CHAPTER 3

THEORETICAL FOUNDATION OF INTRINSIC MOTIVATION AND ACADEMIC PERFORMANCE OF TEACHERS

3.1 Motivation of Teachers

Over the last couple of decades, some of the key universities have established a center for teaching excellence, with an objective to support and develop teaching resources and to establish ideal practices for teaching methods. Others have generated institutions with a narrower focus, probing further into a specific issue concerning to teaching and learning. As a result, quality teaching has become an increasingly important issue within academia over the past few years. Some researchers talk directly about quality teaching, they are recognizing that it exists and are finding ways to improve it.

The quality of education is directly connected to the quality of instruction. Teacher is instrumental for better instruction. The teacher is required to have a greater professionalism because of rapidly changing environment and the requirements of that environment. Teacher is expected to use the best practices and tactics to meet the challenging demand of his/her career growth, which involves professional development, imparting knowledge and developing necessary skills in the students. A good teacher is expected to be committed to the work and have the ability to take the initiative for his/her professional development and betterment of students as well as the institution. Teacher is expected to not only specialize in the subject and various updated methods of teaching but also to show that he is capable of motivating the students to take interest in studies by selecting the various study materials according to the teaching goals and target groups. The effective teacher is capable of creating a desire to learn among students (Conant, 1993). Teaching is a complex and demanding profession. To sustain their energy and enthusiasm for teaching, teachers need to maintain personal commitment to the job (Day, 2000). Teaching is the only profession that teaches all the other professions and so, its significance and greatness is much higher. An ideal teacher is someone who seeks the participation of all the students, considers student's opinions, utilizes different teaching media and makes learning a fun activity. As someone rightly said, a good teacher teaches from the heart and not from the book. So, to take up a job as a teacher one must have passion for knowledge sharing and learning so that he can pass the same passion to his students for effective learning outcomes.
In educational sector, motivation plays a great role. When teachers are motivated, this will lead to good performance and high productivity to sustain the national growth and development and also, the welfare of its citizens at large. According to Alu, Eya, Odo, Ede and Ugwu (2001) education is an ancient enterprise designed to be the vehicle of social change and over development of self, culture and society. Education is a process designed to help all human beings to grow. It will be necessary for the provision of highly motivated, conscious and efficient classroom teachers for all level of our educational system and also to encourage teachers’ commitment to the teaching profession. Motivated teachers can motivate the students by their teaching and learning abilities. When properly treated, the impact of motivation and academic performance will lead to good performance and high productivity to the sustenance of the national progress.

Motivational dynamics have changed radically to replicate new work requirements and changed people’s expectations. One of the major changes has been the increase in importance of psychic, or intrinsic rewards, and the degeneration of material or extrinsic rewards. Intrinsic motivation, involved in spontaneous exploration and curiosity, is a crucial concept in developmental psychology. It has been contended to be a critical mechanism for open-ended cognitive development in humans, and it has gathered a growing interest from developmental roboticists in the recent years. This research is focusing on its relevancy in management education. Intrinsic Motivation plays a significant role in the academic performance of a teacher and student’s learning & development. It is a part of teachers’ pedagogy to develop in students the interest for new knowledge and understandings. Students are unique; and educators can have considerable influence on students’ participation and self-expression through implementing a variety of motivational practices.

