ANALYSIS OF MOTIVATION ON TEACHERS' BEHAVIOR

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Abstract: Motivation is perceived to be a driving force behind any individual's actions; it is the willingness to do something in a particular manner, to reach a planned goal. Intrinsic motivation to perform a particular task generally leads to self-satisfaction and is viewed positively whereas extrinsic motivation is viewed negatively as it may be a result of external force (Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. G., 2017). American Psychological Association (APA) has defined Motivation as "the impetus that gives purpose or direction to behavior and operates in humans at a conscious or unconscious level."; hence it is evident that Motivation influences the behavior of any individual.

Teachers are believed to have a greater influence on the intellectual, social, and behavioral aspects of students and hence a teachers' attitude and behavior play a vital role in the process of influence. A teacher is perceived to be motivated to give his/her best, which in turn is seen in his/her behavior in the school or on the students.

The current paper tries to assess the influence of motivation on the behavior of teachers in terms of Acceptance (Positive behavior) and Avoidance (Negative behavior). Motivational Analysis of Organisation-Behavior (MAO-B) instrument, developed by Dr. Udai Pareek, assessing 6 dimensions of motivation was administrated for the study. A total of 51 school teachers responded to the study. The result indicated that motives like Influence, Affiliation and Extension, contributed to the positive (Approach) behavior formation among teachers.

Keywords: Behavior, Motivation, MAO-B

1. INTRODUCTION

Motivation is perceived to be a driving force behind any individual's actions; it is the willingness to do something in a particular manner, to reach a planned goal. The action or the wiliness to do something is an outcome of the need, want, or desire of an individual, which is influenced by either external happenings/force or internal happenings/force. This external force is called extrinsic motivation and internal force is termed as intrinsic motivation. Intrinsic motivation may be triggered by an individual's need, want, dream, desire, aspiration, intent, or willingness to perform a particular act; whereas extrinsic motivation is influenced by social, economic, cultural, or organizational requirements. These factors that stimulate motivation are called Motives. Intrinsic motivation to perform a particular task generally leads to self-satisfaction and is viewed positively whereas extrinsic motivation is viewed negatively as it may be a result of external force (Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. G., 2017). Studies have shown that intrinsic motivation influences an individual's actions more than extrinsic motivation (Benabou, R., &Tirole, J., 2003; Legault, L. 2016). American Psychological Association (APA) has defined Motivation as "the impetus that gives purpose or direction to behavior and operates in humans at a conscious or unconscious level." Since motivation operates at conscious and unconscious states, its manifestation is noticed in the behavior of the individual. Motivation explains –"why people or animals initiate, continue or terminate a certain behavior at a particular time" (Major, B., Cozzarelli, C., Horowitz, M. J., Colyer, P. J., Fuchs, L. S., Shapiro, E. S.,& Nelson, E. L., 2000; Helms, M. M., 2021). Mele. A. R. (2005) stated that motivation has various degrees of strength; The higher the degree of strength, the more likely it is to influence an individual's behavior.

From the above, it is evident that Motivation influences the behavior of any individual. APA defines behavior as "an organism's activities in response to external or internal stimuli". Thus, behavior is a response to various

stimuli or motives, which may be internal or external, conscious or subconscious, overt or covert, and voluntary, or involuntary (Elizabeth, A., & Minton, K., 2013). In psychology, behavior is termed positive when it is socially accepted and leads to positive reinforcement; likewise, negative behavior is when it is not socially accepted and may lead to avoidance or punishment (negative reinforcement). Mason. G & Bateson. M. (2009) stated that motivation is a causal explanation for behavior and is an outcome of the interaction between internal and external stimuli or motives. Thus, it may be stated that for a particular behavioral outcome, an interaction of intrinsic and extrinsic motivation is obvious. Popular theories like Classical Conditioning Theory, Operant theory, Hawthorne Effect theory, Vroom's theory and others prove that the kind of motivation an individual experiences manifests into the behaviors of an individual.

Teachers' influence on shaping the minds of students is a proven phenomenon since time immemorial. Ancient Indian scriptures and the ethnic ethos of India have always emphasized the importance of the role of teachers or 'Gurus' in their lives and hence have equated a teacher next to God or at par with God. Teachers are believed to have a greater influence on the intellectual, social, and behavioral aspects of students and hence a teachers' attitude and behavior play a vital role in the process of influence. A teacher is presumed to be motivated to give his/her best and the same displays in his/her behavior in the school or on the students.

