CHAPTER V

MOTIVATION
## CHAPTER V
### MOTIVATION

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MOTIVATION

5.1 INTRODUCTION

Many researchers through the years have dealt with the issue of motivation and its meaning for people. From the literature review it appears that most researchers viewed motivation as 'the drive behind human behavior'. Since motivation is closely related to behavior it is easily understood that it can not be easily identified and defined accurately, the reason being because it comes from the individual. Accordingly one school of thought states that 'motivation is the internal processes that activate, guide and maintain behavior'. The other has declared that 'motivation is a psychological concept related to the strength and direction of human behavior'. It is obvious from both of the above definitions that all kinds of behavior stem from the powerful notion of motivation. Yet it may still be argued that motivation is about 'the free will' element of behavior and can be defined as 'Psychological mechanisms governing the direction, intensity and persistence of actions not due solely to individual differences in ability or to overwhelming environmental demands that coerce or force action'.

5.2 THE CONCEPT OF MOTIVATION

The word “Motivation” has originated from the Latin verb ‘Movere’ i.e. to move. Thus, simply put motive means “something that moves you to action”. Characteristically ‘Motivation’ suggests that something within a human is at work,

John Adair, Effective Motivation, Pan Books, 2003
impelling and driving the person forward. It may be need, desire or emotion, which leads them to act. 'To motivate' goes beyond 'motive' because it is something what one person can do to another. When a person provides another with a motive or incentive to do something, he initiates an action on behavior or he is rather stimulating the interest of other person towards activity.

Viktor Franklin, a German Psychologist asserted in this book “Man’s Search for Meaning” that ‘the striving to find a meaning in one’s life is the primary motivational force in a man. It is the desire to instigate people to want to behave or act in a certain way’.

Motivation in teachers is important because it makes them committed, charges them with desire to work with students, make them exert effort beyond their original expectations towards achievement of expected goals and finally leads them to contentment with their work and environment.

Most of the research undertaken in this area has been carried out and tested extensively in countries of Western origin. Fredrik Taylor, in an earlier research in this field, believed that workers were motivated to work by the need for money. He held that a company should break down the work into its most efficient components to use the worker’s time on the job more productively so that the profits increase and workers remain motivated due to increased paychecks. But Motivation is a complex variable which involves variables such as better environment, leisure time etc.

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146 ibid
147 Hodgetts, Richard M, Aitman, Steven, Organizational Behavior, Philadelphia, 1979
For the purpose of this study motivation is defined as "the desire that activates people to yearn to behave or act in a certain way. It can be perceived as the craving or compliance to work, to be productive and ingenious and to execute to competence or put forth maximum endeavor in achieving the organizational goals."

5.3 HISTORICAL REVIEW OF MOTIVATION

Table 5.1 PHASES IN DEVELOPMENT OF MOTIVATION THEORIES

<table>
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<tr>
<td>Early 20th Century</td>
<td>Motivation was linked to internal drives and past behavior.</td>
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<tr>
<td>1930's</td>
<td>Advent of Content and Process theories.</td>
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<tr>
<td>1950's</td>
<td>Focus on stimuli and responses to study motivation.</td>
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<td>1980</td>
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Motivation and motivation theory is one of the most frequently studied and written-about topics in the organizational sciences and is considered one of the most important areas of study in the field of organizational behavior. Despite the magnitude of the effort that has been devoted to the study of motivation, there is no single theory of motivation that is universally accepted. The lack of a unified theory of motivation reflects both the complexity of the subject and the diverse backgrounds and aims of those who study it. To delineate these crucial points, it is therefore essential to consider the development of motivation and motivation theory as objects of a scientific study.
Early explanations of motivation focused on instincts. Psychologists writing in the late 19th and early 20th century suggested that human beings were basically programed to behave in certain ways depending upon the behavioral cues to which they were exposed. Sigmund Freud149, for example, argued that the most powerful determinants of individual behavior were those of which the individual was not consciously aware.

In the early 20th century researchers began to examine other possible explanations for differences in individual motivation. Some researchers focused on internal drives as an explanation for motivated behavior. Others studied the effect of learning and how individuals base current behavior on the consequences of past behavior. Still others examined the influence of individuals' cognitive processes, such as the beliefs they have about future events. Over time, these major theoretical streams of research in motivation were classified into two major schools; the content theories of motivation and the process theories of motivation.

The research on motivation originated in the 1930s when a shift towards analysis of aspects of motivated behavior started. Moreover, the researchers of that time started viewing individuals as rational beings, decision makers, and information processors with the capability of self-determination. Till 1950 motivation was conceptualized as being the reflection of the basic human instincts and drives, many of which were unconscious and repressed. Later, in the middle of the 20th century, a great deal of research focused on ‘How stimuli and responses’ interplay in forming ‘habits’”. In the period from 1960 to 1970, various well-known psychologists such as Carl Rogers and

Abraham Maslow\textsuperscript{150} (1970), proposed that the motivating force into people’s life is the desire to achieve personal growth and to develop the capacities and talents we have inherited (Self-actualizing tendency). At that time, a general change in psychology led to the study of cognition. In the later part of 20\textsuperscript{th} century motivational research had become almost synonymous with achievement motivation research. Moreover, attention was shifted to the study of individual differences, characterizing people as high or low in achievement needs, in anxiety and in other characteristics supposed to influence motivated activity. Finally, more recently, motivation topics include cognitions, individual differences as well as environmental influences on motivation developing a more cognitive approach focusing on ‘how the individuals’ conscious attitudes and interpretation of events influence their behavior. Different scholars and schools of psychology have viewed the topic differently and come up with different ‘most important’ motives, which is what differentiates the various competing theories among themselves.

Berelson and Steiner\textsuperscript{151} define motivation as “an inner state that energizes, activates or moves and directs or channels behavior towards goals”. The definition as per the Encyclopedia of Management \textsuperscript{152} states “Motivation refers to the degree of readiness of an organization to pursue some designated goals and implies the determination of the nature and focus of the forces, including the degree of readiness”. C.B. Mamoria\textsuperscript{153} has defined motivation as “A willingness to expand energy to achieve a goal or reward”. It is a force that activates dormant energies and sets in motion the

\begin{itemize}
\item \textsuperscript{150} Maslow Abraham, A theory of human motivation, Psychological review, Vol 50, 1943
\item \textsuperscript{151} Cole GA, Organizational Behavior, London, DP Publications, 1995
\item \textsuperscript{152} The encyclopedic Dictionary of Organizational Behavior, Blackwell pub ltd, 1998
\item \textsuperscript{153} CB Mamoria, Personnel Management, Text and Cases, 2005
\end{itemize}
action of the people. It is the function that kindles a burning passion for action among the human beings, belonging to an organization.

5.4 THE NEED TO STUDY AND APPLY MOTIVATION PRINCIPLES

In spite of the enormous research, basic as well as applied, the subject of motivation is not clearly understood and more often than not, poorly practiced. To understand motivation one must understand human nature itself. Quite apart from the benefits and moral values of an altruistic approach to treating colleagues as human beings, research show that motivating employees is highly productive and creative. The inverse also holds true. Employees will do what they want to do or what they are motivated to do. Therefore an employee needs to be either intrinsically motivated or motivated through an external stimulus to excel in whatever he does.

5.5 WORK AND MOTIVATION

Work motivation\textsuperscript{154} has been described as the set of forces that originate both within as well as outside of an individual’s being to initiate work-related behavior and to determine its form, intensity and duration. In other words it is the set of the psychological forces that determine the direction of the person’s behavior in an organization, a person’s level of effort and the person’s level of persistence when faced with obstacles.

Keeping in view that motivation is the driving force that determines the behavior of employees, how hard they work and how persistent they are in the face of difficulties, motivated work behavior falls into two major categories:-

\textsuperscript{154} Vroom V, Work Motivation, New York, Wiley & Sons, 1964
1. Intrinsically motivated work behavior: the behavior that is existent on its own sake and activated by internal needs.

2. Extrinsically motivated work behavior: the behavior that is exists in order to acquire material rewards or to avoid punishment.

It is assumed that teachers as human beings are motivated to survive, utilize their potential and realize themselves, like employees in any other occupations. Thus some work related motivation theories apply to them as well.

5.6 MOTIVE

Motivation is one of the most important foundation on which the entire structure of the organization depends. The most crucial question is to understand what motivates a person. Therefore it is essential to find out what satisfies an individual and what dissatisfies him. Various management experts have found various needs and drives to motivate a person to work.

These needs and drives are thus classed as motives. Motive\textsuperscript{155} may be defined in two ways, these are:-

1. Motive means the driving force, which is necessary for a person to be activated to achieve a desired goal.

2. Motive is that subtle power, which makes the difference between success and failure.

\textsuperscript{155} Paul Hersey, Kenneth H Blanchard, Dewey E Johnson, Management of Organizational Behavior, Prentice Hall of India, New Delhi, 2001, 27
There can be no motivation without proper motives as it is directly related to the goal. One can be sure of problems cropping up if the motives are not clearly defined. Management experts are of the opinion that some people who are intrinsically motivated have an inner spark, which is constantly burning and thus there is no need for specific external motivation. It has also been proved time and again that only such people reach the upper ring of the organization.

5.7 SELF MOTIVATION OR INTRINSICALLY MOTIVATED

Intrinsically motivated people have clearly defined motives and will power themselves to achieve these goals. It is motivation to engage in an activity primarily for its own sake. In the context of teaching, teachers who perceive the activity of teaching as interesting, involving, satisfying and challenging are intrinsically motivated teachers.

5.8 EXTERNAL MOTIVATION OR EXTRINSICALLY MOTIVATED

Those whose motivational levels are comparatively low and motives are not clearly defined need to be motivated by some other external factors. For such teachers’ motivation to engage in the primary act of teaching may be enhanced towards attainment of goals such as praise, recognition, reward and salary.

Some of the common factors which adversely affect the motivation of a person are:-

1. Bad physical conditions.

2. Constant mental strain

3. Dissatisfaction about the work
4. Financial difficulties

There are other factors also which are registered in the sub-conscious mind. These factors are called inner conflicts. They indicate that a person is willing to work yet resents the work which he is doing. Such a person has some sort of a complex, craves for sympathy or may have some domestic problem etc. Such inner conflicts work against motivation.

5.9 REVIEW OF MOTIVATIONAL THEORIES

Theories on Incentives tell us that the ‘carrot-and-stick’ methods are likely to work well with at least some of the people some of the time. People work for rewards. They will work hard if they are paid well and will work harder if paid more. If they do not work well, then one can be dealt with in a different way. However, this rational-economic approach is not going to create much commitment above ‘a fair day’s work for a day’s pay’.

Satisfaction theories, such as the Herzberg’s hygiene factors, suggest which factors are likely to contribute to a more or less satisfied work force. However these don’t necessarily make a very productive workforce.