Intrinsic motivation of teachers as well as students can create a great difference in the level of education and will help in realizing the excellence. In this kind of motivation inner attributes play important role in behavior and performance comes out because the person feels enjoyment and satisfaction in doing that task. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some tangible benefits or outcomes. When intrinsically motivated, a person is moved to act for the enjoyment, interest or challenge involved rather than because of external pressures or rewards. Intrinsically motivated people voluntarily perform the activities in the absence of materialistic benefits or constraints. For example: To read a history book for the absolute pleasure of learning something interesting is an example of intrinsic motivation. Interest in the topic of intrinsic motivation has been growing over the past decade as we learn more about what research is discovering. Intrinsic motivation starts with the nature of each individual. It is the internal hard-wiring that provides each person with a personal filter that underlies how you naturally function, communicate, and collaborate with others the way they do. Discovering one’s nature leads to self-actualizing truth of the whole person. When one’s intrinsic motivations are consistent with the talent, it develops genuine strengths and the person will find greatest inner satisfaction.
Different theorists had evolved theories to explain various aspects of human behavior which support intrinsic motivation and its contribution. One of the most widely cited contemporary theories of intrinsic motivation is Self Determination Theory, developed by Edward Deci and Richard Ryan. Self Determination Theory (1975) states that humans have three innate psychological needs: a need for competence, relatedness and autonomy. Intrinsic motivation develops out of the support of these needs. The authors go on to say when people feel competent, autonomous and self-determined, they will be able to find their interests. In Self Determination Theory (Deci & Ryan, 1985) different types of motivation are distinguished based on different reasons that give rise to an action. The most basic difference is between intrinsic motivation and extrinsic motivation. Intrinsic refers to doing something because it is inherently interesting or enjoyable and extrinsic refers to doing something because it leads to a separable outcome. Over three decades of research has shown that performance can be very different when one is behaving for intrinsic versus extrinsic reasons. This theory focuses on individual factors which promote intrinsic motivation and behavior of individuals. The concept of intrinsic motivation was proposed as a reaction to behavioral theories that were dominant in empirical psychology from 1940s to 1960s. Most important, operant theory (Skinner, 1953) maintained that every behavior is motivated by rewards such as food or money, intrinsically motivated activities said to be one for which the reward was in the activity itself. By performing the activity person feels satisfaction of innate psychological needs. Intrinsic rewards are those rewards that can be termed as psychological motivation and examples of this kind of motivation are: a sense of challenge and achievement, opportunity to use one’s ability, getting appreciation, recognition, and being treated in a caring and considerate manner. There is a great correlation between intrinsic motivation and teaching. In teaching internal desire to educate others, to share knowledge and value is always a vocational goal. Fulfillment of teaching objective is provided with intrinsic reward. Intrinsic reward is divided into most satisfying views of teaching as a profession:

a) The educational process itself 

b) The subject matter.

The first one is about the teacher’s performance affected by working with students and perceiving the changes in the students’ performance and behavior. The second one is related to adding some new information and value to the existing state which leads to improve one’s own level of professional skills and knowledge. Such intrinsic rewards make teachers forgo high salaries and societal recognition. Latham (1998) emphasizes that intrinsic rewards take an important role in teachers’ lives. Seeing the growth and development of students makes a teacher more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of his students.

3.2 Intrinsic vs. Extrinsic Motivation

Intrinsic motivation is the tendency to engage in tasks because one finds them interesting, challenging, involving, and satisfying. Extrinsic motivation is the tendency to engage in
tasks because of task-unrelated factors such as promise of rewards and punishments, dictates from superiors, surveillance, and competition with peers (Deci & Ryan, 1985). The persons high in intrinsic motivation continue working on the task, when given an interesting task or assignment without being promised reward or punishment upon completion of the task. On the other hand, persons low in intrinsic motivation stop working in the absence of tangible rewards. Likewise, in the absence of incentives, persons high in intrinsic motivation proactively explore the environment seeking interesting stimuli and opportunities for action, whereas persons low in intrinsic motivation come to an end and remain passive until the environment provides them with tangible benefits. Thus, extrinsic motivation contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

According to Ajila (1997), an intrinsically motivated individual will be committed to his work to the extent to which the job inherently contains tasks that are rewarding to him or her. And an extrinsically motivated person will be committed to the extent that he can gain or receive external rewards for his or her job. He further recommended that for an individual to be motivated in a work situation there must be a need, which the individual would have to perceive a possibility of satisfying through some reward. If the reward is intrinsic to the job, such desire or motivation is intrinsic. If the reward is described as external to the job, the motivation is described as extrinsic. Like the other cognitive process, motivation cannot be seen. All that can be seen is behavior.

