MINOR RESEARCH PROJECT

"MOTIVATION OF MANAGEMENT COLLEGE TEACHERS IN WEST GODAVARI DISTRICT"

Submitted
To
Ch. S. D. St. Theresa's College for Women
Under
RASTRIYA UCHTAR SIKSHA ABHIYAN (RUSA)
2.0-Scheme

By
Principal Investigator
Dr.R.Pardhasaradhi, M.B.A., Ph.D.,
Associate Professor, Head & Director I/C
And
Co-Investigator
Smt.S.SitaSmitha, M.B.A., LL.B
Assiatant Professor

Dept. of Management Studies
Dr C. S. Rao P.G Centre
Sri Y.N. College, Narsapur-534275
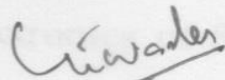**W.G.Dt., Andhra Pradesh**

December-2019

i

CERTIFICATE OF THE HEAD OF THE

INSTITUTION

This is to certify that Dr.R.Pardhasaradhi has been working in Dr.C.S.Rao P G Centre of Sri Y N College since 5th August 1991 as a regular and permanent faculty member and he is presently the Associate Professor, Head and Director incharge of PG Courses.

Smt.S.Sita Smitha has been working since 17th August 2007 as a regular and permanent faculty member in the Department of Management Studies, Dr.C.S.Rao P G Centre, Sri Y N College and she is presently the Assistant Professor in the Department.

This Minor Research Project entitled **"Motivation of Management College Teachers in West Godavari District"** has been done after the approval under RUSA 2.0 scheme.

It is also certified that this work is a genuine work done solely for this purpose and has not been submitted to any other University or Institution for any academic purpose.

Principal
(Dr.K.Venkateswarlu)
Sri Y N College (Autonomous)
Narsapur

ii

CONTENTS

CHAPTER – I

INTRODUCTION

1.1 A Perspective of Motivation

1.2 Objectives of the Study

1.3 Methodology of the Study

1.4 Presentation of the Study

1.5 Limitations of the Study

INTRODUCTION

Motivation is an Omni-potent force. It is an internal force for every human being. All conscious endeavours of people can be attributed to their internal state of motivation. In fact, it is the motivation which makes life happen.

Motivation of employees is the concern of all organizations. An organization basically is a structured group of people working for achieving a common goal. The modern world is filled with innumerable organizations. There are Business Organizations, Service Organizations, Political Organizations, Philosophical Organizations, Philanthropic Organizations, Cultural Organizations and so on.

Whatever may be the nature and type of an organization, its success does depend on the motivation and performance of its employees.

Academic or Educational institutions/organizations which are production and grooming centres of young talent and character are base-rooted in the motivational strength, commitment and dedication of the teachers working in them.

1.1 A PERSPECTIVE OF MOTIVATION

The entire world in its present state of advancement is the result of motivation of people in different fields of activity. It is the motivation which makes people to live in this world.

Motivation is a basic psychological process which energizes, directs and sustains human behaviour.[1] The term motivation can be traced to the Latin word 'movere', which means 'to move'. Mitchell defined motivation as "the process that accounts for an individual's intensity, direction and persistence of effort towards attaining a goal".[2] Kreitner defined motivation as "the psychological process that gives behaviour purpose and direction".[3]

In the words of Buford, Bedeian, Lindnar, "motivation is a predisposition to behave in a purposive manner to achieve specific, unmet needs".[4] Higgins defined motivation "as an internal drive to satisfy an unsatisfied need".[5] James R. Linder said that motivation is "an inner force that drives individuals to accomplish personal and organisational goals."[6]

Motivated employees help organisations to survive and to become productive. To be effective, managers need to understand what motivates employees within the context of the

roles they perform. Of all the functions a manger performs, motivating employees is arguably the most complex. Motivation is one of the most frequently researched topics in the area of organisational behaviour. A survey of fortune 500 chief executives identified employee motivation as one of the top issues of concern to their organisations.[7]

When managers attempt to motivate organisation members, they rely quite heavily on several psychological theories developed by eminent psychologists and sociologists. All these motivation theories have been categorised as the content and process theories.[8] Content theories (eg. Maslow, Herzberg) explain work behaviour in terms of employee needs. If the employee has unsatisfied needs, the employee experiences tension which motivates him / her to act in order to satisfy those needs. Thus the content theorists explain work behaviour as being initiated and sustained by a deprived need and stopped when the need is satisfied.

Process theories [advocated by Victor Vroom; Porter and Lawler] explain work behaviour in terms of the cognitive process which the employee goes through during the behaviour. They examine the employee's needs as well as his / her perceptions of ability to perform the requisite behaviour, and

also the employee's expectations relative to the outcomes of the behaviour.

Some of the content and process theories of motivation are briefly reviewed hereunder:

1. Mc Gregor's Theory X and Theory Y:

Douglas Mc Gregor presented two types of personalities in connection with working organisations and work motivation.[9] In theory X, Mc Gregor assumed that an average individual is a pessimistic worker who dislikes work, has little ambition, wishes to avoid responsibility, prefers to be directed and seeks security above all. In theory Y, he assumed that people enjoy doing works. They have self direction, self-control and commitment in the work.

According to Mc Gregor, X type of people, by nature, are demotivated while Y type of people are self-motivated.

2. Abraham Maslow's Need Hierarchy Theory:

One of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by Abraham Maslow.[10] The basic preposition of Maslow's theory is that human motivation is the result of the need-fulfilment behaviour of humans. Maslow saw human needs in the form of a hierarchy of

five levels, ascending from the lowest to the highest. The hierarchy of five levels are:

a) physiological needs like hunger, thirst, shelter and other body needs,

b) security needs concerning the security of future, c) social needs related to the affiliation of people, d) esteem needs concerned about status and recognition and e) self-actualisation needs directed towards maximising one's potential.

Maslow proposed that an individual moves up the steps of the hierarchy, one after another. As each of the needs becomes substantially satisfied, the next need becomes dominant. And a substantially satisfied need no longer motivates.

Though this theory has received wide recognition, research has not supported the five step progression.

In the line of Maslow, later Alderfer and Mc Clelland also developed need based theories. Alderfer in his ERG model identified existence, relatedness and growth needs as potential motivators. Mc Clelland viewed motivation as arising out of three basic needs viz., need for power, need for affiliation and need for achievement.

3.   Frederick Herzberg's Two Factor Model:

Herzberg developed a two – factor model of motivation, on the basis of research with engineers and accountants, in which he said that two separate sets of factors are influencing motivation".[11] He stated that absence of certain factors in organisations causes dissatisfaction in employees. They are – pay, working conditions, job security, company policy & administration, quality of supervision, relations with others and status. Herzberg called them maintenance factors as they maintain neutral performance in the organisations and are not motivators.

On the other hand, the presence of some other factors such as recognition, advancement, responsibility, growth in the job, achievement and challenging work etc., causes motivation in employees. These are called motivators. As they are related to the job itself they are also called job-content factors. Their absence may not cause dissatisfaction but their presence is strongly motivating.

Unlike Maslow, Herzberg's approach is more pragmatic as he identified several organisational factors on the basis of research study.

4. Victor Vroom's Expectancy Model:

Vroom held that people will be motivated to do things to reach a goal if they believe in the worth of that goal and if they can see that what they do will help them in achieving it.[12] According to him motivation is a force which is a product of valence multiplied by expectancy.

Force (motivation) = Valence X Expectancy

While valence is the strength of an individual's desire to reach a goal; expectancy is the probability that a particular action will lead to a desired outcome or goal.

5. Porter & Lawler Model of Motivation:

Porter & Lawler viewed motivation as effort which depends on the value of rewards, the amount of energy a person believes is required and probability of receiving the reward.[13]

Effort = Value of Rewards + Perceived effort and Reward Probability.

Porter & Lawler derived a complete model of motivation. They said that the effort leads to performance conditioned by the ability to do the job and the employee's perception of what the required task is. Performance offers the intrinsic and extrinsic rewards which tempered by what the individual sees as equitable, lead to the satisfaction of employees.

6. J. Stacy Adam's Equity Theory:

Adam states that most employees are concerned about more than just having their needs satisfied; they also want their reward system to be fair.[14] They judge fairness by comparing the outcomes they receive with their relevant inputs and also by comparing this ratio with the ratios of other people. In this calculation, if people feel that their rewards are more than equitable, they get motivated and work harder. If they feel that they are inequitably rewarded, they may be dissatisfied.

7. Kanungo and Mendonca Model of Work Motivation:

Rabindra Kanungo and Mendonca developed a generalised model of work motivation which according to them is the essence of all the above mentioned content and process theories of motivation.[15] The model has six elements, viz.,

a) The employee's needs such as need for job security, money, personal growth;

b) The employee's expectations regarding the extent to which the required job behaviour would lead to personal outcomes that can satisfy the needs;

c) Employee's self-efficacy expectations regarding the extent to which he/she can perform the required job behaviour;

d) The employee's job behaviour;

e) The experience of the outcomes of job behaviour and

f) The feedback of such experience of consequences of job behaviour for future motivation to engage in similar job behaviour.

The Motivational Model

| a) Employee Needs

b) Employee outcome expectations

c) Employee Self-Efficacy | → | d) Job behaviour | → | e) Employee Experience of Outcomes |

| f) Feedback |
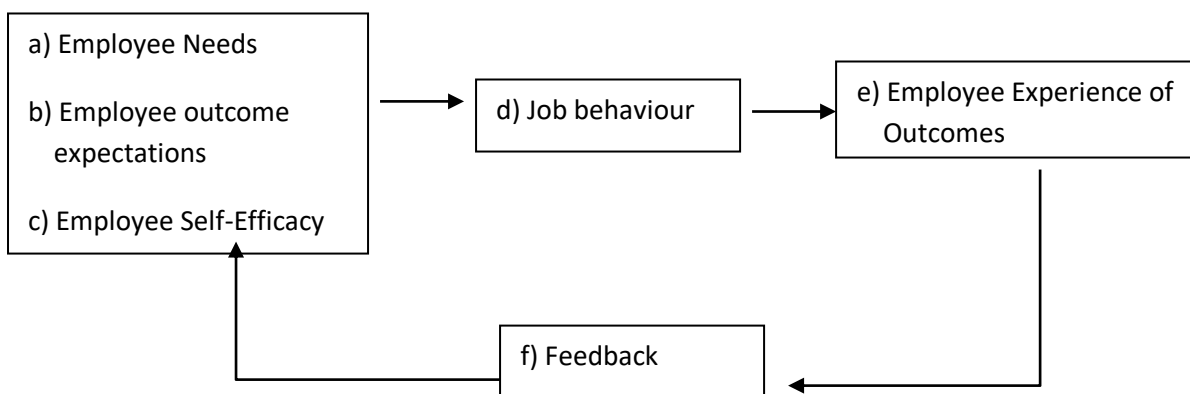
Each employee is likely to go through this motivational model and a manager interested in changing or improving employee performance must analyse and influence the various elements in the model. Thus a manager must know what are the salient needs and expectations of the employees, how the employee experiences the job outcomes and how he / she must influence these needs, expectations and experiences through appropriate organisational interventions using various motivational techniques like recognition, reward, participative management etc. However, it is essential to know that employee

motivation alone will not result in performance. Performance requires, apart from motivation, the ability on the part of employees and also the opportunity to perform in the organisations.[16] It is expressed as P = f(A x M x O), where performance (P) is a function (f) of ability (A) multiplied by motivation (M) and opportunity to perform (O). Hence managers should concentrate on designing a work environment wherein all factors i.e., the abilities of employees, their motivation levels and the opportunity to perform are improved.

8. Goal Setting Theory:

In the late 1960s, Edwin Locke proposed that intensions to work towards a goal are a major source of work motivation.[17] Goals tell an employee of what needs to be done and how much effort will need to be expended. Goal-setting as a motivational tool, is the most effective when few elements are present. They are: a) acceptance b) specificity c) challenge and d) feedback.

Effective goals need to be understood and accepted by the employees. It is necessary for managers to involve the employees in the goal setting process to obtain their acceptance. Goals need to be specific, clear and measurable. The specificity of goal itself acts as an internal stimulus. Goals must also be challenging. It can be stated that the more difficult the goal, the

higher the level of performance. Most employees work harder when they have difficult goals to accomplish rather than easy ones. And people will do better when they get feedback on how well they are progressing towards their goals. Self-generated feedback, for which the employee is able to monitor his progress, has been shown to be a more powerful motivator than externally generated feedback.[18]

In addition to the above four, other four factors have been found to influence the goals-performance relationship. These are goal Commitment, adequate self-efficacy, task characteristics and the organisational culture.

9. Flow and Intrinsic Motivation Theory:

The theory holds that interesting work itself is a source of motivation. Generally people get immersed in doing favourite activities like running, dancing, singing and working and in that they even forget time. Motivation researchers call this state of absolute concentration flow.[19] Research studies have proved that 'Work' has many of the properties that stimulate flow. It usually has clear goals. It provides people with feedback on how well they are doing. It encourages concentration and prevents distractions.

Ken Thomas explained Flow as 'intrinsic motivation'.[20] Thomas described employees as intrinsically motivated when they genuinely care about their work, look for better ways to do it, and are energized and fulfilled by doing it well. The rewards an employee gets from intrinsic motivation come from the Work itself rather than from external factors like increases in pay or compliments from the boss.

Thomas proposed that intrinsic motivation is achieved when people experience feelings of *choice, competence, meaningfulness* and *progress*.

Choice is the opportunity to select task activities,

Competence is the feel of skilful performance of task activities,

Meaningfulness is the opportunity to pursue a worthy task,

Progress is the feeling of making significant advancement in achieving the task purpose.

Thomas reports a number of studies demonstrating that these four components of intrinsic motivation are significantly related to improved job satisfaction and increased performance as rated by supervisors. [21]

Motivation in the Indian Perspective:

The Indian Vedic Philosopy emphasises on the 'internal', 'self-motivation' which can be viewed as the 'inspirational

motivation'. It considers work as 'Sadhana'. According to Vedantic view, the whole universe with its different objects in various forms is the manifestation of God / Brahman. Atman / Soul in the individual is a portion of God. Every human (living) being has the divinity of God within and the purpose of work is to bring out that divinity. As living human beings cannot remain without working at physical and mental levels, work is very natural. Also, work is to be performed with utmost sincerity and it is to be offered to 'God' as the energy that makes one work is given by God. Hence work is considered as worship of God. All kinds of works are sacred. Moreover, work is to be performed as duty without any attachment for results.[22]

The Indian philosophy forwards a unique work motivation model to attain the purpose of human life. The model which comprises four phases is called 'Chaturvidha Purushardha'. The phases are *dharma, artha, kama, moksha*. They can be perceived as four levels of needs of human beings.

The first one dharma is the righteousness. It is the law which governs human physic and the human mind. It states that an individual has to do his duty without fail in the righteous way.

