UNIVERSITY OF SURINAME
Institute for Graduate Studies & Research (IGSR)

WORK MOTIVATION AMONG CIVIL SERVANTS
PARTICIPATING IN EDUCATION IMPROVEMENT PROJECTS

A Thesis submitted in partial fulfillment of the requirements for the degree of Master of Development & Policy
by
Roy Mohan
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Foreword

During this Research Master’s thesis for Development and Policy at the Institute for Graduate studies, I got firsthand experience about the willingness of civil servants to participate in this study. It was also an excellent opportunity to test my knowledge, with regard to performing empirical research. I want to thank André Kramp and Professor Jack Menke for their encouragement and suggestions. Furthermore I want to thank my wife, son and daughter for their moral support during this study.

Roy Mohan

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Introduction

Numerous national agencies and international organizations have indicated that the internal efficiency of the Surinamese education sector is poor (Inter-American Development Bank, 2004, MINOV, Research & Planning, 2007). To improve this situation a long term strategic “Suriname Education Plan (SEP)” has been developed by the Ministry of Education (MINOV). A participatory approach was followed for the drafting of this plan and all stakeholders were thoroughly informed and involved.

It is then no surprise that consensus was reached to initiate a number of projects, such as the Basic Education Improvement Program (BEIP) and the Sector Fund Projects (Minov, 2004). The Ministry assumed that civil servants¹ would actively be involved and that they would help implement these projects. However, poor participation in projects by civil servants has seriously affected project implementation, and the unfavorable situation in the education sector still exists. For instance the BEIP has used only 40%² of its funds during its five year execution period, instead of 100%. The same goes for nearly all other Minov education innovation projects.

It is puzzling to see that civil servants are not motivated to help implement these education improvement projects, while they are aware of the poor internal efficiency of the education system. Motivation is defined by Pinder (1998) as drives within and beyond the individual to accomplish certain tasks. A key instrument for increasing productivity levels and to fully harvest productivity potential is to increase work motivation among civil servants. We conclude therefore that the pre-condition for successfully implementing projects is the existence of a motivated work force. Even highly skilled and competent persons will not perform adequately if they are not motivated.

¹ Civil servant is defined in this context as all government personnel that is placed hierarchically under Department Heads
² The amount of 40% was almost entirely invested in infrastructure projects, such as renovation of schools/class rooms of primary schools. Project resources were not invested in education innovation projects and involvement of Minov staff during this period was minimal.
Work motivation can be seen as a process that initiates and maintains work related behavior. In other words, it energizes the will to apply knowledge and skills in achieving certain goals.

Actions need to be taken to enhance work motivation, and civil servants need to believe that their contribution to a specific project is not only valued but that it is also of great significance for the entire national education system. Research has shown that motivated employers come to work more regularly, work more industriously, and are more flexible and willing. Work motivation is an interactive process between workers and their work environment (Hornby and Sidney, 1988).

In sum, motivated civil servants are required to reach the desired goals. In order to achieve this, various motivators need to be examined to mobilize capacity and to promote performance.

In January 2009, MINOV took the initiative to organize a consensus building exercise among civil servants to increase their participation in education improvement projects. Participation is the outcome of various processes of joint goal setting and could be perceived as a psychological contract, which in turn impacts on the perceived self-determination and intrinsic motivation (Raia, 1974). This exercise revealed that civil servants were not motivated to help implement project activities, due to the inadequate communication within the Ministry and the absence of financial incentives.

Communication is very important to maintain motivation, because civil servants must know what is precisely expected from them and want to be recognized for their contribution. This does not only pertain to the provision of information, but also includes creating conditions that will help civil servants implement project activities, make them understand the objectives and the importance of these objectives and maintain and enhance a working spirit.

Financial incentives are only a temporary solution to increase motivation, because they are soon considered to be part of the basic remuneration package. This effect could be minimized by adopting performance based incentive-systems, which would ensure that deliverables by civil servants are satisfactorily met. Individual income topping-up allows civil servants to achieve a standard of living closer to what they strive for and at the same time impact ownership and
project performance. The incentive-seeking behavior is considered to be morally incorrect, especially by the senior management of the Ministry. They perceive this as unethical behavior, because the required contribution in project execution is seen as part of their formal task and not as extra work.

Studies have shown that if there are no clear criteria to recruit, select and promote civil servants, this often leads to the absence of a more competitive environment and increases the scope for rent seeking and corruption (Lindenberg, 2001). However, corruption is defined and experienced in different ways and seem to vary according to the given country circumstances (Shah, 2007). For instance during change of governments, the replacement of key staff seem to be accepted in Suriname, while this is not the case in other countries. In this study we will use the definition of corruption as formulated by Heidensheimer (1989):

“behavior which deviates from the formal duties of a public role because of private regarding (personal, close family, private clique) pecuniary or status gains; or violates rules against the exercise of certain types of private regarding influence. This includes such behavior as bribery (use of reward to affect the judgment of a person in a position of trust); nepotism (bestowal of patronage by reason of astrictive relationship rather than merit); and misappropriation (illegal appropriation of public resources for private-regarding uses)”

It is ironic that while nepotism is formally condemned in the public service, due to misuse of public funds, the practice of replacing key staff seems to be tolerated. This situation has affected the motivation to work, as promotion and career opportunities are linked to who one knows rather than how well one performs. As a consequence, some civil servants may deliberately not excel at their work, knowing that their efforts may not be recognized or rewarded. A study by Rauch and Evans (2000) has proven that fair practices related to employment security, recruitment and promotion criteria are crucial in enhancing work motivation and reducing corruption.
Coordination among projects and donors is also crucial, as some of the donors provide high top-up allowances as a financial incentive. Empirical studies prove that many countries adopt strategies to improve motivation by providing financial incentives to encourage more productive behavior (Pannurunothai, et al., 1997). However, these policies lack an empirical base and the effectiveness of performance-related pay, especially in the public sector of developing countries, is questioned (Nunberg, 1995). Performance pay may even lead to counterproductive results when trying to motivate employees. This is often labeled as the crowding-out effect, and refers to the replacement of intrinsic work motivation by an extrinsic one.

Clearly, incentives can help motivate civil servants, but it does not imply that these have to be financial incentives. Therefore it is essential to have a better understanding of how civil servants create and use opportunities for pursuing their own interests, in order to develop adequate strategies to deal with the issue of motivation.

Besides incentives, factors as job security, personal fulfillment, commitment, professional satisfaction seem also to affect work motivation (Wittmer, 1991). Personal fulfillment encourages a person to believe that his work is worthwhile or important within his system of values. Commitment to goals is based on consistency between the individual’s and organization’s goals. The role of management\(^3\) is crucial in bridging possible gaps. The management can influence an individual’s behavior, with regard to their contribution to the larger organizational goal, emphasizing the positive values or reinforcing their will. Furthermore, the organization can utilize more of civil servants creativity by empowering them to take action.

Researchers in the area of motivation have produced a large number of theories. According to Herzberg (2003), the performance of individuals is influenced by extrinsic factors and intrinsic factors. The absence of extrinsic factors, such as wages, working conditions and quality of supervision negatively affects the individual. Intrinsic factors on the other hand, like status, recognition, sense of personal achievement and challenging nature of work leads to satisfaction among employees.

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\(^3\) Manager in this context involves government employees hierarchical equal or above the Department Heads
Other researchers believe that due to a large number of factors, it is unwise to categorize them in two groups. Each one of these factors needs to be addressed to improve motivational levels of employees in any organization.

Sometimes intrinsically motivated behavior can also be perceived as self-interest-seeking behavior, especially when one puts more effort in tasks that are seen as personally important, compared to tasks that would result in accomplishing the organization’s goals. Intrinsically motivated work behavior is in this case no different from extrinsically motivated behavior, because both are driven by self-interest.

However, the challenge remains to adjust or develop a theory that can explain this matter within the Surinamese public sector context, especially with regard to the decision to participate in projects. Increased motivation creates the conditions for a more effective workforce. Studies also showed that the correlation between motivation and job satisfaction, performance, intention to remain in the government, and support for the Government’s improvement projects are very high (Kim, 2007).

Given the poor motivation levels and the national priority to improve the education system, it is important to investigate new and more effective ways of improving work motivation. According to Ryan (1995) workers intrinsic motivation can be enhanced if their basic fundamental psychological needs of autonomy, competence, and relatedness are met.

These factors are also important elements in social capital concept. Nanetti (1993) defines social capital as the individual’s ability to establish voluntary associations, which is important to achieve personal well-being, economic growth and good governance. However, in the public sector in Suriname, the individual’s ability is also affected by the partiality of political institutions. For instance, people are often recruited in the public sector based on political considerations rather than on competence.
Workers motivation is primarily based on the ability to set one’s own preferences and to actualize oneself (Chirkov, Ryan, Kim and Kaplan 2003). The same goes for development of societies, which includes the existence of conditions that enable, stimulate, and entitle people to shape their lives based on their own choices. The self determination theory of Ryan and Deci (2000), has proven that when people are allowed to make their own choices, the potential of self-actualization increases. We believe therefore that development of societies and also of Suriname is affected by the way people are empowered to pursue their intrinsic choices and realize their individual goals.

The aforementioned issues will be examined in more detail in the following paragraphs. In paragraph 1, the theoretical framework of work motivation will be outlined together with its different perspectives. Paragraph 2 will focus on the methodology and in paragraph 3, we will elaborate on the results and descriptive analysis of qualitative research on work motivation. In paragraph 4 the main findings of the quantitative research will be highlighted. Finally, section 5 will provide some concluding comments on work motivation.

**Purpose of the Study**

This study will help to identify the factors contributing to work motivation at 4 key departments in the Ministry of Education, and can thereby effectively contribute to maximize civil servants' contribution to education improvement projects. These key departments are Research and Planning, Inspectorate, Counseling and Curriculum Development. We believe that this will help managers and civil servants satisfactorily meet their obligations and responsibilities towards education improvement projects. By including the aspect of civil servants motivation in the design and execution of projects, other Ministries can also benefit from this study. This will ultimately result in an improved execution of public projects and more effective government. This study investigates the applicability of the Self Determination Theory in the context of the Ministry of Education.
**Research Questions**

The internal process of motivation reflects the specific individual’s situation and environment. It is often said that motivation is a transactional process: it depends upon eliminating gaps between the individual and the organizational context within and the broader societal context. Theories of work motivation focus largely on task performance and are basically derived from general motivation theories. Work motivation can be seen as a process that initiates and maintains goal-directed performance. In other words, it energizes to apply knowledge and skills in achieving certain goals.

Pinder (1998) defines work motivation as follows:

“Motivation is a set of energetic forces that originates both within as well as beyond an individual’s being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration”.

The primary research question is:

1. How are intrinsic and extrinsic work motivations affecting work motivation among civil servants in their decision (not) to participate in education improvement projects?

The secondary research questions are:

i. What factors affect intrinsic work motivation?

ii. What factors affect extrinsic work motivation?

The difference between intrinsic and extrinsic work motivation is based on the perceived locus of causality (Deci, Cascio & Krusell, 1975). Locus of causality means that work motivation is affected by the expectancy of rewards and is not based on internal reasons.

Intrinsically work motivation refer to processes within the individual that see the work as an end in itself, while extrinsic motivation perceives work as a means to an end. Furthermore, intrinsically motivated civil servants are focused on what’s happening now (they are triggered by the experience of performing tasks) and those who are extrinsically motivated are concerned with the outcome upon completion of the work.
1. Theoretical Framework of Motivation

This paragraph will present various theories, with regard to work motivation. A detailed picture of all motivation theories is very difficult and beyond the scope of this thesis. These theories are also assessed on their contextual applicability, followed by our reasons to use the self determination theory as a conceptual framework. The deployed research methodology to perform this study will be outlined in the next chapter.

1.1 Work Motivation

Studies in the early 19th century suggested that motivation was affected by unsatisfied needs. In today’s world these approaches cannot fully explain this matter and scientists are now adopting new approaches that are not only focused on the individual, but also on the management and the environment. Managers should take more effort to discover important factors that affect work motivation. Nowadays, the most important task of a Manager is to motivate employees. A primary pre-condition to foster and enhance work motivation is to discover what employers want from their work (Simons & Enz, 2006).

A motivated person is energized and inspired to do something. Motivating people to work is a complex issue and depends on finding a match between individual- and organizational characteristics. Furthermore, motivation is not static and depends on how our society is changing, due to factors as economic conditions and legislation. As a consequence, factors that significantly motivated people 40 years ago are now perceived as having a moderate effect (Wiley, 1997). For instance, employees in 1980s ranked performing interesting work as number one, while in the 1990s this factor declined to number five and earning good wages ranked number one.

For those who are interested in a more in-depth review of motivation literature, we refer too Fey (2005).
Work motivation is defined by industrial and organizational psychologist as an instrument that triggers people to perform their jobs better (Smither 1997). The two dominant views are the organizational economic, and the organizational behavior perspectives, where the former focuses on extrinsic motivation and the latter on intrinsic motivation. Scientists prefer to study this matter from the perspective of the individual’s predisposition, the cognitive process and the consequences of one’s actions. Needs theories are largely based on individual’s predisposition and assume that work behavior is directed towards the fulfillment of needs (Pinder 1997). Work motivation can also be triggered by cognitive processes that recognize actions, which lead to rewards or punishments (Ellis and Dick, 2003).

Work motivation in the public sector and the affect of corruption will be discussed in the next two paragraphs. This will be followed up by the correlation between work motivation and high performance, which will emphasize the importance of understanding work motivation in the public sector.

### 1.1.1 Civil Servants and Work Motivation

Civil servants are supposed to enjoy lifetime occupation, be dedicated to public service and subject to special disciplinary regulations. Civil servants often focus on legal and political constraints because they feel that their career depend on these factors. They can be classified as conformists that concentrate on procedures, rather than on innovative and performance oriented tasks (Demmke, 2005). The absence of a competitive environment and market forces in public organizations has resulted in a more internal and control oriented culture emphasizing stability and cohesion (Rainey, 2003).

