CHAPTER 1

INTRODUCTION

1.1 Background of Research

Global market opportunities have created various set of challenges and opportunities in front of organizations. However the most valuable asset for any organization is the people or Human resources. The success of organization is primarily dependent on quality of manpower and their performance, so organizations always try to identify and work on factors which contribute towards effective performance of employees. There is always a debate on what factors are major contributors to performance of individuals – internal factors or external factors. Different people respond differently to the same situation and the same person responds differently at different times to the same situation. It has been observed number of times that few people have always out performed than others under similar conditions. This interesting phenomenon is seen at all levels across the society, irrespective of different boundaries. Most of the time performance enhancement is related to external environmental conditions by different researchers. Internal forces which operate within the individual are ignored. There are a number of factors that determine the likelihood of engaging in a particular behavior that leads to the performance of individuals. These determinants can be classified as either internal factors or external factors that are instrumental in understanding behavior.

This research study is initiated to explore the relative importance of internal factors and intrinsic motivation in individual’s performance outcomes. Intrinsic motivation comes from within and is self-satisfying whereas extrinsic motivation is caused through external motivators like financial and non-financial rewards. In fact, the study of individual differences as an antecedent to achievement related behavior played a central role in theories of motivation. For example, characterizing people as low or high achievement motivation or external versus internal in locus of control are core distinctions in Achievement theory (Atkinson, 1964) and Social learning theory (Rotter, 1966), the two most prominent motivational conceptions of the 1960s and early 1970s. Intrinsic motivation has been a subject of great interest to psychologists, thinkers and spiritualists alike, for decades. Great deal of thought and research had gone in for understanding this subject to generate revolutionary insights. While contrasting differences were observed in some traits in the behavioral profiles, there were some striking similarities in their behavior patterns. All of them were seen to be driven by personal dreams and aspirations. Every one displayed high degree of commitment to the cause which seemed to have close connection to the meaning of their lives as perceived by them. These behavior patterns offer an interesting opportunity for additional studies for further establishing relationship of the intrinsic motivational factors
to the performance. Lot of work has been done in the area of environment for identifying factors responsible for motivating people for achieving desired results. Environment provides tremendous stimulus to people for performance and therefore environment is a great force for motivation. (Luthans, 1998; Selden & Brewer, 2000). Within the same environmental conditions, there are always some people who have shown brilliant and outstanding performance. Definitely there is some stimulation behind such behaviors. It appears that though environmental factors are great motivators; greater are some internal drives of a person, which are far more stimulating and facilitating for achieving excellence in quality of his/her performance (Seibert & Crant, 1999). This pertinent observation has generated a curiosity to investigate this wonderful phenomenon. This investigation will focus on observing the behavior patterns among such employees in education sector and to understand the driving forces behind those patterns. This examination will lead to establishing correlations between those intrinsic motivators and their performance outputs within the same environmental settings. Stephen C. Lundin says “There is something I know about you that may not even known by you. Within yourself you have more resources of energy than have ever been tapped, more talent than has ever been exploited, more strength than ever been tested and more to give than you have ever given”. Lundin’s statement seems to be in agreement with the above observation (Lundin, 2001). This study focuses on research about impact of intrinsic motivation factors on academic performance of management teachers. As management education is currently suffering from different problems and a battle of recognition, it is required to investigate the measures which may improve the status of education system. Teachers play crucial role in improving the quality of education system. For this reason, this study emphasizes on identifying intrinsic motivation factors of management teachers and their impact on academic performance with a view that it will contribute to improving the quality of education.

This chapter discusses Management education scenario in Global and Indian context, Role of teachers in quality education, Individual differences, Intrinsic motivation of teachers, Significance and scope of study and Outline of thesis.

