

ORGANIZATIONAL BEHAVIOR

by

Molly Xiong

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Dissertation

Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Business Administration

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Liberty University, School of Business

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## **Abstract**

A survey method was designed to collect data from 334 non-management level public servant employees working in a public sector organization, specifically a local government entity.

Employee motivation is a complex and multifaceted phenomenon, and the findings of this study identified a positive link in the relationship between Organizational Behavior and employee motivation within a public sector organization. The findings recognized that while staff levels, expertise, and knowledge are all fundamental in public service, they are not enough to secure desirable organizational performance. Employee and organizational performance rely heavily on organizational actions, behaviors, information management processes, and employee commitment. These factors are all critical determinants that can cultivate exceptionally enhanced levels of employee performance within a public sector organization.

*Keywords:* Organizational Behavior, Extrinsic Motivation, Intrinsic Motivation, Public Sector Organization, Public Servant Employees

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**Approvals**

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## **Dedication**

I dedicate this dissertation to my family who has been my source of strength, support, patience, and motivation throughout this journey.

## **Acknowledgments**

First and foremost, I want to acknowledge my daughter, Jade, and my son, Dylan, for their unconditional love and support even in times when they did not understand why their mom could not be more present in their young lives.

To my partner, Sung, thank you for being you and for the continuous reminder that I am enough.

To my dad and my two moms, hnuv no nes tu ntxhais Bauj ua tau lawm.

To my brothers and sisters without your continuous encouragement throughout this journey, I would not have been able to push through the hardest road I have traveled. No words will ever be able to express my deepest gratitude to you all.

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## **Section 1: Foundation of the Study**

The study of Organizational Behavior, according to Griffin and Moorhead (2014), provides an insight into how employees behave and operate within an organization.

Organizational Behavior helps to develop a deeper awareness into the aspects that can help motivate employees, enhance organizational performance, and help organizational leaders to cultivate strong and trusting rapport with their employees. This is accomplished by taking a system approach that interprets people-organization relationships in terms of the person, group, organization, and social system as a whole (Griffin & Moorhead, 2014). Organizational Behavior's primary objective is to build better relationships by achieving human, organizational, and social objectives. Motivation in business and organizational psychology deals with the vigorous forces that emerge both within and above an individual's being which impacts the introduction, the route, the strength, and the extent of performance.

Public servant leaders are in an exclusive position to strengthen the development of public servant employees, partially, because the actions of these leaders have an active method of guiding motivation, the mindset, and the ability of employees. By comprehending how the concepts of organizational behavior can enhance employee motivation, public servant leaders can become more aware of their own behaviors and employ the necessary actions to motivate public servant employees to enhance organizational performance. Acknowledging how the concepts of organizational behavior is essential in regard to a public sector organization's ability to enhance its performance is integral for all public servant leaders. By understanding why organizational behavior is critical and how the concepts of organizational behavior can help motivate public servant employees to enhance its organizational performance, public servant leaders can then enhance their own awareness on how public servant employees behave and

perform within a public sector organization. It can also help public servant leaders develop a better understanding of the aspects that can help motivate public servant employees, increase their performance, and help public servant leaders to cultivate strong and trusting relationships with their employees, which ultimately can enhance organizational performance.

Motivating an organization's workforce to work more efficiently towards the organization's objectives is perhaps the most essential task of leadership. Section 1 provides the foundation for this study and introduced the concepts of organizational behavior as a method that can be implemented by public servant leaders to motivate public servant employees within public sector organizations, resulting in enhanced organizational performance. The consequences of employee motivation on an individual's work performance is varied in empirical studies and despite the fact that various studies have determined that employee motivation predicts individual efficiency, questions still remain as to whether the exchange is causal. Human behaviors within an organizational setting, the interface between human behaviors and an organization, and the organization itself are the core concepts of organizational behavior. These concepts can help public servant leaders become more aware of their own behaviors and employ the necessary actions to motivate public servant employees to enhance organizational performance.

### **Background of the Problem**

The triumph of organizations in accomplishing their set objectives is highly contingent on the skills and abilities of their employees and when employees are not motivated, work morale are ineffective, resulting in the reduction of organizational performance. Motivating employees, according to Alwedyan (2021), has recently increased in importance due to the influence it has on employee and organizational performance. Alwedyan (2021) indicated that studies have

determined that leaders can equip employees with applicable motivation to ensure work efficiency. In contrast, inadequacy of or omission of motivation can lead to employee dismay, which consequently has adverse influence on accomplishing organizational goals (Alwedyan, 2021). Therefore, leaders need to comprehend “the behaviors, requirements, needs, desires, and tendencies of each employee” (p. 1) and choose the proper methods or incentives to motivate them. Alwedyan (2021) indicated, according to several studies, government organizations administer public services to constituents and strives to accomplish organizational goals through its strength of ability and performance through motivation.

According to Andersen et al. (2018), public servant employees function better when they are aligned towards doing good towards people and others, therefore, it is significant to question how public servant leaders can enhance the motivation of public servant employee. The argument, as indicated by Andersen et al. (2018), is that public servant leaders can influence public servant employees by compelling them to see beyond their own self-interest and be motivated by action. Therefore, motivating public servant employees to serve on a mutual vision calls for the proper alignment between the values of the public servant employees and the values of the organization. Stefurak et al. (2020) indicated that numerous scholars and public organization professionals are intrigued with how employee motivation can reinforce organizational performance by public servant employees in public sector organizations. The consequences of employee motivation on individual work performance is varied in empirical studies, and despite the fact that various studies have determined that employee motivation predicts individual efficiency, questions still remain as to whether the exchange is causal (Stefurak et al., 2020).

## **Problem Statement**

The general problem to be addressed is the lack of employee motivation resulting in poor organizational performance. Alwedyan (2021) stated that the lack of or absence of motivation contributes to the dissatisfaction of employees, which consequently has negative impacts on organizational objectives and performance. Deressa and Zeru (2019) indicated that “over 50% of health workers in Benin” (p. 1) link motivation as a vital element which influences their performance level, while 60.9% of nurses in Turkey considered resigning within 1 year of employment due to the lack of job satisfaction or motivation. According to Girdwichai and Sriviboon (2020), the results of their study indicate a strong relationship between employee motivation and organizational performance. They also determined that “demotivated employees tend to be dissatisfied, absent from work or leave the organizations” (Girdwichai & Sriviboon, 2020, p. 51). The specific problem to be addressed is how the lack of employee motivation, within public sector organizations, could lead to the possible inability of public servant leaders in enhancing its organizational performance.

## **Purpose Statement**

The purpose of this fixed design using quantitative methods is to understand the reasons why public servant leaders experience the possible inability to enhance organizational performance because of the lack of motivated public servant employees. Human behaviors within organizational settings, the interface between human behaviors and an organization, and the organization itself are the core concepts of organizational behavior. These concepts can help public servant leaders become more aware of their behaviors and employ the necessary actions to motivate public servant employees to enhance organizational performance. Acknowledging why human behaviors within organizational settings, the interface between human behaviors and an

organization, and the organization itself are essential in regard to a public sector organization's ability to enhance its organizational performance are integral for all public servant leaders. By understanding why organizational behavior is critical and how the concepts of organizational behavior can help motivate public servant employees to enhance their organizational performance, public servant leaders can enhance their awareness of how public servant employees behave and perform within a public sector organization. It can also help public servant leaders to develop a better understanding of the aspects that can help motivate public servant employees, increase their performance, and help public servant leaders to cultivate strong and trusting relationships that ultimately enhance organizational performance.

### **Research Questions**

Comprehending the relationships between organizational behavior and employee motivation within public sector organizations; organizational behavior's impact on public servant leaders' ability to motivate public servant employees, and how employee motivation influences organizational performance within the public sector are all vital to addressing the problem of how the lack of employee motivation, within a public sector organization, could lead to the possible inability of public servant leaders in enhancing its organizational performance. It is critical for public servant leaders to recognize that the efficiency level of public servant employees are not limited to just their abilities and skills. If public sector organizations want to induce maximum use of their human capital and obtain the best outcomes, it is essential that public servant leaders find the proper balance between the effectiveness of the public servant employees and their eagerness to work.

- RQ1: What is the relationship between organizational behavior and employee motivation within a public sector organization?



- RQ2: What is the relationship between motivation types and public servant leaders' ability to motivate public servant employees?
- RQ3: How does employee motivation lead to enhanced organizational performance within a public sector organization?

RQ1 seeks to identify, within a public sector organization, what is the relationship between organizational behavior and employee motivation. By identifying and acknowledging this relationship, public servant leaders can then focus on how to best implement the concepts of organizational behavior and motivation across all levels of the organization to enhance organizational performance. RQ2 then seeks to identify what the relationship is between the two types of motivation and public servant leaders' ability to motivate public servant employees. Identifying this relationship is imperative to this study as it is critical that public servant leaders can motivate public servant employees, which can ultimately help enhance organizational performance. RQ3 focuses on how employee motivation, within a public sector organization, can lead to enhanced organizational performance. By focusing on employee motivation and the influence on public servant employees, this study sets out to provide public servant leaders with vital data that can help guide them in identifying, recognizing, and properly implementing the concepts of organizational behavior to enhance the overall performance of the public sector organization.

### **Hypotheses**

H1o. There is no statistically significant relationship between organizational behavior and employee motivation.

H1a. There is a statistically significant relationship between organizational behavior and employee motivation.

Relationship to Research Questions – H1 addresses RQ1 which seeks to identify the relationship between organizational behavior and employee motivation within a public sector organization.

Variables include – H1 includes leadership style on a 1 – 5 Likert scale as well as employee performance as an absolute value.

H2o. There is no statistically significant relationship between the motivation types and the ability of public servant leaders to motivate public servant employees.

H2a. There is a statistically significant relationship between the motivation types and the ability of public servant leaders to motivate public servant employees.

Relationship to Research Questions – H2 addresses RQ2 which seeks to identify the relationship between the different motivation types and public servant leaders' ability to motivate public servant employees.

Variables include – H2 includes motivation on a 1 – 5 Likert scale including both extrinsic and intrinsic motivation as well as organizational culture as an absolute value.

Organizational culture has direct impacts on employee motivation and indirect impacts on organizational performance, therefore including this variable is vital.

H3o. There is no statistically significant relationship between employee motivation and enhancing organizational performance within a public sector organization.

H3a. There is a statistically significant relationship between employee motivation and enhancing organizational performance within a public sector organization.

Relationship to Research Questions – H3 addresses RQ3 as it seeks to identify how employee motivation can help improve organizational performance in a public sector organization.

Variables include – H3 includes employee performance on a 1 – 5 Likert scale and both extrinsic and intrinsic motivation as an absolute value.

### **Nature of the Study**

Organizational behavior are the actions, activities, and attitudes that are analyzed systematically. Research, analysis, and assessment comes from gathering documents and data, evaluation, and interpretation. Some examples of actions, activities, and attitudes include employee motivation, performance evaluation, organizational culture, organizational transformation, job satisfaction, and organizational commitment. Comprehension of employee behaviors, analyzing, and interpretation of the causes are not possible through just the management of organizational behavior. Knowledge of behavioral sciences such as psychology, sociology, social psychology, and anthropology are critical to understanding how the actions, activities, and attitudes of employees impact the overall performance of an organization.

### **Research Paradigms**

Three paradigmatic influences exist. First is the ontology which is the reality researched. Second is the epistemology which is the awareness of the reality. Third is the methodology or approach utilized to pursue the truth. According to Romani et al. (2018), an experimental paradigm can infer as unique outlooks on reality, a distinct set of intellectual interests, analytical foundations, research questions, and techniques used by researchers in an exchange about knowledge advancement. Positivism, postpositivism, constructivism, and pragmatism are research paradigms that are beneficial for applied business research. Positivism, as explained by Kinsler (2011), includes calculating and influencing reality and concentration on the deterministic aspect of cause and effect, derived from analytical understanding that research is driven by theory. Romani et al. (2018) indicate that postpositivism emphasizes a local

comprehension and “values context-specific rich descriptions of cases, while including stronger assertions on ambiguity, fluidity, and constant transformation, as well as immanent contradiction” (p. 251). Van der Walt (2020) explain that constructivism, as a scholarly concept or method to a problem assumes that reality and the human behavior within are defined by constant shifts, modifications, and conversions performing concurrently at different sites which offers a sophisticated illustration of how facts are materialized, and truths are forged. Pragmatism, according to Kelly and Cordeiro (2020), is grounded on the belief that research can bypass abstract deliberations about the essence of truth and reality and instead, concentrate on realistic knowledge of actual, real-world problems.

This research study’s paradigm is pragmatism which is, according to Simpson and den Hond (2021), a reflective approach that “rejects high-minded metaphysics in favor” (p. 2) of comprehending the day-to-day practicalities of living in an unpredictable and transitional business world. The pragmatism approach is the most appropriate methodology as it offers a viewpoint that is emancipatory and supporting, where it can help public servant leaders to find out what may be, in regard to organizational behavior’s connection to enhancing organizational performance within a public sector organization. Simpson and den Hond (2021) assert that practitioners and scholars are attracted to the pragmatism methodology as it deals with how to advance in an uncertain business world where leaders are nevertheless obliged to respond. Korte and Mercurio (2017) explain that pragmatism concentrates on the functional ramifications of what individuals think and do and is about formulating real enhancements to the daily activities of human beings within the world. Therefore, the core focal point of pragmatism is on what individuals do based on their beliefs and actions and by using this research methodology, it helped guide this research project in the right direction to achieving a better understanding and

awareness on how public servant leaders can implement to concepts of organizational behavior to motivate public servant employees resulting in enhanced organizational performance.

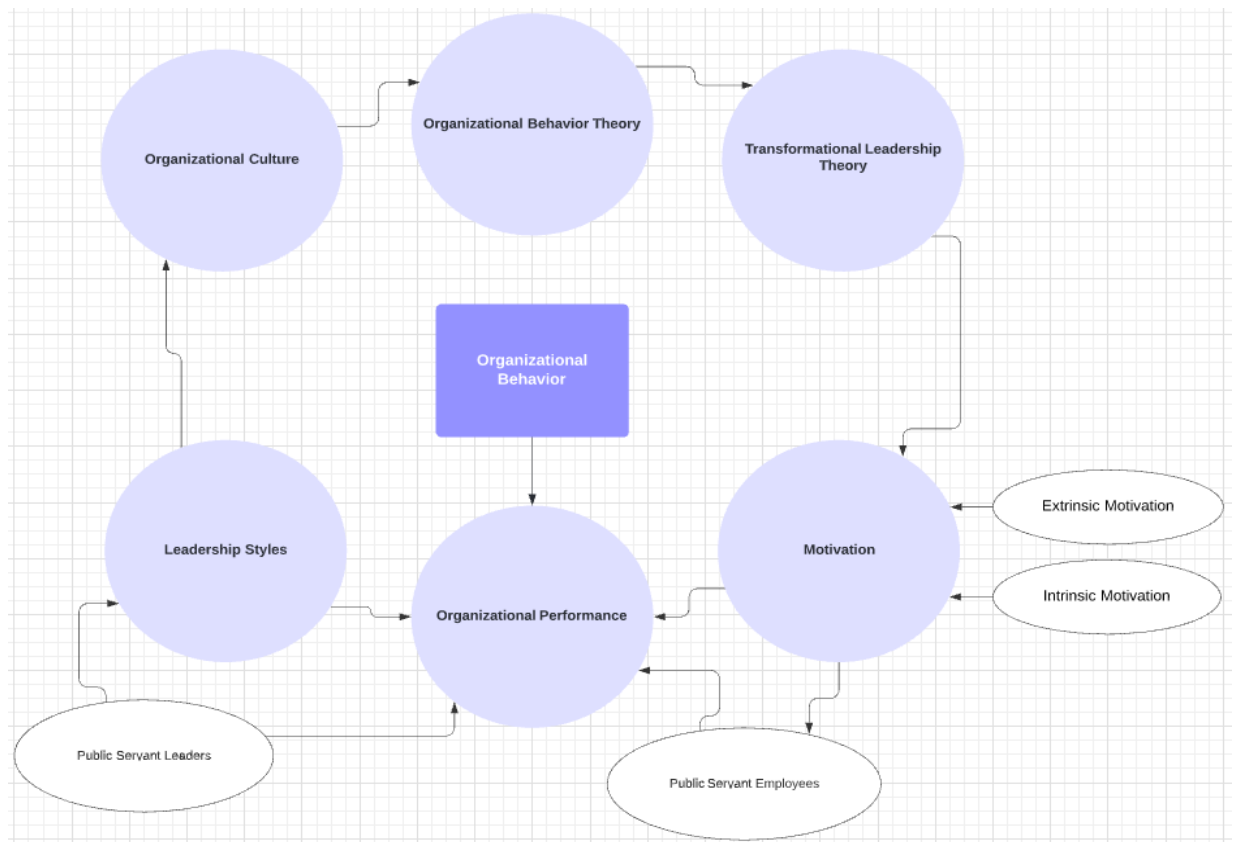
### **Research Design and Method**

A fixed design using quantitative methods, specifically a correlational design, was utilized for this research study and emphasized the research problem (the general problem to be addressed is the lack of employee motivation resulting in poor organizational performance) in order to apply the most appropriate approaches to understanding the how the lack of employee motivation, within a public sector organization, could lead to the possible inability of public servant leaders in enhancing its organizational performance. The fixed design is appropriate for this research study as the design of this study was established prior to the collection data. The fixed design using quantitative methods, specifically a correlational design, is theory-driven and therefore impossible for the researcher to comprehend in advance which research variable should be regulated and evaluated. The correlational design, according to Limberg et al. (2021), is a quantitative method that utilizes a structured data collection and analysis process of scientific and categorical information. The correlational research design provides an extensive comprehension of the strength and direction of the exchange among variables but will not provide researchers with the ability to detect causal relationships among variables (Limberg et al., 2021).

### **Theoretical Framework**

The study of organizational behavior, according to Griffin and Moorhead (2014), provides insight into how employees behave and operate within an organization. Organizational behavior can help develop a deeper awareness into the aspects that can help motivate employees, enhance organizational performance, and help organizational leaders to cultivate strong and

trusting relationships with their employees. Leaders accomplish trust by taking a system approach that interprets people-organization relationships in terms of the person, group, organization, and social system (Griffin & Moorhead, 2014). The primary objective of organizational behavior is to build better relationships by achieving human, organizational, and social objectives. Organizations, according to Business Jargons (2021) can be described as “a collection of people, who are involved in pursuing defined objectives” (p. 1) and the study of organizational behavior helps with comprehending how these individuals think, feel, and behave in organizational work settings.



## Theories

Organizational behavior theory is the study of human behaviors within organizational work environments and the foundation of this research. Organizational behavior theory, according to Champoux (2020), extracts philosophy and concepts from “various branches of psychology,

anthropology, political science, and the sociology of work” (p. 6), and psychological disciplines provide knowledge about human psychological methods that has the ability to influence behaviors in organizational settings. Comprehending this theory can help public sector leaders recognize what motivates public sector employees in order to enhance organizational performance.

Transformational leadership theory backed by numerous studies link transformational leadership to effective performance results. Siangchokyoo et al. (2020) contend that the transformational leadership theory is based on the hypothesis that employees change as a conclusion of their encounters with certain leaders. This theory relates to this research study as public sector leaders can benefit from understanding this theory and implementing the concepts as a means of increasing their ability to enhance employee motivation, which has a direct impact on organizational performance. Transformational leaders have the ability to inspire specific transformations in employees (Siangchokyoo et al., 2020).

### **Actors**

Public Sector Organizations are an actor related to the specific problem in this research study as this research study focuses on enhancing its organizational performance. Public sector organizations, according to Bright (2021), are embedded in environments of harsh scrutiny and skepticism. There is a lack of literature available on employee motivation in public sector organizations, however, there is growing awareness of its position in enhancing performance and the contentment of public servant employees. Public sector organizations, according to Ouakouak et al. (2020), presents an intriguing environment to address how employee motivation impacts organizational performance.

Public Servant Leaders are an actor related to the specific problem in this research study and the study's primary focus is on how this particular group of people face the possible inability to enhance organizational performance because of a lack of employee motivation. Public servant leaders are in an exclusive position to strengthen the development of public servant employees because the actions of these leaders have an active method of guiding motivation, mindset, and ability of employees. If public sector leaders want to induce the maximum use of their human capital and obtain the best outcomes, it is essential to find the proper balance between the effectiveness of the public servant employees and their eagerness to work.

Public Servant Employees are actors related to the specific problem in this research study as this specific group of people are at the forefront of enhancing organizational performance within public sector organizations. Public servant employees progressively serve the public, therefore, the efforts to reinforce and cultivate employee motivation comprises one of the most intricate and demanding parts of a leader's job due to the possible repercussions in terms of both productivity and organizational work environments. Motivating public servant employees is the key element regarding enhancing organizational performance.

### **Variables**

Extrinsic Motivation, according to Dang and Chou (2020), arises when people react with a "sense of pressure" (p. 1235) and is typically encouraged by external rewards. Extrinsic motivation is an independent variable and is related to the specific problem in this research study as this study is attempting to identify the correlation between motivating employees and organizational performance. External factors help stimulate this type of motivation and this research study seeks to identify if this type of motivation enhances organizational performance.



Intrinsic Motivation, as explained by Dang and Chou (2020), is the inclination to accomplish a task for the basic gratification in the task itself. Intrinsic motivation is an independent variable and is related to the specific problem in this research study as it is attempting to identify the correlation between motivating employees and organizational performance. Internal factors help stimulate this type of motivation and this research study seeks to identify if this type of motivation enhances organizational performance.

Organizational Culture, as explained by Baird et al. (2018), is a structure of mutual “norms and behaviors” (p. 405) that are determined by the individuals of an organization and aids in framing the way of accomplishing tasks. Organizational culture is an independent variable and is related to the specific problem in this research study as organizational culture is a critical element that can enhance organizational performance. Organizational culture is the bridging force which influences the individuals of an organization to work together as a unified entity (Abdullahi et al., 2020). This concept is related to the specific problem as, according to Di Stefano et al. (2019), organizational culture can cultivate values and behaviors that reinforce or hinder certain aspect of organizational behavior.

Leadership Styles, according to Mohd Adnan et al. (2019), are the behavioral standards that a leader embraces in order to persuade the behaviors of followers. Leader styles is a dependent variable and is related to the specific problem in this research study as the type of leadership style has an explicit cause and effect link on an organization and its performance. Mohd Adnan et al. (2019) assert that leaders have the ability to “influence a big group or an individual in an organization, assists and guides them to establish and achieve their goals, and allows them to be effective” (p. 1043).

Employee Performance, according to Tuffaha (2020) can be defined “as a combination of efficiency and effectiveness of the employee’s daily tasks to meet the expectations of the stakeholders” (p. 14). Employee performance is a dependent variable and is related to the specific problem in this research study as employee performance has an effective influence on organizational performance. The performance of employees and organizations rely heavily on organizational actions, behaviors, processes, information management processes, and employee commitment (Tuffaha, 2020). These factors are all critical determinants that can cultivate exceptionally enhanced levels of employee performance.

### **Relationship Between Theories, Actors, and Variables**

Motivation, in work and organizational psychology, includes the dynamic capabilities that stems from within and beyond an individual’s being which can influence the outset, the course, the magnitude, and the extent of performance (Kanfer & Chen, 2016). This concept relates to the specific problem as motivating employees is a key element concerning enhancing organizational performance. Organizational Performance, according to Sadeghi et al. (2016), is an indicator which measures how an organization is achieving organizational objectives. This concept is related to the specific problem as awareness of the components which affect organizational performance is particularly vital for managers, because it is critical to take the proper actions at the outset (Sadeghi et al., 2016). Leadership styles can have a fundamental impact on the performance and productivity of employees. Abdullahi et al. (2020) assert that leadership styles affect not only the performance of employees but the organizations well. This concept relates to the specific problem because public sector organizations should be aware of the different leadership styles of public servant leaders and the impacts each leadership style has on employees and organizational performance. Organizational culture is the bridging force that

influences the individuals of an organization to work together as a unified entity (Abdullahi et al., 2020). This concept relates to the specific problem as, according to Di Stefano et al. (2019), organizational culture can cultivate values and behaviors that reinforce or hinder aspects aspect of organizational behavior.

Embracing the concepts of the organizational behavior theory can help public sector leaders understand what motivates their public sector employees to enhance organizational performance. Public sector leaders can benefit tremendously from understanding the concepts of the transformational leadership theory and implementing the concepts as a means of increasing its ability to enhance organizational performance. Motivating public servant employees is the key element in regard to enhancing organizational performance. Public sector organizations need to be aware of the different types of leadership styles their public servant leaders has and, more importantly, comprehend the impacts each leadership style has on its public servant employees and organizational performance. Public servant leaders must understand that organizational culture can help to cultivate values and behaviors that can reinforce or hinder certain aspect of organizational behaviors in public sector organizations.

Comprehending how the concepts of organizational behavior can enhance employee motivation, public servant leaders can also become more aware of their own behaviors and employ the necessary actions to motivate public servant employees to enhance organizational performance. Acknowledging why the concepts of organizational behavior is essential in regard to a public sector organization's ability to enhance organizational performance is integral for all public servant leaders. By understanding why organizational behavior is critical and how the concepts of organizational behavior can help motivate public servant employees to enhance its organizational performance, public servant leaders can enhance their own awareness on how

public servant employees behave and perform within public sector organizations. It can also help public servant leaders to develop a better understanding of the aspects that can motivate public servant employees, increase their performance, and help public servant leaders to cultivate strong and trusting relationships that ultimately enhance organizational performance.

Public sector organizations, public servant leaders, and public servant employees are all actors related to the specific problem in this research study as these specific actors are all at the forefront of enhancing organizational performance with public sector organizations. Extrinsic motivation is driven by external factors, while intrinsic motivation is driven by internal factors and are both related to the specific problem in this research study as this study seeks to identify if either type of motivation enhances organizational performance. Organizational culture is a critical element that can enhance organizational performance and leadership styles have an explicit cause and effect link on an organization and its performance since leaders help establish values, culture, transformation resilience, and employee motivation. Last but not least, employee performance has an effective influence on organizational performance.

### **Definition of Terms**

#### *Organizational Behavior*

The study of organizational behavior provides an insight into how employees behave and operate within an organization (Griffin & Moorhead, 2014). Organizational behavior helps to develop a deeper awareness into the aspects that help motivate, enhance organizational performance, and help organizational leaders to cultivate strong and trusting relationships with their employees.

#### *Public Sector*

Arundel et al. (2019) defines the public sector as general government, more specifically, public administration organizations found in all levels of government, administrative agencies, and government organizations that administer services like education and learning, health and well-being, security, and publicly owned businesses.

### *Public Servant*

Jaracz et al. (2017) defines public (civic) servants as individuals who “perform work which belongs to the public sector” (p. 2). A public servant’s primary role consists of helping citizens in circumstances where public legislative bodies can serve or deliver their civic duties. The term, public servant, in this research refers to both leaders and employees, therefore you will see the terms, public servant leaders and public servant employees, used throughout this paper.

### **Assumptions, Limitations, Delimitations**

It can be assumed that motivation is a vital element in enhancing organizational performance, as motivation in business and organizational psychology deals with the vigorous forces that emerge both within and above an individual’s being which impacts the introduction, the route, the strength, and the extent of performance. While a correlational research design provides an extensive comprehension of the strength and direction of the exchange among variables, unfortunately, it will not provide researchers with the ability to detect causal relationships among variables. Because the study of organizational behavior provides an insight into how employees behave and operate within an organization, this study can help corporations, governments, and non-governmental organizations in developing a deeper awareness into the aspects that can help motivate employees, enhance organizational performance, and cultivate strong and trusting rapports with employees at all levels of the organization.

### *Assumptions*

The first assumption is that the participants will answer the online survey questions honestly and truthfully. Online survey questionnaires, according to Chandler et al. (2020), historically has presented highly reliable data, along with results that are compatible with participants examined in other populations. Chandler et al. (2020) assert that online survey questionnaires can also be broad and diverse, enabling researchers to gather data about a variety of encounters, even if those experiences are limited.

The second assumption is that organizational behavior plays a vital role in enhancing organizational performance, specifically in public sector organizations. According to Qi and Armstrong (2019), with over 20 years of profound research, it has been validated that organizational behavior promotes compelling advancement in both organizational and individual-level accomplishments. While Ouakouak et al. (2020) indicate that public sector organizations offer compelling environments to address how employee motivation impacts organizational performance.

The third assumption is that public servant leaders have significant impact on the motivation levels of public servant employees, resulting in the ability to enhance organizational performance. Ouakouak et al. (2020) assert that leadership involves the practice of persuading others to comprehend what needs to be done and recognizing how to do it. Leadership also involves the practice of promoting individual and mutual efforts to achieving organizational objectives. Leadership has greater importance for organizational performance and its influence on the behavior of employees.

### *Limitations*

The first limitation, utilizing an online survey questionnaire presents the challenge of obtaining honest and reliable data from the participants. Chandler et al. (2020) explain that a distinct challenge of performing surveys is that the answers provided by the participants are susceptible to “carelessness or fraud” (p. 49). However, the challenge of conducting surveys online is intensified, due to the limited process of verifying a respondent’s identification and the social pressures that influence diligence (Chandler et al. (2020). In order to mitigate or minimize this limitation, it could be beneficial to use neutral questions, discretionary response methods, or a self-administered questionnaires to curtail a participant’s uneasiness when responding to sensitive questions.

The second limitation, due to the assigned survey method, the data collected are correlational and the limited sample size of the study could decrease the ability to uncover statistically meaningful results. A correlational research design provides an extensive comprehension of the strength and direction of the exchange among variables but will not provide researchers with the ability to detect causal relationships among variables (Limberg et al., 2021). Because correlational research only validates that a prediction can be made in regard to the behavior of one variable from the behavior of another variable, this should be considered as a limitation in this research. For example, if a correlation exists, then there is a relationship between the variables, however, it should be noted that two variables can be linked without there being a causal correlation between the variables.

The third limitation in this study is that the I will conduct the surveys in only one public sector organization. Due to the small sample size, it cannot be determined that the result of this study represents all public sector organizations. According to Stone and Rosopa (2017), research

studies based on small sample sizes generally produce low statistical power and present substantial standard errors. Small sample sizes also present difficulty to identify moderators or recognizing other aspects that influence the significance of the correlation between variables (Stone & Rosopa, 2017). Despite the benefits of this study, limitations exist which can present the possibility for further research. Therefore, to mitigate or minimize this limitation, future research should replicate this study with a larger sample size to detect smaller (direct and indirect) effects.

### ***Delimitations***

The results of this study, although focused on one public sector organization, can be inferred to leaders who work outside of public sector organizations. This study of organizational behavior provided an insight into how employees behave and operate within an organizational setting. This study can help corporations, governments, and non-governmental organizations develop a deeper awareness into the aspects that can help leaders motivate their employees. In addition, leaders can enhance organizational performance and cultivate strong and trusting rapport with their employees at all levels of the organization.

### **Significance of the Study**

Enhancing organizational performance within public sector organizations is an intimidating challenge for the governments and public servant leaders alike. While several approaches and methods have been utilized, mostly in private sector organizations, inclusive literature on enhancing organizational performance through motivated public servant employees in public sector organizations is rather limited. Public administration and scholars have limited literature on research analyzing the internal leadership practices associated with the human side of performance, that is, public servant employees and public servant leaders behavior, leadership



behavior itself, and Human Resource Management (HRM) standards that are impactful for cultivating individual performance levels and enhancing organizational performance. Studies show that leadership plays a key role in enhancing the performance of an organization by identifying positive connections between leadership influences and job outcomes such as employee behaviors, performance, and capability. Leadership has the ability to motivate employees by satisfying their intangible and psychological desires. Enhancing organizational performance in public sector organizations can be achieved by developing public servant leaders with the necessary knowledge to motivate public sector employees.

### ***Reduction of Gaps in the Literature***

The results of this study can help reduce the gaps in the literature of organizational behavior and the impacts it has on organizational performance. The results of this study could contribute to the body of knowledge regarding organizational behavior and organizational performance within public sector organizations by presenting critical elements that support public servant leaders in enhancing organizational performance. Knowledge of organizational behavior is fundamental for public servant leaders because motivation has the potential to influence productivity and employee performance in an organization. The results of this study may also provide knowledge and relevant data for public servant leaders to help them enhance performance in public sector organizations as well as filling a gap in the literature.

### ***Implications for Biblical Integration***

The purpose of research, whether non-experimental or experimental, is to contribute to the body of knowledge in a particular discipline (Davis, 2007). God revealed Himself through nature and designed humankind with an innate curiosity for discovering this truth. Since all truth ultimately comes from the mind and hand of God, studying natural events when conducted from

a Christian worldview will point the researcher to the design of the truth being studied. Davis (2007) assert that integrating faith into research can help individuals to recognize sound research designs and results, and critique research before incorporating data into their respective paradigms, beliefs, or life practices. The Christian worldview, according to Cosgrove (2006), is not a static creed that individuals memorize, but a living belief system that individuals encounter their entire lives. Integrating faith into research can help shape our minds such that we become more Christ-like in our thinking and behavior. “Faithfulness can alter people and how they reason to develop better methods of believing in the academic disciplines” (Cosgrove, 2006).

Quantitative research is defined as the process of collecting and analyzing numerical data, which is used in identifying relationships, making predictions, testing causal associations, and to hypothesize results to wider populations (Morgan et al., 2013). In a dissertation, quantitative analysis methods, which are descriptive statistics and inferential statistics, are utilized in the process. The primary objective of an quantitative research is to collect numerical data from a group of participants and observe the results to a larger group of individuals to interpret a phenomenon (Morgan et al., 2013). Researchers typically utilize a quantitative research method when they seek unbiased and compelling answers. Researchers with a Biblical worldview looks at the world and analyzes all information through the lens of God’s word. Scripture cautions a researcher’s thinking and behavior while guiding their intellect and moral determinations.

Comprehending the virtue of the Christian faith leads further insight into how God is honored through work and research (Rodgers & Gago, 2006). Awareness of the origins of studies and safeguarding integrity through the research process honors God through the Christian context of honesty. The Christian context contributes an ethical scope to those seeking to honor God through the work and research an individual conducts. Quantitative analysis involves ethical

decisions, which is fundamental to the integrity of the research process and the outcomes.