The second one artha is the need for money or material wealth that is required for satisfying basic necessities like food, clothing and shelter.

The third one kama is the fulfilment of desires. It is the desire for pleasure at material level and pleasure at mental level like power, position, name, fame, respect and recognition.

The fourth and the final one moksha is the ultimate of all human existence. It is called salvation or liberty in which an individual realises his self, gets freed from all worldly bondages and stays permanently in his / her original state of 'Sachhidananda'. (Sat : permanent existence; Chit : Real superior knowledge, Ananda : Bliss).

The essence of this descriptive and more so perceptive model of human motivation is that the individuals have to stick to the righteous path in making efforts towards making money and satisfying physical, social, and other esteem needs. Finally they have to aim at 'salvation', in pursuit of which they get relieved of all desires, wants and live in bliss. The model forwards incessant work as the main duty of human beings for pursuing the purpose of human life. Lord Krishna said in Bhagavadgita – "Your right is only to perform your duty, but never to claim its fruits / result. Do not be the cause of the fruit of action nor let your attachments be for inaction.

Perform actions being steadfast in the path of yoga, renouncing attachment, having become even-minded in success and failure."[23]

The above verses mention four points for inspired activity:

i) Focus on the action. Have a process oriented approach.

ii) Don't entertain 'idle-imaginations' with the results.

iii) Don't insist on gaining a fixed – fruit only.

iv) Don't sit back courting inaction.

In all activities, one should get so much engrossed that one should forget oneself in the work being done. Such a performer will not care for success or failure because the work itself gives joy. An artist who is at work, forgetting himself in the ecstasy of work is an example. This is called 'being process-oriented' and not 'result-oriented'. Ensuring the best inputs in the process ensures the best results.[24]

Importance of Motivation:

a) Motivation of employees is an invaluable asset to the organisations. Motivated employees put in great deal of efforts in the organisations. This not only enables them to reach their personal objectives but also realises the organisational objectives. Thus motivation leads to organisational effectiveness / success.

b) Motivation reduces the absenteeism of employees, it also lowers the rate of employee turnover. Motivated employees always tend to be target oriented thus pay little interest on conflicts and concentrate on cohesion and cooperation. Thus intra-organisational interpersonal relations will improve which will result in good team work.

c) Motivated employees tend to conform to all work norms and always move with a positive mind set. They accept all organisational changes with minimum of resistance. Thus, this ultimately results in the development of a good organisational culture.

d) Motivation basically improves quality of performance in all endeavours and will lead to total quality management. In the wake of increasing competition in the industrial World, motivation of employees becomes an important competitive weapon to the organisations that provides them the competitive edge and the strategic advantage.

e) Motivation, from the employee's point of view, Will bring intrinsic and extrinsic rewards and thus bestows satisfaction to the employees. The perceived job satisfaction will further improve their morale, and self-efficacy.

Motivation Techniques and Programmes:

Organisations take certain concrete steps to improve motivation of their employees. There are a number of motivation techniques and programs that have gained varying degrees of acceptance in practice, all over the world. A few techniques are given hereunder:

1. Variable Pay Programmes:

Also called financial incentives, they are in direct monetary form provided to motivate people for better performance. There are several individual and collective schemes in this like a) productivity linked incentives, b) performance based pay, c) profit sharing, d) bonuses, e) employee stock option plans (ESOPs) etc.,

2. Management by Objectives:

It is an operational technique which integrates individuals with the organisation and organisation with its environment. MBO operationalises the concept of objectives by devising a process through which objectives are set throughout the organisation jointly by superiors and subordinates.

3. Employee Recognition Programmes:

They consist of personal attention, expressing interest, approval and appreciation for a job well done. In contrast to most other motivators, recognising an employee's superior performance often costs little or no money.

4. Employee Involvement Programmes:

They include participative management, suggestion systems and quality circles.

Participative management – In this subordinates actually share a significant degree of decision making power with their immediate superiors.

Suggestion systems – Employees offer suggestions for improving processes or cutting costs and are recognised with small cash awards. The Japanese have been especially effective at making suggestion systems work.

Quality circles – Quality circle is a work group of 8 to 10 employees and supervisors who have a shared area of responsibility for solving quality problems, investigate causes, recommend solutions and take corrective actions.

5. Job Enrichment:

In this the jobs are designed in such a way that they become more interesting and challenging to the performers and

provide them with opportunities for achievement, recognition, responsibility, advancement and growth. In job enrichment, jobs are so enriched that they become source of motivation to the individuals.

6. Empowerment:

"Empowerment is the process that provides greater autonomy to employees through the sharing of relevant information and the provision of control over factors affecting job performance."[25]

Empowerment helps remove the conditions that cause powerlessness while enhancing employee feelings of self-efficacy.[26] There are five ways of empowering employees: i) Helping employees achieve job mastery by giving proper training and coaching. ii) Allowing more control by giving employees discretion over job performance and then holding them accountable for outcomes. iii) Providing successful role models that is by allowing them to observe peers who already perform successfully on the job. iv) Using social reinforcement and persuasion that is giving praise, encouragement and verbal feedback designed to raise self-confidence. v) Giving emotional support by way of providing reduction of stress and

anxiety through better role definition, task assistance and honest caring.

1.2 NEED FOR THE STUDY

Any country's growth in turn depends on the growth of business, agriculture and service sectors. While technology is a driving force in all these sectors, the quality of management, in fact, is the predominant factor that influences the productivity. Here exactly we find the need for competent and committed managers. B schools and Management colleges produce managers in the modern world. Obviously the quality of teaching and training in the B schools affect the quality of Management students. As teachers of Management Colleges are the mentors of students they need to have the right perspective of quality education and develop competent managers for the industry.

Unless the teachers in the Management programmes are motivated in their profession, they cannot produce the right kind of management graduates that the industry is looking for. Thus, it is perceived that the motivation and professional acumen of the teachers in the B schools and management colleges are the major determinants that need attention of policy makers and administrators.

In the post-liberalization era of the country, there has been a spurt of Management programmes throughout India in order to meet the need for professional managers as warranted by the growth of industry.

Obviously the demand for MBA course/programme has risen unimaginably. However the most distressing point is the low quality of an average MBA graduate coming out of B schools and especially Management Colleges affiliated to Universities. The MBA graduates are not able to acquire the required skill-set demanded by the industry. Though there can be a myriad of factors causing this situation, a doubt often rises as to the motivational levels of the teachers of the management programmes.

Thus, a research study has been felt necessary to get more insights into the issue of "Motivation of Management College Teachers". Motivation of teachers in Higher education institutions is of immense value in enhancing teachers' professional performance.

1.3 OBJECTIVES OF THE STUDY

The research project has been carried out with the following objectives.

1. To study the academic profiles of the faculty members of Management programmes in the West Godavari District.

2. To know the salaries paid and other benefits extended to them.

3. To find out the attitudes of the faculty members of management programmes.

4. To assess the motivation and satisfaction of the faculty members of management programmes.

1.4 METHODOLOGY OF THE STUDY:

The information for the study has been obtained from two sources viz., Primary and Secondary data. The main focus has been on the primary data which are obtained through a structured questionnaire.

The Secondary data are obtained from the text books, research article published in reputed journals and websites.

Sample Design:

The study focused on the MBA colleges in the West Godavari District and mainly the teaching faculty members. There are 26 colleges in the district that are offering MBA programme at present. Half of them are affiliated to JNTU (Jawaharlal Nehru Technologies University) Kakinada and half are affiliated to Adikavi Nannaya University Rajahmahaendravaram.

An attempt has been made to cover 17 colleges (65% of the total) and accordingly the structured questionnaires have been issued to all the faculty members in 16 colleges (61.5%) ultimately, the filled in questionnaires have been returned by 87 faculty members from 16 colleges.

The Colleges are

1. Sri Y.N College, Dr C.S.Rao P.G Centre, Narsapur.

2. Swarnandhra College of Engineering and Technology, Seetharamapuram.

3. Swarnandhra Institute of Engineering and Technology, Seetharamapuram.

4. Vishnu Institute and Technology, Bhimavaram.

5. Sri Vishnu Engineering College for women, Bhimavaram.

6. K.G.R.L College, Bhimavaram.

7. D.N.R College, Bhimavaram.

8. S.D College of IT, Thanuku.

9. Sri Rama Institute of Managemnet, Thanuku.

10. S.V.K.P and Dr.K.S Raju College, Penugonda.

11. A.K.R.G College of Engineering, Nallajarla.

12. Sri Vasavi engineering College, Tadepalli Gudam.

13. Sasi Institute of Technology and Engineering , Tadepalli Gudam.

14. Sir C R Reddy College, Eluru.

15. Ch.S.D. Saint Theresa's College for women, Eluru.

16. Bhimavaram Institute of Engineering and Technology, Pennada Agraharam.

Questionnaire: To elicit information from the respondents, the questionnaire is designed in 7 heads.

1. Personal Profile

2. Professional Data

3. Teaching Methodology

4. Financial Incentives

5. Hygiene Factors

6. Motivational Factors

7. Job Satisfaction

All questions used are of closed-end type.

All the seven heads/criteria used in the questionnaire contained questions that indicate the motivation level of respondents. The fifth and sixth heads are based on 'Frederic Herzberg's, The Factor Theory of Motivation'.

1.5 PRESENTATION OF THE STUDY:

The dissertation is organized in five chapters.

The first chapter is the 'Introduction' which contains the theoretical aspects of Motivation, need for the study, objectives, methodology and limitations of the study over a span of five decades.

The second chapter is devoted for 'Review of Literature' containing the foreign as well Indian studies on Motivation over a span of six decades.

The third chapter deals with the profile of the respondents in terms of their age, educational and research qualifications, academic experience and designations.

Analysis of the study regarding Motivation of 'Management College Teachers' is presented in the fourth chapter by way tables, percentages and interpretation.

The fifth and last chapter carries the summary, findings of the study, suggestions and conclusion.

1.6 LIMITATIONS OF THE STUDY

The present research project suffers from the following limitations.

1. As the six months given for the study is too short, a comprehensive study on the topic could not be taken up and the study has been limited only to one district be used.

2. Factual answers have not been given by the faculty members regularly hygiene and motivational factors, may be, due to the topic being sensitive and delicate.

REFERENCES

1. Randall B Dunham & Jon L.Pierce, Management, Scott, Freshman and Company, U.S.A., 1989, p.481.

2. T.R.Mitchell, Matching Motivational Strategies with organizational contexts in L.L. Cummings and B.M.Staw(eds.) Research in Organisational Behaviour, Vol.19, Greenwich, CT: Jai Press, 1977, p.60.

3. Kreitner R, Management (6th ed.). Boston: Houghton Mifflin Company, 1995.

4. Buford, J.A.., Jr.Bedeian, A.G., I Linder, J.R., Management of Extension (3rd ed.), cdumbus, Ohio: Ohio State University Extension, 1995.

5. JM Higgins, The Management Challenge (2nd ed.), New York: Macmillian, 1994.

6. James R, Linder, Understanding Employee Motivation in Journal of Extension, June 1998, Volume 36, Number 3, p.1.

7. M.Mc Comas, A top the Fortune 500, A survey of the C.E.Os, Fortune, 28 April 1986, p.26.

8. Cambell J.P. and Pritchard R.D, Motivation theory in Industrial and Organisational Psychology in M.D. Dunnette (Ed.), Hand book of Industrial and Organisational Psychology, Chicago, Rand Mc Nally, 1976.

9. Douglas Mc Gregor, The Human Side of Enterprise, Mc Graw.Hill Books Company, New York, 1960.

10. Abraham Maslow, Motivation and Personality, Harper & Row, New York, 1954.

11. F.Herzberg, B.Mansner, and B Snyderman, The Motivation to Work, John Wiley & Sons, New York, 1959.

12. Victor H. Vroom, Work and Motivation, John Wiley & Sons, New York, 1964.

13. Lyman W. Porter and Edward E.Lawler, Evaluation of the Impact of Feed back on Performance and Motivation, Human Relations, July 1983, pp.641-654.

14. J.Stacy Adams, Toward an understanding of Inequity, Journal of Abnormal and Social Psychology, 1963, Vol.67, pp.422-436.Rabindra N.Kanungo and Manuel Mendonca, Motivational Models for Developing Societies, Work Motivation, Sage Publication, New Delhi, 1994, p.17.

15. Rabindra N.Kanungo and Manuel Mendonca, Motivational Models for Developing Societies, Work Motivation, Sage Publication, New Delhi, 1994, p.17.

16. L.H.Peters, E.J.O. Connor and C.J. Rudolf, The Behavioural and affective consequences of performance. Relevant

situational variables, in organizational and Human Performance, Feb. 1980, p.88.

17. E.A. Locke, "Toward a Theory of Task Motivation and Incentives", Organisational Behaviour and Human Performance, May 1968, pp.157-189.

18. J.M. Ivancevich and J.T. Mc Mohan, "The Effects of Goal Setting, External Feedback, and Self Generated Feedback on outcome variables: A field Experiment", Academy of Management Journal, June 1982, pp.352-372.

19. M. Csikszentmihaly, Flow: The Psychology of Optimal Experience, Hapercollins, New York, 1990.

20. K.W. Thomas, "Intrinsic Motivation and How it Works", Training, October 2000, pp.130-135.

21. K.W. Thomas and W.G. Tymon, Jr., "Bridging the Motivation Gap in Total Quality," Quality Management Journal, Vol.4, No.2, 1997, p.89.

22. Nalini V. Dave, Vedanta and Management, Deep and Deep Publications, New Delhi, 1997, pp.6, 7.

23. Bhagavadgita, Chapter II, 47, 48 verses.

24. All India Chinmaya Yuva Kendra, Awakening Indians to India, Central Chinmaya Mission Trust, 2003, p.219.

25. John W Newstrom and Keith Davis, Organisational Behaviour : Human Behaviour at Work, Tata Mc Graw-Hill, New Delhi, 1998, p.227.

26. Lawrence R Rothestein, the Empowerment Effort That Came Undone, Harvard Business Review, January-February, 1995, pp.20-31.

CHAPTER – II

REVIEW OF LITERATURE

2.1 Review of Studies on Motivation
      in Foreign Countries

2.2   Review of Studies on Motivation
      in India

REVIEW OF LITERATURE

This chapter reviews the research studies conducted earlier on the subject of motivation in foreign countries and in India.

2.1 REVIEW OF STUDIES ON MOTIVATION IN FOREIGN COUNTRIES

Frederick Herzberg (1959)[1] conducted a study on 203 male engineers and accountants selected from various firms in Pittsburgh, Pennsylvania, U.S.A. Herzberg investigated the question, 'what do people want from their jobs'? He asked the respondents to describe the situations in which they felt exceptionally good or bad about their jobs. From the categorized responses, Herzberg concluded that the replies people gave when they felt good about their jobs were significantly different from the replies given when they felt bad. Intrinsic factors such as advancement, recognition, responsibility, and achievement were related to motivation and job satisfaction. Extrinsic factors such as supervision, pay, job security, company policies, inter personal relations and working conditions were related to dissatisfaction. These results formed the basis for Herzberg's motivation – maintenance theory.