In relation to this, Kenneth Thomas defined Self-management process which involves four key steps:

1. Committing to a meaningful purpose
2. Choosing the best way of fulfilling that purpose
3. Ensuring that one is performing work activities competently, and
4. Making sure that one is making progress to achieving the purpose.

Each of these steps contains people to make a decision about the meaningfulness of their purpose, the degree of choice they have for doing things in the right way, their competence, and the actual progress being made towards fulfillment of the purpose. These four judgments are the crucial factors in employees’ assessments of the value and effectiveness of their efforts and the contribution they are making. When positive, each of these judgments is accompanied by a positive emotional charge. These positive charges are the intrinsic rewards that employees get from work. They are the reinforcements that keep employees actively self-managing and engaged in their task. The following are descriptions of the four intrinsic rewards and how these are viewed:

- Sense of **meaningfulness**. This reward involves the meaningfulness or significance of the purpose the person is trying to fulfill. The person feels that he/she has an opportunity to accomplish something of real value, something that matters in the larger scheme of things. He feels that he is on a path that is worth of his time and energy, giving him a strong sense of purpose or direction. For example, a teacher,
who teaches poor children without taking any tuition fee, identifies purpose of sharing knowledge and educating them and he feels satisfaction by doing such work.

- **Sense of choice.** In this reward, the person feels free to choose the way to accomplish his/her work, to use his best judgment to select those task related activities that make the most sense to him and to perform them in that ways which seems most appropriate. The person feels sense of ownership of his work, believe in the approach he is adapting, and feel responsible for making it work.

- **Sense of competence.** In this reward, the person feels that he is managing his work activities in well manner and the performance of these activities meets or exceeds his personal standards, and he is doing good as well as high-quality work. He feels a sense of satisfaction and pride after completion of the task.

- **Sense of progress.** In this reward the people are encouraged that their efforts are really accomplishing something valuable. They feel that their work is on track and moving in the right direction and at the end they will be able to achieve their goal. They find convincing signs that things are working out positively, giving them confidence in the choices they have made and confidence in the future activities.

In his book, Ken Thomas points out that extrinsic motivation like money and a big office just don’t have much lasting impact, especially with today’s workforce. Dörnyei (2001a) defines teaching as a profession whose energy is supplied from intrinsic drives and identifies that there are some damaging elements which weaken and abolish the intrinsic character of teacher motivation. Intrinsic motivation can be increased through engaging learning experiences. Teachers should deliver the content in this way which grabs the attention of their students. Teacher can create interest in the subject by using different creative methods of teaching which increase curiosity in the mind of students but for this teacher should be intrinsically motivated to do so and he should feel inner satisfaction in such kind of efforts and outcomes. For example, teachers can identify the interest areas of students and accordingly engage them in different assignments. When a person is assigned any task of his/her interest area he/ she will perform it in best manner because of the feeling of enjoyment and self-satisfaction. These are intrinsic rewards. For the students, teachers are the role models. A teacher who shows his/her own passion and enthusiasm for learning will transfer these qualities to the classroom, developing intrinsic motivation to students. Motivation influences performance or not depends on (a) whether the person finds a suitable context or opportunity for the expression of that motivation, (b) the extent to which the environment provides suitable contexts, and (c) the extent to which the environment recognizes and rewards the visible products of that motivation. In case of intrinsically motivated person obstacles rarely influence the outcomes because inner attributes are the reason of motivation and external influences play minor role. Because intrinsic motivation results in high quality learning outcomes, it is important to detail the factors and forces that stimulate it.

In this research work six factors of intrinsic motivation have been selected which are independent variables. Dependent variable is academic performance of teachers. Each of the six factors of intrinsic motivation as identified from literature review in Chapter 2 and
dependent variable academic performance of teachers has been discussed below in terms of definition and meaning for better understanding.