Intrinsic theories tell much more about the needs of employees and how these can be met, to a greater or lesser extent, by a responsive management. Given the right corporate climate, individuals can attain at least some of their higher by pursuing the company goals.
5.10 THE MOTIVATION MODEL

The motivation model can thus be viewed as the way an individual deals with specific decisions (to do or not to do something, the energy level required, the talent or skill involved etc.). The model presupposes that one can be (to a greater or lesser extent) self-activated, can control his/her own destiny and response to outside pressure and can select goals and choose paths towards them.

It can be viewed as the process of motivation as being started when an individual recognizes, consciously or unconsciously, an unsatisfied need. A goal is then established – again, consciously or unconsciously – which an individual believes will satisfy or help satisfy that need. A course of action is worked out that will lead towards attainment of that goal and satisfaction of the need. Whether one expends time and energy in reaching that goal and satisfying that need, will clearly depend on the individual’s degree of motivation.

The strength of motivation would be dependent on the strength of individual need, the value of the potential reward and expectation that a given amount of effort will result in the outcome the individual expects (figure 5.1).
FIG5.1 THE COMPLEX MODEL OF MOTIVATION

Figure 5.1 The Complex Model of Motivation

Satisfy

Needs ➔ Goals ➔ Action ➔ Results

Drawing Upon Maslow, Herzberg, Alderfer, Mc Clelland Etc.

Strength of motivation dependent on:
Strength of need/value of the reward
Experience
Expectations
Likelihood of achieving results dependent on:
Effort ('E' factors)
Ability
Role perception

The strength of need will depend on the satisfaction one gets if he achieves the set goal. For example, experience relates that some action bring rewards while others result in failure or even punishment. The rewards act as positive incentives and reinforce the successful behavior, which is likely to be repeated the next time a similar need emerges. The more powerful, obvious and frequent the reinforcement, the more likely it is repeated. On the other hand, failures or punishments suggest that it is necessary to seek alternative means of achieving goals.

The degree to which experience shapes future behavior depends, on the extent to which one recognizes the similarity between earlier situations and the one the individual is confronting currently. This ability – to perceive and make correlations between one event and other – varies from one person to another. For these reasons,
some people are better at learning from experience than others; just as some people are more easily motivated than others.

The existence of this pressure from the past is, of course, an explanation of why people sometimes resist change. If something has worked well in the past, why change it for something that might not work well in the future. People will only act if they have a reasonable belief – an expectation – that their actions will lead to desired goals.

Although the strength of expectations may indeed be based on past experiences (reinforcement), individuals are frequently presented with new situations – a change in job, payment system or working conditions imposed by management – where past experience is an inadequate guide to the implications of the change.

Motivation is likely when a clearly perceived and usable relationship exists between the performance and outcomes, and the outcome is seen as satisfying a need. This explains why an incentive scheme only works if the link between effort and reward is clear and the value of the reward is worth the effort.

The motivation model helps to explain why conscious objective setting together with feedback from others as to the results one is achieving is likely to improve performance in the long run. If we give an individual an opportunity to do his or her own motivation ‘calculation’ based on the strength of the need (the reward for reaching a target), experience and expectations, then that individual is much more likely to reach that target or give a clear response as to why he/she can’t and won’t. But to achieve this one has to put in a lot of efforts. Effectiveness will depend on ability and perception of role within the organization such as the manual skills, know-
how and so on in order to carry the strategy through. However individuals also need to have a perception of the job being worthwhile and of its value to the organization.

5.11 FACTORS AFFECTING MOTIVATION

a) Attitudes and Behavior. A person’s behavior is decided by his hereditary and past experiences. The factors, which affect the attitudes and behavior, are as follows:

i) Change. Every person is reluctant to change, thus affecting the attitudes and behavior of a person.

ii) Response. Response means how a person reacts in a given situation. Response does affect the attitudes and behavior of a person.

iii) Social situation. Society has always played an important role in deciding the attitude of a person. The social situation is very crucial in deciding the behavior of a person.

iv) Personal history. The personal history is always referred to as an open book which reflects about a person’s life.

The ‘attitude’ concept received its first serious attention from Darwin\textsuperscript{156} in 1872. Darwin defined attitude as a motor concept or the physical expression of an emotion. Beginning in the 1930’s, psychologists began to argue actively about what components should comprise the attitude concept. Although there was agreement that all attitudes contain an evaluative component, theorists disagreed about whether beliefs (cognitions) and behaviors should be included as part of the attitude concept. The prevailing view among cognitive social psychologists is that ‘attitude’ has both

\textsuperscript{156} Andrew Sargent, How to Motivate people, Jaico Publishing house, Mumbai, 2005
affective and belief components and that attitude and behavior should be consistent; i.e., people with positive attitudes should behave positively toward the objective (figure 5.2).

Figure 5.2 CONCEPT OF ATTITUDE

(Source - Rudrabasavaraj MN (Dynamic Personal Administration Management of Human Resources) Himalaya publication, Bombay, Page 378, 7th Edition.)

a. Abilities and Motivation. It is observed that motivation consists of the two interacting and interdependent elements of:
i. **Needs.** They are created whenever there are deficiencies and psychological imbalance or a when person needs something.

ii. **Drives or motives.** They are called as the heart of the motivational process. Drives are inner forces, which activate a person.

These provide the base towards goal accomplishment. It can be concluded that motivation is a combination of a person’s needs and drives. The objective or purpose of motivation is to create conditions in which people are willing to work not only with zeal, initiative, interest and enthusiasm but also with a sense of responsibility, loyalty and discipline so that the goals of the organization can be easily achieved. The high level of one component compensates for low level of other and forms the basis for expectancy models of motivation that conceptualize performance as an interaction between ability and effort. Motivation is a person’s willingness to expend efforts and persist at an activity while ability is a person’s capacity to perform certain tasks. Motivation and ability are both necessary but neither alone may be sufficient for high levels of performance.

**5.12 THE BARRIERS TO MOTIVATION**

One of the oldest definitions of management is “getting things done through others”. Here the “others” refer to the employees of an organization. The potential of a manager in influencing employees at work is vast, yet is on many occasions under exploited. The managers’ role in motivating the employees is very significant because his / her reputation and success depends on the employees effective and productive outcomes. The hour of the need is to become initiatory in helping the supervisors with their employee responsibility. Employees want to contribute towards attainment of
realistic objectives and get involved. The problem in motivating is connecting "what the employees want" and "what the organization wants them to do". The organizations of today need to play a constructive part and believe in participative management, though it may be at the cost of certain sacrifices from the management side. But it is more important to succeed or attain the goals at the end. The organization needs to understand that employees get motivated more by seeing their ideas being implemented rather than investing in the modern panacea: stock option and share in profits.

In spite of increase in pay packets, retirement benefits, and better legislation procedures for employees the problems of de-motivated employees still exist. The reasons for such de-motivation could be many, but if such barriers are not brought to light and clarified, employees may feel alienated and confused. They might even distance themselves and seek source of support from other places, which may ultimately undermine their motivation to achieve the goals of the organization. On a negative light they may even lead a group of such employees into a safe community of underachievers and fail to use their potential. Only employees who have the drive to succeed despite challenging circumstances are able to draw on the resources of the organization and move forward. In the absence of the knowledge of such barriers, both the employers and the employees misinterpret one another and motivation suffers. There are many factors, which conspires in undermining the motivational level. The following are few of the factors that stand in the way of motivating employees in an organization:
Figure 5.3 – Barriers to Motivation

- Lack of Job Appreciation
- Lack of Job Enrichment
- Performance Routine Jobs
- Lack of Job Training
- Restricted flow of communication
- Financial Rewards
- Leadership style
- Inappropriate match between Employee & job
- Size of organisation
- Limited Delegation of Authority
5.12.1 Inappropriate Match between the Employee and the Job:

Unclear job description and specification leads to hiring people who are incompatible to the jobs in terms of qualification, skill etc. It is easier to motivate an employee suited for the job rather than a mismatched one. One of the major influence on motivation of employees is the quality of match between the individual and the job he / she performs. The gap between employee skills, experience and the jobs they perform leads to de-motivation and lower productivity in the long run. Further a mismatch of workers personality and the job entrusted leads to job instability. The challenge of motivating employees' compounds as their level of interest and enthusiasm with the job wanes.

5.12.2 Size of the Organization:

The irrationality of large organization stems from the fact that for any human being to make optimally efficient decision, he/ she must analyze the positive and negative aspects of the effects of the decision. In a large hierarchy it is impossible for the top management to know the consequences of such decisions, as the employees who actually do the job play no role in the decision making process. The growth in the organization is a very healthy one, but it does make employees feel insignificant. The process of motivation begins with being given importance, and with growing team members' employees do feel that their contribution is trivial.

5.12.3 Limited Delegation of Authority

Delegation is directly related to motivation. Inefficient delegation will lead to creation of demoralized teams. A flawed delegation creates confused teams, reduces the potential of employees' skill that further reduces the motivational level of employees.
Though the onus of responsibility lies on the superior for completion of a job, delegation to proper person is imperative for improving the trust level of the employees thus leading to a powerful motivational experience. A limited delegation not only reduces the extension of superiors’ authority it also reduces the flexibility in an organization thus making the motivational process more complex.

5.12.4 Lack of Job Enrichment:

Fredrick Herzberg postulated that a job enrichment program leads to positive motivation in an employee. Non-complex or non-challenging jobs are major demotivators in employees. It does not give the employee an opportunity to obtain a sense of achievement or praise. Lack of job enrichment programs in an organization reduces the depth in a job thereby reducing the control one has on the work assigned. If this situation persists in the long run the organizations’ critical needs are never addressed and the employees are not given a chance to recharge themselves. Further if the employees are not made responsible for planning or performing their jobs they can never measure their performance and can never make necessary amends in their work.

5.12.5 Lack of Job Enlargement:

Under Job-enlargement program the basic work assigned to an employee remains the same, but the range of tasks to be performed is widened. Though the presence of job enlargement programs does not increase motivation, the absence leads to performing monotonous jobs. But an addition of extra responsibility does contribute a meaning to an employee.
5.12.6 Performing Routine Jobs:

Routine jobs create boredom and make an employee think about new career options. When an organization does not follow job rotation programs, employee’s security and confidence level decreases due to performance of mundane tasks. Job rotation not only gives greater appreciation of independence but it also eradicates the need for employing temporary workers. When an organization does not cross train its employees to perform a variety of tasks the motivational level decreases.

5.12.7 Lack of Job Training:

More than simply having the opportunity to work, employees must benefit by acquiring new skills and abilities. Acquisition of skills drives productivity by equipping workers with the ability to manage complexity and adapt to change. Organizations must not believe in the motto of “jobs for life”. Unless employees are trained for variety of jobs they can never adapt existing talents and knowledge that paves the way for serving new roles. Lack of designing training facilities in an organization will reduce the employees’ capacity to deliver thereby reducing the enthusiasm in employees.

