AN OVERVIEW OF MOTIVATION THEORIES FOR ACCOMPLISHMENT OF INSTITUTIONAL BETTERMENT.

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Abstract
Motivation has obviously played the most important role in the development of human civilization. The present study is taken up to develop institutional betterment through motivation of staff, students and Principal of an Institution. Numerous cross-disciplinary theories have been postulated by Psychologists to explain motivation. Among them six motivation theories, which were pertinent to this study were analyzed and the appropriate theory was framed in order to suit the present study area of Chennai, India. It is also discussed how the Motivation theories help the Human Resource Department in job selection, job enrichment and job enlargement. The analytical method is adopted as the study is based on various theories of motivation that are analyzed in order to make this study find out how they will help in the accomplishment of institutional betterment. All these motivation theories enhance institutional development by motivating the Principal, staff and students who are the inseparable entities of an Institution.

Keywords: Motivation, Ice-berg phenomenon, Operant conditioning, Job Enrichment and Job Enlargement.

INTRODUCTION
It is important to enthuse people to work for the accomplishment of an Institution’s objectives. The institutions are the change agents of personal, social, economical, ethical, religious and national development. Just giving instruction will not work out. We should motivate the members of an Institution or organization to do the job. It creates ‘will to work’ in them. So Motivation provides a worker with his own generator to produce a goal-directed behavior. A motivated member does not need outside stimulation again and again. As a result of motivation the following objectives are met with for successful accomplishment of an institutional betterment.

1) Members will cooperate and contribute their maximum towards the goals of the Institution.
2) Workers’ skill and knowledge will improve.
3) Reputation of the Institution will be enhanced.
4) Good relations among all cadres in the Institution will be maintained since their grievances will be redressed amicably by the superiors.

This study encompasses theories of motivation and their influence, kinds of motivation, Need and Goal directed behavior, characteristics of Motivation, Motivators, Dissatisfiers, the role of a Principal or Head of an institution in improving teachers’ motivation and students’ performance for maximum output, and finally the ways for job enrichment and job enlargement are discussed with reliable examples, vivid illustrations and lucid explanations.

Four kinds of Motivation(Williams K.C & Williams .C.C,2011) (An Illustration)
I really want to write the Research Report. I really don’t want to write the Research Report. Write the Research Report and you’ll get promotion or your career is lost.

Needs and goal directed behavior.(Need Theory - Steel, Piers, König, 2006).

Motivation of an individual is the result of an interplay of three groups of factors namely needs, perceptions and positive and negative incentives of an individual. It can very well be explained with the help of the following figure.
Objectives of the study

1. Analyze the various factors of motivation theories that enhance the staff performance of their role in the interest of the betterment of the Institution.

2. Find out the ways of improving the students' achievements irrespective of their varied learning abilities.

3. Eradicate among students, false assumptions arising out of fear or anxiety that hinder their scholastic achievement.

4. Inculcate in students norms of good conduct through their behavior modification.

5. Insist upon the need for Self Actualization as a factor essential for the institutional betterment.

6. Encourage in students and staff to develop Achievement Motivation which will effect Institutional betterment.

7. Achieve institutional betterment through work Enrichment.

8. Ensure satisfaction in work through work Enlargement.

9. Set significant motivators in the Institution to accomplish betterment.

Limitations of the study

The study was carried out in the region of the City of Chennai, State of Tamilnadu in India. The researcher had easy access to investigate sources for the study as it is a familiar area for him.

Though the study was taken up in the particular area, it has a universal application for most of the factors of Motivation are common to any land of modern civilization.

REVIEW OF LITERATURE

Helmlinger (1997) states “The fact is human beings in general and students in particular are complex creatures with complex needs and desires. Students are not purely physical, economic, political, or psychological beings. H.W. Beecher said, “God made man to go by motives, and he will not go without them anymore than a boat without steam, or a balloon without gas. Find out what motivates man, touch that button to turn the key that makes men achieve.”

Lengnick-Hall and Sanders (1997) pointed out “students are the raw materials for education and the primary products of educational transformations; and most important...students are key members of the labor force involved in creating education.”

Senge et al. (1994) suggest that teachers should be “producers of environments that allow students to learn as much as possible” or that schools should become learning habitats wherein relationships are fostered between people, students develop their own individual instruction plan, and a variety of investigating system options replace the passive receipt of information.