3.3 Independent variables of study

3.3.1 Personal vision

A personal vision is a unique and ideal image of the future. A Personal Vision is a picture of your True Self in the future. An effective personal vision includes all the important elements of your life and career; it is what you want to achieve in your life, who you want to be, what you want to do, how you want to feel, and who you want to associate with. Although your personal vision helps you to see into the future, it must be grounded in the present. It is a statement of who you are, and who you are becoming. It is the framework for the process of creating your life. A Personal vision is a complete picture of your life including everything that is important to you; this includes things like your finances, health, work, family, friends, recreation and personal growth. Because an intense personal vision provides a clear picture of a future and reflects well-established values, people who conceptualize an intense personal vision will be more committed to their proximal goals and will be more likely to set specific proximal task goals. Many Self-Help Gurus suggest that people with a clear personal vision are much more likely to be better-off and more satisfied with their lives in comparison of those without personal vision. They are more focused and spend more time in doing efforts towards their goals. Life coach and Business coach Karen Kleinwort (2012) mentioned that your vision impacts your motivation. She believes that when we are clear with our personal goals and aspirations or our personal vision then our career and business vision will become even clearer. You will be able to identify if your professional vision is aligned and supports your personal vision; if not then this awareness will empower and motivate you to make the necessary adjustments to move back into alignment. By having a clear picture of where you want to go personally, you can connect it to the vision for the organization. This will provide your own inspiration, while keeping you on track and personally motivated along the way. To create your vision, you need to look inside yourself because vision comes from within the individual.

There are five ways which can be used to effectively find personal vision:

- Pay attention to your inner voice. As your perspective begins from inside you, you must learn how to feel and listen what your mind and heart certainly need.
- Prepare yourself emotionally. Your vision begins in your mind and heart. It’s something which burns inside your heart. It must be higher than your entire past memories, errors, and successes.
- Seek out other motivated perspective seekers. Greatness is bred by greatness. Hang with the champions and it will keep your motivation high.
- Keep a pencil and notebook handy. Often, when seeking a vision, it is easy to forget that it is 90 percent inspiration, as American inventor Thomas Edison said. With that in mind, you never know when your vision will probably come to realization.
• Do not make an effort to grasp your vision. The perspective you are seeking will almost certainly come to you in ways that you will not fully understand at the moment. But with the passage of time it will work out.

Success coach Harness (2013) mentioned in her article that personal vision motivates and guides a person on his way to success and personal fulfillment. All truly successful people have a vision that they follow, no matter what challenges they may face, to its eventual outcome. Different views expressed by Self-Management gurus, Professional and personal life coaches support the relation that personal vision which comes from inside of individuals create intrinsic motivation to follow that vision. Without personal vision the person will not be motivated to move on. In this research work impact of personal vision of teachers on their academic performance is studied, how personal vision of teachers is related to their personal and professional development and provides satisfaction of their psychological needs. This relationship is useful for teachers, students, as well as the organization in which they are working.

3.3.2 Personal value (commitment)

Is capital punishment right or wrong? What about racial quotas in hiring – are they right or wrong? The answers to these questions are value laden. Some might argue, for example, that capital punishment is right because it is an appropriate retribution for crimes such as murder and disloyalty. However, others might argue, just as strongly, that no one has the right to take anyone’s life. According to Robbins (2000), values represent basic conventions that “a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence.” They contain a judgmental element in which they carry an individual’s ideas as to what is right, good, or desirable. A value is a belief, a mission, or a philosophy that is really meaningful to a person. When we examine the lives of famous people we often learn of the important personal values that propelled them to great success and achievement. For example, one famous actor was motivated by his commitment to social justice in its field, leading to important acting roles related to that value; while a famous business CEO was motivated by the personal value that computers should be easy to use for the average person, which he implemented in his company, enabling it to rise to the pinnacle of success. It was ultimately their commitment and follow-through to see that the value was implemented in the details of their lives that led to great success. A significant portion of the values an individual holds is established in his early years – from parents, teachers, friends and others. Everything we do is based consciously or unconsciously on our beliefs, attitudes and values. Values are directly connected to our vision of life. When I know the destination that I have to reach, I can choose the correct path when I come to a crossroad. The Brahamkumaris, a spiritual group residing in Mount Abu have distilled a list of about forty values into a condensed list of ‘Twelve wonderful values’. Their view is that if these twelve values are adopted in all professions and in all age groups, it would make our world a better place.

