to be excellent, efficient, and have positive attitude towards work (Cheng, Mukhopadhyay & Williams, 2019; Parvez & Shakir, 2013).

According to Parvez and Shakir (2013) teaching is a calling, not a profession or a trade or simply a job. They further

pointed out that once one has the calling to be a teacher, not so much should be dwelt on monetary benefits but the love of teaching which guarantees job satisfaction eventually. Motivation is "the heart of organizational behaviour" which guides the direction, intensity, and persistence of performance behaviours (Fischer, et al., 2019, p.34). As a result, Mario (2019), Fischer, et al. (2019), and Issifu (2014) asserted that employees' motivation has a substantial impact on their attitude towards work, performance and productivity.

Robescu and Iancu (2016) also pointed out that motivation of workers in any institution generally leads to positive attitude towards work and brings about extra performance needed to boost any economy. It is thus complex to understand exactly what kind of motivation influences employees' attitude or behaviour towards work, despite the credence held and shared by many people that motivation is synonymous to monetary compensations or rewards and are the driving force behind employees' attitude towards work and performance (Mario, 2019; Cheng, et al. 2019; Robescu and Iancu, 2016; Issifu, 2014).

Motivation is categorized into intrinsic and extrinsic motivation (Fischer, et al. 2019; Cheng, et al. 2019; Di Domenico and Ryan, 2017). Di Domenico and Ryan (2017) noted that when extrinsically motivated, people engage in an activity to obtain some instrumentally separable consequence, such as the attainment of a reward, the avoidance of a punishment, or the achievement of some valued outcome. Contrarily, when intrinsically motivated, people perform tasks out of interest and enjoyment of the activity which is inherently satisfying (Fischer, et al. 2019; Cheng, et al. 2019). Nonetheless, employers cannot assume that their employees are always intrinsically motivated as relatively few people find their jobs interesting enough to work without getting paid or receiving other rewards in return (Fischer, et al. 2019; Cheng, et al. 2019; Cameron, Banko, & Pierce, 2001).

Robescu and Iancu (2016) claimed that the financial reward factor has become very important because money satisfies a lot of basic needs for survival and security and even self-esteem needs. They however asserted that monetary compensation which forms the core of extrinsic motivation is not a motivating factor for everyone and does not apply in

every circumstance (Cheng, et al. 2019; Mario, 2019; Robescu & Iancu, 2016). Robescu and Iancu (2016) equally pointed out that intrinsic motivation factors like challenge, curiosity, control, fantasy, competition, cooperation, and recognition at the workplace tend to drive employees' attitude and performance directly after a certain point of their career especially when employees think they have had enough of the extrinsic motivation factors most of which afforded them their basic needs and thus are no longer motivated by such extrinsic motivation factors (Robescu & Iancu, 2016).

Cheng, et al. (2019) added that the nature of a person's motivation (whether extrinsic or intrinsic) is a key predictor of how committed they are to a task and hence how well they are likely to perform at it. Parvez and Shakir (2013) claimed that for a good education system to flourish with the teacher as the pivot, two critical conditions need to be met. The first is the constant updating and refinement in knowledge and skills of serving teachers. The second is equipping teachers with the positive attitude towards their profession. They also asserted that attitudes towards the teaching profession should naturally be related to enjoying the profession, complete dedication to the profession, and being aware that the profession is socially useful as well as believing that they need to improve the profession (Parvez and Shakir, 2013).

A study by Valas and Sovik (1994) indicated that not only does an intrinsically motivated teacher tend to have a positive attitude towards work but his or her attitude towards work can largely impact students' motivation and interest (Mario, 2019; Valas and Sovik, 1994). Di Domenico and Ryan (2017) likewise found intrinsic motivation to predict enhanced learning, performance, positive work attitude, creativity, optimal development, and psychological wellness. Valas and Sovik (1994) and Adelman (1978) argued that equipping a person with a positive attitude to work should be guided and founded on the Self Determination Theory (SDT) developed by Deci and Ryan which provides the best explanation for intrinsic motivation of human behavior. The Self Determination Theory (SDT) postulates that employees are intrinsically motivated if they perform tasks based on loyalty, an internalized sense of duty, and/or enjoyment (Mario, 2019; Valas and Sovik, 1994; Adelman, 1978).