Dessler (2001) defined motivation as the intensity of a person’s desire to engage in some activity. From the above definitions some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as...
well as the outcomes they bring about (performance).

According to Herzberg et al.(1959) ---does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content.

According to Collinson (1996), it is found that Exemplary teachers appear to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job.

According to Ukeje et al. (1992), they are of the opinion that however highly motivated to perform a teacher may be, he or she needs to possess the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers’ job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.

Ololube (2005) study stated that the roles and contexts of teachers’ motivational methods and tools cannot be under emphasized because high motivation enhances productivity which is naturally in the interests of all educational systems.

RESEARCH DESIGN

Analytical method of study was carried out based on existing popular theories of Motivation and to fit in to the regional level, the research is carried out.

ANALYSIS OF THE STUDY.

The analysis of the study is framed on various factors of the motivational theories whose proper application in various situations, will help in the accomplishment of Institutional betterment. The following factors are directly correlated to the accomplishment of Institutional betterment.

1. Individual differences as a factor in motivation.

The goals to which an individual aspires are many and so varied is his motivation. Some teachers will have economic drive in the profession. Some others will have achievement as source of satisfaction and for some others teaching will be looked upon as a noble profession which goal gives them primary satisfaction and if such people are chosen for the institution, they will do their best for its betterment.

2. The ice-berg phenomenon as a factor of motivation (Jay Friedenberg, Gordon Silverman,2011)

Sigmund Freud, founder of Psychoanalysis, had theory commonly referred to as the iceberg theory in which he proposed to split the human into three levels of consciousness.

He said that every human had an unconscious, a preconscious, and a conscious level to their minds. According to his theory the unconscious mind was the largest part, but also was the hidden or repressed part. Still even though this part was repressed according to Freud this part had the most influence. The middle section was called the preconscious or subconscious and this was the part that was sometime acknowledged by the brain and other times was not.

The final part was the conscious part. This is the part of our mind we are aware of on a daily basis and makes most of our decisions and thoughts. Still Freud said although this is the only completely visible part it is still mostly affected and influence by the unconscious lurking below.

Sigmund Freud found that man cannot always verbalize his motivation to attain certain goals or even tell one what his goals are. In many ways man is like an iceberg. Only a small part is conscious and visible and below the surface is unconscious motivation. A certain student always complained to her mother about her Teacher. Later on it was found that the physical appearance of that teacher resembled that of her step father whom she feared a lot. She unconsciously transferred to her Teacher the unfavorable characteristics of her step-father.

So the teacher has to identify such students who have unconscious fear or hatred towards another individual who may be his teacher or classmate that will hinder his learning process. If such unwholesome fear or hatred is removed, the student will prove to be a useful asset to the institution. False assumptions, causeless fear or unwarranted anxiety among students that hinder their scholastic achievement should be eradicated from their minds to develop clear perception of things and matters that will enable them to become great achievers.

3. Play it safe – play it for life –factor of motivation

One person with strong security need may ‘play it safe’ and avoid accepting responsibility for fear of failing and being fired. Another individual with the same security need may look for responsibility for fear of being fired for low performance.

The reactions of Individuals to successful or unsuccessful fulfillment of their needs may also differ. Some who fail to attain their goal (Promotion at a university) may become frustrated and give up trying. Others may be motivated to redouble their efforts (By writing and publishing additional scholarly articles or books) and become a Professor.

The Principal /Head of the Institution should provide a good working climate, free from fear or anxiety so that the staff would be able to put forth their best in executing curricular and co-curricular activities and get professional advancement which will benefit the student community and enhance the reputation of the institution.

4. Change in Motivations as a factor

A temporary teacher may work hard in the beginning to become permanent. When made permanent, he may continue to perform his role to his best to gain promotion. The Head of the Institution should have clearly studied about his new staff through orientation and be able to assess his capabilities as a knowledgeable, skilled, talented in a specific area or field or a good researcher. Accordingly the staff should be given a suitable role to enrich his position. Such person will prove to be an asset to the Institution and help in its betterment.

5. Self –Actualization Factor of Motivation.(The ways of improving the students’ achievements irrespective of their varied learning abilities)

McGregor’s approach to motivation was based on fundamental Nature of Man which exhibits the ‘Self actualizing man. McGregor felt
that self-actualization needs of an individual is more important. Even an untalented man seeks some meaning and challenge in his job. So there is need to enrich his job.