Schwartz (1963)[2] from Rutgors University applied Herzberg's theory to low level supervisors. He limited his study to first level factors only and used a questionnaire in the place of interview. The result on the whole supported Herzberg's theory.

Friedlander and Engeve Walton (1964)[3] studied 82 engineers and scientists from California with open-ended questions. The study showed that motivation was related to job content factors and dissatisfaction was related to job context factors. This study supported Herzberg's theory.

Myers (1964)[4] in his study on 55 engineers, 52 female hourly assembly workers, 50 scientists, 50 manufacturing supervisors and 75 male technicians from Texas Instruments Co., U.S.A., made some modifications in the Herzberg's methodology. Personal life and interpersonal relations with subordinates were excluded from the study. His findings ultimately supported Herzberg's theory.

In one of the most elaborate studies (1945-65)[5] on employee motivation, involving 31,000 men and 13,000 women, the Minneapolis Gas Company of U.S.A. sought to determine what their potential employees desire most from a job. This study was carried out during a 20 year period from 1945 to 1965 and was quite revealing. The ratings for the various factors

differed only slightly between men and women but both groups considered security as the highest rated factor. The next three factors were – advancement, type of work, company-proud to work for. Factors such as pay, benefits and working conditions were given a low rating by both groups.

Salesh (1965)[6] in his study on 85 elderly supervisors from different firms in Cleveland of Ohio area, identified 'age' as the significant variable affecting the motivation and maintenance factors.

Ozt, (1965)[7] in his study of 350 telephone operators in U.S.A., found that job satisfaction and dissatisfaction were not composed of independent elements and thus challenged the application of Herzberg's theory to all occupations.

Werinmont (1966)[8] in his research study on 50 engineers and 82 accountants, tried to replicate Herzberg's findings using different methodology. He found that both motivational and maintenance factors could be the source of satisfaction and thus, disagreed with Herzberg's theory.

Ewer and Robert (1966)[9] studied 793 male blue collar workers and found that the dichotomy of satisfied and dissatisfied was not an accurate method of representing job satisfaction and dissatisfaction variables at work.

K.A. Kovach (1987 and 1995)[10] of George Mason University, in his study of industrial employees identified that people are not inherently lazy. People's work needs differ by age, gender, income level, job type and level in the organisation. He obtained the following ranked order of motivational factors – 1) Interesting Work 2) Full appreciation of work done 3) Feeling of being in on things 4) Job security 5) Good Wages 6) Promotion and growth in organisation 7) Good working conditions 8) Personal loyalty to employees 9) Tactful discipline 10) Sympathetic help with personal problems.

Harpaz (1990)[11] in his study on employees identified the following ranked order of motivational factors viz., interesting work, good wages, job security.

Palmer B. Johnnic (1997)[12] in his study attempted to establish whether the motivational instruments used by Nigerian managers in selected four places operating in two mono cultural environments coincide with the instruments which workers in the same workplaces see as motivators. The study established that in spite of the fact that managers in each of the two environments operate within different cultural settings, they both seem to adopt the same instruments in motivating their workers. However

those instruments did not fully coincide with the instruments workers saw as strong motivators.

The study revealed that job security, promotion and salary are the most important instruments of motivation to all categories of staff including managers and non-managers, irrespective of geographical location or cultural affiliations.

James R. Linder (1998)[13] of Ohio State University in his research study on the employees at the Piketon Research and Extension Center and Enterprise Center aimed at describing the ranked importance of ten factors in motivating employees which were used in K.A. Kovach's study. The results obtained were similar to Kovach's study. The respondents ranked the motivating factors in the following order: 1) Interesting work 2) Good wages 3) Full appreciation of work done 4) Job security 5) Good working conditions 6) Promotions and growth in the organisation 7) Feeling of being in on things 8) Personal loyalty to employers 9) Tactful discipline and 10) Sympathetic help with personal problems. The researcher compared the results to Maslow's need – hierarchy theory. The number one ranked motivator, 'intersting work' is a 'self-actualising' factor. The number two ranked motivator, 'good wages' is a physiological factor. The number three ranked motivator, 'full appreciation of

work done', is an esteem factor. The number four ranked motivator, 'job security' is a safety factor. Maslow's conclusions that lower level motivational factors must be met before ascending to the next level were not confirmed by this study.

Joseph H. Boyett and Jimmie T. Boyett (1999)[14] in their project study designed for identifying the 'Essentials for Motivating Employees in a Changing Environment', obtained the ideas shared by top management thinkers about work place best practices. Management experts stated that there are four practices essential for getting the best performance from employees. They are: 1) Providing meaning and purpose in work, 2) Being work / life friendly by offering employees a range of benefits like flexitime, compressed work weeks, onsite child care, banking and dry cleaning. At Johnson & Johnson, 71% of the company's workforce cited the company's family friendly programmes as one of the key reasons they stay with the company, 3)   Sharing the rewards i.e. financial rewards providing meaning and purpose in work, 4) Opening the books i.e., educating the employees about the company business.

Mitchell defined motivation as a the process that accounts for an individual's intensity, direction and persistence of efforts towards attainting a goal.[15]

Motivation can come from two sources, the extrinsic and intrinsic. Working for externally determined rewards is extrinsically motivated behaviour while people's desire to learn for satisfying their curiosity and feel competent is intrinsic motivation.[16]Intrinsic motivation is often necessary for persistence of motivated behaviour.[17]

A review of empirical studies on teacher or lecturer motivation in developing countries indicates widespread low or decreasing levels of motivation, resulting in lower quality of education and academic performance.

Academic performance is the outcome of education, the extent to which a student and lecture or institution has achieved their educational goals. The influence of lecturers or teachers' teaching effectiveness on the learning outcome of students as measured by student's academic performance has been the subject of several studies, Adediwura and Tayo (2007) and Adu and Olatundum(2007).[18]

Motivation is the "willingness, drive or desire to engage in good teaching."[19] Nelson and Guick (2003) said, motivation factors lead to positive mental health and challenge people to grow, contribute to the work environment and invest themselves in the organization.[20]

Abejirinde (2009) investigated the relationship between motivation and performance within private and public enterprises in Nigeria and found that promotion (as a motivator) has significant relationship with employees performance including academic performance in the education enterprise.[21]

Bennell and Akyeampong (2007) found that sizeable percentages of school lecturers are poorly motivated in Sub-Saharan Africa and South Asia.[9] A study carried out by Adesola (2005) found that the level of available resources is indeed a plus to the lecturers and goes to show the level of ingenuity and commitment of the lecturers towards the effective delivery of lesson.[22]

A study conducted in Nizeria revealed that academic staff spent 48 percent of their time on administration, but only 29 percent on teaching. Another factor is the erosion of salaries and purchasing power that prompts many faculty members to give

minimal time to university work and seek one or more income-generating activities to supplement their academic salaries.[23]

Lope (2004) conducted research titled "Improving the teaching profession through understanding educators self motivation". According to the study the factors which cause low motivation in the teaching profession include low salary, lack of promotion opportunities, unsatisfactory leader behavior and variety of work load, student discipline problems, uncooperative colleagues and unconductive working environment.[24]

2.2   REVIEW OF STUDIES ON MOTIVATION IN INDIA

Chowdhry and Trivedi (1952)[25] conducted studies among textile workers in Ahmedabad. They employed a 'group norm' technique and provided information to the workers regarding breaks and damages as well as quantity of work accomplished by the group within a period of time. Under these arrangements, the efficiency of weavers increased substantially and the rates of damages declined significantly. A similar trend was constantly noted in various mills. Thus, these studies conclusively showed how experimental manipulations of a social variable can be a powerful incentive for increasing efficiency.

Ganguli (1954)[26] showed that the three most highly-ranked incentives are: i) adequate earning, ii) job security and iii) opportunity for promotion. He concluded that unlike in the western countries where pay was frequently ranked lower in the hierarchy of incentives, for the Indian worker, in the immediate future, income and job security would be the two most important incentives. The exact nature of work done, the magnitude of responsibility assigned to the worker and appreciation of work by others were found to be items of relatively low incentive value. The nature of supervision ranked fifth whereas in western countries, it frequently occupies the top position. The incentive value of medical and health insurance, housing, subsidised canteen and other fringe benefits was difficult to evaluate.

Ganguli (1957)[27] conducted a study on an Indian railway workshop that employed nearly 12,000 workers. He interviewed 27 supervisors and 140 workers. The results showed that the supervisors expected three things from their job: i) adequate income, ii) job security and iii) adequate value of their suggestions and recommendations regarding their own work group. However, most supervisors gave a rather low importance to adequate information regarding management policies and the freedom to deal with their workers in their own way. Poor

ranking of this last item indicated that like most practical men, these supervisors did not want overriding powers over their subordinates but only that they should have a genuine say in the running of their shops.

A comparison of supervisors at various levels also revealed some basic difference. It appeared that sympathetic superiors, promotion opportunities, material benefits like medical aid, and settlement of grievances were more important to supervisors at the lower levels than those higher in the hierarchy. The latter tended to place more stress on their authority and power and technical training. Thus, while supervisors lower down the hierarchy emphasised returns of a material nature, for those higher up the crucial considerations tended to relate more to professional problems. The fundamental expectations regarding income and security remained common to all.

Bhatt (1962)[28] conducted three studies which showed that of the nine possible incentives, choice of work, advancement and co-workers were ranked first, second and third, respectively. Wages ranked fourth while the fifth place saw a tie between benefits and conditions of work, and the supervisor. The last three in order of priority were security, hours of work and

holidays, respectively. The results were startling. Obviously, these exploratory studies on the hierarchy of incentives have provided inconsistent results. Frequently, wages and job security are given the prominent place while sometimes supervision and promotion are emphasised. The reasons are obvious. The opinions of the workers depend upon the local factors existing in the company as well as the general conditions in respect of earning and other facilities prevalent there. On the grounds of these studies, it is not easy to finally ascertain a definite hierarchy of incentives for all workers.

Lahiri and Srivastava (1967)[29] studied the feelings of satisfaction and dissatisfaction on 93 middle managers by using a questionnaire consisting of 13 extrinsic factors and 12 intrinsic factors. The study established that, unlike in Herzberg's dual factor theory, both groups of factors may act as satisfiers and dissatisfiers.

Dr. Bishwar Nath Mukharjee (1968)[30] conducted a study on Indian Textile Mill Workers to test the hypothesis that hygiene factors would be assigned higher ranking than motivators. The study reinforced the argument that hygiene variables such as security are considered important by lower level workers. Mukharjee concluded that earnings and job

security are the predominant factors associated with the expectations of Indian workers.

Dayal and Saiyadin (1970)[31] selected forty male students pursuing two-year post-graduate programme of Indian Institute of Management. Half of them were having technical back ground and others non-technical and all of them were in the age group of 20-35 years. Interviews were held with them by using 10 questions on motivators and hygiene factors. The results of the study showed that job content factors were very frequently quoted by the respondents in the satisfying situations. Similarly, job context factors were quoted in the dissatisfying situations. The study supported the motivation – hygiene theory of Herzberg.

Padaki and Dolke (1970)[32] employing the original Herzberg's methodology, found that 150 supervisors most frequently cited – (a) recognition, achievement, salary, promotion, responsibility and growth as satisfiers, and (b) lack of recognition, unfavourable relations with superiors, lack of technically competent supervision, unfavourable organisational policy and administration and inadequate salary as dissatisfiers. The results of the study were again confirmed when the researchers re-interviewed a part of the sample, after some time,

and also a different sample of supervisors through a questionnaire.

Rao, G.V.S. (1970)[33] in his study on 60 bank managers belonging to three hierarchical levels, studies the effectiveness of 7 motivators and 8 hygiene factors, on two five point Likert scales, one scale was used for satisfaction and the other for dissatisfaction. The study revealed that all the 15 job factors have higher satisfaction means.

Sarveswara Rao and Ganguli (1971)[34] in their study on 82 skilled and 95 unskilled personnel employed in an electrical equipment manufacturing unit found that both motivators and hygiene factors were contributing to the satisfaction and dissatisfaction of both occupational groups. The researchers concluded that the two factors are insufficient to account for the dynamic nature of work motivation.

Kadia (1971)[35] conducted an experiment on 160 textile workers of 4 mills at Ahmedabad by using Herzberg's factors. No single factor has emerged as a satisfier. However, recognition, working conditions, salary, supervision, company policy and administration and inter-personal relations with supervisors have emerged as dissatisfiers.

Lakshmi Narain (1971)[36] in his study on 1213 managers of public sector, asked them to rank 8 factors of motivation in order of importance. The factors that were ranked in order of importance are: i) feeling of worthwhile accomplishment, ii) recognition, iii) decision making authority, iv) opportunity for personal growth & development, v) promotional opportunity, vi) prestige of the organisation in the community at large, vii) pay and fringe benefits and viii) job security.

Eight other factors that were ranked as being important for retarding job performance are: i) lack of consistency in management policy, ii) lack of clear definition of responsibilities, iii) inadequate communication, iv) bureaucracy in management, v) attitudes of workers & unions, vi) lack of fairness in personal administration, vii) audit control and viii) Governmental interference.

The study revealed that the overall need satisfaction increased from lower to middle and from middle to higher levels, except for promotion.

L.M. Dixit, (1971)[37] in his review of Indian studies, felt that many studies have come out with conflicting versions as to the role of factors like salary, growth, relationship with supervisors and work itself in influencing the employees'

behaviour. He opined that Herzberg's two factor theory is only partially applicable to the levels above blue collar workers in the Indian context.

In Bhattacharya's study (1972)[38] on 210 managers, most of them expressed maximum satisfaction in terms of the feeling of doing a worthwhile job, obtaining cooperation from people, matching of abilities with job requirements and recognition outside the company. The maximum dissatisfaction was expressed by a still large proportion of managers in respect of, lack of participation in goal setting, inadequate job authority and lack of opportunity given to help people.

Pestonjee and Basu (1972)[39] in their study of 50 public sector and 30 private sector executives applied Herzberg frame work. They applied Lahiri and Srivastava's questionnaire. The public sector executives regarded – liking for the work, autonomy, responsibility, domestic life, working conditions and job security as satisfiers, and promotion, growth, recognition, prestige, organisanal policy and administration and autonomy as dissatisfiers.

On the other hand, the private sector executives regarded – domestic life, liking for work, friendliness of superior, best use of abilities, relationship with co-workers and freedom of

expression as job satisfiers while growth, promotion, recognition, fairness of authority, best use of abilities and responsibilities as relatively more important sources of dissatisfaction. These results, like Lahiri and Srivastava's study, partly approved but largely disapproved the two factor theory. The study found that motivators are considered as the prime source of satisfaction as well as dissatisfaction by the respondents. For public sector managers, motivators contribute more towards job satisfaction whereas for private sector managers they contribute more to dissatisfaction.

