6.1 Conclusion

In the beginning of the present Century, Psychologists used motivation as a central variable for explaining the “why” of behavior. Since then, the concept of motivation has been in use to understand behavioral dynamics of the organism. It is clear from the discussion based on Literature review that a motive is an internal (factor that arouses, directs and integrates one’s behavior) attribute. It is not observed directly but simply inferred from the behavior or is only assumed to exist for explaining the behavior. The fundamental assumption behind the research presented in this thesis was that “the performance of individuals is proportional to the degree of inner drives (variables) of those individuals irrespective of the environment in which they operate or serve. This doctoral study was basically initiated to bridge the gap to a reasonable extent and to open up new avenues for further research.

Therefore the opportunities exploited in this thesis are:

- Is there some significant association between intrinsic motivation factors and performance of the Management teachers?
- Is the distribution of performance is same across the different demography of Management teachers.
- Is there any impact of intrinsic motivational factors on performance of the Management teachers?

To sharpen the focus of the research, the research opportunities were addressed by studying four research questions (Section 4.5, Chapter 4). It is evident through our data analysis section (Section 5.4.1 to Section 5.4.6) that all the selected factors of intrinsic motivation (i.e. self-efficacy, creativity, achievement motivation, optimism, personal vision, and personal value (commitment) are significantly associated to performance variable. This indicates that various factors of intrinsic motivation are significantly associated with the performance of academic fraternity in management education at 5% level of significance. To further analyze the same, Smart PLS-SEM (Structured Equation Modeling) technique was used (Fig. 5.38 & Fig. 5.39) and it was found that members of teaching fraternity are found to careful about Self-efficacy, Creativity, Achievement motivation, Optimism, Personal vision. With loading of 0.114, 0.457, 0.171, 0.119 and 0.172 respectively, they are good indicators of performance in terms of teaching learning activities (TLA). Educational institutions and teachers should not overlook these basic elements of intrinsic motivation, because performance of teachers is significantly important for overall growth and development of students and nation at large. Meanwhile, it is also revealed that improvement
in areas of Personal value (commitment) does not significantly affect performance due to its weak effect (0.008) in the linkage. Therefore, processes and policies should allocate resources to improve these areas after other essential areas have been looked after.

The second question focused on distribution of performance across the different demography of Management teachers, is solved by Kruskal-Wallis Test. The Kruskal–Wallis test is based on the rank of the scale variable, which in this case is API (i.e. Academic performance Indicators) score and then the TLA (i.e. Teaching Learning Activities) score; for each independent group like NET qualified or Not NET qualified respondents; designation like Assistant professor, Associate professor and Professor and qualification i.e. Post-Graduate, M.Phil and Ph.D. The results of these tests are stated in Table 5.8 of Chapter 5th. It is evident that API as well as TLA score in different categories in terms of NET qualification are not significantly different but the API score in different categories in terms of (Post-Graduate, M.Phil and Ph.D) qualification are significantly different. However, in the same case performance (TLA) score in different categories in terms of (Post-Graduate, M.Phil and Ph.D) qualification are not significantly different. This indicates that the class room based teaching performance are more or less same across their qualification (i.e. Post-Graduate, M.Phil and Ph.D) however, their API score usually varies with their acquired qualifications.

It is also noted that API as well as TLA score in different categories in terms of (Professor, Associate professor and Assistant professor) designation are significantly different. These results clearly indicate the variation in performance due to difference of demography.

This research study further tries to analyze the impact of intrinsic motivational factors on performance of the Management teachers in terms of their research activity to propose a better model between factors under consideration. In addressing this question statistical analysis is being performed on survey data. The results of the multiple regression analysis indicated support for hypotheses in the proposed theory and demonstrated the existence of important factors (inner drives) for performance success. These findings add an important dimension in other applied research in that they verify the importance of these factors for performance enhancement and success. This suggests that, rather than trying to imitate the existing practices, the institute should focus their efforts on building and nurturing an organizational culture within which these “inner attributes” thrive. The main conclusion on the third apprehension is that effective performance depends critically on five internal factors: (i.e. Self-efficacy, Creativity, Achievement motivation, Optimism and Personal vision), which constitute a dynamic model as it was shown in the Fig. 5.40.

6.2 Recommendations

The objective of this thesis was to assess the impact of intrinsic motivation factors on academic performance of teachers in Management education (section 4.2 of chapter 4). Based on the stated objective and other findings provided to the four research questions posted in section 4.5 of Chapter 4, this thesis contributes with unique knowledge.
For the most part, the institutional processes have been preoccupied with environmental issues at the expense of internal motivational issues. Therefore, the major contribution of this thesis is to increase the understanding of the influence of inner motivational factors in achieving excellence by empirically showing that they are important and critical in accomplishing better performance.