Twelve Wonder Values
Respect, Commitment, Simplicity and Contentment, Honesty and Justice, Purity, Effort for Excellence, Enthusiasm, Positive thinking, Tolerance, Truthfulness, Forgiveness, Non-violence, Equanimity and Peace.
Among all the above given values I will restrict my research study to the one very important value needed in teachers which is “Commitment”.

**Commitment:** Black (1995) we all make commitments to things which are important. A commitment is a pledge, a promise, an obligation, or an agreement to be involved in something, to follow through on something. Commitment refers to a promise that an individual makes to himself. To achieve success in any part of life, every individual need to be committed to it. This means that no matter what the difficulties and the obstacles that you come up against, you will pursue your goals. Nothing will detract you from moving forward towards your goal. The path to the goal might not be a straight line, and might include many steps backwards, but the overall movement will be towards your goals until you reach it. Being committed to a goal means that in your heart and in your mind, you will do anything to reach that goal. In your heart, if you truly desire that goal, your commitment will get you through. All individuals have different needs and expectations and the factors that generate commitment in one individual may not have the same value and impact for another individual. Commitment is also the greatest source of motivation in an individual. Thus there is a critically important reason to understand what motivates an individual. Behavior is a function of an individual’s underlying motives and the situation they find themselves in. Stress and dysfunctional, unproductive behaviors arise when there is a fundamental mismatch between the two. Conversely, when the two are most closely aligned, an individual is most likely being motivated to perform and exhibit the desired behavior. Commitment is a binding force and this binding force is the perceived reason for taking part in a course of action, and can, arguably, be helpful for answering questions about the working life of individuals. It is of strategic importance to understand why members of an organization join a team and do their work, in order to understand and even predict reactions to managerial actions. So, commitment can provide a useful frame of reference for understanding human behavior for both individuals and organizations. The ‘binding force’ that is the essence of commitment can occur in many different forms. Such dimensions identify the complex motivations people have, making sense of their lives and evaluating different reasons for taking or continuing a certain course of action. These different reasons may refer to different basic human needs and can accordingly lead to different forms of commitment (Meyer and Herscovitch, 2001). The most extensive model was developed by Meyer and Allen. Their model (Meyer and Allen, 1997) distinguishes among three mindsets that cover three forms of commitment dimensions: attachment based on emotional attitudes (affective commitment), the sense of obligation towards the organization (normative commitment), and the perceived cost of leaving the organization (continuance commitment). Among these three forms, affective commitment and normative commitment are good predictors of performance.

Individual differences are important predictor of commitment, and individuals who are high on work motivation might have greater satisfaction. Individuals with a learning goal
orientation were found to commit themselves to develop a plan for performance success. Carson et al. (1999) linked career commitment and organizational commitment to work-related outcomes and discovered that individuals who rated high on career commitment reported greater career satisfaction than those rated low on career commitment. Empirical evidences show that the people who are committed to their responsibilities are more satisfied in their personal life and teachers who have commitment towards work are successful in their career path and concerned for students as well as organizational growth. In this research work impact of commitment on academic outcomes of teachers is studied which can be utilized for the development of learning.