1.2 Global scenario of Management education

Global competition is responsible for changing the relationship between management education and business sector. Management education has become a major profession that fascinates considerable attention all over the world. The first management education program was started at Massachusetts Institute of Technology (MIT) in 1931. The second program was at Harvard, dating back to 1943. The first review of business education which has been reported in the public domain was from University of Pennsylvania in 1931 (McFarland, 1960). This report indicated that business schools have changed very little since the year 1931. A three point agenda for refining management education was proposed by McFarland (1960), which is as follows:
• Management departments and their faculty members must redefine their own academic image.
• After formulating the most important objectives, management departments must cast off the shackles of an indifferent past.
• Management departments must increasingly adjust themselves toward genuinely scientific research.

In 1957, INSEAD became the first European university which was offering the MBA degree, followed by IESE Business School (first two-year program in Europe) in 1964, Manchester Business School and London Business School in 1965. The UK based Association of MBAs (AMBA) was established in 1967 and it is an active promoter for MBA degrees. The accreditation service of this Association is recognized internationally for Master of Business Administration (MBA), Doctor of Business Administration (DBA) and Masters in Business and Management (MBM) programs. In Australia, 42 Australian business schools offer MBA degree. Japan has many universities which are offering MBA programs. In Japan, the quality of universities and higher education is internationally recognized. Different Japanese Business schools offer Full-time MBA courses, Part-time MBA courses, and E-Business Management courses. AACSB Accreditation has enhanced the variety as well as standards of programs. Universities differentiate themselves by acquiring international accreditation and focusing on national and international rankings. There have been serious criticisms about the current management education system, both in US and in Europe. Mintzberg has been one of those people who argued for significant changes in education pattern. It is required for Business schools to change their perception that the enhancement of their student’s career is measured mostly in terms of salary. Innovation and continuous updating of course curriculum, practical approach of learning, moving with the pace of change etc. are some requirements for improving the condition of management education. Reputed business schools are continuously innovating in their policies and practices. Oxford gets back its former students while at work, for interacting with faculty for short time periods. This model has been admired by many others. MIT has stated a major change in the Sloan Fellows Program by giving larger emphasis on innovation, technology and entrepreneurship. According to Mintzberg: “The attainment of knowledge and enhancement of competencies are important, but we wanted our program to go beyond these, to support people become not just more effective managers but wiser human beings – more thoughtful, more worldly and more engaging”. The thrust of MBA is called E3: Enhancing the Educational Experience. In today’s environment, Business schools have many mechanisms for recruitment of faculty internationally, particularly by advertising vacancies through different online job boards that are accessible at global level. Recruitment of international faculty members is a common activity among business schools and mostly, it has positive outcomes for the business schools. It provides an opportunity to students to be familiar with the international level of education and corporate interface and requirements at global level. It can improve the employability of business professionals. Business schools can contribute to faculty development in support of a globalization strategy through pedagogical training. Professors’ lack of ease with incorporating international perspectives in curriculum or deficiency of self-confidence in their abilities to discuss international content effectively is one of the reasons
of improper delivery of international content. Faculty members should attend a series of seminars designed to understand the significance of incorporating international perspectives into the course curriculum and adjusting the course syllabus accordingly. By adopting some changes in traditional teaching methodology, and focusing on current industry requirements, it is possible to change the scenario of management education and create employable professionals at national and international level.

1.3 Management Education scenario in India

In India during 1990s the Government has liberalized management education which resulted in rapid growth of management institutions offering management courses at undergraduate and postgraduate levels. The model of Indian management education is inspired by US Business education especially in case of pedagogy, curriculum, academic research orientation and industrial interfaces but Indian management institutions are facing problems in introducing several adaptations due to the cultural differences and work systems. In global scenario, industries worldwide searching for the multi-talented manpower with application based approach in place of only simple knowledge oriented approach. Due to this reason revamping of management education in India is required for healthy participation and sustainability in the global economy. Business schools in our country have to do considerable thinking and visualizing so that the candidates coming out can be capable of meeting the industry demands of a global marketplace. The challenging task of management education is to develop the competency level of students for meeting corporate expectations. In 21st-century Industries demand that kind of teaching skills which develop an environment where students acquire competence from each other and from their collective experiences. Hence, it is important for all B-schools to appoint a few faculty members with international exposure who can provide an opportunity to the students to know about business culture & systems of other countries. In other words, management institutes must be learning oriented, innovative, promote creativity in education, adopt flexible approach and be responsive to the directives of the changing environment. If the growth of management education is considered in terms of number of institutes, it has been remarkable. But the situation during the recent admission time has implied the appearance of functional literacy concerns leading to reduced reputation of courses bringing in minor aspirants converting into reduced admissions as compared to the seats available in the institutes. This current scenario needs to be studied for providing significant understandings into the present situation.