It is also worthy to note that teaching learning activity score of teachers are more or less same across their qualification (i.e. Post-Graduate, M.Phil and Ph.D) and different categories in terms of NET qualification, however, their API score usually varies with their acquired qualifications. It is requested to frame both the scores (i.e. API & TLA) in such a way that they may serve as complementary to each other and in this manner perfect score in TLA can be sufficient to ensure a good score in API category too.

This indicates that the class room based teaching performance is more or less same across their qualification (i.e. Post-Graduate, M.Phil and Ph.D), however, their API score usually varies with their acquired qualifications. It is also noted that API as well as TLA score in different categories in terms of (Professor, Associate professor and Assistant professor) designation are significantly different. These results clearly indicate the variation in performance due to difference of demography.

Based on the theoretical investigations an important framework for studies has been evolved. This framework was further analyzed through qualitative and quantitative analysis, on the basis of which we have identified key inner drives for significant enhancement in the teaching performance.

Most significant contribution has been model showing how the different correlates of inner drive play a key role in accomplishing one’s desired performance. The analysis of inner model shows that “creativity factor” alone can explain nearly 45% of the variance in performance of the teaching fraternity. It is important finding because it suggests that there is other factors that process owners, teachers and institutional mechanism should consider when exploring teachers’ performance in future research.

6.3 Limitation of the study

Through, this research puts lot of claims on the contributions, is not free from limitations. Firstly, One of the critical assumptions of this work is that the environment in which faculty members of Dr. A.P.J Abdul Kalam Technical University; Uttar Pradesh (Formerly known as UPTU i.e. Uttar Pradesh Technical University) are serving is constant. There can be variance from individual to individual micro cultural differences with in the same macro culture.

Secondly, Out of 280 valid respondents only 59 (nearly 21% of the total) of them are NET qualified candidates and remaing 221(nearly 80% of the total) are not NET qualified respondents. Althought, it is already evident under H_{02.1} and then in H_{02.4}, that neither the API score nor the TLA score in different categories in terms of NET qualification are not
significantly different. However, a more rational approach can further be developed if both the categories can get equal split in terms of their presence.

Thirdly, The hypothesized path relationship between Personal value (commitment) and teaching learning activities i.e. TLA is not statistically significant. This is because its standardized path coefficient (0.008) is lower than 0.1. Thus it is evident through PLS-SEM calculation that Creativity (0.457), followed by Personal vision (0.172) and Achievement motivation (0.171) and then Optimism (0.119), Self-efficacy (0.114) are moderately predictors of teaching learning activities i.e. TLA, but Personal value (commitment) (0.008) does not predict teaching learning activities (i.e. TLA) directly.

Fourthly, it was observed during the data collection that respondents were extra conscious while they were answering the questions related with their performance and teaching learning activities. This may further create an automatic gap between what they feel internally but do not think to make others to know the same socially.

Fifth, nearly 24% of variation in the dependent variable i.e. academic performance indicator (API score) explained by variation in the independent variables (academic and non-academic i.e. industry experience) and nearly 30% variation in the dependent variable i.e. academic performance indicator (API score) explained by variation in the independent variables (i.e. self-efficacy, creativity, achievement motivation, optimism, personal vision, and personal value (commitment), which shows that the unexplainable part is very large, though this percentage of confidence is pretty adequate in inner attribute based behavioral & social science research.

Sixth, this research survey was conducted across the different campuses and institutions affiliated under Dr. A.P.J Abdul Kalam Technical University; Uttar Pradesh (Formerly known as UPTU i.e. Uttar Pradesh Technical University) in N.C.R (National capital Region). The response might have some influence of the regional, cultural and socioeconomic bias.

**6.4 Scope of further research:**

This research work opens up multiple opportunities for further research.

- The model (Fig. 5.40) can be applied into action research study for further reinforcement.
- Similar research work can be carried out in other sectors such as other dimensions of services industry, Government and non-government organizations, health etc.
- This research work may be further extended to build another comprehensive model encompassing of both internal and external factors (i.e. personal attributes and environmental variables together).
- Each inner drive could be a subject in itself for further study on how one acquires these attributes.
- Further studies can be conducted with different strata of people such as entrepreneurs or female groups exclusively.
The analysis of inner model shows that “creativity factor” alone can explain nearly 45% of the variance in performance of the teachers. It is important finding because it suggests that there is other factors that process owners, teacher himself and institutional mechanism should consider when exploring teachers’ performance in future research.

The purpose of this research study was to examine the inner correlates of performance. Readers and researchers may be compelled to give new orientation to the subject after going through this work. Can I state this is one of the objective or aim of my research? The long period and the vast space of the subject have been useful and I believe to make the study thorough, useful and interesting. But I do hold –

“तितोष्णूर्वस्तरं मोहातुष्णाराजिम् सागरम्”

(I do aspire to cross, out of my ignorance, with a raft the boundless Ocean)