The current paper tries to assess the influence of motivation on the behavior of teachers in terms of Acceptance or Avoidance.

2. LITERATURE REVIEW

In a study by Gonida. E. N & Urdan. T. (2007), Parenting factors were seen to influence children's motivation, which affected their academic behavior. Kocabaş. I. (2009) studied the sources of motivation among teachers and found that teachers were motivated by factors like "job security, students' achievement, passion towards the profession, levels of self-reliance, status in society, sense of self-fulfillment, positive school atmosphere, constructive relationships amongst teachers, perception of their competencies in their domains, self-respect, appreciation, good administration and management, sense of security on matters such as health and security, sickness and arrangements for retirement". The factors that affected teachers' motivation negatively were – "competitive climate amongst teachers, the fear of being subjected to disciplinary action, and school insufficiencies in teaching and learning technologies". Müller and Benninghoff (2009) studied factors that contribute to attracting and retaining teachers. It was found that teachers' motivation played a vital role in attracting or retaining teachers, though extrinsic motivation played a major role in those teachers quitting the schools. Demir. K. (2011) outlined that teachers' intrinsic motivation has a strong influence on students' engagement, but states that intrinsic motivation of the teachers is influenced by the extrinsic motivation he/she receives. Hein. V. (2012) studied the effect of teacher's behavior on students' motivation and learning outcomes. Teacher's interpersonal behavior (autonomy-supportive and controlling) was examined across students' motivation. The study relived that the autonomy-supportive behavior of the teacher had a positive effect on self-determined motivation among children and controlling behavior of the teacher had a negative effect on the motivation of the students. Maharjan. S (2012) studied the association of factors related to motivation at work and job satisfaction among college staff. Both intrinsic and extrinsic factors like reputation, educational development, personal values, career plans, job security, pay scales and others were considered for the study. It was found that the factors showed to have an influence on job satisfaction among teachers. Claudia. V. (2015) through her study stated that teacher's motivation is very much necessary for the development of teachers' careers.

Rao. M. B. (2016) attempted to study the motivation among teachers in higher education, through 'McGregor's theory X and Theory Y' personality study. Lazauskaite-Zabielske et.al. (2015) proved the role of intrinsic motivation in forming employees' citizenship behavior in the organization.

3. THEORETICAL BACKGROUND

- **Motivation**

An individual's behavior is an outcome of many factors and stimuli/ motives. McClelland, Atkinson, Clark and Lowell in the year 1953, proposed three key motives – "Achievement, Affiliation, and Power", are influencing

individuals. This theory is popularly known as McClelland's theory of motivation. McGregor in 1966, extended the study and proposed 6 important motives influencing the behavior of individuals, they are:

(i). **Achievement** motive – Specifying the concern for excellence, competition set by themselves or others to achieve excellence, setting challenging goals for oneself, knowing the obstacles in the way of goal fulfillment, and persistence to try alternative paths to reach the goals.

(ii). **Affiliation** motive - is characterized by concern for creating and maintaining close, personal relationships, and a tendency to express one's emotion.

(iii). **Influence** motive – explains the concern to make an impact on others, a desire to make people do what one thinks is right, and an urge to change matters and develop people.

(iv). **Control** motive - emphasizes concern for orderliness, desire to remain informed, and an urge to monitor and take curative action when needed.

(v). **Extension** motive - illustrates concern for others, interest in super-ordinate goals and an urge to be relevant and useful to society at large.

(vi). **Dependence** motive – expresses the desire to seek help from others in one's self-development, seeking opinion from others (those who are more knowledgeable or have higher status, experts, close associates etc), submitting ideas or suggestions for other's approval and having an urge to maintain and approval relationship.

- **Behavior**

Behavior is defined as the range of actions and mannerisms made by individuals, organisms, systems, or artificial entities in conjunction with themselves or their environment. This includes the other systems or organisms around as well as the (inanimate) physical environment.