Understanding that God's view for work is to create purpose enables individuals to create a new, eternal outlook on the purpose found in completing the work and research projects. The Bible, according to Rodgers and Gago (2006), include detailed rules for executing decisions that have an economic impact with numerous examples of resources that benefit communities. An example provided by Rodgers and Gago (2006), Ephesians 6 states: "Knowing that whatsoever good thing any man doeth, the same shall he receive of the Lord, whether he be bond or free (p. 132)."

### ***Benefit to Business Practice and Relations to Cognate***

Public servant leaders are in an exclusive position to strengthen the development of public servant employees, partially, because the actions of these leaders have an active method of guiding motivation, mindset, and ability of employees. Public servant leaders can motivate public servant employees by administrating significant exercises, providing support for learning practices, and creating norms that encourage learning. Employee engagement can be articulated through specific actions such as applying additional efforts, carrying work related tasks that displays personal pride in the results, and exhibiting responsibility to organizational objectives. Engaged employees are more likely to remain with an organization than those who display low levels of engagement, as they have a stronger personal relationship with an organization and their assigned role. Organizational commitment is seen as the vitality of an employee's identification with and engagement within an organization, or the nature in which an employee identifies with the organization and its objectives and chooses to continue employment with the organization. Public servant leaders must attempt to create commitment from public servant employees as turnover is pricey and public sector organizations tend to profit from employees committed to their positions and the organization. To retain employees, public sector leaders

must increase their efforts with the motivation and commitment of public servant employees. It is critical that public servant leaders recognize the potential aspects that influence the level of job fulfillment among public servant employees and consequently influence their decision to stay or leave an organization.

Organizational behavior's primary objective is to build better relationships by achieving human, organizational, and social objectives. This research study seeks to understand what kind of relationship(s) exist between the variables, such as organizational behavior and motivation or public servant leaders and motivation. Motivation in business and organizational psychology deals with the vigorous forces that emerge both within and above an individual's being that impact the introduction, the route, the strength, and the extent of performance. Public servant employees are progressively required to go the extra mile in order to serve the public, therefore, the efforts to reinforce and cultivate employee motivation comprises one of the most intricate and demanding parts of a leader's job due to the possible repercussions in terms of both productivity and organizational work environment.

### **Review of the Professional and Academic Literature**

Motivation in business and organizational psychology deals with the vigorous forces that emerge both within and above an individual's being which impacts the introduction, the route, the strength, and the extent of performance. Public servant employees are progressively required to go the extra mile in order to serve the public, therefore, the efforts to reinforce and cultivate employee motivation comprises one of the most intricate and demanding parts of a leader's job due to the possible repercussions in terms of both productivity and organizational work environment. Numerous scholars have argued that good management is contingent on the level of motivation that leaders are able to evoke from employees.

### ***Business Practices***

**Employee Engagement.** According to Lucas et al. (2017), employee engagement can be described as an effective, “work-related positive psychological state” (p. 1508) that is functionalized as the energy and guidance for reasonable, exciting, and formative energy directed toward desired organizational results. Employee engagement can be articulated through specific actions such as applying additional efforts, carrying out work related tasks in such a way that displays personal pride in the results, and exhibiting responsibility to organizational objectives. Fletcher et al. (2018) assert that employees who are profoundly engaged are more likely to remain with an organization than those who display low levels of engagement.

**Employee Development.** While some facets are best handled by Human Resource Development (HDR) professionals, Crane and Hartwell (2018) assert that special attention should be focused on the essential role in which leaders take part in this business practice. Crane and Hartwell (2018) explain that leaders are in an exclusive position to strengthen the development of employees, partially, because the actions of leaders have an active method of guiding employee motivation, mindset, and ability. Leaders can motivate employees by administering significant exercises, providing support for learning practices, and creating norms that encourage learning (Crane & Hartwell, 2018).

**Organizational Commitment.** Kumasey et al. (2017) assert that organizational commitment can be observed as the vitality of an employee’s identification and engagement within an organization, or the nature in which an employee identifies with the organization and its objectives and chooses to continue employment with the organization. Organizations must attempt to create commitment from their employees as turnover is pricey and organizations tend

to profit from employees who are committed to their positions (Kumasey et al., 2017), which leads to the next business practice.

**Employee Retention.** According to Upadhyay et al. (2020), employee retention is an active attempt by organizational leaders to promote a work environment that inspires employees to continue employment with an organization through policies and practices that address the diverse needs of employees. To retain employees, Upadhyay et al. (2020) indicate that organizational leaders need to increase their efforts in regard to the motivation and commitment of employees. It is critical that leaders have the ability to recognize the potential aspects that influence the level of job fulfillment among employees, and consequently sway their decision to leave an organization (Upadhyay et al., 2020).

Organizational behavior is the study of behaviors and processes which include fostering productive and united organizations. In the field of organizational behavior, scholars have established scientific methods that can be applied to personnel management to draw the best in individuals while promoting the overall success of an organization. The fundamental goal of organizational behavior is to comprehend what motivates individuals so organizations can reinforce job satisfaction and enhance productivity. By recognizing what influences and motivates employees, organizational leaders can structure work environments to maximize productivity and achieve organizational objectives. Every employee contributes a unique skillset and personality with indispensable values and beliefs which influence their interactions in work groups, with other employees, and management. Griffin and Moorhead (2014) defines organizational behavior as the “study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself” (p. 4). Organizational behavior is the study of behaviors and processes, which includes productive and united

organizations. In the field of organizational behavior, scholars have established scientific methods that can be applied to personnel management to draw the best in individuals while promoting the overall success of an organization. The fundamental goal of organizational behavior is to realize what motivates individuals so organizations can reinforce job satisfaction and productivity. According to Kim et al. (2018), organizational behavior scholars conclude that an authentic comprehension of human beings is exceptionally crucial for justifying the countless developments that can be risky for organizations. Kim et al. (2018) emphasizes the urgency to examine the intricacies underlying human nature which frame how human beings maneuver the world more efficiently, especially, “if we are ever to truly understand the nature of organizations, industries, and economies that people inevitably shape” (p 541).

According to Cormier (2018), organizational behavior studies how individuals and groups collaborate within organizations, how organizational practices and structures influence these behaviors, how organizations perform as a whole, and that organizational behavior can help advance the gaps in hiring practices and organizational structure. Meyer et al. (2018) assert that the compelling force initiating the study of organizational behavior and its discipline, historically, has been its advantage for the for-profit organizations with the underlying inquiry on how to strengthen individuals, which ultimately enhances organizational capacity.

Organizational behavior research can help organizations and the employees in them develop into essential patrons toward continuous improvements at organizational, family, individual, public, and social levels (Meyer et al., 2018). These levels are critical because on the one hand, they connect macrolevel strategies for individual growth with everyday life, and on the other hand, they are connected to the idea of presenting adequate work. Meyers et al. (2018) emphasized that organizational behavior is not exclusively about how individual behaviors in organizations can

improve business objectives, but that organizational behavior also helps to inform a full range of methods where organizations can, at the same time, contribute to society and humanity, therefore promoting human rights and continuous growth objectives.

Organizational structure describes the basic working logic of an organization and distinguishes how an organization's strategy and capacity are converted into tasks to be achieved by various units in order to achieve organizational objectives. Organizational design is deeper in purview and provides more detail than organizational structures. Organizational designs consist of context on methods, practices, and efficiencies within organizations. Therefore, organizational structure defines the extent and functions of units and how these units are anticipated to cooperate with other units. Organizational design defines how units are formed and managed within organizational settings. Incompatible organizational design and structure can result in conflicts, perplexity within defined functions, a lack of collaboration among units, and slows down the decision-making process. Organizational behavior studies how individuals behave within organizational settings, which includes how they communicate with others, and how well they work within organizational structures to accomplish individual and organizational objectives. The primary goal of organizational behavior is to help clarify, determine, and influence the behaviors of organizational members.

Organizational culture exhibits the mindset, principles, and values of organizational members within an organizational setting. Organizational culture is imperative in organizational change initiatives and leaders need to understand that change must include not only transforming its structure and practices, but it should also include efforts to transform the culture as well. It is vital to note the importance of applying appropriate managerial techniques when it comes to cultivating an effective organizational culture and that an organization's culture becomes



efficient when it reinforces the purpose, objectives and the strategies of the organization. Developing an organizational culture that cannot be simply copied is the base for securing a competitive advantage. An important takeaway to remember is that organizational culture can either aid or impede an organization's capacity to implement strategies and changes. An organization's design must be adaptable to the environment, should open up opportunities compatible with its structure, and should have the ability to understand and transform under new situations. An organization's design and structure should take part in increasing the authority of others while preserving the level of organizational performance is the most fundamental strategic approach that leaders can use to develop and sustain its organizational culture.

Organizational communication is noted to have an essential purpose for organizations and consists of two communication styles: horizontal communication which transpires between individuals within the same hierarchical level and vertical communication which is the transmission of messages from the top-down or from the bottom-up within an organization's hierarchical levels. Organizations are organized on the management of interdependent behaviors and communication is essential in achieving this. Change is an inevitable process that organizations must implement in order to survive the uncertainties with the current business environments. Organizational leaders must be able to effectively communicate the importance of change and the implementation process. Organizational communication helps organizations to manage functions pertaining to specific tasks and obligations, it also helps employees to adapt to changes by individual and organizational inspiration and transformation. Organizational communication can aid employees to achieve objectives through defined standards, procedures, and instructions which aid in daily activities. Most importantly organizational communication

helps individuals cultivate connections with other organizational members and aids in establishing an organization's culture.

Organizational culture, according to Shahriari and Allameh (2020), is presumed to be the greatest input for efficient organizational learning since organizational culture influences principles, knowledge, and work structures that can potentially promote or hinder both knowledge formation and knowledge distribution. Shahriari and Allameh (2020) defines organizational culture as a mixture of values highlighted by organizations or as a design of basic expectations created, identified, or advanced by organizational groups as they learn to deal with issues of external transformations and internal unifications. Organizational culture can be utilized as a guideline of perceptions and awareness; it is likely that the validity of organizational learning and organizational behavior is formed by that (Shahriari & Allameh, 2020). Shahriari and Allameh (2020) assert that organizational culture influences organizational learning in four ways, first, organizational culture builds assumptions about the preference and significance of each information. Second, organizational culture produces a safe space to connect levels of individual, group, and organizational information. Third, as a result of organizational culture, a social interaction framework is formed and fourth, organizational culture can generate or embrace new information. As a result, organizations can develop and reinforce organizational designs and structures to enable learning.

Mohelska and Sokolova (2018) stressed the importance of applying the proper managerial technique when it comes to developing effective organizational culture and that organizational culture becomes efficient when it reinforces the purpose, objectives and strategies of an organization. In order to be effective, Mohelska and Sokolova (2018) explain that organizational culture must not only be efficient but must complement the organizational needs,

the organization, and the employees. Organizational culture is intimately linked to organizational behavior, especially with individual performance. Organizational culture is the elements of an organization, which include the principles, knowledge, acceptance, awareness, and demeanor norms that are emulated in the behaviors of every individual that makes up an organization. The function of organizational culture is challenging to overestimate, especially with the current environments. Krupskyi and Kuzmytska (2020) explain it is particularly critical for organizations to cultivate an effective and strategically compelling organizational culture during the early phase of its existence. Together with management and organizational design and structure, organizational culture is vital for organizational accomplishments while the close connection between an organization, its culture, and innovation is essential for endurance. Developing an organizational culture that cannot be easily replicated, according to Krupskyi and Kuzmytska (2020), is the foundation for establishing a competitive advantage and researchers recognize that organizational culture can either advance or hinder an organizations capacity to enforce strategies and changes. An organization's design must be adaptable to the environment, should open up opportunities compatible with its structure, and should have the ability to understand and transform under new situations. An organization's design and structure should take part in increasing the authority of others while preserving the level of organizational performance is the most fundamental strategic approach that leaders can use to develop and sustain its organizational culture.

According to Rupčić (2017), learning organizations have the ability to understand and adjust accordingly through learned experiences. In order for organizations to learn, adjust, and transform, organizations must cultivate individuals that are exceptionally knowledgeable, motivated to learn, and flexible. Organizations are simply a reflection of their employees. Daft

(2016) assert that “organizations are not static; they continuously adapt to shifts in the external environment” (p. 9), therefore shared information plays a vital role in learning organizations. According to Weijs-Perrée et al. (2019), knowledge is one of the most valuable assets of an organization; therefore, knowledge sharing has earned an increased attention from organizational leaders. Organizations can learn and benefit from each other’s knowledge and ultimately lead to developing new knowledge. It is critical for organizations to recognize that knowledge exists at all levels; individual, group, department, and division (Weijs-Perrée et al., 2019). In learning organizations, shared information is viewed as horizontal communication. Horizontal communication, as indicated by Daft (2016), allow employees at all levels of an organization “to have complete information about the company so they can act quickly” (p. 30) as a direct result of the wide spread of shared information. Efficient performance organizations utilize vertical communication and as a result shared information is not widespread and employees at all levels of the organization do not have complete information in order to act quickly. According to Peng et al. (2018), organizations are powerless without communication as it brings every part of an organization to the same level of knowledge and allows an organization to accomplish stability and unity. When shared information is accomplished through horizontal communications, organizations can boost teamwork and analytical skills by reinforcing the flow of information from individuals at the same hierarchical level. Horizontal communication brings a perception of unity within a team that strives towards the same objectives.

Organizational goals “represents a result or end point toward which organizational efforts are directed” (Daft, 2016, p. 48) and managers are tasked with making the decision on whether the structural form will be an organic or a mechanistic approach. It is critical to acknowledge that the decisions made in regard to organizational goals, strategies, and design “have a tremendous

impact on organizational effectiveness” (Daft, 2016, p. 50). Innovation is a significant driver for organizational change and the overall success can be attributed to the employees. Employees are “central to the creativity and innovation process” (Delmas and Pekovic, 2018, p. 1071), therefore, it is critical that an organization’s goal for employee development be directly linked to its goal for innovation and change. Employee development goals can be directly linked to high performing departments and “are critical for helping to maintain a motivated, committed workforce” (Daft, 2016, p. 56). It is imperative for organizations to acknowledge that the development of innovative ideas is a collaborative process and not an intrapersonal one. Employees are more likely to develop and implement innovative ideas that influence innovation and change when they receive strong signals of encouragement from management. In regard to employee development and productivity, when employees receive training, they acquire new skills and competence which reinforces the impact on the overall productivity levels. Appelbaum et al. (2016) assert “high performance depends largely on motivational factors and interpersonal behavior” (243). Dutton (2018) assert that organizations should provide learning opportunities to challenge, encourage, cultivate, and grow their employees in order to boost knowledge and productivity levels. Increased productivity levels and competitive gains are not only needed to retain highly interested and motivated employees, but it also needs to provide a wide range of training and development opportunities. Therefore, it is critical that an organization’s goal for employee development also be directly linked to its goal for productivity. Daft (2016) explain that “employee development goals might conflict with productivity goals; goals for innovation might hurt profitability” (p. 57) especially in organizations that combine “values systems and behaviors that represent two different sectors of society” (p. 57), better known as a hybrid organization.

The process of organizational planning has had to evolve over the last 25 years because what worked yesterday will not necessarily work today. According to De Winnaar and Scholtz (2020), decision making is an intricate process where organizational leaders are tasked with making decisions in uncertain business environments. Organizational planning and decision making both are of vital importance for organizations and comprehending how to make rational decisions, as well as understanding why some decisions are unsuccessful, is critical to the success of any organization. Business environments are changing rapidly and becoming more and more uncertain due to the disruption generated “by new digital technologies, deregulation, new business models, and the threat of new competitive entrants” (Oliver and Parrett, 2018, p. 339). As a result, the levels of uncertainty in today’s business environments have impacted how leaders must approach organizational planning. According to Sandri and Alshyab (2020), uncertainty has been shown to negatively affect economic growth by restricting business environments and discouraging investments. It is just as important to note that uncertainty plays a critical role in influencing the decisions of organizational leaders and planning. Due to the ever-changing business environment, organizational leaders must be able to plan and make decisions about any potential future risks and opportunities despite the uncertainties. Today, organizational leaders are tasked with the challenge of planning and designing in order to deal with both the present and the future. It is vital for organizational leaders not to be absorbed by immediate issues without considering the external environment. Organizational leaders should be constantly aware of the potential impacts of future events that can greatly disrupt internal operations. Today’s business environment is becoming increasingly complex and organizational leaders are challenged with planning for an uncertain future. Abdi et al. (2018) assert that researchers conclude that organizational culture is closely linked to knowledge management and

successful implementation is reliant on the culture of an organization. Organizational culture is a vital aspect in driving knowledge management into innovation within organizations.

Ramírez et al. (2017) assert that innovation is a continuous process of the renewal of an organization in order to enhance its goods and services. Organizational culture and innovation capacity are closely linked due to the fact that both can be intangible assets that can be utilized to sustain a competitive advantage for organizations. An organization's culture consists of "key values, beliefs, understanding, and norms shared by employees (Daft, 2016, p. 21) and ultimately creates a united connection amongst its workforce. The structure and design of an organization must promote innovation. In order to innovate, an organization's workforce must include employees with the proper skills, specifically with innovation capabilities. This is why, as indicated by Ramírez et al. (2017), organizational culture is the underlying factor of innovation. Daft (2016) explain that managers are tasked with designing organizations to align with their "strategy, environment, size and life cycle, technology, and culture" (p. 67) and properly aligning these factors can lead to organizational effectiveness. Unfortunately, failing to properly align these factors could "lead to decline or even the demise of the organization" (Daft, 2016, p. 67).

According to Kalter et al. (2018), workplace conflicts, particularly conflicts between management and employees, can be classified as hierarchical conflicts and studies have identified that this type of workplace conflict can have serious impacts on the awareness, reasoning, and performance of employees. Yılmaz and Şencan (2018) assert that workplace conflicts, in a modern approach, can be practical; however, in a classical and neo-classical approach, all workplace conflicts are considered dysfunctional and detrimental to organizations. The primary responsibility of management, in a classical approach, is to avoid conflict. While in a neo-classical approach, Yılmaz and Şencan (2018) explain that workplace conflicts are

inevitable and should be eliminated. To the contrary, in a modern approach, workplace conflicts are considered imminent and as a constructive indicator of capacity, effectiveness and ingenuity. Workplace conflicts can cause stress, mistrust, animosity, grief, and unprofessional behaviors, as well as physical illness. Methods to utilizing workplace conflicts to promote positive growth within organizations, according to Yılmaz and Şencan (2018), include “open communication, information sharing, co-decision making and trust-enhancing activities” (p. 120). According to Daft (2016), an important “purpose of goals is to act as guidelines for employee behavior and decision making” (p. 59) and properly crafted goals can help guide the behaviors and actions of employees. Avoiding conflict, especially at work, is something many individuals try to avoid and unfortunately, opposing others can have negative consequences. Eliminating all conflicts in the workplace isn’t possible nor is it healthy for any organization in the long run. When workplace conflicts are approached in a positive way, it can trigger innovation, trust and commitment. Efficient leaders exercise accountability by balancing effort, consideration and humanity with goals, aspirations and guidelines. Efficient leaders don’t tell individuals what to do, they recognize that workplace conflict is emotional, therefore, it is fundamental that they are able to create a safe place for individuals to talk about and pursue their emotional motives while developing strategies for healthy workplace conflict resolutions.

According to Zhang et al. (2018), organizational philosophy and research provides various interpretations for the behaviors of organizational design and structures. An organization can be defined as the design of information and relationships in association with a group of individuals, including the methods for executing and implementing business decisions (Zhang et al., 2018). The aspect of organizations as knowledge processing components made up of reasonable individuals has influenced the inclusive study on the interplay between employees



and organizational settings. Organizational structure brings individuals and tasks collectively into units with the primary goal of enhancing the coordination of information, decision-making, and achievement. Therefore, if organizational leaders can fully comprehend the concept of organizational behavior, which is the study of behaviors and processes that focus on cultivating productive and unified organizations, they will be able to design more productive organizations through an enhanced awareness of the individuals and processes involved. Analyzing the behaviors of individuals in organizations can help shape the effectiveness of communication structures that connect the units to one another. Literature, according to Zhang et al. (2018), evidently illustrates a close connection between organizational structure and behaviors; a connection that also has fundamental consequences for organizational performance. The nature of organizational design and structure has major impacts on the success of an organization, as well as the processes executed to complete them. Organizational processes are typically established and continuously revised, and the fit between efficient structures and behaviors is critical to an organization's overall performance.

Organizational culture, according to Baird et al. (2018), involves a structure of mutual values and standards that define applicable attitudes and behaviors for members of an organization. On an ordinary level, organizational culture is generally viewed as a contingent element inclined to guide the acceptance of management effort. Baird et al. (2018) assert there are empirical documentation of the correlation between specific extents of organizational culture with management activities within the public and private business environments. Given that the culture of an organization can be difficult to transform, it would be beneficial for organizations to comprehend whether or not its culture will promote or impede transformations (Baird et al., 2018). In addition, the awareness of the cultural characteristics for embracing the appropriate

organizational design and structure can present organizations with a strong indication as to how and what they need to progressively modify their organizational culture to aid the transformation. Organizational culture is a root cause of managerial awareness and responsibility and guides the outcomes on organizational issues. In order to comprehend an organization's design and structure, managers must first interpret its organizational culture. When implementing changes, organizations need to reduce the obstacles hindering the implementation process. The obstacles typically comprise of "resistance at individual, group, intergroup and organizational levels" (Baird et al., 2018, p. 406) and this is where the concept of organizational behavior can prove to be beneficial.

Resistance to change, according to Schweiger et al. (2018), is defined as a behavioral reaction with regard to change initiatives and that continuous organizational change, especially in today's ever-changing business environment, is critical to the success and survival of an organization. Organizations must be able to alter and react timely to environmental changes in order to be successful. Resistance to change is the number one reason why change initiatives typically fail. Employees who resist change initiatives typically display the following behavioral reactions: "opposing, fighting, defying, refusing, disturbing and rejecting as they aim to stop, perturb or slow down the change process" (Schweiger et. al., 2018, p. 659). In order for organizations to surmount the resistance to change challenges, Yan et al. (2020) recommends a gradual and subsequent transformation rather than a blunt transformation, which means that modifications should be formed to complement and correspond, not only to the organizational culture, but also to the organizational design and structure. Organizational structure should be considered an organizational resource considering that it helps to define the interconnection between individuals within an organization. More importantly, Yan et al. (2020) recommends

that the design of an organization should match or complement the strategy an organization is seeking to pursue in regard to enhancing its organizational performance.

Organizational behavior is the study of human behavior in organizational settings, of the interface between human behavior and the organization, and of the organization itself (Griffin & Moorhead, 2014). Organizational behavior looks at how employees, work groups, and organizational structures affect employees' individually. Organizational behavior incorporates concepts from communication, sociology, management, and biology. As public servant leaders, it is extremely important to understand the forces that motivate and drive public servant employees. When public servant employees work together, relationships are formed, and these relationships can affect how they respond to different situations within the public sector work environments. Public servant leaders must understand how these relationships work in order to successfully manage a team, enhance employee motivation, and improve the overall performance of public sector organizations. Patel (2015) questions, "what drives an individual's actions, plans, and desires?" (p. 805). Organizational behavior is a management tool that examines the attitudes and behaviors of individuals within work environments and public sector organizations can apply the scientific principles obtained from organizational behavior studies to optimize its productivity and enhance its overall performance. Recognizing what influences and motivates employees, public servant leaders have the capability to structure work environments to maximize productivity. The most common criticism regarding the study of organizational behavior is that the "field lacks a central unifying theory from which it can build" (Kim et al., 2018, p.541). Critics argue that rather than presenting a cohesive framework that aligns and guides organizational behavior research as a field, scholars have instead created repetition of designs, models, and theories that remain detached from one another. Organizational behavior

scholars gravitate towards believing that scientific understanding of human behavior is highly important for explaining multitude phenomena's that can be critical for organizations (Kim et al., 2018). Organizational behavior scholars stress the need to consider the complications underlying human behaviors that shape how individuals navigate the world more thoroughly if the field of organizational behavior is to truly understand the nature of organizations, industries, and economies that humans shape. Kim et al. (2018) concurs that organizational behavior scholars often are fascinated with presenting a new case to explain why a phenomenon is different from any current theory or concept. Rather than identifying any similarities with current theories, organizational behavior scholars conduct new research in order to support the need for creating a new theory. The lack of theoretical integration results not only in unnecessary numbers of theoretical arguments relative to the insights they provide but also in greater difficulty identifying critical outcomes, as well as theories and frameworks that directly contribute to the further understanding of those outcomes. The field of organizational behavior can benefit from having more integrative theories as this will help make sense of contrasting ideas, consolidate the concepts to become more cohesive, and build a broader and sturdier foundation for future empirical research.

Scholars have sought out to bring scientific and practical methodologies to the study and practice of management. In the last 50 years, scholars have made great advances towards uncovering organizational behavior in practice using a set of established methods (Hauser et al., 2017). Scholars are conducting field research and qualitative scholars conduct research in organizations observing and describing first-hand real behaviors, while quantitative scholars conduct research by applying advanced statistical methods to datasets. According to Alexander & Smith (2019), the most important insights in management and organizational research are

derived from data gathered within organizations. In these studies, researchers go to the organizations and spend time with organizational members. Field-based scholars work in and with organizations to understand how incentives, leadership styles, and organizational pressures affect behaviors of individuals. Field research methods are vital for theory development in the field of organizational behavior. Real world organizational situations create the framework and boundary conditions for all theories of organizational behavior. Field-based organizational behavior scholars depend on, work with, and understands what real-world data (qualitative or quantitative) tells them in testing theories and developing new ones.

In organizational behavior, according to Spector and Meier (2014), scholars study environmental surroundings that are deemed constant and comparably steady, for example, the intricacy of a task or the style of leadership. Their theories are established through a business environment–result foundation, observing how work environments and circumstances can affect employees and influence behaviors and other outcomes. The variance approach, which is common for most quantitative studies, examines the relationships among variables (Spector & Meier, 2014) and is commonly used to address questions about the precedents or the effects of change on one or more variables. Quantitative studies can yield invaluable knowledge about the levels and distributions of variables, the likelihood that one circumstance is associated to the next, and the effect range of the relations between or among the variables. Furthermore, quantitative studies also have the ability to introduce both design and statistical regulations over biases and potentially complex variables. However, Spector and Meier (2014) stressed that the design of a quantitative study requires previous information which may not be accessible regarding the distinct variables to contain the natural order and lags between the variables.

Spector and Meier (2014) recommend using a mix method which involves the use of qualitative and quantitative methods to study an action more sufficiently.

Gravina et al. (2021) explain that most outcomes, particularly in organizations, are directly or indirectly a responsibility of what employees say and do, or their behaviors. Studies in behavioral assessments inform us that behavior is induced by its surroundings, and notably, that the surroundings which motivate employee behaviors are generally created by the type of work and the individuals who work within an organization, specifically the leaders (Gravina et al., 2021). The underlying objective of organizational behavior is to accurately examine and comprehend the function of different work situations in guiding organizational leaders and employee behaviors and the outcomes they generate. There are three levels that organizations are assessed at, which are “the organization level, the process level, and the performer level” (Gravina et al., 2021, p. 124). Substantial organizational transformations can occur by evaluating the organization level and the process level, however, it is critical to acknowledge that change is influenced by performers (employees) and therefore, it is fundamental to comprehend how organizational environments influence employee behaviors and how it can be altered to influence different behaviors to enhance organizational performance. Bastons et al. (2017) indicate that studies on organizational behavior has recognized three essential types of motivation, which are extrinsic motivation, intrinsic motivation, and prosocial motivation. Individual motivation has been researched for countless years, especially “in the field of social psychology and organizational theory” (Bastons et al., 2017, p. 621), and the different types of motivation which impact organizational behavior has been established. Prosocial motivation had not been discussed in this study, therefore, understanding this type of motivation could be beneficial for this research study.

Prosocial motivation, as explained by Bastons et al. (2017), is a rather natural effort in individuals and is caused by the effect that the response of an individual could fulfill the needs of other individuals. Patil and Lebel (2019) assert that management researchers have determined that prosocial motivation, which is the effort to serve others, is linked to employee performance. Prosocial motivation tends to cultivate self-initiated actions by escalating the perception of intent and value that employees place on enhancing the well-being of recipients and therefore the amount of energy they put into their tasks (Patil & Lebel, 2019). When employees believe others lack the knowledge to understand the intricacies of their jobs, they tend to feel undervalued and unappreciated. The feeling of being undervalued and unappreciated is likely to discourage the capacity of pro-socially motivated employees by decreasing the vitality typically expended towards their task. Researchers in administration, marketing, and public organizations analyzing different service situations have established a strong connection between prosocial motivation and a wide scope of self-initiated actions. “A primary reason why prosocial motivation tends to be associated with proactive behaviors is that it provides a strong drive for employees to exert physical energies into their jobs” (Patil & Lebel, 2019, p. 35). Bastons et al. (2017) stressed that, “understanding the underlying origins and components of motivation will greatly help managers to better perform the task of motivating their employees, through more specific and effective actions” (p. 629).

Weatherly (2021) assert “the science behind why behavior occurs is a powerful one” (p. 197) and behavior analysis has progressed from the early basic experiments into a practiced science that has demonstrated to be compelling across various communities, organizations, and practices globally. There are numerous methods to getting input on any function of application, however, when behavior is involved, it is influenced by behavioral means and circumstantial

variables surrounding that action. The field of behavior analysis utilizes the discipline of behavior to focus on an array of humanity issues such as education and an analytical approach to enhancing organizational performance (Weatherly, 2021). As an applied science, organizational behavior depends on the standards for evidence collection and evaluation techniques to help strengthen informal or opinion-driven interpretations of results with an experimental method of unbiased assessment. However, depending on practice standards on domains of science-based or evidence-based approaches will not exclude any of the potential intricacies due to the uncertainties across experimental disciplines that utilizes the term evidence-based. Weatherly (2021) stressed the importance to acknowledge, just because a mechanism or process is regarded as being scientific, does not automatically make it evidence based. Rational or analytical evidence of the outcomes, reproduction, and peer review are all information that could be referenced to help determine whether a solution should be considered based on verified information. According to Kauppila (2018), studies on employee motivation contends that an individual's objectives, decisions, and work behaviors are controlled by various forms of inspiration and that motivation cultivates purpose and performance in individuals. Additionally, the progress of abilities and knowledge are predominantly influenced by an individual's unique work ambitions. Strong work motivation in general, along with intrinsic motivation, are essential antecedents of individual work behaviors and different forms of efficiency. Although intrinsically motivated employees engage in activities for the basic pleasure of the act itself, Kauppila (2018) explained that literature is expanding on the impacts of management and stressed that the motivation of organizational employees are self-enhancement based. While intrinsically motivated individuals are influenced by the pleasure of the work itself, self-enhancement is considered to extrinsically motivated in that impressing others is a separate result



from the work itself. Intrinsic motivation and extrinsic motivation both have separate and different effects on the behaviors of organizational employees.

For decades, organizational researchers, have identified intrinsic motivation as a pivotal trigger of performance within work environments and intrinsically motivated employees are more focused and their efforts toward assigned tasks are enhanced (Shin & Grant, 2019). However, prior studies have focused only on how intrinsic motivation, in a single task affects performance on that specific task, neglecting how intrinsic motivation could impact the efficiency on additional tasks. Since jobs consist of numerous tasks, Shin and Grant (2019) stressed that “this is an important theoretical and empirical question” (p. 415). Expanding on the concepts of psychological distinction, the excessive levels of intrinsic motivation could actually reduce performance in less appealing tasks due to increased boredom in organizational employees. A laboratory experiment with U.S. participants engaged in two sequential tasks with fluctuating levels of intrinsic motivation. Shin and Grant (2019) identified from their experiment that if the first task was profoundly intrinsically motivating, the participants then performed poorly on the second task especially if the task was tedious. However, the results were not the same if the secondary task was appealing. The outcome was mediated by boredom and not by alternating feelings of “anger, anxiety, sadness, disgust, relaxation, happiness, desire, or humor—and was also not explained by cognitive processes of depletion, attention residue, or perceptions of task complexity, difficulty, and cognitive load” (Shin & Grant, 2019, p. 416).

The experiment broadens the knowledge about motivation in the workplace, the design, and performance in three fundamental ways. First, in comparison to the importance on the efficiency advantage of intrinsic motivation, through the laboratory experiment, Shin and Grant (2019) cited that intrinsic motivation can be a “double-edged sword” (p. 416) as the data

signified that intrinsic motivation could diminish cross-task efficiency. Second, employees who transcend in one task but struggle in another, regardless of having the required abilities to accomplish both, is linked to the first task being interesting and the second task not. The experiment emphasized the integral prospect that motivation and efficiency in the second task is interdependent and not independent since substantial interest in the first task can increase fatigue with the second. Third, while research on work designs have generally focused on how the enhancement of one task impacts the efficiency in that specific task, the experiment indicated an overflow impact with unforeseen repercussions for other tasks. Shin and Grant (2019) explained when work redesigns reinforce motivation but decreases performance, this could be the direct result of increasing intrinsic motivation levels in contemporary tasks which can have discouraging impacts on the influence and efficiency in other tasks. Collectively, the experiment conducted on U.S. participants propose that motivational practices demonstrated to be valuable to the efficiency on one task could be detrimental to other tasks. Highlighting the significance of motivation and performance reciprocity in multiple-task work environments (Shin & Grant, 2019).