Sarveswara Rao & Ganapathi Rao (1973)[40] checked the validity of Herzberg's theory on 113 supervisors, 137 clerks and 250 skilled workers through a structured questionnaire. The multivariate analysis revealed that motivators and hygienes were not mutually exclusive variables and their effects were not unidirectional. Both motivators and hygienes contributed to overall satisfaction and both the variables were considered important in their relationship to the dependent variables. The two factor theory was not fully supported.

Pestonjee (1973)[41] using a satisfaction – dissatisfaction inventory on 401 employees from a textile mill, classified them as highly satisfied, moderately satisfied and dissatisfied. The

study revealed that the general respect for the work organisation is found to be independent of the overall satisfaction of the workers and also of the influence of supervision. Even the dissatisfied workers may have a high regard for the organisation which employs them. An individual's satisfaction with factors related to job and management is highly correlated with his satisfaction and adjustment in the socio-personal relations are dissatisfaction and maladjustment. The author concluded that 'a democratic organisation structure' is conducive to higher employee morale and job satisfaction. One of the findings of the study indicates that the first line supervisors exercise a decisive influence on workers job satisfaction and morale. Therefore, the supervisor, often called 'the forgotten man in the industry' deserves to be suitably trained to carry out the human relations function.

Pestonjee and A.P. Singh (1973)[42] in a study of first level supervisors, found that income is not very significantly related to their morale. In their study of 90 first level supervisors from Bhilai Steel Plant, they made an effort to find out the effect of education, income, age, work experience, number of dependents, marital status and parental occupation on industrial morale. The study revealed that the morale of supervisors was significantly

related to their education and number of dependents and was not related to income, age, work experience, parental occupation and marital status.

Roy and Raja (1974)[43] reviewing the Indian literature on Motivation in Indian industry, observed the following trends:

(a) Promotion is consistently emerging as the most important incentive and also as the most important dissatisfier among the supervisors and middle managers;

(b) Recognition is emerging as the important job factor in terms of both satisfaction and dissatisfaction;

(c) Among the factors contributing only to job satisfaction; achievement, responsibility, domestic life and accomplishment are figuring most prominently;

(d) Among factors contributing only to dissatisfaction; the lack of adequate organisational policy and administration, lack of technically competent and sympathetic supervision, unfriendliness of superior and lack of opportunity for growth are the important ones;

(e) Job factors causing satisfaction and dissatisfaction among the managers and supervisors differ from those in the rank and file workers. Job security and salary are more important

for the latter while managers and supervisors are attaching greater importance to the higher order needs;

(f) No clear evidence is available for differentiating managers and supervisors in terms of the sources of satisfaction and dissatisfaction. However, 'first line supervisors' are valuing mostly income, promotion, job security and working conditions. The middle managers are found to be valuing advancement, type of work and earnings; the top managers are honouring the feeling of worthwhile accomplishment, recognition of good work and decision making authority.

Sinha (1974)[44] reviewing several studies on job satisfaction and job behaviour found that the job satisfaction had an important bearing on various aspects of worker behaviour eg., productive efficiency, absenteeism, turnover, accidents, adjustment and the nature of employer – employee relations. He opined that every organisation should ensure that the highly productive employees are satisfied.

Amongst other studies, he reported in his earlier studies (Sinha 1956) that neuroticism as one to be significantly associated with the incidence of absence and (Sinha and Navi, 1965) that workers low in satisfaction were perceived by their supervisors as significantly lower on total adjustment than the

satisfied workers. Ganguli (1961) also reported that there is significant relationship between job satisfaction and productivity.

Rupande Sutaria and Pallavi Shah (1977)[45] in their study on 'need fulfilment', have examined the difference in perceived need fulfilment satisfaction and dissatisfaction from extrinsic and intrinsic job factors related to job mobility. The sample consisted of 84 mobile and 97 stable technicians working in textile mills. The study found that as compared to the mobile group, the stable group employees have significantly higher fulfilment of security and self-actualisation needs.

Rupande Sutaria (1980)[46] in her study on 181 textile technicians from 23 selected textile mills in Ahmedabad, observed how characteristics of personality and need patterns of individuals affect their choice of motivators and hygiene factors as sources of satisfaction and dissatisfaction. She found that high achievers were motivation seekers and low achievers were hygiene seekers. She concluded that an individual's satisfaction and dissatisfaction from job factors depends to a large extent on his or her personality and needs.

In a study of 'Expectations and Job satisfaction of officers and supervisors in a public sector manufacturing undertaking',

Swatantra Kumar, D.P.N. Singh and S.K. Varma (1981)[47] examined the attitudes of 117 officers and supervisors. While junior and senior supervisors considered job security as an important provider of job satisfaction, Officers stressed on the 'pay according to merit' and the 'nature of the task'. The results have also shown that extrinsic factors also act as satisfiers for employees at higher levels. Thus, the researchers concluded that there were no fixed job motivating factors or job maintenance factors for all groups of employees.

The study by Ananta Raman and Subha (1982)[48] of the influence of 'personal factors on need satisfaction', examined 130 executives of the industry. They found that younger executives were more dissatisfied with regard to security, autonomy and self-actualization needs, but where satisfied in social and esteem needs. Older respondents were dissatisfied with regard to esteem and self-actualisation needs.

B.L. Dubey (1983)[49] in his study on 'job satisfaction and need hierarchy among the Bank Officers' examined 88 bank officers who were either graduates or post-graduates. The study revealed that money and status are the most important satisfiers followed by family life, peace of mind, good environment and

house in the order of importance. Salary was identified to be the most important dissatisfier.

D.P.N. Singh (1983)[50]

conducted a comprehensive study on the 'Training, Attitude, Expectations, Job Satisfaction and Motivation to Work' on 380 graduate engineers and superintendents of four steel plants viz., Bhilai, Durgapur, Rourkela and Bokaro.

The study reported that: a) Training is an essential source for the growing organisation. It is raising the job expectations, motivation and job satisfaction of employees. b) The attitudes of employees in all the four plants are positive and the engineers and superintendents have a high source of responsibility towards their jobs. c) The job expectations varied among the respondents. d) In case of job satisfaction and motivation, out of eleven maintenance factors, nine proved to be motivators viz., (i) Salary (ii) Security (iii) Technical Competence (iv) Relation with co-workers (v) Superiors help (vi) Working conditions (vii) Benefits (viii) Home life and (ix) Work group.

On the other hand, out of eleven motivators, four in Bhilai, eight in Durgapur, eleven in Rourkela and eight from Bokaro steel plants retained their motivational nature. These factors are : i) Use of best ability (ii) Responsibility (iii) Promotion (iv)

Challenging assignments   (v) Possibility of growth   (vi) Recognition (vii) Work itself (viii) Achievement (ix) Fond of work (x) Autonomy and (xi) Feeling of Prestige.

The study which was considered to be unique of its kind in India, basically depended on the assumption that the training offered to the employees would shape their attitudes and expectations, which in turn result in motivation and satisfaction.

The study entitled 'perceived need satisfaction and importance among supervisory and managerial personnel', done by Preetham Khandelwal (1986)[51] examined the supervisors and managers of two engineering companies in the city of Jaipur. The study revealed that the occupational level influences the perception of need deficiency and need importance. It is proved that once the lower order needs are satisfied, the motivational emphasis shifts to the satisfaction of higher order needs. The results of the study indicated greater deficiency in the fulfilment of all higher order needs.

S.K. Srivasthava (1986)[52] in his study on "Job satisfaction in technical and non-technical employees with special reference to different personality characteristics in Public Sector", examined 70 technical and 70 non-technical employees from two public sector undertakings. The study revealed that though there

were no significant differences between the technical and the non-technical employees in personality traits; there was marked difference between them in their job satisfaction.

O.P. Varma and Rama Roy (1988)[53] in their study on "the interaction and effect of motivation and job satisfaction in relation to organisational commitment", found that high levels of work motivation and job satisfaction were positively related to organisational commitment. It was also found that the job satisfaction was being influenced by friends and relatives.

In a study conducted on Human Resource Management in Banking Industry, from a sample of 816 officers from six different banks, Baldev R Sharma (1988)[54] found that bank officers have a fairly positive view of human nature in general. He observed that 68 per cent of the bank officers subscribed to the view that human beings have no inherent dislike for work, but view the work as a source of satisfaction. Of the sample, 81 per cent believed that people learn under proper conditions not only to accept but also seek responsibility. As against this positive view of human nature, bank employees were held in quite low esteem by the officers.

Baldev R Sharma and Sarita Bhaskar (1991)[55] in a major study of "motivation among public sector managers", studied

5,185 managerial personnel in 30 public sector enterprises, through a structured questionnaire. The study revealed that there were three most powerful determinants of job satisfaction viz., (i) Objectivity and rationality (ii) Liberal personality traits and (iii) Total work experience.

The study reports that the junior and middle level managers were only moderately satisfied with their jobs and found that the employees' need for fair play and justice has become far more important than survival needs.

N. Raja Reddy (1991)[56] in his study on "Motivational Climate of a Nationalised Commercial Bank", studied the motivational climate with reference to six motives viz., i) Achievement, ii) Expert power, iii) Extension, iv) Control, v) Affiliation and vi) Dependency. The study's focus was on the perceptions of three levels of managers. The study revealed that a 'dependency dominant' climate was prevailing in the organisation which implied that the employees do not perform on their own, but look for orders or suggestions from their superiors and refer matters to them, rather than attempting solutions by themselves. It was observed that the organisation was characterised by observation of regulations, strict following

of orders, excessive dependence on authority, a clear line of communication, etc.

The researcher suggested that the management should try to provide a benign atmosphere to overcome the antagonism among the employees towards the policies of the organisation. The employees must be continuously trained to acquire capabilities for effective performance of new roles / functions / tasks that may arise in the process of organisational growth and change in the environment.

Shaik Suleman (1994)[57] in his research study on the managerial motivation of Visakhapatnam Port Trust, studied the motivational attitudes of the middle and top managerial personnel. He obtained the opinions of 122 top level managers and 104 middle level managers through the Porter and Lawler need satisfaction (PNSQ) questionnaire. PNSQ was developed to reflect Maslow's need hierarchy model. The managers satisfaction with hygiene and motivators was assessed by using the Swatantra Kumar's (1981) scale. The scale consists of 12 hygiene factors and 10 motivators.

The study revealed that the managerial level influences the managerial motivation. Managers at the top level are more motivated than those at the middle level. Maslow's contention,

that a fulfilled need will be given less importance than an unfulfilled need, has not been fully supported by the study findings. The results indicated that security, a lower order need, is the most aspired and important need by both groups of managers. The study also indicated that Herzberg's motivating factors are yielding high motivation and job satisfaction.

A research study conducted by Rajesh Singh (1996)[58] of Indian Institute of Public Administration, New Delhi, examined the "work motivational strategies used by the Central Government Officers". 60 officers from various Central Government departments from Delhi participated in the study. The research utilised the frame work suggested by Oldham (1976). Six motivational strategies were used, viz., (i) Personally rewarding strategies (ii) Personally punishing (iii) Goal setting (iv) Designing Feedback (v) Placing personnel and (vi) Job redesigning.

Results showed that except the 'personally punishing' strategy, effective officers utilised these motivational strategies significantly more than the less effective officers. Designing feedback strategy was not found to be used by the officers. Results also revealed that personally rewarding, goal setting, placing personnel, job designing strategies were positively

correlated with effectiveness ratings. Personally punishing, goal setting and job redesigning strategies were found as good predictors of effectiveness.

A study on 'Employee Motivation' was conducted by Arindam Ghosh (1999)[59] on 250 workers selected from 10 different organisations. The study focussed on financial stimulus and its affectivity on motivation. Results showed that 'increased earnings' have all along been perceived by employees as their important motivational variable than functional independence, status and power. The study revealed that the maximum need satisfaction, humanised work place, participative management and informal relations with superiors were perceived to be the factors constituting the congenial work environment, by the respondents.

The study also examined what exactly dissatisfy employees and it was found that less promotional opportunities, absence of competitive pay and incentives, too much managerial control, less functional autonomy, improper job distribution were certain important source of dissatisfaction.

Sumita Rai (2004)[60] in her article entitled "Motivational Theories and Incentive Approaches", focussed on two important questions pertaining to employee motivation viz., whether

incentive schemes have a significant impact on motivation?, if so, what kind of incentive programmes would be appropriate to increase the performance level for individuals as well as organisations?

The author reviewed various research studies conducted all over the globe and specially in India. She analysed the impact of Employee Stock Option Plan (ESOP) on 10 selected companies in India from 1998 to 2001. Out of ten, three were banks, two were pharma companies, four were software companies and the remaining was a cement company. The study proved that ESOP was not an effective employee reward.

The author as a result of her review of various literature concluded that 'good wages' i.e., financial incentives and 'appreciation of work done' i.e., non-financial / psychological incentive are the important incentives even in the modern context. While there is no clear-cut linkage between any particular method of financial incentive and employee performance, the author said that, "it is clear that financial incentives do have a significant influence on the motivation level, from worker to C.E.O. The level and the form could be different but their importance in the present scenario cannot be denied. Hence, it is important for an organisation to design good

reward systems appropriate to its employees, keeping in mind individual as well as organisational goals. Concerns of equity and fairness need to be addressed if the incentives are to be proved as effective motivators for organisational growth".

Pooja Purang and Anuradha Sharma (2005)[61] conducted a study on 247 middle level managers to study their perceptions of values with regard to the practice of written values and ethics statements. The sample managers were selected from five different organizations which had written values, vision and mission statements. Values institutionalization has been studied on 12 dimensions viz., 1) Clear organizational values, 2) Ethics strategy, goals and objectives, 3) Ethics policies and procedures, 4) Measures of Ethical effectiveness, 5) Rewards for ethical behaviour, 6) Guidelines for ethical decision making, 7) Assessing the ethical climate, 8) Building support for ethical practices, 9) Ethical leadership practices, 10) Evaluating the impact of ethical practices, 11) Ethics education and training, 12) Respect for employees personal values,.

The study revealed that while there is 'talk' of values in the form of value statements, vision and mission statements, these are not sufficient for instilling professed values in the culture of the organisation. Despite having value statements,

vision statements and a code of conduct; the performance of the organizations is not effective. The marginal and ineffective performance of these organizations is attributed to the lack of clarity within the employees as to the meaning of these stated values and how these may be translated into action.

The author suggested that it is important for organizations to stress on the implementation of stated values. Training and education of the prevalent values and culture are to be given to new comers. The top management of the organisation should play an important role in instilling and developing a value-driven culture in the organisation. They should be the role models for what is approved behaviour in the organisation.