- **Employee behavior**

The term employee behavior refers to how employees respond to specific circumstances or situations in the workplace. Many determinants – intrinsic and extrinsic determinants formulate the behavior of employees in the workplace. Depending on the kind and frequency of occurrence of employee behavior, a behavioral pattern can be recorded. The study of this pattern would help the organizations to strategize reinforcement practices for better organizational behavior and performance by employees.

4. OBJECTIVES OF THE STUDY

Several research studies have assessed teachers' motivation and teachers' behavior on students' motivation and behavior, but there are very limited studies assessing teachers' motivation on their behavior. A positive motivation leads to positive reinforcement, which in turn leads to positive behavior among teachers and vice-versa. Hence the current study aims to: Understand the motivational factors that lead to acceptance (approach) or avoidance.

5. RESEARCH METHODOLOGY

- **Sample Description**

The study was conducted on a sample of 51 school teachers belonging to 2 schools of a city in the state of Karnataka, India. A convenient sampling method was adopted for the study. Of the 51 respondents, 19 respondents are male and 32 respondents are female teachers. A questionnaire comprising of 60 statements, was administrated via a google form, backed by a personal telephonic conversation.

- **Instrument Used**

"Motivational Analysis of Organisations-Behavior (MAO-B)" instrument developed by Dr. Udai Pareek was administrated for the study (Pareek, L. U., & Purohit, S., 2018). The instrument comprises of 60 statements, assessing 6 motives – (i)Achievement, (ii) Affiliation, (iii) Extension, (iv) Influence, (v) Control and (vi) Dependency, across 2 behavioral outcomes – (i) Approach and (ii) Avoidance. A 4-point rating scale judging from

"Never" to "always" (**1**: *Never feel/behave so*; **2**: *Sometimes feel/behave so*; **3**: *Often feel/behave so* and **4**: *Always feel/behaveso*) was used for assessment. Each motive has 5 statements pertaining to "Approach" and 5 statements pertaining to "Avoidance" behavior making the total count to 60 statements.

The responses are then scaled across on the "MAO-B scoring-cum-analysis sheet". To find whether the behavior is inclined towards "Approach"or "Avoidance" for the respective motive. An "Operating Effectiveness Quotient" is calculated, to get the final score to checks the behaviorial outcome. The 'Operating Effectiveness Quotient 'is calculated using the formula:

$$\boldsymbol{OEQ} = ((P - 5) \div (P + V - 10)) \times 100$$

Where: P = Approach
V = Avoidance

6. LIMITATIONS OF THE STUDY

    a. The study was conducted during the lockdown period imposed due to the COVID-19 pandemic; hence a larger sample could not be approached.
    b. The stress of the pandemic may have influenced the response of the respondents.

7. DATA ANALYSIS AND INTERPRETATION

- **Data Analysis:**

The responses received from 51 respondents were tabulated statement-wise. The highest scale per statement is recorded on the "MAO-B scoring-cum-analysis sheet" (Table 1).

Table 1: Responses recorded on 'MAO-B scoring-cum-analysis sheet'

Motive	Behaviour	Item.No	Response	Item.No	Response	Item.No	Response	Item.No	Response	Item.No	Response
Achievement	Approach	1	2	13	4	25	4	37	3	49	2
	Avoidance	7	2	19	4	31	3	43	1	55	3
Influence	Approach	3	2	15	1	27	2	39	3	51	3
	Avoidance	9	1	21	1	33	1	45	2	57	1
Extension	Approach	12	3	24	4	36	4	48	4	60	3
	Avoidance	6	3	18	3	30	3	42	2	54	3
Control	Approach	5	4	17	4	29	3	41	4	53	3
	Avoidance	11	3	23	3	35	3	47	3	59	3
Affiliation	Approach	8	4	20	4	32	4	44	4	56	4
	Avoidance	2	3	14	2	26	4	38	4	50	2
Dependency	Approach	10	4	22	4	34	4	46	3	58	2
	Avoidance	4	4	16	4	28	3	40	3	52	3

Each row is then totalled to get the score for Approach and Avoidance per motive (Table 2).

