Abstract

This paper explains about the motivation and motivation theories. The main aim of this paper is to study how psychological behaviour of an individual agent performs in a group will improve the group performance. Motivation is taken from the Latin word which is movere that is to move. Motivation is the forces acting on or within a person that causes arousal, direction and persistence of goal directed, voluntary efforts. All the motivational theory are universally accepted the motivational theory explains why and how human behaviour is activated. in this paper there is a comparative study of different motivational theories. motivational theory more focuses on Maslow’s theory and goal setting theory. Where Maslow’s involves about the priority and goal setting is about goal oriented motivation. With many case studies like business, education and construction. The proposed theory says that when time is considered as a factor the agents are highly motivated towards the goal and hence it improves the group performance.

1. Introduction

Motivation is forces which are connected internally and externally that initiates the work done successfully and more effectively. Motivation is the energy to the behavior it is also a tendency or preferences to put effort in work. Model of intrinsic motivation which was developed by Thomas says that result of the inherent motivation on the person’s experiences is always related with the rewards, the essential categories for motivation is the choice, competence and the progress.

In order to understand the behavior of the humans’ factors such as intrinsic and extrinsic is important. Extrinsic is want to get the specific result or the outcome and whereas intrinsic is the feeling positive internally which causes the motivation. There two are the greatest factors for the motivation. One of the greatest scientist Albert Einstein tells that the “enjoyment of seeing and searching” here intrinsic motivation plays a important role. For instance teachers cannot be motivated into sales and also employee motivation can vary with respect to different cultures and their jobs and also rewards are one such factors can has the main impact on the motivation.

If we take teacher’s motivation, it can depend on the utilization of the tools by the administration of the school, and also it depends on the teacher perspectives on different ways they get motivated and they can perform better in schools. Some of the research says that due to the restriction and limitations by the department of education. The motivation to the teachers can be limited but there are
some teachers who can feel satisfied with the current systems and also some think that it is limited and can be improved in many ways. Motivation can be applied even in government by their controlled systems. And also by evaluating the current progress by evaluating the system and in order to increase the performance of the employee motivation has to be incorporated to them. Suppose by considering school or offices the students feedback or the opinion from them should be considered and taking advice from their colleagues can be suggested. This type of feedback or opinion can help them get motivated. A study was conducted to the teachers by asking them what change would motivate them to perform better, for about 16.1% teachers agreed on school administration and 69.4% agreed on educational administration and others were appraisals, working hours and pay.[1]

2. Individual Motivation

Here we are seeing about the individual motivation and their performance. In the American working society the motivation and the performance have the higher priority. The motivation and the performance have higher priority in the two days workforce environment. The managers know that when the employees are motivated they perform in high level. Also when they are motivated from their job they tend to increase the job satisfaction. When the employee has their satisfaction in the job then they tend to get committed to their organization when compared to the other people in the organization. Hence the motivated person becomes beneficial to the organization. The performance and the motivation are two different factors. People have motivations through their life. First the motivation act as an internal drive for the individuals to achieve the goal. They can be influenced by the other factors. The motivated people when they complete the task they will have an satisfaction after completing their task. When an individual is externally motivated they look what they get after they reach their goal. So some people get motivated based on the external values. The performance can be measured in the different ways based on the situations. It can also be measured based on the individual task. They can be based on the various levels of the individual performance like satisfactory, unsatisfactory, good, bad, high or low. As per the managers it is being measured as being high average, or low performance. Hence the individual has to be well motivated to complete their task at high levels. There had been various research conducted to relate both the motivation and the performance to see that what motivates the individual and the group to perform at high level. A particular study was conducted on motivated individuals by Cadby, Song and Tapon in the year (2007) it investigated the motivation levels of the individuals by examining fix salary pay verses the performance. The pay for the performance was they were paid based on their performance and whereas the fixed pay was not affecting the individual performance. In the study there were eight participants were involved where they were given the individual tasks to perform. The people were randomly assigned for the groups of they pay on performance and the fixed salary. The people were given an option of changing the group. The results were like the group where the individuals were paid high based on the performance there performance were high when it is compared to the other group. By this it is clear that the individuals were more motivated to perform at the high level when they were paid more based on their performance [2].