According to Robescu and Iancu (2016) employees do not only desire to have job satisfaction but also want to know and feel that their efforts at the workplace are appreciated. As a result, intrinsic motivation is tied to positive work attitude and performance outcomes because intrinsically motivated employees develop a sense of pride about their jobs and enjoy doing it (Raza, Akhtar, Husnain and Akhtar, 2015). Arguably, intrinsic motivation factors like recognition which can be described as a social reward has the propensity to positively influence employees' attitude towards work and ultimately boost performance, more than what monetary reward achieves and thus should be critically advanced by employers in common forms like confirmation and approval (Robescu&Iancu, 2016; Raza, et al. 2015).

1.1 Statement of the Problem

Parvez and Shakir (2013) asserted that although teaching is a well respectable profession, not all teachers who are in the profession like it. They argued that many teachers join the profession by chance or other reasons and not because it is a choice to dedicate themselves to the profession. They further claimed that many teachers are either uninterested or neutral towards the teaching profession right from their training period which is often a second choice or temporal measure to gain employment.

In recent time, basic school teachers have been accused by the general public of not showing enough commitment and dedication to their work because they almost all the time have to initiate a strike action before their salary arrears, among other remunerations are met by the government. This has led many people to think that teachers are only motivated financially and not intrinsically. Some people have even blamed bad academic performance of students at the basic school level on the ill motivated teachers who some other reports have cited absenteeism, among other factors, to be the causes of the dwindling quality of education in Ghana as well as teachers' bad attitude towards work.

Robescu and Iancu (2016) argue that there is no clear answer to the question: what kinds of motivators are best to ensure employees' positive attitude to work and performance? They suggest that monetary rewards (the core factor of extrinsic motivation), although an important economic factor, do not significantly affect peoples' motivation in all circumstances. They also claim that some people do not focus on money at all but place a premium on interest, challenge, job satisfaction, and the like. In this regard, the study sought to assess the level of intrinsic motivation among basic school teachers in the Bolgatanga Municipality against their attitude towards work to determine how their intrinsic motivation affects their work attitude.

1.2 Objectives of the study

The objectives of the study were to;

1. Assess the level of intrinsic motivation among basic school teachers in the Bolgatanga Municipality.
2. evaluate basic school teachers' attitude towards work in the Bolgatanga Municipality
3. Find out the effects of intrinsic motivation on basic school teachers' attitude towards work in the Bolgatanga Municipality.

1.3 Research Questions

The following research questions guided the study;

1. To what extent are basic school teachers in the Bolgatanga Municipality motivated intrinsically?
2. What is the attitude of basic school teachers towards work in Bolgatanga Municipality?
3. To what extent does intrinsic motivation affect basic school teachers' attitude towards work in Bolgatanga

Municipality?

II. METHODOLOGY

The study employed a descriptive cross-sectional research design, which used Intrinsic Motivation Inventory (research instrument) with close-ended question items to collect data. Cross-sectional design is a research design used to capture data from participants at a single point in time or during a single, relatively brief time period (Boamah, 2014). The main advantages of using this design are that data can be collected on different kinds of people in a relatively short period of time (Boamah, 2014). Additionally, the researcher can estimate prevalence of outcomes of interest because the sample is usually taken from the whole population (Boamah, 2014). Thus, using this research design was appropriate and saved the researchers' time since data was collected at a single point in time and it was relatively economical.

