

## A STUDY ON MOTIVATION USING HERZBERG'S TWO FACTOR BHEL TRICHY

V.Vinothini\*

R.Arul Mani\*\*

*\*II Year MBA Student, School of Management, SASTRA University, Thanjavur, South India*

*\*\*II Year MBA Student, School of Management, SASTRA University, Thanjavur, South India*

### ABSTRACT

Motivation is one of the most frequently used words in psychology. It refers to the factors which move or activate the organism. These motives are roughly divisible into three broad categories: intrinsic, extrinsic, and image motivation. Intrinsic motivation refers to behaviour that is driven by internal awards. Extrinsic motivation is any material reward or benefit associated with giving, such as thank-you gestures and tax breaks. Image motivation, or signaling motivation, refers to an individual's tendency to be motivated partly by others' perceptions and motivation is one of the tools that increased the productivity in an organization. Motivation is the bunch of "internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject and to exert persistent effort in attaining a goal". Being motivated intrinsically means that you take pleasure from what you are doing, and are less concerned with the external rewards. Determination of the level of motivation in the workforce using various research tools becomes much more important by a public sector undertaking unit like BHEL. Hence the researcher attempted in this study to determine the level of motivation and its nature in BHEL Tiruchirappalli. The primary focus of the study was to examine the applicability of Herzberg's two factor theory in the India context. Herzberg's two factor namely motivational factors and maintenance factor were identified and their status in the study unit examined. The Sample for the study included seventy-five workers and twenty-five supervisors from a universe of 1522 supervisor and 6419 workers in BHEL Trichy unit. The findings confirm a clean demarcation in the two set of factors namely 'Motivation' and 'Hygiene' factors prescribed by Herzberg. Influence of demographic factors on the variable were also examined. Based on the findings Implications for practicing HR professionals have also been presented

**Keyword:** Motivation, Human Resource, Rewards, Perception, Behaviour

## **INTRODUCTION**

Motivation is one of the most frequently used words in psychology. It refers to the factors which move or activate the organism. These motives are roughly divisible into three broad categories: intrinsic, extrinsic, and image motivation. Intrinsic motivation refers to behaviour that is driven by internal awards. Extrinsic motivation is any material reward or benefit associated with giving, such as thank-you gestures and tax breaks. Image motivation, or signaling motivation, refers to an individual's tendency to be motivated partly by others' perceptions and motivation is one of the tools that increased the productivity in an organisation.

Motivation theory has different types that are Maslow's hierarchy theory, McGregor's Theory X and Theory Y, Herzberg theory. Herzberg's motivation theory is one of the content theories of motivation. These attempts to explain the factors that motivate individuals through identifying and satisfying their individual needs, desires and the aims pursued to satisfy these desires.

This theory of motivation is known as a two factor content theory. It is based upon the deceptively simple idea that motivation can be dichotomised into hygiene factors and motivation factors and is often referred to as a two need system. . These two separate 'needs' are the need to avoid unpleasantness and discomfort and, at the other end of the motivational scale, the need for personal development.

The most important part of this theory of motivation is that the main motivating factors are not in the environment but in the intrinsic value and satisfaction gained from the job itself. It follows therefore that to motivate an individual, a job itself must be challenging, have scope for enrichment and be of interest to the jobholder.

Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way.

## **REVIEW OF LITERATURE**

**Neugebauer, Quinn (2013).** The present study is a critical analysis of the literature about motivation in the treatment of anorexia nervosa. Current literature reveals how differences in the way motivation is conceptualized, studied, and assessed may limit our understanding of its role in

anorexia nervosa treatment. Recommendations are therefore made regarding the adoption of a more consistent and shared understanding of the construct.

**Simons, Ilana (2010)** This study tests the effects of an increased need for affiliation on recall bias. In our study, subjects are separated into mortality-salient and non-mortality salient groups. We investigate whether the mortality salient group--who experience an increased need for the shared reality of affiliation-- experience a higher recall bias than the non-mortality salient group does. Our findings show that mortality salience does positively influence recall bias. People invest in a group narrative when they have an increased need to share a reality with someone else.

**Ciampa, Katia (2010)** This research documented the effectiveness of a digital children's literature program and a post reading multimedia program on eight grade 1 students' reading motivation, word recognition, and comprehension abilities. These findings suggest the promise of multimedia and Internet-based reading software programs in supporting students with reading and/or behavioural difficulties. In keeping with current educational initiatives and efforts, increased use of media literacy practices in the grade 1 curriculum is suggested.

**Davis, Ashley Lane (2013)** The purpose of this multiple case study was to investigate the literature instruction practices of two high school English teachers. Furthermore, this study sought to explore how the participants' conceptualizations of interest, reading engagement, and motivation were reflected in their literature instructional practices. The findings of this case study suggest that the two participants could clearly discuss their conceptualizations of interest, reading engagement, and motivation as well as the ways in which they planned and carried out literature instruction. However, the results indicated that these teachers were unable to demonstrate a cognizance of how their conceptualizations of these concepts affected the methodologies they utilized as they selected literature and carried out instruction.