An addition to this Cooper, Clasen, Silva-Jalonen and Butler in the year 1999 conducted an in-Basket case it investigated if the promise of rewards created an impact on the individual performance. The individuals received different kinds of feedback and they were divided into groups. The result was absorbed that when an individual were told that the feedback will be given then they were more motivated and performed the task in a better way. Hence the individuals will be more motivated when they know that there task will be observed and the feedback is given they are more motivated and they tends to give high performance. Hence based on these two studies it was noticed that the individual performance and motivation demonstrate that individuals have higher motivation levels along with the high performance and they are directly related. When there performance determines the individual outcome and identify based on that and they know that their performance will be evaluated.[3]

Group in contrast to the individuals are motivated by different aspects that involve motivation and performance. A study was done on this by Wegge and Haslam in the year 2005. There were four groups to do their best. The group finished their task and the performance and the motivation were well demonstrated. It was been demonstrated that the group performance where high when they had a specific goal their performance were high when it was compare with the group when they were told to do your best. The groups goal setting also increases the individual performance. It motivates them to achieve the goal. Therefore the performance is more when they have an well desired goal setting in their life. [4]
Vegt and Vliert in the year 1998 conducted a test that examined interdependent work team and how it affected individual’s motivation and the performance. Task interdependent is when one group member depends on another group member to complete the task. The outcome interdependent is when group members believe that the outcome of a task depends on the successful goal attainment. In this the result was found that the individual was more responsible of his work more as well as his team member work overall interdependence was high. The individuals were more motivated to increase the performance of other people. Also when they are working in group and when the group had a goal the individual performance is high.

It is known that the individual performance will be high when they have goal and also in the group when they have a common goal they’ll be motivated to work and hence the performance increases. However we do not know that the people are more motivated when they work in group or in the individual task. The research says that the dependent variables in the current research are the individual level of performance when they are doing their task. There is no research that says that in the group task or the individual task in which they perform better or the performance will be high in which. But in this experiment it is noted that the performance in the group will be at the high levels compared to the individual task [5].

3. Group Motivation
A team or a group achieves success with motivation being an important factor. From beginning to the end, a successful team will be motivated. For a team to be motivated and to be successful, some basic laws of motivation need to be followed.

3.1 Laws of Motivation
Motivation needs a goal: it is impossible for a team or a group to be motivated without a goal in mind. If there is no competition in a game, there is no reason to compete. Goal is compared to competition which is a vital component of team motivation.
Motivation needs recognition: consider a scenario where a child gets a painting which was done by her in school to show her parents. If parent admires the painting and shows it to all other family members, the child gets motivated and come up with new paintings and hence recognizing a person is also a way of motivating that person.
In a group, each individual has to be motivated to motivate others: only if a person is motivated, he can motivate others. You have to be motivated yourself, if you want to motivate another person.

Participation motivates: when working in a team, each individual should be given an opportunity to share his ideas and that person should be recognized for his ideas. By this, all the individuals in a group will be motivated and come up with new ideas and hence participation of each individual in a group motivates others.
Leader motivates: a leader need not be a manager. We call a person to be a leader if he inspires others to action. A leader looks for opportunities and new challenges; he comes up with new ideas for betterment of his work, takes risks. With this, he can motivate his teammates.

3.2 Types of Motivation
Motivation is of two type’s namely intrinsic motivation and extrinsic motivation.
Intrinsic motivation- motivation within a person is intrinsic motivation. Some of the intrinsic motivation factors are willingness to learn, social needs, goals. Extrinsic motivation- motivation by outside factors is extrinsic motivation. Some of the extrinsic motivation factors are rewards, bonus.
Both intrinsic and extrinsic motivation leads to success. A group can also be motivated by both motivational factors. [6]
To support integration of technology into the smart classroom environment, enormous funds have been expended. This led to “tech-savvy” educators, challenges faced by them in using the technology, many ways in reporting what they know, and finally the ways in which they used educational technology for activities which are professional or instructional. By this, educators mentioned that their motivation is to be lifelong leaners, regardless of internal constraints and external constraints faced by them, their confidence to merge instructional technology into professional lives increased. It also motivated them to concentrate more on time, funds and technology integration support.
Many teacher professional organizations and federal government called teachers who are ready to teach students by using technology. By this, a very little transformation in teaching and learning as occurred. Becker told that individuals who were taught in different schools share the characteristic and the kind of teaching practice which develops their technology skills. By using technology teachers also had well rounded educational experiences when compared to the other teachers and also lifelong learning commitment. These data were gathered to reexamine teachers, personal backgrounds, classroom environments and teaching practices to know how tech-savvy teachers acquire skills and how they use the technology. With new technology, many schools
are adopting new methods to improve learning, teaching and also to improve communication. Usage of this technology led to large expenditures on hardware, internet access, software and peripherals. This process includes three stages are Initiation or adoption, Implementation, Continuation or institutionalization. This study helps us understand the motivational forces and challenges of tech-savvy educators. This also helps in collecting both qualitative data and quantitative data. [7]