2.1 Population and Sampling

The population of the study involved all public Junior High School (JHS) teachers in the Bolgatanga Municipality of Ghana. According to the Bolgatanga Municipal Education Directorate, the study population consisted of 517 teachers (310 males and 207 females) who were between the ages of 25 years to 60 years and were spread across the 50 public JHS in the municipality. The sample frame formula developed by DeVaus (2002) was used to determine the sample size for the study. The formula is: $n = N / 1 + (N)^2$ where: n = the sample size, N = the study population (517 teachers), a = significant margin error (0.10). The formula adopted a confidence level of 90% with a 10% margin of error as 0.10. As a result, the sample size used for the study was 84 respondents made up of 42 males and 42 females. Purposive sampling technique was used to sample the 84 respondents for the study. This sampling technique is a non-probability sampling that deals with selection of research participants based on personal judgment rather than giving equal chance to participant through randomization. Purposive sampling technique was appropriate for the study because, it helped the researchers to target the appropriate respondents for the required data.

2.2 Instrument for Data Collection

Questionnaire was used to gather data from a target population. This study adopted used the Intrinsic Motivation Inventory to measure Basic School teachers' intrinsic motivation and attitude towards work. The Intrinsic Motivation Inventory or IMI is a comprehensive multidimensional questionnaire used to measure participants' subjective experience of a target activity (Ryan 2006a). The Intrinsic Motivation Inventory (IMI) developed by Ryan and Deci with a Cronbach Alpha Coefficient of 0.82 (Goudas and Biddle, 1994) and a 48-item Teacher Attitude Inventory (TAI) developed by Ahluwalia with a Cronbach Alpha Coefficient of 0.88. In the last twenty years, it has been used in many studies related to intrinsic motivation and self-regulation (Deci et al. 1994, Goudas et al. 1995, Mitchell 1996, Ryan et al. 2006b)

and its validity was confirmed by McAuley et al (1989). The IMI contains seven subscales measuring participants' interest/enjoyment, perceived competence, effort/importance, value/usefulness, felt pressure and tension, perceived choice and relatedness while carrying out a task (Ryan 2006a). The interest/enjoyment subscale is the self-reported measure of intrinsic motivation and the other scales are considered positive or negative predictors of intrinsic motivation. The IMI was used in this study to measure the relationship between Basic School teachers' intrinsic motivation and attitude towards work.

These instruments were in line with the research questions and thus were modified and used. A pre-test was carried out through a pilot study conducted among 10 private Junior High School teachers in the Bolgatanga Municipality. Both the study sample and sample selected for the piloting had common work schedules and working environment, among other variables, so pre-testing the questionnaire in the pilot study was appropriate, valuable, and proved that the instruments measured what they intended to measure and thus used for the main study.

Each sampled respondent for the study consented to partake in the study after debriefing by the researcher. The respondents were also assured of anonymity and confidentiality of their responses. The researchers administered the questionnaire to all 84 sampled respondents. Overall, 80 questionnaires out of the 84 questionnaires administered were returned, yielding a return rate of 95%. Consequently, the data obtained from the 80 respondents were used for data analysis. The demography of the 80 respondents is shown in Table 1 below:

III. RESULTS AND DISCUSSION

Table 1: Demographic Characteristics of respondents

Demographic characteristics	Frequency (N=80)	Percentage (%)
Gender		
Male	42	52.5
Female	38	47.5
Age group		
20 – 29 years	24	30
30 – 45 years	49	61.25
46 – 60 years	7	8.75
Years of teaching experience in GES		
2 – 5 years	43	53.75
6 – 10 years	19	23.75
11 – 20 years	13	16.25
Above 20 years	5	6.25

From table 1, the study revealed that out of the 80 teachers that were sampled for the study, 42 teachers representing 52.5 percent were male and 38 teachers representing 47.5 percent were female. This is an indication that the male teachers were more than their female counterparts. Again, 24 teachers representing 30 percent were between the ages of 20-29 years while 49 teachers representing 61.25 percent were between the age range of 30-45 and only 7 teachers representing 8.75 percent were between the ages of 46-60 years. Majority of the teachers were within the active years (30-45 years) of their profession. With regards to their years of teaching experiences in the Ghana Education service, 43 teachers representing 53.75 percent had teaching experience from 2-5 years, 19 teachers representing 23.73 percent also had teaching experience from 6-10 years and 13 teachers representing 16.25 percent had the experience of teaching from 11-20 years with only 5 teachers representing 6.25 percent had the experience of teaching for 20 years and above. This implied that majority of the teachers had limited teaching experience in the Ghana Education Service.