In Suriname, this internal control oriented culture seems to be affected by political interferences in HRM issues and has impacted work motivation of civil servants. For instance, civil servants believe that they have more advantages in displaying loyalty to their Managers, instead of showing commitment to their department. This could be explained by the fact that civil servants
perceive their Manager as the one that can affect their rewards. In situations where the Manager is not supporting a specific project and this behavior is adopted by civil servants, it results in a decline of organizational performance and at the end even leads to project failure. The impact of the reward system, which is largely based on loyalty affects civil servants actions and also plays an important role in the work motivation. This is also backed by studies (Lopez, 1995).

Being rewarded for their loyalty to their Managers, instead of their department, has resulted in the consolidation of personal relations, which undermines the hierarchical structure of the decision making process in the public sector. According to Porter (1996), hidden personal agendas are hindering a rational and objective approach to decision making, and in fact undermine management. The focus on loyalty and relations, instead of competency has seriously affected the work motivation of civil servants and as a consequence has decreased the MINOV execution capacity.

Nowadays, government employees are increasingly involved in projects with NGO’s, consultants and multilateral organizations. This phenomena is classified as the principal agent model, where civil servants are seen as agents for multiple principals (Bardhan, 1997). These agents can afford to prioritize which principal to serve. It is therefore crucial to strengthen the coordination role of MINOV, with regard to donors and education improvement projects. A key instrument for increasing productivity levels and fully harvest productivity potential is to increase participation among civil servants and let them share some responsibility. This will help to create a motivated work force, which is the primary pre-condition for successfully implementing public projects. This is critical for the success of projects, since civil servants are the one in charge of the actual implementation.

These principals are still learning how to proceed in our highly politicized environment, where it seems that informal rules dominate formal rules. It is crucial to gain in-depth knowledge of what really impacts decision-making and implementation process instead of relying solely on the formal hierarchical structure.
Only when these principals succeed in gaining this knowledge and begin to understand the context, will they be able to satisfactorily contribute to the implementation of education improvement projects.

1.1.2 Nepotism, Corruption and Work Motivation

According to the New Public Management School the public sector should adopt principles from the private sector (Gunn 1988). Western governments have successfully implemented free market principles and have reformed their public sector. This has resulted in re-emphasizing personnel not as a cost factor, but as a productivity factor. These market principles have not been adopted in Suriname, mainly due to a lack of employment opportunities outside the public sector. This has contributed to nepotism and corruption. Kurer (2005) defines corruption as practices that violate the fairness principle and result in having some kind of profit.

The lack of employment opportunities in Suriname has led to an overburdened public sector that includes large numbers of ghost workers\(^5\). Studies have shown that work motivation usually declines, when government changes go together with replacement of Managers and key staff (Nagin and others, 2002). In Suriname, this is often also the case and senior staff is often replaced by loyalist of the ruling political parties (Schalkwijk, 2009).

This politically polarized public sector combined with poor employment opportunities and weak public institutions in Suriname have resulted in an environment that is vulnerable to corruption, nepotism and patronage. People are often recruited in the public sector based on political considerations rather than on competence. Perceived from an organizational justice perspective, we believe that political interference in practices, such as recruitment, selection, compensation, training, development and promotion affects the sense of justice of civil servants. We conclude that, due to the politicization of reward systems, civil servants and management are triggered

\(^5\) Ghost workers refer to civil servants that are paid by the Government, but are not involved in the work process. They don’t come to the work place and don’t perform any work.
more by portraying the “right” attributes such as loyalty for achieving desired rewards, instead of relying on their abilities and competence. This reward system is illustrated by a number of cases at Minov, where the decision making process is overruled by political parties. For instance, if a manager were to take corrective measures against some civil servants, he could be pressured by his political party not to do this. In sum, we can conclude that the hierarchical position at MINOV is sometimes overruled by party politics, which in turn undermines management power and also affects the work motivation. This reward system is fostered and maintained through all hierarchical levels of MINOV.

It is crucial to understand the effect of organizational justice and equity theories in the work motivation of civil servants. Nepotism and other corrupt practices that are perceived as unfair must be prevented and actions must be taken to come to an agreement among all stakeholders to create a more transparent and fair environment.

The public sector often uses rule-based accountability systems and standard operating procedures to reduce corruption and nepotism. However, accountability also includes professional ethics and personal morality, which is an inward obligation. Social scientists have concluded that a lack of intrinsic work motivation is the real source for corruption (Lindenberg, 2001).

1.1.3 The Relationship between Work Motivation and Performance

Employers are mainly interested in work motivation, because they assume that employees with high levels of motivation can achieve and perform better than those with low levels of motivation. The link between work motivation and performance is referred to as the mutual-investment model. This model perceives the relation between employer and employee as an exchange relationship, where investment by the employer in the employee is paid back by a higher performance level (Tsui et al, 1997). This hypothesis is backed by empirical research (Akerlof, 1982).
However, this model does not make a distinction between intrinsic and extrinsic motivation. Studies have proven that employees with a high level of intrinsic motivation are healthier (mentally and physically) and are more satisfied (job- and life satisfaction) than those governed by extrinsic motivation (Frey 1997).

There are some exceptions to this. For instance, employers that have to perform unpleasant jobs, which require simple repetitive actions will perform better by higher financial rewards. For jobs that require creativity and high quality, extrinsic motivation instruments have limited application. Studies show that employees that are intrinsically motivated can perform difficult tasks better than those who are mainly extrinsically motivated. The management has also less monitoring costs to ensure that the employee’s performance is up to the required standard (Frey 1993).

To improve performance, the management often relies on monitoring and sanctioning systems. However, this is largely absent at Minov and neither civil servants nor the management seem to be held accountable for their performance. Performance accountability and monitoring systems are very weak and the emphasis is put on rule-based accountability systems and standard operating procedures. We believe that work motivation of civil servants is affected by the way the Government is functioning and is being managed. There are for example seldom managerial meetings at MINOV and managers are not held accountable for their set of deliverables, which has created serious performance gaps.

To illustrate this phenomenon, managers often delegate their responsibility to subordinates, without properly facilitating them and yet managers are the ones with higher salaries. This can be categorized as exploitation, which affects the work motivation and ultimately lead to poor performance. Often, the management doesn’t supervise and blame civil servants for failures and poor performance. However, if civil servants successfully implement plans and projects, it is the management that tries to take credit for it. This inconsistency in management behavior has affected the work motivation of civil servants in education improvement projects.
Almost all education improvement projects require skilled labor, which is very important to ensure an appropriate quality of deliverables. We therefore conclude that civil servants need to be intrinsically motivated, in order to fully use their potential in accomplishing their tasks. However, some preconditions have to be met, such as fair accountability and reward systems to prevent exploitation.

1.2 Motivation Theories

Work motivation has been studied by disciplines such as economy, sociology and psychology, and theories have evolved considerably over the years. In the 1920’s psychologists believed that motivation was caused by instincts and drives. They proposed that motivated people had unsatisfied needs, which created tension and stimulated drives within the individual. These theories were however not very pragmatic in solving organizational problems. Economist developed in the era of the industrial revolution a theory that was more useful and perceived people as rational maximisers that could only be motivated by an extrinsic reward. However the strive for maximizing profits by employers, without sharing this among employees eroded the usefulness of these tools.

In the 1930s social influences on work motivation such as group dynamics were recognized also as a significant factor. During 1950-1960, the dominant view of scientists was that reinforcers and punishers were the leading factors affecting motivation, and perceived intrinsic motivation as a weak factor.

In the 1970s psychologists proved that people were also motivated to work without extrinsic rewards and that work motivation was a more complex phenomenon (Deci, 1975). The difference in intrinsic and extrinsic motivation and their impact on work motivation began to emerge.
Scientists have performed thousands of studies and developed many work motivation theories. These theories can be grouped under Meta theories such as content theories, self-efficacy theories, behavior theories and equity theories. We will highlight some of these Meta theories. This will be followed by a summary of the self determination theory, which encompasses a number of concepts derived from these Meta theories and therefore is able to provide us with a more complete picture of work motivation.

1.2.1 Content Theories

Content theories focus on identifying internal factors (needs) that affect the individual’s work motivation. Theories of Maslow, McClelland can be categorized as content theories.

1.2.1.1 Maslow Theory

According to Maslow, humans have an internal hierarchy of five needs. Physiological and safety are classified as lower needs, while social esteem and self-actualization are classified as higher needs. When lower needs are satisfied, people move to achieve higher needs. However, there is little empirical support for the concept of a vertical movement of lower needs to higher needs. For instance, employees can be motivated to accomplish a task even if they are poorly paid. The factors identified were also not well-defined and could be regarded as somewhat abstract. This theory has not been validated by research and has limited usefulness.

1.2.1.2 Acquired Needs Theory of David McClelland

McClelland (1961) did not believe in the concept of a needs hierarchy as presented by Maslow and stated that people had often competing needs that triggered behavior towards work motivation. He opposed Maslow’s theory, which assumed that there was a certain needs hierarchy and believed that the need for achievement, affiliation, power and autonomy were the key factors affecting work motivation.
Each factor was clearly defined and aided scientists to test the applicability of this theory. For instance the need for affiliation was defined as the desire for friendly and close interpersonal relationships. These individuals preferred cooperation above competition, and favored a high degree of mutual understanding.

However, the applicability of this theory in the MINOV context is limited. Civil servants are increasingly involved in projects with consultants and multilateral organizations and receive financial incentives for their deliverables. This situation can be compared as one civil servant acting as agent for multiple principals, and has resulted in a decline of cooperation among civil servants and more competition and individualism.

1.2.1.3 Two-Factor Theory or Motivation-Hygiene Theory of Frederick Herzberg
Herzberg believes that the external environment surrounding a job also affects work motivation. This was a new factor that was not previously taken into account by Maslow and McClelland, who focused largely on individual differences. Herzberg focused on hygiene factors and opportunities for recognition and reinforcement, which were called motivators. Motivators could for example be supervision, pay, company policies, and working conditions, while hygiene factors were advancement, recognition, responsibility, and achievement.

Crewson (1997) has further developed this theory and claims that organizational commitment is highly correlated with work motivation. The awareness of having the best available job or worse, that no other job is available affects organizational commitment, as well as work motivation. Often this awareness leads to clinging on to the job one has and develops both a strong identification with it and a high organizational commitment. This is primarily caused by the lack of employment opportunities in Suriname, which has led to an overburdened public sector that includes large number of ghost workers and excessive staff.
However, civil servants are not easily laid off and experience a high job security (van Dijck, 2000). This seems to contradict with Crewson’s claim, which suggests that civil servants are more motivated, due to the fact that they can be fired or transferred. Once Surinamese civil servants are appointed, they enjoy a life-long job security and get periodic promotions based on other criteria than performance.

Despite the apparent usefulness of this theory, especially with regard to the introduction of job enrichment as a key factor in work motivation, scientists have criticized this theory. Some of these critiques have focused on the methodology and the ignoring of situational variables. For instance, the classification of hygiene and motivator factors is not straightforward. Also the applicability of this theory in the MINOV context is low, due to the fact that rewards are often politicized and civil servants are not sanctioned for displaying low organizational commitment.

1.2.1.4 Theory X and Theory Y of Douglas McGregor

McGregor (1960) launched the idea of humans being basically negative or positive, which he labeled as theory X and Theory Y. This perception is strongly correlated with the assumption that individuals are only motivated to satisfy their lower-order (Theory X) or higher-order needs (Theory Y).

For instance, theory X assumes that humans don’t like to work and must be threatened or controlled, whereas Theory Y assumes that humans will exercise self-direction and self control to achieve the desired goal. This theory is also linked with the assumption that people are rational maximisers that could only be motivated by an extrinsic reward. However, these assumptions of theory X & Y have not been validated and there is no empirical evidence to support these theories.
1.2.2 Self-Efficacy Theories

Albert Bandura (1982) developed the Self-efficacy Theory, which assumes that motivation and performance are in part dependent on the degree of one’s self-confidence to accomplish a task. Self-efficacy is correlated with a person’s feelings of self-worth. However, self-efficacy differs from self worth, as the first refers to one’s ability to perform a certain task, whereas the latter reflects a more general belief about one’s self-worth. Individuals with high levels of self-efficacy are often working harder to reach the desired goals, compared to those with low levels of self-efficacy.

Perry (2000) has used this theory and concludes that a combination of rational-, normative- and affective processes impacts on the work motivation among civil servants. An individual’s self-concept (identity and values) is interlinked with various contexts, including socialization in family and experience as a professional. This can be regarded as a significant filter, which affects motivational processes. Perry claims that situational factors such as organizational incentives, job characteristics and work environment are not very influential in motivating individuals.

However, we don’t agree with Perry, since civil servants claim that situational factors in Suriname do have an impact on motivation. They believe that extrinsic rewards (such as incentives and positive feedback from Managers) have a positive effect on their intrinsic motivations. The goal-setting theory and empowerment theory can be grouped under the self-efficacy meta-theories.

1.2.2.1 Goal-Setting Theory

Individuals perceive their intentions as goals, which in turn act as driver for work motivation. This stimulus for work motivation is especially triggered when employees have the opportunity to participate in the assignment of duties and therefore accept and adopt the desired goals. This theory further assumes that people’s performance is optimized when specific, difficult to achieve goals are formulated that have a high valence. This requires goal involvement, goal orientation and the existence of a motivational climate. Studies have proven that employees are highly
motivated when they are focused on accomplishing a task and have trust in the organization, which will value their contribution. However, this theory does not make a distinction between intrinsic and extrinsic theories, which have proved to be significant factors in accomplishing difficult and complex tasks in improving education systems (Sheldon et al, 2004).

1.2.2.2 Empowerment Theory

The empowerment theory focuses on the concept of decision latitude and thereby emphasizes experiencing autonomy. According to a study performed by Frese (1989) workers will have maximal motivation, when they can decide and set their own goals. According to this theory, work motivation will only increase if the individual is self-confident and as a consequence shows a high level of self-determination.

Through participatory decision-making processes employers can increase commitment to the decision that is made and improve work motivation. However, this theory does not sufficiently consider the interpersonal style of managers, which has also proven to be a significant factor in one being intrinsically or extrinsically motivated.