Table 2: Total score for Approach and Avoidance per motive on 'MAO-B scoring-cum-analysis sheet'

Motive	Behaviour	Item.No	Response	Item.No	Response	Item.No	Response	Item.No	Response	Item.No	Response	Total
Achievement	Approach	1	2	13	4	25	4	37	3	49	2	15
	Avoidance	7	2	19	4	31	3	43	1	55	3	13
Influence	Approach	3	2	15	1	27	2	39	3	51	3	11
	Avoidance	9	1	21	1	33	1	45	2	57	1	6
Extension	Approach	12	3	24	4	36	4	48	4	60	3	18
	Avoidance	6	3	18	3	30	3	42	2	54	3	14
Control	Approach	5	4	17	4	29	3	41	4	53	3	18
	Avoidance	11	3	23	3	35	3	47	3	59	3	15
Affiliation	Approach	8	4	20	4	32	4	44	4	56	4	20
	Avoidance	2	3	14	2	26	4	38	4	50	2	15
Dependency	Approach	10	4	22	4	34	4	46	3	58	2	17
	Avoidance	4	4	16	4	28	3	40	3	52	3	17

'Operating Effectiveness Quotient' is then calculated using the formula below, to get the behavioral score for each motive:

$$OEQ = ((P - 5) \div (P + V - 10)) \times 100$$

The mean assessment of Approach and Avoidance is at a mean score of 50 as per the "Operating Effectiveness Quotient Matrix" (Table 3);

Table 3: Operating Effectiveness Quotient Matrix

Approach Scores →

Avoidance ↓

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
5	0	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
6	0	50	67	75	80	83	85	87	89	90	91	92	92	93	93	99
7	0	33	50	60	67	71	75	78	80	82	83	85	86	87	87	89
8	0	25	40	50	52	62	67	70	73	75	77	78	80	81	82	83
9	0	20	33	43	50	55	60	64	67	69	71	73	75	76	78	79
10	0	17	28	37	44	50	54	58	61	64	67	69	70	72	74	75
11	0	14	25	33	40	45	50	54	59	60	62	65	67	68	70	71
12	0	12	22	30	36	42	46	50	53	56	59	61	63	65	67	68
13	0	11	20	27	33	38	43	47	50	53	55	58	60	62	64	65
14	0	10	18	25	31	36	40	44	47	50	53	55	57	59	61	62
15	0	9	17	23	28	33	37	41	44	47	50	52	54	56	58	60
16	0	8	15	21	27	31	35	39	42	45	48	50	52	54	56	58
17	0	8	14	20	25	29	33	37	40	43	45	48	50	52	54	56
18	0	7	13	19	23	28	32	35	38	41	43	46	48	50	52	54
19	0	7	12	18	22	26	30	33	36	39	41	44	46	48	50	52
20	0	6	12	17	21	25	29	32	35	37	40	42	44	46	48	50

Source: *Training Instruments in HRD and OD*. SAGE Publishing India.

Hence a score above 50 is considered positive and towards approach behavior for respective motives and the score below 50 is considered as 'Avoidance' behavior. The OEQ scores so obtained after the application of the formula gave the results as shown in Table 4.

Table 4: Operating Effectiveness Quotient score obtained

Motive	Behaviour	Item	Response	Item	Response	Item	Response	Item	Response	Item	Response	Total	OEQ Score
Achievement	Approach	1	2	13	4	25	4	37	3	49	2	15	55
	Avoidance	7	2	19	4	31	3	43	1	55	3	13	
Influence	Approach	3	2	15	1	27	2	39	3	51	3	11	85
	Avoidance	9	1	21	1	33	1	45	2	57	1	6	
Extension	Approach	12	3	24	4	36	4	48	4	60	3	18	59
	Avoidance	6	3	18	3	30	3	42	2	54	3	14	
Control	Approach	5	4	17	4	29	3	41	4	53	3	18	56
	Avoidance	11	3	23	3	35	3	47	3	59	3	15	
Affiliation	Approach	8	4	20	4	32	4	44	4	56	4	20	60
	Avoidance	2	3	14	2	26	4	38	4	50	2	15	
Dependency	Approach	10	4	22	4	34	4	46	3	58	2	17	50
	Avoidance	4	4	16	4	28	3	40	3	52	3	17	

- **Interpretation:**

 Refiring to the OEQ scores obtained, it can be noted that Dependency, Achievement, Control & Extension show a lower strength of motive, whereas Influence and Affiliation show a higher strength of motive.