The same principle may well be applied with reference to the mediocre students of an institution. In its classes are found students of different learning abilities such as below average, average and gifted students. The teacher should not neglect the students of the first two categories. Through proper motivation and enriching their academic activities, they will prove their inherent abilities as meritorious students. They will in course of time make the institution feel proud of them.

6. Law of Effect-Factor of Motivation (Nevin, John (1999)).

"The law of effect basically states that responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation."

Thorndike found out that behavior that has a rewarding consequence is likely to be repeated whereas behavior that leads to negative or punishing consequence tends not to be repeated.

A student works hard to achieve his academic objective and is directly rewarded with a highest Grade Point Average. Similarly, employees who work hard to achieve organizational objective are rewarded with bonus or privilege or promotion. They will tend to repeat their efforts whenever objectives are set. Suppose a mischievous boy commits a lot of petty crimes violating the norms of discipline of institution. He is awarded with punishment as specified in the bye-laws for violation of norms of good behavior. This will tend to modify his behavior pattern lest he should meet with unfavorable consequences for his misconduct. So the teacher should inculcate in students norms of good conduct through their behavior modification.

Positive reinforcement is insisted on rather than the negative reinforcement. Hence proper guidance and counseling instead of negative reinforcement for poor scorers and for those whose behavior is eccentric may be given.

B.F. Skinner (1938) coined the term operant conditioning; it means roughly changing of behavior by the use of reinforcement which is given after the desired response. In B.F. Skinner's Operant Conditioning, individuals emit responses that are rewarded and will not emit responses that are either not rewarded or are punished.

A student works hard and gets his teacher's praise. He later works hard again. It is illustrated in the following diagram:

<table>
<thead>
<tr>
<th>Learning through consequences of behaviors</th>
<th>BEHAVIOR Gets teacher's praise</th>
<th>Consequence And later works hard again.</th>
</tr>
</thead>
</table>

Diagram showing :Stimulus--- Response---- Consequence--- Future Response.

7. Job Enrichment as a factor of motivation

Job Enrichment means improving the quality of job in terms of intrinsic worth. It is a sort of vertical loading of functions and responsibilities. It makes the job more lively, challenging and satisfying. It gives a sense of achievement. The person needs less degree of supervision and he utilizes capabilities for self direction and control. He exhibits skills. He proves to be initiative and innovative.

A Principal or the Head of an Institution should identify the staff and give them 'Job enrichment' by giving them more of a challenge, more opportunity to use advanced skills, more opportunity for growth and contribute their ideas for the betterment of the institution.

8. Job Enlargement as a factor of motivation

Job Enlargement means expansion of the range of tasks in a job in other words, it is a way of enlarging jobs by adding tasks and responsibilities to ensure job satisfaction. It reduces monotony of repetitive job. A clerk in an institution doing typing is assigned tasks of drafting simple letters, sorting of mails and filings will be relieved of his boredom of routine work and also get job satisfaction. But he needs direction and higher level skills cannot be expected of him.

9. McClelland's Achievement Motivation as a factor.

The three important human needs are: need for affiliation, need for power and need for achievement. A teaching staff with a high need for affiliation is concerned about the quality of important personal relationship with others rather than task accomplishment. A Principal with the need for power reflects the desire to obtain and exercise power and authority and is concerned with influencing others and winning arguments. The Student with a high need for achievement reflects the desire to do something better or more in his academic career.

Principals should have high achievement motivation to be successful.

A good principal has a greater need for power than for achievement. This is because the characteristics of his job do not fit with the needs of an achievement motivated individual. He cannot perform all the tasks necessary for success by himself. He must get work done by subordinates. It would delay his evaluation of his subordinate's performance. A good Principal's need for power is also greater than his need for affiliation (To be liked by others). Their concern to stay on good terms with every staff, he'd have to make many exceptions to the rules that they might almost totally abandon orderly procedures. The staff would also feel irresponsible and without a sense of what might happen next. They'd also feel exceptions to rules as unfair to themselves.

But, a good Principal's greater need for power as a motive does not necessarily mean that he should be authoritarian in action. He should express the power motivation in a democratic way. He should be altruistic with a keen sense of justice. It is controlled and directed towards the benefit of the institution as a whole and not towards his personal aggrandizement.

