LECTURE 4

THEORIES OF MOTIVATION

This lecture will discuss some theories of motivation that inform management of education institutions. Some of these theories include: Abraham Maslow's Hierarchy of Needs Theory, Douglas McGregor's theory X and theory Y and Fredrick Hertzberg's Two Factor theory.

Topic Objectives

By the end of this lecture you should be able to:

  i. Define motivation and explain its types.

 ii. Identify various theories of motivation that informs management of education institutions.

iii. Discuss the importance/relevance of theories of motivation in the management of learning institutions.

 iv. Examine and apply various theories of motivation in educational institutions.

  v. Explain characteristics of schools where various theories of motivation are used.

i. Abraham Maslow's Theory of Motivation

Motivation is an inner state that activates or moves individuals towards the satisfaction of a specific need.

Abraham Maslow was a social scientist who did studies on human motivation and came up with a theory. He explained that a human being is motivated by 5main needs arranged in hierarchy from the lowest to the highest. The needs are:

- Physiological-food, shelter, clothing,
- Safety/Security
- Social affiliation
- Self-esteem
- Self-motivation

Majority of the people are actually motivated to satisfy the primary needs after which they progress upwards to the secondary or higher order needs. The lower order or primary needs are the most fundamental. Once a need is fulfilled, it ceases to be a source of motivation and the higher one becomes a motivation. One can fulfill two or three needs at the same time.

i. Physiological needs

These are the most basic needs in the hierarchy. They are the basic biological functions of human organism. They include need for food, water and shelter. Some psychologists have also included sex as one of the physiological needs. However, this is still a controversial issue among the psychologists.

ii. The Safety or Security Needs

These needs occupy the second level. They include emotional and physical needs. Security needs relate to the desire for a peaceful smoothly run and stable environment. Workers want assurance that their security needs will be met. Security ensures that workers' needs will be met now and in the future. These basic or lower order needs are usually fairly satisfied in work environments and therefore they rarely dominate. However, they should not be ignored and an administrator should strive to see to it that they are satisfied. For example, job security.

iii. The Social Affiliation Needs or Love Needs

This involves relationships with other people and status within a group. Since workers spend most of their hours when they are awake in their working environment, most of them need to be loved. As an administrator you need to recognize and facilitate the formation of informal groups. For example, a principal need to facilitate the formation of welfare groups among the teachers and non-teaching needs.

These needs become dominant after physiological and safety needs are minimally gratified. Since man is a social being, he needs to belong and feel accepted within various groups. He strives for meaningful relationships with others. If the opportunity for   association is denied or reduced, the individual will take vigorous action against the obstacles to social interactions.

iv. Self-esteem Needs

These are needs for self-confidence. A worker or a student needs to feel happy, competent, appreciated, etc. When one belongs to a group, he does not just want to be an ordinary member of a group, and he wants to be recognized for a specific achievement. Satisfaction of the self-esteem needs produce feelings of self-confidence, prestige power and control. Lack of satisfaction of these needs produce feelings of inferiority, weakness and helplessness.

v. Self-Actualization / self-gratification

These appear when self-esteem needs are adequately satisfied. These are needs to maximize ones' potentiality and abilities, whatever they may be. Self-actualization is the desire to become what one is capable of becoming. It is achieving the highest a person can ever achieve.

Application of Maslow's theory in educational management

This theory shows that individuals are wanting creatures with needs which must be fulfilled one after the other, starting from the lowest to the highest.

School administrators should ascertain that the basic needs are met first. He/she should make sure that there exists a work climate in which teachers and students can satisfy their needs. The administrator should also give permission to teachers to attend to personal problems, for example getting money from the bank or attending to family matters.

A school administrator should make sure that students and staff are free from physical danger when in the school compound. For example, fencing g of the school compound, or employing of watchmen.

- S/He can advise the staff to get insurance covers or introduce them to one. He can also facilitate the establishment of staff unions and retirement programmes where possible.
- S/He can ensure the Job security of the staff.
- S/He should acknowledge that man is a social being and thus, he can facilitate the formation of games and socialization clubs. Help in holding of end of year parties for both students and teachers. The principal or the administrator can introduce counseling services to both students and staff.

- The administrator should inform teachers of any vacancies for promotions and training.
- S/He should encourage staff to achieve good academic qualifications.
- S/He should recognize and reward any work that has been well done.
- S/He should give equal opportunities to all members of staff and students to maximum their potentials.

Activity

List the human needs of the learners and teaching staff and suggest ways in which these needs can be met by the school/college manager.

ii. Douglas McGregor's Theory X and Theory Y

- This was introduced by Douglas McGregor. He wrote a book in 1960 known as 'The Human Enterprise" He borrowed heavily from Maslow's concepts of motivation.
- His approach was from the managerial point of view.
- He explained that managers fall into two categories based on how they think on the nature of human beings. It is the philosophical understanding of the human nature that determines how a manager behaves towards the workers. There are two assumptions on this issue namely;
  a) Theory X
  b) Theory Y

a) Theory X Assumptions

i. The average human being is generally lazy and has an inherent dislike of work.

ii. Because of disliking work, he must be coerced, controlled, directed or threatened with punishment in order for him to put forth adequate efforts towards the achievement of organization objectives.

iii. The average human being prefers to be directed and avoids responsibility.

iv. Man is inherently self- centered and resistant to organizational needs.

v. Man is by nature resistant to change. Thus, theory X emphasizes on strict employee control and the application of extrinsic rewards.

Characteristics of schools employing Theory X assumptions

i. Employees have to be coerced, controlled or directed.

ii. There is need for application of incentives/rewards.

iii. Performance appraisal must be carried out frequently.