3.3.3 Optimism

Optimism is a characteristic that is the basis of positive thinking. It is a psychological resource that gives people a generalized expectancy that they will get success in their accomplishments. In turn, expected success gives people the will to expend effort to realize their goals. Optimism is an attitude towards life that inhibits people from becoming apathetic, or giving up hope. Their belief that things can only get better is often an energizer for those around them. Their optimistic view of the world can be infectious and influence those with whom they interact. In his book, Optimism: The biology of Hope, Lionel Tiger (Tiger, 1995) argues strongly that optimism is not an optional characteristic in humans; it is as 'natural to man as his eyes that see, and as irreplaceable as hair.' In other words, optimism is a biological phenomenon. In his book, Learned Optimism, Seligman (1991) explains that positive events cause optimistic people to try even harder the next time. Optimists believe that events that turn out as they wish enhance everything they do. Optimists believe events that don’t turn out as they wish have specific causes. They try to understand the reasons and do efforts to change the situation, and then move on. Optimists are stable in routine setbacks and even major failures. In complex situations, at crucial junctures, optimistic people persevere through the sheer force of will. Seligman has spent number of years researching the concept of optimism and pessimism through his work on attributional styles. He has found that people with an optimistic attributional style will attribute negative events differently in comparison to them with a pessimistic explanatory style. When hindrances occur, pessimists blame themselves. 'I am not good,' or 'nobody wants me,' are phrases that soon flow from the lips of such people. They believe that the cause of their hardship lies within them rather than being due to external circumstances. Pessimists also believe that misfortune is long lasting or repetitive. It is also pervasive, that is, 'If misfortune befalls me in one part of my life, then it will happen to my whole life.' These three characteristics of the pessimistic explanatory style for negative events are known as the three Ps - Personal, Permanent and Pervasive. Janet Lasley, whose construction company has received number of awards and distinctions for creating innovative renovations and building new homes, mentioned that optimism, personal vision, and commitment helped her to face and recover from difficulties and complex situations in personal life and professional life. It is also shown in different research that optimistic people have more confidence in their abilities and feel more competent in comparison of pessimist people. In this research work impact of optimism on academic performance of management teachers is identified. The outcome of this
relationship is helpful in developing and implementing different strategies for academic growth of teachers and students.

3.3.4 Self-efficacy

Self-efficacy defines confidence in the functioning of our mind, in our ability to think, in the processes by which individual evaluate, select & decide; confidence in the ability to understand the facts of reality that fall within the sphere of your interests and needs. The concept of self-efficacy lies at the center of Social cognitive theory developed by a psychologist Albert Bandura. Bandura’s theory emphasizes on the role of observational learning, social experiences, and reciprocal determinism in the development of personality. Self-efficacy is defined as "the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations." In simple words, self-efficacy is a person’s belief in his or her own ability to succeed in a particular condition. Bandura (1994) described these beliefs as determinants of how people think, behave, and feel. Bandura and some other prominent researchers have demonstrated that self-efficacy can have an impact on every aspect from psychological states to behavior to motivation and performance. People with a strong sense of self-efficacy view challenging problems as tasks to be mastered. They develop great interest in the activities which they perform and form a strong sense of commitment to their interests and activities. They recover from setbacks and disappointments easily and in quick manner. This kind of efficacious outlook fosters intrinsic interest and deep inclination in activities. People's beliefs about their efficacy can be developed by four main sources of influence. The most effective way of creating a strong sense of efficacy is through mastery experiences. The second way of creating and strengthening self-efficacy is through the vicarious experiences provided by social models. By observing people similar to oneself succeed by sustained effort increases observers' beliefs that they also own the capabilities to master comparable activities required for success. Social persuasion is a third way of strengthening people's beliefs that they have what it requires to succeed. The fourth one is our own Psychological responses to situations that play an important role in self-efficacy.

Since self-efficacy beliefs are always linked to a certain domain of activity, it is quite striking that in studies involving teachers, self-efficacy is always put forward as a general concept, ‘teacher efficacy’. Teacher efficacy was initially the target of a study by researchers at the RAND organization. They defined perceived teacher efficacy as ‘the extent to which the teacher believes he or she has the capacity to affect performance of students (Bergman, McLaughlin, Bass, Pauly, & Zellman, 1977). Self-efficacy seems to be a critical variable in persuading teachers to adopt research-based teaching strategies (Wong, 1997). Different studies have shown that self-efficacy is an important component of intrinsic motivation. The people, who have strong sense of self-efficacy, are intrinsically motivated to perform activities which provide satisfaction to them. In this research study impact of teachers’ self-efficacy on academic performance is discussed in relation to management education.
3.3.5 Creativity