The Implications of McClelland's Theory

1. It is significant in the sphere of selection, placement and training processes.
2. Every employee or recruit should be placed in a position where
the characteristics of his job fit with his needs.

10. Herzberg' Two Factor Motivation (Herzberg, Frederick, 1964)

The two-factor theory (also known as Herzberg’s motivation-hygiene theory and dual-factor theory) states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. His study was based on 200 engineers and accountants of the Pittsburgh area in the U.S.

Findings

There are two sets of conditions responsible for motivation and dissatisfaction of workers. When one set of conditions (Motivators) is present in an organization, the workers feel motivated but its absence does not dissatisfy them. Similarly, when another set of conditions (dissatisfiers) is absent in the organization, the workers feel dissatisfied but its presence does not motivate them. The two sets are unidirectional.

<table>
<thead>
<tr>
<th>MOTIVATORS</th>
<th>DISSATISFIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Company policy and administration</td>
</tr>
<tr>
<td>Recognition</td>
<td>Technical supervision</td>
</tr>
<tr>
<td>Advancement</td>
<td>Interpersonal relations with</td>
</tr>
<tr>
<td>Work itself</td>
<td>Superiors, Peers and Subordinates</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Salary</td>
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<td></td>
<td>Job security</td>
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<td></td>
<td>Personal life</td>
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<td></td>
<td>Working conditions and status.</td>
</tr>
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</table>

To Maslow (1943) all types of unsatisfied needs are potential motivators. To Herzberg, only part of esteem needs (Recognition) and self actualization needs act as motivators. Other needs do not act as motivators but only prevent dissatisfaction.

We have to set significant motivators in the Institution to accomplish institutional betterment.

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The Findings, Conclusions and Recommendations stated below will certainly be useful to the researchers for informative purpose to do further research on it.

Findings

The above study has clearly explained the salient factors contained in the various theories of Motivation, their impacts on human mind, attitude and performance and how their institutional betterment may be established by motivating the staff for better performance, students for better learning and achievement of educational goals and aspirations, their Principal to be a good leader and the nation towards greater development.

Conclusion

As stated earlier the accomplishment of an institutional betterment depends not just in the existence of all infrastructure, availability of resources of learning, efficient teaching faculty and maximum students on roll, but how far all these members are motivated in their role play that alone counts really in determining the institutional betterment. Hence it is evident that the accomplishment of an institutional betterment is directly correlated with the level of Motivation to which its staff, students and the Head of the Institution are placed. It is applicable not only to any institution private or government but also to any company, industry or any organization. The factors of motivation discussed in this study will certainly help them accomplish their vision or dream to good name and fame.

What is the best way to motivate one for better performance is a judicious application of the Motivation theories in to practical situations. The short answer is that all of these theories can be effectively used, as often as possible. However, no theory seems to be complete in and of itself. As such, may be the best way to gain some new understanding about motivation is to hold all of these theories simultaneously in mind and implemented taking in to account the characteristics of people living in that specific areas, for people's culture and outlook varies from country to country but the fundamental human nature is invariably the same everywhere. The study has augmented all factors of motivation and if they are put into practice, it will certainly bring the desired result of accomplishment of an institutional betterment.

Recommendations

The Study was taken up with the hope that the findings will enable the Institutions, Companies, Industries and Organizations to implement in their administration the motivating factors discussed above for successful running towards the desired goals.

The following suggestions will help the institutions earn good name and fame and become a profitable enterprise.

1). Staff should be motivated to perform their roles best in the interest of the students under their care and for the betterment of the institution by following the motivating factors discussed in this study.
2). Students should be considered as the future citizens of the Republic and so all sorts of positive reinforcement needed for their academic achievements should be given through motivation.
3). The Head of the institution should exhibit all leadership qualities that will motivate the staff and students to perform their best. He should show the way and lead them on the way to greater heights of advancement in life.
4). The Management should provide the staff scope for promotion, facilities for a peaceful living, recognition of their service, and scope for job enrichment and job enlargement.
5). The Government should give housing accommodation, retirement benefits and privileges to the staff by fulfilling the basic needs of students. Educational loans that will motivate them to pursue higher education and contribute for the welfare of the nation.

All these motivating factors will highly work out in the life and career of students, staff and the Heads of the institutions and the dreams of the parents will be realized. The nation will be at the zenith of glory.

References