1.3.1 Growth of Management Education in India

Indian Institute of Science, Bangalore was the first place where the first management studies department was established in 1948. After that some already set institutions started offering management courses like XLRI, Jamshedpur in 1949 and Indian Institute of Science and Indian Institute of Social Welfare and Business Management, Kolkata in 1953. Full time MBA program was started in the 1950s and 60s in Delhi School of Economics (1954) which
further passed to the Faculty of Management Studies under University of Delhi, Department of Commerce and Management, Andhra University (1957), Allahabad University (1965), Faculty of Management Studies, Banaras Hindu University (1968) etc. After establishment of IIMs, scenario of management education was totally changed. The oldest is IIM-Calcutta set up in 1961, after that IIM-Ahmadabad was established on December 1961 in collaboration with Sloan School of Business and Harvard Business School respectively. Then after the third IIM emerged in the year 1973 in Bangalore and the fourth IIM was inaugurated in Lucknow in 1984. Afterward, IIM Indore and IIM Kozhikode emerged in 1996 and 1997 respectively and at present, seven more IIMs have been started at Ranchi, Shillong, Tiruchirappalli, Udaipur, Kashipur, Guwahati and Raipur. IITs are also playing major role in creating techno managers. Gradually, management departments were set up in Delhi, Kharagpur, Bombay, Madras, Roorkee and Kanpur within the IIT system. Over the years, various institutions started offering different types of management courses. In India the structure of management education is divided into following categories: Institutions of national importance, University departments running management programs, Colleges affiliated to the universities, Non-University Autonomous Institutions, Distance based Institutions, Unaffiliated Institutions.

MHRD (Ministry of Human Resource Development): It has two departments (1) Department of School Education and Literacy (2) Department of Higher Education. The Department of Higher Education works for the planned development of higher education with the help of 100 autonomous bodies including the UGC, AICTE, IITs, and IIMs etc.

AICTE (All India Council for Technical Education): AICTE was set-up in the year 1945 as a national level Apex Advisory Body for conducting survey on the facilities related to technical education and for promoting development in the country in an integrated and coordinated manner. As specified in the National Policy of Education (1986), AICTE was entrusted with statutory authority of planning, preparation and preservation of norms and standards, accreditation for quality assurance, funding in key areas, checking and evaluating, sustaining uniformity of certification and awards as well as ensuring integrated growth and management of technical education in India.

NBA (National Board of Accreditation): NBA was established by the AICTE in September 1994 with the purpose of Quality assessment and Accreditation of Technical education in India. The main objective of NBA is to encourage technical institutions to move towards the attainment of excellence. This process is based on a set of eight broad-based criteria which is evolved through a long participatory process and it involves more than 1000 participants concerned with Technical Education in India. Accreditation seeking institutions are expected to satisfy each of the criteria individually.

UGC (University Grants Commission): The UGC was officially established in November 1956 as a statutory body of the Indian Government through an Act of Parliament for coordinating, determining and maintaining standards of university education in India and thus, creates impact on the management education provided through university departments. In addition to these, there are Association of Indian Management Schools (AIMA), Education Promotion Society of India (EPSI), and Directorates of Technical Education etc.
which are different in their forms and structure but are related to one or the other aspects of management education in India (Mahajan, Nangia & Sharma, 2012).