Involving civil servants in the design phase of projects and the implementation phase, gives them the feeling that they are meaningfully contributing to organizational goals, and this increases motivation. The way in which their required contribution in the implementation is determined strongly influences work motivation. Required contribution is perceived as a reinforcement of MINOV to control, while the opportunity to set their own goals encourages them to be more proactive solution seekers instead of problem-identifiers.

These strategies are more effective, energize behavior and contribute to self-confidence of effectively accomplishing their goals (Spector, 1986). This increases intrinsic work motivation and can be seen as a transaction between the civil servant and Minov. Civil servants often consult their manager rather than project staff and a managers’ attitude towards a project is easily adopted instead of questioned. Civil servants believe that they have more advantages in
displaying loyalty to their managers, instead of showing commitment to their department or project. This could be explained by the fact that civil servants perceive their manager as the one that can affect their rewards. We conclude that the opinion of managers (Heads of departments and senior staff) towards education improvement projects can influence work motivation of civil servants.

1.2.3 Behavioral Theories

Behavioral theories assume that behavior is shaped by reinforcement and rewards. These theories can be regarded as the opposite of the Self-efficacy theory, which perceives behavior as driven by intrinsic motivation such as self-confidence, while behavioral theories are environmentally conditioned.

These theories perceive intrinsic and extrinsic motivation as a dichotomous concept and do not consider the effects of rewards and work climates on internalization as well as intrinsic motivation. Also the interplay and trade-offs between internal motivation and external motivation is not taken into account. According to Deci, Eghrari, Patrick, and Leone (1994), the key factors for internalization are the importance of the job, acknowledgment and an emphasis on choice rather than control. This can be measured by the amount of time spent on performing a task and their self-reported attitudes toward the task.

The two dominant theories are the Reinforcement Theory and Expectancy Theory. These theories are supported by an overwhelming amount of empirical research findings that have proved the following:

- Rewards stimulate repetition of the same behavior (that resulted in the reward)

- Punishments result in reduction or absence of disliked behavior
Organizations can use reinforcements or rewards to promote these desired behaviors and thus affect the work motivation of individuals.

1.2.3.1 Reinforcement Theory
This theory assumes that behavior towards work motivation can only be controlled by reinforcers. These reinforcers can only work if the desired behavior can be followed by the appropriate consequence. When desired behavior is still not expressed, organizations can reinforce in such a way that it nears the target behavior.

Reinforcement of behavior towards work motivation can be done by forward chaining and backward chaining. Forward chaining is done by reinforcing the first step that is required for performing satisfactorily a certain task and continuing this for the task that is next in line to be performed. Backward chaining begins with reinforcing the last step in performing a task and then continuing this for the next tasks.

1.2.3.2 Expectancy Theory
The expectancy theory offers one of the most comprehensive explanations of work motivation. We have seen that the Reinforcement Theory focuses on different types of reinforcement to shape behavior. The Expectancy Theory explains when and why reinforcement impacts behavior and focuses on the transaction-effect.

Motivation is the result of the self-confidence to achieve the desired goal, the perceived rewards and the value of these rewards for the individual. In sum, this theory assumes that work motivation cannot exist without self-confidence and rewards.

This theory was also tested by Wright (2001), who classifies work motivation as a transactional process. The transaction is based on the organization’s ability to provide inputs and the civil servants ability to use these inputs to effectively carry out tasks. The organizational structure, process and culture, as well as information about organizational performance and results contribute to work motivation.
Feedback on civil servants performance and outcomes by the organization is perceived as a (control) mechanism that nurtures motivation. Controlled motivation replaces intrinsic motivation to a great extent. However, this is required, due to the fact that it is not always possible to have jobs that are intrinsically interesting, but need to be performed.

1.2.4 Equity Theories

The Equity Theory (Social Exchange Theory) was developed by J. Stacey Adams (1963). He believed that people’s work motivation is affected by perceptions of fairness. Individuals compare their effort/reward ratio with those of other employees and in case of an inequity, work motivation is adjusted. Their effort can be based on qualifications, experiences, seniority, time they spend on the job etc, while rewards could be pay, benefits, appreciation and respect. In sum, work motivation depends on perceptions of justice and fairness.

Civil servants at the Ministry of Education in Suriname refer to consultants as others and for some, their work motivation is influenced significantly by comparing rewards. They perceive themselves as shareholders that need to be compensated for their contribution or membership from project resources. Also, in Suriname a change in Government usually results in facilitating political loyalists, which is not always related to expertise. The politically polarized public sector has affected the sense of justice of civil servants.

This affects the work motivation of civil servants in many ways and as a consequence has also contributed to the poor execution capacity. Delfgaauw and Dur (2004) show that highly motivated civil servants tend to become less productive, when a public agency prefers to employ less motivated ones. This is also supported by the theoretical work of Stowe (2002), which claims that higher morale leads to higher effort of workers.
Civil servants consider the wage paid to less motivated as unfair, given the difference in effort. As a consequence, motivated workers are out-crowded by less motivated ones. This could explain the civil servants’ request for an incentive, which compensates the perceived unfairness of wages, given the required extra effort to help accomplish project goals.

Equity theory has an impressive amount of research support and offers us some important insights into employee motivation. However, the focus on identifying potential inequalities to improve work motivation does not result in a higher performance, and the equity theory has thus poor applicability (Steers, 2004).

1.3 The Self-determination Theory (SDT)

The SDT builds on a number of theoretical insights originated from Meta theories such as the needs-efficacy, the self-efficacy - and behavioral theories. The SDT can be seen as an enrichment of scientific perspectives that significantly improve our understanding of work motivation. SDT studies work motivation from the perspective of psychological needs, such as feeling competent and at the same time cover also rational motives such as earning financial rewards. Furthermore, it encompasses the dynamic processes how controlled motivation can become autonomous motivation.

The theory is also backed by empirical data, which shows that intrinsic motivation can drastically change when external factors are perceived as a choice or as enforcement (Zuckerman et al., 1978). Also the interpersonal style of Managers and job characteristics such as choice and constructive feedback are proven to have significant impact on the perceived autonomous motivation (Ryan, 1989). Application of this theory has proven to increase employer’s trust in the (public) organization, which has resulted in an increase of positive work-related attitudes and performance (Sheldon, 1998).
The Self-determination theory is among the most dominant theories of work motivation, and it
advocates structuring the work environment, so that effective performance would lead to both
intrinsic and extrinsic rewards. Central to SDT is the distinction between autonomous motivation
and controlled motivation and this can range from a complete absence of intrinsic work
motivation to a more progressively self-determined work motivation (Ryan & Deci, 2000).

Motivation theories often study work motivation from the perspective of quantity. SDT focuses
not only on the quantity of motivation but also on the quality. Intrinsic work motivation directly
impacts on the quality aspect of work, and this is essential in making education improvement
activities work, especially due to the high demand of initiatives and creativity. Intrinsic
motivation can be classified as autonomous motivation, and extrinsic motivation involves
performing tasks with a sense of pressure.

According to the SDT, when civil servants’ need for competence, autonomy, and relatedness are
met, they will be more intrinsically motivated. As a consequence, if the environment is perceived
as facilitative in meeting these needs, work motivation will be experienced more intrinsic.
However, if this need is not met, civil servants will move towards external regulation or not be
motivated. SDT concludes therefore that intrinsic motivation can only be achieved to its full
potential if people are allowed to decide and choose, are helped to become competent, and feel
connected with the organizational environment.

We believe that given the situational context of Suriname, the Self-determination Theory is the
best theory that is applicable. Extrinsic reward and intrinsic values are not separated and
combining them can synergize motivation; especially when civil servants have decision latitude,
opportunities for self-direction, positive feedback and other actions that enhances feelings of
competency (Deci & Ryan, 2008).

Armstrong (2000) believes that many organizational activities are in fact not intrinsically
motivating and that we therefore need to focus on extrinsic motivation. This is offered by the
SDT, which differentiates extrinsic motivation based on degrees of internalization and self-
determination. External motivation is when an individual is primarily motivated by rewards or punishments. Moderately controlled/autonomous happens when motivation is externally controlled and therefore is not accepted as one’s own. Identification is when an individual is motivated by a match between individual’s personal goals and project goals. Because identification is based on finding a fit between an organization’s goals and an individual goal, and thus motivation is not spontaneous, this form is classified as external. Integration is when an individual adopts the organization’s goals and has fully integrated the self, and experience self-determination. This is classified as external motivation, because it is seen as a means to accomplish personal goals.

Furthermore, we assume that extrinsic reward acts as an amplifier to intrinsic values. This contradicts with other motivation theories, which claims that extrinsic rewards could undermine intrinsic motivation.

We will deploy an approach where empirical data is structured as much as possible to the existing theory. The purpose of the present study is to test the model of work motivation.

The model proposes the following sequence:

\[
\text{Work Motivation} = \text{Extrinsic work motivation} + \text{Intrinsic work motivation}
\]

\[
\text{Intrinsic work motivation} = \text{competency} + \text{autonomy}
\]

\[
\text{Extrinsic work motivation} = \text{external regulation} + \text{Moderately controlled/autonomous} + \text{identified regulation}
\]
The Self Determination Theory perceives a-motivation and intrinsic motivation as extremes and within these extremes lays controlled motivation, moderately controlled/autonomous and autonomous regulation. Controlled motivation is when one is motivated solely by external factors such as getting a financial reward, political (patronage) rewards. Moderately controlled/autonomous motivation results in behavior that avoids feelings of guilt/competency and acceptance of self selected goals. Autonomous motivation assumes that behavior is triggered by one's well being (Gagne M and L. Deci, 2005).
2. Methodological Approach

In this chapter we will zoom on our research methodology, data collection method and sampling. We will also explain why we have chosen to apply a multi-strategy research that encompasses qualitative and quantitative research methodology. In the next chapter, we will elaborate on the results of the qualitative research.

2.1 Multi-strategy research

Since we did not find any studies of work motivation among civil servants in Suriname, we decided to apply a multi-strategy research that encompasses qualitative and quantitative research methodology. We believe that by combining both research methodologies our knowledge of work motivation in the MINOV context would enhance considerably. Consequently, this in-depth knowledge would aid us in the design of questionnaires to measure the most appropriate factors that affect work motivation. In this way we can not only test the variables but also indicate the relationships between variables. We label this as a single case study, because its purpose is to examine the effects of intrinsic and extrinsic work motivation of civil servants at MINOV, in their decision to participate in education improvement projects.

2.1.1 Qualitative research methodology and sampling

We used a qualitative research methodology to test the applicability of the self determination theory on work motivation. The behavior of civil servants was observed and we also performed unstructured interviews to identify the most important factors, with regard to their motivation to participate in education improvement projects. The participant observation technique was used, which is classified by Bryman (2004) as one of the best research methods in social sciences. The identified variables as stated in the conceptual framework served as our observation schedule. We further conducted unstructured interviews during October 2009 – May 2010.
The comparative method was used to analyze the data and test the appropriateness of the conceptual model. In the comparative method, the researcher constantly compares the perception of the participants to find similarities and differences until a pattern emerges (Strauss & Corbin, 1998). With the initial coding the researcher tested if the data matched the variables of the selected conceptual model of SDT.

Convenience sampling was used for the qualitative research. Through regular meetings and informal sessions, we got the opportunity to ask respondents about various issues related to their participation in education improvement projects and also their work motivation. We interviewed 4 Department Heads, 4 civil servants and 1 assistant Permanent Secretary. A number of interview rounds were required and it took us about 7 months to gather meaningful data. This made it possible to focus on emerging issues through the open-coding process and thus effectively zoom in on specific matters in the data-gathering. Furthermore, it created an opportunity to verify factors affecting work motivation. An interactive process was followed where responses could be questioned and explored by discussions. The research also comprises the investigation of policy documents, graduation papers, literature and other related documents.

2.1.2 Quantitative research methodology and sampling

Survey research was performed by using questionnaires for data collection and therefore much effort was put into the construction of these questionnaires (Zigmund, 2003:66). The data collection instrument was validated through four phases. In phase one, we studied questionnaires which were used by social scientists that deployed the SDT and the impact of management on work motivation and adjusted it. In order to enable data triangulation, the statements addressed as much as possible the same issues that emerged from the interviews.

The second stage of the data collection involved discussing the questionnaires with Minov-experts on this matter. This was followed by testing the questionnaire and consequently resulted in our final questionnaire, which was used for the data collection.
We formulated a set of statements about work motivation and the role of management and asked civil servants to put a score on these. This can be compared with closed-ended questions and in this study we used a 6-point Likert scale. The questionnaire consisted of three parts. The first part of the questionnaire was based on the motivational factors identified by the SDT and verified by our qualitative research. The first section contained 31-items that measured the intrinsic and extrinsic motivation and used a Likert-scale with responses ranging from Strongly Agree; Agree; Agree nor disagree, Disagree; Strongly Disagree; and not relevant.

The second part statements were about the management role in motivating civil servants to work. These 25 questions measured the impact of management on work motivation using a Likert-scale with responses ranging from Strongly Agree; Agree; Agree nor disagree, Disagree; Strongly Disagree; and not relevant. Based on our qualitative research findings, we divided this management role in 3 aspects: professional abilities, integrity and compassion. Professional ability showed the perceived manager’s competence in his or her role in the organization. Compassion reflects positive personal attachment to managers and plays a critical role in building trust. This factor is critical for trust building. Integrity encompasses aspects related to honesty and fairness, and affects civil servants sense of justice.

The last section consisted of 7- demographic questions about the respondents, such as gender, age, the department he was employed with, the current position of the respondent, the number of years as a civil servant, supervisory status, and the educational level of the respondent.

To reduce the risk of poor response, we approached respondents as much as possible directly, handed out the questionnaires and at the end also collected them. We also assured them, that their views would be respected and kept confidential. We deployed this strategy also to reduce the risk of comparing answers and collaborating. The questionnaires were then coded with numbers and after this, data was processed in SPSS.

The techniques used during data analysis include the following: item analysis, analysis of variance (ANOVA), the Cronbach Coefficient Alpha, correlation and multiple regression.
Due to the absence of a good sampling frame\(^6\), we decided not to work with samples, but to do a census research and collect data of all civil servants working at the following Minov departments: Curriculum Development, Counseling, Research and Planning and Inspectorate. The selection of departments is based on their contribution as stated in policy documents, with regard to their role in education improvement projects, such as BEIP, Progress and Sector Fund projects. Furthermore, all respondents (qualitative research) indicated that these were the key departments for making any education improvement project succeed. For instance, didactical training for teachers to improve the teaching methodology would require active contribution of:

- Curriculum Department for developing curriculum or certifying training manuals
- Counseling Department to further assist teachers in mastering teaching methodologies
- Inspectorate, to see to it that quality education is provided to pupils through improved teaching methodologies
- Research & Planning to evaluate the effectiveness of training and give recommendations

Because of the small size of the population (51 people) we decided to perform a census research, and asked all civil servants to participate. This way, we hoped to have a high response rate and have a close representation of the entire population. Statistical Program for the Social Sciences (SPSS) was used to perform both descriptive, correlation and multiple regression analysis.

After numerous failed attempts to perform a census research, we decided to go for convenience sampling. We consider this to be good sampling technique, since the population of civil servants is not heterogenic and share many characteristics with each other. The quantitative research methodology consisted of 56-item self-administered questionnaire telling respondents exactly what is required and instructing them how to answer these questions. Babbie (1998) suggests that this will aid the respondent in filling out the self-administered questionnaire.

\(^6\) Our sampling frame would be the payroll list of the Ministry of Education. However, we discovered that the payroll list is not adequate, since there is much “noise” due to civil servants administered as being teachers. The reason for this is that they get a higher pay as a teacher, than as a civil servant.
A six-point Likert-scale was used for the collection of data on the study, with responses ranging from Strongly Agree= SA; Agree = A; Disagree = D; Strongly Disagree = SD and NA = not applicable.

2.2 Theoretical Model

Self-determination theory is among the most dominant theories of work motivation, and it advocates structuring the work environment so that effective performance would lead to both intrinsic and extrinsic rewards.

Central to SDT is the distinction between autonomous motivation and controlled motivation, which can range from a complete absence of intrinsic work motivation to a more progressively self-determined work motivation (Ryan & Deci, 2000). In other words, the theory focuses not only on the quantity of motivation but also on the quality. Intrinsic work motivation directly impacts on the quality aspect and this is essential in making education improvement activities work, especially due to the high demand of initiatives and creativity.

We will use an approach where empirical data is structured as much as possible to the existing theory. The purpose of the present study is to test the model of work motivation. The model proposes the following sequence:

\[
\text{Work Motivation} = \text{Extrinsic work motivation} + \text{Intrinsic work motivation} \\
\text{Intrinsic work motivation} = \text{competency} + \text{autonomy} \\
\text{Extrinsic work motivation} = \text{external regulation} + \text{Moderately controlled/autonomous} + \text{identified regulation}
\]
2.2.1 Variables, Operationalizations, and Indicators

Variables
We consider intrinsic work motivation and extrinsic work motivation as independent variables and work motivation as the dependent variables. Intervening variables can be the education level of the respondent, age, sex or other characteristic.

Operationalization and Indicators
Intrinsic work motivation can be defined as acquiring the meaning of being motivated to do something without being forced by commands and without being paid to do it (Lindenberg 2001, p. 319). Deci & Ryan claim that intrinsically motivated behavior is fueled by psychological needs for competence and autonomy (1985). People are said to be more intrinsically motivated when they perceive themselves to be the source of their behavior.

Intrinsic motivation can be divided into two types:
- feeling of competence,
- to experience autonomy

Extrinsically motivated behaviors are actions that result in the attainment of externally administered rewards (Bateman, 2000). The extrinsic motivation is divided into three types:
- external regulation, (motivated exclusively through probability of getting rewards)
- Moderately controlled/autonomous (pressured to make Managers and colleagues think well of them)
- and identified regulation (Identification reflects a conscious valuing of a behavioral goal or regulation, such that the action is accepted or owned as personally important)
Table 1: Variables for intrinsic/extrinsic work motivation and indicators

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Variables</th>
<th>Indicators (perception of respondent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>intrinsic motivation</td>
<td>Feeling of being competent</td>
<td>Derive satisfaction by using professional capabilities</td>
</tr>
<tr>
<td></td>
<td>Experienced autonomy</td>
<td>Derive pleasure and enjoyment from implementing project activities</td>
</tr>
<tr>
<td>extrinsic motivation</td>
<td>Identified regulation</td>
<td>Belief in project goals and willing to contribute to their achievement</td>
</tr>
<tr>
<td></td>
<td>Moderately controlled/autonomous</td>
<td>Pressured to participate or decide self to participate</td>
</tr>
<tr>
<td></td>
<td>External regulation</td>
<td>Perceived probability that participation in project will lead to rewards</td>
</tr>
</tbody>
</table>

Through qualitative research these variables will be tested on their applicability in the MINOV-context.

2.2.2 Conceptual framework

Competent: generate satisfaction through the use of professional capabilities

Autonomy: derive pleasure and enjoyment

Level of intrinsic work motivation

Level of extrinsic work motivation

Work motivation

- External regulation: Probability of being rewarded for contribution
- Moderately controlled/autonomous: actions that are intended to avoid a feeling of guilt or incompetence
- Identified regulation: acceptance of responsibility and starting to believe in project goals
2.3 Data Processing and Analysis

As previously mentioned, we will perform a qualitative research to test the appropriateness of the variables and indicators and also to assess the quality of the conceptual model. This will be followed by a quantitative research to gather data, deploying a 56-item questionnaire. The likert-scale will be used to record the view of all civil servants employed within the departments Research and Planning, Inspectorate, Curriculum Development and Counseling, on the identified factors that affect motivation to participate in project work. Descriptive statistics, regression analysis and multiple regression analysis will be performed to assess intrinsic and extrinsic work motivation.
3. Qualitative Research on Work Motivation

The qualitative research design was performed by a descriptive case study that explored the subjective side of work motivation and we used the interpretive approach (Saunders et. al. 2003). This approach could be considered an exemplifying case, because it provided us with a suitable context to examine the implications of some of the theoretical and empirical issues on the research topic (Bryman, 2004). It must be emphasized that our goal for this approach was not to develop or adjust theories, but to test the theoretical framework. The main purpose is to understand why and how civil servants are motivated to work. Through qualitative research, we tested the appropriateness of the variables and indicators. In paragraph 4, this will be followed up by a quantitative research.

3.1 Summary of Qualitative Research

Almost all education improvement projects require participation of civil servants from the departments Research and Planning, Inspectorate, Curriculum Development and Counseling. Because civil servants of these departments are crucial in adopting and implementing project activities, they have been exclusively targeted for interviews. We communicated the summary of our findings and requested comments and reactions of senior policy advisors. These comments were further analyzed through further enquiries about the topic. This back and forth exercise continued until no differences were found.

The interviews showed that the goal of these improvement initiatives are widely accepted, indicating that civil servants are all aware of the poor performance of the existing education system and largely agree on the required actions to remedy this poor performance. Despite having consensus on these aspects, none of civil servants stated that they wanted to be responsible for certain tasks and their role in education improvement projects still remain unclear.
According to them, weak management skills, poor communication and unfair reward system are major bottle necks that have resulted in poor participation in these projects. We believe that these factors are linked with the need for feeling competent, experience autonomy and relatedness. Civil servants claim that these needs are not sufficiently met and therefore are poorly motivated. According to SDT intrinsic motivation can only be achieved to its full potential if people are allowed to decide and choose, are helped to become competent, and feel connected with the organizational environment. Perception of management skills seems to be a significant intervening variable that affect intrinsic and extrinsic work motivation among civil servants.

### 3.2 Extrinsic Motivation

Extrinsically motivated behaviors are actions that result in the attainment of externally administered rewards and can be divided into three types:

- external regulation, (motivated exclusively through external rewards)
- Moderately controlled/autonomous, (actions that are intended to avoid feeling of guilt or incompetence)
- and identified regulation (Identification reflects a conscious valuing of a behavioral goal or regulation, such that the action is accepted or owned as personally important)

External motivation is when an individual is primarily motivated by rewards or punishments. Moderately controlled/autonomous happens when motivation is externally controlled, is seen as a means to accomplish personal goals and therefore is not accepted as one’s own. Identification is when an individual is motivated by a match between individual’s personal goals and project goals. Because identification is based on finding a fit between organization’s goals and individual goals, and thus motivation is not spontaneous, this form is classified as external.
3.2.1 External Regulation

Financial incentives are the best known extrinsic reward, and civil servants perceive it not only as a means for acquiring tangible goods, but also as an indicator of recognition of their professional capabilities. In this way socio-emotional needs are satisfied. Despite the fact that financial rewards could have theoretically a weak effect on work motivation, civil servants claim that it prevents them becoming dissatisfied. They believe that there will be no crowding-out effect, because some civil servants are rewarded due to the politically polarized public sector, which includes recruitment and promotion based on political considerations rather than on competence. According to them, performance payment will therefore not negatively influence intrinsic motivation. They see this as a filter-instrument that corrects the effects of corruption, by identifying people with the right set of skills and knowledge.

Civil servants believe that projects should focus more on involving and fostering commitment of civil servants by rewarding them with financial incentives and technical assistance during the reformulation and implementation process. This must be organized in such a way that it is perceived as fair and should be linked to the required effort or responsibility.

3.2.2 Moderately controlled /autonomous

Due to the politicization of reward systems, civil servants and the management are triggered more by portraying the “right” attributes such as loyalty for achieving desired rewards, instead of relying on their abilities and competence. Confidence and loyalty between department heads and senior management significantly affects work motivation among civil servants and impacts the effectiveness of the organization. Civil servants believe that when they satisfactorily carry out their duties, senior management should foster this and protect it. However, the decision making process is sometimes overruled by political parties, which in turn undermines management power. For instance, if the management would take corrective measures against some civil servants, management could be pressured by his political party not to do this.
This has often been the case and could explain the poor responsiveness of civil servants in committing themselves to projects. The aspect of confidence and loyalty directly relates to moderately controlled/autonomous work motivation.

Some civil servants compare their effort with other employees and in case of an inequity, work motivation is adjusted. This is done, because they don’t see management taking actions to correct this, and sometimes it seems to be even promoted. These civil servants believe that they are treated unfairly and classify the management as dishonest or hypocritical. This perception has resulted in a decline of trust by civil servants in the management and this experienced unfairness has so far largely remained.

3.2.3 Identified Regulation

Civil servants claim that managers fail to emphasize the value-based aspects of projects, for instance their potential contribution to increase social justice and equality. In this way, their motivation to participate in a project is affected, and gaps between individual values and organizational values can occur. Civil servants also claim that political interference cause unfair practices, which affect their work motivation. This aspect relates to the identified regulation variable of extrinsic motivation.

One civil servant stated that he had already given his word to contribute to a specific project component and perceived himself as being personally accountable. This specific individual felt competent and also achieved his target. In this specific case, we conclude that the individual goals were in line with that of the organization, which is presented in the SDT as identified regulation variable of the extrinsic motivation. However, the willingness to perform declined when he heard that a politician wanted to take his job. The morale of not only the civil servant, but also the co-workers of his department and other departments declined, and this had a significant impact on work motivation. The civil servants organized themselves and succeeded in their goal to stop the management from replacing this specific civil servant.
This is very interesting, because it indicates that civil servants can correct perceived management mistakes through their collective bargaining power.

3.3 Intrinsic Motivation

Intrinsic work motivation can be defined as acquiring the meaning of being motivated to do something without being forced by commands and without being paid to do it (Lindenberg 2001, p. 319). Deci & Ryan claim that intrinsically motivated behavior is fueled by psychological needs for competence and autonomy (1987). People are said to be more intrinsically motivated when they perceive themselves to be the source of their behavior. Intrinsic motivation can be divided into two types:

- to experience autonomy (pleasure and enjoyment)
- to feel competent (by deriving satisfaction through the use of their professional expertise)

3.3.1 Autonomy

The behavior of Department Heads is crucial for the success of education improvement projects. Civil servants often consult their department heads rather than project staff or senior management. They believe that they have more “advantages” in displaying loyalty to their department heads, instead of certain projects. Often, these department heads have networks that reach to the top of political parties and sometimes it seems that they have more power than a minister. This situation has consolidated the belief of civil servants, that department heads are the one that affect their rewards. The focus on loyalty and relations, instead of competency has seriously affected the work motivation of civil servants and as a consequence has decreased the MINOV execution capacity.

Civil servants at MINOV also complain that nothing is done with their feedback and the senior management does not sufficiently process their feedback in their policies. This is labeled as “power play” and “pseudo involvement”. They also experience their required contribution as a reinforcement of MINOV to control.
They accept that senior management is responsible for formulating broad policy goals, but when it comes to implementation, they want to see their ideas and feedback fitted in these broad policy goals. Civil servants want to experience more decision latitude and thereby experiencing autonomy, especially by taking part in a participatory decision-making process and by setting their own goals. The opportunity to set their own goals encourages them to be more proactive solution seekers instead of problem-identifiers.

For instance, the recommendation to replace classroom teachers with subject teachers in the upper classes of primary education, as a strategy for improving the repetition rate is not included in policies, while it has been listed by civil servants as one of the significant factors that can improve the internal efficiency of the education system. Some of the respondents even stated that programs, projects and objectives only existed on paper and that under these circumstances no staff would contribute towards the implementation of assigned tasks.

Social scientists have proven that there is a relationship between organization effectiveness and its autonomy, which also affects their responsiveness. Responsiveness is defined as the organization’s autonomy to meet the needs of external stakeholders (Rainey and Steinbauer, 1999). Feedback is very important to foster appropriate levels of work motivation. Civil servants have developed perceptions of organizational support through the accumulation over time of rewards and sanctions. This has resulted in mistrust of managers and also the perceived organization’s malevolent orientation towards them. Negative feedback may have contributed to low levels of intrinsic motivation. Perceived fairness of the feedback is also crucial; especially for civil servants. They believe that they are not to blame for the poor implementation of education improvement projects. Most of them believe that management has not performed well and they are not to be blamed for mistakes. It is therefore very important to be aware of who is setting the goal, because it can affect the civil servants will (not) to participate in education improvement projects and meet the expectations of his Manager.
3.3.2 Competency

MINOV departments want to be seen as competent. They are aware of their strengths and weaknesses and propose that the management needs to focus more on eliminating these weaknesses and take actions that help consolidate their strengths. This could for instance be achieved by providing technical assistance so that departments and civil servants can be better equipped to help implement projects.