 (i). **Achievement** motive is characterized by the importance given for excellence, competing with self and standards set by others; awareness of the obstacles in the way of achieving one's goals and search for alternate paths to achieve one's goals. The total of 'approach' and 'avoidance' shows a score of 15 and 13 respectively. Applying the OEQ equation, a score of55 is obtained, indicating a comparatively lower influence of Achievement as a motive for a positive (approach) behavior among teachers.

 The mean score as indicated in the Operating Effectiveness Quotient Matrix (Table3) is at 50, stating that OEQ below 50 leads to 'Avoidance' and OEQ score above 50 leads to 'Approach' behavior. The Achievement OEQ score at 55, is an indication of Approach behavior, but care needs to be taken to see that the score does not dip further. Hence teachers need to focus on setting standards to pursue excellence, identify hurdles in the path of their goal attainment and seek alternative paths to reach the goals.

 (ii). **Affiliation** motive displays concern for establishing and maintaining close, personal relationships and the ability to express emotions. Analysis (Table 2) shows a total score of 20 for Approach and 15 for Avoidance, indicating that respondents give value for personal relationships and can express their emotions to their peers. The OEQ score of 60 indicates Affiliation as a stronger indicator for positive behavior among teachers.

 (iii). **Influence** motive illustrates a propensity to make an impact on others, the ability to influence people in one's way of thinking and a need to make a difference in one's life. A total score of 11 is noticed for Approach and a total score of 6 is assessed for Avoidance, indicating that respondents tend to influence others and make an impact in their lives. The OEQ score of 85 shows a very strong effect of Influence as a motive to bring in positive behavior among teachers.

 (iv). **Control** motive emphasizes concern for orderliness, desire to remain informed and an urge to monitor and take curative action when needed. The total approach score is showed at 18 and the avoidance score is calculated at 15; further, the OEQ score is calculated at 56, which is closer to the mean score of 50, indicating that too much concern on orderliness and monitoring may get teachers into avoidance behavior.

 Control motive is an extrinsic motive, and hence may a perceived negatively. The school management needs to focus on this motive to avoid dissatisfaction and disconnect in the future.

(v). **Extension** motive speaks about concern for others and an urge to be of use to others and society at large. The total score of 18 for avoidance and a score of 14 for Avoidance, with an OEQ score of 59 speaks well about the motive. Extension motive is seen to have a positive influence on the behavior of teachers.

(vi). **Dependence** motive signifies the characteristics of being dependent on others for one's self-development, seeking opinion from people who are more knowledgeable and from close associates and seeking approval for ideas and proposals. The total score of Approach and Avoidance is calculated at 17, bringing the OEQ score to 50. OEQ score is on the mean score, indicating dependency on others, seeking opinions frequently, seeking approvals before taking up any task; this type of behavior may lead to avoidance (ie., if OEQ scores drop less than 50) and may prove to bring in negative behavior among teachers.

8.   CONCLUSION

The high OEQ scores of Influence, Affiliation and Extension clearly indicate that teachers give more emphasis on establishing and maintaining close personal relationships, express emotions, have a tendency to make an impact on others, ability to influence people in one's way of thinking and make a difference in one's lives along with the attitude to be useful to others and society at large. Motives like Control, Achievement and Dependence though are noted to be higher than the mean score of 50 (as per the 'Operating Effectiveness Quotient Matrix'), did show their closeness towards 'Avoidance', indicating that too much control, force to meet up with competition and an attitude to seek permission or opinions frequently fearing consequences is disliked by teachers, leading to a lower score towards these motives.

As mentioned in the literature review above – by Kocabaş. I. (2009) that competitive climate amongst teachers, the fear of being subjected to disciplinary action, and school insufficiencies in teaching and learning technologies are perceived to be affecting the motivation of the teachers negatively. Further as stated by Hein. V. (2012), that controlling behavior of the teacher has a negative effect on the motivation of the students, hence care needs to be taken by the concerned authorities to develop a better, supportive and empowered environment to induce positive (Approach) behavior among teachers, which in turn has its effect on the students' motivation, attitude, learning and behavior.

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