1.3.2 Issues and concerns

Although management education has gained recognition with a remarkable increase in the number of management institutions, yet some issues pose a serious threat to their survival. The corporate sector has certain expectations and different educational institutions are not able to fulfill those expectations as there is no industry-academic interface effectively. Hence, it is necessary to adopt a long-term perspective for managing crucial problems keeping in mind the current situation of management education in the country. The action plan should focus on both micro level as institutional development and macro level as the development of support systems such as development of faculty members, flexible program structure, research facilities, encouragement for innovation and developing appropriate teaching technology (Dayal, 2002). Quality management education can be assured by making the education system student-centric and collecting information from industries about their expectations before designing the course curriculum. Ensuring quality faculty with diversified experience of industry, teaching, research and consultancy is another measure of promoting quality education. It is required that faculty members involve themselves in research or consulting in order to create quality teaching material. Research activities contribute in the development of teachers which further reflected in their content delivery. The academic monitoring system has to be strengthened in terms of accreditation of the different programs and it will enable giving special attention to the management perspectives and the governance system.

1.4 Role of Teachers in Quality Education

Quality teaching has become a crucial issue within academics over the past few years. It appears that the focus is shifting from providing mass education or just completing the degree to providing quality education on a big scale. Quality is basically defined by customer satisfaction. Hence, students can be equal to customers in a classroom environment and quality can be evaluated in terms of their satisfaction from teaching environment and learning outcomes. In higher education, quality teaching matters for student learning outcomes. But different challenges are faced by higher education institutions in fostering quality teaching when the higher education sector is facing pressure from different directions. In most of the institutions, students as well as teachers both are moving towards attaining or providing degrees and not focused on gaining knowledge and excellence. It is said that the destiny of any nation is shaped only in the class rooms; still very less attention is being given to class room teaching. In our country, the overall scenario of higher education does not match with the global level quality standards. It does not raise the global competencies and even does not make relevant contribution to the national development. The current education system does not match with the requirements and expectations of the
industry sector. Quality in the education is about learning the right things and to learn them well. Accessing to the global economy is dependent more on the quality excellence and productivity. Quality education is that education which best suits to the current and future needs of the learners. For ensuring quality education business schools are required to review and scrutinize different processes on a continual basis. In business education, instructors and researchers always strive for understanding different aspects of teaching quality by evaluating different factors and classroom activities that may contribute to it. High quality education makes students grow socially, emotionally and intellectually. Quality should be measured in relation to both students’ cognitive and non-cognitive aspects of learning, as well as skills and compliance with the university environment. Improvement of teaching quality can be done by connecting standards for teachers to standards for students. Quality teaching encourages knowledge and skill development and focuses on reinventing teacher preparation, professional development of teachers, and making sure that there are qualified teachers in every classroom. For development of teachers it is required to redesign teacher education and different educational practices, as well as increasing collaboration among all levels of teachers. These kinds of efforts create awareness for teachers, improve teacher performance, and possibly increase quality. Quality teaching culture can be encouraged by inter-linking the various types and levels of support so that collaboration and its possible impacts on the teaching and learning are improved among teachers, students, and other stakeholders. Quality teaching includes the use of pedagogical techniques to generate learning outcomes for students. It involves various dimensions such as effectively designed curriculum and course content, a variety of learning contexts as project-based learning, collaborative learning, etc., soliciting and using feedback, and effective valuation of learning outcomes. It also contains well-adapted learning environments and student support services. The role of a teacher assumes highly significant in this declining scenario of higher education. It is said that a good teacher has the capability to bring the entire world in the classroom. Quality education is able to provide solution to all the complications of education system and teachers are the key ingredients in providing quality education. The success of education system depends on the quality of teachers and teacher’s quality depends on the effective teaching-learning activities. The role of teacher is of vital significance for the development and growth of the society as well as making appropriate changes in the society. Thus, the quality of higher education system depends upon quality of those who are involved in imparting education to learners. Teaching is considered as one of the noblest professions but unfortunately teaching profession is dropping its status and recognition in the society because of modernization, political interference, corruption and other unfair practices. Some factors responsible for the degradation of teaching values in our society are: changing social attitude, reduced level of responsibility and accountability, emphasis on western culture of education adopted in wrong manner, impact of modernization, lack of the traditional Indian education system, etc. Quality of teachers and quality of nation both are interlinked. Quality of nation depends upon quality of citizens which in turn depends upon quality of education and ultimately depends upon quality of teachers. Therefore, teachers play critical role in promoting quality education and in determining the future and destiny of a nation. Teacher’s responsibility is not limited to the classroom only, he teaches the ways of life, coordinate
youth power and frame their character in positive manner. In reality, the teachers are the key pillar of the nation.