Civil servants feel that the senior management doesn’t trust them or value their work, which seems to affect their self-perception. As a consequence, their personal satisfaction declines and affects their participation in a project. One civil servant even stated that for a specific project no international expertise was required and the project could be successfully implemented by making some financial resources available. However, the senior management did not believe he had the required level of competency to accomplish this task and did not take his proposal seriously.

Rummel & Feinberg (1988) proved that verbal rewards can increase one’s intrinsic motivation, because it supports the feeling of competence. According to Tang and Hall (1995), this feeling of competence is largely affected when management tell workers that they performed well, while there is no effect when workers believe that they performed well.

Self-competence can be defined as the result of intentions that lead to a specific outcome. The experience of self-competency is maximized when it is combined with autonomy. As a consequence, one can respond more effectively to demands, while at the same time personal goals are fulfilled. According to Gagné, Senécal and Koestner (1997) meaningfulness, autonomy, impact and competence correlate significantly with stimulating job characteristics and intrinsic motivation. These variables are used by the empowerment concept and are also key factors in the SDT. According to civil servants feedback should be offered in such a way that helps them to maintain their motivation. This could include for instance, describing how to bridge a gap between what they’ve already accomplished and what should have been accomplished. This has not happened and has resulted in a decline of trust in the management.
3.4 Discussion

We believe that when factors contributing to work motivation are compromised, civil servants tend to reduce their engagement in education improvement projects. Senior managers should display more leadership and provide civil servants with information and support to enhance their motivation to participate in education improvement projects. Managers should be integer, capable, show empathy and encourage civil servants to put more effort on tasks. At the same time they should manage resistance and support self-efficacy. Most of these recommended strategies that could enhance work motivation seem relatively easy to implement and will not cost very much. These include promoting of more self-confidence, promoting effective personal values that are in line with the organization’s goals, gaining trust, being fair and giving rewards.

If MINOV wants to successfully implement education improvement projects, they must take actions to ensure that intellectual effort, ideas and engagement of all civil servants are in place. It is utmost important to make managers aware of their role in motivating civil servants to fully use their qualifications, skills and abilities to reach the desired objectives. Promotions and hiring of staff in the Suriname public sector are however not always based on competence and skills, and have low applicability in the MINOV context. However, we must emphasize that this needs to be taken into consideration, because it is an opportunity to enhance work motivation. Improving department facilities can help also to boost the morale of civil servants and is perceived as a sign of acknowledgement of the value of their contribution.

Civil servants should be encouraged to improve their skills required to successfully accomplish a task. We must emphasize that these strategies must be focused on task accomplishment and not on increasing general self-confidence. Civil servants want to be respected for their views and these seem to impact their self-confidence.

Also, the management style seems to impact the perceived fairness of the organization. Managers are responsible for setting organization goals, which in turn affect civil servants work motivation. In sum, the need to experience self-autonomy, feel competent, perceived fairness, trust and getting a reward are impacting on intrinsic and extrinsic motivation.
We believe that perceived management role is significantly affecting intrinsic and extrinsic motivation. We deem management as an indirect causal relationship between intrinsic- and extrinsic work motivation and therefore will include in our conceptual framework as an intervening variable. Especially the aspect of ability, integrity and empathy seem to impact on work motivation. Ability in this context is defined as the perceived manager’s competence in his or her role in the organization. Integrity is defined as aspects related to honesty and fairness such belief that the civil servant has a strong sense of justice. Compassion reflects positive personal attachment to managers which plays a critical role in building trust.
Adjusted Conceptual Framework

- Competent: generate satisfaction through the use of professional capabilities
- Self-autonomy: derive pleasure and enjoyment
- Level of intrinsic work motivation
- Intervening Variable: Management
- Level of extrinsic work motivation
- Controlled motivation: Probability of being rewarded for contribution
- Moderately controlled/autonomous: actions that are intended to avoid feeling of guilt or incompetence
- Identified regulation: acceptance of responsibility and starting to believe in project goals
- Work motivation

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7 Conceptual model of the Self Determination Theory adjusted to fit the MINOV-context by author
3.5 Relationships between Management Role and Intrinsic & Extrinsic Work Motivation

We believe that a more supportive-collaboration oriented management style will directly affect work motivation and assume a positive relationship between management and intrinsic & extrinsic work motivation. Management is considered by us as an intervening variable that impacts the dependent variable (work motivation) through its effect on the independent (intrinsic & extrinsic work motivation) variable. This sequence indicates that management has an impact on the level of intrinsic/extrinsic work motivation.

Impact of Management on intrinsic work motivation

Civil servants want to be respected for their views and these seem to impact their self-confidence. Communication needs to be improved between management and civil servants, especially when it comes to sharing information. We believe that this is a matter of giving decision latitude and finding the right balance between management, which holds the power of decisions, and civil servants strive for more autonomy. Management gives more autonomy to civil servants, when they perceive them as competent and intrinsically motivated. This situation can be compared with one of putting the cart before the horse. The management needs to provide feedback, not only with sharing information, but also with other resources that will help civil servants to accomplish their task and increase their feeling of self competency. We conclude that the level of intrinsic motivation is influenced by management.

Impact of Management on extrinsic work motivation

Extrinsic Motivation is also affected by management. Perceived from an organizational justice perspective, we believe that political interference in human resource management practices, such as recruitment, selection, compensation and promotion affect the sense of justice of civil servants. Civil servants feel that managers have overemphasized the importance of maintaining good political ties, without regard to competence. As a consequence, this has reduced the work motivation of civil servants and consequently declined MINOV’s ability to meet the requirements for successfully implementing education improvement projects.
Civil servants need to be empowered to take action by providing access to information, giving support and the opportunity for further improvement. Decisions are more easily accepted, because civil servants feel that they are part of the decision-making process, and therefore are more aware of their responsibilities.

In our conceptual model we will therefore add the factor management as an intervening variable that impacts work motivation and will elaborate further on this topic, by focusing on 3 identified management variables: ability, integrity and compassion.

**Ability**

Civil servants claim that managers have continually failed to clearly set out project goals and the required collective effort to achieve this. Civil servants complain that the senior management does not clearly state how the required collective effort should be shared among the different departments. There are for instance seldom managerial meetings, and civil servants are not held accountable for their set of deliverables. The poor ability of top managers has seriously affected the productivity of middle managers and as a consequence, the perceived management ability is overall affected. This has created serious performance gaps and is one of the mayor bottle necks of implementing education improvement projects. Civil servants for instance, complain that they don’t know what is expected of them. Studies show that low productivity and apparent overstaffing of government agencies may be contributed by political preferences for excessive employment (Corneo and Rob, 2003). This seems also to be the case in MINOV.

Public organizations with capable managers prove to be more effective than those with poor management skills. This can largely be achieved by using participatory approaches in policy development, policy implementation and performance management. These managers of public organizations share some common characteristics such as provision of more autonomy and upgrading of expertise to improve performance.

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*Ability in this context is defined as the perceived manager’s competence in his or her role in the organization.*
Civil servants propose that competent managers need to take charge, which will result in an increase of trust and respect from civil servants and will eventually also generate reciprocal trust and enhance effectiveness of senior management. Furthermore, the influence of political interference has to be replaced by fair human resource management practices.

**Integrity**

In general, civil servants feel that the senior management is more based on power and control, and that there is a general lack of management skills, which in turn does not motivate them to participate in projects. Civil servants feel that managers have overemphasized the importance of maintaining good political ties, without regard to competence. Managers often spent more effort in consolidating their position in the organization (surviving) than on performance. As a consequence, this has declined MINOV’s ability to meet the requirements for successfully implementing education improvement projects.

Project implementation often requires civil servants from a different departments working together, which involves team work. Team work offers advantages such as improved project execution of complex projects. However, there are also some mayor disadvantages which cause a further delay of project execution. This happens when civil servants put less energy in collective tasks, compared to the ones that have to be performed individually (social loafing). This can be minimized by making each team member’s contribution identifiable or by helping to see how their contribution to the team can offer them personal valued outcomes.

We conclude that perceived fairness affects work motivation of civil servants and directly impacts on MINOV objectives and goals. It is recommended that MINOV should foster high-spirited workers to enhance motivation of civil servants and appropriate incentive systems have to be designed.

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*Integrity is defined as aspects related to honesty and fairness such belief that the civil servant has a strong sense of justice.*
Compassion\textsuperscript{10}

We believe that support of civil servants self-efficacy leads to major advantages in the work environment. Civil servants need to be empowered to take action by providing access to information, giving support and the opportunity for further improvement. Decisions are more easily accepted, because civil servants feel that they are part of the decision-making process, and therefore are more aware of their responsibilities. Another major advantage is that by involving civil servants, the decision making process is enriched by more diverse inputs, which ultimately leads to better decisions. In sum, civil servants prefer a situation where the management goes from directive-oriented to collaborative-oriented management style. This is an important strategy in ensuring the success of public projects.

Civil servants feel that they are poorly consulted when it comes to policy & project development. They want the management to adopt strategies of joint goal setting processes. Within this process, they see empowerment as a key ingredient. Communication needs to be improved between management and civil servants, especially when it comes to sharing information. In sum it is about giving decision latitude and finding the right balance between management, which holds the power of decisions and civil servants strive for more autonomy. This seems to be difficult for the senior management, because it loses some power to control and does not always perceive civil servants as competent. Poor communication does not only involve information, but also include creating conditions that will help civil servants implement project activities, make them understand the objectives and the importance of these objectives and maintain and enhance a working spirit. This poor decisive power is contributing to a decline in work motivation.

Civil servants want to share responsibilities, and believe that more attention has to be given to the process of project identification, formulation and implementation. It is of the utmost importance that this will have to go through a process of involving, accepting and fostering commitment of civil servants.

\textsuperscript{10} Compassion reflects positive personal attachment to managers, which plays a critical role in building trust.
4. Quantitative Research

In the previous chapter we have concluded that the factors as identified by the SDT are applicable in the MINOV context and have also discovered the role of management as an important intervening variable. Based on the qualitative research, we consider both intrinsic and extrinsic motivations as key factors that affect work motivation of civil servants. In this chapter, these insights will be further examined by using quantitative research techniques. This will be followed by discussions on the survey results of the research. We will begin with a brief summary of this chapter.

4.1 Summary of Quantitative Research

The study investigated the affect of intrinsic- and extrinsic aspects of work motivation and the influence of management. Through convenience sampling, data of participants was entered into spss. Cronbach alpha\textsuperscript{11} revealed that the questionnaires scored well on the reliability scale.

The data were analyzed using descriptive statistics, correlation analysis and multiple regression statistical method. To improve our understanding of how intrinsic-and extrinsic work motivation was impacted by the intervening variable, we performed multiple regression- and correlation analysis. The advantage that multiple regression analysis offers is that we can measure the impact of three intervening management factors on intrinsic- as well as extrinsic work motivation. This helped us to improve our understanding which of the intervening management factors significantly contributes to intrinsic & extrinsic work motivation.

The findings revealed that of the three independent management variables (management ability, integrity and compassion), only management compassion contributes to the model and could be used as a predictor for work motivation. In terms of magnitude of the contribution, it accounts for 99% of the intrinsic work motivation (p < .001). We believe that when managers and managers show greater interest in the work of civil servants, this will increase their need for

\textsuperscript{11} Cronbach alpha is an internal reliability test that measures the consistency of a scale. A score above 0.70 indicates that a respondent would fill out this questionnaire the same way at two different points in time.
recognition and make them valuable contributors to the success of the organization. We conclude that management compassion affects the work motivation of civil servants.

Although the other management aspects statistically have limited use as a predictor, we find it important to note that management ability has a negative coefficient of 50% for capabilities with regard to intrinsic work motivation, while for extrinsic work motivation this amount to minus 29%. The negative coefficient for management ability could indicate a possible replacement of intrinsic - and extrinsic work motivation by management ability. This means that when more competent managers are in place, the work motivation of civil servants increases. However, due to political interference in human resource practices, it often happens that people are rewarded based on the persons they know, instead of their competence.

4.2 Research Methodology

This research at the Ministry of Education in Paramaribo was conducted to measure the motivational levels among its civil servants of the departments Research and Planning, Inspectorate, Curriculum Development and Counseling. We used simple random sampling methodology for this research and classify it as convenience sampling. This is considered by us to be appropriate, since it is intended to verify the factors contributing to work motivation at the Departments of the Ministry of Education, that are closely involved with education improvement projects. Furthermore we consider the population of civil servants as a homogenous population, and assume that there are no differences in work motivation among the departments. We decided to use multiple regression- and correlation analysis, because of its ability to examine the combined effect of the three intervening factors on the work motivation. The results of this method provided a better understanding of what specifically caused variance in intrinsic and extrinsic work motivation.
4.2.1 Reliability of the Data

Reliability shows the stability of response and indicates whether the same respondents would answer the same questions in the same way if they were asked again (Punch, 2003:52). Reliability could also be measured by calculating the internal consistency. In this research, the reliability will be measured using Cronbach's alpha.

Work motivation instruments will assess participants’ interest/enjoyment, perceived competence, value/usefulness, felt pressure and perceived choice and external rewards while performing a given activity, thus yielding five subscale scores. Instruments that assess the role of management will be divided in three subscale scores: ability, integrity and empathy.

The first analysis involved determining the internal consistency of the items within the 5 scales for work motivation by calculating the Cronbach’s alpha coefficients for each of the scales. This analysis revealed 3 statements that were causing a reduction in the alpha coefficient of that scale. These statements were removed. The statements about extrinsic motivation – motivated through external rewards, had a score of 0.48. This was too low and we decided that this was not reliable enough to assess this factor.

Table 2: Internal consistency of the work motivation scale

<table>
<thead>
<tr>
<th>Variables</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic work motivation</td>
<td></td>
</tr>
<tr>
<td>Interesting work and derive pleasure</td>
<td>0.77</td>
</tr>
<tr>
<td>Feeling of Being competent</td>
<td>0.81</td>
</tr>
<tr>
<td>Extrinsic work motivation</td>
<td></td>
</tr>
<tr>
<td>Identified regulation</td>
<td>0.81</td>
</tr>
<tr>
<td>Moderately controlled/autonomous</td>
<td>0.84</td>
</tr>
<tr>
<td>External regulation</td>
<td>0.48</td>
</tr>
</tbody>
</table>

The results of the reliability analyses revealed four of the scales (intrinsic motivation through interest and enjoyment, experience the feeling of being competent and extrinsic motivation through identified regulation and moderately controlled/autonomous work motivation) produced alpha coefficients of greater than .70 (see table 2). These scales are therefore reliable. The scale
of extrinsic motivation through rewards has an alpha below the acceptable minimum and will therefore not be included in our analysis.

Table 3: Internal consistency of the management scale

<table>
<thead>
<tr>
<th>Variables</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception of Management</td>
<td></td>
</tr>
<tr>
<td>Ability</td>
<td>0.92</td>
</tr>
<tr>
<td>Integrity</td>
<td>0.91</td>
</tr>
<tr>
<td>Compassion</td>
<td>0.92</td>
</tr>
</tbody>
</table>

All three factors for assessing the management role have a Cronbach's alpha value of greater than 0.7 (see table 3). They are therefore reliable.

4.2.2 Descriptive statistics

A total of 38 respondent participated in this study. Based on the number of civil servants for the 4 departments we calculated a response rate of 75% (see table 4). The mean age of respondents was 42.8 years (standard deviation = 10.91) and 71 percent of the respondents were female. Of those participants who provided information on their length of service, just under one third indicated that they had been working for less than 5 years. Furthermore, about 65% of the respondents indicate that they have graduated from a higher education institute. The rest graduated from senior secondary education institute. This indicates that most of the civil servants have the appropriate education levels to perform well.

Table 4: Response rate per MINOV Department

<table>
<thead>
<tr>
<th>Number of Staff (in Paramaribo)</th>
<th>Response</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Development</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Counseling</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Research &amp; Planning</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Inspectorate</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>38</td>
</tr>
</tbody>
</table>
Table 4 indicates that the response rate of civil servants at the Department of Counseling, compared to the other 3 departments, is the lowest. The civil servants of this specific department refused to participate, even when we explained that their views would be kept confidential. In general we believe that the number of non-response does not impact the study results, since we believe that we have sufficient data to represent the views of the majority of civil servants working at these departments.

We conducted correlation analyses to investigate whether motivation variables as measured through our questionnaires were related to gender, age, education or years worked. We did not find any of these demographic factors affecting level of work motivation scales.

According to our first conceptual framework, work motivation equals intrinsic motivation and extrinsic motivation. We categorized the 26 items according to their contribution to intrinsic- and extrinsic work motivation. Scores of 2 or less indicate a high score, whereas scores above 3 point out a poor score. A score between 2 and 3 indicates that civil servants are slightly or hardly motivated, while a score of 6 would indicate that a civil servant does not care (amotivation).

Descriptive statistics show that on the work motivation scale, respondents scored poorly on nearly all aspects (see table 5). With a mean score of 2.8, respondents indicate that they are not motivated to work on education improvement projects. We calculated a mean of 3 for extrinsic motivation, which indicate that civil servants are poorly extrinsically motivated to participate in education improvement projects.

This is in line with our research finding through interviews and observations. When asked what motivates them to participate in education improvement projects, nearly all respondents indicated that they were not involved and as a consequence were not committed. Poor score on work motivation could indicate that civil servants don’t believe that their effort will be recognized and as a consequence will also not lead to rewards. They perceive the incentive system as unfair, due to the political influences in the reward system (such as promotion and pay). Managers must take actions to ensure civil servants that their effort will be recognized and rewarded. This finding is also backed by recent research (Robbins, 2003:36).
**Table 5: Descriptive statistics of work motivation**

<table>
<thead>
<tr>
<th></th>
<th>intrinsic work motivation</th>
<th>extrinsic work motivation</th>
<th>work motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>35</td>
<td>34</td>
<td>31</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Mean</td>
<td>2.45</td>
<td>3.00</td>
<td>2.78</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>.94</td>
<td>.99</td>
<td>.91</td>
</tr>
</tbody>
</table>

Further analysis has revealed that the highest mean scores are for the feeling of being pressured and the aspect of feeling competent (see table 6). The feeling of being pressured to do something (extrinsic motivation) scored a mean of 3.4, which indicates that civil servants feel they are pressured to participate and don’t feel that they are acting on their free will. Civil servants need to feel more involved and actions must be taken to reduce the distance between the management and them. This could be done for instance by adopting a joint goal setting process where civil servants have the opportunity to contribute to specifying the desired objectives of education improvement projects and are willing to share responsibilities for implementation.

The feeling of being competent has a mean of 2.6, indicating that civil servants have no confidences in their professional abilities. These findings also support our earlier finding of offering feedback in such a way that it helps civil servants maintain their level of work motivation. This could include for instance, describing how to bridge a gap between what they’ve already accomplished and what should have been accomplished. In sum, civil servants need to be empowered and where necessary trained to meet the challenges.

The poor score of 2.2 on the aspect of enjoyment and interest (intrinsic work motivation), indicate that civil servants don’t find the work they are doing interesting. This topic will be investigated further by performing multiple regression- and correlation analysis.

The score of 2.5 for identified regulation (belief in the project goals) indicate a gap between the goals of civil servants and the goals of education improvement projects. As previously indicated, civil servants want to see their ideas fitted in these projects, which they claim is not the case.
Table 6: Descriptive statistics of intrinsic and extrinsic work motivation

<table>
<thead>
<tr>
<th></th>
<th>Intrinsic work motivation</th>
<th>extrinsic work motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enjoyment &amp; Pleasure</td>
<td>competence</td>
</tr>
<tr>
<td>N Valid</td>
<td>38</td>
<td>35</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>2.23</td>
<td>2.62</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

We have already indicated that management practices play a crucial role in the work motivation of civil servants. Through regression- and correlation analysis, we wanted to discover the extent of these relationships towards work motivation. In the next section, we will perform a multiple regression- and correlation analysis to assess the predictive value of independent management variables on intrinsic- and extrinsic work motivation.

4.3 Impact of Management as an intervening variable on Intrinsic Work Motivation

Studies show that when managers expect the best from their employees, workers put lots of effort in meeting this expectancy (Keller, 2006). This is also the case when civil servants feel that little is expected and therefore it is crucial to make civil servants become aware that their contribution is recognized and appreciated by their employers.

Table 7 shows that about 59% of the variance in intrinsic motivation is explained by the independent management variables, which can be considered a significant part. The third column in table 7 shows the standardized regression coefficients (betas) of each of the variables. Management compassion makes the strongest unique contribution to the prediction of intrinsic work motivation. Based on the above table, intrinsic work motivation seems to be affected by 23% integrity and 99% compassion. There is a negative coefficient of 50% for capabilities, which could indicate that civil servants will show more interest and derive more pleasure in performing a task, when they perceive managers as capable. Capable managers should express creativity and be innovative when education improvement projects are implemented and could be
regarded as a replacement of poor intrinsic motivation levels. However, the t-test statistic shows that only management compassion can be used as a predictor to the model and we shall therefore not zoom in on the other management aspects. This is statistically significant at the 0.001 level (see table 7).

The biggest contributor to intrinsic motivation is showing management compassion. Civil servants at MINOV claim that there is a lack of communication and feedback from Managers. As a consequence, they feel overlooked, which could be a major cause of not performing to the best of their ability. This effect can be remedied, by acknowledging civil servants perspective and a more participative management style, which are part of managerial autonomy support. This effect is also backed by studies and show that perceived autonomy support of managers predicts satisfaction of employees’ needs for competence, autonomy and relatedness (Baard, Deci and Ryan 2004).

Table 7: Multiple regression analysis of management and intrinsic motivation (dependent)

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Variable</th>
<th>B</th>
<th>SE B</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Constant)</td>
<td>10.41</td>
<td>3.45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management ability</td>
<td>.68</td>
<td>.15</td>
<td>.64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Variable</th>
<th>B</th>
<th>SE B</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Constant)</td>
<td>7.55</td>
<td>4.23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management ability</td>
<td>.33</td>
<td>.34</td>
<td>.31</td>
</tr>
<tr>
<td></td>
<td>Management Integrity</td>
<td>.32</td>
<td>.28</td>
<td>.37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Variable</th>
<th>B</th>
<th>SE B</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Constant)</td>
<td>4.58</td>
<td>3.56</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management Ability</td>
<td>-.50</td>
<td>.36</td>
<td>-.47</td>
</tr>
<tr>
<td></td>
<td>Management Integrity</td>
<td>.23</td>
<td>.23</td>
<td>.26</td>
</tr>
<tr>
<td></td>
<td>Management compassion</td>
<td>.99</td>
<td>.26</td>
<td>.99</td>
</tr>
</tbody>
</table>

R² = 0.39 for step 1, ΔR² = 0.40 for step 2 and ΔR² = 0.5912 for step 3

Intrinsic motivation is the result of deriving pleasure and enjoyment of performing tasks, having interest and to get the feeling of being competent. In the next section we will study the impact of management on each of these aspects.

12 The difference between R² and the Adjusted R² can be seen as a cross-validation method and indicates if it can be used to generalize these study findings for different groups of people. In this case the difference is regarded as huge and cannot be used to generalize findings for other MINOV departments. R² indicates how much of the variance is explained by the regression model.
4.3.1 Impact of intervening variable on Deriving Pleasure & Enjoyment

The relationship between intrinsic motivation – derive pleasure and enjoyment – in performing tasks, shows us that 55% of the variance in intrinsic motivation – derive pleasure and enjoyment - is explained by the independent variable of management, which can be considered a significant part (see table 8). Anova indicates that this model may be used, due to a significant fit for overall data. Based on table 8, intrinsic motivation – pleasure and interest – seem to be affected by 15% integrity and 28% compassion. There is a negative coefficient of 8% for capabilities. According to the t-statistic, only management compassion contributes to the model. This is statistically significant at the 0.05 level (see table 8).

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Variable</th>
<th>B</th>
<th>SE B</th>
<th>ß</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Constant)</td>
<td>4.14</td>
<td>1.39</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management ability</td>
<td>.34</td>
<td>.064</td>
<td>.69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Variable</th>
<th>B</th>
<th>SE B</th>
<th>ß</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Constant)</td>
<td>2.60</td>
<td>1.69</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management ability</td>
<td>.15</td>
<td>.14</td>
<td>.30</td>
</tr>
<tr>
<td></td>
<td>Management Integrity</td>
<td>.18</td>
<td>.12</td>
<td>.44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Variable</th>
<th>B</th>
<th>SE B</th>
<th>ß</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Constant)</td>
<td>1.86</td>
<td>1.62</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management Ability</td>
<td>-.08</td>
<td>.17</td>
<td>-.17</td>
</tr>
<tr>
<td></td>
<td>Management Integrity</td>
<td>.15</td>
<td>.11</td>
<td>.36</td>
</tr>
<tr>
<td></td>
<td>Management compassion</td>
<td>.28</td>
<td>.12</td>
<td>.60</td>
</tr>
</tbody>
</table>

R² = 0.48 for step 1, ΔR² = 0.52 for step 2 and ΔR² = 0.55 for step 3

4.3.2 Impact of intervening variable on Feeling Competent

The second aspect of intrinsic motivation deals with the feeling of being competent in performing tasks related to education improvement projects. This model shows us that 51% of the variance in intrinsic motivation – derives pleasure and enjoyment - is explained by the role of management, which can be considered a significant part (see table 9). Anova indicates that this model may be used, due to a significant fit for overall data. Based on the above table, intrinsic motivation – feeling of being competent – seems to be affected by 8% integrity and 71% compassion. There is a negative coefficient of 42% for capabilities, which indicates that civil servants could feel more competent in performing tasks, when they perceive managers as
capable. For instance, feedback from managers to civil servants should be offered in such a way that it helps civil servants to bridge gaps between the required and actual performance. This means that a poor score on intrinsic work motivation, can be supplemented by an increase of management ability and as a result work motivation at appropriate levels can be maintained. We recommend to do further research on this topic. The t-test score shows that only management compassion can be used as a predictor for intrinsic work motivation – experience competence. This is statistically significant at the 0.001 level (see table 9).

**Table 9: Multiple regression of management and competence (dependent).**

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
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</thead>
<tbody>
<tr>
<td>Step 1 (Constant)</td>
<td>6.19</td>
<td>2.3</td>
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<tr>
<td>Management ability</td>
<td>.34</td>
<td>.11</td>
<td>.52</td>
</tr>
<tr>
<td>Step 2 (Constant)</td>
<td>4.88</td>
<td>2.91</td>
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<tr>
<td>Management ability</td>
<td>.18</td>
<td>.23</td>
<td>.28</td>
</tr>
<tr>
<td>Management Integrity</td>
<td>.15</td>
<td>.19</td>
<td>.28</td>
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<tr>
<td>Step 3 (Constant)</td>
<td>2.75</td>
<td>2.40</td>
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<tr>
<td>Management Ability</td>
<td>-.42</td>
<td>.24</td>
<td>-.64</td>
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<tr>
<td>Management Integrity</td>
<td>.07</td>
<td>.15</td>
<td>.15</td>
</tr>
<tr>
<td>Management compassion</td>
<td>.71</td>
<td>.18</td>
<td>1.16</td>
</tr>
</tbody>
</table>

R² = 0.25 for step 1, ∆R² = 0.24 for step 2 and ∆R² = 0.51 for step 3

**4.4. Impact of Management as an intervening variable on Extrinsic Work Motivation**

We analyzed extrinsic work motivation aspects by investigating the aspects of moderately controlled/autonomous work motivation and identified regulation. Multiple regression analysis showed that only 11% of the variance in extrinsic motivation could be explained by the role of management. Due to the low predictive power offered by regression analysis, we decided to perform correlation analysis to adequately investigate the relationship between management role and extrinsic work motivation. Correlation analysis determines the extent of relationship without indicating the direction of a possible causal relationship.
Correlation analysis shows that 21.8%\(^{13}\) of the variability in extrinsic work motivation is explained by management ability, 13.1% by integrity and 25.9% by management compassion (see table 10). The statistics further indicate that these values are significant and the relationships between these variables are valid (p < 0.05).