5.12.8 Money or Financial Rewards:

Fredrick Herzberg contended that money is a hygiene factor that only helps employees from being dissatisfied or de-motivated. Money is considered to be a temporary motivator. But financial rewards that are not significant and attainable, create negative ambiance in a organization. Not all employees can be motivated by pay packets. When a financial reward is directly linked to output or performance and
given away promptly it has positive effect on motivation. Inequitable and unfair financial reward systems are major barriers in the motivational system.

5.12.9 Lack of Appreciation:

Though salary is a compensation for the employee it is not an everlasting motivator. An appreciation for a job well done exhilarates an employee and leads to creation of loyal and motivated employees in an organization. Lack of appreciation and recognition is a major de-motivator and if not amended can lead to employee turnover. Managers whose part of the job involves morale building need to follow the courtesy of praising employees for successful completion of difficult tasks. Managers day-to-day business must not act as a barrier in appreciating employees. Appreciation given to an employee makes them feel good about who they are and their employers.

5.12.10 Leadership Style:

An authoritarian style of management is one where managers get things done the way they want without any advice from their subordinates. This style of leadership demotivates employees as they are always under threat about losing their job and play no part in the decision making process in an organization. These managers inclinations are never in the least complimentary to the organization they manage. Though this style can be relied upon on certain situations it cannot be practiced on a routine basis.

5.12.11 Restricted Flow of Communication:

When the organizational goals are not communicated properly, employees will be less supportive. The counter productive attitude of managers by communicating on the
basis of “Need to Know” leads to restriction in the flow of information in an organization. When organizational goals are converted to organizational plans, they need to be communicated by the managers without holding back any information except on issues, which are classified.

Negative communication destroys the significance of events and leads to speculation among employees and ultimately de-motivates them. When a manager does not rely on two-way communication, other than for business purposes, he/she will never be able to obtain feedback. An organization that follows an open climate with respect to communication strategies will definitely boost the morale of the employees.

Motivation of employees is a continual challenge in today’s workplace. When appropriately implemented, motivation techniques can make a positive difference and if handled inappropriately, can produce unwanted results. A motivating corporate culture rests on the twin pillars of motivating organizational environment and the consummate attitudes of the superiors. The above two are absolutely necessary for sustaining an organization in the long run. Meeting the challenges of a competitive world requires higher productivity and motivated employees. Organizations need to be flexible to develop a motivated workforce. Organizations can become high performance workplaces if they innovate and foster motivated employees.

5.13 MOTIVATION AND COMMITMENT

Motivation is about what makes people act or behave in a particular manner. On a basic level, people are motivated towards a desired outcome, such as reward from their superior for a job well done. Many times a day, consciously and subconsciously, employees are making decisions or calculations as to where to invest
their energy. Some of the factors, which affect this calculation, lie outside the individual – they are extrinsic. Other factors lie within the individual – they are intrinsic. Of course, extrinsic and intrinsic factors are not clearly separated from one another; there is a complex interplay between them.

The important point is that extrinsic factors affect the way people feel about themselves. As a superior, one has some control over the extrinsic factors, which affect employees. Over time these will influence the way employees respond to the superior. The superior’s history of communication with them and resultant actions taken will contribute to their commitment, or otherwise, towards the organization.

5.14 SATISFACTION THEORIES AND MOTIVATION

The ideas of Herzberg and others would seem to suggest that one’s aims should be to create satisfying conditions for your employees and to remove those, which cause dissatisfaction. Research has failed to show a consistent correlation between employee satisfaction and performance. Contradictorily laid-back, self-satisfied employees may be content to do no more than the minimum amount of work required to keep them employed. On the other hand, dissatisfied employees could be motivated to do much better in order to improve their lot – as long as they believe that harder work will get them somewhere.

Increase in job satisfaction, therefore, may reduce staff turnover, absenteeism and grievances, but will not necessarily result in increases in productivity. Satisfaction and performance are often related, but their precise effect on each other depends on the working situation and the people in it. People are best motivated when they have
something to strive for. A measure of dissatisfaction and a desire for more achievement or power may be the best motivator for some people.

5.15 INCENTIVE THEORIES AND MOTIVATION

Incentive theories suggest that individuals will increase their efforts in order to obtain a desired reward – often money. This approach is based on a rational-economic view of the individual. Such theories can undoubtedly work, given a certain set of conditions:

1. The person sees the increased reward to be worth the extra effort.

2. The performance can be measured and clearly attributed to the individual.

3. The individual wants that particular kind of reward.

4. The increased performance will not become the new minimum standard.

These theories often work well from the owner-manager’s point of view or for employees working in unit or small-batch manufacturing. If however, any of the first three conditions do not apply, the individual will tend to see the reward as an improvement to the general climate of work and will react accordingly (i.e. the reward becomes a hygiene factor, leading to satisfaction but not greater productivity). Violation of condition number four might produce adverse results to the superior’s credibility.

5.16 MOTIVATION AND PERFORMANCE

The link between motivation and performance would seem to be an obvious one. If individuals are highly motivated, they will perform better. In turn, better performance
may well lead to a sense of achievement and result in greater motivation. Thus the relationship between motivation and performance can be a mutually reinforcing one.

Motivated employees may do more work, but this may need to be carefully managed if they aren't going to expend most of their energy on aspects of work they find stimulating, which may be of little or no benefit to the company. Motivated employees may be more productive, providing they have the requisite skills to do the job and the perception to realize whether they have or not. It is just as important to take steps to improve ability by means of good selection and training, as it is to pay attention to motivation.

Lastly, motivation implies pressure, to move forward, to do more – but too much pressure, in other words too much stress, and can be harmful in both the short and the long term. Short-term signs and symptoms include tiredness, headaches, irritability, sleeplessness, anxiety and frustration. In the long term, there may be a greater likelihood of life endangering problems such as high blood pressure, migraine, asthma, skin conditions, heart disease and strokes. In the short term, one needs sufficient pressure to concentrate well and do the job quickly and efficiently, but not so much that panic sets in and concentration becomes difficult. In the medium to long term, one must avoid working to exhaustion. In terms of Nixon's human function curve, this means, being just on or to the left of the peak, not beyond the peak to the right (figure 5.4).
Figure 5.4 Nixon’s Human Function Curve

Source: Adapted from How to motivate, Andrew Sargent, Jaico Publishing House, 2005

5.17 MOTIVATION THEORIES

Motivation, being the general way of referring to the ‘antecedents’ –the causes and origins – of action, is considered responsible for the choice of particular actions, for the effort that each individual places on it as well as for the persistence which the individual has with each action. Therefore, saying that ‘motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity’ can conclude it.
All motivation theories have tried to answer the above questions no matter how
difficult the answers were, since human behavior is really complex and influenced by
a variety of factors. Different psychologists approached the issue in various ways,
giving different explanations to the question why humans behave and think the way
they do in general and specially so in the work environment. Those, which focus on
‘what’ motivates behavior, are called content theories. Those, which focus on ‘how’
behavior is motivated, are called process theories.

The researcher will therefore attempt to review some of the most popular work-related
motivation theories, which have certain relevance to the field of teaching as a
profession. This would then provide some framework with which to justify the
teachers’ answers in the questionnaire concerning motivation of teachers.

The ‘Carrot and Stick’ Theory157

The various leading theories of motivation seldom make reference to the carrot and
stick. The traditional ‘carrot and stick theory’ suggest two motives that we can apply
– a reward of incentive on one hand and fear of the consequences of failure on the
other. These are external stimuli which draught animals are said to understand. This
metaphor relates to the use of rewards and penalties in order to induce desired
behavior. Carrot and stick theory is generated from the old story that to make a
donkey work more, one must put a carrot in front of him or jab him with a stick from
behind. This theory is only as good as the analogy on which it rests. While everyone
can be moved in varying degrees depending on the situation, by using rewards or
punishment, there is always a third way opened up using the extra ordinary power of
communication. However even in the recent innovations to the theory of motivation,

157 J Adair, Effective Motivation, Pan Books , 1996
rewards such as increase in pay or receipt of bonus and stick in the form of fear – fear of loss of job, loss of income are still considered strong motivators. But one can stir up or stimulate a whole range of motives in others, which have little to do with avoiding pain or seeking material rewards.

5.17.1 CONTENT THEORIES

Content (or need) theories of motivation focus on factors internal to the individual that energize and direct behavior. In general, such theories regard motivation as the product of internal drives that compel an individual to act or move toward the satisfaction of individual needs. The content theories of motivation are based in large part on early theories of motivation that traced the paths of action backward to their perceived origin in internal drives. Major content theories of motivation are Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory and McClelland's learned needs or three-needs theory.

As explained above, content theories of motivation seek to find 'what' motivates behavior. In this part of the paper some of the theories that fall under this category will be reviewed.

5.17.1.1 'MASLOW'S HIERARCHY OF NEEDS'.

Abraham Maslow\textsuperscript{158} developed the hierarchy of needs, which suggests that individual needs exist in a hierarchy, consisting of physiological needs, security needs, belongingness needs, esteem needs and self-actualization needs. Physiological needs are the most basic needs for food, water and other factors necessary for survival. Security needs include needs for safety in one's physical environment, stability and

\textsuperscript{158} Maslow AH, A theory of Human Motivation, Psychological Review, 1943, VOL50
freedom from emotional distress. Belongingness needs relate to desires for friendship, love and acceptance within a given community of individuals. Esteem needs are those associated with obtaining the respect of one's self and others. Finally, self-actualization needs are those corresponding to the achievement of one's own potential, the exercising and testing of one's creative capacities and in general, to becoming the best person one can possibly be. However, lower-level needs such as the physiological and security needs must be met before upper-level needs such as belongingness, esteem and self-actualization can be motivational.

Abraham Maslow's article on a seminal paper titled "A Theory of Motivation" was published in America in 1943. He visualized human needs in the form of a hierarchy, ascending from lowest to the highest and he concluded that as each need is substantially satisfied, the next need becomes dominant. He asserted that the hierarchy of needs was organized in relative prepotency. He believed that people could understand others' behavior if they know what needs others is trying to satisfy. The order of importance is as shown (figure 5.5): -
In a work context, pay, job security and other external elements of the job will affect these lower levels, since pay for instance allows people to satisfy their basic needs. Maslow feels that only after the basic needs are satisfied will people try to satisfy their higher-order needs of love, esteem and self-actualization. In a work setting, job satisfaction and personal development are considered to be higher order needs for which Maslow stated that ‘these needs are less critical for sheer survival and usually less urgent’.
If we tried to apply the theory of hierarchy of needs to the context of teachers, we could argue that those teachers whose lower order needs are not being satisfied are less likely to be motivated to improve or to be willing to move towards the higher levels of needs.