4. Motivational Theories

4.1 Maslow’s theory

Maslow’s hierarchy categories are: self-actualization, esteem, belongingness, safety, physiological. Some of the general examples in home are, for self-actualization it is education, hobbies, personnel growth etc. esteem it is approval of family, friends, and community. Belongingness it is family, friends, clubs. Safety it is violence, freedom from war. Physiological it is food, water and sex.

Maslow tells that the lower which is the physiological has to take the priority. It should be fulfilled in order to get others activated. He gives an example that when we are dying of starvation and if are threatened by life we don’t think about good looks and what color suits you. They are always certain basic things which are important in our life. If we see logically, if people are hungry and there is no shelter, they don’t go to church or somewhere else like sightseeing and people are rational that is they can’t think of higher things when they don’t have the lower things. But it can also be like if people are poor they be more religious where else rich people may not be that religious. This can be said if the given culture and their nation are same. So the theory can make some wrong prediction.

If we take education, we will not hear that people telling that they won’t go to class because they haven’t had sex in three days. Though sex belongs to the lower group that is physiological here the priority goes to the higher group which is the education, in this scenario the Maslow theory does not predict correctly.

By seeing cultural critique we can see that if the classification is really based upon the order where the needs are satisfied or it is the classification from “tastefulness” view because physiological needs are at the bottom where as the self-actualization is at the top in the Maslow theory.

4.2 Alderfer’s ERG theory

Alderfer has categorized the needs in the form of hierarchy which is the need of growth that is competence development and their ability and protection. The needs have the satisfaction relationship with others and also about the physical well being.

His theory has three tiers. Alderfer’s theory is more rational than the Maslow’s theory. For example the bottom category in the Maslow’s which is sex need not be in the bottom in the Alderfer’s. Because it need not be the crucial element to the individual’s existence hence this theory solves the confusion or the conflict which was in the Maslow’s theory.

Alderfer theory suggests that as we satisfy the higher needs the higher needs becomes more intense that is the more we get the power or grade we start yearning for power like this can become an addiction.

4.3 Incentive theory

Incentive means motive to do things the incentive can be a reward. There are two types of rewards that is tangible and intangible it depends mainly on the action, behavior that one is going to happen or it can be trying to correct and can happen again this can be done through applying positive behavior or action. By the studies we understand that if the reward is given immediately there is a positive effect and it is much greater than the ordinary behavior. This effect can also decrease when there is delay in the reward. If there is regular or repetitive action and reward process then this positive action becomes a habit. There are two sources for motivation one is our self and other is from other people.

Reinforce is something or anything that follows action, there is intention here that the action might occur frequently. There is two types of reinforcement that is positive and negative. Positive is the increase by future frequency due to the past where the action was followed by the stimulus. It changes according to the stimulus. Negative involves change of removing stimulus which is followed by the response. This theory distinguishes from other theories.[8]

4.4 Goal setting theory

Goals are most important factors affecting the motivation and behaviour of employees. This was developed by Edwin hocke and Gary Latham. It explains the importance of specific and challenging goals in achieving motivated behaviour. Specific goals like quantitative targets to improve behaviour interest. First of this factor is goal commitment, which means that they are more dedicated individuals who achieves the goal. Second is self efficacy which is individual’s belief that he/she can successfully complete a particular task. If individuals have high level of self efficacy they are
likely to respond more positively to the goal than if they have low degree of self efficacy.

5. Case Studies

5.1 Education

Motivation is of particular interest to educational minds because of the extremely important role it plays in student learning. However, the kind of motivation is studied in the specialized form of education. Education differs from quality without measuring from the more general forms of motivational studies in other fields. Motivation in education has several outcomes that how students can learn and concentrate towards the subject matter. It can be Direct behaviour towards the goal, Increase effort and energy. Increase in initiative and persistence in activities. Enhancing in cognitive process Determine the results. Lead to improve in performance. Because students are not internally motivated always, they may sometimes need proper motivation which is found in surrounding condition that the teacher creates. If teachers decided to come out from the reward productive student behaviours, they may find it very hard to get themselves out of that path. Consequently student dependency on some outside rewards represents one of the greatest critics from their use in the classroom.