When all 3 intervening management variables are combined, about 61% of the total variability of extrinsic motivation can be explained. The remaining 39% of variability of extrinsic motivation could be related to the possibility of getting a reward (external regulation). Due to a low poor score on the reliability scale for this variable (Cronbach alpha < 0.70), we are limited to perform further analysis on this aspect. We believe that external regulation may contribute to improving the explained variability of extrinsic work motivation and recommend interested social scientists to explore this matter further.

The aspects of extrinsic work motivation are related to the feeling of being pressured to make managers and colleagues think well of them, and the conscious valuing of a behavioral goal or regulation, such that the action is accepted or owned as personally important. These aspects will be investigated in the coming sections.

4.4.1 Impact of intervening variable on Identified Regulation

Correlation analysis in table 11 shows that 20.3% of the variability in extrinsic work motivation – conscious valuing of a behavioral goal or regulation, such that the action is accepted or owned as personally important - is explained by management compassion. The statistics further indicate that the values of management compassion and identified regulation are significant and the relationship between these variables is valid. There is no statistical proof of a relationship between management ability & integrity and identified regulation and we shall therefore not zoom in on these management aspects. The remaining 80% of variability still needs to be explained and we therefore encourage social scientists to further explore this matter.

\(^{13}\) Variability (R²) is measured by squaring the Pearson Correlation score, which in this case is \((0.467)^2 \times 100% = 21.8\%\). Pearson’s correlation is used because the data is normally distributed.
The impact of management compassion on work motivation is also supported by our previous finding that the management should put more effort in explaining the importance of these projects to civil servants and to foster support among civil servants for these kinds of projects. According to Jones and George (2003: 48), managers can significantly impact civil servants decision to adopt the goals of the organization and perceive it as one’s own personal goal. However, there are some important preconditions that have to be met. These are the ability of the management to explain the importance of the project goals and the available management support. In general, both of these aspects seem to be lacking, when education improvement projects are implemented.

4.4.2 Impact of intervening variable on Moderately controlled/Autonomous work motivation

According to the correlation analysis in table 12, 32.5% of the variability in extrinsic work motivation–feeling of being pressured to make managers and colleagues think well of them – is explained by management ability, 28.1% by integrity and 27.7% by management compassion. The statistics further indicate that these values are significant and the relationships between these variables are valid. We believe to have gained statistical prove to link the 3 intervening management variables to extrinsic work motivation, with regard to being pressured to participate.

When all 3 intervening management variables are combined, about 88% of the total variability of moderately controlled/autonomous work motivation can be explained. The remaining 12% of variability are related to other aspects that need to be discovered. We recommend other social scientists to further explore this matter and improve the explained variability of moderately controlled/autonomous work motivation by the 3 management variables.
4.5 Discussion

Based on the above models we can conclude that the most important factor in intrinsic motivation is compassion. Therefore it is recommended that managers should pay more attention to this aspect, especially when education improvement projects are implemented. Education improvement projects require an environment where creativity and innovation are prized. Civil servants should not be punished if unintentionally mistakes are being made in this process. Managers should focus both on ability and effort and in situations where these are not on appropriate levels positive encouragement and training should be offered. In general, civil servants work motivation increases, when approval from managers and colleagues are expected. This effect of acknowledgement in work motivation is widely recognized by scholars (Frey, 1997).

Although, the management ability coefficient is negative and statistics prohibit us of using it as a predictor for intrinsic work motivation, we deem this to be the second most important aspect of intrinsic work motivation. It seems that the intrinsic work motivation declines, when civil servants perceive the professional ability of managers as weak. Actions must be taken to remedy this effect and to place more competent managers. Managers must have the required competence, which means that political interference in the selection and promotion process must kept out. We recommend that this aspect of work motivation be investigated further.

Based on the correlation analysis we conclude that management compassion and management ability are the most important intervening management variables affecting extrinsic work motivation. We believe that managers should have the right set of competencies and invest more time in getting to know what civil servants have to cope with, during the implementation phase of education improvement projects. This will help to fulfill civil servants need for recognition and feedback. We also discovered that in general civil servants agree on the action that needs to be performed to improve the education system, but don’t agree on the way these interventions are being managed. This seems to indicate committed civil servants that share the same concerns as MINOV, but disagree the way education improvement projects are being handled.
5. Conclusions & Recommendations

This study investigated the influence of intrinsic and extrinsic work motivation among civil servants to participate in education improvement projects. It must be emphasized that understanding why civil servants are motivated is equally important as why they are not motivated. The research findings demonstrates interactions between management compassion and the feeling of being competent, experience autonomy and conscious valuing of a behavioral goal or regulation, such that the action is accepted or owned as personally important. In sum, intrinsic and extrinsic work motivations are positively associated with good management practices.

5.1 Conclusions

This research provided additional empirical evidence for the importance of a highly motivated workforce in the public sector and has improved our understanding why civil servants decide to participate in education improvement projects.

The primary research question is:

How are intrinsic and extrinsic work motivations affecting work motivation among civil servants in their decision (not) to participate in education improvement projects?

The research finding indicates that civil servants are in general not motivated to participate, due to a lack of management compassion. Civil servants want to have more support and recognition from their managers to carry out these tasks. Management needs to put more effort in empowering civil servants to improve their performance and also need to adapt their management style. They should go from directive-oriented to collaborative-oriented management style, which includes creating conditions that will promote the involvement, acceptance and commitment of civil servants in education improvement projects. These factors and conditions are, so far, generally lacking.
The secondary research questions are:

i. What factors affect intrinsic work motivation?

ii. What factors affect extrinsic work motivation?

Intrinsic work motivation is based on deriving pleasure of participating in education improvement projects and the experience to feel competent. These aspects are affected by absence of effective management feedback, which should describe precisely how gaps can be bridged, instead of claiming that deliverables are not adequate. The management needs to provide feedback, not only with sharing information, but also with other resources that will help civil servants accomplish their task and increase their feeling of self competency and as a consequence generate good will and trust.

Extrinsic work motivation, on the other hand, is about believing in project goals, being pressured to perform and the possibility of being rewarded. Managers have failed to clearly set out project goals and the required collective effort to achieve this. More effort must be put by management to make all stakeholders understand the importance the education improvement projects and thereby enhance the working spirit. The absence of a fair and consistent incentive system that rewards civil servants for extra work seems also to impact the extrinsic work motivation. Civil servants claim that due to political interference in HRM practices, their work motivation has been affected.

The qualitative research results showed that the role of management affected intrinsic and extrinsic work motivation among civil servants and was therefore considered to be an intervening variable. Through quantitative research we were able to indicate the extent of this relationship. This was done through multiple regression- and correlation analysis and we discovered management compassion as being a major factor affecting intrinsic as well as extrinsic work motivation. In general, no significant correlation effects were found of demographic factors affecting work motivation.
We found also a negative correlation between management ability and intrinsic work motivation. Although, statistics does not indicate that it could be used as a good predictor for work motivation, we believe that it could indicate replacing insufficient levels of intrinsic and extrinsic work motivation by improving management ability. In sum, we believe that the poor score on work motivation can be supplemented by competent managers.

This research is not without limitations. The finding of this study is based on data of 4 key departments of the Ministry of Education and we are therefore limited in our findings. We aimed at these departments, due to their importance in education improvement projects. Studying the work motivation throughout all MINOV departments, will consequently help further improve our understanding of work motivation and enhance the development of a plan to improve work motivation levels of all civil servants at MINOV.

Combining all 3 intervening management variables only explained 59% of variations of intrinsic work motivation (multiple regression analysis) and 60% of the extrinsic work motivation (correlation analysis). This means that there is about 40% variation left to be explained for the intrinsic- and extrinsic work motivation. The remaining variation of extrinsic work motivation could for instance be explained by the possibility of getting a financial incentive (external regulation). Further researches have to be performed to identify variables that cause the remaining variations.
5.2 Recommendations

Based on the findings of this study, we recommend that managers show greater interest for the work performed by civil servants. This way their need to feel valuable and see themselves as contributors to the success through a more supportive management style will be met. Furthermore, consensus needs to be reached among all financiers of education improvement projects, to reward civil servants for their extra effort. We recommend developing a fair and consistent incentive system that should be adopted by all stakeholders.

Selection and promotion policies should be designed to assess and evaluate employees at all levels through transparent assessment techniques before and after recruitment exercises in the public sector. In this way, gap analysis can be performed and the required set of competencies identified, which will contribute to the development of a fair consistent reward system.

We encourage management to make more resources available to civil servants and create conditions that will increase their participation in education innovation projects. This way, the ownership of these projects among civil servants will increase and as a consequence the impact of these projects will be more sustainable.

Managers have to find ways to encourage civil servants in expressing their opinion about their work without fearing for repercussions. In this way, anonymous sharing of views can be replaced by a more open and transparent way of communication, which will ultimately result in trusting and respecting each other views. This will consequently result in an improvement of work motivation levels.

This study was able to explain about 60% of the variation of the work motivation, which indicates that remaining 40% variation is left to be explained. We recommend to perform further research to identify variables that cause these remaining variations and encourage social scientists to continue develop/improve instruments assessing the effects of organizational characteristics such as corruption and nepotism on work motivation.
Select Bibliography


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ANNEXES

ANNEX 1:

Questionnaire

Geachte heer/mevrouw,

Ik ben student aan het Institute for Graduate Studies van de Universiteit van Suriname en doe in het kader van mijn thesis, onderzoek naar de werkmotivatie onder ambtenaren in onderwijsvernieuwingsprojecten van het MINOV. Dit gebeurt via een vragenlijst en het is de bedoeling dat men deze zo eerlijk mogelijk beantwoordt; er zijn geen goede of slechte antwoorden. De gegevens zijn uiteraard volledig anoniem. Het invullen van de volledige vragenlijst duurt ongeveer 10 minuten.

Alvast hartelijk dank voor uw medewerking
Het MINOV voert momenteel het Surinaams Educatie Plan (SEP) uit om de kwaliteit en de interne efficientie van ons onderwijsysteem te verbeteren. Een aantal van deze projecten, zoals het Basic Education Improvement project, Progress en Sector Fonds-projecten zijn reeds in uitvoering. Onderstaand worden een aantal stellingen geponeerd en u wordt gevraagd om een der antwoordmogelijkheden aan te kruisen.

1= helmaal mee eens  
2 = mee eens  
3= noch eens, noch oneens  
4= mee oneens  
5= helemaal mee oneens  
6= niet van toepassing

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<tr>
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<th>3</th>
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<tbody>
<tr>
<td>1. Ik bekommer mij over onderwijsvernieuwingsprojecten</td>
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<td>2. Ik voel mij op mijn gemak bij het uitvoeren van onderwijsvernieuwingsprojecten</td>
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<td>3. Ik heb mij veel ingezet bij onderwijsvernieuwingsprojecten</td>
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<td>4. Ik voel dat er grote druk op mij wordt gelegd bij onderwijsvernieuwingsprojecten</td>
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<td>5. Ik werk uit eigen beweging mee aan onderwijsvernieuwingsprojecten</td>
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<td>6. Ik geloof dat onderwijsvernieuwingsprojecten voor mij een meerwaarde kunnen opleveren</td>
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<td>7. Ik geniet ervan om mee te werken aan onderwijsvernieuwingsprojecten</td>
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<td>8. Ik lever altijd een goede bijdrage aan dit soort projecten</td>
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<td>9. Ik heb mij niet veel ingezet voor een vlotte projectuitvoering</td>
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<td>10. Het voelt aan alsof dit soort projectactiviteiten aan mij worden opgedragen</td>
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<td>11. Ik zie het als een opdracht om onderwijsvernieuwingsprojecten te helpen uitvoeren</td>
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<td>12. Het uitvoeren van deze onderwijsvernieuwingsprojecten levert voordelen voor me op</td>
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<td>13. Ik vind het leuk om aan dit soort projecten mee te werken</td>
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<td>14. Als ik mezelf met collega’s vergelijk, vind ik dat ik een goede bijdrage lever</td>
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<td>15. Het is voor mij van belang dat onderwijsvernieuwingsprojecten slagen</td>
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<td>16. Ik had geen keuze om te weigeren tav specifieke onderwijsvernieuwings-projecten</td>
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<td>17. Ik werk mee aan onderwijsvernieuwingsprojecten, omdat ik geen keuze heb</td>
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<td>18. Ik zie onderwijsvernieuwingsprojecten als mogelijkheid om financieel vooruit te gaan</td>
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<td>19. Ik verveel mij snel als ik participeer aan onderwijsvernieuwingsprojecten</td>
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<td>20. Participeren aan dit soort projecten biedt mij een goede kans om uit te vinden hoe goed ik ben</td>
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<td>21. Ik heb mij niet veel ingezet om onderwijsvernieuwingsprojecten te helpen realiseren</td>
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<td>22. Ik wordt gedwongen om mee te werken aan onderwijsvernieuwingsprojecten</td>
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<td>23. Ik voer deze onderwijsvernieuwingsprojecten uit, omdat ik het wil</td>
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<td>24. Ik ben niet geïnteresseerd in onderwijsvernieuwingsprojecten</td>
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<td>25. Ik ben tevreden over mijn bijdrage aan dit project</td>
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<td>26. Ik voer deze onderwijsvernieuwingsprojecten uit, omdat ik het moet doen</td>
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<td>27.</td>
<td>Ik ben erg geïnteresseerd in onderwijsvernieuwingsprojecten</td>
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<td>28.</td>
<td>Ik ben heel vaardig in het uitvoeren van project-onderdelen in het kader van onderwijsvernieuwingsprojecten</td>
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<td>29.</td>
<td>Ik heb ontzettend mijn best gedaan om onderwijsvernieuwingsprojecten uit te voeren</td>
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<td>30.</td>
<td>Ik heb faalangst bij het uitvoeren van onderwijsvernieuwingsprojecten</td>
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<td>31.</td>
<td>Ik werk met plezier aan dit soort projecten</td>
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Elke onderwijsvernieuwing moet gemanaged worden en vraagt om kundig leiderschap. Onderstaand worden een aantal stellingen geponeerd en u wordt gevraagd om een der antwoordmogelijkheden aan te kruisen.