The basic human needs placed by Maslow in an ascending order of importance are:

1. **Physiological needs:** This need is at the bottom of the hierarchy because they tend to have the highest strength until they are somewhat satisfied. These are the basic needs for sustaining human life itself such as food, warmth, water, shelter and sleep. If a person becomes chronically short of food and water he becomes dominated by the desire to eat and drink and his concern for other needs tends to be swept away. The physiological needs are the most basic of all needs. In the context of teachers, once they are employed and have sufficient money, this need is no longer existent.

2. **Security or Safety needs:** Once the physiological needs become gratified, the safety needs becomes predominant. This is essentially the need to be free of the fear of physical danger and deprivation of the basic physiological needs i.e. this is the need for self-preservation. It is the common desire for employment with security of tenure, pension etc., with quantified work conditions. As regards to teachers these needs are in most cases met when employed in a recognized institution.

3. **Social, Affiliation or Acceptance needs:** Once the physiological and safety needs are well satisfied, social need will emerge as dominant need for motivation. Social needs are intrinsic to human nature. Because people are social beings, they
have a need to belong to and be accepted by various groups. They will strive for affectionate relations with people and for a place in the group. Since work is a matrix of friendship and camaraderie, this need provides one important means by which this need within us is met. In the school situation, these needs often manifest themselves in the involvement of teachers in formal and informal groups. A cohesive work group can effectively achieve school goals.

4. **Esteem Needs:** After the individual begin to satisfy their need to belong, they want a need for a high evaluation of themselves that is firmly based on reality recognition and respect from others. This need produces such satisfaction as power, prestige, status and self-confidence. Maslow divided them into two subsidiary sets:

- The desire for strength, achievement, adequacy, masters, competence, confidence in the face of the world, independence and freedom.
- The desire for reputation, status, dominance, recognition and appreciation.

However, Maslow firmly advocated, "The most stable and therefore most healthy self esteem is based on deserved respect from others rather than on external fame or celebrity". Teachers, who feel that their job does not provide necessary self-esteem, can be discouraged.

5. **Need for Self-actualization:** Maslow defined self-actualization as 'Man's desire for self fulfillment, the desire become everything that one is capable of becoming". Individuals satisfy this need in different ways; for one person, it may be expressed in the desire to be an ideal mother, for another, in managing a

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159 Maslow AH, A theory of Human Motivation, Psychological Review, 1943, VOL50
corporation, for yet another, it may be expressed athletically and so on. Maslow called this set of needs, the ‘CONATIVE NEED’. He further sketched out two other related families of need named as Cognitive needs (the needs to know and understand) and the Aesthetic needs (the needs for beauty). This need maximizes one’s potential and accomplishes something. In the content of teaching, quality of work life plays a pivotal role in the realization of this need. Thus Self-actualization needs is the needs for personal growth and development.

Maslow’s theory has an inherent appeal and relevance in Management, though it has some limited value for prognosis. Yet the five sets of need in the hierarchy still serve a most useful purpose.

**Inference of The Theory on Teachers**

1. Every teacher should be given an opportunity to prove him/herself so that there is a feeling of self-worth.

2. The onus of responsibility lies on the school Principal to satisfy the needs of staff and ensure that the working environment is up to satisfactory standards.

3. There must be a climate providing greater autonomy and increased responsibility to teachers in order to achieve higher satisfaction.

4. The school head should understand the fact that lower order needs (such as safety) can be met through transactional leadership and higher order needs by transformational leadership.
5.17.1.2 HERZBERG'S HYGIENE FACTORS OR TWO FACTOR THEORY

Frederick Herzberg\(^{160}\) developed the motivator-hygiene theory. This theory is closely related to Maslow's hierarchy of needs but relates more specifically to how individuals are motivated in the workplace. Based on his research, Herzberg argued that meeting the lower-level needs (hygiene factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. Only if higher-level needs (motivators) were met would individuals be motivated.

The implication for managers of the motivator-hygiene theory is that meeting employees lower-level needs by improving pay, benefits, safety and other job-contextual factors will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional effort toward better performance. To motivate workers, according to the theory, managers must focus on changing the intrinsic nature and content of jobs themselves by "enriching" them to increase employees' autonomy and their opportunities to take on additional responsibility, gain recognition and develop their skills and careers.

Thus Maslow's need approach was modified by Fredrick Herzberg and his associates. In essence, he made two claims and purportedly reported that there are two factors in the study of Motivational research. The first factor termed as hygiene factor, which comprised of variables such as management policy, administration, supervision and salary would placate workers. When these are adequate since they do not form intrinsic part of a job, these do not increase the worker output capacity, but only prevent loss in the worker's performance.

\(^{160}\) Herzberg F., Motivation and maintenance factors in job satisfaction, New York, William Morrow, 1993
The second factor termed as ‘Motivators’ comprises of factors such as achievement, recognition and professional growth. The enhancement of these factors will in turn develop the ability of the worker. With reference to school climate, “Maintenance Factor/Hygiene Factor” can lead teachers to feel satisfied, but their absence will not necessarily lead to dissatisfaction. The ‘Motivating Factors’ when inadequate can lead to teachers dis-satisfaction. Herzberg contended that “lower level needs decreases dis-satisfaction in a job and job satisfaction can occur only when higher order needs are met’.

Table 5.2 - HEZBERG’S MODEL

<table>
<thead>
<tr>
<th>MOTIVATORS</th>
<th>HYGIENE FACTORS</th>
</tr>
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<tbody>
<tr>
<td>Achievement</td>
<td>Specific Successes</td>
</tr>
<tr>
<td></td>
<td>seeing result of one’s work.</td>
</tr>
<tr>
<td>Recognition</td>
<td>Praise on being noticed.</td>
</tr>
<tr>
<td>Possibility of growth</td>
<td>Changes in job situation where the possibility of</td>
</tr>
<tr>
<td></td>
<td>professional growth increases.</td>
</tr>
<tr>
<td>Advancement</td>
<td>Actual changes which enhance the position at work.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Being given responsibility and authority.</td>
</tr>
<tr>
<td>The work itself</td>
<td>Actual completion of job and phases of it.</td>
</tr>
<tr>
<td></td>
<td>School Policy and Administration.</td>
</tr>
<tr>
<td></td>
<td>Clearly defined policies relating to people.</td>
</tr>
<tr>
<td></td>
<td>Supervision – Technical</td>
</tr>
<tr>
<td></td>
<td>Accessibility and competence.</td>
</tr>
<tr>
<td></td>
<td>Inter-personal relations.</td>
</tr>
<tr>
<td></td>
<td>The quality of social life at work.</td>
</tr>
<tr>
<td></td>
<td>The total compensation package.</td>
</tr>
<tr>
<td></td>
<td>Status</td>
</tr>
<tr>
<td></td>
<td>A person’s rank in relation to others</td>
</tr>
<tr>
<td></td>
<td>symbolized by car, size of office, title etc.</td>
</tr>
<tr>
<td></td>
<td>Job security</td>
</tr>
<tr>
<td></td>
<td>Freedom from insecurity of losing job.</td>
</tr>
<tr>
<td></td>
<td>Working conditions</td>
</tr>
<tr>
<td></td>
<td>The physical condition in which one works. Ex-</td>
</tr>
<tr>
<td></td>
<td>ventilation, space, noise</td>
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</tbody>
</table>
The theory provides a safe ground to consider intrinsic rewards as motivators in a work context. Herzberg, claimed that ‘motivation is a function of growth from getting intrinsic rewards out of interesting and challenging work’. In order to discover the factors that influenced job satisfaction and dissatisfaction Herzberg asked 203 engineers and accountants to recall events, which made them, feel good about their job and events that had made them feel bad about it. These interviews revealed that the factors that led to satisfaction (Motivators) were different from those, which led to dissatisfaction (hygiene factors). Herzberg called this the ‘two factor theory of motivation’, the sets of factors being motivator and hygiene factors. As shown in the figure 5 above one can assume that the hygiene factors are extrinsic to the person performing the job (e.g. working conditions) whereas the motivator factors included factors relevant (intrinsic) to the work itself (e.g. recognition, achievement etc.) As per Herzberg, the distinction between extrinsic and intrinsic needs was fairly clear; intrinsic needs dealt with the job content, whereas extrinsic needs dealt with any element not part of the work itself.

Also, Herzberg claimed (though he did not conduct any research to support it) that motivation derived from the work itself rather than the environment within which one works creates job satisfaction, which in turn leads to greater productivity. Thus, he declares, that any improvements in motivators should lead to an improvement in performance. Yet, he says that ‘jobs do not have to be more interesting per se, but they should be set up in such a way that, interest or no, the individual who carries them out can find that their operations lead to increased satisfaction’. In the teaching context, hygiene theory is applicable in situations where teachers feel more satisfied and motivated due to elements of the job itself (motivator) rather than the environment they work in (hygiene factor)
Herzberg made a sharp dichotomy between hygiene and motivators and based his theory on the 'two-value orientation'. Such black and white thinking can aid intellectual digestion but can also lead to over simplification. Regardless of criticism, this theory has been widely read and the recent trend of vertically expanding jobs to allow workers greater responsibility in planning and controlling their work can be attributed to Herzberg's findings and recommendations.

**Inference of the Theory on Teachers**

1. The school must provide at least minimum level of maintenance factors to its staff.

2. Every school head must try to maintain Open School Climate, to develop the school and by providing teachers what they want for the job.

3. The motivators definitely stimulate teachers to perform without supervision and assume responsibility without protest.

**5.17.1.3 THEORY X AND THEORY Y**

The theory claimed that employees could be either intrinsically or extrinsically motivated if the organizations they work for provide the systems within which people feel so (money, recognition, autonomy, self-respect). It classed workers into two. Those workers, who were inherently lazy and avoided effort, had contrary goals to those of the organization, resisted any change and finally were poor decision makers (Theory X). It was believed that organizations should establish systems able to motivate the workers (Theory Y) by using extrinsic (money, recognition, social acceptance) and intrinsic (deriving from the work itself such as autonomy, self-respect) rewards. Other approaches suggested to managers were to allow workers to take part in decision-making, enjoy close supervision as well as detailed training and guidance on how to do the job. Theory Y was based on the fact that all employees had
the potential to improve within their current roles, that they were able to take responsibility and that they can have similar goals to the organization goals. This was the theory propounded by Douglas MC Gregor\textsuperscript{161}. He proposed two distinct views of human beings:

1. The set of people basically negative under Theory X.

2. The set of people basically positive under Theory Y.

Theory X assumes that employees dislike work, are lazy, dislike responsibility and must be coerced to perform. Theory Y assumes that employees like to work, are creative, seek responsibility and can exercise self-direction, thus, asserting higher order needs dominant individuals. In the school context, teachers considered under Theory X need close supervision and positive reinforcement to motivate them, whereas teachers grouped under Theory Y can be inherently motivated. Theory X’s and Y’s claims can be applied in the design of the teaching environment in cases where the teachers are not motivated and productive enough by applying Theory Y’s suggestions (i.e. extrinsic rewards, training, participation in decision making etc.)