According to Atouba et al. (2019), management studies provide organizations with various recommendations on how to preserve and motivate their employees. It also ensures that organizations were establishing sufficient resources, facilitating knowledge and career growth opportunities, producing challenging and purposeful work, designing a supportive culture, and cultivating an awareness of the correlation with other individuals and the organization itself. As a result of the ever-changing business environment of today, organizations are forced to analyze and reconsider how it can best design and structure its establishment, and what approach or processes can be implemented to positively enhance organizational performance. Organizational

agility, according to Cousins (2018), is what organizations should be designing and structuring their operations to be as it can be utilized as an antidote to volatility. To streamline intricate circumstances, Cousins (2018) recommended that organizations design and structure themselves to conform with the environment by embracing structures that coordinate with and takes advantage of the intricacies rather than fighting against it. Organizational behavior scholars have researched origins such as organizational stature and uniqueness, typically seen as organizational support and fairness. The studies indicate that employees noted overlap, immediacy, or correlation between an organization's characteristics and that of their own personal characteristics (Cousin, 2018). Researchers of organizational communication acknowledge that individuals experience an organization through communication and interactions associated with the notion of how processes are achieved in the organization. This type of organizational communication can be linked to the principles, behaviors, processes, priorities, structures, and functions of an organization. Individuals can experience them through face-to-face communication with others or through printed texts such as handbooks, charts, or mission statements. Organizational communication of this essence can aid in the recognition process in that it conveys the objectives, standards, principles, behaviors, and performance of an organization to its employees. The significance of organizational communication practices in framing an individual's encounters with an organization cannot be overemphasized as organizational communication has a positive influence on job satisfaction because it reduces the ambiguities within an organization (Atouba et al., 2019). In reality, organizational communication can help employees feel a part of something greater than themselves or their assigned role. This is where the concept of organizational behavior can prove to be beneficial for

organizations because the fundamental goal of organizational behavior is to comprehend what motivates individuals so organizations can reinforce job satisfaction and enhance performance.

There are ten basic managerial roles, which are clustered into three general categories, Interpersonal, Informational, and Decision-Making (Griffin & Moorhead, 2014). Public servant leaders must work to optimize a variety of individual-level, group-level, and organization-level outcomes. Griffin and Moorhead (2014) indicated it is sometimes necessary to make trade-offs among the different types and levels of outcomes, but each is an important determinant of organizational effectiveness. Over 20 years of profound research has identified validation that organizational behavior promotes compelling advancement in both organizational and individual-level accomplishments. The studies focused on individual-level indicators such as fairness, relationship aspects, identity, and commitment, but there are criticisms against this approach on the belief that behaviors are not only affected by secluded individuals but also by work groups where communal rapport plays a substantial role in determining the level of commitment and behaviors (Qi & Armstrong, 2019). The social information processing theory, according to Gou et al. (2021) states, “an individual first obtains various information cues from his or her environment and then synthesizes them into an overall perception of the climate before adopting appropriate attitudes and behaviours to adapt to the surroundings” (p. 343). In regard to group-level outcomes, employees in environments with high group-level of organizational behaviors are more prone to be motivated by an environment where individuals help each other and collaborate for the sake of group outcomes. The conditions of an environment and group-level organizational behaviors can impact the emotions of employees, which then impacts work attitudes and performance. Current studies indicate that group-level organizational behavior can enhance both organization and employee performance, and work commitment which then

enhances job satisfaction. Work commitment is a critical notion in effective psychology and organizational behavior and involves having a positive and gratifying mindset at work. To put this into perspective, public servant employees with high levels of work commitment can produce higher quality of work, which results in improving organizational performance. Studies have identified a positive correlation between work commitment and organizational performance (Gou et al., 2021), therefore, public sector organizations must achieve high group-level organizational behavior and provide positive group environments in order to enhance organizational performance.

Motivation exhibits a significant interest for public servant leaders due to its pivotal influence on organizational performance. Motivation captivates considerable awareness due to its role as a basic forecaster of human behaviors. Organizations continually explore innovative methods to advance motivation among employees, which is “defined as a willingness of organizational members to engage fully in their work” (Ouakouak et al., 2020, p. 257). There are two primary sources of motivation identified within current literature, which are intrinsic motivation and extrinsic motivation. Extrinsic motivation, according to Dang and Chou (2020), arises when people react with a “sense of pressure” (p. 1235) and is typically encouraged by external rewards. Intrinsic motivation is the inclination to accomplish a task for the basic gratification in the task itself (Dand & Chou, 2020). Public sector organizations, according to Ouakouak et al. (2020), presents an intriguing environment to address how employee motivation impacts organizational performance for two vital reasons. First, in most countries, public sector organizations encounter major management objections because of its commonly low interest for exceptionally proficient managers and highly skilled employee. This deficiency of interest is derived from poor financial incentives that public sector organizations can provide, which also

indicate that some public servant employees or public servants leaders dedicate very little efforts to their positions. Second, contrary to the rather large-scale research into employee motivation within private sector organizations, limited research focuses on whether and how leadership impacts employee motivation within public sector organizations (Ouakouak et al., 2020).

Leadership involves the practice of persuading others to comprehend what needs to be done and recognizing how to do it. It also involves the practice of promoting individual and mutual efforts to achieve organizational goals. Leadership has greater importance for organizational accomplishment and its influence on the behaviors of employees. The most critical responsibility of leadership is to motivate employees to execute their work efficiently and achieve work objectives. Although prior empirical research have studied employee motivation within public sector organizations, Ouakouak et al. (2020) indicated there are no studies, they are aware of, that incorporates the function of leadership. Considering that motivation has an influence on an array of organizational outcomes, it is imperative to analyze the effects of leadership on employee motivation and organizational performance. The fundamental intention of this study is to start filling in the gaps within organizational behavior literature by analyzing the effects of employee motivation within public sector organizations.

Roussillon et al. (2021) indicated as organizations modify to changing business constraints, the essence given to individual performance within the field of organizational behavior is expanding. The perception of individual efficiency has recently expanded to illustrate a more exhaustive collection of behaviors. Motivation impacts the outcome of an individual's work and job performance and given the significant influence of motivation on an individual's efforts, critical questions remain unanswered about the correlation between motivation and organizational behavior within public sector organizations. Managers, according to Manganeli et

al. (2018), continue to be oblivious of the impacts of motivation and of the methods that can cultivate maximum employee motivation. Organizational leaders, along with managers, are encouraged to embrace behaviors that can genuinely inspire the motivation of employees at all levels of an organization. Motivation stimulates behaviors, provides direction for behaviors, and emphasizes the inclination to prevail (Rožman et al., 2017). The leading aspect for successful oversight of employees within an organization can be displayed in the backing of high motivation and contentment of its employees. Employees who are motivated and content are more likely to possess higher levels of innovation, exceed work performance, and have higher levels of productivity. Motivation and contentment are extremely critical for public sector organizations as it can help improve the levels of effectiveness and the capacity of its public servant employees.

The curiosity in what motivates public servant employees has been essential to public administration studies for some time now. Research on motivation typically establish a difference between intrinsic motivation and extrinsic motivation. Intrinsic motivation, as explained by Jacobsen (2021), involves undertaking a task because it is essentially stimulating or gratifying, while extrinsic motivation involves undertaking a task because it enforces separable results. Intrinsic motivation is linked to the task itself and to the pleasure or challenge an employee finds in performing the task. Hence, intrinsic motivation reasonably is likely to fluctuate between various tasks, between employees performing the same exact tasks, and among the different method of individual tasks. Extrinsic motivation is positioned on the strength to interpret the result of a task and the pairing of the bounty to that result. Therefore, motivation does not emerge from the task alone, but from the accolades linked to how well a task is managed (Jacobsen, 2021).

Employee commitment in public sector organizations encompass the foundation of the organization-leader-employee business exchange and exposes the potential for enhanced organizational performance and reshaping organizational environments for its employees (Ugaddan & Park, 2017). The effects of employee commitment have been studied in both private and public organizations and it can be said that committed employees are presumed to be more effective, more productive, and more inclined to enlist in unrestricted efforts. Bright (2021) asserted that public sector organizations are embedded in environments of harsh scrutiny and skepticism. There is a lack of literature available on employee motivation in public sector organizations, however, there are growing awareness of its position in enhancing performance and the contentment of public servant employees. Research describes two considerable phenomena pertinent to public sector organizations which draws attention to employee motivation. First, the constant uncertainty within the public sector and tough financial resources require public sector organizations to employ highly motivated employees with keen levels of efficiency, passion, and dedication to their daily tasks (Ugaddan & Park, 2017). Managing organizational challenges adequately and skillfully calls for employees who are effective, willing to act, and are accountable and dedicated to elevated performance. Second, the potential of public servant employees with enhanced job contentment could behave stagnantly or display less enthusiasm in the organization. From an organizational management context improving employee job satisfaction may not necessarily be sufficient to attain an employee's full capacity. Scholars argue that attention should be given to complacency signs such as employee endurance and motivation (Ugaddan & Park, 2017). Leadership within public sector organizations is a division represented by the interplay of governmental and policy-making leaders. Both are accountable for the management and oversight of the government business. Governmental



leaders are observed to represent political plans, principals, and interests. While policy-making leaders are seen as skillful managers that carry out programs and ventures, policy enforcers, and nonpartisan professionals (Ugaddan and Park, 2017). The decisions, actions, and behaviors of public servant leaders have significant impact on organizational outcomes and employee motivation.

Intrinsically motivated individuals deem themselves as creators of their own demeanor, choose desirable results, and determine their own methods to accomplishing those objectives. Additionally, intrinsically motivated individuals exhibit a persistent intramural form of oversight, which indicate that intrinsically motivated individuals not only are keen innovative creators, but they are also in complete control of their own behavioral ramifications (Chen et al., 2018). Intrinsic motivation initiates intramural control, which promotes strong self-reliance within employees. To the left of intrinsic motivation is identified regulation, which implies that individuals embrace regulation as long as the task is viewed as being beneficial, suitable, and aligns with an individual's own principles. Employees accomplish assigned tasks with a sense of choice and exhibit strong intramural control with independence. In addition, beyond identified regulation is introjected regulation, and according to Chen et al. (2018), individuals who fall into this group typically complete a task to avert tension, embarrassment, and stress. This indicates that an employee decides to apply themselves to completing an assigned task not because the assigned task is stimulating or beneficial, but for the fear of humiliation and apprehension if they perform worse than their colleagues. In situations like this, an employee's independence is frail since control by embarrassment and tension are not appreciated by others. Employees who exhibit substantial introjected regulation also demonstrates a peripheral form of control, which indicate they are not confident that their performance will be rewarding (Chen et al., 2018).

Dispositions of embarrassment and tension are self-created, and when others inflict stress, the second type of regulated motivation just beyond introjected regulation could appear, which is external regulation. External regulation is when individuals perform to appease an external demand (Chen et al., 2018). For example eluding discipline as a mandatory decision or accepting an external reward as a contingency and therefore, the action is compelled by an external influence. To put this into perspective, an employee decides to put forth extra efforts to accomplishing an assigned task due to the consequences given by the manager for performing insufficiently. Therefore, the type of regulation is actively external, which indicate that employees do not trust they can control the origin of their behaviors.

Employee motivation inspires behavior and aligns endurance based on results (Delaney & Royal, 2017). The underlying development for a human capital design in organizations rest on whether employees are motivated to perform in ways to propel organizations toward achieving their objectives. Employee engagement is a technique for aligning employee efforts with knowledge oversight, transformation management, efficiency development, and motivation is a fundamental element of employee engagement. Motivation inspires employees to be dedicated in progressing strategies onward and also reinforces employees to respond quicker when barriers surface. Delaney and Royal (2017) stressed the importance of establishing a reservoir of motivation as it can help employees acclimate to new circumstances and navigate unexpected barriers. To put this into perspective, during uncertainties and unforeseen barriers, employee motivation is often decreased due to incompatible priorities and having the capacity to draw on the reservoir of motivation can reinforce an employee's level of resilience and concentrate on the objectives. Therefore, it is critical for public servant leaders to comprehend that when public servant employees are motivated, they tend to devote extra time and vitality into their assigned

tasks, establish new ways to be productive, and invest more intention and inspiration towards tasks, which ultimately leads to improved organizational performance. All motivation is not created equally, therefore, it is important that public servant leaders understand this as the dissimilarities and the dynamics between the different types of motivations influence different behaviors through different approaches which emanates different results (Delaney & Royal, 2017).

Employee commitment, according to Becker et al. (2018), is a cognitive bond an employee has with organizational objectives, other employees and groups, and behaviors within an organization. There is considerable evidence which indicates that employee commitment to different ambitions have different ramifications for performance. For instance, employee commitment to management has greater influence on performance than to an organization, whereas employee commitment to an organization has greater influence on specific organizational citizenship behaviors (Becker et al., 2018). Intrinsic motivation consist of high levels of self-determination and involves individuals accomplishing tasks because it's stimulating, the pure joy of the task, or because of other actions or results that an individual finds naturally satisfying. Whereas extrinsic motivation consist of low levels of self-determination and involves an individual accomplishing tasks because its believed they must in order to achieve effective results or prevent negative outcomes. Research shows that employee motivation of public servant employees have repercussions to individual and shared behavior and, therefore, it could assist with the overall improvement of public sector organizations. Employee motivation has been linked to performance, organizational commitment, job gratification, and with other attitudes and behaviors within public sector organizations (Ballart & Riba, 2017).

The conversations regarding the intentions that motivate individuals to work for public sector organizations have captivated the awareness amongst public management researchers. Public servant leaders should acknowledge the living circumstances of public servant employees in order to inspire innovative behaviors and motivation. Theoretically, intrinsic motivation is the leading component that inspires individuals to perform creatively. Public servant employees who complete their assigned tasks with commitment and pride typically deliver practical results which induces effective behaviors and motivation (Susanto, 2020). Behaviorism, or behavioral theory, according to Malek et al. (2020), implied that extrinsic rewards can be utilized to reinforce the service of a specific behavior, such as ingenuity, to encourage the appropriate behavior and support the accomplishment of organizational objectives. Behaviorist researchers have established that there are three forms of extrinsic rewards: financial, recognition, and social rewards. Each type of extrinsic reward will differentiate depending on their effect and behavioralist researchers anticipate that the variation among rewards could lead to the support of diverse behaviors (Malek et al., 2020). Rewards with low outcome encourages independent objectives and empirical studies have established that the various type of financial and nonfinancial rewards has different impacts on work related behaviors and results, such as employee performance and retention.

Employee motivation can be interpreted as the charge which stimulates the path, the passion, and the endurance of employee behaviors. Employee motivation is a critical element of job efficiency, in balance with an employee's individual abilities, and is contemplated to be a leading factor to the well-being of employees (Van den Broeck et al., 2021). To no surprise, employee motivation is recognized "as one of the most enduring and compelling topics in work and organizational psychology" (Van den Broeck et al., 2021, p. 241). Studies on the different types

of motivation, in work environments, has expanded aggressively and regularly cited in management books due to its resonance within work environments. Despite the fact the fundamental framework and essence of the various types of motivation has been rigorously conceptualized, their accumulative and exclusive contribution to the essence of organizational behavior results are still not well known (Van den Broeck et al., 2021). From the experimental level, this is primarily due to the control of scoring methods that integrate some of the motivation types and multicollinearity problems induced by the highly correlated essence of these motives. Furthermore, the theoretical proposal regarding how these motivation types should correlate to the distinct aspects of an employee's well-being and efficiency remains relatively broad. This amplifies the uncertainty on whether each form of motivation generates different correlations with outcomes. For example, if there is a direct reliance between the regulation types, namely, if intrinsic motivation consistently presents superior employee results than the identified regulation, and if the identified regulation is continually better than the introjected regulation, an abstract motivational context can be permitted. However, some researchers speculate that each regulation type generates better results in specific situations and for distinct outcomes, and substantial evidence remains dispersed and rather limited. Van den Broeck et al. (2021) assert that "empirical evidence for the theorized differential associations with outcomes, and for explaining incremental variance in outcomes, is necessary in order to support (or refute) the theoretical claims" (p. 242).

The elevated levels of employee turnover are perceived to be vigorously deteriorating for organization which have resulted in an increased number of studies to analyze the determinants to justify the changes in employee turnover rates in an attempt to limit or avoid the development of such outcomes (Wynen & Kleizen, 2019). The term employee turnover refers to the

percentage of an organization's workforce that departs during a specific time frame or year. An excessive number of departures extends one step further by not only examining employees leaving, but also employees entering an organization. To be specific, a surplus of employee departures, or the churning rate (Wynen & Kleizen, 2019), concentrates on the replacement of departed employees. This concept acknowledges the concurrent reality of two employee movements: new employees joining an organization and employees departing an organization. Research conducted in private organizations have established distinct theoretical designs on the correlation between employee turnover and organizational performance (Wynen & Kleizen, 2019). The first design supports the classic view that employee departures adversely impact employee performance, which then impacts organizational performance. The second design hypothesizes that the adverse outcomes of employee departures on employee performance are flawed as the rate increase. The third design contends that to some degree, employee departures are actually useful in enhancing organizational performance, as it enables an organization to retain a degree of flexibility and resilience (Wynen & Kleizen, 2019). In spite of this progress, various problems remain unresolved within the literature. First and foremost, majority of the researches have concentrated on the effects of the classic turnover rates on employee performance, which could cause misinterpretations of the results since the classic turnover rates could be exaggerated with other determinants impacting performance, such as reorganization and downsizings. However, drawing on the surplus departure perception, this concept presents a beneficial tool for the study on public sector organizations, since this type of organization has currently been confronted by a wide range of rigorous measures. Enforcing hiring freezes is just one of the many measures that restricts public sector organizations. Where departed employees would not automatically be replenished and as a result, public sector organizations are compelled

to shrink its workforce. The concept of surplus departures enables the ability to filter out the imposed rigorous measures to accurately capture the impacts of employee departures on organizational performance. While most studies have been conducted, on private sector organizations, on the effects of hiring and replacement policies on organizational performance, relatively there is limited knowledge on the significance of certain rates on the replacement of employees for public sector organizations (Wynen and Kleizen, 2019).

Studies on leadership remains among the most productive field of research within the work of management (Obuobisa-Darko, 2020). The prosperity of organizations rest on enhanced levels of employees readiness to put forth their best effort, which depends heavily on the behaviors of leaders. Leaders are recognized as having critical impacts on organizational and employee performance. Majority of literature on leadership has deliberated the effects of a leader's behavior on employee performance, retention, and creativity. For the past decade, employee engagement has captured a great deal of curiosity within organizations. Obuobisa-Darko (2020) asserted that employee engagement can either make or break an organization, and engaged employees should be recognized as an organization's biggest strength. Engaged employees are said to exhibit positive connections with their tasks by being resilient, active, and willing to work for the advancement of the organization. A leader's behavior, which is also reflected in their leadership style, has been noted as one of the primary descents of employee engagement and can be problematic if organizations fail to consider the impact of leader's behavior on employee engagement (Obuobisa-Darko, 2020). Researchers have studied and explored the correlation between the behaviors of transformational leaders and employee work performance, as well as the behaviors of transactional leaders and employee work performance. Only a hand full of studies have concentrated on the behaviors of leaders and how it impacts employee performance

and employee engagement. Obuobisa-Darko (2020) stressed the need to determine leader behaviors that impact employee engagement. Roughly two decades ago, the concept of employee engagement is said to have emerged within organizational and business management literature. However, there is no general agreement on what employee engagement means or the traits. When employee engagement was first introduced, the concept illustrated how individuals were independently engaged or disengaged with work and suggested that engagement is the intimate definition of one's role-identity. Employee engagement was then conceptualized as a practical work-related state of mind which is distinguished by ability, commitment, and retention (Obuobisa-Darko, 2020). Ability refers to the high levels of efficiency, intellectual resilience, and endurance in hardships. Commitment is seen through the display of interest, motivation, and job satisfaction. While retention refers to the application, concentration, and attention to work. Employee engagement was later viewed as a different and exclusive design consisting of rational and behavioral elements that are connected to individual task performance. Obuobisa-Darko (2020) suggested that being engaged "is not just being cognitively attentive to the job or feeling and expressing positive emotions or doing work for doing sake, but rather it mirrors investment of one's cognitive, emotional and physical energies concurrently in performing one's roles" (p. 600). Employee engagement can then be defined as a positive state of mind that results in the willingness of employees to put forth all their unrestricted efforts to promote the accomplishment of individual employee performance and organizational performance.

Despite being linked to various human resources management principles, employee engagement is considered a fundamental input when it comes to organizational performance. The primary purpose of employee engagement is to cultivate individual attitudes and behaviors that contribute to the accomplishment of organizational objectives. Tioumagneng and Njifen (2020)



explained that an engaged employee, at the individual level, is someone who is convinced that the reward to be received is properly aligned with their abilities, their behaviors, and their results. Engagement should be viewed as a measure of an individual's emotional commitment to the organization. Numerous attempts to comprehend the notion of involvement has led to various definitions, which deals different theoretical fields (Tioumagneng & Njifen, 2020). Involvement deals with the psychological state that displays an individual's willingness to perform in consideration of a given task. Researches on work involvement have grown out of studies on job satisfaction or motivation, and according Tioumagneng and Njifen (2020), the studies set out to comprehend the details of certain organizational behaviors, such as truancies or turnovers. Although empirical research is thriving in private sector organizations, public service continues to be "a poorly studied sector in terms of its Human Resources Management (HRM) methods" (Tioumagneng & Njifen, 2020, p. 766). Regardless of its offering to financial development and the compelling weight of user intentions within public sector organizations. An engagement program can be effective and viable for public sector organizations that have successfully executed a high level of consistency between its vision and values, leadership types, and HRM methods. Leadership is actively related to employee motivation and engagement, while HRM methods are linked to empowerment. An organization's vision, mission, goals and values are all concepts closely related to the matter of employee engagement and ownership (Tioumagneng & Njifen, 2020).

The significance of the concepts of organizational behavior for researchers and leaders is the management of employee motivation to accomplish organizational objectives. According to Ingrams (2020), there's a lack of research on organizational behaviors within public sector organizations when compared to private sector organizations. Scholars have acknowledged high

levels of organizational behavior within public sector organizations. There are reasons to suspect that organizational behavior has exceptional influence within public sector organizations considering the pertinence of observed community in government–community relationships and the objectives of public administration to produce exceptional organizational response to communities (Ingrams, 2020). Managing organizational behaviors in public sector organizations encounters the challenge of comprehending the way organizational behavior works in governmental environments. As research on organizational behavior in public sector organizations advance, it essential to provide a stronger empirical framework of the public sector organization’s uniqueness with theoretical insight and transparency.

### ***The Problem***

The general problem to be addressed is the failure of leaders’ ability to motivate employees resulting in poor organizational performance. Alwedyan (2021) stated that the lack of or absence of motivation contributes to the dissatisfaction of employees, which consequently has negative impacts on organizational objectives and performance. Deressa and Zeru (2019) indicated that “over 50% of health workers in Benin” (p. 1) link motivation as a vital element which influences their performance level. While 60.9% of nurses in Turkey considered resigning within 1 year of employment due to the lack of job satisfaction or motivation. According to Girdwichai and Sriviboon (2020), the results of their study indicated a strong relationship between employee motivation and organizational performance. They also determined that “demotivated employees tend to be dissatisfied, absent from work or leave the organizations” (Girdwichai & Sriviboon, 2020, p. 51). The specific problem to be addressed is how the lack of employee motivation, within public sector organizations, could lead to the possible inability of public servant leaders in enhancing its organizational performance.

### *Theories*

**Organizational Behavior Theory**- is the study of human behaviors within organizational work environments and relates to this research study as it is the foundation of the research.

Organizational behavior theory, according to Champoux (2020), extracts philosophy and concepts from “various branches of psychology, anthropology, political science, and the sociology of work” (p. 6), and psychological disciplines provide knowledge in relation to human psychological methods that has the ability to influence behaviors in organizational settings.

Comprehending this theory can help public sector leaders recognize what motivates public sector employees in order to enhance its organizational performance.

**Transformational Leadership Theory**-links transformational leadership to effective performance results and, according to Siangchokyoo et al. (2020), the transformational leadership theory premises on the hypothesis that employees change as a conclusion of their encounter with certain leaders. This theory relates to this research study as public sector leaders can benefit from understanding this theory and implementing the concepts as a means of increasing its ability to enhance its organizational performance. Transformational leaders can inspire specific transformations in employees (Siangchokyoo et al., 2020).

### *Variables*

**Extrinsic Motivation**- according to Dang and Chou (2020), arises when people react with pressure and is typically encouraged by external rewards, is an independent variable and relates to the specific problem in this research study as this study is attempting to identify the correlation between motivating employees and organizational performance. External factors help stimulate this type of motivation and this research study includes seeking to identify if this type of motivation enhances organizational performance.

**Intrinsic Motivation**-as explained by Dang and Chou (2020), is the inclination to accomplish a task for the basic gratification in the task, is an independent variable and is related to the specific problem in this research study as it is attempting to identify the correlation between motivating employees and organizational performance. Internal factors help stimulate this type of motivation and this research study includes seeking to identify if this type of motivation enhances organizational performance.

**Organizational Culture**-as explained by Baird et al. (2018), is a structure of mutual “norms and behaviors” (p. 405) that are determined by the individuals of an organization and aids in framing the way of accomplishing tasks, is an independent variable and is related to the specific problem in this research study as organizational culture is a critical element that can enhance organizational performance.

**Leadership Styles**- according to Mohd Adnan and Valliappan (2019), are the behavioral standards that a leader embraces to persuade the behaviors of followers, is a dependent variable and is related to the specific problem in this research study as the type of leadership style has an explicit cause and effects linked to an organization and its performance. Mohd Adnan et al. (2019) asserted that leaders have the ability to “influence a big group or an individual in an organization, assists and guides them to establish and achieve their goals, and allows them to be effective” (p. 1043).

**Employee Performance**-“is how a member of staff fulfils the duties of their role, completes required tasks and behaves in the workplace” (Perkbox, 2021), is a dependent variable and is related to the specific problem in this research study as employee performance has an effective influence on organizational performance.

### *Related Studies*

According to Kanfer and Chen (2016), motivation in business and organizational psychology deals with the vigorous forces that emerge within and above an individual's being which impacts the introduction, route, strength, and extent of performance. Motivation studies during the mid-20th century, as indicated by Kanfer and Chen (2016), concentrated on two concerns: "(1) how best to organize the numerous motives that characterize human striving, and (2) what brings different needs/- motives to the surface as the driving force for behavior" (p. 8). Over the past half-century scholars have shifted away from taxonomic problems and expanding models of motivation, such as the Maslow's Need Hierarchy Theory, in favor of comprehending how psychological, intuitive, and communal informatics methods influence purpose salience and motivational actions (Kanfer and Chen, 2016). For instance, the increasing harmony around the belief of co-existing techniques and circumvention motivational structures, rather than priority on fixed motive orders has incited, according to Kanfer and Chen (2016), a new era of study on motivational orientation.

Public servant employees, as indicated by Potipiroon and Faerman (2020), are progressively required to go the extra mile in order to serve the public. Their study analyzed individual initiative, which is a form of organizational citizenship behavior, and the extent in which it has on an individual's well-being. Individual initiative can be described as a work behavior which refers to the extent in which one goes above and beyond their regular job duties (Potipiroon & Faerman, 2020). Their study highlighted the negative effects of individual initiative which has been understudied within the public administration literature. Utilizing awareness from the job demands-resources theory (JD-R theory), the study provides to the body of work by analyzing whether the negative impacts of individual initiative on emotional fatigue

can be diminished by two critical psychological resources, public service motivation (PSM) and perceived supervisory support (PSS), that public leaders can employ to manage the needs of enlisting in individual initiative (Potipiroon & Faerman, 2020).

According to Kanat-Maymon et al. (2018), efforts to reinforce and cultivate employee motivation comprises one of the most intricate and demanding parts of a leader's job due to the possible repercussions in productivity and organizational environment. Scholars have contested that good management is contingent on the level of motivation leaders can evoke from employees. Their research conducted two studies which assessed and established a foundation for a design which recognized administrator validity resolves the link between the autonomy-supportive motivating style and fundamental employee work-related outcomes. The study also emphasized that compliance to authority is an exclusive motivational force that can influence fundamental organizational results above and beyond the standard task motivation. Ultimately, the study demonstrated how organizational practices, such as autonomy support, permits the capacity to reinforce compliance (Kanat-Maymon et al., 2018).

Public servant leaders are in an exclusive position to strengthen the development of public servant employees, partially, because the actions of these leaders have an active method of guiding motivation, mindset, and ability of employees. Public servant leaders can motivate public servant employees by administrating significant exercises, providing support for learning practices, and creating norms that encourage learning. Employee engagement can be articulated through specific actions such as applying additional efforts, carrying out work related tasks in such a way that displays personal pride in the results, and exhibiting responsibility to organizational objectives. Engaged employees are more likely to remain with an organization than those who display low levels of engagement, as they have a stronger personal relationship

with an organization and their assigned role. Organizational commitment is seen as the vitality of an employee's identification with and engagement within an organization, or the nature in which an employee identifies with the organization and its objectives and chooses to continue employment with the organization. Public servant leaders must attempt to create commitment from public servant employees as turnover is pricey and public sector organizations tend to profit from employees who are committed to their positions and the organization. In order to retain employees, public sector organizations must increase their efforts in regard to the motivation and commitment of public servant employees. It is critical that public servant leaders have the ability to recognize the potential aspects that influence the level of job fulfillment among public servant employees, and consequently sway their decision to either stay or leave an organization.

### **Summary of Section 1 and Transition**

Section 1 provided the foundation for this study and introduced the concepts of organizational behavior as a method that can be implemented by public servant leaders to motivate public servant employees resulting in enhanced organizational performance within public sector organizations. The consequences of employee motivation on individual work performance is varied in empirical studies and despite the fact that various studies have determined that employee motivation predicts individual efficiency, questions still remain as to whether the exchange is causal. The general problem to be addressed is the failure of leaders' ability to motivate employees resulting in poor organizational performance and the specific problem to be addressed is how the lack of employee motivation, within public sector organizations, could lead to the possible inability of public servant leaders in enhancing its organizational performance. The purpose of this fixed design using quantitative methods, specially a correlational design, is to grasp the reasons why public servant leaders face the

possible inability to enhance organizational performance due to the lack of motivated public servant employees. Human behaviors within organizational settings, the interface between human behaviors and an organization, and the organization itself are the core concepts of organizational behavior. These concepts can help public servant leaders become more aware of their own behaviors and employ the necessary actions to motivate public servant employees to enhance organizational performance. The research questions in this study can help public servant leaders identify and understand the relationship between organizational behavior and employee motivation, its impact on public servant leaders ability to motivate public servant employees, and how employee motivation impacts organizational performance within public sector organizations. Section 1 also included the hypotheses, the nature of the study, the theoretical framework, the definitions of terms, the assumptions, limitations, and delimitations, the significance of the study, and finally a review of the professional and academic literature.

Section 2 of this study provided detailed information on the role of the researcher and the actions taken to conduct this study. The research methodology section provides detailed information on the appropriateness of the chosen design and the chosen method, along with operational definitions for each variable, and a table to display the discussion of this. Section 2 also introduced the participants, the population, and sampling of this study, along with a discussion on the data collection and organization, the data analysis, and finally the reliability and validity of the data collected for this study.

## **Section 2: The Project**

Employee and organizational performance oversight in public sector organizations are not about just creating complex assessments tools, collecting performance data, and making decisions based on the analysis of the data. Employee and organizational performance can be



governed more precisely by overseeing the behaviors of their employees. Research studies, although not much, has identified a positive relationship between the performance of public sector organizations and the degree to which public sector leaders are willing to socially empower their employees and influence them to enhance its organizational performance. This study is intended to further the understanding of the impacts that the concepts of organizational behavior has on organizational performance from the perspective of non-management level public servant employees, that is, through understanding individual behaviors, motivation type, and the leadership style of public servant leaders.

### **Purpose Statement**

The purpose of this fixed design using quantitative methods is to understand the reasons why public servant leaders experience the possible inability to enhance organizational performance because of the lack of motivated public servant employees. Human behaviors within organizational settings, the interface between human behaviors and an organization, and the organization itself are the core concepts of organizational behavior. These concepts can help public servant leaders become more aware of their behaviors and employ the necessary actions to motivate public servant employees to enhance organizational performance. Acknowledging why human behaviors within organizational settings, the interface between human behaviors and an organization, and the organization itself are essential in regard to a public sector organization's ability to enhance its organizational performance are integral for all public servant leaders. By understanding why organizational behavior is critical and how the concepts of organizational behavior can help motivate public servant employees to enhance their organizational performance, public servant leaders can enhance their awareness of how public servant employees behave and perform within a public sector organization. It can also help public

servant leaders develop a better understanding of the aspects that can help motivate public servant employees, increase their performance, and help public servant leaders to cultivate strong and trusting relationships that ultimately enhance organizational performance.

### **Role of the Researcher**

My role in this study is to determine how the concepts of organizational behavior, which are the human behaviors within organizational settings, the interface between human behaviors and an organization, and the organization itself, can help public sector leaders address the possible inability to enhance organizational performance due to the lack of motivated public servant employees. I utilized quantitative methods to examine the conditions or scenarios that influence the level of motivation for non-management level public servant employees. I decided that employing a fixed design, using quantitative methods, specifically a correlational design, would generate objective data that I can then transparently convey through statistics and facts. This was executed this in a systematic scientific method so that this study could be duplicated by other researchers in the future.

The data collected in this study was used primarily to identify any patterns in employee motivation of non-management level public servant employees, generate predictions about employee motivation and public servant leaders, test the relationships between employee motivation and organizational behavior, and theorize the results of this study to a wider population. Theories are interpretations, while the collected data is the evidence. Research and practice rely heavily on interpretations and evidence for direction. A theory, as indicated by Krause (2018), should be representative of, perceptive to, and clarify the collected data. Practice will be constructive to the collected data and deductive from the theory, therefore, the data will recommend, authenticate, or invalidate the theory and ultimately guide the practice.

I collected data by utilizing two surveys, which were conducted electronically through the use of SurveyMonkey. According to Brosnan et al. (2021), “technological advances in Internet access and survey software have enabled the development of online surveys using online panel samples since the 1990s” (p. 417). Conducting surveys allowed me to collect standardized data from numerous participants within a public sector organization. I used a correlational design to analyze the relationship between factors, which were measured and recorded as the research variables in this study. It is important to note that the variables in this quantitative study are not and will not be manipulated by me. I identified the variables and analyzed them as they occur in the natural setting of the public sector organization. The reason for using a correlational design is to uncover any tendencies and patterns to understand why public servant leaders face the possible inability to enhance organizational performance due to the lack of motivated public servant employees. Roster (2021) indicated that “there is a general consensus among survey researchers that motivated respondents are more likely to participate in surveys and provide higher quality responses to survey questions than reluctant or uninterested respondents” (p. 756).