Advantages of Theory X

i. Employees do not absent themselves from work unnecessarily.

ii. There are no delays in decision making.

Disadvantages of Theory X

i. There is a possibility of making wrong decisions since the administrator does not consult

ii. Inter performance relationships in the school are minimal.

iii. There is low output and morale.

iv. There are many conflicts between the administrator and members of staff.

v. There is no job satisfaction among members of staff.

vi. Employees always need to be directed.

b) **Theory Y Assumptions**

Theory Y employs a human and supportive approach to management. It assumes that

i. Work is as natural as play is, in satisfying a worker. Therefore, a worker does not need to be forced to work.

ii. People will exercise self-control and direction towards achievement of organizational goals if they are committed to them.

iii. People can be self-directed and creative at work if they are properly motivated.

iv. The average human being learns to accept and seek responsibility under motivating working conditions. Avoidance of work and responsibility is learnt and not inherent in human behavior.

v. Commitment to objectives is a function associated with achievement.

vi. Motivation occurs at all social levels, self-esteem, self-actualization levels and not only at physiological and safety needs.

According to this theory a manager's role is that of providing an enabling environment for the release of potentials which employees are endowed with. The theories are applied in both management and leadership, as well as in discipline.

Characteristics of schools employing Theory Y assumptions

  i. The principal or administrators considers staff as mature people.
 ii. He allows staff members to participate in decision making activities and delegates duties.
iii. He accepts and supports staff members' ideas.
 iv. The administrator facilitates the flow of information to members of staff which is useful them.
  v. Staff members are given a lot of freedom, self-control and self-direction.
 vi. There is recognition of staff members for work well done.
vii. Workers or members of staff are highly motivated and committed to the achievement of the organizational objectives.

Advantages of Theory Y

  i. The workers' morale is high.
 ii. Organizational objectives are easily achieved since members of staff are committed to their achievement.
iii. Employees will willingly accept directives from the administration.
 iv. There are good interpersonal relationships in the organization.

Disadvantages of Theory Y

  i. There is delay in decision making since there is a lot of consultation
 ii. Members of staff may view the administrator as weak and soft and may take advantage of this by becoming irresponsible.

iii. Fredrick Hertzberg's Two Factor Theory

Fredrick Hertzberg extended the work of Maslow and developed a specific content theory of work motivation. This theory was referred to as Hertzberg's two-factor theory (motivation and hygiene theory) based on the assumption that dissatisfaction leads to the avoidance of work and satisfaction leads to attraction of work (Okumbe, 1999).

Hertzberg conducted a motivational study on 200 accountants and engineers employed by firms in and around Pittsburgh, Pennsylvania. He used the critical incident method of obtaining data for analysis. Each employee was asked to recall an event or a time personally experienced at work when he felt particularly and exceptionally good about his job. Further interviews were conducted to find out why employees felt as they did, and whether their feelings of satisfaction had affected their performance, their personal relationships, and their feelings of well-being. The respondents were also asked to recall an event or a time personally experienced at work when they felt particularly and exceptionally bad about their jobs. Further interviews were conducted to find out the nature of the events which led to the negative expressions.

The responses were analyzed and the following conclusions were derived:

1. Factors which are associated with job-itself (intrinsic) tend to lead to job satisfaction. These factors include achievement, recognition, work itself, responsibility and advancement.

2. Factors which are associated with the environment surrounding the job (extrinsic, environmental or maintenance factors) do not lead to job satisfaction. These factors include company policy and administration, supervision, salary, interpersonal relations and working conditions.

3. Job satisfiers are called motivators because they fulfill the individual's need for psychological growth.

4. Job dissatisfiers are called hygiene because they merely serve to prevent an individual from "feeling bad" about work.

Hertzberg's theory is closely related to Maslow's need hierarchy. The hygiene factors are roughly equivalent to Maslow's lower-order needs. According to Hertzberg, the hygiene factors prevent dissatisfaction, but they do not lead to satisfaction. In other words, they bring motivation to a theoretical zero and, therefore, prevent dissatisfaction. The motivators are equivalent to Maslow's higher-order needs. It is only the motivators which motivate workers on their job (Okumbe, 1999).

This theory indicates that a worker must have a job with a challenging content in order to be truly motivated. In other words, work satisfaction and dissatisfaction are not opposites rather they are separate and distinct dimensions of work orientation. Educational managers should ensure that teachers are provided with direct, clear and regular feedback on their performance in particular and the organizational performance in general. It is also imperative that teachers should be provided with an enabling environment, by the management, so as to motivate them to learn new and different procedures on the job and also experience some degree of personal growth through promotion and further training.

Summary
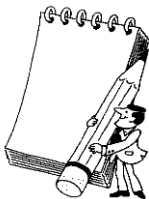
In this lecture we have studied various theories of motivation that an educational manager can use/apply so as to prompt people to initiate action, influence their choices of action, and also persist in that action over time. This in turn affects the attainment of goals of the institution.

Self – Assessment Questions

1. As an educational manager, illustrate how you would motivate workers to improve academic performance in your institution.

2. Discuss Abraham Maslow's Need Hierarchy Theory showing clearly how heads of institutions can apply it effectively to meet the needs of the students, teaching and non-teaching staff.

Further Reading

Amanuel, A.T. (2009). *Managing Education: A handbook for student- teachers, trainers and school principals.*Nairobi: CUEA Press.

Okumbe, J.A. (1998). *Educational Management: Theory and Practice.* Nairobi: University Press.

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Smarth, M.W. (2001). *Fundamentals of Management.* New Delhi: Chanda and Co. Ltd.

Daft, L.; Richard and Marcis. (2006). *Understanding Management, 5ᵗʰ Edition*. Mason: Thomson Higher Education.