Most of the new student in colleges and universities recognize that separate needs of students should be considered relating to the information provided at the initial stages of college experience. This work is done by Whyte in 1986 where all the counsellors and teachers should be aware of what is been happening in this regard. In 2007, the National Orientation Directors Association reprinted Cassandra B. Whyte's research that says readers have to make more improvements with specific needs of students so that the performance in the academic will be high. Generally, motivation is created as either intrinsic or extrinsic. Classically, these categories are regarded as distinct.

Today, these ideas are less likely to be used as separate categories, but instead as two ideal types that define a continuum: Intrinsic motivation: here students are highly motivated to do the task and achieve their goal because they get to know what is important or they may even feel the significance of learning and knowing things better. It is been shown that built reasoning for education drops the grade from 3-9 though it cannot be learnt. Also, in younger students the context material should be presented which will be presented in the abstract knowledge of the student’s intrinsic motivation.

Extrinsic motivation: in this category, where the students are forced to do their task so that they can perform better. External factor gives a force to do their task.

For many native students (such as Native American children), motivation may come from social organization; an important factor teachers should account for in addition to different versions in Socio linguistics and Thinking. While poor academic performance among Native American students is often attributed to low levels of motivation, Top-down classroom organization is often found to be ineffective for children of many cultures who depend on a sense of community, purpose, and smartability in order to engage. Horizontally-structured, community-based learning success plans often provide a more structural supportive for motivating native children, who tend to be driven by "social/affective importance and focus, harmony, communicating a lot of thought or emotion creativity, and body language, facial expressions, etc." This drive is also traceable to a cultural tradition of community wide expectations of participation in the activities and goals of the greater group, rather than person wishes of success or victory.

In some native communities, young children can often show/represent a sense of community-based motivation through their parent-like interactions with brothers and sisters. What's more, it is ordinary for children to help and demonstrate for their youngest partners without being caused about authority figures. The ways of doing things and combination with other things methods are demonstrated in such examples as weaving in Chiapas, Mexico where it is ordinary for children to learn from "a more skilled other" within the community. The child’s real responsibility within the Mayan community can be seen in, for example, weaving jobs where you learn things often, when the "more skilled other" is given the job of many responsibilities, an older child will step in and guide the learner. Cousin’s guidance is supported from early youth, where learning through play encourages in structured orthrough other choice educational models such as "Intent Community Participation."

Research also hints that that formal Westernized education can actually reshape the
usually group nature of social life in native communities. This research is supported cross-culturally, with different versions in motivation and learning often reported higher between native groups and their national Westernized partners than between native groups across international divides.

5.2 Business

At lower levels of Maslow’s systems where people are separated from the level of importance of needs, such as body structure related needs, money is a reason for doing something, however it tends to have a motivating effect on staff that lasts only for a short period (in accordance with Herzberg’s two-factor model of motivation. At higher levels of the where people are in higher level of importance, praise, respect, recognition, and a sense of belonging are far more powerful reasons for doing something than money, as both Abraham Maslow’s explanation of motivation and Douglas Douglas McGregor’s explanation of what works and explanation of how things works relating to the explanation of the leadership.

According to Maslow, people give reasons to do things by unsatisfied needs. The lower level needs such as Physiological and Safety needs will have to be made happy by reaching the desired goal before higher level needs are to be looked at. We can relate Maslow’s system where people are in different levels of needs and what happens with employees for doing some task. For example, if a manager is trying motivate his workers by making happy in achieving the goal and their needs; according to Maslow, he should try to satisfy the lower level needs before he tries to satisfy the upper level needs or the workers will not have reasons to do things. Also he has to remember that not everyone will be having the same needs. A good manager will try to figure out which levels of needs are active for a certain individual or employee.

Motivated employees always look for better ways to do a job. Motivated employees are more quality oriented. Motivated workers are more productive. [9]

6. Conclusion

Our aim in this paper how our individual performing in a group can improve the performance of the group is shown in the various case studies. And in our proposed theory time is considered as important factor and the agents which are highly motivated reaches the destination more efficiently and effectively.

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