Riyaz Rainaye (2005)[62] in his study of Quality of Life in Banks examined the quality of work life in two commercial banks viz., State Bank of India and Jammu & Kashmir Bank.

The researcher selected 50 branches of each bank from the states of Jammu & Kashmir, Punjab & Delhi by employing stratified sampling procedure and the sample size was 200 cashier-clerks and 100 managerial personnel from each bank.

In the study 18 variables were studied which were classified into four factors viz., i) working environment factor, ii) relational factor, iii) job factor and iv) financial factor.

The study revealed that on the whole, quality of work life in the banks under study is, to a fair extent, satisfactory. Compared to relational, job and financial factors, the work environment factor presents a better picture. Employees expressed that their jobs are posing excessive work demands, which are raising their on-the-job stress levels.

Relational factors presented a mixed bag of feelings. Interpersonal relations to a large extent are cordial, but union-management relations are severely strained and confidence in management is shaking. Employees are committed to achieve excellence in their jobs. However, they feel disgruntled for not being rewarded on the basis of ability and performance.

The researcher suggested that the top managements should take confidence building measures to improve quality of work life. Employees need to be empowered by creating new forms of work organizations like self-managed work groups, flatter hierarchies, etc.

Satish Seth and M.S. Turan (2007)[63] in their study on motivational climate of Indian Call Centres with special reference to Callcen Ltd. Located in Gurgon studied the motivational profile on six motives viz., i) Achievement, ii) Affiliation, iii) Extension, iv) Dependency, v) Control and vi)

Power. A questionnaire covering different aspects of motivational climate was administered to 50 Call-Centre agents.

The study revealed that 'control' is the dominant motivation which characterizes the overall motivational climate. 'Dependency' is ranked second. 'Expert power' is ranked three and Achievement gained the fourth rank. Extension got the fifth rank and Affiliation secured the sixth rank.

The study reports that there is excessive control being exercised at most management levels. Rules and regulations are strictly enforced and work monitoring is close. The study observed that reduced control, democratic and participative functioning are to be encouraged in order to improve the motivational climate. Improvement in motivational climate will contribute to enhancement of role efficacy which can be further increased by strengthening the associated motivations of achievements affiliation extension and expert power. The role efficacy which is the potential effectiveness of a person in the role contributes to work motivation.

The study suggested that as role efficacy significantly contributes to work motivation, management of call centre organizations have to measure the role efficacy of various roles in their organizations and take steps to raise it.

The review of the earlier studies on motivation made it clear that most of the studies were conducted to test the relevance of the maintenance and motivational factors propounded by Frederick Herzberg. A few studies focused on the attitudes of employees while certain studies concentrated on the motivational climate of the organizations. No study focused on the values of the employees which form the main source of internal / self motivation. Thus, the impact of value orientation and attitudes of employees on the motivation has been taken up as the main theme of the study.

REFERENCES

1. Herzberg, The Motivation to Work, New York Wiley, 1959, pp.107-112.

2. Schwartz, Jenusaitie and Stark, Motivational factors among supervisors in the Utility Industry, Personal Psychology 1963, Vol.16, pp.45-53.

3. Friedlander and Engeve Walton, Positive and Negative Motivations towards Work, Administrative Science, Quarterly, 1964, Vol.9, pp.358-592.

4. Myers, M.C., Who are your motivated workers? Harvard Business Review,Jan-Feb., 1964.

5. Employee Motivation, The Organisational Environment and Productivity, http://www.accelateam.com/motivation/

6. Sales, S.D., A Study of Attitude change in the Pre-Retirement Period, Journal of Applied Psychology, 1964, Vol.48, pp.310-312.

7. Ozt Donald, The Generality of Herzberg's Two Factor Theory of Motivation: unpublished Doctoral Dissertation, 1965, Ohio University, Athens, Ohio.

8. Werinmont, P.F., Intrinsic and Extrinsic factors in Job satisfaction, Journal of Applied Psychology, 1966, Vol. 50, pp.41-50.

9. Even and Robert, An Empirical Test of Herzberg's Two Factor Theory, Journal of Applied Psychology, 1966, Vol.50, pp.544-550.

10. Kovach K.A., What motivates employees? Business Horizons, 1987, Vol.30, pp.58-65.

11. Harpaz I, The Importance of Work Goals: An International Perspective, Journal of International Business Studies, 1990, Vol.21, pp.75-93.

12. Palmer B. Johnnie, Motivating the Public Sector Worker in Nigeria, Indian Journal of Industrial Relations, Jan. 1997, Vol.32, No.3.

13. James R. Linder, Understanding Human Motivation, Journal of Extension, June 1998, Vol.36, No.3.

14. Joseph H. Boyett and Jimmie T. Boyett, Four Essentials for Motivating Employees in a changing environment, Innovative Reader, October 1999, Vol.8, No.10.

15. T.R.Mitchell, Matching Motivational Strategies with organizational contexts in L.L.Cummings and B.M.Staw (eds.) Research in Organisational Behaviour , Vol.19, Greenwich, CT: Jai Press ,1977,p.60.

16. Cochran Smith, M.(2001). "Constructing Outcomes in Teacher Education: Policy, Practice and Pitfalls." Education

policy analysis 9(11). http://epaa.asu.edu/epaa/v9n11.html (retrieved October 11, 2007).

17. Arif, M.H. (2003). Human Development and Learning. Majeed Book Depot, Lahore, Pakistan.Pp.163-180.

18. Adediwura AA, Tayo B 2007. Perception of Teachers' Knowledge Attitude and Teaching Skills as Predictor of Academic Performance in Nigerian Secondary Schools. Educational Research and Review, 2(7): 165-171.

19. Aluko M.A. (2002): "Assessing State and Universities in Nigeria." Conference Paper on Brain Drain in Nigeria. NiconHilton Abuja.

20. Nelson, D.L. and Quick, J.C. (2003), Organizational Behaviour: Foundation, Realities and Challenges (4th ed.), Australia: Thomson South-Western.

21. Abejirinde, A.A. (2009), Motivation and Workers Performance within Public and Private Enterprises in Nigeria, Lapai International Journal of Management and Social Sciences, 2. (2), 101-112.

22. Adesola, A. A. (2005). Resource Provision and Utilization, Mathematics Ability and learning Environment as prediction

of learning Outcome in Undergraduate Practical Geography. Unpublished Ph.D Thesis, University of Ibadan, Ibadan.

23. Aluko M.A. (2002): "Assessing State and Universities in Nigeria." Conference Paper on Brain Drain in Nigeria. NiconHilton Abuja.

24. Muhammad (2010). Motivational Issues for Teachers in Higher Education: A Critical Case of IUB Journal of Management Research ISSN 1941-899X 2010, Vol. 2, No. 2: E3

25. Chowdhry, K. and V.R. Trivedi, 'Group-norm Chart Method as an Incentive to Increased Production in the Loomshed', Hum. Rel. Dn. ATIRA, Research Notes, 1952, Vol.11, No.6, Ahmedabad; 'Motivation to Work Improvement in Motivation to Work of Winders and Workers and Effect on Loomshed Efficiency', Hum. Rel. Div. ATIRA, Research Notes, 1953.

26. Ganguli, H.C., 'An Enquiry into Incentives for Workers in an Engineering Factory', Indian Journal of Social Work, 1954, Vol.15, pp.30-40.

27. Ganguli, H.C., A Study on Supervision in Government Engineering Factory, Indian Institute of Technology, Kharagpur, 1957, pp.23-35.

28. Bhatt, L.J., 'Incentive and the Working Class', *Psychological Studies*, 7 (2), 1962, pp.55-61.

29. Lahiri D.K. and Srivastaava Suresh, Determinants of Satisfaction in Middle Management Personnel, Journal of Applied Psychology, 1967, Vol. 51, pp.254-265.

30. Bishwa Nath Mukharjee, 'Importance Ranking of Job related needs by Indian Textile Mill Workers', Indian Journal of Industrial Relations, October 1968, Vol.4, No.2 pp.162-181.

31. Dayal Ishwar and Saiyadin Mirza, Cross-cultural validation of Motivation-Hygiene Theory, Indian Journal of Industrial Relations, October 1970, Vo.6, pp.171-185.

32. Padaki V and Dolke A.M., 'Two Factors Revisited', Experimental Publication System, A.P.A., October 1970.

33. Rao, G.V.S. Determinants of Job Satisfaction in Managerial Personnel, A Test of Herzberg's Two Factor Theory, Indian Manager, 1970, Vol.1, pp.55-62.

34. Sarveswara Rao G.V. and Ganguly T, A study of Perceived need satisfaction and Importance of highly skilled and unskilled personnel, Indian Journal of Industrial Relations Jan. 1971, Vol.6, No.3, pp.277-287.

35. Kadia, The Study of Job Attitudes, Unpulished Dissertation, 1971, Gujaraj University.

36. Laxmi Narain, Managerial Motivation in Public Enterprises, Lok Udyog, 1971, Vol.9, pp.861-875, 883.

37. L.M. Dixit, Employee Motivation and Behaviour, The Indian Journal of Social Work, April 1971, Vol.32, No.1, pp.15-24.

38. Bhattacharya S.K., Perception of Organisational characteristics in Relation to Need gratification among Indian Managers, Indian Management, 1972, Vol.11, pp.29-34.

39. Pestonjee D.M. and Basu G., A study of Job Motivation of Indian Executives, Indian Journal of Industrial Relations, 1972, Vol.8, pp.3-16.

40. Sarveswara Rao G.V. & Ganapathi Rao V, A study of factors contributing to Satisfaction and Importance of Industrial Personnel, A Test of the Two Factor Theory, Indian Journal of Industrial Relations, October 1973, Vol.9, No.2, pp.233-262.

41. Pestonjee D.M. Organisational Structures and Job Attitudes, The Minerva Associates, 1973, Calcutta.

42. Pestonjee and A.P. Singh, Morale of First Level Supervisors, Indian Journal of Social Work, October 1973, Vol.34, No.3, pp.189-193.

43. Roy, S.K., and Raja, G.A., Management and Supervisory Motivation in Indian Industry, Indian Journal of Industrial Relations, 1974, pp.104-135.

44. Sinha, D., Job Satisfaction and Job Behaviour, Indian Journal of Industrial Relations, 1974, pp.136-174.

45. Rupande Sutaria and Pallavi Shah, 'Need Fulfilment, Job Attitudes and Job Mobility', Indian Journal of Industrial Relations, April 1977, Vol.12, No.4, pp.443-451.

46. Rupande Sutaria, 'Personality Need and Tub Factor Theory of Work Motivation', Indian Journal of Industrial Relations, October 1980, Vol.16, No.2, pp.219-232.

47. Swatantra Kumar, D.P.N. Singh, S.K. Varma, 'Expectations and Job Satisfaction of Officers and Supervisors in a Public Sector undertaking', Indian Journal of Industrial Relations, January 1981, Vol.13, No.3, pp.431-449.

48. R.N. Anantharaman and V. Subha, 'A Study of Influence of Personal Factors on need Satisfaction and its Influence', Indian Journal of Applied Psychology, 1982, Vol.19, No.1, pp.1-6.

49. B.L. Dubey, Job Satisfaction and Need hierarchy among Bank Officers, Indian Journal of Labour Economics, 1983, Vol.26, No.1, pp.86-91.

50. D.P.N. Singh, 'Training, Attitude, Expectations, Job Satisfaction and Motivation to Work' of Graduate Engineers and Superintendents of Bhilai, Durgapur, Rourkela and Bokaro Steel Plants, Indian Journal of Applied Psychology, 1983, Vol.20, No.2, pp.67-72.

51. Preetam Khandelwal, 'Perceived Need Satisfaction and Importance among Supervisory and Managerial Personnel', Indian Journal of Applied Psychology, 1986, Vol.21, NO.1, pp.25-29.

52. Surya Kumar Srivastava, 'To measure the level of job satisfaction in Technical and non-technical employees with special reference to different personality characteristics in Public sectors', Indian Journal of Applied Psychology, 1986, Vol.23, No.1, pp.1-5.

53. O.P. Verma & Ruma Roy, 'Work Motivation and Job Satisfaction and the Determinants of Organisational Commitment', Indian Journal of Applied Psychology, 1988, Vol.25, No.2, pp.21-26.

54. Baldeve R Sharma, Human Resource Management in Banking Industry, 1988, Oxford and IBH Publishing, New Delhi.

55. Baldeve R Sharma and Sarita Bhaskar, 'Motivation of Public Sector Managers: A Comparative Study', Indian Journal of Industrial Relations, April 1991, Vol.26, No.4, pp.320-340.

56. N. Raja Reddy, 'Motivational Climate of a Nationalised Commercial Bank', The Journal of Institute of Public Enterprise, 1991, Vol.14, No.2, pp.163-170.

57. Shaik Suleman, 'Managerial Motivation of Visakhapatnam Port Trust'. Unpublished Dissertation, 1994, Andhra University.

58. Rajesh Singh, 'The Work Motivational Strategies used by central Govt. Officers: Relationship to Effectiveness Indicators', Indian Journal of Industrial Relations, January 1997, Vol. 32, No.3.

59. Arindam Ghosh, 'Employee Motivation: A proscriptive Model for success, The Management Accountant, August 1999, Vol.34, No.8, pp.583-588.

60. Sumita Rai, Motivational Theories and Incentives Approaches, IIMB Management Review, December 2004, Vol.16, No.4, pp.43-49.

61. Pooja Purang and Anuradha Sharma, 'Values Institutionalisation: A study of Indian Organisations, Indian Journal of Industrial Relations, January 2005, Vol.40, No.3, pp.357-367.

62. Riyaz Rainaye, Quality of Work life in Banks, A micro-level comparative analysis, The Indian Journal of Commerce, October-December 2005, Vol.58, No.4, pp.113-119.

63. Satish Seth, M.S.Turan, 'Motivational Climate in Indian Call Centers, a Case Study', The Journal of Indian Management and Strategy, January-March 2007, Vol.12, No.1, pp.47

CHAPTER – III

PROFILE OF RESPONDENTS

3.1   Academic Qualifications of the Respondents.

3.2   Age of Respondents

3.3   Gender of Respondents

3.4   Designations of Respondents

3.5   Experience of Respondents

3.6   Industrial Experience of Respondents

PROFILE OF RESPONDENTS

This chapter gives the academic profile of the teachers working in the Management programmes (87 respondents) in the district.

Table-3.1

Academic Qualifications of the Respondents

Degree	No. of Respondents
P.G	87 (100)
M.Phil	13 (14.94)
Ph.D	24 (27.58)
SET/NET	22 (25.28)

Source: Field Survey

Note: Figures in Parentheses indicate percentage to the total

Motivation of teachers reflects in their efforts to improve their academic qualifications. As is said by experts, potential performance is the result of an individual's motivation coupled with the ability to perform the tasks. And the ability of teachers

generally improves by way of the improvements in their qualifications. Table 3.1 shows how the teachers of the Management programmes in the West Godavari district are equipped themselves with the academic qualifications.