\textbf{Inference of the Theory on Teachers}

1. School head needs to be motivated and must create an ideal organization climate.

2. Teachers under group ‘Y can be tapped for their resources.

3. For teachers under ‘Theory X’, their personal needs will be a strong motivating factor.

5.17.1.4 MC CLELLAND'S THEORY OF NEEDS.

McClelland's\textsuperscript{162} theory suggests that individuals learn needs from their culture. Three of the primary needs in this theory are the need for affiliation (n Aff), the need for power (n Pow) and the need for achievement (n Ach). The need for affiliation is a desire to establish social relationships with others. The need for power reflects a desire to control one's environment and influence others. The need for achievement is a desire to take responsibility, set challenging goals and obtains performance feedback. The main point of needs theory is that when one of these needs is strong in a person, it has the potential to motivate behavior that leads to its satisfaction. Thus, managers should attempt to develop an understanding of whether and to what degree their employees have one or more of these needs and the extent to which their jobs can be structured to satisfy them.

David McClelland and his associates developed the theory which focused on three needs:-

1. **Need for achievement.** The drive to excel, to achieve in relation to a set of standards and to strive to succeed.

2. **Need for Power.** The need to make others behave in a way that they would not have behaved otherwise.

3. **Need for affiliation.** The desire for friendly and close inter-personal relationships.

\textsuperscript{162} McClelland David C, The achievement Motive, New York, Irvington Publications, 1976
Achievement theory provides satisfactory theoretical ground in order to use external incentives as motivators. It emerged after research into behavior in ‘achievement oriented activities’ that where the individuals are responsible for the outcome, they expect to receive unambiguous feedback on the results of their actions. So is the case also where there is some degree of uncertainty in the activity or task.

According to the theory there are some key conditions of achievement in the ‘achievement-oriented activities’. First of all, the individual has to be willing to undertake the activity. Secondly, the individual should expect the result of the activity as successful. Then, the expected outcome has to be valuable to the individual engaging in the action. Moreover, Atkinson (1964) claimed that ‘every achievement-oriented activity is accompanied by an approach-avoidance conflict’ which is something that hinders the activity out of the existent fear of an expected negative outcome. Therefore, achievement theory does not only account for positive success but also for motivation to avoid a situation, which is foreseen to possibly produce negative results. Atkinson also maintained the idea that there are some individuals who are characterized by a ‘need for achievement’ more that others. Those people are more likely to be motivated by tasks that are more difficult than others. The reason behind that is that people with a high need for achievement are not willing to be engaged with easy tasks since their completion will not result in a sense

163 Atkinson, JW, An Introduction to motivation, New Jersey, Dvan Nostrand, 1966
of pride in accomplishing them. Another classification of individuals performing a task within the achievement theory is the one made by McClelland who claimed that there are some people who need to have an impact on others. This need is manifested in various ways such as performing 'strong actions', such as aggression, assistance, influence or persuasion of others and trying to impress them, actions producing strong emotions on others and actions that would improve or protect one's reputation. The last distinction of individuals within the achievement theory is that of people who are characterized by the 'need for affiliation' that is the need to create, maintain or restore positive relationships with others. Those people are expected according to the theory to work really hard to achieve and establish acceptance by their colleagues.

In the teaching environment, a motivated teacher would be someone who is willing to be occupied with different things in order to achieve his/her goals, which should be the successful transmission of the foreign language to his/her students. On the other hand the theory could account for the teacher who is not willing to undertake exam-preparation classes with the fear that he/she will fail to prepare the students well enough for the exams. So, this teacher is still motivated having a different goal in mind, i.e. to avoid failure.

According to this theory, the need for achievement leads an individual to set goals that requires them to stretch a little. The individual under this category have a compelling drive to succeed and prefer to work with a challenge and are prepared to take personal responsibilities to success a failure. The need for power drives an individual to become influential and to have control over others. This need will lead individuals to become competitive and more inclined towards gaining prestige and influence on others than with effective performance. The third need for affiliation has
not received much attention. Under this need, individuals strive for friendship and believe in camaraderie than competition. This theory has been well supported for the achievement need and has received less support for power and affiliation need.

**Inference of the Theory for Teachers.**

1. An important task of the school head is to identify teachers, who have the thirst to excel and provide them with jobs that involve greater responsibility in order to motivate them.

2. The school must also create a proper system for providing feed back to teacher.

3. The school head must entrust disciplinary activities to teachers who reflect the need for power inherent in them.

4. When there is a need for teachers for jobs involving co-ordination, the school must entrust the duties to teachers who strive for affiliation need.

**5.17.1.5 ALDERFER’S ERG THEORY**

The ERG theory is an extension of Maslow's hierarchy of needs. Alderfer\(^\text{164}\) suggested that needs could be classified into three categories, rather than five. These three types of needs are existence, relatedness and growth. Existence need is similar to Maslow’s physiological and safety need categories. Relatedness need involve interpersonal relationships and are comparable to aspects of Maslow’s belongingness and esteem needs. Growth needs are those related to the attainment of one’s potential and are associated with Maslow’s esteem and self-actualization needs. The ERG theory differs from the hierarchy of needs in that it does not suggest that lower-level

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\(^{164}\) Gregory Moor head & Ricky W Griffin, Organizational Behavior- Managing People and Organizations, Jaico Publishing house, Mumbai, 2000
needs must be completely satisfied before upper-level needs become motivational. ERG theory also suggests that if an individual is continually unable to meet upper-level needs, then that the person will regress and lower-level needs become the major determinants of their motivation. ERG theory's implications for managers are similar to those for the needs hierarchy; managers should focus on meeting employees' existence, relatedness and growth needs.

5.17.1.6 ATTRIBUTION THEORY

Attribution theory accounts for the employees' beliefs about 'why they behave in the way they do'. Weiner\textsuperscript{165}(1974) claimed that it is not only the expected success or the failure of an action (in achievement theory) that can result in pride or shame but also the 'cause' behind that success or failure. Also, according to this theory the acknowledgment of success or failure at a task is linked to the perceived skill of the person in relation to the complexity, that is, how likely it is for others could do the same activity. Moreover, attribution theory applies to 'how people deal with the performance of other people'.

In the teaching environment, attribution theory could be applied in cases where teachers feel that their job has become routine and as a result their activation levels tend to decrease.

5.17.1.7 COGNITIVE EVALUATION THEORY (DECI)

Cognitive Evaluation theory supports the aspect that exists when the employees are equally motivated both by intrinsic rewards they gain from their job and by extrinsic ones. The basis of the cognitive theory implies that 'extrinsic rewards and

\textsuperscript{165} Weiner Bernard, Human Motivation- Metaphor, theory , research, London, Sage, 1992
punishments can be dangerous even when the work provides intrinsic rewards'. What Deci\textsuperscript{166} et al. implied was that when rewards (extrinsic) become the reason for behaving in a certain way they can reduce intrinsic motivation to perform a job related an activity. Such a change is capable of changing the reasons to participate at work. However, Deci claimed that not all extrinsic rewards could reduce the workers intrinsic motivation towards their work. He suggested that activities which are extrinsically driven such as praise or interpersonal support (informational) could actually enhance intrinsic motivation of the workers. The dangerous ones are those aiming to control the workers behavior. However to avoid misinterpretations he said that he was not trying to imply 'that people should not get paid (extrinsic rewards)'. Simply, all he meant was 'that while contingent rewards can motivate a person extrinsically, they appear to be doing so at the expense of intrinsic motivation'. As he says, 'paying workers is necessary to attract them to jobs and keep them satisfied with those jobs. However, if money is to be used as a motivator of performance, the performance has to be perceived by the worker as being instrumental to his receiving the money'. Therefore he suggests some ways in which organizations (or employees) can help workers retain their intrinsic motivation to perform their job but without being deprived of extrinsic rewards. According to his suggestions people should be given broad objectives and be allowed to judge how objectives are to be achieved, supervisors should effectively consult their teams of workers and employees should be allowed to participate in the formation of the decisions that affect them. According to the theory, one could argue that teachers who have an 'internal locus of control' and as result are intrinsically motivated will become extrinsically motivated as well if

other people; say parent or principal extends rewards on the results of the teachers’ activities - e.g. students’ high academic achievement.

5.17.1.8 JOB CHARACTERISTICS THEORY

Hackman and Oldham propounded this theory. The theory supports the view that employees will be motivated if the job they perform seems to be meaningful and significant to them, allowing them to grow as individuals. Hackman & Oldham\textsuperscript{167} developed a model composed by five ‘job dimensions’ (also ‘job characteristics’) which cause three psychological states leading to a range of beneficial personal and work outcomes and dealt in general terms with the meaningfulness of the job (1, 2, 3), the responsibility for the work’s outcome (4) and finally the knowledge of the work activities. The five dimensions were the following:

1. Skill variety- whether the job requires the individual to use a variety of skills in order to perform it.

2. Task identity- the degree to which the job involves the completion of a task from the very beginning to the end or not.

3. Task significance- the degree to which the job influences others lives or not.

4. Autonomy- whether the job allows freedom and independence to the individuals engaging with it.

5. Feedback- the degree to which the individual who has performed the job gets substantial feedback concerning the effectiveness of his/her performance.

\textsuperscript{167} Hackman JR, Edward Lawler, Perspectives of Behavior in Organizations, New York, McGraw hill, 1983
The above dimensions according to the developers of the theory prompt the following 'psychological states':-

1. Experienced meaningfulness of the work- 'the degree to which the individual experiences the job as one which is generally meaningful, valuable and worthwhile'.

2. Experienced responsibility for the outcomes of the work- 'the degree to which the individual feels personally accountable and responsible for the results of the work he/she does'.

3. Knowledge of the results of the work activities - 'the degree to which the individual knows and understands on a continuous basis, how effectively he or she is performing the job'.

What is the relationship drawn from the above psychological states and work motivation? In order for this question to be answered we need to know how the individuals experience the above states. If an individual experiences them positively, (e.g. if the individual perceives his/her work as being meaningful, feels as having the control over the works' results and understands that he or she performs effectively on the work) he or she is said to be intrinsically motivated to perform well again in the future.

Moreover, Hackman and Oldham in their effort to account for the different reactions to their work developed a measure called the 'individual growth need strength (GNS), which measured the degree to which people have a need for personal growth and development', claiming that those people with a high GNS will' respond more positively to a job high in motivating potential than people with low GNS'. This claim
justifies the differences of the reactions of various people to similar jobs and situations.