My role in this quantitative study is to establish a general comprehension of organizational behavior and its influence on employee motivation within public sector organizations. The primary method of collecting data in this quantitative study was through two surveys, which will be conducted electronically through SurveyMonkey. The standardized data collected from the surveys allowed me to analyze the relationships between the variables and compile the connection between the variables into a correlation coefficient, a distinct number representing the vitality and trend of the relationship between the variables.

## **Research Methodology**

This study's research paradigm is Pragmatism which is, according to Simpson and den Hond (2021), a reflective approach that "rejects high-minded metaphysics in favor" (p. 2) of comprehending the day-to-day practicalities of living in an unpredictable and transitional business world. The pragmatism approach is the most appropriate methodology as it offered a viewpoint that is emancipatory and supportive, which can help public servant leaders to find out what may be, regarding organizational behavior's connection to enhancing organizational performance within public sector organizations. Practitioners and scholars are attracted to the pragmatism methodology as it deals with how to advance in an uncertain business world where leaders are nevertheless obliged to respond (Simpson & den Hond, 2021). According to Korte and Mercurio (2017), pragmatism concentrates on the functional ramifications of what individuals think and do and is about formulating real enhancements to the daily activities of human beings within the world. The core focal point of pragmatism is what individuals do based on their beliefs and actions, which helped guide this research project in the right direction to achieve a better understanding and awareness of how public servant leaders can implement concepts of organizational behavior to motivate public servant employees resulting in enhanced organizational performance.

A fixed design using quantitative methods, specifically a correlational design, was used for this research study and emphasized the research problem to apply the most appropriate approaches to understanding the how the lack of employee motivation, within public sector organizations, could lead to the possible inability of public servant leaders in enhancing its organizational performance. A fixed design is appropriate for this research study as the design of the study was established prior to collection of data. This fixed research design is theory-driven

and therefore impossible to comprehend in advance which research variable would be regulated and evaluated. A correlational design, according to Limberg et al. (2021), is a quantitative method that utilizes a structured data collection and analysis process of scientific and categorical information. A correlational research design provides an extensive comprehension of the strength and direction of the exchange among variables but will not provide researchers with the ability to detect causal relationships among variables (Limberg et al., 2021).

This research project sought out to understand what kind of relationship(s) variables, such as organizational behavior and motivation or public servant leaders and motivation, have with one another. The pragmatism approach is the most appropriate methodology as it offered a viewpoint that is emancipatory and supportive, which could help public servant leaders to find out organizational behavior's connection to enhancing organizational performance within public sector organizations. Pragmatism concentrates on the functional ramifications of what individuals think and do and is about formulating real enhancements to the daily activities of human beings within the world. The core focal point of pragmatism is what individuals do based on their beliefs and actions, which helped guide this research project in the right direction to achieving a better understanding and awareness of how public servant leaders can implement concepts of organizational behavior to motivate public servant employees resulting in enhanced organizational performance.

Table 1 (see Appendix A) includes operational definitions for each variable in this study and will be discussed further in detail below Table 1.

**Table 1***Variable, Data, and Range*

Variables	Independent Variable	Dependent Variable	Mitigating Variable	Nominal Data	Ordinal Data	Ratio/Scale	Range
Extrinsic Motivation	X				X		1 to 5
Intrinsic Motivation	X				X		1 to 5
Organizational Culture	X				X		1 to 5
Leadership Styles		X			X		1 to 5
Employee Performance		X		X			1 to 5

*Note.* For the Range, 1 = strongly disagree and 5 = strongly agree

Extrinsic Motivation, according to Dang and Chou (2020), arises when people react with a “sense of pressure” (p. 1235) and is typically encouraged by external rewards, is an independent variable and is related to the specific problem in this research study as this study is attempting to identify the correlation between motivating employees and organizational performance. External factors help stimulate this type of motivation and this research study seeks to identify if this type of motivation enhances organizational performance. The ordinal data of this independent variable will be collected on a 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree).

Intrinsic Motivation, as explained by Dang and Chou (2020), is the inclination to accomplish a task for the basic gratification in the task itself, is an independent variable and is related to the specific problem in this research study as it is attempting to identify the correlation between motivating employees and organizational performance. Internal factors help stimulate this type of motivation and this research study seeks to identify if this type of motivation enhances organizational performance. The ordinal data of this independent variable will be collected on a 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree).

Organizational Culture, as explained by Baird et al. (2018), is a structure of mutual “norms and behaviors” (p. 405) that are determined by the individuals of an organization and aid in

framing the way of accomplishing tasks, is an independent variable and is related to the specific problem in this research study as organizational culture is a critical element that can enhance organizational performance. Organizational culture, according to Sokro (2012), has been identified as having direct impacts on employee motivation and indirect impacts on organizational performance. Organizational Culture is an independent variable with external factors that can precisely influence and shape the behaviors of public servant employees and public sector leaders in public sector organizations. The ordinal data of this independent variable will be collected on a 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree).

Leadership Styles, according to Mohd Adnan et al. (2019), are the behavioral standards that a leader embraces to persuade the behaviors of followers, are a dependent variable, and are related to the specific problem in this research study as the type of leadership style has an explicit cause and effect link on an organization and its performance. Mohd Adnan et al. (2019) assert that leaders can “influence a big group or an individual in an organization, assists and guide them to establish and achieve their goals, and allows them to be effective” (p. 1043). The ordinal data of this dependent variable will be collected on a 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree). To clarify, leadership styles are driven by the behaviors each leader embraces to motivate employees, and the two surveys in this study ask specific questions about the behaviors of these leaders, which ultimately indicate which leadership style is being embraced: Authoritarian, Participative, Delegative, Transactional, or Transformational.

Employee Performance, according to Tuffaha (2020) can be defined “as a combination of efficiency and effectiveness of the employee’s daily tasks to meet the expectations of the stakeholders” (p. 14). Employee performance is a dependent variable related to the specific

problem in this research study as employee performance effectively influences organizational performance. The performance of employees and organizations relies heavily on organizational actions, behaviors, processes, information management processes, and employee commitment (Tuffaha, 2020). These factors are all critical determinants that can cultivate exceptionally enhanced levels of employee performance. The ordinal data of this dependent variable will be collected on a 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree).

According to Michalopoulou (2017), Likert scales are widely used in sample survey research and the assessment statements encompass a Likert scale which is appointed five response categories scored from 1 to 5, defined as “strongly agree, agree, neither agree nor disagree, disagree, strongly disagree” (p. 6). The primary benefit of using a Likert scale in this research is that it is a common technique used to collect data. Because this research involves working with quantitative data, a Likert scale will allow me to easily conclude, create reports, and graph the results based on the responses. A Likert scale is a methodical scale that allows the respondents, in this case, public servant employees, to pick the choice that best supports their opinion in regard to the specific question asked. A Likert scale will be utilized to measure public servant employees’ motivation by surveying the extent to which an employee agrees or disagrees with a specific question or statement about extrinsic motivation or intrinsic motivation.

Likert scales are frequently used in surveys or questionnaires to collect data for gauging responses “in the fields of disaster risk reduction, business continuity management, and organizational resilience” (Pescaroli et al., 2020, p. 404). Research and practice require trustworthy and dependable data and in the field of organizational stability and performance, a questionnaire is typically the most substantial mechanism for collecting vital data to perform a business impact inquiry and to evaluate the level of organizational adaptability. Researchers and



performance improvement professionals generally utilize structured survey questionnaires to gather quantitative data (Chyung et al., 2018). Structured survey questionnaires are comprised of closed-ended questions which provide preset response choices, like the Likert scale, and respondents are asked to choose one from the given response choices. Chyung et al. (2018) asserted, “to obtain valid and reliable data from survey questionnaires, the survey instruments must be designed to minimize the negative effects of various potential response biases” (p. 9).

I determined that conducting two structured surveys and utilizing a Likert scale will be the appropriate method to use in this research to collect data in order to understand what kind of relationship(s) variables, such as organizational behavior and motivation or public servant leaders and motivation, have with one another and to address the following hypothesis:

H1o. There is no statistically significant relationship between Organizational Behavior and employee motivation.

H1a. There is a statistically significant relationship between Organizational Behavior and employee motivation.

Relationship to Research Questions – H1 addresses RQ1 which seeks to identify the relationship between Organizational Behavior and employee motivation within a public sector organization.

Variables include – H1 includes leadership style on a 1 – 5 Likert scale as well as employee performance as an absolute value.

H2o. There is no statistically significant relationship between the motivation types and the ability of public servant leaders to motivate public servant employees.

H2a. There is a statistically significant relationship between the different motivation types and the ability of public servant leaders to motivate public servant employees.

Relationship to Research Questions – H2 addresses RQ2 which seeks to identify the relationship between the motivation types and public servant leaders' ability to motivate public servant employees.

Variables include – H2 includes motivation on a 1 – 5 Likert scale including both extrinsic and intrinsic motivation as well as Organizational Culture as an absolute value. Organizational Culture has direct impacts on employee motivation and indirect impacts on organizational performance, therefore including this variable is vital.

H3o. There is no statistically significant relationship between employee motivation and enhancing organizational performance within a public sector organization.

H3a. There is a statistically significant relationship between employee motivation and enhancing organizational performance within a public sector organization.

Relationship to Research Questions – H3 addresses RQ3 as it seeks to identify how employee motivation can help improve organizational performance in a public sector organization.

Variables include – H3 includes employee performance on a 1 – 5 Likert scale and both extrinsic and intrinsic motivation as an absolute value.

This research project sought out to understand what kind of relationship(s) variables, such as organizational behavior and motivation or public servant leaders and motivation, have with one another. My role in this quantitative study is to establish a general comprehension of organizational behavior and its influence on employee motivation within public sector organizations. The primary method of collecting data in this quantitative study was through two surveys, which were offered electronically by using SurveyMonkey. The standardized data collected from the surveys allowed me to analyze the relationships between variables and

compiled the connection between the variables into a correlation coefficient, which is a distinct number that represents the vitality and trend of the relationship between the variables. A Likert scale is a methodical scale that allows the respondents, in this case, non-management level public servant employees, to pick the choice that best supports their opinion regarding the specific question asked. A Likert scale was utilized to measure non-management level public servant employees' motivation by surveying the extent to which the employee agreed or disagreed with a specific question or statement about extrinsic motivation or intrinsic motivation.

### **Participants**

The eligible participants included in this study were non-management level public servant employees within a public sector organization. This research sought out to understand why public servant leaders faced the possible inability to enhance organizational performance due to the lack of motivated public servant employees. If public sector organizations want to induce the maximum use of their human capital and obtain the best outcomes, public servant leaders must find the proper balance between the effectiveness of public servant employees and their eagerness to work. Therefore, the targeted population best suited to achieve the purpose of this research are non-management level public servant employees to identify what motivates them to put forth their best efforts towards achieving organizational objectives and enhancing organizational performance.

### **Population and Sampling**

The jobs of public servant employees often present better opportunities to attain unselfish or high-order commitment which could influence a higher level of employee motivation. However, the structure of public sector organizations, "purportedly characterized by greater red tape and conflict" (Sanchez-Sanchez & Fernandez Puente, 2021, p. 49), could potentially impede

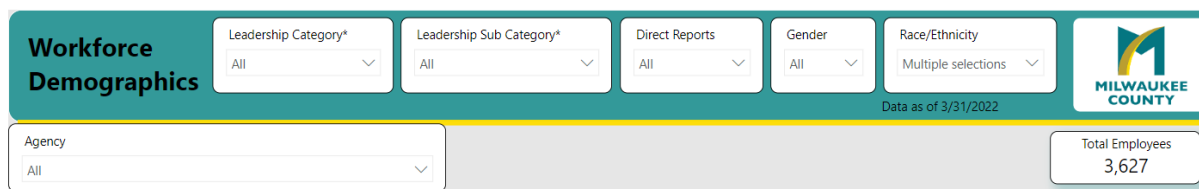
the fulfillment of these probabilities. Public sector employees routinely have to perform their jobs in profoundly political and politicized work environments, which are subjected to rather strict accountability processes and harsh scrutiny from both the media and the public. If public sector organizations want to induce the maximum use of their human capital and obtain the best outcomes, public servant leaders must find the proper balance between the effectiveness of public servant employees and their eagerness to work.

### *Discussion of Population*

According to Figure 1 (see Appendix B), as of March 31, 2022, a total of 3,627 employees are employed with the local county government entity (Milwaukee County, 2022).

**Figure 1**

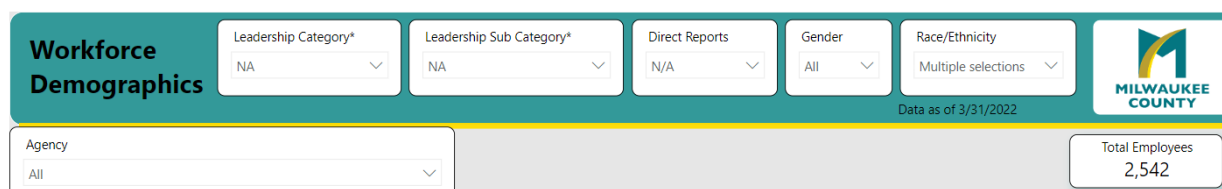
#### *Workforce Demographics for All Employees*



The targeted population best suited to achieve the purpose of this research is to focus on non-management levels public servant employees to identify what motivates them to put forth their best efforts towards achieving organizational objectives and enhancing organizational performance. Therefore, refer to Figure 2 (see Appendix B), the workforce demographics were updated to exclude all Legislative, Executive, and management employees.

**Figure 2**

#### *Workforce Demographics without Legislative, Executive, or Management Employees*



The true count of eligible participants for this study are 2,542 non-management level public servant employees (Milwaukee County, 2022).

### *Discussion of Sampling*

The sampling method used in this research was the probability sampling method, which is used primarily in quantitative research. The “probability sampling methods work best when the population of interest is large and when variations from the true population parameters can be identified” (Berndt, 2020, p. 225). Differences from the true population parameters, as explained by Berndt (2020), are called sampling errors and the differences are identified better when sufficiently large samples are selected. The probability sampling method signified that every participant of the targeted population had a chance of being chosen. The primary objective of using the probability sampling method was to produce results that are representative of the whole population, therefore, applying the probability sampling method was the most logical choice for this study.

According to Kelley-Quon (2018), “a sampling frame is an operational definition of the population that provides the basis for sampling” (p. 363). This research aimed to understand why public servant leaders faced the possible inability to enhance organizational performance due to the lack of motivated public servant employees. Therefore, the sampling frame was used to distribute the surveys to all eligible participants of the targeted population. The sample that was used for this research consisted of 2,542 non-management level public servant employees within a local county government entity. This study sought out to identify why public servant leaders faced the possible inability to enhance organizational performance due to the lack of motivated public servant employees. If public sector organizations want to induce the maximum use of their human capital and obtain the best outcomes, public servant leaders must find the proper

balance between the effectiveness of public servant employees and their eagerness to work. The targeted population best suited to achieve the purpose of this research was to focus on the non-management level public servant employees to identify what motivates them to put forth their best efforts towards achieving organizational objectives and enhancing organizational performance.

The sample size needed to reflect the targeted population is 334, see Figure 3 (Appendix B). The sample size was calculated by using the *Sample Size Calculator* (Sample size calculator, 2012).

### Figure 3

#### *Sample Size*

**Determine Sample Size**

Confidence Level:  95%  99%

Confidence Interval:

Population:

Sample size needed:

The sample size is of significance for the power linked with a statistical test. “Power is defined as the ability to detect a treatment effect if one exists” (Boyle et al., 2017, p. 245). Typically, the bigger the sample size, the bigger the probability is of rejecting the null hypothesis properly. Andrade (2020) explained that “studies are conducted on samples because it is usually impossible to study the entire population” (p. 102). Results drawn from the samples are intended to be generalized to the targeted population. Therefore, the sample size must be representative of the entire population and must be adequate in size. To gain access to the sample, I will reference the sampling frame.

## **Data Collection & Organization**

Quantitative data is input that can be quantified, which means that the collected data can be counted or measured and given a numerical value. According to Goertzen (2017), quantitative research designs involve gathering and analyzing data that can be presented numerically. One of the primary objectives is to produce valid and reliable data that allow researchers to conduct statistical analysis. Since quantitative studies focus on measurable data, they are particularly effective for addressing the “*what*” or “*how*” of a given situation. Questions of quantitative studies are generally direct and quantifiable.

### ***Data Collection Plan***

I planned to collect quantitative data, specifically discrete data, through the use of online surveys. Discrete data “can only take specific numeric values (rather than any value in an interval), but those numeric values have a clear quantitative interpretation” (Hoskin, n.d., p. 2). The advantage of collecting data through the use of an online survey, according to Le et al., 2018, include access to large populations, rapid data collection, and reduced expenditures. This quantitative research study allowed me to learn more about what motivated the targeted population of non-management level public servant employees, measure how many non-management public servant employees were motivated by intrinsic or extrinsic factors, analyzed the attitudes and behaviors of non-management public servant employees, documented any trends, and disclosed what is anecdotally known.

### ***Instruments***

I used the *Organizational Behavior Survey* (OBS) (see Appendix C) to gather data in order to determine, from the perspective of the non-management public servant employees, which behavioral model the local county government entity operated in. The OBS was created

by Clark (2004) and aims to assess what behavioral model an organization operates in. The OBS is based on the theory that organizations typically operate out of one of four modes: Autocratic, Custodial, Supportive, or Collegial. Since I will be distributing the OBS electronically, I transferred the 24 items of the OBS into SurveyMonkey (see Appendix C).

Gagné (2010) asserted that “despite the fact that work motivation is one of the major topics in organizational behavior, not many work motivation surveys exist” (p. 628). This study utilized the *Employee Motivation Survey* (EMS) (see Appendix D) to collect data. The EMS was created by [Hloom](#), which is a resource center. The EMS is characterized as a descriptive survey and is the most common type of survey due to the ability of utilizing it in various settings. The primary objective of descriptive surveys is to ask participants for their perspectives and opinions on a specific set of subjects or problems. Since the EMS was distributed electronically, the 15 questions were transferred into SurveyMonkey (see Appendix E). McDowall and Murphy (2018) asserted that “SurveyMonkey is an online questionnaire tool. Users can adopt preformatted templates or develop their own questionnaires which are used to gather information from subjects with access to e-mail via the internet or via an intranet” (p. 152). SurveyMonkey is a fast and effective tool for collecting large amounts of data which then can be examined and disclosed in understandable formats without having to transpose the data.

The collected data from the OBS allowed me to address the following research questions:

- RQ1: What is the relationship between organizational behavior and employee motivation within a public sector organization?
- RQ2: What is the relationship between motivation types and public servant leaders’ ability to motivate public servant employees?



- RQ3: How does employee motivation lead to enhanced organizational performance within a public sector organization?

The 24 items of the OBS helped to determine if the local county government entity operated in autocratic, custodial, supportive, or collegial behavior. Identifying the behavior in which the local county government entity operates provided valuable insight into the relationship between organizational behavior and employee motivation within the public sector organization. The OBS also provided insight into how public servant leaders can motivate public servant employees by understanding how intrinsic motivation or extrinsic motivation can help in enhancing organizational performance. Recognizing the behavior in which the local county government entity operates will enable public servant leaders to understand how their behaviors could potentially hinder employee motivation and ultimately result in the possible inability to enhance organizational performance due to the lack of motivated public servant employees.

The data gathered through the EMS provided valuable information regarding the type of motivation that inspired non-management level public servant employees to put forth their best efforts in achieving organizational objectives. This research project sought out to understand what kind of relationship(s) variables, such as organizational behavior and motivation or public servant leaders and motivation, had with one another. The data collected through the EMS helped to establish a general comprehension of organizational behavior and its influence on employee motivation within the public sector organization. The standardized data collected from the EMS was analyzed to identify the relationship between the variables and compiled the findings into a correlation coefficient, which is a distinct number that represented the vitality and trend of the relationship between the variables.

### ***Data Organization Plan***

Keeping the evaluation data organized is critical for this study. A database was created in *IBM SPSS Statistics* to organize the collected data from the OBS and EMS. The database was designed to assign a unique identifier to each participant in the dataset and included all information about an individual participant in one row, rather than having the same participant appear in multiple places. The participants are limited to only one response per survey to eliminate incorrect information being entered, such as not allowing numbers that fall outside of the response choices. The text responses were coded into numerical form so that they are easier to analyze and in a consistent format, such as 1 to 5, with 5 being strongly agreed and 1 strongly disagreeing.

Quantitative data is input that can be quantified, which means that the collected data can be counted or measured and given a numerical value. Quantitative research designs involve gathering and analyzing data that can be presented numerically. One of the primary objectives is to produce valid and reliable data to conduct statistical analysis. Since quantitative studies focus on measurable data, they are particularly effective for addressing the “*what*” or “*how*” of a given situation. Questions of quantitative studies are generally direct and quantifiable. This quantitative research study allowed me to learn more about what motivated the targeted population of non-management level public servant employees, measured how many non-management level public servant employees are motivated by intrinsic or extrinsic factors, analyzed the attitudes and behaviors of non-management level public servant employees, documented any trends, and disclosed what is anecdotally known.

## **Data Analysis**

The first step in correlation analysis of the collected data was to determine the target and define the type of data to be obtained. The second step was to determine the comparable algorithm, and the final step was to conduct a specific correlation analysis in the public sector organization and collect the data. Vital components in this research included gathering data, analyzing the data, and interpreting the data. Research serves the purpose of answering a question, describing or explaining a phenomenon, testing a theory, or identifying or solving a problem. Statistical analysis of quantitative data can be somewhat complex, but some simple techniques can provide useful data. Data analysis is the most critical part of any research as it summarizes the collected data. Data analysis involves the understanding of data collected through the use of analytical and rational logic to establish patterns, relationships, or trends. The goal of correlation analysis, as indicated by Chen and Talha (2021), is to identify repeatedly recurring patterns in the data and interpret the relationship between two events or objects hidden in the data. However, it is critical to note that any identified relationships can only be used as a starting point for further research (Chen & Talha, 2021).

### ***The Variables***

Variables are decisive factors in a research problem and can be defined as “a characteristic of the participants or situation in a given study that has different values” (Morgan et al., 2013, p. 1). Variables, especially in quantitative studies, are analyzed operationally and typically are broken down into independent, dependent, and extraneous variables. Independent variables can be classified as either an active independent variable or an attribute independent variable. To determine what kind of independent variable is necessary to infer a cause, it is vital to comprehend the difference between the two types of variables. Morgan et al. (2013) explained

that “an active independent variable is a variable, such as a workshop, new curriculum, or other intervention, at least one level of which is given to a group of participants, within a specified period of time during the study” (p. 2). While an attribute independent variable is a variable that cannot be influenced, “yet is a major focus of the study” (Morgan et al., 2013, p. 2). An independent variable is presumed to be the cause of a causal relationship. If the research question is asking for cause-and-effect, the independent variable will be the variable(s) speculated of causing the effect. There are two types of independent variables: active independent variables, which allows a researcher to have complete control over it, and attribute independent variables do not allow a researcher to have complete control, but the researcher can elect to use them anyways. Only methods with an active independent variable can yield data that authorizes a researcher to conclude that the independent variable incited the change or variation. Therefore, based on Morgan et al. (2013) notion, an active independent variable is imperative to infer cause.

Morgan et al. (2013) indicated “in order to understand your variables, it is important to know their level of measurement” (p. 38). The traditional levels or scales of measurement are nominal, ordinal, interval, and ratio but, according to Morgan et al. (2013), the terms “nominal, dichotomous, ordinal, and approximately normal (for normally distributed)” (p. 39) are more suitable for the interpretation of statistics as the traditional terms are typically misinterpreted and used incorrectly. The biggest issue identified with SPSS terms is the term “scale”, it is not typically used as a measurement level and has various meanings, making its use confusing. The four levels of measurement discussed below can influence how to collect and analyze data. Collecting at the wrong level could cause researchers to adjust their study, design, and analysis. Therefore, it is vital to carefully consider the level at which data is collected, especially the statistical procedure intended to utilize.

A nominal measurement describes a variable with three or more categories that do not have a natural order or ranking (Morgan et al., 2013). Nominal variables can be coded with numbers if desired, but the order is irrational and any calculations, such as computing a mean, median, or standard deviation, is meaningless. A dichotomous measurement describes variables that “always have only two levels or categories” (Morgan et al., 2013, p. 40), where levels refer to different groups within the same independent variable. Binary variables are a sub-type of this variable and are assigned “dummy variables (0, 1)” (Morgan et al., 2013, p. 40), for example, Male (0) and Female (1). With ordinal measurements, the order of the values is what is important and meaningful, not the difference between the values. Ordinal data are typically categorical and ordinal variables consist of non-numeric concepts such as satisfaction, happiness, discomfort, etc. The ordinal measurement has at least one major advantage over the nominal measurement, it contains all of the information captured in the nominal measurement, but it also ranks data from lowest to highest. Rather than simply categorizing data by placing an object either into or not into a category, ordinal data gives you some idea of where data lie in relation to each other. Normal variables, according to Morgan et al. (2013), are constant, meaning “they have an infinite number of possible values within some range” (p. 41) but, if the variables are not constant, it is recommended that there are at least five levels of ordered values, where there is an inherent continual essence.

Table 1 includes operational definitions for each variable in this study and described further in detail below Table 1.

**Table 1***Variable, Data, and Range*

Variables	Independent Variable	Dependent Variable	Mitigating Variable	Nominal Data	Ordinal Data	Ratio/Scale	Range
Extrinsic Motivation	X				X		1 to 5
Intrinsic Motivation	X				X		1 to 5
Organizational Culture	X				X		1 to 5
Leadership Styles		X			X		1 to 5
Employee Performance		X		X			1 to 5

*Note.* For the Range, 1 = strongly disagree and 5 = strongly agree

Extrinsic Motivation, according to Dang and Chou (2020), arises when people react with a “sense of pressure” (p. 1235) and is typically encouraged by external rewards, is an independent variable and is related to the specific problem in this research study as this study is attempting to identify the correlation between motivating employees and organizational performance. External factors help stimulate this type of motivation and this research study seeks to identify if this type of motivation enhances organizational performance. The ordinal data of this independent variable will be collected on a 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree).

Intrinsic Motivation, as explained by Dang and Chou (2020), is the inclination to accomplish a task for the basic gratification in the task itself, is an independent variable and is related to the specific problem in this research study as it is attempting to identify the correlation between motivating employees and organizational performance. Internal factors help stimulate this type of motivation and this research study seeks to identify if this type of motivation enhances organizational performance. The ordinal data of this independent variable will be collected on a 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree).

Organizational Culture, as explained by Baird et al. (2018), is a structure of mutual “norms and behaviors” (p. 405) that are determined by the individuals of an organization and aid in framing the way of accomplishing tasks, is an independent variable and is related to the specific problem in this research study as organizational culture is a critical element that can enhance organizational performance. Organizational culture, according to Sokro (2012), has been identified as having direct impacts on employee motivation and indirect impacts on organizational performance. Organizational Culture is an independent variable with external factors that can precisely influence and shape the behaviors of public servant employees and public sector leaders in public sector organizations. The ordinal data of this independent variable will be collected on a 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree).

Leadership Styles, according to Mohd Adnan et al. (2019), are the behavioral standards that a leader embraces to persuade the behaviors of followers, are a dependent variable, and are related to the specific problem in this research study as the type of leadership style has an explicit cause and effect link on an organization and its performance. Mohd Adnan et al. (2019) assert that leaders can “influence a big group or an individual in an organization, assists and guide them to establish and achieve their goals, and allows them to be effective” (p. 1043). The ordinal data of this dependent variable will be collected on a 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree). To clarify, leadership styles are driven by the behaviors each leader embraces to motivate employees, and the two surveys in this study ask specific questions about the behaviors of these leaders, which ultimately indicate which leadership style is being embraced: Authoritarian, Participative, Delegative, Transactional, or Transformational.

Employee Performance, according to Tuffaha (2020) can be defined “as a combination of efficiency and effectiveness of the employee’s daily tasks to meet the expectations of the stakeholders” (p. 14). Employee performance is a dependent variable related to the specific problem in this research study as employee performance effectively influences organizational performance. The performance of employees and organizations relies heavily on organizational actions, behaviors, processes, information management processes, and employee commitment (Tuffaha, 2020). These factors are all critical determinants that can cultivate exceptionally enhanced levels of employee performance. The ordinal data of this dependent variable will be collected on a 5-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree).

### ***Descriptive Statistics***

Associational research questions, according to Morgan et al. (2013), explore how two or more variables differ, or how one or more variables allow a researcher to foresee another variable and utilize the following inferential statistics: *t-test* or ANOVA. Difference research questions typically analyze two or more groups and pursue to validate that the differences among the “groups are not the same on the dependent variable” (Morgan et al., 2013, p. 5) and utilize the following inferential statistics: correlation or regression. The primary purpose of associational and difference research questions are to analyze the exchange between variables and both types of research questions are defended with inferential statistics. Different from associational and difference research questions, descriptive research questions are not defended with inferential statistics and these types of research questions simply “describe or summarize data” (Morgan et al., 2013, p. 6) rather than look for the generalization to a larger population. The primary purpose of a descriptive study is to identify things, or a phenomenon, or to classify



the characteristics of things or a phenomenon. Descriptive statistics such as mean, range, or percentage are gathered to defend descriptive research questions (Morgan et al., 2013).

Descriptive analysis was used to reduce the raw data down to an understandable level. Common descriptive analysis methods include frequency distributions, which included tables or charts to show how many participants fell into the different categories. Central tendency is the number that best represents the “typical score” such as the mean, median, and mode. Variability is the amount of variation or disagreement in the results, including the range and the standard deviation. The inferential analysis was used to help conclude the results. The primary objective was to determine whether or not the results were meaningful. The meaningfulness of the results were described in terms of significance. For the results to be considered significant, there must be a high probability that the results were not due to chance. When this transpires, it can be concluded that the relationship between the two variables are strong and reliable. Various factors can impact the likelihood of significance, which include the strength of the correlation, the amount of variability in the collected data, and the number of participants in the sample size. Typical statistical analysis include chi-squares, correlations, t-tests, and analysis of variance.

### ***Hypothesis Testing/Hypothesis Testing Alternatives***

H1o. There is no statistically significant relationship between organizational behavior and employee motivation.

H1a. There is a statistically significant relationship between organizational behavior and employee motivation.

Relationship to Research Questions – H1 addresses RQ1 which seeks to identify the relationship between organizational behavior and employee motivation within a public sector organization.

Variables include – H1 includes leadership style on a 1 – 5 Likert scale as well as employee performance as an absolute value.

H2o. There is no statistically significant relationship between the motivation types and the ability of public servant leaders to motivate public servant employees.

H2a. There is a statistically significant relationship between the motivation types and the ability of public servant leaders to motivate public servant employees.

Relationship to Research Questions – H2 addresses RQ2 which seeks to identify the relationship between the motivation types and public servant leaders' ability to motivate public servant employees.

Variables include – H2 includes motivation on a 1 – 5 Likert scale including both extrinsic and intrinsic motivation as well as organizational culture as an absolute value.

Organizational culture has direct impacts on employee motivation and indirect impacts on organizational performance, therefore including this variable is vital.

H3o. There is no statistically significant relationship between employee motivation and enhancing organizational performance within a public sector organization.

H3a. There is a statistically significant relationship between employee motivation and enhancing organizational performance within a public sector organization.

Relationship to Research Questions – H3 addresses RQ3 as it seeks to identify how employee motivation can help improve organizational performance in a public sector organization.

Variables include – H3 includes employee performance on a 1 – 5 Likert scale and both extrinsic and intrinsic motivation as an absolute value.

The Paired Samples *t-Test*, as indicated by Morgan et al. (2013), is a statistical measure utilized when researchers want to check the average responses. The *t-test* is a statistical analysis that compare the means of two groups. *The t-test* is typically used in hypothesis testing to determine whether a process or influences the population of interest, or whether two groups are different from one another. The *t-test* is a parametric measure of difference, which means that it makes the same assumptions about the data as other parametric measurements. A *t* value of 0.00 would indicate that the sample results exactly equal the null hypothesis, while a *t* value of 5.0 indicate that there is a significant difference between the variables. According to Morgan et al. (2013), the Wilcoxon rank-sum test (Mann-Whitney U test) is a common assessment to analyze two distributions in independent samples. The Mann-Whitney U test is a frequently used alternative to the two-sample *t-test* when the hypothesis is not met. The concept behind the Mann-Whitney U test is to establish if the population is the same or different based on the levels of the values instead of the size. Fong and Huang (2019) asserted that the Mann-Whitney U test is a suitable two-sample testing procedure and one of the reasons for its acceptance is because of the distribution-free property.

Vital components in research include gathering, analyzing, and interpreting the data. Research serves the purpose of answering a question, describing or explaining a phenomenon, testing a theory, or identifying or solving a problem. Statistical analysis of quantitative data can be somewhat complex, but some simple techniques can provide useful data. Data analysis is the most critical part of any research as it summarizes the collected data. Data analysis involves the understanding of data collected through the use of analytical and rational logic to establish patterns, relationships, or trends. The ordinal measurement has at least one major advantage over the nominal measurement, it contains all of the information captured in the nominal

measurement, but it also ranks data from lowest to highest. Rather than simply categorizing data by placing an object either into or not into a category, ordinal data gives you some idea of where data lie in relation to each other.

### **Reliability and Validity**

Reliability and validity plays a critical role in this research study. Reliability evaluates if this research study will produce dependable results. Researchers generally utilize different methods to test reliability, such as the internal consistency method, the test-retest method, or the split-halves method. The instruments utilized in the data collection and analysis should also be assessed to ensure the results are dependable. Validity assess if the results produced by the research study are credible and trustworthy. To safeguard content validity, I will ensure that the items contained in the survey questionnaires, OBS and EMS, are based on the constructs that assess the research concepts.