While all the teachers have the mandatory P.G degree (M.B.A), 25 per cent of them got qualified in the UGC NET/SET examination. More than 1/4th of the faculty (27.58 per cent) have PH.D Degree, Nearly 15 per cent of the faculty have achieved M.Phil degree. In toto a good majority of MBA faculty (67%) has either research qualification or NET/SET qualification. This is, in fact, a good indication of the academic interest of the faculty.

Table-3.2

Age of Respondents

Age group	No. of Respondents
Below 30	23 (26.43)
31-40	39 (44.82)
41-50	14 (16.09)
51-60	11 (12.64)
Total	**87 (100)**

Source: Field Survey

Note: Figures in Parentheses indicate percentage to the total

Age of the teachers is important in assessing the motivation of teachers. Table 3.2 shows the age of the MBA faculty members working in different colleges of West Godavari district.

It is found that nearly 70 per cent of the MBA faculty members are young, with below 40 years of age; 14 respondents representing 16.09 per cent are in the age group of 41-50 years and 11 respondents representing 12.64 per cent belong to the age group of 51-60 years. Thus, it can be concluded that a good majority (70%) of faculty has a very good possibility of working for another 20 to 30 years.

Table-3.3

Gender of Respondents

Gender	No. of Respondents
Males	55 (63.21)
Females	32 (36.78)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

Table no 3.3 reveals the gender equation of the respondents. While 63.21 per cent of the faculty members are males, the remaining 36.78 per cent are females. Hence it is perceived that more men are working in the Management programmes of the colleges than women which, of course, is a general trend and a natural phenomenon. However 37 (nearly) per cent of Women faculty is a very good representation of the Women Community when compared with the olden days trend when it was less than 10 per cent.

Table-3.4

Designations of Respondents

Designation	No. of Respondents
Asst. Professor	57 (65.51)
Associate Professor	20 (22.98)
Professor	9 (10.34)
Principal	1 (1.14)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

One of the factors contributing to the motivation of the faculty is the designations conferred on them. The table 3.4 reveals that out of total 87 respondents there is one Principal, 9 Professors, 20 Associate Professors and 57 Assistant Professors constituting 1.14%, 10.34%, 22.98% and 65.51% respectively. It can be inferred that the 'Cadre ratio' is not properly followed by certain colleges. However non-availability of Ph.D holders is also one of the prime reasons for this.

Table-3.5

Experience of Respondents

No of Years	No. of Respondents
Less than 3	11 (12.64)
3-10	35 (40.22)
11-20	29 (33.33)
21-30	12 (13.79)
Total	**87 (100)**

Source: Field Survey

Note: Figures in Parentheses indicate percentage to the total

Experience of teachers is an important factor that is reflected in their motivation. The table 3.5 reveals that more than 87 percent of the faculty is working for more than 3 years. While 12.64% of the respondents have less than 3 years of experiences 40% of the respondents have 3 to 10 years of experience, 29 respondents representing 33% have 11 to 20 years of experience and 12 respondents (13.79%) have 21 to 30 years of experience.

Table-3.6

Industrial Experience of Respondents

Experience	No. of Respondents
Yes	26 (29.88)
No	61 (70.11)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

It is generally perceived that faculty of MBA needs to have some amount of industrial experience so that they will be in a better position to relate theory of management to practice of management.

The table 3.6 shows that nearly 30 percent of the faculty members have some industry experience and the majority of faculty does not possess it.

CHAPTER –IV

MOTIVATION OF MANAGEMENT COLLEGE TEACHERS-

SURVEY ANALYSIS

MOTIVATION OF MANAGEMENT COLLEGE TEACHERS-SURVEYANALYSIS

Table-4.1

Academic Research of Respondents

Professional Activity	No. of Respondents
Articles Published	57 (65.51)
Papers presented in seminars	60 (68.96)
Books written	10 (11.49)
Online courses executed	6 (6.89)
Research Guidance	3 (3.44)
Research Projects	5 (5.74)

Source: Field Survey

Note: Figures in Parentheses indicate percentage to the total

Faculty members at the Post graduation level are supposed to involve in academic research which, in fact, stands as an indicator for their motivation and involvement in the profession.

The table 4.1 reveals the extent of academic research of the faculty members. A majority of respondents have published

articles (65.51%) in journals and presented papers in seminars (68.96%) and very less number of respondents wrote text books (10) while 6.89% of the respondents have done online courses, 5.74% of the respondents have done Research Projects. There are a few (3) Research Guides, guiding Ph.D & M.Phil programmes.

Table-4.2

Teaching Methodology Followed by Respondents

Method	No. of Persons
Chalk & Talk	85 (97.70)
Case Studies	75 (86.20)
Subject Seminars	73 (83.90)
Business Quiz	58 (66.66)
Use of LCD	69 (79.31)
Smart Board	30 (34.48)
Online assignments	19 (21.83)

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

The teaching methodology followed by the faculty members reveals the extent of involvement of them in the teaching task. The table 4.2 describes the teaching methodology adopted by the teachers of MBA programmes in West Godavari District. Almost all the teachers (97.7%) are using 'Chalk & Talk' method followed by Case Studies (86.2%), Seminars (83.9%), LCD

(79.31%), Business Quiz (66.6%) and Smart Board (34.48%). A high use of 'Case Studies', Subject Seminars & LCD indicate that the faculty members are well acquainted with the required teaching methodology.

Table-4.3

AICTE Scales -Whether Paid or Not

Response	No. of Respondents
Yes	34 (39.08)
No	53 (60.91)
Total	**87 (100)**

Source: Field Survey

Note: Figures in Parentheses indicate percentage to the total

MBA being a professional course, does require the payment of AICTE scales to the faculty. The table 4.3 shows whether the Colleges in the District are paying AICTE scales to the faculty or not. Nearly 61% of the respondents said that they are not paid AICTE scales. 39% stated that they are paid AICTE scales.

Table-4.4

Respondents' Salary per month

Salary range	No. of Respondents
Below 15,000	20 (22.98)
15,000-20,000	13 (14.94)
20,000-25,000	11 (12.64)
25,000-30,000	15 (17.24)
30,000-35,000	8 (9.19)
35,000-40,000	4 (4.59)
40,000-45,000	2 (2.29)
45,000-50,000	6 (6.89)
Above 50,000	8 (9.19)
Total	**87 (100)**

Source: Field Survey

Note: Figures in Parentheses indicate percentage to the total

Money is the prime motivator of human beings. Salary paid

by the employers is an essential factor contributing to employee

motivation. The table 4.4 reveals the monthly salary range of the respondents.

It is distressing to know that nearly 23 per cent of the respondents are not getting 'minimum wage' fixed by the Government. They are getting less than Rs.15, 000 per month. While the monthly salary 15% of the respondents is 15,000 to 20,000, 12.64% of them are getting 20,000-25,000 per month. Only 9.19% of the respondents' salary is above Rs.50, 000 per month. It is clear that AICTE scales are not implemented anywhere in the District.

Table-4.5

H R A (House Rent Allowance) - Whether Paid or Not

Provision for HRA	No. of Respondents
Yes	61 (70.11)
No	26 (29.88)
Total	**87 (100)**

Source: Field Survey

Note: Figures in Parentheses indicate percentage to the total

The Hose Rent Allowance is an important component of the salary package. The table 4.5 shows that a majority of respondents (70.11%) are paid HRA while 20% of them are not extended this facility.

Table-4.6

PF (Provident Fund) - Whether Paid or Not

PF Facility	No. of Respondents
Yes	51 (58.62)
No	36 (41.37)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

Provident Fund is a statutory welfare scheme to be given to all employees. It is a scheme which provides future security to the employees especially after their retirement. 12% of the basic pay of the employee is to be paid to the PF with an equal matching share of the Employer. The table 4.6 reveals the facts regarding PF scheme implementation of the colleges. 51 respondents representing 58.62% stated that they have PF-facility in their college. However, 36 teachers representing 41.37% said that they are not given this facility in their colleges.

Table-4.7

Yearly Increment – Given or Not

Increment	No. of Respondents
Yes	70 (80.45)
No	17 (19.54)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

Employees expect yearly increment to be given regularly. It is, infact, a minimum requirement to be full-filled by the Managements/Employers.

Table 4.7 reveals that 80 per cent of the respondents are given yearly increments. However 20 per cent of the respondents are not getting yearly increments.

Table-4.8

Special Increment for M.Phil & Ph.D

Increment	No. of Respondents
Yes	46 (52.87)
No	41 (47.12)
Total	**87 (100)**

Source: Field Survey

Note: Figures in Parentheses indicate percentage to the total

Research degrees like M.Phil and Ph.D are to be specially rewarded as they are the higher level achievements of the faculty. The table 4.8 depicts that just a little over half of the respondents only (52.87%) have this increment in their colleges. It shows that there is no proper recognition for research activity in some colleges.

Table-4.9

Increment for NET/SET

Increment	No. of Respondents
Yes	29 (33.33)
No	58 (66.66)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

As per U.G.C and Govt. norms, a Lecturer has to qualify in NET/SET examination for getting eligibility for lectureship. The examination is a kind of challenge to the faculty and it is not so easy to clear the test with an ordinary to average preparation. It is appropriate to reward the faculty members who are qualified in this. However the table 4.9 reveals the fact that only a few colleges have this good practice. 29 respondents representing 33.33% said that they get an increment for this achievement. The remaining (66.66%) said that they are not have this increment.

Table-4.10

Gratuity

Facility available	No. of Respondents
Yes	16 (18.39)
No	71 (81.60)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

Gratuity is one of the statutory benefits to be provided by the employers. It is one time financial rewarded given to the employee at the time of his retirement. The table 4.10 shows that only a few colleges (18.39%) extend this facility to its employees. Most of the colleges (81.6%) are just silent rather unable to extend this benefit to faculty.

Table-4.11

Financial Assistance for doing Research

Financial Assistance	No. of Respondents
Yes	27 (31.03)
No	61 (70.11)
Total	**87 (100)**

Source: Field Survey

Note: Figures in Parentheses indicate percentage to the total

Research at the higher education is an essential activity which involves expenditure of money as well as time. In the present day self-financing mode of education, the faculty members cannot do research without any financial assistance from the Management. The table 4.11 reveals that only one third of the respondents (31.03%) are given financial assistance for doing research by their respective college Managements. Thus, it shows that many private college managements are not encouraging the research activity of the faculty members.

Table-4.12

Respondents opinions on Hygiene Factors

Hygiene Factors	Positive	Neutral	Negative	Total
a. Working Conditions	73 (83.90)	13 (14.94)	1 (1.14)	87 (100)
b. Job Security	55 (63.21)	24 (27.58)	8 (9.19)	87 (100)
c. Quality of supervision in the college by the administrators	68 (78.16)	16 (18.39)	3 (3.44)	87 (100)
d. College policy & Administration	65 (74.71)	18 (20.68)	4 (4.59)	87 (100)
e. Relations with senior Colleagues & Management	71 (81.60)	15 (17.24)	1 (1.14)	87 (100)
f. Relations with Peers	74 (85.05)	13 (14.94)	--	87 (100)
g. Relations with Students	73 (83.90)	14 (16.09)	--	87 (100)
h. Status/Dignity attached to the profession	69 (79.31)	17 (19.54)	1 (1.14)	87 (100)

Source: Field Survey

Note: Figures in Parentheses indicate percentage to the total

An attempt has been made to apply Frederick Herzberg's 'Two Factor Theory of Motivation' in the present study. Respondents have been asked to express their opinions on the Hygiene and Motivational Factors in terms of their positive, neutral and negative feelings.

The table 4.12 exhibits the respondents' ratings of **hygiene factors** as suggested by Frederick Herzberg. All the factors are rated as positive by the majority of respondents, i.e., Working conditions (83.9%), Job security (63.21%), Quality of supervision in the college (78.16%), College Policy & Administration (74.71%), Relations with superiors & Management (81.6%), Relations with Peers (85.05%), Relations with students (83.9%), Status attached to the profession (79.31%).

Table-4.13

Respondents opinions on the Motivational Factors

Motivational Factors	Positive	Neutral	Negative	Total
a. Recognition of academic achievement by the management	52 (59.77)	26 (29.88)	9 (10.34)	87 (100)
b. Academic Promotions	40 (45.97)	34 (39.08)	13 (14.94)	87 (100)
c. Discretion to alter the syllabus/academic flexibility	61 (70.11)	24 (27.58)	2 (2.29)	87 (100)
d. Provision for academic growth	46 (52.87)	32 (36.78)	9 (10.34)	87 (100)
e. Provision for staff enrichment	46 (52.87)	32 (36.78)	9	87 (100)
f. Personal attitude towards teaching profession	75 (86.20)	12 (13.79)	--	87 (100)

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

The table 4.13 shows the respondents opinions on the

Motivational Factors.

Mixed responses have come with respect to the 'Motivational

Factors'.

The 'recognition of academic achievement by the

Management' is rated as positive by 59.77 per cent of the

respondents, neutral by 29.88 per cent of the respondents and negative by 10.34 per cent of the respondents.

The 'academic promotions' are rated as positive by 45.97% of the respondents, as neutral by 39.08% of the respondents and as negative by 14.94% of the respondents.

The 'academic flexibility' has been rated as positive by a majority of respondents (70.11). While 27.58% of the respondents are neutral in their stand, 14.94% of the respondents are negative in this aspect.

The 'provision for staff enrichment' has been rated as positive by 52.87% of the respondents, as neutral by 36.78% of the respondents and as negative by 10.34% of the respondents as negative.

The "personal attitude towards teaching profession" has been rated as positive by a high majority of respondents (86.20%) and as neutral by 13.79% of the respondents. No respondent has a negative feeling towards it.

Table-4.14

Reasons for choosing Teaching Profession

Reason	No. of Respondents
Means to earn livelihood	19 (21.83)
Passion for Teaching	79 (90.80)
Lack of opportunities in Industry	3 (3.44)
Interest to do research	23 (26.43)

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

Teaching is a noble profession which needs to be taken up with a specific objective. The table 4.14 declares the intensions of the teaching faculty members of management studies in different colleges of West Godavari District in taking up teaching profession. It is heartening to note that a high majority (90.80%) of respondents stated that they took up teaching out of their passion for teaching. While 26.43% of the respondents said that they took up teaching out of their interest to do research, 21.83% of the respondents said that they choose teaching as a means of earning livelihood. And 3.44% of the respondents said that the lack of opportunities in the industry made them to choose teaching profession.

Table-4.15

Respondents Opinions regarding Salary

Opinion	No. of Respondents
Fully Satisfied	34 (39.08)
Partially Satisfied	40 (45.97)
Dissatisfied	13 (14.94)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

Salary is the most important element that draws talented workforce into organizations. It is, in fact, a key motivating factor of almost all employees. The table 4.15 gives the opinions of the respondents regarding their salaries. Less than half of the respondents (39.08%) stated that they are fully satisfied with the salaries paid to them.