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<td>1. Mijn werkmotivatie raakt beïnvloed door het grote vertrouwen in mijn supervisor</td>
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<td>3. De werklast aan onderwijsvernieuwingenprojecten is op een rechtvaardige manier verdeeld</td>
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<td>6. Mijn supervisor motiveert me, om mijn best te blijven doen</td>
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<td>7. Mijn supervisor monitort deadlines t.a.v. onderwijsvernieuwingenprojecten</td>
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<td>8. De bijdrage van relevante afdelingen aan onderwijsvernieuwingenprojecten is goed geregeld</td>
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<td>9. Ik wordt betrokken in de besluitvorming</td>
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<td>10. Ik heb voldoende faciliteiten om een goede bijdrage te leveren in onderwijsvernieuwingenprojecten</td>
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<td></td>
</tr>
<tr>
<td>11. Ik zie mijn supervisor als een voorbeeld figuur die mij inspireert om mij te blijven inzetten</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Mijn supervisor beschikt over de vereiste competenties om bij te dragen aan het realiseren van onderwijsvernieuwingenprojecten</td>
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<td></td>
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</tr>
<tr>
<td>13. Mijn supervisor maakt vaak misbruik van zijn positie bij onderwijsvernieuwingenprojecten</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Mijn bijdrage wordt meegenomen in de besluitvorming</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15. Ik heb het gevoel dat mijn supervisor naar mij luistert als ik hem om raad vraagt</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>16. Mijn supervisor organiseert regelmatig bijeenkomsten om de doelen en strategien met ons te bespreken t.a.v. onderwijsvernieuwingenprojecten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Mijn supervisor treedt direct op, indien collega’s zich niet aan gemaakte afspraken houden inzake onderwijsvernieuwingenprojecten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18. Ik voel dat mijn bijdrage nodig is om de gestelde doelen te behalen</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Mijn supervisor meent het met me en ziet mij als een teamspeler</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Mijn supervisor handelt op een eerlijke en transparante wijze</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Ik krijg regelmatig feedback van mijn supervisor, over hoe ik mijn doelen kan realiseren</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Ik ontvang regelmatig bijstand of advies van mijn supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Vaak krijg ik het gevoel dat mijn supervisor de regels niet consequent hanteert</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Ik wordt gewaardeerd voor mijn bijdrage in onderwijsvernieuwingenprojecten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Mijn supervisor staat open voor kritiek</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tenslotte zijn wij geïnteresseerd in uw antwoord op deze open vraag:

1. Wat zou er moeten gebeuren om onderwijsvernieuwingsprojecten vlotter uit te voeren?

Personalia

Hoogst genoten schoolopleiding: --------------------------
Geboorte-jar: --------------------------
Functie: --------------------------
Werkzaam op de afdeling: --------------------------
Aantal jaar werkzaam: --------------------------
Geeft leiding aan (personen): --------------------------
Geslacht: ---------
### Annex 2:

**Questionnaire organized per work motivation scale**

<table>
<thead>
<tr>
<th>Intrinsieke motivatie: gedreven door plezier en interesse</th>
<th>Statement removed</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ik geniet ervan om mee te werken aan onderwijsvernieuwingsprojecten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ik vind het leuk om aan dit soort projecten mee te werken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ik verveel mij snel als ik participeer aan onderwijsvernieuwingsprojecten (R)</td>
<td>x</td>
<td>0.77</td>
</tr>
<tr>
<td>4. Ik ben niet geïnteresseerd in onderwijsvernieuwingsprojecten (R)</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>5. Ik ben erg geïnteresseerd in onderwijsvernieuwingsprojecten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Participeren aan dit soort projecten biedt mij een goede kans om uit te vinden hoe goed ik ben</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Ik werk met plezier aan dit soort projecten</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intrinsieke motivatie: zich competent voelen</th>
<th>Statement removed</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Ik voel mij op mijn gemak bij het uitvoeren van onderwijsvernieuwingsprojecten (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Ik lever altijd een goede bijdrage aan dit soort projecten</td>
<td></td>
<td>0.81</td>
</tr>
<tr>
<td>10. Als ik mezelf met collega’s vergelijk, vind ik dat ik een goede bijdrage lever</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Ik ben tevreden over mijn bijdrage aan dit project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Ik ben heel vaardig in het uitvoeren van project-onderdelen in het kader van onderwijsvernieuwingsprojecten</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extrinsieke motivatie: Identified regulation – geloof in het project</th>
<th>Statement removed</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Ik bekommer mij over onderwijsvernieuwingsprojecten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Ik heb mij veel ingezet bij onderwijsvernieuwingsprojecten</td>
<td></td>
<td>0.81</td>
</tr>
<tr>
<td>15. Ik heb mij niet veel ingezet voor een vlotte projectuitvoering (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Ik heb ontzettend mijn best gedaan om onderwijsvernieuwingsprojecten uit te voeren</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Het is voor mij van belang dat onderwijsvernieuwingsprojecten slagen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Ik heb mij niet veel ingezet om onderwijsvernieuwingsprojecten te helpen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Cronbach’s alpha</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Ik voel dat er grote druk op mij wordt gelegd bij onderwijsvernieuwingsprojecten (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Het voelt aan alsof dit soort projectactiviteiten aan mij worden opgedragen (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik had geen keuze om te weigeren van specifieke onderwijsvernieuwingsprojecten (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik heb faalangst bij het uitvoeren van onderwijsvernieuwingsprojecten (R)</td>
<td>0.84</td>
<td></td>
</tr>
<tr>
<td>Ik wordt gedwongen om mee te werken aan onderwijsvernieuwingsprojecten (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik werk uit eigen beweging mee aan onderwijsvernieuwingsprojecten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik zie het als een opdracht om onderwijsvernieuwingsprojecten te helpen uitvoeren (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik werk mee aan onderwijsvernieuwingsprojecten, omdat ik geen keuze heb (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik voer deze onderwijsvernieuwingsprojecten uit, omdat ik het wil</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Ik voer deze onderwijsvernieuwingsprojecten uit, omdat ik het moet doen (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik geloof dat onderwijsvernieuwingsprojecten voor mij een meerwaarde kunnen opleveren</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Het uitvoeren van deze onderwijsvernieuwingsprojecten levert voordelen voor me op</td>
<td>0.48</td>
<td></td>
</tr>
<tr>
<td>Ik zie onderwijsvernieuwingsprojecten als mogelijkheid om financieel vooruit te gaan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 3:

Questionnaire organized per Management scale

<table>
<thead>
<tr>
<th>Capaciteiten</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mijn werkmotivatie raakt beinvloed door het grote vertrouwen in mijn supervisor</td>
<td>0.92</td>
</tr>
<tr>
<td>2. Mijn supervisor motiveert me, om mijn best te blijven doen</td>
<td></td>
</tr>
<tr>
<td>3. Ik zie mijn supervisor als een voorbeeld figuur die mij inspireert om mij te blijven inzetten</td>
<td></td>
</tr>
<tr>
<td>4. Mijn supervisor organiseert regelmatig bijeenkomsten om de doelen en strategien met ons te bespreken t.a.v. onderwijsvernieuwingsprojecten</td>
<td></td>
</tr>
<tr>
<td>5. Mijn supervisor bezit geen technische vaardigheden om mijn bijdrage te beoordelen in onderwijsvernieuwingsprojecten (R)</td>
<td></td>
</tr>
<tr>
<td>6. Mijn supervisor monitort deadlines t.a.v. onderwijsvernieuwingsprojecten</td>
<td></td>
</tr>
<tr>
<td>7. Mijn supervisor beschikt over de vereiste competenties om bij te dragen aan het realiseren van onderwijsvernieuwingsprojecten</td>
<td></td>
</tr>
<tr>
<td>8. De werklast aan onderwijsvernieuwingsprojecten is op een rechtvaardige manier verdeeld</td>
<td>0.91</td>
</tr>
<tr>
<td>9. De bijdrage van relevante afdelingen aan onderwijsvernieuwingsprojecten is goed geregeld</td>
<td></td>
</tr>
<tr>
<td>10. Mijn supervisor maakt vaak misbruik van zijn positie bij onderwijsvernieuwingsprojecten (R)</td>
<td></td>
</tr>
<tr>
<td>11. Mijn supervisor treedt direct op, indien collega’s zich niet aan gemaakte afspraken houden inzake onderwijsvernieuwingsprojecten</td>
<td></td>
</tr>
<tr>
<td>12. Mijn supervisor handelt op een eerlijke en transparante wijze</td>
<td></td>
</tr>
<tr>
<td>13. Mijn supervisor hanteert consequent waarden en normen bij onderwijsvernieuwingsprojecten</td>
<td></td>
</tr>
<tr>
<td>14. Vaak krijg ik het gevoel dat mijn supervisor de regels niet consequent hanteert (R)</td>
<td></td>
</tr>
<tr>
<td>15. Ik wordt niet afgerekend op onbewust gemaakte fouten</td>
<td></td>
</tr>
<tr>
<td>16. Mijn supervisor staat open voor kritiek</td>
<td></td>
</tr>
<tr>
<td>17. Ik wordt gewaardeerd voor mijn bijdrage in onderwijsvernieuwingsprojecten</td>
<td></td>
</tr>
<tr>
<td>18. Ik wordt betrokken in de besluitvorming</td>
<td>0.92</td>
</tr>
<tr>
<td>19. Mijn bijdrage wordt meegenomen in de besluitvorming</td>
<td></td>
</tr>
<tr>
<td>20. Ik voel dat mijn bijdrage nodig is om de gestelde doelen te behalen</td>
<td></td>
</tr>
<tr>
<td>21. Ik ontvang regelmatig bijstand of advies van mijn supervisor</td>
<td></td>
</tr>
<tr>
<td>22. Ik heb voldoende faciliteiten om een goede bijdrage te leveren in onderwijsvernieuwingsprojecten</td>
<td></td>
</tr>
<tr>
<td>23. Ik heb het gevoel dat mijn supervisor naar mij luistert als ik hem om raad vraagt</td>
<td></td>
</tr>
<tr>
<td>24. Mijn supervisor meent het met me en ziet mij als een teamspeeler</td>
<td></td>
</tr>
<tr>
<td>25. Ik krijg regelmatig feedback van mijn supervisor, over hoe ik mijn doelen kan realiseren</td>
<td></td>
</tr>
</tbody>
</table>
Annex 4:
Correlation between management role and extrinsic work motivation

Table 10: Correlations extrinsic work motivation and management

<table>
<thead>
<tr>
<th></th>
<th>extrinsic work motivation</th>
<th>management ability</th>
<th>management integrity</th>
<th>management compassion</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTEXTR</td>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.467**</td>
<td>.362*</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td></td>
<td>.003</td>
<td>.027</td>
<td>.001</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>34</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td>management ability</td>
<td>Pearson Correlation</td>
<td>.467</td>
<td>1.000</td>
<td>.896</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td></td>
<td>.003</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>34</td>
<td>38</td>
<td>33</td>
</tr>
<tr>
<td>management integrity</td>
<td>Pearson Correlation</td>
<td>.362</td>
<td>.896</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td></td>
<td>.027</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>29</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>management compassion</td>
<td>Pearson Correlation</td>
<td>.509</td>
<td>.893</td>
<td>.822</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td></td>
<td>.001</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>34</td>
<td>38</td>
<td>33</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (1-tailed).
* Correlation is significant at the 0.05 level (1-tailed).
### Table 11: Correlations extrinsic work motivation – identified regulation - and management

<table>
<thead>
<tr>
<th></th>
<th>extrinsic work motivation - identified regulation</th>
<th>management ability</th>
<th>management integrity</th>
<th>management compassion</th>
</tr>
</thead>
<tbody>
<tr>
<td>extrinsic work motivation - identified regulation</td>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.274</td>
<td>.185</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td></td>
<td>.051</td>
<td>.155</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>37</td>
<td>37</td>
<td>32</td>
<td>37</td>
</tr>
<tr>
<td>management ability</td>
<td>Pearson Correlation</td>
<td>.274</td>
<td>1.000</td>
<td>.896</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td></td>
<td>.051</td>
<td>.</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>37</td>
<td>38</td>
<td>33</td>
<td>38</td>
</tr>
<tr>
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<td>Pearson Correlation</td>
<td>.185</td>
<td>.896</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td></td>
<td>.155</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>32</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>management compassion</td>
<td>Pearson Correlation</td>
<td>.451</td>
<td>.893</td>
<td>.822</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td></td>
<td>.003</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>37</td>
<td>38</td>
<td>33</td>
<td>38</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (1-tailed).
### Table 12: Correlations extrinsic work motivation – controlled/autonomous and management

<table>
<thead>
<tr>
<th></th>
<th>extrinsic work motivation - controlled/autonomous</th>
<th>management ability</th>
<th>management integrity</th>
<th>management compassion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>extrinsic work motivation - controlled/autonomous</strong></td>
<td>Pearson Correlation 1.000</td>
<td>(.570^{**} )</td>
<td>(.530^{**} )</td>
<td>(.527^{**} )</td>
</tr>
<tr>
<td></td>
<td>Sig. (1-tailed)</td>
<td>.</td>
<td>.000</td>
<td>.001</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>35</td>
<td>35</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td><strong>management ability</strong></td>
<td>Pearson Correlation</td>
<td>(.570 )</td>
<td>1.000</td>
<td>.896</td>
</tr>
<tr>
<td></td>
<td>Sig. (1-tailed)</td>
<td>.000</td>
<td>.</td>
<td>.000</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>35</td>
<td>38</td>
<td>33</td>
<td>38</td>
</tr>
<tr>
<td><strong>management integrity</strong></td>
<td>Pearson Correlation</td>
<td>(.530 )</td>
<td>.896</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (1-tailed)</td>
<td>.001</td>
<td>.000</td>
<td>.</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>30</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td><strong>management compassion</strong></td>
<td>Pearson Correlation</td>
<td>(.527 )</td>
<td>.893</td>
<td>.822</td>
</tr>
<tr>
<td></td>
<td>Sig. (1-tailed)</td>
<td>.001</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>35</td>
<td>38</td>
<td>33</td>
<td>38</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (1-tailed).