Teachers can play important role in improving the quality of higher education in different ways:

- A teacher should play the role of motivator and should be able to create a learning environment which encourages students to think cautiously, rationally and express their thoughts as well as take decisions in different situations and complexities. The teacher is responsible for creating a framework in which the students' desire and ability to learn can work in effective manner.
- The teachers should be creative, innovative, and entrepreneurial in their approach, for ensuring skill development amongst the students. With liberalization and globalization of economy, the need to develop skilled manpower of a high competence level is imperative. Subsequently, the demand for international standards in higher education is evident. Therefore, it is necessary to prepare students to achieve core competencies and to face the global requirements successfully.
- Teachers should take the responsibility of inculcating the standard value systems among students. Values are the guiding principles of life, which are contributing to overall development of an individual. Values give direction to life and bring happiness, satisfaction and peace in life. In ancient times, more importance was given to morality, honesty, truth, brotherhood, etc. and these were considered to be the base of Indian culture and society. At that time, imparting value based education was the only aim of the teachers. But in the current scenario, due to environmental changes, there is a substantial decrease in the quality of value based education. Teachers must try to not only impart knowledge but also sharing value based education to the students. The purpose is to produce outstanding citizens of the country.
- A teacher should take initiative to nurture and cultivate the students to develop their lateral thinking. Lateral thinking is about solving problems through an indirect and creative approach by utilizing reasoning skills.
- The teachers with high level of motivation can enrich their teaching skills with utilization of resources and co-curricular activities. By using ICT in teaching-learning activities lectures can be made effective and the quality of teaching can be improved. Teaching quality can also be upgraded through continuous updating of teaching methods and use of innovative teaching methods in the classroom.
- Teacher should design the curriculum, keeping in view the demands in the employment sector at national and global level. It will enhance the quality of higher education.
- The quality of higher education can be improved by promoting research in academic field. It is one of the crucial factors, which creates impact on the quality of teaching. Educational research must be strengthened as a mechanism for improving educational quality and results of this kind of research must be communicated to teachers in a better way. The connection between classroom teaching and research is very important. It must be connectivity operating in two directions, first is the
information to the teachers about recent findings and second is the information to the researchers about the problems.

- Teachers should be professionally competent to impart quality knowledge to the students. This is possible with the continuous upgradation of the professional skills of the teachers, which is key element of quality education. Teachers require continuous self-development to generate knowledge that contributes towards instilling high professional competency among students. Development of teachers is dependent on many factors. It is closely connected with the quality of research, participation in national and international conferences and seminars, faculty exchange programs, qualification upgradation, exposure to recent developments, authoring books and papers, collaborating with fellow researchers in other institutions.
- Self-evaluation is an important element of improving quality. Therefore, to improve quality, teachers have to systematically evaluate their teaching and its results. Self-evaluation supports in improving their work. It also helps to identify recent effective methods which can be utilized in teaching and provides support in selection of the appropriate teaching methods.
- Professional ethics is one of the key elements of teaching profession. A teacher has to perform different tasks and other responsibilities related to the job. Promotion of professional ethics helps in movement of a teacher in right direction. It helps in fulfillment of duties and responsibilities in proper manner and restricts teachers from involvement in unethical practices.

1.5 Individual differences

Recent evolutions in business field such as globalization, Privatization, changes in technology and in education field such as soft skills development, e-learning, require major attention on how management professionals are educated and developed. A better understanding about the effect of individual differences on learning outcomes is required due to the current scenario of student-focused and life-long learning approach as well as producing employable professional as per the industry requirements. Given the importance of individual differences at each level of educational endeavor, it is very surprising that behavior analysts have not made major efforts to understand them. The ignorance of individual differences is astonishing because the agenda of behavior analysis includes analyzing the behavior in educational settings, and individual differences in performance accomplishments are among the most significant aspects of behavior in such conditions. Individual differences are concerned with how individuals are similar and how they can be differentiated in their thinking patterns, feelings, behavioral aspects and performance accomplishments. Therefore, educators have to understand and identify the effects of individual differences on learning for maximizing the efficiency of content delivery. Research related to individual differences and academic performance has specified that the extent to which students engage in self-regulatory activities is an essential aspect of positive educational outcomes. Zimmerman (1989) defined self-regulation as “the degree to which
individuals are metacognitively, motivationally, and behaviorally active participants in their own learning processes.” Self-regulated people are guided by their own goals, aware of task requirements and one’s own needs regarding optimal learning experiences. The deployment of different cognitive strategies, progress monitoring, time management, conducive learning environment are frequently explained activities of self-regulated people as they seek accomplishment of academic goals. Many interrelated factors seem to govern self-regulation, but no single factor is responsible for its success or failure. Thus, feeling of self-control or self-mastery, associating the process of self-regulation and self-monitoring, promotes confidence level in self and performance of assigned task. Commonly, people get motivated to perform mainly for the pleasure and satisfaction generated from the activity itself which is intrinsic motivation of individuals. Individuals are more likely to be intrinsically motivated if they characterize their learning and outcomes to internal factors they can control and believe they can be effective representative in reaching desired goals, as well as they are interested in achieving excellence in their field. There are different factors that determine the probability of engaging in certain behavior. These determinants are classified as internal factors and external factors. Some internal factors which are considered valuable in defining behavior of individuals are Attitudes, beliefs, core values and self-efficacy etc. The presence or absence of internal factors defines the probability that an individual will engage in that particular behavior. Individuals will attempt successful performance of behavior as the end result if they have effective control over internal and external factors which create impact on such performance.

1.6 Intrinsic Motivation of Teachers

Education is a mechanism of behavioral change and development which take place continuously throughout every stage of life. Teachers are active in each stage of this process of behavioral change and development. The realization of desirable behavior in the student is closely connected to the level of motivation, attitude and behavior of teacher. The teachers with low motivation levels have a negative impact on the achievement of high standards in education. Therefore, motivation plays an important role in the teaching profession. Motivation is supposed to be responsible for "why people decide to do something, how long they are eager to sustain the activity and how firm they are in pursuing it". When discussing about the motivation of teachers, different questions arise as to why teachers from all walks of their life select to be in the teaching profession they are in? What factors motivate these extremely important people to do what they do? There are mainly two types of motivation: extrinsic motivation and intrinsic motivation. Individuals are likely to be intrinsically motivated if they attribute their results to the factors under their own control, also known as autonomy, as well as they believe that they have the skills that will allow them to be effective in reaching desired goals. Intrinsically motivated people are ambitious, self-motivated, exercise self-control as well as interested in mastering their role and performance accomplishments, rather than performing only for the incentives and rewards. There is a great correlation between intrinsic motivation and teaching. In teaching, internal desire to educate people, to share knowledge and value are always a vocational goal. Fulfillment of
teaching is provided with intrinsic rewards when a teacher finds satisfaction by performing an activity. Without having intrinsic motivation, lack of success is predictable. In the absence of factors motivating teachers, the productivity will decrease definitely. An individual is intrinsically motivated when he or she is motivated from within: Intrinsically motivated individuals intensely engage themselves in learning out of interest, enjoyment, or in order to achieve their own scholarly and individual goals. A person who is intrinsically motivated will not require any kind of reward or incentive to initiate or complete a task. These kinds of people are more likely to complete the selected task and eager by the challenging nature of an activity. On the other hand, extrinsically motivated individuals engage themselves in learning for attaining a reward or fear of punishment. Hence individuals with intrinsic motivation are more enthusiastic, self-driven, accept challenges and feel pleasure in their performance accomplishments. Individuals with an intrinsic orientation also tend to perform tasks that are complex and challenging in nature. Intrinsically motivated people tend to utilize strategies which require more efforts and allow them to process information more intensely. Intrinsic motivation of teachers create positive impact on their performance which in result improves the performance of students because intrinsically motivated teachers emphasize on learning and they put their maximum efforts in completion of those tasks which are conducive for learning outcomes.