Nearly 46% of the respondents said that they are partially satisfied and 15% of respondents declared that they are dissatisfied over the low salaries paid to them by the college managements.

Table-4.16

Respondents Attitude towards Teaching Profession

Attitude	No. of Respondents
Satisfied	70 (80.45)
Partially Satisfied	16 (18.39)
Dissatisfied	1 (1.14)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

All behaviour is the inner attitude of the individuals. The table 4.16 reveals the attitudes of the Management faculty towards their teaching profession.

In spite their dissatisfaction to the salaries they receive, a high majority of respondents (80.45%) stated that they are satisfied with the teaching profession. While 18.39% of the respondents said that they are partially satisfied with the teaching profession, an insignificant percent, just one person said that he is dissatisfied with the teaching profession.

Table-4.17

Respondents willingness to continue in the Teaching

Profession

Opinion	No. of Respondents
Willing to Continue	77 (88.50)
Unwilling	10 (11.49)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

It is ultimately the willingness of the faculty members that makes them to continue in the field. And it is the willingness that comes out of the inner motivation of the faculty members.

The table 4.17 reveals the willingness of the management faculty members to continue in the teaching profession as stated by them. A high majority of the respondents (88.5%) stated that they are willing to continue in the teaching profession. However 11.49% of the respondents said that they are unwilling to continue in the profession.

Table-4.18

Respondents willingness to suggest Students to take up

Teaching Profession

Suggestion	No. of Respondents
Positive Suggestion	54 (62.06)
Negative Suggestion	37 (42.52)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

The table 4.18 shows what suggestions the faculty members are giving to the management students regarding teaching profession. A good majority of the respondents (62.06%) said that they suggest their students to take up teaching profession. However 42.52% of the respondents said that they don't suggest their students to take up teaching profession.

Table-4.19

Respondents willingness to continue in the same College

Opinion	No. of Respondents
YES	70 (80.45)
NO	17 19.54)
Total	**87 (100)**

Source: Field Survey
Note: Figures in Parentheses indicate percentage to the total

The table 4.19 reveals whether the faculty members are willing to continue in the same colleges they are working at present. A high majority of the respondents (80.45%) stated that they would continue in the same college. However nearly 20% of the respondents said that they will not continue in the same college.

CHAPTER –V

SUMMARY, FINDINGS, SUGGESTIONS AND CONCLUSION

SUMMARY

Motivation is an Omni-potent force. It is an internal force for every human being. All conscious endeavours of people can be attributed to their internal state of motivation. In fact, it is the motivation which makes life happen.

Motivation of employees is the concern of all organizations. An organization basically is a structured group of people working for achieving a common goal. The modern world is filled with innumerable organizations. There are Business Organizations, Service Organizations, Political Organizations, Philosophical Organizations, Philanthropic Organizations, Cultural Organizations and so on.

Whatever may be the nature and type of an organization, its success does depend on the motivation and performance of its employees.

Academic or Educational institutions/organizations which are production and grooming centres of young talent and character are base-rooted in the motivational strength, commitment and dedication of the teachers working in them.

The entire world in its present state of advancement is the result of motivation of people in different fields of activity. It is the motivation which makes people to live in this world.

107

The research project has been carried out with the following objectives.

1. To study the academic profiles of the faculty members of Management Programmes in the West Godavari District.

2. To know the salaries paid and other benefits extended to them.

3. To find out the attitudes of the faculty members of Management Programmes.

4. To assess the motivation and satisfaction of the faculty members of Management Programmes.

The information for the study has been obtained from two sources viz., Primary and Secondary data. The main focus has been on the primary data which are obtained through a structured questionnaire.

The Secondary data are obtained from the text books, research article published in reputed journals Ph.D thesis and websites.

The study focused on the MBA colleges in the West Godavari District and mainly the teaching faculty members. There are 26 colleges in the district that are offering MBA Programme at present. Half of them are affiliated to JNTU (Jawaharlal Nehru Technologies University) Kakinada and

half are affiliated to Adikavi Nannaya University Rajahmahaendravaram.

An attempt has been made to cover 17 colleges (65% of the total) and accordingly the structured questionnaires have been issued to all the faculty members in 16 colleges (61.5%) ultimately, the filled in questionnaires have been returned by 87 faculty members from 16 colleges.

The responses of the faculty members have been classified, tabulated, percentages are calculated. The tables are interpreted and the inferences are drawn.

In the literature review 24 foreign studies and 39 Indian studies over a period of 50 years (1959-2009) have been reviewed. The focus in the present research work has been on studying the internal/self motivation of the teachers working in the Management Programmes of the district.

FINDINGS OF THE STUDY:

Following are the **findings** of the research study conducted on the faculty members of the Management Programmes in the West Godavari District.

1. It is found in the study that the faculty members of Management studies of different Colleges in the West Godavari District have a good inclination for upgrading their qualifications and research activity. While 15 percent of the faculty members have M.Phil degree, 25% of them have qualified in NET/SET examination. And nearly 28% of the respondents have Ph.D degree. Although 67% of the respondents have either a research degree or Net/SET qualification. This is a good sign of inner motivation of the faculty members.

2. It is observed that nearly 70% of the respondents are below 40 years of age indicating that they have two to three more decades of further service. 63% of the respondents are males. There are good respondents of women faculty with 37%.

3. Out of total 87 respondents, one is a Principal, 9 Professors, 20 Associate Professors and 57 Associate Professors.

4. Most of the faculty members (87%) have more than three years of the teaching experience. While nearly 14% of the

respondents have 21-30 years of experience, 33% of them have 11-20 years of experience. And 40% of the respondents are working with 3 to 10 years. Thus it is clear that the faculty members have reasonable years of experience in the teaching field, which is very essential for imparting practical knowledge and is also a **very good sign of emotional involvement and motivation of teachers in the teaching field**.

5. It is found that nearly 30% of the faculty members have industry experience before joining the teaching profession. The remaining, of course, are purely academicians.

6. It is observed that faculty members are regularly involved in the article publications in the journals (65.5%) and the paper presentations in the seminars (69%). Text Books are written by 10% of the respondents. Minor Research projects are executed by around 6% of the faculty and there are a few research guides.

7. The teaching methodology used by the faculty members is a mix of traditional and modern methods. Almost all the respondents are using general lecture method (97.7%) with chalk piece and blackboard followed by Case Studies (86.2%), Seminars (83.6%) and smart board (34.46%).

8. It is found in the study that no college in the district is paying AICTE scales to the faculty members. It is pathetic to note that 23% of the respondents are getting less than Rs 15,000 salary per month. Around 13% of the respondents are getting around 20 to 25,000 per month and 9% of the respondents are getting more than Rs 50,000 per month.

9. Coming to Statutory and other benefits, it is noticed that 70% of the respondents are given House Rent Allowance but only 59% of the respondents are extended PF facility. 80% percent of the respondents are given increments and only 18% of the respondents have gratuity scheme.

10. It is found that there is no proper encouragement to the faculty members for doing research work. Though faculty members have an inclination for research there is no proper financial support either from the UGC or from the College Managements for doing M.Phil and Ph.D programmes. Less than 10% of the colleges partially aid the research activity of the faculty and even after getting the M.Phil and Ph.D degrees, only half of the colleges surveyed are giving special increment for the achievement.

11. It is noticed that the faculty members are very positive as far as the 'Maintenance Factors' of Frederick Herzberg's Two

Factor Theory are concerned. While the job security is rated as positive by 63.21 per cent of the respondents, 'Working Conditions' are rated as positive by 83.9% of the respondents. All other maintenance factors secured a high score of positivity namely, Quality of Supervision in the College (78.16%), College Policy & Administration (74.16%), Relations with Superiors & Management (81.6%), with Peers (85.05%), with Students (83.9%), Status attached to the profession (79.31%),Only in Job security there is a negative rating by 9.19% of the respondents.

12. It is found that the faculty members are not very positive and happy as far as the Motivational Factors in the colleges are concerned.

   ➢ Recognition of Academic achievement by the management is rated as positive by 59.77% respondents and negative by 10.34% respondents.

   ➢ Academic Promotions are rated as positive by 45.97% respondents and negative by 14.94% respondents.

   ➢ Academic flexibility is rated positive by 70% of the respondents but negative by 14.94% of the respondents.

   ➢ Provision for academic growth is rated positive by 52.87% respondents and negative by 10.34%respondents.

➢ Personal Attitude towards Teaching Profession is rated positive by a high majority of respondents (86.20%) and there is no negative rating here.

13. It is revealed by nearly 91 percent of the faculty members that they have chosen teaching profession out of their passion for teaching. Some said (26.43%) that they are interested to do research.

14. A majority of respondents (61%) is unhappy over the low salaries paid to them.

15. Despite low salaries, a high majority (80.45%) of faculty respondents are fully satisfied with the teaching profession. While around 18% of the respondents are partially satisfied with the profession, just one person expressed his dissatisfaction.

16. It is found that 88.5% of the respondents are willing to continue in the teaching profession in spite of several adversities in the teaching field. This is a good indication of their self motivation in the job.

17. A majority of the respondents (62.06%) stated that they advise students to take up teaching profession in general.

18. A high majority of the faculty members (80.45%) declared that they would continue in their present colleges. It shows that the teachers are very loyal to their respective colleges.

SUGGESTIONS: The following suggestions are made in the light of the above findings. It is advised that the managements of the M.B.A colleges need to focus on maintaining the cadre ratio of the faculty as prescribed by the AICTE.

1. The qualified staff members are to be paid AICTE scales of salary. Even if it is not possible to pay scales to the faculty at least reasonable and dignified pay scales are to be fixed which can range from Rs.25, 000 to Rs.1,00, 000.

2. It is also suggested that the PF and HRA benefits are to be strictly implemented and yearly increments are to be given without any delay.

3. Salaries are to be paid to staff regularly in spite of 'Tuition fee reimbursement delay' from the Government. It is quite immoral on the part of management to expect quality service from the faculty without meeting the basic necessities of them.

4. College Managements need to build special corpus funds for the welfare of the faculty members and maintain regularity of salary payment and make provision for giving 'gratuity money' to those who retire after putting in full service.

5. As the basic motivator is the financial reward, if pay scales are implemented or at least good amounts are paid and regularity is maintained, Management Teachers will work exceedingly well as they already have good motivation even in the present structure of low scales of pay.

CONCLUSION:

After having analysed the survey results it can be declared that the teachers in the Management Colleges of the West Godavari district are working with a high degree of **"Internal Motivation/Self Motivation".** Even though salaries are very low and not paid regularly, increments are not given by many colleges, Provident Fund facility is not extended, research activity is not encouraged and the jobs are unaided with no future pension benefits; **faculty members are working with commitment, dedication and academic discipline**.

They are trying to improve their research activity, publish articles and participate in seminars. Most of them are loyal to the profession as well as to their respective colleges where they are working. If the faculty members are paid UGC and AICTE scales, it is sure that they will excel in their profession which in

turn will contribute to the development of committed and competent MBA graduates from the institution.

BIBILIOGRAPHY

- Randall B Dunham & Jon L.Pierce, Management, Scott, Freshman and Company, U.S.A., 1989, p.481.

- T.R.Mitchell, Matching Motivational Strategies with organizational contexts in L.L. Cummings and B.M.Staw(eds.) Research in Organisational Behaviour, Vol.19, Greenwich, CT: Jai Press, 1977, p.60.

- Kreitner R, Management (6th ed.). Boston: Houghton Mifflin Company, 1995.

- Buford, J.A.., Jr.Bedeian, A.G., I Linder, J.R., Management of Extension (3rd ed.), cdumbus, Ohio: Ohio State University Extension, 1995.

- JM Higgins, The Management Challenge (2nd ed.), New York: Macmillian, 1994.

- James R, Linder, Understanding Employee Motivation in Journal of Extension, June 1998, Volume 36, Number 3, p.1.

- M.Mc Comas, A top the Fortune 500, A survey of the C.E.Os, Fortune, 28 April 1986, p.26.

- Cambell J.P. and Pritchard R.D, Motivation theory in Industrial and Organisational Psychology in M.D. Dunnette (Ed.), Hand book of Industrial and Organisational Psychology, Chicago, Rand Mc Nally, 1976.

- Douglas Mc Gregor, The Human Side of Enterprise, Mc Graw.Hill Books Company, New York, 1960.

- Abraham Maslow, Motivation and Personality, Harper & Row, New York, 1954.

- F.Herzberg, B.Mansner, and B Snyderman, The Motivation to Work, John Wiley & Sons, New York, 1959.

- Victor H. Vroom, Work and Motivation, John Wiley & Sons, New York, 1964.

- Lyman W. Porter and Edward E.Lawler, Evaluation of the Impact of Feed back on Performance and Motivation, Human Relations, July 1983, pp.641-654.

- J.Stacy Adams, Toward an understanding of Inequity, Journal of Abnormal and Social Psychology, 1963, Vol.67, pp.422-436.Rabindra N.Kanungo and Manuel Mendonca, Motivational Models for Developing Societies, Work Motivation, Sage Publication, New Delhi, 1994, p.17.

- Rabindra N.Kanungo and Manuel Mendonca, Motivational Models for Developing Societies, Work Motivation, Sage Publication, New Delhi, 1994, p.17.

- L.H.Peters, E.J.O. Connor and C.J. Rudolf, The Behavioural and affective consequences of performance.   Relevant situational

variables, in organizational and Human Performance, Feb. 1980, p.88.

- E.A. Locke, "Toward a Theory of Task Motivation and Incentives", Organisational Behaviour and Human Performance, May 1968, pp.157-189.

- J.M. Ivancevich and J.T. Mc Mohan, "The Effects of Goal Setting, External Feedback, and Self Generated Feedback on outcome variables: A field Experiment", Academy of Management Journal, June 1982, pp.352-372.

- M. Csikszentmihaly, Flow: The Psychology of Optimal Experience, Hapercollins, New York, 1990.

- K.W. Thomas, "Intrinsic Motivation and How it Works", Training, October 2000, pp.130-135.

- K.W. Thomas and W.G. Tymon, Jr., "Bridging the Motivation Gap in Total Quality," Quality Management Journal, Vol.4, No.2, 1997, p.89.

- Nalini V. Dave, Vedanta and Management, Deep and Deep Publications, New Delhi, 1997, pp.6, 7.

- Bhagavadgita, Chapter II, 47, 48 verses.

- All India Chinmaya Yuva Kendra, Awakening Indians to India, Central Chinmaya Mission Trust, 2003, p.219.

- John W Newstrom and Keith Davis, Organisational Behaviour : Human Behaviour at Work, Tata Mc Graw-Hill, New Delhi, 1998, p.227.