### ***Reliability***

For any study to present meaningful results, variables need to be evaluated reliably. The reliability of any evaluation illustrates the degree to which an outcome can be duplicated in recurring circumstances under the same settings. For a measure to have high reliability, it must produce similar outcomes under similar circumstances. In other words, when a testing measure is repeated within a group of raters, the same outcomes would be achieved. Comprehending the reliability of evaluations is a central foundation for any research. Administering evaluations that produce low reliability can make the interpretation of the outcomes difficult and could potentially lead to distorted conclusions that are challenging to reproduce in subsequent studies.

There are two types of significance to contemplate when it comes to interpreting the outcomes of a paired sample t-test: statistical significance and practical significance (Statistics

Solutions, 2021). Statistical significance would indicate that there is a good chance that a study is correct in discovering that a relationship exists between two variables. It is imperative to understand that a study can have a statistically significant finding, but the association of that finding could have no practical function. When differences are small but statistically significant, it can be a result of having a very large sample size, and in a smaller sample size, the differences would not be enough to be statistically significant. According to Streiner (2017), a very small value of P does not automatically indicate that the outcomes are practically important, nor does a non-significant P signify that nothing is going on; it may merely exhibit inadequate power. Therefore, a researcher must regularly test both the statistical and the practical significance of any research outcome to fully appreciate the findings.

### ***Validity***

The Rotated Factor Matrix table is fundamental in comprehending the results of an analysis (Morgan et al., 2013). The factor analysis approach focuses on compressing a large amount of data into close specifications and extracts inherent factors that are linear combinations of either all of the variables or a large number of the variables in the applicable dataset (Bork & Møller, 2018). After running a factor analysis, it is important to dedicate the appropriate time to review and exclude variables that are not strong enough. These variables are typically the ones with low factor loadings. It is critical to examine the loading pattern to determine which factor has the most effect on each variable. Loadings close to -1 or 1 signify that the factor strongly affects the variable. Loadings close to 0 signify the factor as having a weak influence on the variable. An important element to note is that some variables can have high loadings on multiple factors.

Morgan et al. (2013) stressed the importance of checking raw data after it is collected and before entering the data into the data system. Data analysis is a critical step in the research process. Before analyzing data, researchers must ensure that the data collected is accurate and reliable. The accuracy of the input of raw data will determine the reliability of the output of a research outcome. It is vital to acknowledge that the interpretation of inaccurate data will lead to wrong conclusions. Before entering data, it is vital to ensure that all participants completed their questionnaires properly and confirm there are no double entries or answers marked between two points. It is critical to set up guidelines for the data collection process and consistent rules for handling identified problems in the data entry process (Morgan et al., 2013).

Working with intermediaries can be decisive because the support and validity they provide enable access to a population sample that could not otherwise be collected by a researcher. Data collected through intermediaries can have positive effects on research and could help with eliminating inaccurate and unreliable data. Intermediaries are essential in assisting researchers with their approach, interpretation, information, control, and understanding of surveys and other facets of the research groundwork (Christensen et al., 2017). After entering the data, statistical programs such as Descriptives in SPSS can be utilized to validate the mean, minimum, and maximum values on all variables to examine the data for any entry errors (Morgan et al., 2013). The researcher should again, after entering the data, review data input to check for simple data entry errors that could have occurred during the transferring of information and ensure that the established codebook was followed for all participants, contributing to the accuracy and validity of the statistical analysis conducted by the researcher based off the collected data.

## **Summary of Section 2 and Transition**

Section 2 provided the foundation for the role of the researcher, the research methodology, the research participants, the population and sampling, the data collection and organization, data analysis, and reliability and validity. My role in this study is to gain better insight and comprehension into employee motivation within public sector organizations. I utilized quantitative methods to examine the conditions or scenarios that influenced the level of motivation for non-management public servant employees. I decided that employing a fixed design, using quantitative methods, specifically a correlational design, would generate objective data that can transparently conveyed through statistics and facts. My role is to execute this in a systematic scientific method so that my study can be duplicated by other researchers. The data collected in this study was used primarily to identify any patterns in employee motivation of public servant employees, generate predictions about employee motivation and public servant leaders, test the relationship between employee motivation and organizational behavior, and theorize the results of this study to a wider population. The eligible participants included in this study are non-management public servant employees within public sector organizations. The targeted population best suited to achieve the purpose of this study is to focus on non-management level public servant employees to identify what motivates them to put forth their best efforts towards achieving organizational objectives and enhancing organizational performance. If public sector organizations want to induce the maximum use of their human capital and obtain the best outcomes, public servant leaders must find the proper balance between the effectiveness of public servant employees and their eagerness to work. The total population consisted of 2,542 non-management level public servant employees. Quantitative data is input that can be quantified, which means that the collected data can be counted or measured

and given a numerical value. Quantitative research designs involve gathering and analyzing data that can be presented numerically. One of the primary objectives is to produce valid and reliable data that allow researchers to conduct statistical analysis. Since quantitative studies focus on measurable data, they are particularly effective for addressing the “*what*” or “*how*” of a given situation. Questions of quantitative studies are generally direct and quantifiable (Goertzen (2017). Descriptive analysis was used to reduce the raw data down to an understandable level. Common descriptive analysis methods include frequency distributions, which include tables or charts that show how many participants fell into the different categories. Central tendency is the number that best represents the “typical score,” such as the mean, median, and mode. Variability is the amount of variation or disagreement in the results, including the range and the standard deviation. The inferential analysis was used to help conclude the results and the primary objective was to determine whether or not the results were meaningful. The meaningfulness of the results can be described in terms of significance.

Section 3 provided a comprehensive overview of this study, presentation of the findings, application to professional practice, recommendations for further study, and reflections. The presentation of the findings discussed in detail the descriptive statistics performed and the results. It also discussed the hypotheses testing that was conducted and included post-hoc tests, data tables, graphs, and interpretation of the output. The presentation of the findings also discussed how the findings of the study addressed each of the research questions. Application to professional practice discussed how the results of this study can improve general business practices and provided recommendations for further study based on the results. Lastly, the reflections discussed how conducting this study has provided personal and professional growth.



### **Section 3: Application to Professional Practice and Implications for Change**

Public servant leaders are in an exclusive position to strengthen the development of public servant employees, partially, because the actions of these leaders have an active method of guiding the motivation, mindset, and ability of employees. By comprehending how the concepts of organizational behavior can enhance employee motivation, public servant leaders can also become more aware of their behaviors and employ the necessary actions to motivate public servant employees to enhance organizational performance. Acknowledging why the concepts of organizational behavior are essential regarding a public sector organization's ability to enhance its organizational performance is integral for all public servant leaders. By understanding why organizational behavior is critical and how the concepts of organizational behavior can help motivate public servant employees to enhance their organizational performance, public servant leaders can enhance their awareness of how public servant employees behave and perform within public sector organizations.

#### **Overview of the Study**

This research project sought to understand what kind of relationship(s) variables, such as organizational behavior and motivation or public servant leaders and motivation, had with one another. The Pragmatism approach was the most appropriate methodology as it offered an emancipatory and supportive viewpoint, which would help public servant leaders identify what may be, regarding organizational behavior's connection to enhancing organizational performance within a public sector organization. Pragmatism concentrates on the functional ramifications of what individuals think and do and is about formulating real enhancements to the daily activities of human beings within the world. The core focal point of pragmatism is on what individuals do base on their beliefs and actions, therefore by utilizing this research methodology, it helped guide

this research project in the right direction to achieving a better understanding and awareness of how public servant leaders can implement the concepts of organizational behavior to motivate public servant employees resulting in enhanced organizational performance. This research project was conducted with a fixed design using quantitative method(s), specifically a correlational design. The correlational design is a quantitative method that utilizes a structured data collection and analysis process of scientific and categorical information.

Quantitative data, specifically discrete data, was collected through the use of two online surveys for this research project. The advantage of collecting data through the use of an online survey included access to larger populations, rapid data collection, and reduced expenditures. This quantitative research study allowed me to learn more about what motivated the targeted population of non-management level public servant employees, measured how many public servant employees were motivated by intrinsic or extrinsic factors, analyzed the attitudes and behaviors of public servant employees, documented any trends, and disclosed what is anecdotally known. The *Organizational Behavior Survey* (OBS) was used to gather data to determine, from the perspective of the non-management public servant employees, which behavioral model the local county government entity operated in. The OBS is based on the theory that organizations typically operate out of one of four modes: Autocratic, Custodial, Supportive, or Collegial. The *Employee Motivation Survey* (EMS) was also used to collect data from the participants. The data gathered through the EMS provided valuable information regarding the type of motivation that inspired the non-management level public servant employees to put forth their best efforts in achieving organizational objectives. A total of 334 non-management level public servant employees participated and completed both the OBS and EMS.

## **Presentation of the Findings**

A total of 334 non-management level public servant employees participated in this research study and completed two separate questionnaires using SurveyMonkey®. The standardized data collected from the two surveys allowed me to analyze any relationship(s) between the variables and compile the relationship(s) into a correlation coefficient. Both survey questionnaires were on a Likert scale which allowed the respondents to pick the choice that best supported their opinion regarding the specific question asked. I used the OBS to gather data to determine, from the perspective of the non-management public servant employees, which behavioral model the local county government entity operated in. I used the EMS to collect data to determine the type of motivation that inspired the non-management level public servant employees to put forth their best efforts in achieving organizational objectives.

### ***Descriptive Statistics***

According to Morgan et al. (2013), associational research questions explore how two or more variables differ, or how one or more variables allow a researcher to foresee another variable and utilize the following inferential statistics: *t-test* or ANOVA. Morgan et al. (2013) explain that difference research questions typically analyze two or more groups and pursue to validate that the differences among the “groups are not the same on the dependent variable” (p. 5) and utilize the following inferential statistics: correlation or regression. The primary purpose of associational and difference research questions is to analyze the exchange between variables and both types of research questions are defended with inferential statistics. Different from associational and difference research questions, descriptive research questions are not defended with inferential statistics and, according to Morgan et al. (2013), these type of research questions simply “describe or summarize data” (p. 6) rather than look for the generalization to a larger

population. The primary purpose of a descriptive study is to identify things, or a phenomenon, or to classify the characteristics of things or a phenomenon. Descriptive statistics such as mean, range, or percentage are gathered to defend descriptive research questions.

Descriptive analysis was used to reduce the raw data down to an understandable level. Common descriptive analysis methods include frequency distributions, which include tables or charts that show how many participants fell into the different categories. Central tendency is the number that best represents the “typical score” such as the mean, median, and mode. Variability is the amount of variation or disagreement in the results, including the range and the standard deviation. The inferential analysis was used to help conclude the results and the primary objective was to determine whether or not the results were meaningful. The meaningfulness of the results were described in terms of significance. For the results to be considered significant, there must be a high probability that the results were not due to chance. When this transpires, it can be concluded that the relationship between the two variables are strong and reliable. Various factors can impact the likelihood of significance, which includes the strength of the correlation, the amount of variability in the collected data, and the number of participants in the sample size. Typical statistical analyses include chi-squares, correlations, t-tests, and analysis of variance (Morgan et al., 2013).

The OBS was used to gather data to determine, from the perspective of the non-management public servant employees, which behavioral model the local county government entity operated in. The OBS is based on the theory that organizations typically operate out of one of four modes: Autocratic, Custodial, Supportive, or Collegial (Clark, 2004). The OBS has a scoring method (see Table 2, Appendix A) to determine which behavioral model the public

sector organization operates in. The OBS is based on a 1-5 Likert scale; 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

**Table 2**

*Organizational Behavior Survey (OBS) Scoring Method*

Item Score	Item Score	Item Score	Item Score
1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
Autocratic	Custodial	Supportive	Collegial

Each behavioral model consists of the total score for specific questions on the survey. After calculating the total scores based on the OBS scoring method, it appears that the public sector organization, from the perspective of non-management level public servant employees, operates in a collegial behavioral model (see Table 3, Appendix A).

**Table 3**

*Organizational Behavior Survey Scores*

Q #	Item Score	Q #	Item Score	Q #	Item Score	Q #	Item Score
1.	577	2.	974	3.	1125	4.	1227
5.	977	6.	912	7.	1285	8.	1156
9.	900	10.	897	11.	1131	12.	1269
13.	973	14.	1300	15.	1027	16.	1240
17.	1327	18.	937	19.	1119	20.	1168
21.	636	22.	1095	23.	1035	24.	1246
<b>Total</b>	<b>5390</b>	<b>Total</b>	<b>6115</b>	<b>Total</b>	<b>6722</b>	<b>Total</b>	<b>7306</b>
Autocratic		Custodial		Supportive		Collegial	

To better comprehend the OBS data and audit for errors or problems with the questionnaire, the OBS data was inputted into *IBM SPSS Statistics*. All 24 questions from the questionnaire were entered and labeled according to the OBS scoring method (refer to Table 2). The statistics program, Descriptives, was used to compute the mean, minimum, and maximum values for all the participants on all variables to analyze the collected data. Each variable was then compared to “the minimum and maximum scores with the highest and lowest appropriate values in the codebook” (Morgan et al., 2013, p. 34). The OBS Descriptive Statistics (see Table 4, Appendix A) indicated that there are a total of 334 participants with no missing data.

**Table 4***OBS Descriptive Statistics*

	N	Minimum	Maximum	Mean
Q1	334	1	4	1.73
Q2	334	1	5	2.92
Q3	334	1	5	3.37
Q4	334	1	5	3.67
Q5	334	1	5	2.93
Q6	334	1	5	2.73
Q7	334	2	5	3.85
Q8	334	1	5	3.46
Q9	334	1	5	2.69
Q10	334	1	5	2.69
Q11	334	1	5	3.39
Q12	334	1	5	3.80
Q13	334	1	5	2.91
Q14	334	1	5	3.89
Q15	334	1	5	3.07
Q16	334	2	5	3.71
Q17	334	2	5	3.97
Q18	334	1	5	2.81
Q19	334	1	5	3.35
Q20	334	2	5	3.50
Q21	334	1	4	1.90
Q22	334	1	4	3.28
Q23	334	1	5	3.10
Q24	334	1	5	3.73
Valid N (listwise)	334			

I broke down the 24 OBS questions from the questionnaire and categorized them accordingly to the different types of behavioral models (see Table 2) *autocratic*, *custodial*, *supportive*, or *collegial*, and compared the values of each with the values found in the codebook.

**Table 4.1***Autocratic Descriptives & Behavioral Model Total Count*

	N	Minimum	Maximum	Mean
Q1	334	1	4	1.73
Q5	334	1	5	2.93
Q9	334	1	5	2.69
Q13	334	1	5	2.91
Q17	334	2	5	3.97
Q21	334	1	4	1.90
Valid N (listwise)	334			

**Table 4.1(a)***Autocratic Behavioral Model Total Count*

	N	Sum
Q1	334	577
Q5	334	977
Q9	334	900
Q13	334	973
Q17	334	1327
Q21	334	636
Valid N (listwise)	334	5390



**Table 4.1(b)***Code Value for Q1 & Q5 of the Autocratic Behavioral Model*

		<b>Q1</b>		
		Value	Count	Percent
Standard	Position	1		
Attributes	Label	<none>		
	Type	Numeric		
	Format	F5		
	Measurement	Ordinal		
	Role	Input		
Valid Values	1		155	46.3%
	2		128	38.2%
	3		38	11.3%
	4		13	3.9%
Missing Values	System		1	0.3%

		<b>Q5</b>		
		Value	Count	Percent
Standard	Position	2		
Attributes	Label	<none>		
	Type	Numeric		
	Format	F5		
	Measurement	Ordinal		
	Role	Input		
Valid Values	1		20	6.0%
	2		110	32.8%
	3		107	31.9%
	4		69	20.6%
	5		28	8.4%
Missing Values	System		1	0.3%

The values of each variable within the autocratic behavioral model were compared to the value in the codebook (see Table 4.1(b), Appendix A). For example, Q1 indicated that 334 participants had no missing data with a minimum of 1 and a maximum of 4. Those values on the descriptive matched the “Valid Values” of Q1 from the codebook. Therefore, it was determined

that there are no errors. All variables were checked and confirmed and will not be displayed.

Descriptive was also used, to sum up, the total count of all responses within the behavioral model to confirm my calculations in Table 2. (Note: the same process will be conducted on the rest of the behavioral models.)

**Table 5**

*Custodial Descriptives*

	N	Minimum	Maximum	Mean
Q2	334	1	5	2.92
Q6	334	1	5	2.73
Q10	334	1	5	2.69
Q14	334	1	5	3.89
Q18	334	1	5	2.81
Q22	334	1	4	3.28
Valid N (listwise)	334			

**Table 5.1**

*Custodial Behavioral Model Total Count*

	N	Sum
Q2	334	974
Q6	334	912
Q10	334	897
Q14	334	1300
Q18	334	937
Q22	334	1095
Valid N (listwise)	334	6115

**Table 6***Supportive Descriptives*

	N	Minimum	Maximum	Mean
Q3	334	1	5	3.37
Q7	334	2	5	3.85
Q11	334	1	5	3.39
Q15	334	1	5	3.07
Q19	334	1	5	3.35
Q23	334	1	5	3.10
Valid N (listwise)	334			

**Table 6.1***Supportive Behavioral Model Total Count*

	N	Sum
Q3	334	1125
Q7	334	1285
Q11	334	1131
Q15	334	1027
Q19	334	1119
Q23	334	1035
Valid N (listwise)	334	6772

**Table 7***Collegial Behavioral Model Descriptives*

	N	Minimum	Maximum	Mean
Q4	334	1	5	3.67
Q8	334	1	5	3.46
Q12	334	1	5	3.80
Q16	334	2	5	3.71
Q20	334	2	5	3.50
Q24	334	1	5	3.73
Valid N (listwise)	334			

**Table 7.1***Collegial Behavioral Model Total Count*

	N	Sum
Q4	334	1227
Q8	334	1156
Q12	334	1269
Q16	334	1240
Q20	334	1168
Q24	334	1246
Valid N (listwise)	334	7306

It was determined that the data collected from the OBS had no errors, and according to my calculations (Table 3) and the collegial behavioral model total count (Table 7.1), the public sector organization operates in a collegial behavioral model. Therefore, I will focus strictly on this behavioral model. According to Davis (1968), during the last 100 years, numerous organizational behavior models have appeared, however, four of those are significant and different enough to dig deeper. The models were identified in the OBS: autocratic, custodial, supportive, and collegial. The collegial model, according to Davis (1968), “readily adapts to the flexible, intellectual environments of scientific and professional organizations” (p. 35). The collegial model hinges on leadership’s ability to establish a feeling of shared contribution among employees in the department or the organization as a whole. Which indicates that public servant employees depend on one another to accomplish tasks, are committed, self-disciplined, and embody responsible behaviors toward their assigned duties. Based on this, and from the perspective of non-management public sector employees, the public sector organization functions on partnership and collaboration. Let’s take a closer look at the statements (see Table 8, Appendix A) from the OBS questionnaire that makes up the Collegial model and the frequency associated with each statement (see Table 8.1, Appendix A).

**Table 8***Collegial Behavioral Model Statements from OBS*

Q #	Statement
Q4	There is a real feeling of teamwork.
Q8	There is a partnership between managers and employees.
Q12	The employees feel a real responsibility to make things work.
Q16	There is enthusiasm among the employees to better job performance.
Q20	The employees feel their jobs hold high esteem and are of great value to the organization.
Q24	Things happen around here because of the self-discipline of every employee.

**Table 8.1***Collegial Frequency*

		Q4	Q8	Q12	Q16	Q20	Q24
N	Valid	334	334	334	334	334	334
	Missing	0	0	0	0	0	0
Mean		3.67	3.46	3.80	3.71	3.50	3.73
Median		4.00	4.00	4.00	4.00	3.50	2.00
Mode		4	4	4	4	4	4

**Table 8.1 (a)***Collegial Behavior Model Frequency Breakdown by Questions*

		Q4		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Strongly disagree	19	5.7	5.7	5.7
	Disagree	21	6.3	6.3	12.0
	Neither agree nor disagree	57	17.1	17.1	29.0
	Agree	190	56.9	56.9	85.9
	Strongly agree	47	14.1	14.1	100.0
Total		334	100.0	100.0	

**Q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	3.9	3.9	3.9
	Disagree	34	10.2	10.2	14.1
	Neither agree nor disagree	106	31.7	31.7	45.8
	Agree	148	44.3	44.3	90.1
	Strongly agree	33	9.9	9.9	100.0
Total		334	100.0	100.0	

**Q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	2.1	2.1	2.1
	Disagree	12	3.6	3.6	5.7
	Neither agree nor disagree	54	16.2	16.2	21.9
	Agree	229	68.6	68.6	90.4
	Strongly agree	32	9.6	9.6	100.0
Total		334	100.0	100.0	

**Q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	18	5.4	5.4	5.4
	Neither agree nor disagree	99	29.6	29.6	35.0
	Agree	178	53.3	53.3	88.3
	Strongly agree	39	11.7	11.7	100.0
Total		334	100.0	100.0	

**Q20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	3.9	3.9	3.9
	Neither agree nor disagree	154	46.1	46.1	50.0
	Agree	155	46.4	46.4	96.4
	Strongly agree	12	3.6	3.6	100.0
Total		334	100.0	100.0	

## Q24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	2.1	2.1	2.1
	Disagree	6	1.8	1.8	3.9
	Neither agree nor disagree	83	24.9	24.9	28.7
	Agree	212	63.5	63.5	92.2
	Strongly agree	26	7.8	7.8	100.0
Total		334	100.0	100.0	

According to Barros (2018), “one of the oldest and most consolidated research lines in this field investigates the phenomena of “wisdom of crowds”, (p. 576) identifying that groups are effective techniques for making individual assessments and conclusions when the members do not communicate with each other. The term "collegial" is linked to individuals with a mutual objective in the perception that there is a team approach. Leadership acts as a mentor to produce a better department or team. The collegial behavioral model is about collaboration and having an awareness of self-belief, however, it hinges on how well leadership can build a sense of contribution among all employees. All employees must feel that their contributions are essential and at the same level, in order to feel appreciated and valued for their position within an organization. Leaders should work towards unifying the roles of employees rather than just controlling and dictating. As a result, this could enhance an increasing sense of discipline and self-responsibility of all employees to advance organizational performance.

The EMS was utilized to collect quantitative data, specifically discrete data. The EMS is characterized as a descriptive survey and is the most common type of survey due to its ability to be utilized in various settings. The primary objective of descriptive surveys ask participants for their perspectives and opinions on specific subjects or problems. The data gathered through the EMS provided valuable information on the type of motivation that inspired non-management

level public servant employees to put forth their best efforts to achieving organizational objectives. The data collected from the EMS helped establish a general comprehension of organizational behavior and its influence on employee motivation within public sector organizations.

The EMS questionnaire had a total of 15 questions and each question was analyzed and categorized as either intrinsic or extrinsic motivation. As explained by Dang and Chou (2020), intrinsic motivation is the inclination to accomplish a task for the basic gratification in the task itself. Internal factors help stimulate this type of motivation. Extrinsic Motivation, according to Dang and Chou (2020), arises when people react with a “sense of pressure” (p. 1235) and is typically encouraged by external rewards. External factors help stimulate this type of motivation. Table 9 (Appendix A) provided a breakdown of the 15 EMS statements and indicated the motivation type.



**Table 9***Employee Motivation Categories*

Employee Motivation Survey		Intrinsic Motivation	Extrinsic Motivation
Q1	I enjoy working for a public sector organization.	X	
Q2	I feel my role as a public servant compels me to do my best every day.	X	
Q3	I am motivated to provide quality service to members of the public.	X	
Q4	When people ask me what I do for a living, I am proud to tell them I work for a public sector organization.	X	
Q5	I provide an important service to the public.	X	
Q6	My manager/supervisor recognizes excellent work and rewards it appropriately.		X
Q7	I feel the work I do within a public sector organization is important.	X	
Q8	There are plenty of opportunities for advancement here.		X
Q9	Hard work and dedication are properly rewarded.		X
Q10	My manager/supervisor has reasonable expectations of me.		X
Q11	My manager/supervisor is dedicated to helping me succeed at my job.		X
Q12	I am respected for the contributions I make within a public sector organization.	X	
Q13	The pay and benefits are fair when compared to similar positions in the private sector.		X
Q14	My work hours allow me to serve the public and take care of my family.		X
Q15	The members of my department work together as a team in order to accomplish our mission.		X

To better understand the EMS data and audit for errors or problems with the questionnaire, the EMS data was inputted into *IBM SPSS Statistics*. All 15 questions from the questionnaire were entered and labeled accordingly to the motivation category (refer to Table 9). The statistics program, Descriptives, was used to compute the mean, minimum, and maximum values for all the participants on all variables to analyze the collected data. Each variable was then compared to “the minimum and maximum scores with the highest and lowest appropriate values in the codebook” (Morgan et al., 2013, p. 34). The Descriptive Statistics (see Table 10,

Appendix A) indicated that there were a total of 334 participants with no missing data from any of the statements on the EMS.

**Table 10**

*Employee Motivation Survey Descriptive Statistics*

	N	Minimum	Maximum	Mean
Q1	334	1	5	4.01
Q2	334	1	5	3.88
Q3	334	3	5	4.06
Q4	334	3	5	3.99
Q5	334	3	5	3.84
Q6	334	1	5	3.53
Q7	334	3	5	4.07
Q8	334	1	5	3.00
Q9	334	1	5	3.14
Q10	334	2	5	3.97
Q11	334	1	5	3.84
Q12	334	2	5	3.61
Q13	334	1	5	2.72
Q14	334	1	5	3.96
Q15	334	1	5	3.96
Valid N (listwise)	334			

I broke down the 15 EMS statements from the questionnaire and categorized them accordingly to the different motivation types (see Table 9) and compared the values of each with the values found in the codebook.

**Table 11***Intrinsic Motivation Category Descriptive*

	N	Minimum	Maximum	Mean
Q1	334	1	5	4.01
Q2	334	1	5	3.88
Q3	334	3	5	4.06
Q4	334	3	5	3.99
Q5	334	3	5	3.84
Q7	334	3	5	4.07
Q12	334	2	5	3.61
Valid N (listwise)	334			

**Table 11.1***Intrinsic Motivation Total Count and Grand Mean*

	N	Sum	
Q1	334	1341	
Q2	334	1295	
Q3	334	1356	
Q4	334	1331	
Q5	334	1281	
Q7	334	1358	
Q12	334	1207	
Valid N (listwise)	334	9169	Grand mean = 3.92

**Table 11.2***Intrinsic Motivation Frequencies*

		Q1	Q2	Q3	Q4	Q5	Q7	Q12
N	Valid	334	334	334	334	334	334	334
	Missing	0	0	0	0	0	0	0
Mean		4.01	3.88	4.06	3.99	3.84	4.07	3.61
Median		4.00	4.00	4.00	4.00	4.00	4.00	3.00
Mode		4	4	4	4	4	4	3

**Table 12***Extrinsic Motivation Category Descriptive Statistics*

	N	Minimum	Maximum	Mean
Q1	334	1	5	4.01
Q2	334	1	5	3.88
Q3	334	3	5	4.06
Q4	334	3	5	3.99
Q5	334	3	5	3.84
Q7	334	3	5	4.07
Q12	334	2	5	3.61
Valid N (listwise)	334			

**Table 12.1***Extrinsic Motivation Total Count and Grand Mean*

	N	Sum
Q6	334	1178
Q8	334	1001
Q9	334	1050
Q10	334	1326
Q11	334	1283
Q13	334	907
Q14	334	1324
Q15	334	1323
Valid N (listwise)	334	9392

Grand mean = 3.51

**Table 12.2***Extrinsic Motivation Frequencies*

		Q1	Q2	Q3	Q4	Q5	Q7	Q12
N	Valid	334	334	334	334	334	334	334
	Missing	0	0	0	0	0	0	0
Mean		4.01	3.88	4.06	3.99	3.84	4.07	3.61
Median		4.00	4.00	4.00	4.00	4.00	4.00	3.00
Mode		4	4	4	4	4	4	3

The results from the EMS indicated that from the perspective of non-management level public servant employees and with a Grand mean of 3.92, intrinsic motivation is prevalent. Non-management level public servant employees are motivated by internal factors such as “satisfaction, fun and learning” (Pinto and dos Santos, 2018, p. 60). Pinto and dos Santos (2018) asserted that being motivated entails being compelled to do something, therefore, when an individual does not feel consumed to act can be described as being unmotivated, while an individual who is excited about a particular purpose can be described as being motivated. Identifying what motivates employees continue to be a deeply hypothesized topic even though it has been researched for decades by scholars and organizations. Philosophies, tools, and styles that motivate employees and ultimately enhance organizational performance are highly sought after by organizations. Gaynor (2022) stated, “intrinsic motivation and organizational culture are influential on a multitude of organizational fronts” (p. 15) and bear influence in establishing job gratification, motivation, organizational commitment, and achievement. Intrinsic motivation, since the 1920s, has been the subject of much research but is difficult to manipulate directly. Intrinsic motivation is the greatest self-determined type of motivation due to its solely intrinsic decree. Intrinsic motivation is defined by the effects of enthusiasm, satisfaction, and inherent fulfillment (Gaynor, 2022). Organizational culture, as explained by Baird et al. (2018), is a

structure of mutual “norms and behaviors” (p. 405) that are determined by the individuals of an organization and aid in framing the way of accomplishing tasks, has emerged as playing a vital role in impacting an employee’s intrinsic motivation to perform.

### ***Hypothesis Testing***

Ordinal data is collected through Likert scales, which are made up of Likert-type questions/statements with a continuation of response items for participants to select from. Likert-type questions/statements are commonly treated as ordinal data because the items have clear ranking order and don’t have an even distribution. Both descriptive and inferential statistics can be utilized to analyze ordinal data. However, inferential statistics will help test the collected data's scientific hypotheses. The most suitable statistical tests for ordinal data focus on the rankings of the measurements, which are non-parametric tests and assess medians or ranks. There are four different types of non-parametric tests: Mann-Whitney U test, Wilcoxon signed-rank test, Kruskal-Wallis test, and Friedman (Morgan et al., 2013). From the perspective of non-management level public servant employees, the OBS identified that the public sector organization operated in the collegial behavioral model. Therefore, I will focus on testing the collegial data. According to Morgan et al. (2013), once it has been determined if a sample is significantly different, it is important to compare the mean of a sample with the hypothesized population mean (see Table 13, Appendix A) for the One-Sample t Test for all collegial data samples (Test Value = 4, see Table 7.1 Collegial Frequency, which is the mode).

**Table 13***Collegial One-Sample t-Test for Q4***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean
Q4	334	3.67	.986	.054

Test Value = 4					95% Confidence Interval of the Difference		
	t	df	Significance		Mean Difference	Lower	Upper
			One-Sided p	Two-Sided p			
Q4	-6.052	333	<.001	<.001	-.326	-.43	-.22

The One-Sample Statistics table for Q4 (see Table 13, Appendix A) (There is a real feeling of teamwork, see Table 9) indicated that  $p = <.001$ , so it can be determined that the sample ( $M = 3.67$ ) is statistically highly significant from the population mean of 4, which indicate that the observed relationship is unlikely not because of chance. The table also provides the difference ( $M = -.326$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of  $<.001$  is less than the significance level of 0.05, it is appropriate to reject the null hypothesis and conclude that there is sufficient evidence to say that the true average response to Q4 is not 4.

**Table 13.1***Collegial One-Sample t-Test for Q8***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean
Q8	334	3.46	.941	.052

Test Value = 4					95% Confidence Interval of the Difference		
	t	df	Significance		Mean Difference	Lower	Upper
			One-Sided p	Two-Sided p			
Q8	-10.464	333	<.001	<.001	-.539	-.64	-.44

The One-Sample Statistics table for Q8 (see table 13.1, Appendix A) (There is a partnership between managers and employees, see Table 9) indicate that  $p = <.001$ , so it can be determined that the sample ( $M = 3.46$ ) is statistically highly significant from the population mean of 4, which indicates that the observed relationship is unlikely because of chance. The table also provides the difference ( $M = -.539$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of  $<.001$  is less than the significance level of 0.05, I can reject the null hypothesis and conclude that there is sufficient evidence to say that the true average response to Q8 is not 4.



**Table 13.2***Collegial One-Sample t-Test for Q12***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean
Q12	334	3.80	.742	.041

Test Value = 4					95% Confidence Interval of the Difference		
	t	df	Significance		Mean Difference	Lower	Upper
			One-Sided p	Two-Sided p			
Q12	-4.938	333	<.001	<.001	-.201	-.28	-.12

The One-Sample Statistics table for Q12 (see Table 13.2, Appendix A) (The employees feel a real responsibility to make things work, see Table 9) indicates that  $p = <.001$ , so it can be determined that the sample ( $M = 3.80$ ) is statistically highly significant from the population mean of 4, which indicates that the observed relationship is unlikely because of chance. The table also provides the difference ( $M = -.201$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of  $<.001$  is less than the significance level of 0.05, I can reject the null hypothesis and conclude that there is sufficient evidence to say that the true average response to Q12 is not 4.

**Table 13.3***Collegial One-Sample t-Test for Q16***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean			
Q16	334	3.71	.740	.040			
Test Value = 4							
		Significance		Mean Difference	95% Confidence Interval of the Difference		
t	df	One-Sided p	Two-Sided p		Lower	Upper	
Q16	-7.097	333	<.001	<.001	-.287	-.37	-.21

The One-Sample Statistics table for Q16 (see Table 13.3, Appendix A) (There is enthusiasm among the employees to better job performance, see Table 9) indicated that  $p = <.001$ , so it can be determined that the sample ( $M = 3.71$ ) is statistically highly significant from the population mean of 4, which indicate that the observed relationship is unlikely because of chance. The table also provided the difference ( $M = -.287$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of  $<.001$  is less than the significance level of 0.05, it is appropriate to reject the null hypothesis and conclude that there is sufficient evidence to say that the true average response to Q16 is not 4.

**Table 13.4***Collegial One-Sample t-Test for Q20***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean			
Q20	334	3.50	.633	.035			
Test Value = 4							
	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Q20	-14.519	333	<.001	<.001	-.503	-.57	-.43

The One-Sample Statistics table for Q20 (see Table 13.4, Appendix A) (The employees feel their jobs hold high esteem and are of great value to the organization, see Table 9) indicated that  $p = <.001$ , so it can be determined that the sample ( $M = 3.50$ ) is statistically highly significant from the population mean of 4, which indicate that the observed relationship is unlikely because of chance. The table also provided the difference ( $M = -.503$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of  $<.001$  is less than the significance level of 0.05, I can reject the null hypothesis and conclude that there is sufficient evidence to say that the true average response to Q20 is not 4.