Research Question 1: To what extent are basic school teachers in the Bolgatanga Municipality motivated intrinsically?

This research question sought to assess the extent to which basic school teachers in the Bolgatanga Municipality were intrinsically motivated to work. The researchers used percentages and pie chart to analyse the data for this research question. Responses from respondents are presented in Figure 1 below;

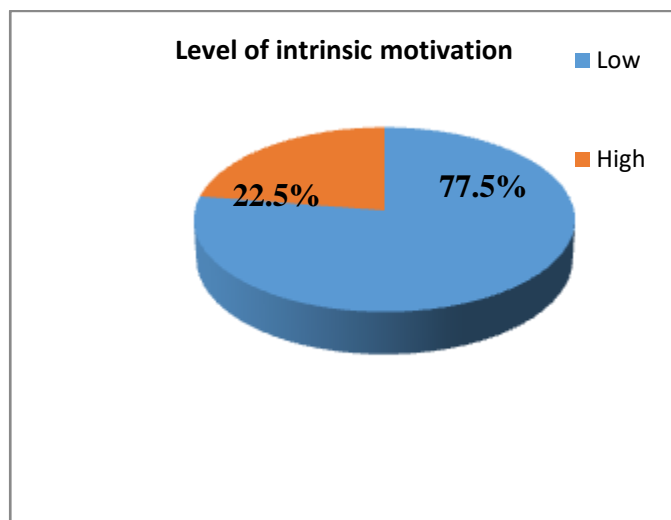


Figure 1: A pie chart indicating the extent to which respondents were motivated intrinsically.

Figure 1 indicates that majority (77.5%) of the respondents had low level of intrinsic motivation while 22.5% of the respondents had high level of intrinsic motivation. The result, thus indicates that 22.5% of the respondents (far less than half of the sampled respondents) who were highly motivated intrinsically can be described as basic school teachers who

performed their teaching jobs without any external inducement, pressure or rewards but for the love of the teaching profession and the joy they derived from carrying out their duties and responsibilities. This is also pointed out by Cheng et al. (2019), Di Domenico and Ryan (2017), Raza et al. (2015), Boamah (2014), as the main indicators for individuals who are intrinsically motivated to work. When people are intrinsically motivated, they perform tasks out of interest and enjoyment of the activity which is inherently satisfying (Fischer, et al. 2019; Cheng, et al. 2019). Nonetheless, employers cannot assume that their employees are always intrinsically motivated as relatively few people find their jobs interesting enough to work without getting paid or receiving other rewards in return (Fischer, et al. 2019; Cheng, et al. 2019; Cameron, Banko, and Pierce, 2001).

On the contrary, 77.5% of the respondents who disclosed low levels of intrinsic motivation demonstrated that they had not immersed themselves in the teaching activities they performed as teachers in their profession without external rewards or motivation. According to Robescu and Iancu (2016) employees do not only desire to have job satisfaction but also want to know and feel that their efforts at the workplace are appreciated. As a result, extrinsic motivation is tied to positive work attitude and performance outcomes because extrinsically motivated employees develop a sense of pride about their jobs and enjoy doing it. This suggests that the respondents with low levels of intrinsic motivation were perhaps motivated by other factors to work but not through an innate desire to work and therefore did not see the teaching activity as a reward in itself. According to Parvez and Shakir (2013), although teaching is a well respectable profession, not all teachers who are in the profession like it. They argued that many teachers join the profession by chance or other reasons and not because it is a choice to dedicate themselves to the profession. They further claimed that many teachers are either uninterested or neutral towards the teaching profession right from their training period which is often a second choice or temporal measure to gain employment.

Moreover, the results from the study is inconsistent with findings by Raza et al. (2015) who revealed in their study that a significant positive relationship exist between intrinsic motivational variables and job satisfaction of employees which led to high productivity and positive work attitude displayed by employees.

Research Question 2: What is the attitude of basic school teachers toward work in the Bolgatanga Municipality?

This research question sought to evaluate basic school teachers' attitude towards work in the Bolgatanga Municipality. Percentages and bar chart were used to present the results as showed in Figure 2 below:

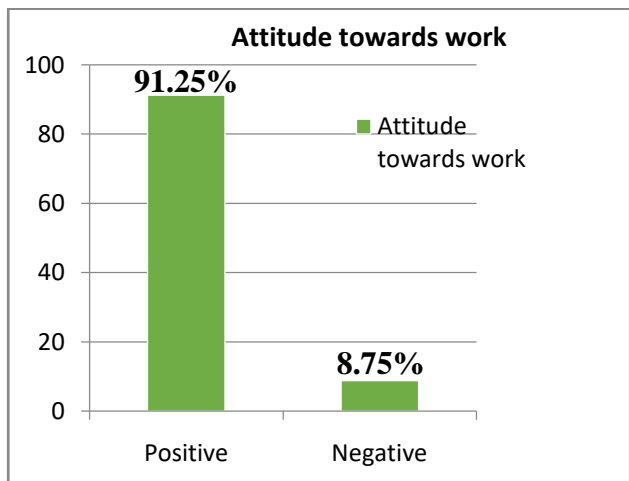


Figure 2: A bar chart showing the attitude of respondents towards work.

Figure 2 indicates that majority (91.25%) of the respondents had a positive work attitude while 8.75% of the respondents had a negative attitude towards work. These results are consistent with results from studies conducted by Musa and Bichi (2015) that showed teachers to largely have positive attitude towards their teaching profession. Farouk (2014) also established that a significant number of employees had right attitude toward work, and it led to increased productivity. However, Farouk in his study revealed that some employees had negative attitudes toward work which affected their turn out. Revelations by Colomeischi and Colomeischi (2014), and Parvez and Shakir (2013) said that, the surest way for individuals to overcome work uncertainties and other challenges faced at the workplace was to develop passion for one’s profession which would strengthen their attitudes toward work and grant them job satisfaction. According to Agboke (2018) and Belcher (2019), that passion is a form of emotion and drive that comes from within a person and is very essential to positive attitudes to work.

The findings from this research question contradicts the teachers responses and results from the first research question which revealed that 77.5% of the respondents showed low level of intrinsic motivation which is largely influenced by one’s passion and enjoyment derived from work. However, 91.25% of the same respondents had positive work attitude, despite self-reporting low level of intrinsic motivation. Thus, the claim that passion for work largely influences intrinsic motivation and leads to job satisfaction and positive work attitude was not supported by this study. In other words, the fact that a vast majority of respondents (91.25%) had positive work attitude and a majority of the same respondents (77.5%) also had low level of intrinsic motivation suggested that some of the respondents were rather motivated to work by something else which accounted for their positive work attitude since factors like passion for work, innate desire to work, seeing work as a reward in itself, job interest and enjoyment, among other indicators on the intrinsic motivation scale, amounted to a low level of intrinsic motivation. Again, results from this study contradicts findings from Valas and

Sovik (1994) study which indicates that intrinsically motivated teachers tend to have positive attitude towards work which largely impact their students’ motivation and interest.

Research Question 3: How does intrinsic motivation affect basic school teachers’ attitude towards work in Bolgatanga Municipality?

This research question sought to find out the effects of intrinsic motivation on basic school teachers’ attitude towards work in the Bolgatanga Municipality. Mean (M) and Standard Deviation (SD) and Pearson Product-Moment Correlation Test between intrinsic motivation and attitude towards work were used to present as showed in Tables 2 and 3 below, respectively:

Table 2: A summary table showing Mean (M) and Standard Deviation (SD) of intrinsic motivation and attitude towards work

Variables	N	M	SD
Intrinsic motivation	80	1.23	.420
Attitude toward work	80	1.91	.284

Table 2 shows that, intrinsic motivation had a mean (M) score of 1.23 and a standard deviation (SD) of .420 while attitude towards work had mean (M) score of 1.91 with a standard deviation (SD) of .284