- Lawrence R Rothestein, the Empowerment Effort That Came Undone, Harvard Business Review, January-February, 1995, pp.20-31.

- Herzberg, The Motivation to Work, New York Wiley, 1959, pp.107-112.

- Schwartz, Jenusaitie and Stark, Motivational factors among supervisors in the Utility Industry, Personal Psychology 1963, Vol.16, pp.45-53.

- Friedlander and Engeve Walton, Positive and Negative Motivations towards Work, Administrative Science, Quarterly, 1964, Vol.9, pp.358-592.

- Myers, M.C., Who are your motivated workers? Harvard Business Review,Jan-Feb., 1964.

- Employee Motivation, The Organisational Environment and Productivity, http://www.accelateam.com/motivation/

- Sales, S.D., A Study of Attitude change in the Pre-Retirement Period, Journal of Applied Psychology, 1964, Vol.48, pp.310-312.

- Ozt Donald, The Generality of Herzberg's Two Factor Theory of Motivation: unpublished Doctoral Dissertation, 1965, Ohio University, Athens, Ohio.

- Werinmont, P.F., Intrinsic and Extrinsic factors in Job satisfaction, Journal of Applied Psychology, 1966, Vol. 50, pp.41-50.

- Even and Robert, An Empirical Test of Herzberg's Two Factor Theory, Journal of Applied Psychology, 1966, Vol.50, pp.544-550.

- Kovach K.A., What motivates employees? Business Horizons, 1987, Vol.30, pp.58-65.

- Harpaz I, The Importance of Work Goals: An International Perspective, Journal of International Business Studies, 1990, Vol.21, pp.75-93.

- Palmer B. Johnnie, Motivating the Public Sector Worker in Nigeria, Indian Journal of Industrial Relations, Jan. 1997, Vol.32, No.3.

- James R. Linder, Understanding Human Motivation, Journal of Extension, June 1998, Vol.36, No.3.

- Joseph H. Boyett and Jimmie T. Boyett, Four Essentials for Motivating Employees in a changing environment, Innovative Reader, October 1999, Vol.8, No.10.

- T.R.Mitchell, Matching Motivational Strategies with organizational contexts in L.L.Cummings and B.M.Staw (eds.) Research in

Organisational Behaviour , Vol.19, Greenwich, CT: Jai Press ,1977,p.60.

- Cochran Smith, M.(2001). "Constructing Outcomes in Teacher Education: Policy, Practice and Pitfalls." Education policy analysis 9(11). http://epaa.asu.edu/epaa/v9n11.html (retrieved October 11, 2007).

- Arif, M.H. (2003). Human Development and Learning. Majeed Book Depot, Lahore, Pakistan.Pp.163-180.

- Adediwura AA, Tayo B 2007. Perception of Teachers' Knowledge Attitude and Teaching Skills as Predictor of Academic Performance in Nigerian Secondary Schools. Educational Research and Review, 2(7): 165-171.

- Aluko M.A. (2002): "Assessing State and Universities in Nigeria." Conference Paper on Brain Drain in Nigeria. NiconHilton Abuja.

- Nelson, D.L. and Quick, J.C. (2003), Organizational Behaviour: Foundation, Realities and Challenges (4th ed.), Australia: Thomson South-Western.

- Abejirinde, A.A. (2009), Motivation and Workers Performance within Public and Private Enterprises in Nigeria, Lapai International Journal of Management and Social Sciences, 2. (2), 101-112.

- Adesola, A. A. (2005). Resource Provision and Utilization, Mathematics Ability and learning Environment as prediction of learning Outcome in Undergraduate Practical Geography. Unpublished Ph.D Thesis, University of Ibadan, Ibadan.

- Aluko M.A. (2002): "Assessing State and Universities in Nigeria." Conference Paper on Brain Drain in Nigeria. NiconHilton Abuja.

- Muhammad (2010). Motivational Issues for Teachers in Higher Education: A Critical Case of IUB Journal of Management Research ISSN 1941-899X 2010, Vol. 2, No. 2: E3

- Chowdhry, K. and V.R. Trivedi, 'Group-norm Chart Method as an Incentive to Increased Production in the Loomshed', Hum. Rel. Dn. ATIRA, Research Notes, 1952, Vol.11, No.6, Ahmedabad; 'Motivation to Work Improvement in Motivation to Work of Winders and Workers and Effect on Loomshed Efficiency', Hum. Rel. Div. ATIRA, Research Notes, 1953.

- Ganguli, H.C., 'An Enquiry into Incentives for Workers in an Engineering Factory', Indian Journal of Social Work, 1954, Vol.15, pp.30-40.

- Ganguli, H.C., A Study on Supervision in Government Engineering Factory, Indian Institute of Technology, Kharagpur, 1957, pp.23-35.

- Bhatt, L.J., 'Incentive and the Working Class', *Psychological Studies*, 7 (2), 1962, pp.55-61.

- Lahiri D.K. and Srivastaava Suresh, Determinants of Satisfaction in Middle Management Personnel, Journal of Applied Psychology, 1967, Vol. 51, pp.254-265.

- Bishwa Nath Mukharjee, 'Importance Ranking of Job related needs by Indian Textile Mill Workers', Indian Journal of Industrial Relations, October 1968, Vol.4, No.2 pp.162-181.

- Dayal Ishwar and Saiyadin Mirza, Cross-cultural validation of Motivation-Hygiene Theory, Indian Journal of Industrial Relations, October 1970, Vo.6, pp.171-185.

- Padaki V and Dolke A.M., 'Two Factors Revisited', Experimental Publication System, A.P.A., October 1970.

- Rao, G.V.S. Determinants of Job Satisfaction in Managerial Personnel, A Test of Herzberg's Two Factor Theory, Indian Manager, 1970, Vol.1, pp.55-62.

- Sarveswara Rao G.V. and Ganguly T, A study of Perceived need satisfaction and Importance of highly skilled and unskilled personnel, Indian Journal of Industrial Relations Jan. 1971, Vol.6, No.3, pp.277-287.

- Kadia, The Study of Job Attitudes, Unpulished Dissertation, 1971, Gujaraj University.

- Laxmi Narain, Managerial Motivation in Public Enterprises, Lok Udyog, 1971, Vol.9, pp.861-875, 883.

- L.M. Dixit, Employee Motivation and Behaviour, The Indian Journal of Social Work, April 1971, Vol.32, No.1, pp.15-24.

- Bhattacharya S.K., Perception of Organisational characteristics in Relation to Need gratification among Indian Managers, Indian Management, 1972, Vol.11, pp.29-34.

- Pestonjee D.M. and Basu G., A study of Job Motivation of Indian Executives, Indian Journal of Industrial Relations, 1972, Vol.8, pp.3-16.

- Sarveswara Rao G.V. & Ganapathi Rao V, A study of factors contributing to Satisfaction and Importance of Industrial Personnel, A Test of the Two Factor Theory, Indian Journal of Industrial Relations, October 1973, Vol.9, No.2, pp.233-262.

- Pestonjee D.M. Organisational Structures and Job Attitudes, The Minerva Associates, 1973, Calcutta.

- Pestonjee and A.P. Singh, Morale of First Level Supervisors, Indian Journal of Social Work, October 1973, Vol.34, No.3, pp.189-193.

- Roy, S.K., and Raja, G.A., Management and Supervisory Motivation in Indian Industry, Indian Journal of Industrial Relations, 1974, pp.104-135.

- Sinha, D., Job Satisfaction and Job Behaviour, Indian Journal of Industrial Relations, 1974, pp.136-174.

- Rupande Sutaria and Pallavi Shah, 'Need Fulfilment, Job Attitudes and Job Mobility', Indian Journal of Industrial Relations, April 1977, Vol.12, No.4, pp.443-451.

- Rupande Sutaria, 'Personality Need and Tub Factor Theory of Work Motivation', Indian Journal of Industrial Relations, October 1980, Vol.16, No.2, pp.219-232.

- Swatantra Kumar, D.P.N. Singh, S.K. Varma, 'Expectations and Job Satisfaction of Officers and Supervisors in a Public Sector undertaking', Indian Journal of Industrial Relations, January 1981, Vol.13, No.3, pp.431-449.

- R.N. Anantharaman and V. Subha, 'A Study of Influence of Personal Factors on need Satisfaction and its Influence', Indian Journal of Applied Psychology, 1982, Vol.19, No.1, pp.1-6.

- B.L. Dubey, Job Satisfaction and Need hierarchy among Bank Officers, Indian Journal of Labour Economics, 1983, Vol.26, No.1, pp.86-91.

- D.P.N. Singh, 'Training, Attitude, Expectations, Job Satisfaction and Motivation to Work' of Graduate Engineers and Superintendents of Bhilai, Durgapur, Rourkela and Bokaro Steel Plants, Indian Journal of Applied Psychology, 1983, Vol.20, No.2, pp.67-72.

- Preetam Khandelwal, 'Perceived Need Satisfaction and Importance among Supervisory and Managerial Personnel', Indian Journal of Applied Psychology, 1986, Vol.21, NO.1, pp.25-29.

- Surya Kumar Srivastava, 'To measure the level of job satisfaction in Technical and non-technical employees with special reference to different personality characteristics in Public sectors', Indian Journal of Applied Psychology, 1986, Vol.23, No.1, pp.1-5.

- O.P. Verma & Ruma Roy, 'Work Motivation and Job Satisfaction and the Determinants of Organisational Commitment', Indian Journal of Applied Psychology, 1988, Vol.25, No.2, pp.21-26.

- Baldeve R Sharma, Human Resource Management in Banking Industry, 1988, Oxford and IBH Publishing, New Delhi.

- Baldeve R Sharma and Sarita Bhaskar, 'Motivation of Public Sector Managers: A Comparative Study', Indian Journal of Industrial Relations, April 1991, Vol.26, No.4, pp.320-340.

- N. Raja Reddy, 'Motivational Climate of a Nationalised Commercial Bank', The Journal of Institute of Public Enterprise, 1991, Vol.14, No.2, pp.163-170.

- Shaik Suleman, 'Managerial Motivation of Visakhapatnam Port Trust'. Unpublished Dissertation, 1994, Andhra University.

- Rajesh Singh, 'The Work Motivational Strategies used by central Govt. Officers: Relationship to Effectiveness Indicators', Indian Journal of Industrial Relations, January 1997, Vol. 32, No.3.

- Arindam Ghosh, 'Employee Motivation: A proscriptive Model for success, The Management Accountant, August 1999, Vol.34, No.8, pp.583-588.

- Sumita Rai, Motivational Theories and Incentives Approaches, IIMB Management Review, December 2004, Vol.16, No.4, pp.43-49.

- Pooja Purang and Anuradha Sharma, 'Values Institutionalisation: A study of Indian Organisations, Indian Journal of Industrial Relations, January 2005, Vol.40, No.3, pp.357-367.

- Riyaz Rainaye, Quality of Work life in Banks, A micro-level comparative analysis, The Indian Journal of Commerce, October-December 2005, Vol.58, No.4, pp.113-119.

- Satish Seth, M.S.Turan, 'Motivational Climate in Indian Call Centers, a Case Study', The Journal of Indian Management and Strategy, January-March 2007, Vol.12, No.1, pp.4

ANNEXURE :

QUESTIONNAIRE

Minor Research Project

On

Motivation of Management College Teachers in the West Godavari District

Dr.R.Pardhasaradhi &

Smt.S.Sita Smitha

M.B.A   Faculty

Dr C.S.Rao P.G Centre

Sri Y.N.College

Narsapur

Dear Colleague,

We are granted a MRP under RUSA scheme by CH.S.D.ST.Theresa's College for Women (A), Eluru. The title of the MRP is "Motivation of Management college teachers in the West Godavari District". Our objective in this project is to bring in to limelight the commitment and involvement of the management teachers working in M.B.A programs and unearth certain ground realities of our job conditions. I seek your cooperation by way of spending your valuable time in answering this questionnaire. We assure you that we maintain utmost confidentiality and the information furnished by you will be utilized only for the academic purpose.

Thank you

Dr.R.Pardhasaradhi

&

Smt.S.Sita Smitha

QUESTIONNAIRE

1. Personal profile

- Name:
- Qualification (Tick):   PG: M.Phil: Ph.D:
  SET/NET:
- Age:
- Gender:
- Contact Number:
- E – mail:

2. Professional Data:

- Name of the college:
- Designation:
- Experience:
  In the present college:
  In the previous colleges (if any):
- Industrial experience:
- Number of Articles published:
- Seminars/Workshops attended:
- Papers presented in National seminars: International seminars:
- Books Written:
- Number of On-line courses done:
- Research guidance, if any:
- Research Projects handling / handled:

3. Teaching Methodology:

(Please tick the method/methods used)

- Chalk and Talk:

- Case studies:

- Subject seminars:

- Business Quiz:

- Use of LCD:

- Smart board:

- On-line assignments:

4. Financial Incentives:

a. Are you paid AICTE scales?

Yes: No:

b. Salary per month (Please Tick)

 Below 15,000:   15,000-20,000 :   20,000-25,000 :

25,000-30,000:   30,000-35,000 :   35,000-40,000 :

40,000-45,000:   45,000-50,000 :   Above 50,000 :

c. Are you given HRA?   Yes: No:

d. Do you have PF facility? Yes: No:

e. Does your college Management pay its contribution?   Yes:

       No:

f. Are you given yearly increment?   Yes: No:

g. Are you given special increment for M.Phil and Ph.D.?   Yes:

       No:

h. Are you given increment for NET/SET?   Yes:

       No:

i. Do you have gratuity facility?   Yes:

 No:

j. Does your Management give financial assistance for doing Ph.D? Yes: No:

5. Hygiene factors

Hygiene factors	Positive	Neutral	Negative
a. Working conditions (Timings, Work Load, General atmosphere, Leaves…)			
b. Job Security			
c. Quality of Supervision in the college by the administrators			
d. College policy and Administration			
e. Relations with Senior Colleagues & Management			
f. Relation with peers			
g. Relation with students			
h. Status/ Dignity attached to the profession			

6. Motivational Factors:

Motivational Factors:	Positive:	Neutral:	Negative:
a. Recognition of academic achievement by the Management:			
b. Academic Promotions:			
c. Discretion to alter the syllabus/ academic flexibility:			
d. Provision for academic growth:			
e. Provision for skill enrichment:			
f. Personal attitude towards teaching profession:			

7. Job Satisfaction:

a. Reasons for choosing teaching profession:

Means to earn livelihood: Passion for teaching:

Lack of opportunities in Industry: Interest to do research:

b. Are you satisfied with the salary package of your college?

Yes: Partially satisfied:

Dissatisfied:

c. Are you satisfied with your teaching profession?

Yes: Partially satisfied:

Dissatisfied:

d. Do you want to continue in the teaching profession?

Yes: No:

e. Do you suggest students to take up teaching profession?

Yes: No:

f. Do you want to continue in the same college?

Yes: No: