

## Chapter III

# Frame Work of The Study

The performance, productivity and continued competitiveness of organizations which determine their success and survival among other factors is critically dependent on the quality and motivation of their human resources. In fact, the performance of organizations could be considered as the integrated whole of the performance of individuals engaged in the organization dealing with commodities and/or services. In this context it is important that the factors which influence the performance of individuals and consequently the organizations as whole be studied systematically. Earlier it was assumed that the performance of individual is function of ability and motivation of individual, but now its is appreciated that the motivation and several environment factors present in the organization are interdependent and are mutually influenced.

The education which is essentially a service sector is highly dependent on the quality and motivation of human resources, specifically the teachers. While the ability and motivation are important for the performance of individual teachers and school system a whole it is a common experience that the environmental do effect the motivation and consequently the performance of individual as well as the system as a whole.

In order to have in insight about the inter play of various factors which influence individuals and organizational performance and which are either present within individuals or within the environment, it may be worthwhile to have no appraisal of work done in the connected areas.

### **III.1 Motivation**

People differ not only in their ability to do but also in their will to do, or motivation. The motivation of people depends on the strength of their motives.

Motives are sometimes defined as needs, wants, drives or impulses within the individual. Motives are directed toward goals, which may be conscious or subconscious.

Motives are the "whys" of behaviour. They arouse and maintain activity and determine the general direction of the behaviour of an individual. In essence, motives or needs are the mainsprings of action.

Kurt Lewin's fundamental equation of human behaviour states that :

$$B = f(P,S)$$

Where B represents individuals behaviour, f means "a function of" or "is caused by" P is the person and S is the situation. Lewin's equation suggests that B is a function of something both inside the person and outside the person in the situation. This something inside the person is motives or needs that are reflected in individuals attitudes - the way individuals feel about things - and represented by personality - an individual's tendency to act. P and S are not independent, but rather are interdependent. Persons are influenced by the Situations are influenced by Persons. These are important ideas on the context "situational", or "contingency" leadership, in which the appropriate leader behaviour is determined by the situation. We will revisit this significant point later.

"Motivation" is symbolic of persistent and vigorous involvement in some activity which is a prerequisite for good performance whatever may be the potentiality, ability, competence and professional skills of an individual. If someone is lacking in motivation, his performance is bound to be poor. Dulany (1958) have rightly pointed out that "Motivation is as necessary for human performance as fuel or energy is necessary to keep a machine in motion". What is needed is a description which sufficiently covers the various aspects inherent in the process by which human behaviour is activated. Some of the important definitions are provided below.

Alinson (1964) considers the contemporary (immediate) influences on the direction vigour and persistence of action to define motivation.

James (1955) while defining motivation argues how behaviour gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organism while all this is going on.

Vroom defines motivation as a process governing choices made by persons or lower organisms among alternative forms of voluntary activity.

According to Campbell & Pritchard (1976) motivation has to do with a set of independent/dependent variable relationship that explain the direction, amplitude, and persistence of an individual's behaviour, holding constant effects of aptitude, skill and understanding of the tasks, and the constraints operating in the environment.

Fulmer (1987) attempts to define motivation by relating it to personality and behaviour. He says that if behavioural actions can be called the building blocks of personality then motivation is the basis of that behaviour. Motivation is considered by many, he contends, to be the key to behaviour.

Robbins (1982) observes that toward the goal of a productive group of employees, proper selection and development of personnel cannot be solely relied on for the desired result. An organisation can have individuals with extraordinary competence and abilities and still not be assured to satisfactory performance from these individuals. This is because, Robbins argues in a bid to underscore the role of motivation, there is a missing ingredient and that is motivation. It is motivation that activities the potential of employees. Robbins (1982) rightly points out that an employee's performance can be defined as being the product of two determines or factors namely level and interaction between ability and motivation.

Thus motivation is that stimulus necessary to convert employee talent into a successful job performance. The manager needs to stimulate the talented worker to have the willingness to do something by making the employee/worker perceive the action's ability to satisfy some need for him (the worker).

Robertson (1987) is of the view that motivation is concerned with strength and direction of behaviour. He divides the factors that influence behaviour into two broad sets namely the situation and the person. Robertson goes on to explain that there is always a constant interaction between person and situation factors and that it is these factors jointly which determine behaviour. Bandura (1977) supports Robertson by naming the situation and person factor's interaction as "reciprocal determinism".

The different definitions of motivation generally have three common denominators which may be said to characterise the phenomenon of motivation.