1.7 Significance of the Study

Despite the extensive focus and increasingly recognized importance of intrinsic factors in the research community, very few empirical studies have been reported in application in higher education sector. This doctoral study was basically initiated to bridge this gap to a reasonable extent and to open up new avenues for further research. The study would be very helpful in explaining why some teachers are more motivated to perform better than the others. This research will analyze the impact of intrinsic motivation on academic performance of management teachers and it will be helpful in improving the performance of teachers. This study will indicate about the intrinsic factors which create difference in performance of teachers when the external working environment is almost similar in nature. It will support in understanding behavioral differences of teachers in higher education due to their intrinsic factors of motivation. This study will definitely support in improving the quality of education and can be utilized for further research in this field.

1.8 Scope of the Study

Teachers play very important role in improving the performance of students and accelerating the growth of education sector. The quality of education system is dependent on quality of teachers. This is the reason to understand those factors which are responsible for creating differences in behavior and academic performance of teachers. This study focuses on management teachers from Dr. A.P.J. Abdul Kalam Technical University, Lucknow. In this university Management education includes post graduate and PhD courses in management.
The subject of focus of this study is teachers associated with management education. This study will analyze the impact of intrinsic motivation factors on academic performance of teachers. Hence after studying the basic information, further detailed literature should be reviewed. Also in the light of various studies, quality research work can be conducted and there is further scope for developing new theories and models. Keeping this objective of study in mind, the literature is reviewed first, and then survey is conducted with the help of questionnaire and analysis has been performed and conclusion has been drawn which are discussed in the coming chapters.

1.9 Outline of thesis

The structure of thesis is as follows:

Chapter 2
Chapter 2 is Review of Literature, which is the collection of different studies done by researchers related to this area, before conducting the survey. It discusses what research has been done in the past on this particular topic. It also appraises, summarizes, compares and correlates various scholarly books, research articles, and other relevant sources that are directly related to this research. This chapter helps to identify various factors related to the topic and understand how this research is different or original from what others have done as well as helping in rationalization of why it is needed to do this particular research.

Chapter 3
Chapter 3 is Theoretical Foundation of Intrinsic Motivation and Academic Performance of Teachers. It deals with different concepts related to the topic of this research. It includes discussion about different factors of independent and dependent variable of the study which increases the understanding of research context and supports in further analysis and discussion.

Chapter 4
Chapter 4 deals with Research methodology which discusses about objective of the study, conceptual framework and complete research framework for current study. This chapter describes the research design, sampling frame, data collection method and data collection tool, data analysis procedures, research questions and hypotheses formulated for the current study.

Chapter 5
Chapter 5 deals with the Data analysis and interpretations. It includes analysis and interpretations of data collected during the survey made on the management teachers of Dr. A.P.J. Abdul Kalam Technical University, Lucknow (NCR colleges). This chapter interprets and analyses the results with the help of statistical analysis and graphs as well as charts for better understanding of findings. For Statistical analysis SPSS 20.0 is used in this research.
Chapter 6
Chapter 6 is Conclusion and Recommendations. It concludes and summarizes the research work and discusses the model created, related to the impact of intrinsic motivation on academic performance of teachers. This chapter stands with its importance in providing the understanding to the reader about the conclusion drawn in this research. This chapter includes conclusion, recommendations, limitation of the study and areas for future research.