

A Study on the Motivational Pattern of Students and Correlation with Gender Using X-Y Theory

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ABSTRACT

Motivation refers to reasons that underlie behaviour that is characterized by willingness and volition. Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. Douglas McGregor, an American social psychologist, proposed his famous X-Y theory. The following research is on the study of the motivational pattern of student and correlation with gender using X-Y theory questionnaire. The study is based on both primary and secondary data includes. The primary data was collected with the help of standard questionnaire (Alan Chapman 2002, Based on Douglas McGregor's XY Theory). This questionnaire was administered on the MBA students. The secondary sources were collected from different journals, magazines and books to obtain data regarding the role of gender in motivation. The primary data collected has been analysed using SPSS version 16.0. The research tool used to find the significant difference is Levene's T-Test.

Key Words: Motivation, X-Y theory, Gender

INTRODUCTION

Motivation refers to reasons that underlie behaviour that is characterized by willingness and volition. Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation within individuals tends to vary across subject areas, and this domain specificity increases with age. Motivation in children predicts motivation later in life, and the stability of this relationship strengthens with age. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation. In general, children appear to enter school with high levels of intrinsic motivation, although motivation tends to decline as children progress through school. Research suggests that motivation can be manipulated through certain instructional practices, although studies demonstrate both positive and negative effects. The use of rewards may either encourage or diminish motivation, depending on the type of rewards and the context in which they are given. Teachers should attempt to give students more autonomy or control over their own learning by allowing them to make choices and use collaborative or cooperative learning approaches. In addition, teachers should create a supportive classroom environment with respect to goal structures, attributions, and external evaluation. There are several challenges to assessing motivation, especially in children. Recommendations for eliciting evidence of motivation for assessment purposes are made.

DEFINITION OF MOTIVATION

Motivation is a psychological feature that arouses an organism to act towards a desired goal and elicits, controls, and sustains certain goal directed behaviours. It can be considered a driving

force; a psychological drive that compels or reinforces an action toward a desired goal. For example, hunger is a motivation that elicits a desire to eat. Motivation has been shown to have roots in physiological, behavioral, cognitive, and social areas.

Motivation may be rooted in a basic impulse to optimize well-being, minimize physical pain and maximize pleasure. It can also originate from specific physical needs such as eating, sleeping or resting, and sex.

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviours (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both.

THEORY X AND THEORY Y

Douglas McGregor, an American social psychologist, proposed his famous X-Y theory which is explained as below:

Theory X ('authoritarian management' style)

- The average person dislikes work and will avoid it he/she can.
- Therefore most people must be forced with the threat of punishment to work towards organisational objectives.
- The average person prefers to be directed; to avoid responsibility; is relatively unambitious, and wants security above all else.

Theory Y ('participative management' style)

- Effort in work is as natural as work and play.
- People will apply self-control and self-direction in the pursuit of organisational objectives, without external control or the threat of punishment.

- Commitment to objectives is a function of rewards associated with their achievement.
- People usually accept and often seek responsibility.
- The capacity to use a high degree of imagination, ingenuity and creativity in solving organisational problems is widely, not narrowly, distributed in the population.
- In industry the intellectual potential of the average person is only partly utilised.

LITERATURE REVIEW

In this section describes and explains the concepts and theories that were described by the other authors in the field of motivation and its correlation with the gender. MC Gregory theory suggest that there are two parameters in motivation X and Y where, X is for laziness category of people who get motivated by the external factors where as Y category of people are hard working and ambitious. According to him X category of people should be motivated to increase their performance. As discussed earlier, motivation refers to reasons that underlie behaviour that is characterized by willingness and volition. While intrinsic motivation is animated by personal enjoyment, interest, or pleasure, extrinsic motivation is governed by reinforcement contingencies

Emily R. Lai (2011) in their study suggest the importance of research exploring the intersections between dimensions such as race, social class, gender, and religion on the construction of self and service. Bahman P. Ebrahim (1999) states that Chinese women are perceived as passive, submissive, lacking aggressiveness and they drive to be successful managers. According to his study there is no significant differences between the scores of males and females. Gender role differences are not supported by differences in managerial motivation of Hong Kong business student. Curry.T.J. (1989) states that competition, fitness, and social motivation for sport participation between American college athletes and Austrian student sport club members are compared. The results indicate: (1) statistically significant main effects of ANOVA comparisons between competition and fitness motivation and the factors of gender and country; (2) a statistically significant two-way interaction between social motivation and gender and country; and (3) statistically significant Pearson product moment correlations between competition and fitness motives and the involvement of self in the sport role. It is thus concluded that motivation for sport participation is likely to be influenced by the values of the sport organization as well as the sport and gender identities of the participant. Peter Gobel (2006) explores differences in motivational sub-constructs based on the variable of gender. He used Factor analysis test in which result revealed a multidimensional construct comprised of Integrativeness, Intrinsic value, Amotivation, and Attainment value, together explaining the variance. A MANOVA was then performed with gender as the independent variable. The results of the MANOVA indicated a significant difference in Integrativeness based on gender, with females scoring significantly higher on those items. The results are discussed in relation to both the Socio-educational model and Expectancy-value theory, and with reference to their relevance in the EFL classroom. Frank Pajares, Giovanni Valiant (2001) proposes their study and the

aim of their study was to determine whether gender differences in the writing motivation and achievement of middle school students (N = 497) are a function of gender-stereotypic beliefs rather than of gender. According to their study, girls reported stronger writing self-efficacy, writing self-concept, self-efficacy for self-regulation, value of writing, and task goals, and they received higher grades in language arts. Boys reported stronger performance-approach goals. All gender differences favouring girls in writing motivation and achievement were rendered non significant when feminine orientation beliefs were controlled. Their findings suggest that a feminine orientation is adaptive in the area of writing, whereas a masculine orientation is beneficial when escorted by a feminine orientation.