**Table 13.5***Collegial One-Sample t-Test for Q24***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean
Q24	334	3.73	.718	.039

Test Value = 4					95% Confidence Interval of the Difference		
	t	df	Significance		Mean Difference	Lower	Upper
			One-Sided p	Two-Sided p			
Q24	-6.857	333	<.001	<.001	-.269	-.35	-.19

The One-Sample Statistics table for Q24 (see Table 13.5, Appendix A) (Things happen around here because of the self-discipline of every employee, see Table 9) indicated that  $p = <.001$ , so it can be determined that the sample ( $M = 3.73$ ) is statistically highly significant from the population mean of 4, which indicate that the observed relationship is unlikely because of chance. The table also provided the difference ( $M = -.269$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of  $<.001$  is less than the significance level of 0.05, I can reject the null hypothesis and conclude that there is sufficient evidence to say that the true average response to Q24 is not 4.

I utilized a non-parametric test, the One-Sample Chi-Square test to determine if the observed data differs significantly from theoretical expectations, and a second test of the collegial data (see Table 14, Appendix A and Figure 4, Appendix B). As indicated in the Hypothesis Test Summary and the One-Sample Chi-Square test has also determined to reject the null hypothesis.

**Table 14***Collegial Nonparametric Tests: One-Sample Chi-Square Test*

	Null Hypothesis	Test	Sig. <sup>a,b</sup>	Decision
1	The categories of Q4 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
2	The categories of Q8 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
3	The categories of Q12 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
4	The categories of Q16 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
5	The categories of Q20 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
6	The categories of Q24 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

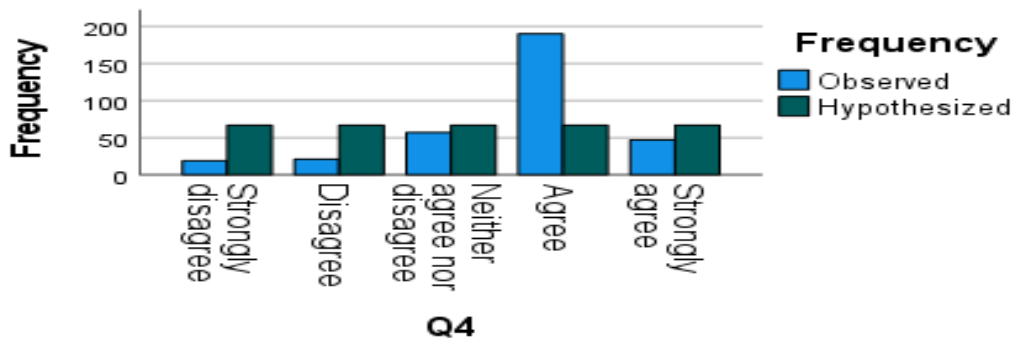
**Table 14.1***Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q4)*

Total N	334
Test Statistic	300.132 <sup>a</sup>
Degree Of Freedom	4
Asymptotic Sig. (2-sided test)	.000

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 66.800.

**Figure 4**

*Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q4 Frequency)*

**Table 14.2**

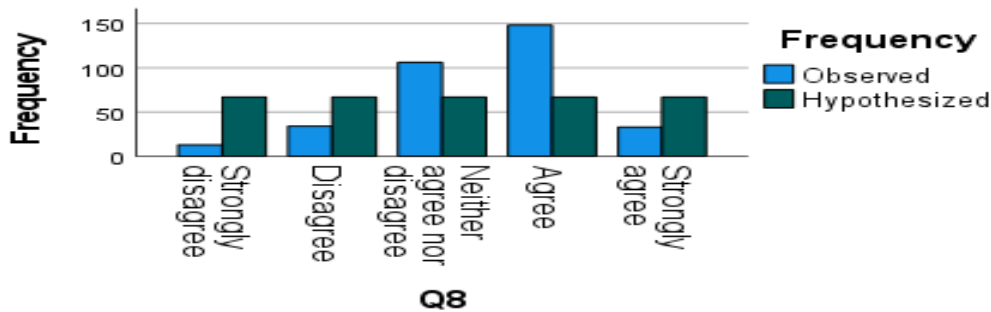
*Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q8)*

Total N	334
Test Statistic	198.246 <sup>a</sup>
Degree Of Freedom	4
Asymptotic Sig. (2-sided test)	.000

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 66.800.

**Figure 5**

*Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q8 Frequency)*



**Table 14.3**

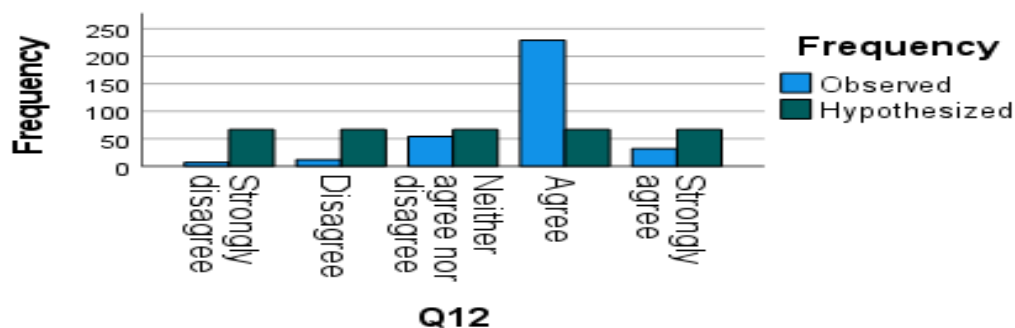
*Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q12)*

Total N	334
Test Statistic	512.916 <sup>a</sup>
Degree Of Freedom	4
Asymptotic Sig. (2-sided test)	.000

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 66.800.

**Figure 6**

*Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q12 Frequency)*

**Table 14.4**

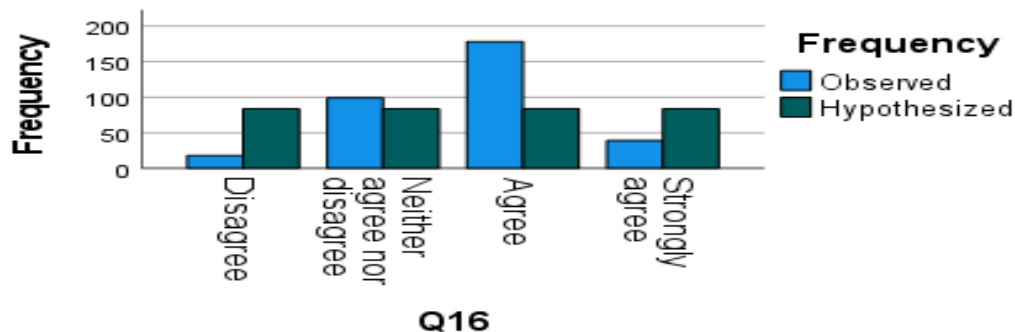
*Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q16)*

Total N	334
Test Statistic	184.922 <sup>a</sup>
Degree Of Freedom	3
Asymptotic Sig. (2-sided test)	.000

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 83.500.

**Figure 7**

*Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q16 Frequency)*

**Table 14.5**

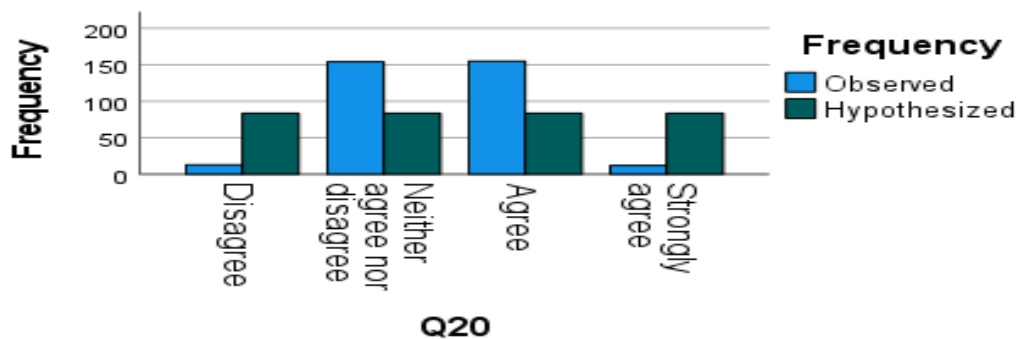
*Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q20)*

Total N	334
Test Statistic	241.497 <sup>a</sup>
Degree Of Freedom	3
Asymptotic Sig. (2-sided test)	.000

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 83.500.

**Figure 8**

*Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q20 Frequency)*





**Table 14.6**

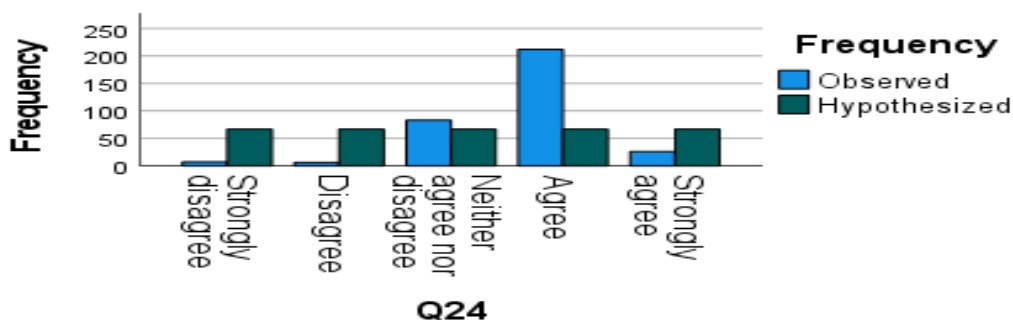
*Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q24)*

Total N	334
Test Statistic	453.335 <sup>a</sup>
Degree Of Freedom	4
Asymptotic Sig. (2-sided test)	.000

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 66.800.

**Figure 9**

*Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q24 Frequency)*



The results of the EMS indicated that from the perspective of non-management level public servant employees and the Grand mean of 3.92, intrinsic motivation is prevalent in the public sector organization. Therefore, I focused on testing the intrinsic motivation data. Morgan et al. (2013) asserted to determine if a sample is significantly different, it is important to compare the mean of a sample with the hypothesized population mean (see Table 15, Appendix A) for the One-Sample t Test for all intrinsic motivation data samples (Test Value = 3 and Test Value = 4, see Table 10.1 Intrinsic Motivation Frequency, which is the mode).

**Table 15***Intrinsic Motivation One-Sample t-Test for Q1***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean
Q1	334	4.01	.745	.041

Test Value = 4

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Q1	.367	333	.357	.714	.015	-.07	.10

The One-Sample Statistics table for Q1 (see Table 15, Appendix A) (I enjoy working for a public sector organization, see Table 8) indicated that  $p = .714$ , so it can be determined that the sample ( $M = 4.01$ ) is statistically not significant from the population mean of 4. The table also provided the difference ( $M = .015$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of .714 is more than the significance level of 0.05 ( $p > 0.05$ ), it is appropriate not to reject the null hypothesis and can conclude that the mean is not different from the hypothesized value.

**Table 15.1***Intrinsic Motivation One-Sample t-Test for Q2***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean
Q2	334	3.88	.779	.043

Test Value = 4					95% Confidence Interval of the Difference		
t	df	Significance		Mean Difference	Lower	Upper	
		One-Sided p	Two-Sided p				
Q2	-2.881	333	.002	.004	-.123	-.21	-.04

The One-Sample Statistics table for Q2 (see Table 15.1, Appendix A) (I feel my role as a public servant compels me to do my best every day, see Table 9) indicated that  $p = .004$ , so it can be determined that the sample ( $M = 3.88$ ) is statistically significant from the population mean of 4, which indicate that the observed relationship is unlikely because of chance. The table also provided the difference ( $M = -.123$ ) between the sample and the population means and the 95% Confidence Interval. The t-statistic is -2.881 with 333 degrees of freedom. The corresponding two-tailed p-value is .004, which is less than 0.05, therefore it can be concluded that the mean of Q2 is different from 4.

**Table 15.2***Intrinsic Motivation One-Sample t-Test for Q3***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean
Q3	334	4.06	.686	.038

Test Value = 4					
	Significance		95% Confidence Interval of the Difference		
	One-Sided	Two-Sided	Mean	Lower	Upper
	t	df	p	p	Difference
Q3	1.595	333	.056	.112	.060

The One-Sample Statistics table for Q3 (see Table 15.2, Appendix A) (I am motivated to provide quality service to members of the public, see Table 9) indicated that  $p = .056$ , so it can be determined that the sample ( $M = 4.06$ ) is statistically not significant from the population mean of 4. The table also provided the difference ( $M = .060$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of .056 is more than the significance level of 0.05 ( $p > 0.05$ ), it is not appropriate to reject the null hypothesis and can conclude that the mean is not different from the hypothesized value.

**Table 15.3***Intrinsic Motivation One-Sample t-Test for Q4***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean
Q4	334	3.99	.769	.042

Test Value = 4					95% Confidence Interval of the Difference		
	t	df	Significance		Mean Difference	Lower	Upper
			One-Sided p	Two-Sided p			
Q4	-.356	333	.361	.722	-.015	-.10	.07

The One-Sample Statistics table for Q4 (see Table 15.3, Appendix A) (When people ask me what I do for a living, I am proud to tell them I work for a public sector organization, see Table 9) indicated that  $p = .722$ , so it can be determined that the sample ( $M = 3.99$ ) is statistically not significant from the population mean of 4. The table also provided the difference ( $M = -.015$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of  $.722$  is more than the significance level of 0.05 ( $p > 0.05$ ), I will not reject the null hypothesis and can conclude that the mean is not different from the hypothesized value.

**Table 15.4***Intrinsic Motivation One-Sample t-Test for Q5***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean
Q5	334	3.84	.747	.041

Test Value = 4					95% Confidence Interval of the Difference		
	t	df	Significance		Mean Difference	Lower	Upper
			One-Sided p	Two-Sided p			
Q5	-4.027	333	<.001	<.001	-.165	-.25	-.08

The One-Sample Statistics table for Q5 (see Table 15.4, Appendix A) (I provide an important service to the public, see Table 9) indicated that  $p = <.001$ , so it can be determined that the sample ( $M = 3.84$ ) is statistically highly significant from the population mean of 4, which indicate that the observed relationship is unlikely because of chance. The table also provided the difference ( $M = -.165$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of  $<.001$  is less than the significance level of 0.05, I can reject the null hypothesis and conclude that there is sufficient evidence to say that the true average response to Q5 is not 4.

**Table 15.5***Intrinsic Motivation One-Sample t-Test for Q7***(H<sub>0</sub>):**  $\mu = 4$ **(H<sub>A</sub>):**  $\mu \neq 4$ 

	N	Mean	Std. Deviation	Std. Error Mean
Q7	334	4.07	.740	.041

Test Value = 4					95% Confidence Interval of the Difference		
	t	df	Significance		Mean Difference	Lower	Upper
			One-Sided p	Two-Sided p			
Q7	1.626	333	.052	.105	.066	-.01	.15

The One-Sample Statistics table for Q7 (see Table 15.5, Appendix A) (I feel the work I do within a public sector organization is important, see Table 9) indicated that  $p = .105$ , so it can be determined that the sample ( $M = 4.07$ ) is statistically not significant from the population mean of 4. The table also provided the difference ( $M = .066$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of .105 is more than the significance level of 0.05 ( $p > 0.05$ ), it is not appropriate to reject the null hypothesis and can conclude that the mean is not different from the hypothesized value.

**Table 15.6***Intrinsic Motivation One-Sample t-Test for Q12***(H<sub>0</sub>):**  $\mu = 3$ **(H<sub>A</sub>):**  $\mu \neq 3$ 

	N	Mean	Std. Deviation	Std. Error Mean
Q12	334	3.61	.793	.043

Test Value = 3					95% Confidence Interval of the Difference		
	t	df	Significance		Mean Difference	Lower	Upper
			One-Sided p	Two-Sided p			
Q12	14.153	333	<.001	<.001	.614	.53	.70

The One-Sample Statistics table for Q12 (see Table 15.6, Appendix A) (I am respected for the contributions I make within a public sector, see Table 9) indicated that  $p = <.001$ , so it can be determined that the sample ( $M = 3.61$ ) is statistically highly significant from the population mean of 3, which indicate that the observed relationship is unlikely because of chance. The table also provided the difference ( $M = .614$ ) between the sample and the population means and the 95% Confidence Interval. Since the p-value of  $<.001$  is less than the significance level of 0.05, I can reject the null hypothesis and conclude that there is sufficient evidence to say that the true average response to Q12 is not 3.

I used a Non-parametric test, the One-Sample Chi-Square test, to determine if the observed data differs significantly from theoretical expectations, a second test of the collegial data (see Table 16, Appendix A). As indicated in the Hypothesis Test Summary, the One-Sample Chi-Square test also determined to reject the null hypothesis.



**Table 16***Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test*

	Null Hypothesis	Test	Sig. <sup>a,b</sup>	Decision
1	The categories of Q1 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
2	The categories of Q2 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
3	The categories of Q3 occur with equal probabilities.	One-Sample Chi-Square Test	<.001	Reject the null hypothesis.
4	The categories of Q4 occur with equal probabilities.	One-Sample Chi-Square Test	.011	Reject the null hypothesis.
5	The categories of Q5 occur with equal probabilities.	One-Sample Chi-Square Test	<.001	Reject the null hypothesis.
6	The categories of Q7 occur with equal probabilities.	One-Sample Chi-Square Test	<.001	Reject the null hypothesis.
7	The categories of Q12 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

**Table 16.1***Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q1)*

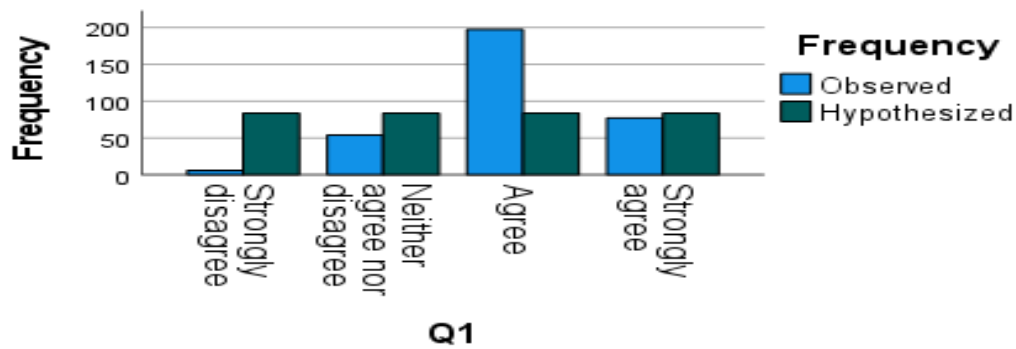
Total N	334
Test Statistic	237.138 <sup>a</sup>
Degree Of Freedom	3
Asymptotic Sig. (2-sided test)	.000

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 83.500.

**Figure 10**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q1)*

*Frequency*

**Table 16.2**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q2)*

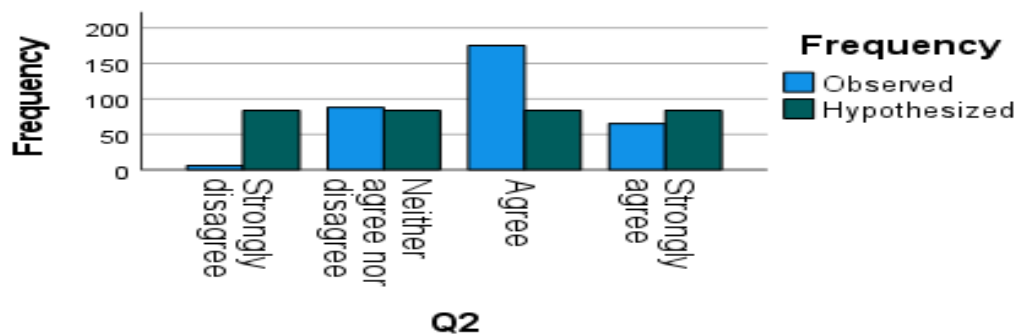
Total N	334
Test Statistic	176.539 <sup>a</sup>
Degree Of Freedom	3
Asymptotic Sig. (2-sided test)	.000

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 83.500.

**Figure 11**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q2)*

*Frequency*

**Table 16.3**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q3)*

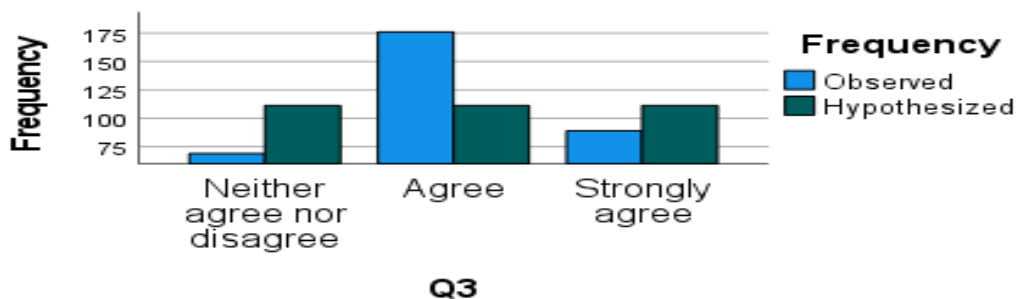
Total N	334
Test Statistic	58.138 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig. (2-sided test)	<.001

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 111.333.

**Figure 12**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q3)*

*Frequency*

**Table 16.4**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q4)*

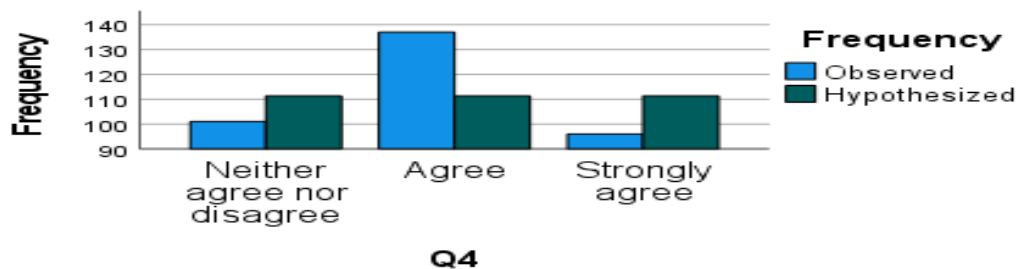
Total N	334
Test Statistic	8.988 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig. (2-sided test)	.011

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 111.333.

**Figure 13**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q4)*

*Frequency*

**Table 16.5**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q5)*

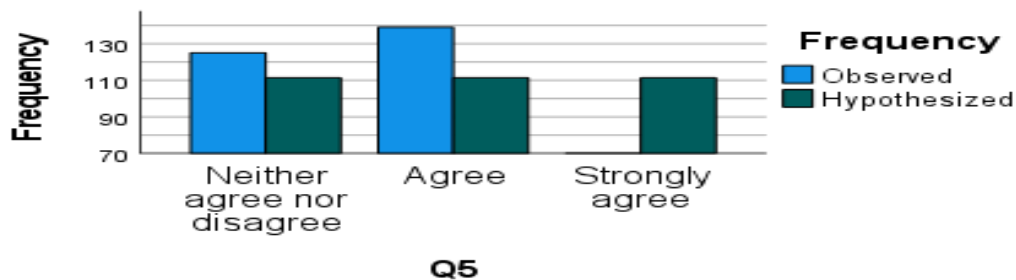
Total N	334
Test Statistic	23.898 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig. (2-sided test)	<.001

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 111.333.

**Figure 14**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q5)*

*Frequency*

**Table 16.6**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q7)*

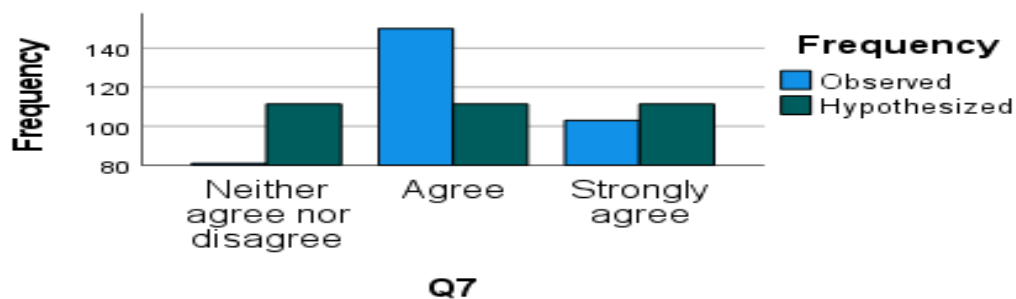
Total N	334
Test Statistic	22.317 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig. (2-sided test)	<.001

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 111.333.

**Figure 15**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q7)*

*Frequency*

**Table 16.7**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q12)*

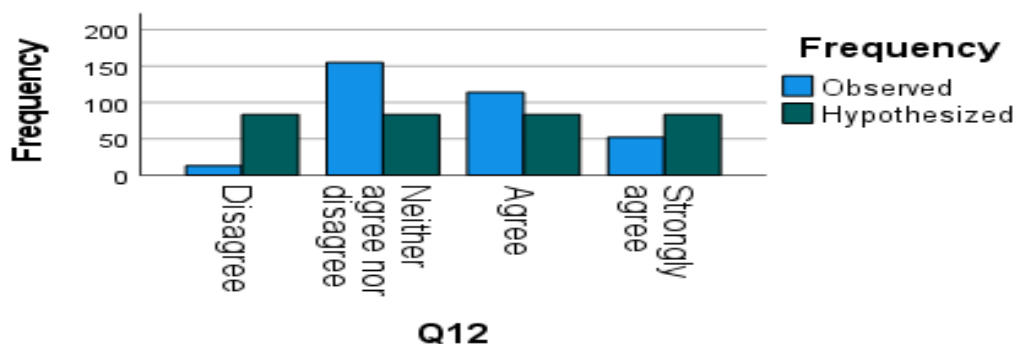
Total N	334
Test Statistic	143.772 <sup>a</sup>
Degree Of Freedom	3
Asymptotic Sig. (2-sided test)	.000

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 83.500.

**Figure 16**

*Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test Summary (Q12)*

*Frequency*



### **Type I and Type II Errors**

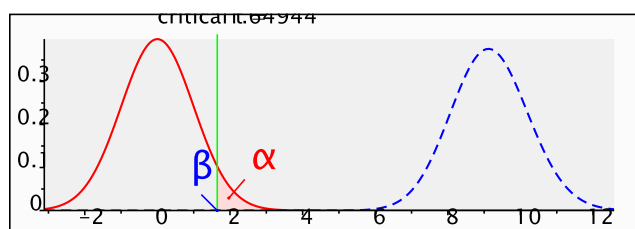
According to Faul et al. (2007), “by definition, the power of a statistical test is the probability that its null hypothesis ( $H_0$ ) will be rejected given that it is in fact false” (p. 175). In hypothesis testing, based on the outcome of the statistical test, I will either reject the null or fail to reject the null (accept the null). There are two possible outcomes, where only one can occur in a given test, reject the null or accept the null. If the decision is to reject the null, this indicates that I am siding against it. If the decision is to accept the null, I am siding with it. When a hypothesis test is conducted, a researcher cannot know for certain if the null is true or false, which is why the test is performed. Since hypothesis tests are based on probability, it is possible to get results that are contrary to reality. When the results are contrary to reality, this is known as making an error in hypothesis testing. There are two different types of errors, the first type: is null is true but is rejected based on the test, and the second, is null is false but is accepted based on the test.



G\*Power 3.1.9.7 (UCLA: Statistical Consulting Group, 2023) was used to calculate the critical t (see Figure 17, Appendix B). According to the calculations, the critical t for both the Collegial and Intrinsic Motivation data = 1.64944. The critical t value of 1.64944 is the cut-off point on the t distribution and should be used in the hypothesis test to compare against the calculated t score. Brereton (2021) provided illustrations, (see Figure 18, Appendix B), of what a type 1 and type 2 error would look like.

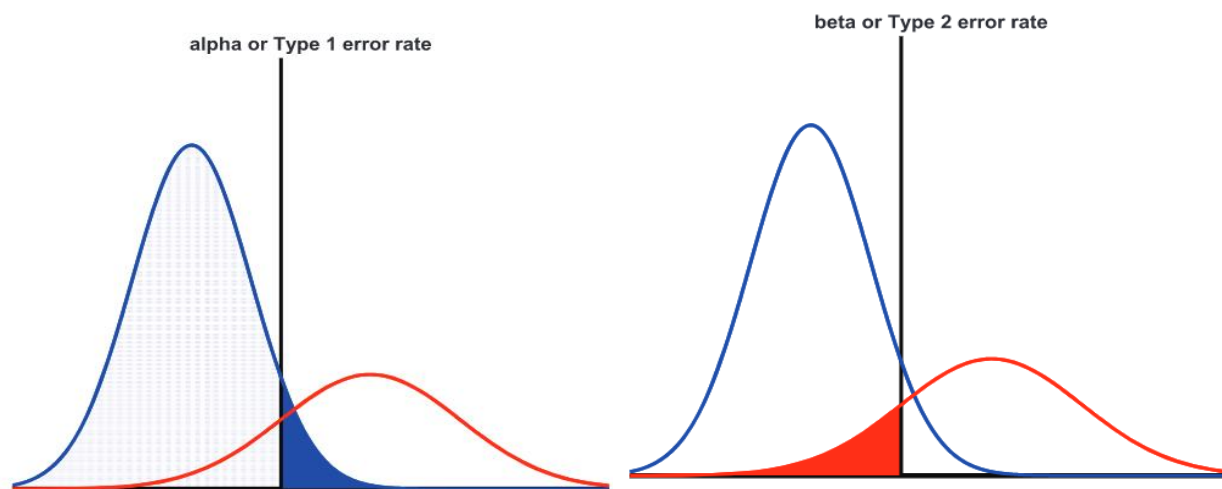
**Figure 17**

*Critical t*



**Figure 18**

*Illustration of Probability of Type 1 Error and Type 2 Error*



Kalnins (2018) asserts that a Type 1 error may occur when the following three criteria are present:

1. Two variables are correlated about  $\pm 0.3$  or more or possibly even lower with a larger sample size.
2. The two variables have beta coefficients of an opposite sign if correlated positively, or of the same sign, if correlated negatively.
3. A hypothesized variable's bivariate correlation with the dependent variable is the opposite sign from the beta or designated as not statistically different from zero.

A Type 2 error may occur when the following are present:

1. The statistical power of the test is low and not powerful enough.
2. A small sample size.
3. Researcher disapproving of the actual outcome of a hypothesis even when it is correct.

According to Franke and Sarstedt (2019), in many areas of management and business research, the concept of interest is not instantly detectable and therefore is typically measured with scales consisting of sets of items. The sets of items vaguely assess the conception of interest, speculating that some fundamental construct will reveal itself through these items. For example, some of these variables include individual perceptions and attitudes such as leadership style, motivation, and organizational culture. Therefore, it is not startling that concerns surrounding the assessment of measurement properties remain a huge concern for researchers (Franke & Sarstedt, 2019). Measurement properties reveal the validity and reliability of construct assessment. The most crucial element of validity measurement involves authenticating discriminant efficacy, which establishes that each construct is experimentally uncommon and

captures the phenomenon not displayed by other variables in a statistical model. When evaluating relationships among variables that lack discriminant validity, researchers are unsure of whether the results confirming the hypothesized structural paths are substantial or whether the results are statistical errors.

From the perspective of non-management level public servant employees, the public sector organization operates in a collegial behavior model. The Collegial model, according to Davis (1968), “readily adapts to the flexible, intellectual environments of scientific and professional organizations” (p. 35). The Collegial model hinges on leadership’s ability to establish a feeling of shared contribution among employees in the department or the organization as a whole. Which indicates that public servant employees depend on one another to accomplish tasks, are committed, self-disciplined, and embody responsible behaviors toward assigned duties. Based on this, and from the perspective of non-management public sector employees, the public sector organization functions on partnership and collaboration. The results from the EMS indicated that from the perspective of non-management level public servant employees and the Grand mean of 3.92, intrinsic motivation is prevalent in the public sector organization. Intrinsic Motivation is the inclination to accomplish a task for the basic gratification in the task itself. Internal factors help stimulate this type of motivation. Therefore, it can be concluded that non-management level public servant employees are motivated by internal factors, such as satisfaction or fulfillment while completing a work task. Intrinsic motivation drives public servant employees (non-management) to make certain work-related decisions. How public servant employee feels about their job and career will affect their performance and ultimately organizational objectives.

### *Relationship of the Findings*

Comprehending the relationships between organizational behavior and employee motivation within public sector organizations; organizational behavior's impact on a public servant leaders' ability to motivate public servant employees, and how employee motivation influences organizational performance within the public sector are all vital to addressing the problem of how the lack of employee motivation, within public sector organizations, could lead to the possible inability of public servant leaders in enhancing its organizational performance. Public servant leaders must recognize that the efficiency level of public servant employees is not limited to just their abilities and skills. If public sector organizations want to induce maximum use of their human capital and obtain the best outcomes, public servant leaders must find the proper balance between the effectiveness of the public servant employees and their eagerness to work.

- RQ1: What is the relationship between organizational behavior and employee motivation within a public sector organization?
- RQ2: What is the relationship between motivation types and public servant leaders' ability to motivate public servant employees?
- RQ3: How does employee motivation lead to enhanced organizational performance within a public sector organization?

The findings identified a positive link in the relationship between organizational behavior and employee motivation within a public sector organization (RQ1). The concepts of organizational behavior, which are the human behaviors within an organizational setting, the interface between human behaviors and an organization, and the organization itself, can help public sector leaders address the possible inability to enhance organizational performance due to the lack of motivated public servant employees. The results of the OBS identified that the public

sector organization, a local county government, operates in a collegial behavior model. The collegial model hinges on leadership's ability to establish a feeling of shared contribution among employees in the department or the organization as a whole. This indicates that public servant employees depend on one another to accomplish tasks, are committed, self-disciplined, and embody responsible behaviors toward assigned duties.

The results of the EMS identified that non-management level public servant employees are intrinsically motivated (RQ2). This finding has a strong correlation with RQ1 as well. RQ1 also helped identify the organizational culture of the public sector organization, which can be attributed to the type of motivation of the non-management level public servant employees. Organizational culture is a structure of mutual norms and behaviors and has direct impacts on employee motivation and indirect impacts on organizational performance. An organization's culture is determined by the individuals of an organization and aids in framing the way of accomplishing tasks. Organizational culture is a critical element that can help enhance organizational performance as it is the bridging force that influences the individuals of an organization to work together as a unified organization. Organizational culture can help cultivate values and behaviors that reinforce or hinder the aspects of organizational behavior.

The findings of the EMS helped address RQ3 by recognizing that while staff levels, expertise, and knowledge are all fundamental in public service, they are not enough to secure desirable organizational performance. Organizational performance relies heavily on employee motivation, and in public services, specifically, on their eagerness to pursue public service principles and work in line with the best interest of their constituents (Belrhiti et al., 2020). By fostering an organizational culture of collaboration and teamwork, non-management public servant employees are intrinsically motivated to put forth their best efforts. The performance of

employees and organizations relies heavily on organizational actions, behaviors, processes, information management processes, and employee commitment (Tuffaha, 2020). These factors are all critical determinants that can cultivate exceptionally enhanced levels of employee performance within a public sector organization.

Organizational behavior theory is the study of human behaviors within organizational work environments and is the foundation of this study. The concepts of organizational behavior, which are the human behaviors within an organizational setting, the interface between human behaviors and an organization, and the organization itself, have been identified by this study as having an effective impact on helping public sector leaders address the possible inability to enhance organizational performance due to the lack of motivated public servant employees.

Transformational leadership theory is backed by numerous studies linking transformational leadership to effective performance results and based on the hypothesis that employees change as a conclusion of their encounters with certain leaders. Transformational leaders can inspire specific transformations in employees. The results of the OBS identified that the public sector organization operates in a collegial behavior model. The collegial behavior model indicate that public servant leadership can establish a feeling of shared contribution among public servant employees within the public sector organization. The findings also indicate that public servant employees depend on one another to accomplish tasks, are committed, self-disciplined, and embody responsible behaviors toward assigned duties. This is an indication that the public sector organization embraces the leadership style that persuades the behaviors of the employees to put forth their best efforts. Leaders can “influence a big group or an individual in an organization, assists and guide them to establish and achieve their goals, and allows them to be effective” (Mohd Adnan et al., 2019, p. 1043). Leadership styles can have fundamental impacts on the

performance and productivity of employees. Abdullahi et al. (2020) asserted that leadership styles affect not only the performance of employees but the organization as a whole as well.

Public sector organizations, according to Bright (2021), are embedded in environments of harsh scrutiny and skepticism. There is a lack of literature available on employee motivation in public sector organizations, however, there is growing awareness of its position in enhancing performance and the contentment of public servant employees. Public sector organizations, according to Ouakouak et al. (2020), present an intriguing environment to address how employee motivation impacts organizational performance. Motivation in business and organizational psychology deals with the vigorous forces that emerge both within and above an individual's being which impacts the introduction, route, strength, and extent of performance. Public servant employees are progressively required to go the extra mile to serve the public, therefore, the efforts to reinforce and cultivate employee motivation comprises one of the most intricate and demanding parts of a leader's job due to the possible repercussions in terms of both productivity and organizational work environments. Numerous scholars have argued that good management is contingent on the level of motivation that leaders can evoke from employees. Although there is a lack of literature available on employee motivation in public sector organizations, the findings of this study have identified that this public sector organization operates in a collegial behavior model and the employees are intrinsically motivated.

The general problem to be addressed is the failure of leaders' ability to motivate employees resulting in poor organizational performance. The specific problem to be addressed is how the lack of employee motivation, within public sector organizations, could lead to the possible inability of public servant leaders in enhancing organizational performance. The findings of this study indicate that the majority of the non-management level public servant employees are

intrinsically motivated and imply that the leadership styles are fostering an organizational culture of collaboration and teamwork. Although the study was inclusive to just this public sector organization, the findings suggest that public servant leaders are on the right track to enhancing organizational performance as a direct result of intrinsically motivated public servant employees. The non-management public servant employees are driven by internal factors, along with the organizational culture, and the leadership styles have an impactful effect on the level of employee performance, which ultimately enhances organizational performance.

Public servant leaders are in an exclusive position to strengthen the development of public servant employees, partially, because the actions of these leaders have an active method of guiding the motivation, mindset, and ability of employees. Public servant leaders can motivate public servant employees by administering significant exercises, providing support for learning practices, and creating norms that encourage learning. Employee engagement can be articulated through seemingly specific actions such as applying additional efforts, carrying out work-related tasks in such a way that displays personal pride in the results, and exhibiting responsibility for organizational objectives. Motivated employees are more likely to remain with an organization than those who display low levels of motivation, as they have a stronger personal relationship with the organization and their assigned role. The term "collegial" is linked to individuals with a mutual objective in the perception that there is a team approach. Leadership acts as a mentor to produce better a department or team. The collegial behavioral model is about collaboration and having an awareness of self-belief, however, it hinges on how well leadership can build a sense of contribution among all employees. All employees must feel that their contributions are essential and at the same level in order to feel appreciated and valued for their position within an organization. Leaders should work towards unifying the roles of employees rather than just



controlling and dictating. Intrinsic motivation is the inclination to accomplish a task for the basic gratification in the task itself. Internal factors help stimulate this type of motivation. Therefore, it can be concluded that non-management level public servant employees are motivated by internal factors, such as satisfaction or fulfillment while completing a work task.

### **Application to Professional Practice**

The oversight of employee motivation and the ensuing assessment of performance outcomes of employees has become a critical topic to consider. Public sector organizations are subjected to scrutiny from the general public and the constituents they serve. Therefore, performance expectations of public servant employees are made by two groups of stakeholders, the constituents and the public servant leaders. Service providers in the public sector continue to operate in dynamic environments with a high degree of ambiguity, therefore the management of employee motivation and performance outcomes, particularly in public sector organizations, has become a significant matter to acknowledge. According to Das (2022), the awareness of Public Service Motivation (PSM), a distinct form of motivation apparent in public sector organizations, has had a transient span over the last 35 years. PSM is distinguished from motivation in private sector organizations as being rather autonomous of the effect of extrinsic rewards, instead, PSM is driven primarily by an inherent aspiration to help other people or enhance their lives. PSM has continuously grabbed the attention of scholars over the last 35 years because of its profound longstanding within the behavioral sphere of public service commitment (Das, 2022).

The findings of this study identified a positive link in the relationship between organizational behavior and employee motivation within a public sector organization. From the perspective of non-management level public servant employees, the public sector organization operates in a collegial behavior model, which reflects leadership's ability to establish a feeling of shared

contribution among employees in the department or the organization as a whole. The non-management level public servant employees depend on one another to accomplish tasks, are committed, self-disciplined, and embody responsible behaviors toward assigned duties. Based on the results, public servant leaders can motivate public servant employees by administering significant exercises, providing support for learning practices, and creating norms that encourage learning. Employee engagement can be articulated through seemingly specific actions such as applying additional efforts, carrying out work-related tasks in such a way that displays personal pride in the results, and exhibiting responsibility for organizational objectives. Motivated employees are more likely to remain with an organization than those who display low levels of motivation, as they have a stronger personal relationship with the organization and their assigned role.

The results also identified that intrinsic motivation is prevalent and it can be concluded that non-management level public servant employees are motivated by internal factors, such as satisfaction or fulfillment while completing a work task. The findings recognized that while staff levels, expertise, and knowledge are all fundamental in public service, they are not enough to secure desirable organizational performance. Organizational performance relies heavily on employee motivation, and in public services, specifically, on their eagerness to pursue public service principles and work in line with the best interest of their constituents. By fostering an organizational culture of collaboration and teamwork, non-management level public servant employees are intrinsically motivated to put forth their best efforts. Employees' and organizations' performance relies heavily on organizational actions, behaviors, processes, information management processes, and employee commitment. These factors are all critical determinants that can cultivate exceptionally enhanced levels of employee performance within a

public sector organization. The term "collegial" is linked to individuals with a mutual objective in the perception that there is a team approach. Leadership acts as a mentor to produce better a department or team. The collegial behavioral model is about collaboration and having an awareness of self-belief, however, it hinges on how well leadership can build a sense of contribution among all employees. All employees must feel that their contributions are essential and at the same level in order to feel appreciated and valued for their position within an organization. Leaders should work towards unifying the roles of employees rather than just controlling and dictating.

Motivated employee performance outcomes can be linked directly to organizational performance, therefore, public servant leaders need to explore the practices that can support this alignment. Public sector organizations have a significant difference from private sector organizations because the common knowledge that more pay motivates enhanced employee performance has been refuted in this study. Public service values and agreement between the organization and employees' objectives can ensure that the level of employee motivation is continuous. According to Hur (2018), based on the common idea that policy-making organizations such as governments are inclined to encounter more committee pathologies, which refer to the disorders of bureaucracy such as reluctance, normality, and suboptimization. Public administration tends to be regarded negatively and public servant employees are generally criticized for low performance and callous responses to the diverse needs of the community and the constituents they serve. Although scholars have established motivational foundations and related elements for employees and documented the productive effects of employees' motivation level on job performance; the vast majority of motivational theories have been established in private-sector organizations with samples of private-sector employees (Hur, 2018).

Employee development, according to Crane and Hartwell (2018), while some facets are best handled by Human Resource Development (HDR) professionals, special attention should be focused on the essential role in which leaders take part in this business practice. Crane and Hartwell (2018) asserted that leaders are in an exclusive position to strengthen the development of employees, partially, because the actions of leaders have an active method of guiding employee motivation, mindset, and ability. Leaders can motivate employees by administering significant exercises, providing support for learning practices, and creating norms that encourage learning (Crane & Hartwell, 2018). Career development and training are linked to employee growth needs, however, if employees are mandated to career development or training opportunities not based on their needs, but instead due to legal requirements or other criteria, these opportunities may not contribute to employee growth or organizational effectiveness. For public servant leaders to enhance organizational performance, and based on the results of this study, it is recommended that they should concentrate on the motivational level among the public servant employees, given that motivation plays a pivotal role in enhancing performance.

### **Recommendations for Further Study**

This study can be interpreted as a step toward filling the gap in the literature on employee motivation in public sector organizations, specifically local government. However, the results of this study should be treated with caution due to the small sample size. A limitation of this study is that the two surveys, OBS and EMS, were conducted in only one public sector organization, specifically a local government entity. Therefore, it cannot be determined that the results of this study are representative of all public sector organizations, due to the small sample size. Research studies based on small sample sizes generally produce low statistical power and present substantial standard errors. Small sample sizes also present difficulty to identify moderators or

recognizing other aspects that influence the significance of the correlation between variables. Due to the assigned survey method, the data collected are correlational and the limited sample size of the study could decrease the ability to uncover statistically meaningful results. A correlational research design provides an extensive comprehension of the strength and direction of the exchange among variables but will not provide researchers with the ability to detect causal relationships among variables. Because correlational research only validates that a prediction can be made regarding the behavior of one variable from the behavior of another variable, this should be considered as a limitation in this research. Despite the benefits of this study, however, it does have some limitations which present guidance for further research. Therefore, to mitigate or minimize the limitation, it is recommended that future research should be conducted to replicate this study with a larger sample size to detect smaller (direct and indirect) effects of employee motivation in public sector organizations.

### **Reflections**

Research generates new opportunities for knowledge and growth. By conducting research, an individual can learn more about a topic, even if they already have some knowledge about it. If an individual is not knowledgeable about a topic, research can provide them with the facts and knowledge to comprehend the topic. Before conducting research, an individual may have beliefs or assumptions on a topic, but the more research an individual conducts on the topic, the more perspectives an individual is likely to come across. Research can encourage individuals to review their own beliefs and assumptions as they contemplate these new ideas. Potentially changing their perspective on a topic or figuring out ways to advance their beliefs. Research can be used to enhance awareness of different issues such as unmotivated employees and their effects on organizational performance. Without obvious facts, it can be difficult to comprehend how

unmotivated employees can affect organizational performance in a public sector organization, especially local government. By conducting research, individuals become more knowledgeable about the sources of information and expand their understanding of a phenomenon and to what extent. Research involves not only raw data but also involves the sharing of real-life experiences that could have a personal impact on employees and organizations. Research promotes curiosity as it opens individuals up to different beliefs and assumptions. When individuals are committed to learning, it can establish an avenue for development and exposure. Research can aid in building an individual's understanding and analytical skills.

### ***Personal and Professional Growth***

Conducting this research study has allowed me to undeniably expand my knowledge base on organizational behavior and the effects of motivation in a public sector organization, particularly local government. By conducting this research study, I have grown both professionally and personally. Professional growth comes in the form of expanding the knowledge of how the different types of motivation, extrinsic and intrinsic, impact the motivation level of public servant employees which ultimately can enhance organizational performance. This research study has allowed me to expand upon any prior knowledge on the study of organizational behavior, which provided insight into how employees behave and operate within an organizational setting. Through this research study, I have developed further comprehension that organizational behavior can help public servant leaders develop a deeper awareness of the aspects that can motivate, enhance organizational performance, and cultivate strong and trusting relationships with public servant employees. Public servant leaders can accomplish this by taking a system approach which interprets people-organization relationships in terms of the employees, teams, the organization, and the social system as a whole. Personal

growth comes in the form of wanting to know more, elevating the current level of curiosity, and the desire to continue learning. Conducting this research study has not been an easy road and there have been many times when my level of motivation or desire to continue in the process was low. Although this research study focused on employee motivation, I was able to apply the concepts learned from this study to my personal life. Motivation is not limited only to employees and organizations. Motivation affects all aspects of life, whether work-related, school-related, or an individual's personal life.

### ***Biblical Perspective***

Scripture emphasizes the functional objective that ethics play in the research process. Jesus informs us when our lives display the ethics of love; we protest to the world that we belong to Him. This notion can be observed in John 13:34-35, "A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another" (New International Version, 1973/2011). One of the primary ways to love others, according to Keller and Alsdorf (2012), in your work or research is through the "ministry of competence" (p. 67). Jesus also informs us that ethical researchers praise God and when their awareness illuminates in front of participants; they recognize their good work and praise our Father in heaven. This concept is seen in Matthew 5:16, "In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven" (New International Version, 1973/2011). Ethical integrity honors God and is a way of Christian testimony and duty. Keller and Alsdorf (2012) indicate "because the main purpose of work is to serve the world, we would want to choose work that benefits others" (p. 103). Integrating your faith into business practices means holding yourself to high standards of ethical and moral behavior. Rodgers and Gago (2006) state, passages from the Bible help

illustrate the importance and the pitfalls of ethical positions on corporate behavior. According to Rodgers and Gago (2006), God provides a set of rules for making judgments related to moral decision-making. The Lord rewards the behaviors according to his rules. The following scriptures are some examples that support this notion. Roman 13:1 states: “Let every soul be subject unto the higher powers. For there is no power but of God: the powers that be are ordained of God”. Roman 13:2 states: “Whosoever therefore resisteth the power resisteth the ordinance of God: and they that resist shall receive to themselves damnation”.

The Bible provides many passages about motivation. Motivation or encouragement comes from God, not from the components of the world. David spoke of motivation in his psalms: “I desire to do Your will, O my God; Your law is within my heart” (Psalm 40:8) and later wrote, “Whom have I in heaven but you? And earth has nothing I desire besides you” (Psalm 73:25). God and the Bible do not instruct us to be focused on ourselves, instead teaches us to love and put others first. Jesus said, “The greatest among you will be your servant. For whoever exalts himself will be humbled, and whoever humbles himself will be exalted” (Matthew 23:11-12; Luke 9:48). As believers of Christ, we are charged to withhold ourselves, commence our cross, and seek Him (Matthew 16:24). The cross is an apparatus of death, and His word to us is that those who perish to self will truly seek Him. This is accomplished by doing nothing out of selfishness and arrogance. Instead regarding others as better than ourselves (Philippians 2:3). Jesus set the precedent for motivation: “My food is to do the will of Him who sent Me and to finish His work” (John 4:34). Therefore, motivation should be the same as His—the conformity by which we demonstrate we are genuinely His. “If you love me, keep my commandments” (John 14:15). The apostle Paul explains what motivated him to brave the misery he endured: “For me, to live is Christ . . .” (Philippians 1:21; compare 2 Corinthians



11:23-28). For it wasn't money or fame or being the leading apostle that motivated Paul. Instead, it was living for Him that nullified everything (Philippians 4:12-13). Motivation as believers arise from a desire to have love with God (Romans 5:1; Philippians 4:7), and to accept His grace and hope (Romans 5:2; 1 John 5:13). As human beings, we must see life through the lens of the future and be in the proximity and inspiration of God (John 17:24), for this is the true model for motivation.

### **Summary of Section 3**

Public servant leaders are in an exclusive position to strengthen the development of public servant employees, partially, because the actions of these leaders have an active method of guiding the motivation, mindset, and ability of employees. By comprehending how the concepts of organizational behavior can enhance employee motivation, public servant leaders can become more aware of their behaviors and employ the necessary actions to motivate public servant employees to enhance organizational performance. The findings of this study identified a positive link in the relationship between organizational behavior and employee motivation within a public sector organization. From the perspective of non-management level public servant employees, the public sector organization operates in a collegial behavior model, which hinges on leadership's ability to establish a feeling of shared contribution among employees in the department or the organization as a whole. This study also identified that intrinsic motivation is prevalent and it can be concluded that non-management level public servant employees are motivated by internal factors, such as satisfaction or fulfillment while completing a work task. The findings recognized that while staff levels, expertise, and knowledge are all fundamental in public service, they are not enough to secure desirable organizational performance. Organizational performance relies heavily on employee motivation, and in public services,

specifically, on their eagerness to pursue public service principles and work in line with the best interest of their constituents. By fostering an organizational culture of collaboration and teamwork, non-management level public servant employees are intrinsically motivated to put forth their best efforts. Employees' and organizations' performance relies heavily on organizational actions, behaviors, processes, information management processes, and employee commitment. These factors are all critical determinants that can cultivate exceptionally enhanced levels of employee performance within a public sector organization.

Section 3 provided a comprehensive overview of the study, presented the findings, application to professional practice, recommendations for further study, and reflections. The presentation of the findings discussed in detail the descriptive statistics performed and the results. Also discussed was the hypotheses testing that was conducted and included post-hoc tests, data tables, graphs, and interpretation of the outputs. The presentation of the findings also discussed how the findings of the study addressed each of the research questions. Application to professional practice discussed how the results of the study can improve general business practices and provided recommendations for further study based on the results of this study. Lastly, the reflections discussed how conducting this study has provided personal and professional growth.

### **Summary and Study Conclusion**

Motivating an organization's workforce to work more efficiently towards achieving an organization's objectives is perhaps the most essential task of leadership. Section 1 provided the foundation for this study and introduced the concepts of organizational behavior as a method that can be implemented by public servant leaders to motivate non-management level public servant employees within public sector organizations resulting in enhanced organizational performance.

The consequences of employee motivation on individual work performance is varied in empirical studies and despite the fact that various studies have determined that employee motivation predicts individual efficiency, questions still remain as to whether the exchange is causal. The human behaviors within an organizational setting, the interface between human behaviors and an organization, and the organization itself are the core concepts of organizational behavior. These concepts can help public servant leaders become more aware of their own behaviors and employ the necessary actions to motivate public servant employees to enhance organizational performance.

Section 2 provided the foundation for the role of the researcher, the research methodology, the research participants, the population and sampling, the data collection and organization, data analysis, and reliability and validity. The researcher's role in this study was to gain a better insight and comprehension into employee motivation within public sector organizations. Quantitative methods were used to examine the conditions or scenarios that influence the level of motivation for non-management public servant employees. Employing a fixed design, using quantitative methods, specifically a correlational design, generated objective data that was transparently conveyed through statistics and facts. The goal was to execute this in a systematic scientific method so that this study can be duplicated by other researchers. The data collected in the study was used primarily to identify any patterns in employee motivation of public servant employees, generate predictions about employee motivation and public servant leaders, test the relationship between employee motivation and organizational behavior, and theorize the results of this study to a wider population. The participants included in this study are non-management public servant employees within public sector organizations. The targeted population best suited to achieve the purpose of this research was to focus on non-management

level public servant employees to identify what motivates them to put forth their best efforts towards achieving organizational objectives and enhancing organizational performance. If public sector organizations want to induce the maximum use of their human capital and obtain the best outcomes, public servant leaders must find the proper balance between the effectiveness of public servant employees and their eagerness to work. The total population consisted of 2,542 non-management level public servant employees. Quantitative data is input that can be quantified, which means that the collected data can be counted or measured and given a numerical value. Quantitative research designs involve gathering and analyzing data that can be presented numerically. The primary objectives was to produce valid and reliable data which would enable researchers to conduct statistical analysis. Since quantitative studies focus on measurable data, they are particularly effective for addressing the “*what*” or “*how*” of a given situation. Questions of quantitative studies are generally direct and quantifiable.

Public servant leaders are in an exclusive position to strengthen the development of public servant employees, partially, because the actions of these leaders have an active method of guiding the motivation, mindset, and ability of employees. By comprehending how the concepts of organizational behavior can enhance employee motivation, public servant leaders can also become more aware of their behaviors and employ the necessary actions to motivate public servant employees to enhance organizational performance. Section 3 of this study identified a positive link in the relationship between organizational behavior and employee motivation within a public sector organization. From the perspective of non-management level public servant employees, the public sector organization operates in a collegial behavior model, which hinges on leadership’s ability to establish a feeling of shared contribution among employees in the department or the organization as a whole. This study also identified that intrinsic motivation is

prevalent and it can be concluded that non-management level public servant employees are motivated by internal factors, such as satisfaction or fulfillment while completing a work task.

The findings recognized that while staff levels, expertise, and knowledge are all fundamental in public service, they are not enough to secure desirable organizational performance.

Organizational performance relies heavily on employee motivation, and in public services, specifically, on their eagerness to pursue public service principles and work in line with the best interest of their constituents. By fostering an organizational culture of collaboration and teamwork, non-management level public servant employees are intrinsically motivated to put forth their best efforts. Employees' and organizations' performance relies heavily on organizational actions, behaviors, processes, information management processes, and employee commitment. These factors are all critical determinants that can cultivate exceptionally enhanced levels of employee performance within a public sector organization.

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## Appendix A

### Table 1 Variables, Data, and Range

Variables	Independent Variable	Dependent Variable	Mitigating Variable	Nominal Data	Ordinal Data	Ratio/Scale	Range
Extrinsic Motivation	X				X		1 to 5
Intrinsic Motivation	X				X		1 to 5
Organizational Culture	X				X		1 to 5
Leadership Styles		X			X		1 to 5
Employee Performance		X		X			1 to 5

*Note.* For the Range, 1 = strongly disagree and 5 = strongly agree

### Table 2 Organizational Behavior Survey (OBS) Scoring Method

Item Score	Item Score	Item Score	Item Score
1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
Autocratic	Custodial	Supportive	Collegial

### Table 3 Organizational Behavior Survey Scores

Q #	Item Score	Q #	Item Score	Q #	Item Score	Q #	Item Score
1.	577	2.	974	3.	1125	4.	1227
5.	977	6.	912	7.	1285	8.	1156
9.	900	10.	897	11.	1131	12.	1269
13.	973	14.	1300	15.	1027	16.	1240
17.	1327	18.	937	19.	1119	20.	1168
21.	636	22.	1095	23.	1035	24.	1246
Total	5390	Total	6115	Total	6722	Total	7306
Autocratic		Custodial		Supportive		Collegial	



**Table 4 Collegial Frequency**

Q #	Statement
Q4	There is a real feeling of teamwork.
Q8	There is a partnership between managers and employees.
Q12	The employees feel a real responsibility to make things work.
Q16	There is enthusiasm among the employees to better job performance.
Q20	The employees feel their jobs hold high esteem and are of great value to the organization.
Q24	Things happen around here because of the self-discipline of every employee.

**Table 4.1 Autocratic Descriptives & Behavioral Model Total Count**

	N	Minimum	Maximum	Mean
Q1	334	1	4	1.73
Q5	334	1	5	2.93
Q9	334	1	5	2.69
Q13	334	1	5	2.91
Q17	334	2	5	3.97
Q21	334	1	4	1.90
Valid N (listwise)	334			

**Table 4.1(a) Autocratic Behavioral Model Total Count**

	N	Sum
Q1	334	577
Q5	334	977
Q9	334	900
Q13	334	973
Q17	334	1327
Q21	334	636
Valid N (listwise)	334	5390

**Table 4.1(b) Code Value for Q1 & Q5 of the Autocratic Behavioral Model**

		<b>Q1</b>		
		Value	Count	Percent
Standard	Position	1		
Attributes	Label	<none>		
	Type	Numeric		
	Format	F5		
	Measurement	Ordinal		
	Role	Input		
Valid Values	1		155	46.3%
	2		128	38.2%
	3		38	11.3%
	4		13	3.9%
Missing Values	System		1	0.3%

		<b>Q5</b>		
		Value	Count	Percent
Standard	Position	2		
Attributes	Label	<none>		
	Type	Numeric		
	Format	F5		
	Measurement	Ordinal		
	Role	Input		
Valid Values	1		20	6.0%
	2		110	32.8%
	3		107	31.9%
	4		69	20.6%
	5		28	8.4%
Missing Values	System		1	0.3%

**Table 5 Custodial Descriptives**

	N	Minimum	Maximum	Mean
Q2	334	1	5	2.92
Q6	334	1	5	2.73
Q10	334	1	5	2.69
Q14	334	1	5	3.89
Q18	334	1	5	2.81
Q22	334	1	4	3.28
Valid N (listwise)	334			

**Table 5.1 Custodial Behavioral Model Total Count**

	N	Sum
Q2	334	974
Q6	334	912
Q10	334	897
Q14	334	1300
Q18	334	937
Q22	334	1095
Valid N (listwise)	334	6115

**Table 6 Supportive Descriptives**

	N	Minimum	Maximum	Mean
Q3	334	1	5	3.37
Q7	334	2	5	3.85
Q11	334	1	5	3.39
Q15	334	1	5	3.07
Q19	334	1	5	3.35
Q23	334	1	5	3.10
Valid N (listwise)	334			

**Table 6.1 Supportive Behavioral Model Total Count**

	N	Sum
Q3	334	1125
Q7	334	1285
Q11	334	1131
Q15	334	1027
Q19	334	1119
Q23	334	1035
Valid N (listwise)	334	6772

**Table 7 Collegial Behavioral Model Descriptives**

	N	Minimum	Maximum	Mean
Q4	334	1	5	3.67
Q8	334	1	5	3.46
Q12	334	1	5	3.80
Q16	334	2	5	3.71
Q20	334	2	5	3.50
Q24	334	1	5	3.73
Valid N (listwise)	334			

**Table 7.1 Collegial Behavioral Model Total Count**

	N	Sum
Q4	334	1227
Q8	334	1156
Q12	334	1269
Q16	334	1240
Q20	334	1168
Q24	334	1246
Valid N (listwise)	334	7306

**Table 8 Collegial Behavioral Model Statements from OBS**

Q #	Statement
Q4	There is a real feeling of teamwork.
Q8	There is a partnership between managers and employees.
Q12	The employees feel a real responsibility to make things work.
Q16	There is enthusiasm among the employees to better job performance.
Q20	The employees feel their jobs hold high esteem and are of great value to the organization.
Q24	Things happen around here because of the self-discipline of every employee.

**Table 8.1 Collegial Frequency**

		Q4	Q8	Q12	Q16	Q20	Q24
N	Valid	334	334	334	334	334	334
	Missing	0	0	0	0	0	0
Mean		3.67	3.46	3.80	3.71	3.50	3.73
Median		4.00	4.00	4.00	4.00	3.50	2.00
Mode		4	4	4	4	4	4

**Table 8.1 (a) Collegial Behavior Model Frequency Breakdown by Questions**

		Q4		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Strongly disagree	19	5.7	5.7	5.7
	Disagree	21	6.3	6.3	12.0
	Neither agree nor disagree	57	17.1	17.1	29.0
	Agree	190	56.9	56.9	85.9
	Strongly agree	47	14.1	14.1	100.0
Total		334	100.0	100.0	

**Q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	3.9	3.9	3.9
	Disagree	34	10.2	10.2	14.1
	Neither agree nor disagree	106	31.7	31.7	45.8
	Agree	148	44.3	44.3	90.1
	Strongly agree	33	9.9	9.9	100.0
Total		334	100.0	100.0	

**Q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	2.1	2.1	2.1
	Disagree	12	3.6	3.6	5.7
	Neither agree nor disagree	54	16.2	16.2	21.9
	Agree	229	68.6	68.6	90.4
	Strongly agree	32	9.6	9.6	100.0
Total		334	100.0	100.0	

**Q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	18	5.4	5.4	5.4
	Neither agree nor disagree	99	29.6	29.6	35.0
	Agree	178	53.3	53.3	88.3
	Strongly agree	39	11.7	11.7	100.0
Total		334	100.0	100.0	

**Q20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	3.9	3.9	3.9
	Neither agree nor disagree	154	46.1	46.1	50.0
	Agree	155	46.4	46.4	96.4
	Strongly agree	12	3.6	3.6	100.0
Total		334	100.0	100.0	

## Q24

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	7	2.1	2.1	2.1
Disagree	6	1.8	1.8	3.9
Neither agree nor disagree	83	24.9	24.9	28.7
Agree	212	63.5	63.5	92.2
Strongly agree	26	7.8	7.8	100.0
Total	334	100.0	100.0	

Table 9 Employee Motivation Categories

Employee Motivation Survey		Intrinsic Motivation	Extrinsic Motivation
Q1	I enjoy working for a public sector organization.	X	
Q2	I feel my role as a public servant compels me to do my best every day.	X	
Q3	I am motivated to provide quality service to members of the public.	X	
Q4	When people ask me what I do for a living, I am proud to tell them I work for a public sector organization.	X	
Q5	I provide an important service to the public.	X	
Q6	My manager/supervisor recognizes excellent work and rewards it appropriately.		X
Q7	I feel the work I do within a public sector organization is important.	X	
Q8	There are plenty of opportunities for advancement here.		X
Q9	Hard work and dedication are properly rewarded.		X
Q10	My manager/supervisor has reasonable expectations of me.		X
Q11	My manager/supervisor is dedicated to helping me succeed at my job.		X
Q12	I am respected for the contributions I make within a public sector organization.	X	
Q13	The pay and benefits are fair when compared to similar positions in the private sector.		X
Q14	My work hours allow me to serve the public and take care of my family.		X
Q15	The members of my department work together as a team in order to accomplish our mission.		X

**Table 10 Employee Motivation Survey Descriptive Statistics**

	N	Minimum	Maximum	Mean
Q1	334	1	5	4.01
Q2	334	1	5	3.88
Q3	334	3	5	4.06
Q4	334	3	5	3.99
Q5	334	3	5	3.84
Q6	334	1	5	3.53
Q7	334	3	5	4.07
Q8	334	1	5	3.00
Q9	334	1	5	3.14
Q10	334	2	5	3.97
Q11	334	1	5	3.84
Q12	334	2	5	3.61
Q13	334	1	5	2.72
Q14	334	1	5	3.96
Q15	334	1	5	3.96
Valid N (listwise)	334			

**Table 11 Intrinsic Motivation Category Descriptive**

	N	Minimum	Maximum	Mean
Q1	334	1	5	4.01
Q2	334	1	5	3.88
Q3	334	3	5	4.06
Q4	334	3	5	3.99
Q5	334	3	5	3.84
Q7	334	3	5	4.07
Q12	334	2	5	3.61
Valid N (listwise)	334			



**Table 11.1 Intrinsic Motivation Total Count and Grand Mean**

	N	Sum	
Q1	334	1341	
Q2	334	1295	
Q3	334	1356	
Q4	334	1331	
Q5	334	1281	
Q7	334	1358	
Q12	334	1207	
Valid N (listwise)	334	9169	Grand mean = 3.92

**Table 11.2 Intrinsic Motivation Frequencies**

		Q1	Q2	Q3	Q4	Q5	Q7	Q12
N	Valid	334	334	334	334	334	334	334
	Missing	0	0	0	0	0	0	0
Mean		4.01	3.88	4.06	3.99	3.84	4.07	3.61
Median		4.00	4.00	4.00	4.00	4.00	4.00	3.00
Mode		4	4	4	4	4	4	3

**Table 12 Extrinsic Motivation Category Descriptive Statistics**

	N	Minimum	Maximum	Mean
Q1	334	1	5	4.01
Q2	334	1	5	3.88
Q3	334	3	5	4.06
Q4	334	3	5	3.99
Q5	334	3	5	3.84
Q7	334	3	5	4.07
Q12	334	2	5	3.61
Valid N (listwise)	334			

**Table 12.1 Extrinsic Motivation Total Count and Grand Mean**

	N	Sum
Q6	334	1178
Q8	334	1001
Q9	334	1050
Q10	334	1326
Q11	334	1283
Q13	334	907
Q14	334	1324
Q15	334	1323
Valid N (listwise)	334	9392

Grand mean = 3.51

**Table 12.2 Extrinsic Motivation Frequencies**

		Q1	Q2	Q3	Q4	Q5	Q7	Q12
N	Valid	334	334	334	334	334	334	334
	Missing	0	0	0	0	0	0	0
Mean		4.01	3.88	4.06	3.99	3.84	4.07	3.61
Median		4.00	4.00	4.00	4.00	4.00	4.00	3.00
Mode		4	4	4	4	4	4	3

**Table 13 Collegial One-Sample *t*-Test for Q4**

	N	Mean	Std. Deviation	Std. Error Mean
Q4	334	3.67	.986	.054

**Table 13.1 Collegial One-Sample *t*-Test for Q8**

	N	Mean	Std. Deviation	Std. Error Mean
Q8	334	3.46	.941	.052

Test Value = 4

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Q8	-10.464	333	<.001	<.001	-.539	-.64	-.44

**Table 13.2 Collegial One-Sample *t*-Test for Q12**

	N	Mean	Std. Deviation	Std. Error Mean
Q12	334	3.80	.742	.041

Test Value = 4

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Q12	-4.938	333	<.001	<.001	-.201	-.28	-.12

**Table 13.3 Collegial One-Sample *t*-Test for Q16**

	N	Mean	Std. Deviation	Std. Error Mean
Q16	334	3.71	.740	.040

Test Value = 4

		Significance			95% Confidence Interval of the Difference		
	t	df	One-Sided p	Two-Sided p	Mean Difference	Lower	Upper
Q16	-7.097	333	<.001	<.001	-.287	-.37	-.21

**Table 13.4 Collegial One-Sample *t*-Test for Q20**

	N	Mean	Std. Deviation	Std. Error Mean
Q20	334	3.50	.633	.035

Test Value = 4

		Significance			95% Confidence Interval of the Difference		
	t	df	One-Sided p	Two-Sided p	Mean Difference	Lower	Upper
Q20	-14.519	333	<.001	<.001	-.503	-.57	-.43

**Table 13.5 Collegial One-Sample *t*-Test for Q24**

	N	Mean	Std. Deviation	Std. Error Mean
Q24	334	3.73	.718	.039

Test Value = 4

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Q24	-6.857	333	<.001	<.001	-.269	-.35	-.19

**Table 14 Collegial Nonparametric Tests: One-Sample Chi-Square Test**

	Null Hypothesis	Test	Sig. <sup>a,b</sup>	Decision
1	The categories of Q4 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
2	The categories of Q8 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
3	The categories of Q12 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
4	The categories of Q16 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
5	The categories of Q20 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
6	The categories of Q24 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

**Table 14.1 Collegial Nonparametric Test: One-Sample Chi-Square Test for Q4**

Total N	334
Test Statistic	300.132 <sup>a</sup>
Degree Of Freedom	4
Asymptotic Sig. (2-sided test)	.000

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 66.800.

**Table 14.2 Collegial Nonparametric Test: One-Sample Chi-Square Test for Q8**

Total N	334
Test Statistic	198.246 <sup>a</sup>
Degree Of Freedom	4
Asymptotic Sig. (2-sided test)	.000

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 66.800.

**Table 14.3 Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary Q12**

Total N	334
Test Statistic	512.916 <sup>a</sup>
Degree Of Freedom	4
Asymptotic Sig. (2-sided test)	.000

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 66.800.

**Table 14.4 Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary Q16**

Total N	334
Test Statistic	184.922 <sup>a</sup>
Degree Of Freedom	3
Asymptotic Sig. (2-sided test)	.000

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 83.500.

**Table 14.5 Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary Q20**

Total N	334
Test Statistic	241.497 <sup>a</sup>
Degree Of Freedom	3
Asymptotic Sig. (2-sided test)	.000

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 83.500.

**Table 14.6 Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary Q24**

Total N	334
Test Statistic	453.335 <sup>a</sup>
Degree Of Freedom	4
Asymptotic Sig. (2-sided test)	.000

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 66.800.

**Table 15 Intrinsic Motivation One-Sample t-Test for Q1**

	N	Mean	Std. Deviation	Std. Error Mean
Q1	334	4.01	.745	.041

Test Value = 4

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Q1	.367	333	.357	.714	.015	-.07	.10

**Table 15.1 Intrinsic Motivation One-Sample t-Test for Q2**

	N	Mean	Std. Deviation	Std. Error Mean
Q2	334	3.88	.779	.043

Test Value = 4

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Q2	-2.881	333	.002	.004	-.123	-.21	-.04



**Table 15.2 Intrinsic Motivation One-Sample t-Test for Q**

	N	Mean	Std. Deviation	Std. Error Mean
Q3	334	4.06	.686	.038

Test Value = 4

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Q3	1.595	333	.056	.112	.060	-.01	.13

**Table 15.3 Intrinsic Motivation One-Sample t-Test for Q4**

	N	Mean	Std. Deviation	Std. Error Mean
Q4	334	3.99	.769	.042

Test Value = 4

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Q4	-.356	333	.361	.722	-.015	-.10	.07

**Table 15.4 Intrinsic Motivation One-Sample *t*-Test for Q5**

	N	Mean	Std. Deviation	Std. Error Mean
Q5	334	3.84	.747	.041

Test Value = 4

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Q5	-4.027	333	<.001	<.001	-.165	-.25	-.08

**Table 15.5 Intrinsic Motivation One-Sample *t*-Test for Q7**

	N	Mean	Std. Deviation	Std. Error Mean
Q7	334	4.07	.740	.041

Test Value = 4

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Q7	1.626	333	.052	.105	.066	-.01	.15

**Table 15.6 Intrinsic Motivation One-Sample *t*-Test for Q12**

	N	Mean	Std. Deviation	Std. Error Mean
Q12	334	3.61	.793	.043

Test Value = 3					95% Confidence Interval of the Difference	
t	df	Significance		Mean Difference	Lower	Upper
		One-Sided p	Two-Sided p			
Q12	14.153	333	<.001	<.001	.614	.53 .70

**Table 16 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test**

	Null Hypothesis	Test	Sig. <sup>a,b</sup>	Decision
1	The categories of Q1 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
2	The categories of Q2 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
3	The categories of Q3 occur with equal probabilities.	One-Sample Chi-Square Test	<.001	Reject the null hypothesis.
4	The categories of Q4 occur with equal probabilities.	One-Sample Chi-Square Test	.011	Reject the null hypothesis.
5	The categories of Q5 occur with equal probabilities.	One-Sample Chi-Square Test	<.001	Reject the null hypothesis.
6	The categories of Q7 occur with equal probabilities.	One-Sample Chi-Square Test	<.001	Reject the null hypothesis.
7	The categories of Q12 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

**Table 16.1 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test****Summary (Q1)**

Total N	334
Test Statistic	237.138 <sup>a</sup>
Degree Of Freedom	3
Asymptotic Sig. (2-sided test)	.000

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 83.500.

**Table 16.2 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test****Summary (Q2)**

Total N	334
Test Statistic	176.539 <sup>a</sup>
Degree Of Freedom	3
Asymptotic Sig. (2-sided test)	.000

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 83.500.

**Table 16.3 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test****Summary (Q3)**

Total N	334
Test Statistic	58.138 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig. (2-sided test)	<.001

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 111.333.

**Table 16.4 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test****Summary (Q4)**

Total N	334
Test Statistic	8.988 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig. (2-sided test)	.011

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 111.333.

**Table 16.5 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test****Summary (Q5)**

Total N	334
Test Statistic	23.898 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig. (2-sided test)	<.001

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 111.333.

**Table 16.6 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test****Summary (Q7)**

Total N	334
Test Statistic	22.317 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig. (2-sided test)	<.001

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 111.333.

**Table 16.7 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test****Summary (Q12)**

Total N	334
Test Statistic	143.772 <sup>a</sup>
Degree Of Freedom	3
Asymptotic Sig. (2-sided test)	.000

---

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 83.500.

### Appendix B

#### Figure 1 Workforce Demographics for All Employees

The screenshot shows a dashboard titled "Workforce Demographics" for Milwaukee County. It features several filter dropdown menus: Leadership Category\* (All), Leadership Sub Category\* (All), Direct Reports (All), Gender (All), and Race/Ethnicity (Multiple selections). A date indicator shows "Data as of 3/31/2022". Below the filters is an "Agency" dropdown set to "All". On the right, a box displays "Total Employees 3,627". The Milwaukee County logo is in the top right corner.

#### Figure 2 Workforce Demographics without Legislative, Executive, or Management Employees

The screenshot shows a dashboard titled "Workforce Demographics" for Milwaukee County, filtered to exclude legislative, executive, and management employees. The filter dropdowns are: Leadership Category\* (NA), Leadership Sub Category\* (NA), Direct Reports (N/A), Gender (All), and Race/Ethnicity (Multiple selections). The date is "Data as of 3/31/2022". The "Agency" dropdown is set to "All". On the right, a box displays "Total Employees 2,542". The Milwaukee County logo is in the top right corner.

#### Figure 3 Sample Size

The screenshot shows a "Determine Sample Size" calculator. It has the following fields and options: Confidence Level with radio buttons for 95% (selected) and 99%; Confidence Interval with a text input field containing "5"; Population with a text input field containing "2542"; "Calculate" and "Clear" buttons; and Sample size needed with a text input field containing "334".

Figure 4 Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q4

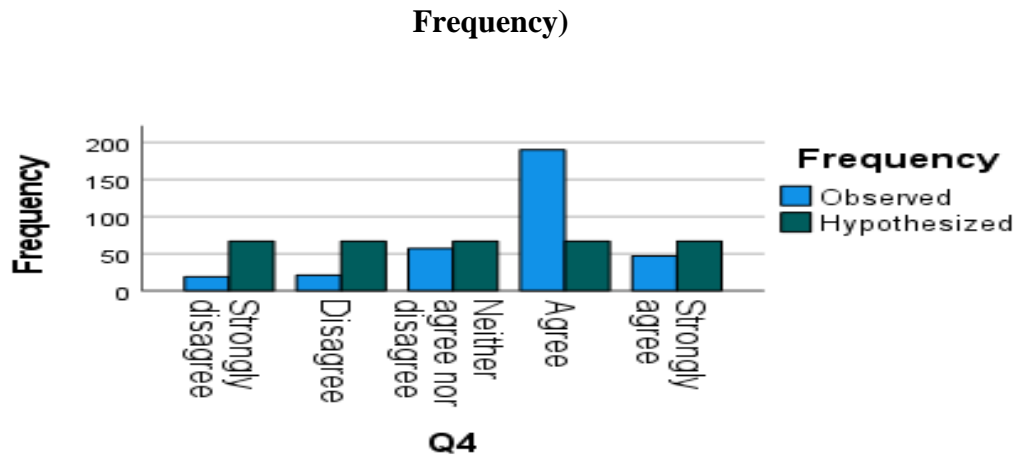


Figure 5 Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q8

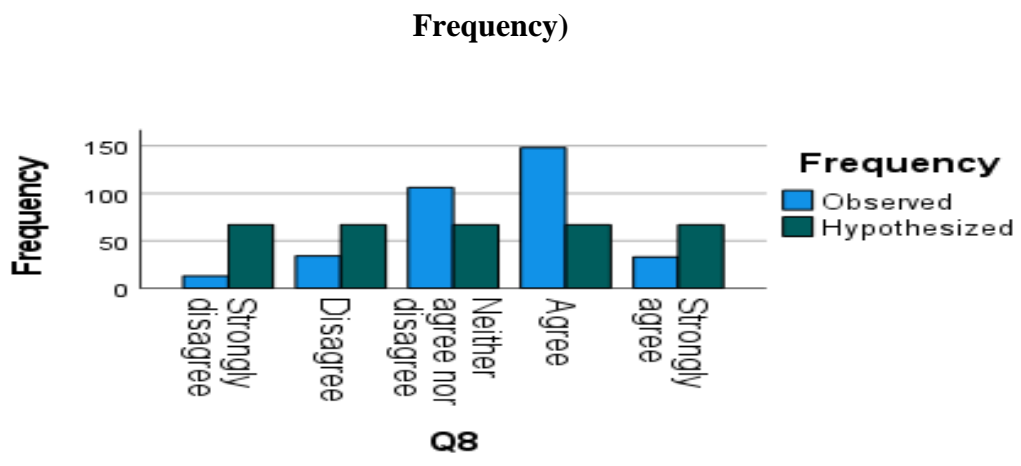




Figure 6 Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q12

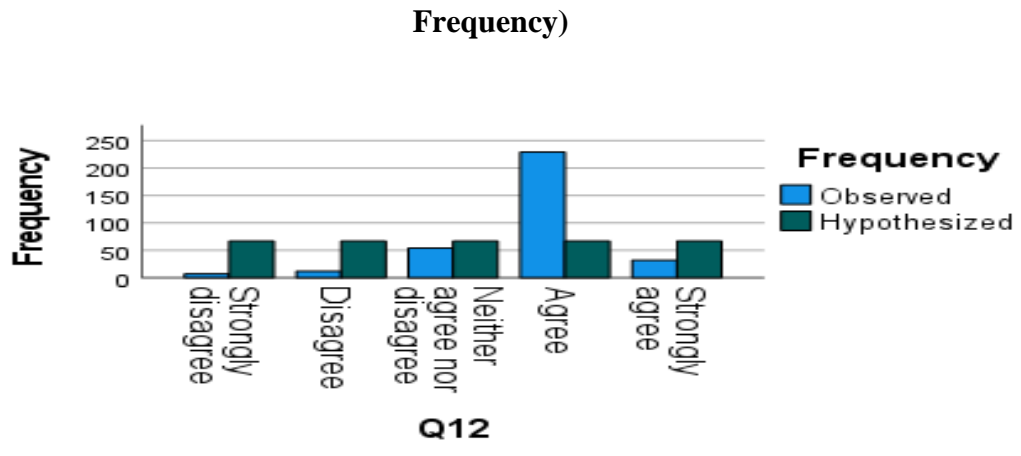


Figure 7 Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q16

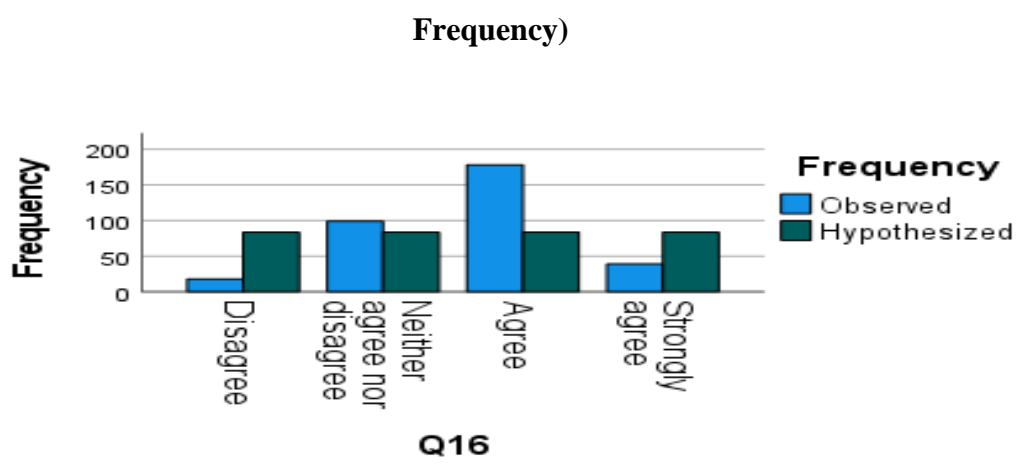


Figure 8 Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q20

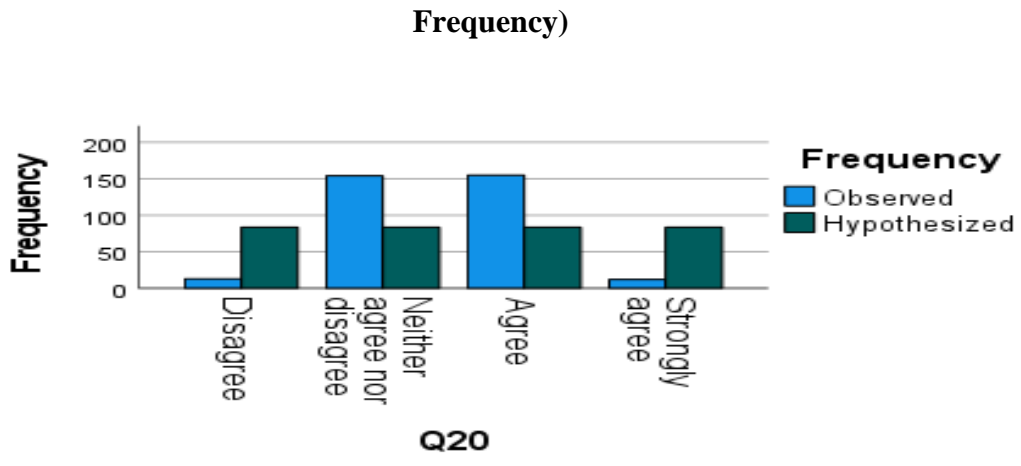
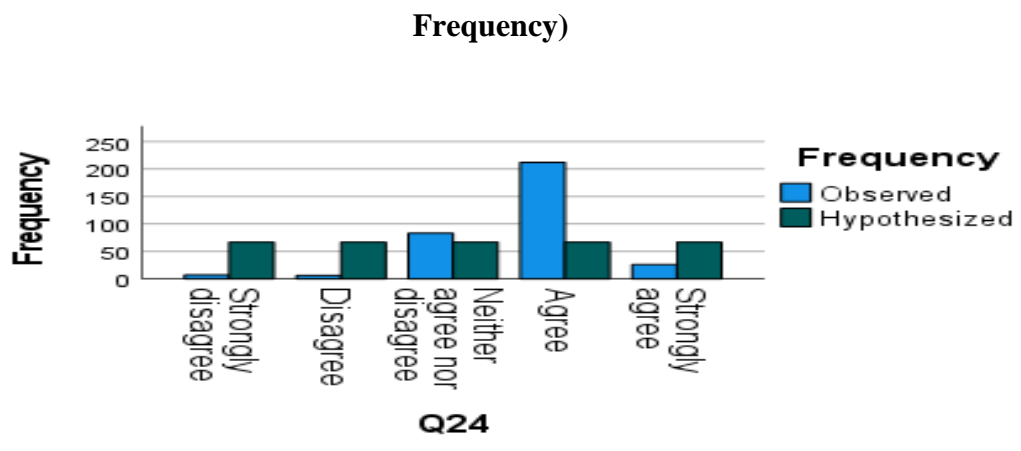
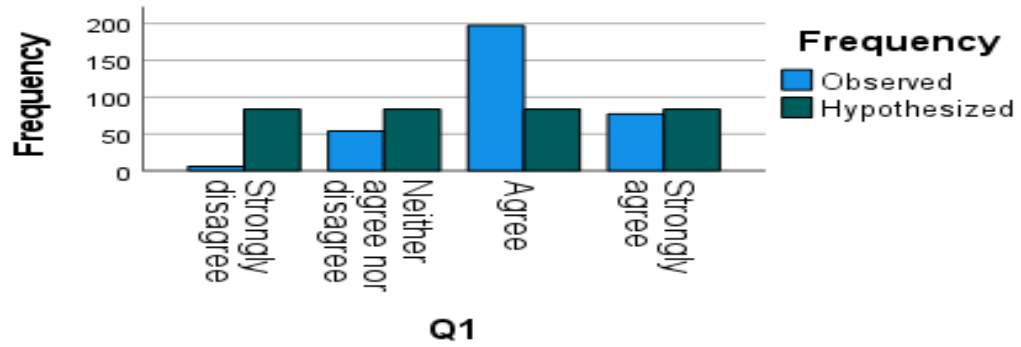


Figure 9 Collegial Nonparametric Tests: One-Sample Chi-Square Test Summary (Q24



**Figure 10 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test**

**Summary (Q1) Frequency**



**Figure 11 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test**

**Summary (Q2) Frequency**

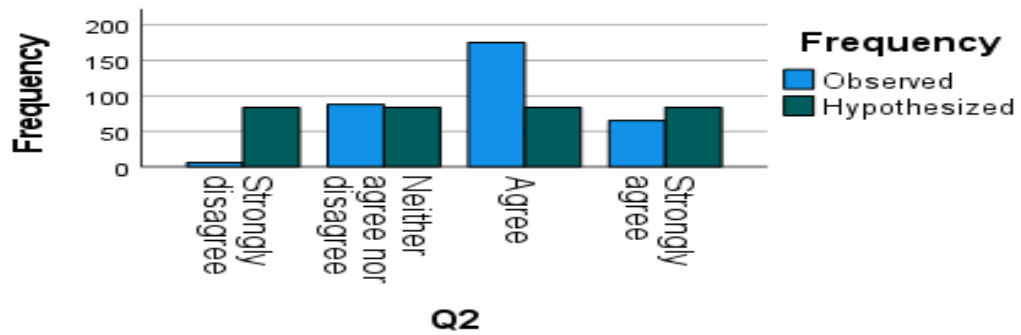


Figure 12 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test

Summary (Q3) Frequency

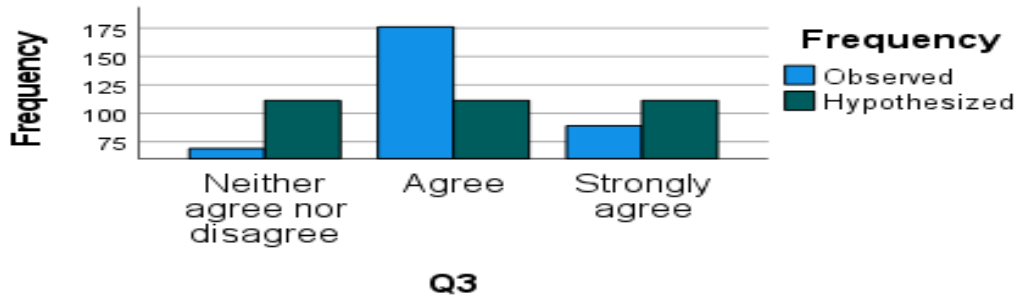


Figure 13 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test

Summary (Q4) Frequency

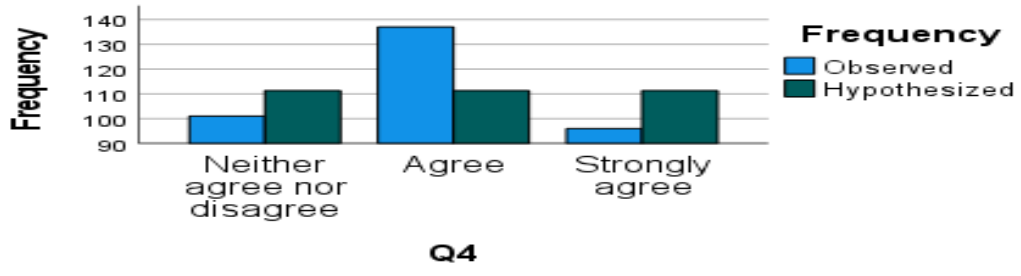


Figure 14 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test

Summary (Q5) Frequency

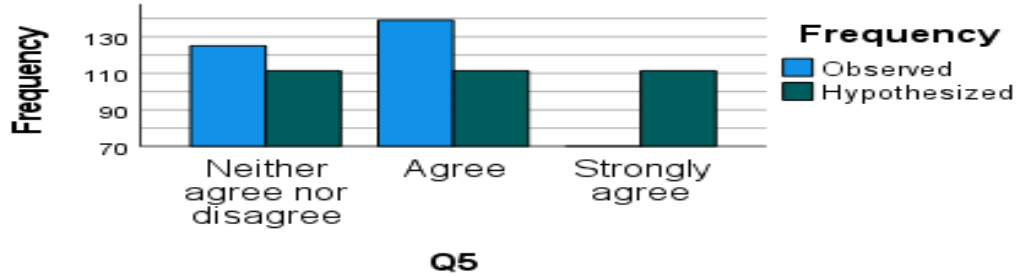


Figure 15 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test

Summary (Q7) Frequency

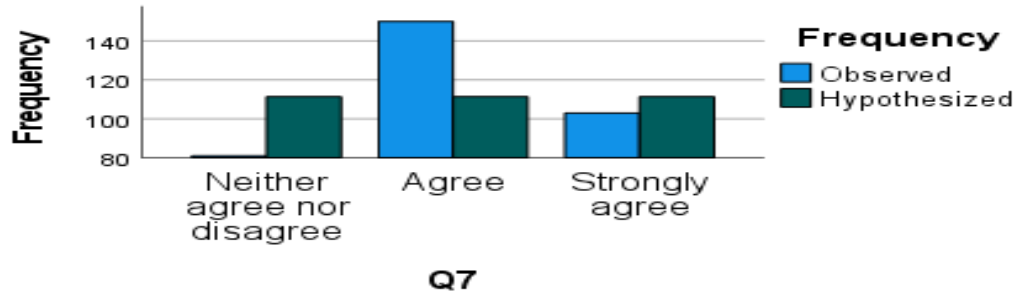


Figure 16 Intrinsic Motivation Nonparametric Tests: One-Sample Chi-Square Test

Summary (Q12) Frequency

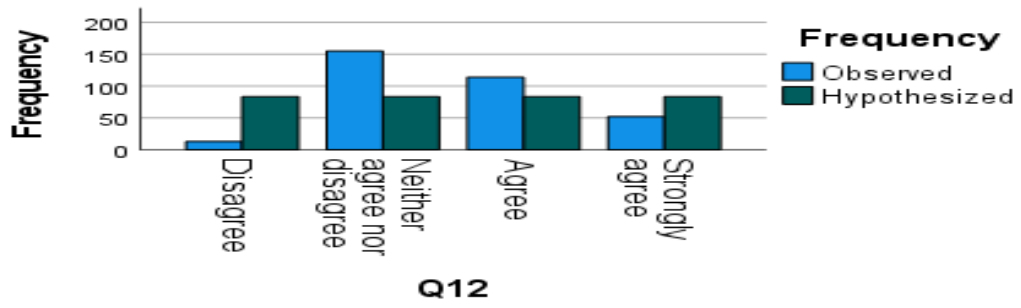
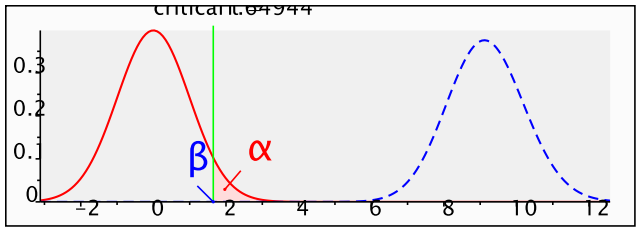
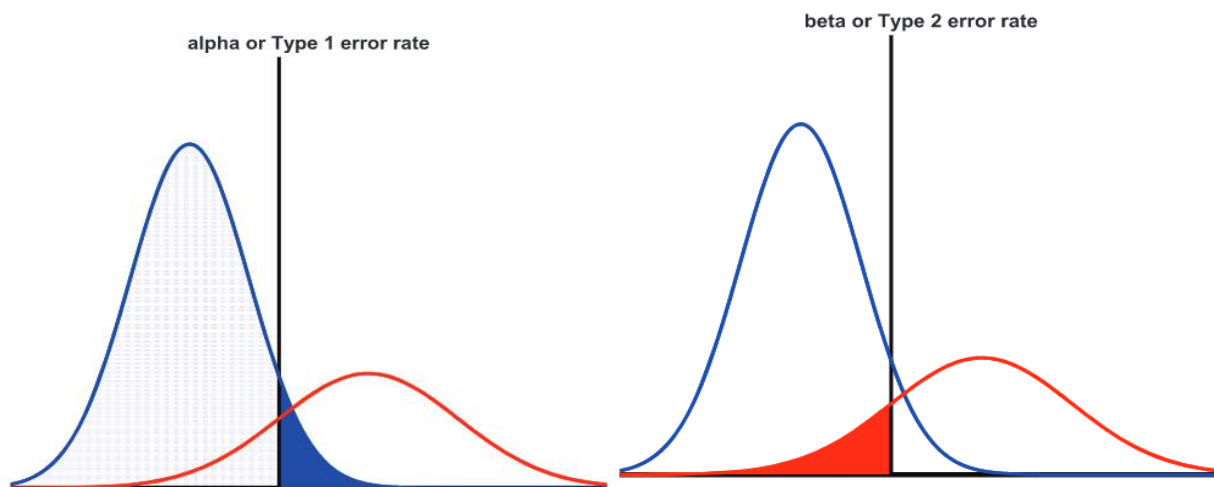


Figure 17 Critical *t*



**Figure 18 Illustration of Probability of Type 1 Error and Type 2 Error**

## Appendix C

### Organizational Behavior Survey

**Instructions:** This questionnaire contains statements about the organization. For each statement, indicate how often your organization displays each behavior by using the following scoring system: 1 to 5, with 5 being "strongly agree" and 1 being "strongly disagree."

Things get accomplished around here because employees fear for their jobs.					
	1	2	3	4	5
Most employees do not leave this organization because it provides a lot of security.					
	1	2	3	4	5
The managers display real leadership traits and are respected by the employees.					
	1	2	3	4	5
There is a real feeling of teamwork.					
	1	2	3	4	5
Only Management is allowed to make decisions.					
	1	2	3	4	5
Although the employees are happy and content, they give only passive cooperation.					
	1	2	3	4	5
Both managers and employees want to create better job performance.					
	1	2	3	4	5
There is a partnership between managers and employees.					
	1	2	3	4	5
Although people obey their leader, they do not respect the leader.					
	1	2	3	4	5
Management's main concern is making money.					
	1	2	3	4	5
The employees feel they are part of the organization.					
	1	2	3	4	5

The employees feel a real responsibility to make things work.					
	1	2	3	4	5
Most of the jobs are considered "minimum wage" jobs.					
	1	2	3	4	5
The employees' main concern is for the security of their families and themselves.					
	1	2	3	4	5
When things go wrong, the main concern is to fix it, not to lay blame.					
	1	2	3	4	5
There is enthusiasm among the employees to better job performance.					
	1	2	3	4	5
The employees' main concern is to provide for their families and themselves.					
	1	2	3	4	5
Although the employees have good benefits, they tend to give only minimal performance.					
	1	2	3	4	5
The employees feel they are recognized for their work.					
	1	2	3	4	5
The employees feel their jobs hold high esteem and are of great value to the organization.					
	1	2	3	4	5
Management does not expect the employees to give more than minimal performance.					
	1	2	3	4	5
Most of the employees seem content to stay in their position.					
	1	2	3	4	5
Employees are part of the decision-making process.					
	1	2	3	4	5
Things happen around here because of the self-discipline of every employee.					
	1	2	3	4	5



In the fill-in lines below, mark the score of each item on the questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to Item One. When you have entered all the scores for each question, total each of the four columns.

Item Score	Item Score	Item Score	Item Score
1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____
17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____
<b>TOTAL</b> _____	<b>TOTAL</b>	<b>TOTAL</b>	<b>TOTAL</b>
<b>Autocratic</b>	<b>Custodial</b>	<b>Supportive</b>	<b>Collegial</b>

### Scoring

The highest score in the columns above points you to what type of behavior your organization normally operates in:

- Autocratic: This stage depends on power, those in command have the power to demand. "You do this or else," means that an employee will obey or be penalized. The employee orientation is obedience towards the boss, not respect.
- Custodial: These are welfare companies that practice paternalism. The organization depends on economic recourses to meet the security needs of its employees which leads to dependence upon the organization.
- Supportive: This approach depends upon leadership instead of power or money. Through leadership the organization helps the employee to grow and accomplish things in the organization.

- Collegial: This is a team concept that depends upon the management building a partnership with employees.

This questionnaire is to help you assess what behavioral model your organization operates. It is based upon the theory that organizations operate out of one of four modes - Autocratic, Custodial, Supportive, or Collegial. The lowest score possible for a model is 6 (Almost never) while the highest score possible for a model is 30 (Almost always).



Permission to use the Organizational Behavior Survey.pdf

## Appendix D

### Employee Motivation Survey (EMS)

Please rate the following questions about your job on a scale from 1 to 5, with 5 being "strongly agree" and 1 being "strongly disagree."

I enjoy working for a public sector organization.					
	1	2	3	4	5
I feel my role as a public servant compels me to do my best every day.					
	1	2	3	4	5
I am motivated to provide quality service to members of the public.					
	1	2	3	4	5
When people ask me what I do for a living, I am proud to tell them I work for a public sector organization.					
	1	2	3	4	5
I provide an important service to the public.					
	1	2	3	4	5
My manager/supervisor recognizes excellent work and rewards it appropriately.					
	1	2	3	4	5
I feel the work I do within a public sector organization is important.					
	1	2	3	4	5
There are plenty of opportunities for advancement here.					
	1	2	3	4	5
Hard work and dedication are properly rewarded.					
	1	2	3	4	5
My manager/supervisor has reasonable expectations of me.					
	1	2	3	4	5
My manager/supervisor is dedicated to helping me succeed at my job.					
	1	2	3	4	5
I am respected for the contributions I make within a public sector organization.					
	1	2	3	4	5

The pay and benefits are fair when compared to similar positions in the private sector.					
	1	2	3	4	5
My work hours allow me to serve the public and take care of my family.					
	1	2	3	4	5
The members of my department work together as a team in order to accomplish our mission.					
	1	2	3	4	5



Gmail - Employee Motivation Survey template.pdf

## Appendix E

### Survey Monkey

3/10/22, 12:23 PM	Invoice No. 42323797												
Invoice #42323797													
<b>Mar 10, 2022</b>	Paid on <b>Mar 10, 2022 6:21:00 PM (UTC)</b>												
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="text-align: left; padding: 5px;">Description</th> <th style="text-align: left; padding: 5px;">Billing Period</th> <th style="text-align: left; padding: 5px;">Months</th> <th style="text-align: left; padding: 5px;">Amount</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Standard Monthly Plan</td> <td style="padding: 5px;">Mar 10, 2022 - Apr 9, 2022</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">\$70</td> </tr> <tr> <td colspan="3" style="padding: 5px;"></td> <td style="text-align: right; padding: 5px;"><b>Total: \$70</b></td> </tr> </tbody> </table>		Description	Billing Period	Months	Amount	Standard Monthly Plan	Mar 10, 2022 - Apr 9, 2022	1	\$70				<b>Total: \$70</b>
Description	Billing Period	Months	Amount										
Standard Monthly Plan	Mar 10, 2022 - Apr 9, 2022	1	\$70										
			<b>Total: \$70</b>										
<p><b>Billing Details</b>  <b>Molly Xiong</b>          Milwaukee          Wisconsin          53218          United States  <b>Username: MoSiXiong</b></p>	<p><b>Notes</b></p>												
<p><b>How to Pay</b></p> <p><b>Payment made on</b>  <i>Mar 10, 2022 6:21:00 PM (UTC).</i></p> <p><b>Payment Method:</b> VISA  <b>Card Number (last 4 digits):</b> ██████</p>													
<p>Momentive Inc. FKA SurveyMonkey Inc.          One Curiosity Way, San Mateo CA 94403, USA          Our Tax ID (EIN): 37-1581003          Contact: <a href="mailto:billing@surveymonkey.com">billing@surveymonkey.com</a></p>													



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