- (i) what energizes human behaviour
- (ii) what directs or channels such behaviour and
- (iii) how this behaviour is maintained or sustained

Each of these three components represents an important factor in our understanding of human behaviour at work. First, the conceptualization points to energetic forces within individuals that "drive" them to behave in certain ways and to environmental forces that often trigger these drives. Second, there is the notion of goal orientation on the part of individuals; their behaviour is directed towards something. Third, this way of viewing motivation contains a system surrounding environments that feedback to the individual either to reinforce that intensity of their drive and the directions of their energy or to dissuade from their course of action and redirect their efforts. Thus motivation therefore, be considered as an integrated force produced by some extrinsic or intrinsic (or both) motives which propels or pushes an organism to involve in some activity and to sustain it till he reaches his goal.

# **Theoretical Basis of Motivation**

## **Need Theories**

The need theories of Maslow (1943), Alderfer (1969), and Murray (1938) and Mc Calland (1971), while not entirely ignoring job related and work environment variables, are primarily individual theories of motivation. Strong emphasis is placed on the characteristics of the individual, and these models represent highly developed statements concerning the role played by personal need strengths in the determination of work behaviour. While the influences of the job and work environment are not central themes, it is easy to see how such factors could play a major role in these models. For example, for employees with a strong need for self-actualization, providing a work environment that would promote fulfilment of this need should increase their propensity to remain with the organization and respond positively to organisational objectives. A similar argument could be advanced for creating an achievement oriented work environment under the Murray Mc. Clelland-Atkinson model for individual with a high need for achievement. Even so, although a good deal of speculation is possible concerning how such job and environmental variables might affect personal need, satisfaction and performance, it should be recognised that such considerations are dealt with relatively lightly in these models.

## **Equity Theory**

Equity theory delineated by Adams (1963) centres around the relationship between individual characteristics - attitudes towards inputs and outcomes, tolerance for feelings of inequity, and the like and work environment characteristics (specially system wide reward practices).

This process-oriented approach does place considerable stress on the individuals' perceptual reactions to environmental variables, and in that sense the theory considers interactive effects. The approach does not, however, provide a comprehensive framework for integrating the major sets of variables

affecting motivation at work and in particular fails to consider many of the other impacts of these variables (besides producing feelings of equity or inequity).

### **Reinforcement Theory**

Of all the theoretical approaches considered here reinforcement theory (behaviour modification) is the one that places by far the heaviest emphasis on the work environment cluster of variables. For those who advocate this approach (Nord, 1969), Jablonsky and De Vries, 1972 and Hammer 1975) the response of the work environment including its various elements such as the workgroup, the supervisor, company reward practices, is the controlling factor in affecting employee behaviour (assuming a given level of ability). The notion of individual differences and particularly the notion of individual needs and attitudes, is virtually ignored by this approach. The reinforcement approach to explaining behaviour is epitomized by the phrase "behaviour is a function of its consequences". Thus, it is clear that this kind of orientation to understanding motivated behaviour in the organisational setting deliberately focuses on, basically, only one set of variables - the reaction of the environment to specific behaviours.

### **Expectancy/Valence Theory**

Finally, expectancy/valence theory (Vroom, 1964; Campbell & others, 1970, Lawler, 1973) can be examined in terms of how it deals with the three major sets of variables - individual, job and work environment. The theory is specific in dealing with the role of individual differences. It recognizes individual variations in need strengths by acknowledging that not everyone values the same rewards equally, people attach different valences to potential outcomes. People also differ in their perceptions of how equitable a given level of rewards is (in relation to the individual's own standard of comparison). Moreover, the model particularly emphasizes that individuals have differing beliefs, or expectancies, that certain actions on their part will ultimately lead to desired

rewards. Expectancy/valence theory also encompasses job-related variables by pointing to how these factors can affect future expectancies, and by arguing that job attributes can at times serve as sources of intrinsically valued rewards/ Finally, expectancy/valence theory focuses fairly explicitly on several work environment influences on performances particularly those relating to reward structures. Throughout, this model stresses the necessity of analysing relationships among variables as a prerequisite to an understanding of the motivational process. It does, however, place heavy emphasis on individual's cognition's about how their own behaviour will or will not lead to particular outcomes potentially available in the work situation.

Each major approaches to motivation provides an important perspective from which to view motivation - and this is crucial - these perspectives are not necessarily contradictory but rather provide a comprehensive view point that permits an increased and sophisticated understanding.