Finally, Hackman and Oldham created a list of four key ‘personal and work outcomes’ that are affected by the relationships between job characteristics, psychological states and growth needs strength:

1. Internal work motivation
2. High-quality work performance
3. Satisfaction with the work
4. Absenteeism and stuff turnover.

In the field of teaching, a teacher according to the job characteristic theory is expected to be motivated if he/she finds the job meaningful, significant and able to make him/her develop as a person.

5.17.2 PROCESS THEORIES

Process (or cognitive) theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behavior is energized, directed and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making processes. The major process theories of motivation are positive reinforcement theory, expectancy theory, equity theory and goal-setting theory. Process theories of motivation are the ones that focus on ‘how’ behavior is motivated.
5.17.2.1. POSITIVE REINFORCEMENT THEORY

This theory can be traced to the work of the pioneering behaviorist B.F. Skinner\textsuperscript{168}. It is considered a motivation theory as well as a learning theory. Reinforcement theory conjectures that motivated behavior occurs as a result of reinforcements, which are outcomes resulting from the behavior that makes it more likely the behavior will occur again. This theory suggests that it is not necessary to study needs or cognitive processes to understand motivation, but that it is only necessary to examine the consequences of behavior. Behavior that is reinforced is likely to continue, but behavior that is not rewarded or behavior that is punished is not likely to be repeated. Reinforcement theory suggests to managers that they can improve employees' performance by a process of behavior modification in which they reinforce desired behaviors and punish undesired behaviors.

Psychologist BF Skinner of Harvard considered behavior as a function of its consequence. He held that individuals could be motivated by proper design of their work environment and praise for their performance and that punishment for poor performance produces negative results.

Many behavioral scientists are skeptical about its effectiveness, as it ignores the inner state of individual and concentrates on what happens to an individual when they take some action.

\textsuperscript{168} Gregory Moorhead, Ricky W Griffin, Organizational Behavior- Managing people and organizations, Jaico Publishing House, Mumbai, 2000
Inference of the Theory for Teachers.

1. The Head of school must give due praise for teachers who perform well and give importance to intrinsic rewards rather than extrinsic rewards.

2. The school management must establish structures in school to ensure teachers receive regular feedback in the form of in service training and formal and informal dialogues.

3. The head of the school must use timely praise as a tool to motivate teachers and use performance level as a yardstick to differentiate rewards.

4. Teachers’ motivation level will increase due to their desire for the reward of recognition and the positive feedback they expect.

5. School head’s interest, acceptance and pleasure reflected in what the teachers do increase the positive reinforcement.

5.17.2.2 EXPECTANCY THEORY

In the early 1960s, Victor Vroom\textsuperscript{169} applied concepts of behavioral research conducted in the 1930s by Kurt Lewin\textsuperscript{170} and Edward Tolman directly to work-motivation. Basically, Vroom suggested that individuals choose work behaviors that they believe lead to outcomes they value. In deciding how much effort to put into a work behavior, individuals are likely to consider:

1. Their expectancy, meaning the degree to which they believe that putting forth effort will lead to a given level of performance.

\textsuperscript{169} Vroom VM, Work and Motivation, New York, John Wiley and sons, 1964
\textsuperscript{170} ibid
2. Their instrumentality or the degree to which they believe that a given level of performance will result in certain outcomes or rewards.

3. Their valence, which is the extent to which the expected outcomes are attractive or unattractive.

All three of these factors are expected to influence motivation in a multiplicative manner, so that for an individual to be highly motivated, all three of the components of the expectancy model must be high. And, if even one of these is zero (e.g., instrumentality and valence are high, but expectancy is completely absent), the person will have not motivation for the task. Thus, managers should attempt, to the extent possible, to ensure that their employees believe that increased effort will improve performance and that performance will lead to valued rewards.

In the late 1960s, Porter and Lawler\textsuperscript{171} published an extension of the Vroom expectancy model, which is known as the Porter-Lawler expectancy model or simply the Porter-Lawler model. Although the basic premise of the Porter-Lawler model is the same as for Vroom's model, the Porter-Lawler model is more complex in a number of ways. It suggests that increased effort does not automatically lead to improved performance because individuals may not possess the necessary abilities needed to achieve high levels of performance or because they may have an inadequate or vague perception of how to perform the necessary tasks. Without an understanding of how to direct effort effectively, individuals may exert considerable effort without a corresponding increase in performance.

\textsuperscript{171} Udai Pareek, Understanding Organizational Behavior, oxford university Press, 2004, New Delhi
Psychologist Victor H Vroom held that people would be motivated to do things to reach a goal if they believe in the goal. This theory thus is a modern expression of what Martin Luther observed centuries ago, when he said, “Every thing that is done in the world is done in hope”. Put in a nutshell, “The strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. The theory focuses on three relationships shown below in Fig 5.7.

**Figure 5.7 EXPECTANCY THEORY**

<table>
<thead>
<tr>
<th>Expectancy Theory</th>
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</thead>
<tbody>
<tr>
<td>1. Individual effort</td>
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1. Effort Performance relationship.
3. Rewards – Personal goals relationship

Expectancy theory explains relative value of rewards and indicates the importance of the perceived possibility to earn a given reward in motivational process. The American psychologist Victor Vroom developed the expectancy theory based on the notions of: ‘valence’, ‘instrumentality’ and ‘expectancy’. He claimed that individuals expect particular actions to achieve certain goals. For instance if someone expects to get more money from working hard and he/she needs more money, then we can predict that he/she will work hard (expectancy). On the other hand, the desired result might be something worth striving for (positive valence) or avoiding (negative valence). Motivation, Vroom claimed, depends on how strong the expectancy is and how important the goal is to the person. People tend to be more motivated towards
obtaining goals, which are worthwhile to them as well as to be demotivated when they feel that the particular action is not important and worthwhile to them (zero valence). Moreover, the third element of Vroom’s theory, ‘instrumentality’, is defined as the perception that the temporary outcome will lead to another important outcome. For instance, employees may think that if they work harder it will lead to improved job performance (temporary result) that will in turn, lead to promotion or better treatment from their supervisors (future outcome). So, assuming that a better treatment or a promotion is considered important by those employees their improved job performance will be instrumental in achieving it and expectancy will be high if the employees think that they do have a chance due to their increased performance to get promoted or more fairly treated. Finally Vroom found that employees’ job satisfaction is directly related to the extent to which employees’ jobs are instrumental to the attainment of outcomes, such as pay, consideration by their supervisors, interaction with their co-workers and the number of different tasks they perform at their work, that are attractive to them. If Vroom’s claims were to be applied to teachers one could argue that many teachers might become de-motivated if they sense that their ‘instrumentality’ is zero due to the fact that the effort they put into their job is not equally rewarded since they get paid exactly the same with other colleagues who do not put the same amount of effort.
1. Motivational rewards must be based on Individuals performance.

2. The main objective of a school head must be to integrate the professional goals of a teacher and the needs of the school.

3. The Motivational reward must be fair and equitable and must be decided upon with the involvement of the teachers.

4. The school Management has to analyze the situation for conflicting expectancies and assess the needs of each teacher and try to create ideal environment for good performance.

5.17.2.3 EQUITY THEORY

Equity theory suggests that individuals engage in social comparison by comparing their efforts and rewards with those of others. The perception of individuals about the fairness of their rewards relative to others influences their level of motivation. Equity exists when individuals perceive that the ratio of efforts to rewards is the same for them as it is for others to whom they compare themselves. Inequity exists when individuals perceive that the ratio of efforts to rewards is different (usually negatively so) for them than it is for others to whom they compare themselves. There are two types of inequity—under-reward and over-reward. Under-reward occurs when a person believes that she is either puts in more efforts than another, yet receives the same reward, or puts in the same effort as another for a lesser reward. For instance, if an employee works longer hours than her coworker, yet they receive the same salary, the employee would perceive inequity in the form of under-reward. Conversely, with
over-reward, a person will feel that his efforts to rewards ratio is higher than another person's, such that he is getting more for putting in the same effort, or getting the same reward even with less effort. While research suggests that under-reward motivates individuals to resolve the inequity, research also indicates that the same is not true for over-reward. Individuals who are over-rewarded often engage in cognitive dissonance, convincing themselves that their efforts and rewards are equal to another's.

According to the equity theory, individuals are motivated to reduce perceived inequity. Individuals may attempt to reduce inequity in various ways. A person may change his or her level of effort; an employee who feels under-rewarded is likely to work less hard. A person may also try to change his or her rewards, such as by asking for a raise. Another option is to change the behavior of the reference person, perhaps by encouraging that person to put forth more effort. Finally, a person experiencing inequity may change the reference person and compare him or herself to a different person to assess equity. For managers, equity theory emphasizes the importance of a reward system that is perceived as fair by employees.

Equity theory proposed by J Stacy Adams\(^{172}\) states "Individuals compare their job inputs and outcomes with those of others and then respond to eliminate any inequities". This theory has been highly acclaimed for its formulation which can be depicted as follows in fig 5.8 and 5.9.

\(^{172}\) John W Newstorm & Keith Davis, Organizational behavior- Human Behavior at work, Tata McGraw hill Publishing co, New Delhi, 2003
Figure 5.8 FORMULATION OF EQUITY THEORY

<table>
<thead>
<tr>
<th>Outcomes by a person</th>
<th>=</th>
<th>Outcomes by another person</th>
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<tr>
<td>Inputs by a person</td>
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<td>Inputs by another person</td>
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There must always be a balance of the outcomes – inputs relationship for one person in comparison with that for another person. If people feel they are inequitably rewarded, they may be dissatisfied, reduce the quantity or quality of the output, or leave the organization. If the individuals perceive the rewards as equitable, they will probably continue at the same level of output and if they feel the rewards are greater than equitable, they may work harder.

Figure 5.9 EQUITY THEORY

Equity theory provides the rational for the argument that if equity is not possible in both ‘work’ and ‘reward’, then individual differences should be accordingly rewarded.
According to researchers people seek what they perceive to be a just or equitable return for their efforts. What people perceive as 'just' according to the theory depends on the comparison of their situation with that of others around engaged in similar situations. The most influential work of this theory comes from Stacy Adams who claimed that individuals are motivated to act in situations which they perceive to be unfair; inequity is felt when they get either more or less than they think they deserve. Adams proposed that one way to measure this inequity would be to compare our contributions to the job (inputs; experience, skills, intelligence, age, effort) as well as the outcomes and rewards (outputs; promotion, pay, status, recognition, good relations with others) to those of the other people in similar and other situations. Finally, following the theory's point of view when the relation of the inputs and outputs is equitable to the one of the referent group, there is harmony. Otherwise, when it estimated to be inequitable, there is Inconsistency. In the case of conflict people are motivated to create agreement by creating equity.

Equity theory could be applied in cases where teachers seem to be de-motivated when they compare the 'input' they put in their job and the 'output' they gain with those of other people in other professions since they feel that they do not have equal weighting and decide as a result to leave the teaching profession. Equity theory demonstrates that for most employees, motivation is influenced significantly by relative rewards and absolute rewards, but it does have a few minor qualifications.

1. Inequities created by pay; need not have impact on an individual's behavior.

2. Not all individuals are equity sensitive.
Inferences of the theory for Teachers

1. Fringe benefits, pay, promotion and pension are some of the equity perceptions of teachers.

2. Since every teacher has different sense of rewards, they must be rewarded in different ways and more importance must be given to subjective perceptions, as they are powerful factors of Motivation.

3. Teachers must be given brief on the system and basis of rewards, to prove that the system is fair and truthful.

5.17.2.4 GOAL SETTING THEORY

The goal-setting theory posits that goals are the most important factors affecting the motivation and behavior of employees. Primarily Edwin Locke and Gary Latham developed this motivation theory\(^3\). Goal-setting theory emphasizes the importance of specific and challenging goals in achieving motivated behavior. Specific goals often involve quantitative targets for improvement in a behavior of interest. Research indicates that specific performance goals are much more effective than those in which a person is told to "do your best." Challenging goals are difficult but not impossible to attain. Empirical research supports the proposition that goals that are both specific and challenging are more motivational than vague goals or goals that are relatively easy to achieve.

Several factors may moderate the relationship between specific and challenging goals and high levels of motivation. The first of these factors is goal commitment, which

\(^3\) Gregory Moorhead & Ricky W Griffin, Organizational Behavior- Managing people and organizations, Jaico Publishing house, Mumbai 2000
simply means that the more dedicated the individual is to achieving the goal, the more they will be motivated to exert effort toward goal accomplishment. Some research suggests that having employees participate in goal setting will increase their level of goal commitment. A second factor relevant to goal-setting theory is self-efficacy, which is the individual's belief that he or she can successfully complete a particular task. If individuals have a high degree of self-efficacy, they are likely to respond more positively to specific and challenging goals than if they have a low degree of self-efficacy.

Edwin Locke in he late 1960's proposed that intentions to work toward a goal are a major source of work motivations". The theory believed that specific and difficult goals with feedback lead to higher performance, feedback, especially when self-generated is more powerful motivation than externally generated feedback. Goal commitment, self-efficacy, task characteristics and rational culture too play a pivotal role in influencing the goals-performance relationship. Self-efficacy may be defined as "Individuals belief that they are capable of performing a task". This theory has been criticized for not having effect on complex tasks, novel and inter dependent. Thus intentions are a main motivating force and can lead to higher performance, but it does not have an effect on job satisfaction.
Inferences of the theory for Teachers:

1. Goals must be set for performance related activities and due importance should be given to teacher’s ability and school needs.

2. The goals must be set individually for different teachers, based on their own capacity to increase their commitment.

3. Realistic goals need to be set and the school should have an open climate, whereby every teacher is given an opportunity to contribute and achieve the goals.

4. The strategy set for achievement of goals needs to be ethical and efficient.

5.17.2.5 INTERNAL EXTERNAL THEORY

Internal-external theory suggests that employees will be motivated when they sense that the outcome of their work is due to their own effort. As a result the reinforcement of a person is dependent to some extent on how the individual perceives the cause of the result/outcome. Rotter\(^{174}\) developed an ‘internal-external dimension’ in order to measure the ‘locus of control’ defined as ‘the extent to which people feel they are in control of the situation they are in and therefore the extent to which they are confident of directing the events’. According to this dimension there are two extremes: the ‘external control’ referring to situations where the individual feels that the outcome of his/her actions is attributed to factors such as chance, fate or the control of powerful others and the ‘internal control’ which is related to situations where the individual feels that the event is reliant to his/her own behavior or his/her Characteristics. Thus according to this theory ‘the individual who perceives that he/she is control of what

\(^{174}\)Rotter JB, “Generalized Expectancies for internal Vs External control of reinforcement” in, Organizational Behavior- Managing people and organizations By Gregory Moorhead and Ricky Griffin., Jaico publishing house, Mumbai, 2000
happens to him/her may conform or may go along with suggestions when he chooses to and when he is given a conscious alternative. Yet, if the individual thinks that such suggestions are not to his own benefit or if he perceives them as attempts to influence him without his awareness, he reacts resistively'.

Teachers might be motivated when they feel that the outcome of their job – e.g. facilitating learning – is the result of their own effort, which they have complete control of.

5.17.2.6 SOCIAL LEARNING THEORY (ROTTER, BANDURA)

Social Learning Theory (SLT) suggested that needs are learnt, goals are subjects to other influential people’s ideas. It focuses on the social influences on people’s goals and the value they put on them. It is argued that we learn correct behaviors through experience and through the examples or ‘role models’ provided by other people. Rotter175 et al outlined the key points concerning ‘the nature of needs’, which are the following:

1. Needs are learnt or acquired

2. Early goals appear as being the result of satisfactions and frustrations of other than the individual influential people (family members, friends).

3. Behavior may have been based either on internal or external (through outcomes observed by others) reinforcement.

4. Many behaviors or a group of them can end up in the same effect therefore a behavior may be more valuable in relation to its occurrence with other behaviors than it would be on its own.

As a result social learning theory suggested that motivation to behave in a certain way. Is the result of learned through reinforcement goals, by and within, our social groups?

In order for the theory to account for the differences among individuals belonging to the same social group it created some basic concepts, which account for predicted and expected behaviors, individual preferences and the psychological state within which a certain behavior is demonstrated.

Social learning theory would apply to those teachers who enter the profession due to the influence of other people around them (parents, former teachers etc.)

5.18 AFFECTIVE COMPONENTS OF MOTIVATION

How we feel about an activity has a strong influence on our willingness to engage in that activity. There are many ways to describe the relationship between feelings and motivation. All of the following statements describe this relationship:

1. People will engage more often and more eagerly in behaviors related to topics, people and events toward which they have approach tendencies.

2. People will engage more often and more eagerly in behaviors related to topics. People and events that have high positive valence.

3. People will engage more often and more eagerly in behaviors related to topics. People and events regarding which they have positive attitudes.
Helping teachers develop positive feelings toward the work, students and events involved in an activity does not guarantee that teachers will be motivated to engage in a unit of instruction; but negative feelings are very likely to hinder motivation.

5.19 SOCIAL ASPECTS OF MOTIVATION

Human beings do not act in isolation; their behavior is often strongly influenced by their associations with other people. The dynamics of interactions with colleagues is often an important feature in teacher motivation. One important example of the importance of social interactions is the reward structure prevalent in a teaching situation.

1. A competitive goal structure is one in which teachers perceive that they will be rewarded based on comparisons with other teachers. One person can win in a competition only if another loses. The goal of teachers in a competitive classroom is to do better than their counterparts.

2. An individualistic goal structure is one in which teachers perceive themselves as working for their own rewards. In this environment, teachers need not be concerned about what anyone else is accomplishing. Their goal is to meet the standards, which have been established.

3. A cooperative goal structure is one in which teachers perceive that they are working together with other teachers to gain rewards. In this environment, a teacher's success depends on the comparable success of their students. An important goal of teachers in a cooperative classroom is to encourage and enable other students under other teachers to succeed.
Each of these reward structures has both advantages and disadvantages. It is reasonable to assume that any given teacher should emphasize or combine different structures at different times.

5.20 MOTIVES FOR TEACHING

Since the concept of motivation is closely related to the reasons (motives) that drive people into performing an action it would be useful to review some of the existing studies that brought light into what motivates people into choosing teaching as a career.

The various studies conducted show the main categories of the reasons why people choose teaching as a career.

1. Altruistic reasons explaining that prospective teachers choose teaching as an occupation because they want to help society in general by helping their students learn.

2. Intrinsic reasons covering aspects of the job itself, such as teaching children or interest in the use of the subject matter

3. Extrinsic reasons covering aspects of the job which are not part of it but attached to it, such as level of pay, holidays or status.

The desire for prospective teachers to act as role models, the creation of a positive learning environment, the love for children and long vacations as being some of the primary motives that make student-teachers choose teaching as a profession. Motivation as a concept represents a highly complex and multidimensional phenomenon that is affected by multitude of factors. These factors operate together in
an organization milieu to determine teacher’s attitude towards their work and consequently some aspects of their general work behavior. Every teacher has different needs and priorities and individuals being unique are motivated by different factors.

Some factors that influence motivation of teachers are intrinsic to the work itself while others are extrinsic to the work of teaching. Extrinsic factors relate to larger school context such as administration policies, job satisfaction and relationship with colleagues superiors and recognition by administration etc. The extrinsically motivated teacher tends to focus on conditions of work rather than work itself. By contrast the intrinsically motivated teacher is inspired by work that is personally interesting and satisfying, is inspired by achievement. Professional and personal growth tends to increase the teachers self-actualization.

Drawing from Herzberg’s work we can contend that teachers are motivated by factors that include achievement, recognition, work itself, respect, advancement and growth. Motivation argues Herzberg\(^{176}\) “flows from relationship the person has to the “job content, achievement on task, responsibility of the task and professional advancement and growth in task capability”. While motivation could be said to be complex and affected by a whole array of factors, we can measure whether people are motivated or de-motivated by finding whether they are satisfied with the work conditions, interpersonal relationships and organizational practices and whether they are happy with the core characteristics of their job and have positive job attitudes.

\(^{176}\) Herzberg FA, Mausner B, Sherwitz L. The motivation to work, New York, John Wiley and sons, 1959
5.21 SUMMARY

'Different scholars have come up with different most important motives, which is what differentiates between the various competing theories, the problem that still exists is that all the theories or most of them, largely ignore each other and very often do not even try to achieve a synthesis'. Still, each motivation theory possesses its own strength. In this study the researcher will attempt to assess the motivation of the teachers participating in this study by using the theory that best describes the factor of motivation for teachers/employees.

Motivation has been referred to as the forces that cause people to behave and work in certain ways in order to fulfill their goals, needs or expectations which are varied, numerous and changing. Motivation affects teachers' performance and satisfaction and is of great importance to heads of the institutions who have the responsibility of establishing an environment that not only motivates staff but also helps to maintain their morale in appositive way. The theories of motivation have been developed well enough for the school heads to understand behavior and attitudes of the teachers and therefore their motivation level and work commitment. Different theories of motivation have different implications for the school heads.

Content theories such as Maslow, Herzberg and McGregor try to analyze the needs that motivate people. They focus on what motivated people, namely a need to be satisfied by a reward that is either extrinsic for the task or intrinsic. This gain importance as it helps the school heads to understand human needs and motives.

Positive reinforcement theory focuses on organizational context since it is the environment, which creates motivation and places heavy emphasis on work
environment. For example positive reinforcement such as receiving a financial reward for performance is one way of improving the desired behavior of the teacher.

The process theory focuses on the process that influences behavior. Expectancy, equity and goal theories are concerned with the actual process of motivation i.e. how the behavior is initiated, directed and sustained. It deals with the thought processes that influence behavior and how motivation behavior occurs.

The basis of equity theory is that people hate to feel that they are being taken advantage of. This theory suggests that teachers are generally satisfied with their jobs if they feel that school is treating them fairly and unsatisfied if they feel that school is giving unjustified rewards to others. In this theory it is the teachers perception and not the facts that influence motivation.

Expectancy theory is based on the belief that teachers take decisions keeping in mind the results they expect to get and the probability of getting those results. Motivation is determined by the individual belief in own efforts, the resulting job performance and finally the outcomes or rewards and incentives offered for job performance. The school administration can link the teachers most sought after rewards with the kind of work that the administration wants the teachers to do.

Although the theories of motivation attempt to explain the complex phenomenon of motivation from different perspectives they are neither mutually exclusive nor necessarily contradictory. The theories are complementary and have important implications for the school heads. Motivated staffs are a must to every school to improve student performance. They tend to be committed and productive to the organization. Poorly motivated teachers become a part of organizations turn over rate.
A motivated teaching force is the key to improving the quality of education in any country. The need for motivated teachers assumes an added relevance in the context of a developing country like India because quality education should not be achieved at the expense of quality education. Lower learning performance, poor conditions of many schools and inferior quality of education in general raise the concern regarding attitude of teachers towards their job. Several factors including poor working conditions have been attributed as underlying causes of low morale and motivation in teaching profession.

School heads must be receptive to motivation theory and remember that various theories of motivation are contextual. Factors that motivate teachers' less than one set of social, cultural, political and economic conditions may not do so in another. Social and contextual factors affect motivation through their influence on individuals and institutes expectations and goals.

5.22 MOTIVATION OF TEACHERS IN INDIA

A teacher is recognized as the pivot of education system. In India there has been a large-scale expansion of education system in the past forty years. This necessitates the stress on quality of education and teachers' duty to keep updated with the knowledge of explosion or risk becoming totally outdated. The NPE 1986177, made a pointed reference to the crucial link between teacher motivation and quality of education. The NPE recognized the need for improving the status of the teacher and proposed to provide opportunity for professional and career development, so that the teacher can fulfill their role and responsibility within the education system. Hence it is
essential to enhance the motivational level of teachers through systematic orientation in specific subjects, techniques and methodologies.

In India a teacher also called as Guru in ancient times, was venerated because he was the conduit for preserving and passing on the accumulated wisdom of the race to the next generation. However two centuries ago the guru and the teacher came to be associated with a different sort of learning. The problem in primary education system in India today is deep rooted due to lack of accountability and motivation among teachers and the uncharacteristic path taken by the entire education system. On one side the government indicates an impressive data on enrollment of children for primary education while the data on dropouts and failure is very intimidating. The caste system, the introduction of quotas for appointing people at various levels in the education system have played a key role in augmenting the problem of reduction in the accountability of teachers.

State governments in India provide the largest monetary input into educational programs in India. However, as accepted by many, their methods have failed in their goal of providing valuable education to India's children. The main reason for this failure is the lack of accountability and a overwhelming bureaucracy, which kills creativity and motivation. The teachers in government schools usually lack motivation for helping the students. They simply use their jobs as means of a livelihood, instead of providing education. Instead one should focus on local ownership of education.

When looking at the years, which rolled by, education became universally accessible only after India became a democratic country. Though the number of government and private schools kept increasing over the years, the government only focused on increasing the enrolment ratio of children and not on the quality of education being
imparted. The various governments tried to invent ways to project the annual increase in enrolment and instead of implementing innovative academic oriented methods for reducing dropout problems in the primary education system, it introduced the no-detention policy where children got promoted to the next grade even though their knowledge level was limited. The onus of responsibility to increase the enrolment rates in schools were on the teachers, who started performing the administrative job instead of imparting knowledge to children thus relegating their position to the bottom few layers of the administrative hierarchy. Even after five decades of independence the goal of Universalization of elementary education still remains a challenge. Today the country is facing the question of fixing the degree of teacher responsibility for the failure of system and how to overcome the crisis of quality.

The erosion in the social status of the teacher that began then has gone on steadily over the years. But over the last few years, with the deterioration standards in school education the respect the society had for the teacher has touched rock bottom. If we look at government statistics through the 1980s and 1990s, nearly all states reported a Gross Enrolment Ratio (GER) of over 100. The all-India figure for 1991 was 102.74, with boys accounting for 116.61 and girls 88.09. At this point it is important to achieve the goal of UEE but it should not be achieved at the cost of poor quality of education. There is no doubt that the government has tried to motivate teachers by increasing their pay level but it is yet to achieve the goal of maximum learning because of lack of accountability from the teachers.

The government schools continue to provide poor quality education and the social status of the teacher continues to erode. India faces a crisis of confidence with respect to teachers and teacher motivation has acquired a proportion of national issue when
The prime minister of India DR Manmohan Singh\textsuperscript{178} stated that he was pained over the unacceptably high drop out rates in schools and attributed large scale teacher absenteeism as one of the causes. Though they are restrained in many ways, only the teacher can make the system work.

The current situation in education management makes it difficult to reform the system or make any real changes to education in India. The education system operates with top down management style from the national government down to the rural level and gives the impression of a rigid bureaucracy, unresponsive to the real needs of teachers and children. Classroom realities are out of focus and the preoccupation instead is with holding the administrative fort and fulfilling official directives. Teachers are not respected or listened to, the school inspection system is inept and ineffective and there is a huge lack of understanding and training about education at every level.

To have an awareness of the ground reality, we need to consider the following key issues pertaining to the motivation of schoolteachers:

1. Though the education system has expanded rapidly and enrolment rates have shot up, the number of teachers has not increased in the same ration thus leading to a very high Teacher-pupil ratio.

2. Government survey conducted in Punjab and Jharkhand revealed that large proportion of children in class V could not read or write.

3. In rural areas the social distance between the teachers and the children is wide in government schools (which cater to the very poor). Social attitudes and community prejudices play an important role in determining the ability and

\textsuperscript{178} Vimala Ramachandran, & Madhumita Pal, Teacher Motivation in India, UK DFID study, 2004
willingness of teachers to empathize with children and teach them. (PROBE 1999).

4. A DFID study of 2004 reveals that, as an average twenty five percent of teachers in government schools were absent from the school premises.

5. In backward areas of India teachers are made to manage classes with too many students and the training program for teachers which were are designed keeping in view the situation in large urban schools where one teacher manages one class, does not help them.

6. Though the teachers’ salaries are comparable with public sector employees with similar qualifications, there are no incentives for performers. Teachers move up the ladder according to seniority. Though there wide range of awards, the selection was more of function of a teachers’ ability to lobby with decision makers.

7. The systemic issues dealing with corruption (payment for transfers/preventing transfers, deputations, appointments, promotions and special assignments) have vitiated the larger teaching environment in the country and actual teaching is rarely monitored. Continuation in the job and/or in preferred posts depends on the teacher’s ability to strike the right chord with the people in power. As a result, a highly motivated and honest teacher is one who is transferred to difficult areas. He/she is saddled with a number of non-teaching duties and made a scapegoat when the need arises.

8. Teachers’ time is encroached by a range of non-teaching activities, which take them away from the classroom, like duties during election, census report
collection etc. Teachers in a survey conducted in 2004 have expressed that they feel demeaned to have to go from door to door to submit such periodic reports.

9. The inability of the state in releasing timely funds for salaries, travel reimbursement etc had lead to reduction in motivation level of teachers.

10. 56% of primary schools in India function in single or two room structures with few amenities with most of the schools in rural areas not having usable toilets or often even a blackboard. In most schools with limited teacher and rooms' multigrade teaching by the same teacher in one class room is the norm. The need for improved school environments "Our constitution fathers did not intend that we just set up hovels, put students there, give untrained teachers, give them bad textbooks, no playgrounds and say, we have complied with Article 45 and primary education is expanding... They meant that real education should be given to our children between the ages of 6 and 14." -- Shri M.C. Chagla, Education Minister, 1964 (PROBE 1999). The expectation of two reasonably large, weather-safe rooms for primary schools is far from ambitious, yet it remains unrealized in the majority of schools in India. Most schools are held outside, in rented rooms, or in crumbling structures with leaking roofs, bad lighting, few resources, poor teachers and conditions of social discrimination.

11. The teacher took up upgrading of the professional qualification, privately with no support from the education system.

12. Teacher training has picked up since 1994 with almost all teachers expected to attend a range of training program every year. Many of these workshops are held
during the academic session. Teachers are eligible for compensatory leave if they attend these workshops during vacations. This reduces teaching days.

The DFID study in 2004 pinpoints that while the absence of the following conditions or facilities may be cited as reasons for poor motivation, their presence does not guarantee motivation.

1. High pay scales;

2. Regularity of pay;

3. Having attended an in-service training program;

4. Existence of PTA or other community-school forums.

5. Teachers belong to the same area as the location of the school.

6. Teachers are from the same community.

7. Non-teaching duties and responsibilities (teachers cite some duties – especially as electoral officials – as enhancing their status in the eyes of the community and also giving them access to political leaders.)

The abysmal state of education in the poorest states of India is an overwhelming and discouraging fact. However, the state of Himachal Pradesh serves as an inspiring example of change and improvement in the schooling system. Not so long ago, Himachal Pradesh was considered as a "backward" region of north India -- in 1955 the literacy rates were 21% for men and 9% for women, far below the national average. Since then, the state has made spectacular progress in elementary education. In 1991, literacy rates in the 10 to 4 age group were as high as 94% for boys and 86%
for girls. Further rapid progress has been achieved in the last seven years, bringing the state very close to universal primary education. Some factors that contribute to this are: the exceptionally high level of parental motivation for education, social consensus that education is of vital importance, low gender bias, supportive attitudes for children and teachers, good school environments, well-maintained records, motivated teachers, concern for children. The example of Himachal Pradesh should be used for advocacy in other poor states of India.

Teachers, parents and local community must take responsibility for educating their children. The country needs to invest in education before development. Development comes only when the masses are literate and not the other way around. Since the problem is huge, one must aim for large massive projects, which work at a national level, while maintaining local ownership and accountability. What happens next to the schooling system in India is entirely a matter of public policy. An opportunity could be seized to achieve enhancement of teacher motivation, schooling reform on a broad basis -- this would require a bold state initiative and a great deal of public pressure.

One way of enhancing motivation of teachers is by introducing a range of intrinsic awards in the way of special recognition, more authority over decision-making at school and greater opportunities for training. The extrinsic incentives include expansion of opportunities for career development and making teachers eligible for promotion based on performance. Though the state and central governments are trying to increase the number of teachers in rural areas more stress needs to be laid on improving the working conditions of teachers and reducing single teacher and single classroom schools.