Creativity is a phenomenon whereby something new and valuable is created. Creativity gets at the very heart of who we are and what we believe in. Creativity has a lot to do with understanding our environment and our relationship to it. Creative people make things happen. In the workplace, teachers’ creativity is characterized as an attempt for innovations, using imagination insight and problem solving abilities. In the purview of professional activity, creativity is a continuous process during which teachers both apply their knowledge in original ways and create original methods by themselves. Research by Dr Mark Batey (2010) of the Psychometrics at Work Research Group at Manchester Business School has recommended that the creative profile can be explained by four major creativity traits with narrow facets within each (i) "Idea Generation" (Fluency, Originality, Incubation and Illumination) (ii) "Personality" (Curiosity and Tolerance for Ambiguity) (iii) "Motivation" (Intrinsic, Extrinsic and Achievement) (iv) "Confidence" (Producing, Sharing and Implementing). Other researchers of creativity see the difference in creative people as a cognitive process of dedication to problem solving and developing expertise in the area of their creative face. Hard working people study the available work of people within their current area, become experts in their fields, and then have the ability to add to and build upon previous information in innovative and creative ways.

Nickerson (1999) provides a summary of the various creativity techniques that have been proposed. These include approaches that have been developed by both academia and industry:

1. Establishing purpose and intention
2. Building basic skills
3. Encouraging acquisitions of domain-specific knowledge
4. Stimulating and rewarding curiosity
5. Building motivation, especially internal motivation
6. Encouraging confidence and a willingness to take risks
7. Focusing on mastery and self-competition
8. Promoting supportable beliefs about creativity

Nickerson approaches focus on relationship of creativity and intrinsic motivation and internal attributes of individuals. Michael Graves emphasized on his creativity as a booster of his achievements and success, who was hailed by New York Times as “truly the most original voice American architecture has produced in some time”. He said that we are continually developing our curious minds, analyzing, reflecting, and coming up with something new or different. According to him there is always something new to learn. Like Michael, Nickerson, many successful people have supported the view that creativity motivates them to perform and grow. Many people believe when creativity ends, the joy of learning ends. In this research the impact of creativity on academic performance of teachers is studied. It is believed that teaching skills and content delivery can be improved with the
help of creative nature. The teachers who are creative, intrinsically motivated to add some value in their professional skills and use new practices and methodologies to create interest among the students towards studies. This improves the learning and academic performance of both.

3.3.6 Achievement motivation

The concept of achievement motivation is of practical importance in education and industry, and it relates to the sociological study of the achievement of mobility through life. David C. McClelland mentioned in the study of the relationship between achievement motivation and entrepreneurial activity that this topic has also become a matter of considerable interest to historians, economists, and others concerned with economic development. The term achievement motivation refers to motivation stemming from a desire to perform well or determined for success. It is demonstrated by effort and persistence in the face of difficulties. Therefore, Achievement motivation can be defined as the striving to increase or to keep as high as possible, one’s own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail. (Heckhausen, 1967). Achievement motivation is defined as "the striving tendency towards success with the associated positive effects and towards the avoidance of failure and the associated negative effects" (Busato et.al, 2000). Elliot (1999) defined it as the energizing and direction of competence-based affect, cognition, and behavior. Therefore, when defining achievement motivation as an individual difference, can be described as an individual’s tendency to desire and work towards accomplishing challenging personal and professional goals. Achievement oriented people are driven to master complex challenges, to find solutions, overcome goals, and they love getting feedback on the level of success and they take personal responsibility of success or failure. Standards of excellence, precise goals and clear roles motivate these people. This results in a non-conscious concern for achieving excellence through individual effort. They usually set challenging goals for themselves, and take calculated risks for achieving these goals. These people are very effective in leading task oriented groups and do well in entrepreneurial roles assigned to them. In simple terms, they love to achieve, and to measure that achievement. Achievement motivation is an important predictor of both academic performance and job outcomes (Collins, et.al, 2004). It is specified that a strong sense of motivation, usually in combination with ability factors such as aptitudes or personality traits of individuals, can be a powerful predictor of academic success. (Ridgel & Lounsbury, 2004). A high achievement motivation in people guarantees success and wealth in the societies of human beings. It is necessary to understand how achievement motivation is formed and how it can be translated into successful action to produce adequate conditions for the development of a high achievement motivation. Most of the views related to the achievement motivation support that the strength of this kind of motivation is different in all people. Academic performance and success are dependent on strength of achievement motivation the people have. In this study impact of achievement motivation on academic performance of teachers is discussed and it will be helpful in understanding the role of this kind of motivation in academic growth.
3.4 Dependent variable of the study: Academic Performance