Table 3: A summary table showing Pearson Product-Moment Correlation Test between intrinsic motivation and attitude towards work

		Attitude towards work
Intrinsic motivation	Pearson Correlation	-.575*
	Sig. (2-tailed)	.000
	N	80

*Correlation is significant at 0.01 level (2-tailed)

Table 3 indicates that 80 respondents (N = 80) were surveyed about intrinsic motivation (M = 1.23, SD = .420) and attitude towards work (M = 1.91, SD = .284). The table also revealed that there was a moderate correlation (r = .575) between the two variables (intrinsic motivation and attitude towards work) based on the decision rule for a moderate correlation coefficient (.40 < |r| < .60). The table likewise indicates that there was a negative correlation (r = -.575) between the two variables (intrinsic motivation and attitude towards work), which is described as an inverse correlation between the two variables. In other words, the two variables (intrinsic motivation and attitude towards work) moved in opposite directions which suggested that high or low intrinsic motivation resulted in a positive work attitude.

Moreover, the results showed that there was correlation between the two variables (intrinsic motivation and attitude towards work). Thus, there was enough evidence that the correlation observed really exist in the population and did not occur by chance. Therefore, basic school teachers, in the Bolgatanga Municipality, who self-reported low intrinsic motivation had positive attitude towards work.

Results from the study confirmed the results revealed by Colomeischi and Colomeischi (2014) in their study which showed that teachers' positive attitude towards work was a reflection of their level of job satisfaction and self-efficacy. They further found that the job satisfaction levels of teachers indicated their ability to exert control over their own motivation and behaviour. Thus, a positive and significant relationship was found between teachers' innate drive to work which primarily indicated high job satisfaction level and teachers' attitude towards their teaching profession. Again, results from the study were in line with the findings by D'souza and Poojary (2018) that organizational commitment was the product of employees' positive work attitude which also led to job satisfaction. They also concluded that, when employees are satisfied with their jobs, they are intrinsically motivated to work and that was the key to organizational commitment and positive work attitude. Munyua (2017) likewise revealed that intrinsic motivation has a positive correlation and contribute significantly to employees' job performance and organizational commitment. Munyua added that employees develop the right and favourable attitude towards work in order to perform better and stay committed to the organization.

However, results from this study were inconsistent with findings by Shahzadi, et al. (2014) that a significant and positive relationship exists between intrinsic rewards and employee motivation and performance. They concluded that when employees are motivated to work under the influence of intrinsic rewards like pride, interest, joy, and job satisfaction, they perform better on their jobs and show positive attitude and commitment to work.

IV. CONCLUSION

Overall, the study revealed that intrinsic motivation among basic school teachers had an inverse effect on their attitude towards work. This indicated that other factors were responsible for teachers' positive attitude towards work other than their intrinsic motivation since their interest and joy derived from the teaching task revealed low levels of intrinsic motivation contrary to findings of other scholarly works which provided positive linkages between intrinsic motivation and employees' attitude towards work, job satisfaction, organizational commitment, high productivity, and the like. In effect, the study has shown that majority of basic school teachers may have positive work attitude towards the teaching profession not because they have passion for the work or derive joy from the tasks they perform or committed to the teaching profession or find teaching interesting, but perhaps are only encouraged or forced to abide by the rules and regulations governing the teaching profession in order to avoid any sanctions. Thus, one may not be far from right, to assume that many teachers join the profession by chance or for other reasons and not because it is a choice to dedicate themselves to the profession or have passion for the teaching profession.

4.1 Implications for practice.

It was recommended that periodic assessments of teachers' intrinsic motivation towards work should be carried out for the sole purpose of addressing the hindrances that militate against teachers' intrinsic motivation. Again, teacher training institutions and school administrators should endeavour to create an environment that nurtures and fosters intrinsic motivation among prospective teachers in order to create a strong and lasting motivation needed to advance the course of job satisfaction and the sheer love and interest for the teaching profession.

4.2 Suggestions for future research

The researchers recommend that further research be carried out to find out other factors that affect Basic school Teachers attitudes towards work other than intrinsic motivation.

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