Kristi J. K. Klein, Sara D. Hodges (2001) studied two studies of college students and investigated the conditions under which women perform better than men on an empathic accuracy task (inferring the thoughts and feelings of a target person). According to their first study women's advantage held only when women were given a task assessing their feelings of sympathy toward the target prior to performing the empathic accuracy task. The second study demonstrated that payments in exchange for accuracy improved the performance of both men and women and wiped out any difference between men's and women's performances. Together, the results suggest that gender differences in empathic accuracy performance are the result of motivational differences and are not due to simple differences of ability between men and women.

RESEARCH METHODOLOGY

The following research is on the study of the motivational pattern of student and correlation with gender using X-Y theory questionnaire.

RESEARCH DESIGN: The research project under consideration is a descriptive research study as it is strongly based on the review of the previous works done in the field of motivational pattern of student and correlation with gender using X-Y theory of questionnaire.

HYPOTHESIS: On the basis of literature review done, a null hypothesis was formed which indicates that there is no effect of gender on motivational level of MBA students.

H0: Gender does not affect the motivational level of MBA students.

H1: Gender has a direct relationship on the motivational level of MBA students.

Data Collection and Analysis Technique: The study is based on both primary and secondary data includes. The primary data was collected with the help of standard questionnaire (Alan Chapman 2002, Based on Douglas McGregor's XY Theory). This questionnaire was administered on the MBA students between the month of January to March 2013. The secondary sources were collected from different journals, magazines and books to obtain data regarding the role of gender in motivation. The primary data collected has been analysed using SPSS version 16.0. The research tool used to find the significant difference is Levene's T-Test.

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SAMPLING METHOD: Sample Unit: For this research the students of Army Institute of Management & Technology, an MBA Institute situated in greater Noida was taken.
Sample Size: Total number of respondents was 100 out of which 50 were boys and 50 were girls.
Sampling Technique: The technique used for sampling was judgment sampling (non probability sampling technique)

RESULT AND DISCUSSION

In this research Levene's Test for equality of variance was applied for independent samples in order to study the differences in the motivational level of MBA students according to gender. Levene's test is an inferential statistic used to assess the equality of variances in different samples. The research also tells about the X-Y theory of motivation where X indicates the factor that an individual is externally motivated and Y indicates that an individual is internally motivated.

T-TEST

Table I- Group Statistics

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|------------|--------|----|-------|----------------|-----------------|
| Motivation | 1 | 50 | 55.36 | 7.969 | 1.127 |
| | 2 | 50 | 53.48 | 7.519 | 1.063 |

Table II- Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | | | | | | | | | |
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Motivation | Equal variances assumed | 240 | .625 | 1.213 | 98 | .228 | 1.880 | 1.549 | -1.195 | 4.955 |
| | Equal variances not assumed | | | 1.213 | 97.672 | .228 | 1.880 | 1.549 | -1.195 | 4.955 |

INTERPRETATION

Using the T-test we found that motivational mean of 50 boys is 55.36 and the standard deviation is 7.969 and the mean of 50 girls is 53.48 and the standard deviation is 7.519.The findings illustrates that in motivational theory of X-Y there is no significant gender difference among students. The significant factor which came out from this research is .625 which is greater than 0.05 which means that there is no significant difference between boys and girls. No differences are found between boys and girls in any of the variables under study. The result shows that both boys and girls came under the category of strongly preferring Y theory management which means students are internally motivated without any gender factor.
The null hypothesis pertaining to there being no significant difference of gender with the motivation level was found to be true.

CONCLUSION

Motivation is a psychological feature that arouses an organism to act towards a desired goal and elicits, controls, and sustains certain goal directed behaviours. It can be considered a driving force; a psychological drive that compels or reinforces an action toward a desired goal. Motivation has been shown to have roots in physiological, behavioural, cognitive, and social areas. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation. Tangible rewards can be especially damaging to intrinsic motivation, as can negative performance feedback and positive feedback when it is administered controlling. Educators should administer any rewards informational and unexpectedly, as these types of rewards do not appear to diminish motivation.

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ANNEXURE

THE X - Y THEORY QUESTIONNAIRE

Indicates whether the person prefers being managed by the 'X' or 'Y' style:
Score the statements (5 = always, 4 = mostly, 3 = often, 2 = occasionally, 1 = rarely, 0 = never)

- I like to be involved and consulted by my boss about how I can best do my job.
- I want to learn skills outside of my immediate area of responsibility.
- I like to work without interference from my boss, but be able to ask for help if I need it.
- I work best and most productively without pressure from my boss or the threat of losing my job.
- When I leave the company, I would like an 'exit interview' to give my views on the organisation.
- I like to be incentivised and praised for working hard and well.
- I want to increase my responsibility.
- I want to be trained to do new things.
- I prefer to be friendly with my boss and the management.
- I want to be able to discuss my concerns, worries or suggestions with my boss or another manager.
- I like to know what the company's aims and targets are.
- I like to be told how the company is performing on a regular basis.
- I like to be given opportunities to solve problems connected with my work.
- I like to be told by my boss what is happening in the organisation.
- I like to have regular meetings with my boss to discuss how I can improve and develop.

Total Score

60 – 75 = Strongly prefers Y Theory Management (Effective long & short term)
45 - 59 = Generally prefers Y Theory Management
16 - 44 = Generally prefers X Theory Management
0 - 15 = Strongly prefers X Theory Management (Autocratic leadership may be effective in the short term but poor in the long term)