Performance is what is expected to be delivered by an individual or a set of individuals within a time frame. What is expected to be delivered could be stated in terms of results or effort, tasks and quality, with specification of conditions under which it is to be delivered. It is the act of performing, of doing something successfully, using knowledge as distinguished from merely possessing it. Performance is a recognized accomplishment. Performance implies the carrying out or bringing to completion, a physical activity or production of some significance, which displays one’s knowledge and judgment while engaged in the task. It is the degree to which a project or institution operates according to various criteria or quality standards, such as efficiency, effectiveness and relevance. Past performance does not guarantee future performance. The Oxford dictionary gives following meaning for the word performance: “The act or process of performing a task, an action, etc.” Performance is seen as an ongoing process, rather than a one-time event. Performance assessments that measure what teachers actually contribute in the classroom, and which have been found to be related to later teacher effectiveness, are a much more potent tool for evaluating teachers’ competence and willingness, as well as for supporting needed changes in teacher education.

Academic achievement or Academic performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. In this research work, to evaluate the Academic performance of teachers two criteria are used:

(1) Teaching Learning Activities
(2) Research Activities

The first criterion is related to classroom teaching and learning outcomes. To evaluate the Teaching learning activities different questions are included in questionnaire. By analyzing the responses of teachers, performance related to classroom teaching and learning is evaluated.

The second criterion of academic performance of teachers is Research activities. The faculty members undertake research for the furtherance of knowledge in the field of education as well as to develop themselves professionally. To evaluate research contributions Academic Performance Indicators (API) score sheet for Professor and Associate professor, Assistant professor is used. In this API Score different points are allotted to different research activities of teachers. This score is considered in calculating the academic performance of Management teachers in research field. API score sheet is defined in UGC regulations, 2010 & in regulations of NCERT, 2012 and utilized by different education system as Punjab University, Jawaharlal Nehru University, different central and state universities including the university considered in this research work.
3.5 Chapter summary

The role of a teacher in education system is pivotal. He / She is virtually the yardstick that decides the quality of education system. It is the teacher who decides that the education system is a success or a failure. A teacher plays a crucial role in the development of society. Someone once said that if you want to study the nature of the citizens of the country then meet some teachers and study their nature. Teachers help mere students transform into good human beings with a positive attitude, confidence and motivation to pursue excellence.

Intrinsic motivation plays a crucial role in a teacher’s performance. An intrinsically motivated teacher’s interest can also promote student’s interest. For a teacher, it is important to think about different ways through which students can be intrinsically motivated in the classroom and learning objective can be achieved. Teachers can empower and move their students by providing a supportive, quality learning environment, where learning is attainable and supported by both teachers and students who are the two pillars of the learning bridge. Intrinsic motivation involves teachers providing choice, enabling students to set their goals and investigate interests and curiosity of the students. Through the implementation of meaningful tasks, students are able to connect to the relevant contents and engage in learning. Teachers are role models for students; the teachers who reveal their own passion and enthusiasm for learning will transfer these attributes to the classroom, which develops intrinsically motivated students and this can open up a new world of possibilities. Intrinsic motivation is a vital element in students’ learning, with teachers having the influence to implement learning experiences that permit students to see knowledge as worthwhile and take ownership of their learning.

In this study various factors which promote intrinsic motivation and their impact on academic performance of teachers has been studied which will be beneficial in identifying new relationships among different variables of intrinsic motivation and how these variables individually or in combined manner create impact on academic performance of teachers in relation to research activities and teaching learning activities. This study also reveals the role of intrinsic factors of teachers in their academic performance and it is helpful in academic growth and development.