### **III.2 Motivation and Organizational Performance**

Considerable attention has been given to understand the key elements of organizational performance. The satellite model of organizational performance (Mac Millan & Schuler, 1984) identifies several of the most important factors including organizational structure, knowledge, human resources, strategic positioning and the human process. This provides emphasis on the human resources and argues that companies can gain a competitive advantage through their human resources by making sure that employees have both appropriate skills and are suitably motivated.

Another model developed by Clay Carr (Clay Carr, 1993) is based on seven factors, (motive, competence, means, opportunity, feedback, standard and goal) which are important for organizational performance. However, "motive" and "goals" are considered critically. In Carr's terms the critically of these two

factors are not created equal. An individual's goal and motives for accomplishing that goal dominates the other factors.

The productivity (and quality) improvement exercises initiated in the recent past have focused on technology and capital equipment to reduce the input of labour cost using industrial engineering technique and represent significant approaches towards performance improvement of organisations. The proponents of the productivity wheel (Vincant, Omachonu and Joel Ross, 1994) to represent above mechanisms towards organizational performance, however, observe that "both these approaches are still appropriate, but the current trend is toward use of potential available through human resources".

An important development towards improved understanding of organizational performance has been the ACHIEVE model designed by Paul Hersey and Marshall Gold Smith (1980) to help practising managers towards the identification and development of change strategies for solving the problems which exists in the organizations.

The first step in the development of the ACHIEVE model was to isolate the key factors that influence performance management. Earlier work by John W. Atkinson indicated that performance is a function of motivation and ability. Put in simple terms, the idea is that the follower has to have a certain degree of willingness to do the job and the skills to complete the task. Lyman Porter and Edward Lawyer expanded this idea by including role perception, or job understanding. They noted that followers can have all the willingness and skills needed to do the job, but will not be effective unless there is a clear understanding of what to do and how to do it.

Jay Lorsch and Paul Lawrence approached to topic from a different perspective and concluded that performance was not merely a function of attributes possessed by the individual, but also depends on the organization



and the environment. Individuals can be highly motivated and have all the skills to do the job, but they will be effective only if they get needed organizational support and direction and their work fits the need of their organizational environment.

The ACHIEVE model uses two more factors in the performance management equation. The first factor is feedback, which means that the followers need to know not just what to do but also how well they are doing it on an ongoing basis. Feedback includes day-to-day coaching and formal performance evaluation. The other performance management factor is validity. In analyzing performance, such as job analysis, recruitment, appraisal, training, promotion, and dismissal.

Hershey and Gold Smith isolated seven variables related to effective performance management (i) Ability (knowledge and skills) (ii) Clarity (Understanding or role perception) (iii) Help (organizational support) (iv) Incentive (motivation or willingness) (v) Evaluation (performance feedback) (vi) Validity (valid and legal personnel practices variables).

This model takes into account important parameters related to performance including ability, motivation as well as environment factors. It may be pointed out that the factors which influence performance of individuals and organizations are interdependent and are required to be considered in totality when examining the (OU) of organizational performance.

### **III.3 Teacher And Performance of Educational Set-up**

The foregoing discussion indicates that a number of mutually interdependent factors influence the performance of organizations which include factors which could be assigned to human resources and also those present in the organizational environment. In an educational set-up the teachers constitute important human resources and the performance of educational set-up could

be considered to be dependent on the attributes assignable to individual teachers and other factors constituting the environment of the set-up. According to ACHIEVE model the personal attributes of teachers, environment of the set-up and these factors which create synergy among different factors for the improved organizational performance. In India, most of the studies have considered the personal attributes of teachers in relation and researchers have not paid attention towards the study of motivation in relation to performance improvement of educational set-up from the management point of view.

### **III.4 The Present Study**

The present study of teachers' motivation has been prompted due to following consideration :

- (i) the educational set-up in India, specially in the Government sector, operates at sub-optimum level and there is ample scope towards improving its performance.
- (ii) there is high concern of motivation of teachers as they constitute important human resource of the set-up, and
- (iii) some understanding about the factors which influence the organizational performance has been evolved in business organizations which could be beneficially utilised for performance improvement of the educational set-up.

It is proposed to take an overall view of different factors which possibly, influence the teachers' motivation and could be related to performance of the present set-up.

The study present exploratory is being undertaken at pilot level with a view to evolve understanding for undertaking similar study on a larger scale for performance improvement of our education at set-up and increased satisfaction of all concerned.