**Bains, Jasman (2013)** The purpose of this mixed-method, quasi-experimental study was to examine differences in reading attitudes and motivation between 62 seventh grade students who participated in literature circles, consisting of choice in reading material and autonomy through student-led discussions, and 57 students who did not participate in literature circles. The differences in academic and recreational reading motivation for the experimental group were statistically significant. Students showed greater motivation to read academically and

recreationally after participating in literature circles, indicating the importance of choice and autonomy for students' reading behaviors.

**Jones, Hannah (2013)** Online motives are one of the most important starting points for understanding online consumer behavior (Rodgers & Thorson, 2000). This was accomplished by conducting a multi-phase study that helped to develop, refine, and validate the ORP, the Web Motivation Inventory (WMI), and multiple attitudinal and behavioral items. A total of seven online posting factors emerged from the final survey results (N = 115). The predictive validity of the ORP scale was verified, in that certain online motives predicted attitudes toward eWOM and online reviews. Convergent validity was verified, as a significant correlation was found between the existing WMI and the ORP scale. Specifically, a significant correlation was found between the ORP inform/help motive and WMI research, surf, and communicate motives.

**Johnson, David Paul (1992)** Critics claim that American students are not achieving at an acceptable level, partially because students lack sufficient motivation to learn. Since motivation is directly linked with achievement, methods to enhance motivation are useful for educators. This contemporary theory of motivation subsumes older, mechanistic behavioral theories of human motivation. Seven organismic theories of motivation are described, along with practical applications for enhancing students' motivation to learn.

**Anderson, Cynthia Gail (2013)** This thesis includes an expansive literature review investigating why there is still a lack of women in STEM, concluding that social systems are key factors and also looks at how motivation, interest, and engagement might be increased. It then studies how the images in children's books may impact girls' gender beliefs about their future role in society, in particular, in STEM. Analysis used picture book/early learning theories and was a pictorially-focused mixed methods (quantitative and qualitative) content analysis of Sibert and Orbis Pictus award-winning informational children's books, and used the textual information only as a secondary source for role identification. Informational books potentially could combat negative stereotypes before the first critical drop-out point for girls in science, namely before their transition to middle school, and could be used as an intervention mechanism.

**Simons, Ilana (2010)** This study tests the effects of an increased need for affiliation on recall bias. Recall bias is the effect whereby a person remembers his own verbal report of information more than his initial experience of the information. Past studies have established that the recall bias only

takes place when subjects report to a audience members with whom they wish to create a shared reality. In our study, subjects are separated into mortality-salient and non-mortality salient groups. Our findings show that mortality salience does positively influence recall bias. People invest in a group narrative when they have an increased need to share a reality with someone else

**Neugebauer, Quinn (2013)** This qualitative study stemmed from a concern of the perceived decline in students' reading motivation after the early years of schooling, which has been attributed to the disconnect between the media students are accustomed to using outside the classroom and the media they predominantly use within the classroom. These findings suggest the promise of multimedia and Internet-based reading software programs in supporting students with reading and/or behavioural difficulties. In keeping with current educational initiatives and efforts, increased use of media literacy practices in the grade 1 curriculum is suggested.

### **OBJECTIVES OF THE STUDY**

1. To confirm the status of motivation among the workforce
2. To confirm if any, the status of demotivation among the choosen people of employees.
3. To determine the influence of demographic variables on the status of motivation
4. To determine the motivation quotient in terms of Herzbeg's maintanace factor and motivation factor

### **SCOPE OF THE STUDY**

The term motivation' in this study refers to the maintenance and motivational factor as described by Frederick Herzberg in this study on motivation. This study was conducted at BHEL, Trichy and the data pertained to the study was observed due the two months' March to April 2016.

### **METHODOLOGY**

#### **Research design**

This study is both descriptive and exploratory in nature. It describes the status and nature of motivation in the study unit. It also explains the relationship between various organisational and individual factors of motivation.

#### **Sampling method**

A sampling method is a definite plan for obtaining the sample from a given population. It refers to the technique or the procedure that the researcher would adopt in selecting items for a sample. A simple random sampling method was adopted to choose the sample of 100 respondents employees

from among a universe of 630 employees of department BHEL Trichy. Both primary and secondary data were collected.

### **Data Collection**

#### **(a) Primary data**

Primary data refers to data that is collected and recorded for the first time. Primary data are those data, which collected by the researcher himself. It thus happens to be original in nature. The various methods of collecting primary data are performing survey, census through observation or through direct communication with respondents. The primary data for the study was collected through feedback form and informal communication

Tools: questionnaire, observation and personal conversation.

#### **(b) Secondary data:**

Secondary data are the data that are collected by a person or agencies for the purpose other than solving problems at hand. They are one of the cheapest and easiest means of access to information. Secondary sources incorporated in the research are journals, Internet, magazines and company dataset.

### **Method of Analysis**

SPSS 16.0 statistical software was used in this study. The data collected have been analyzed by statistical techniques including percentage analysis, chi-square and correlation test. Bar charts have been deployed to depict the condensed data.

### **HERZBERG MOTIVATION FACTOR:**

#### **1. DESCRIPTIVE STATISTICS:**

<b>MOIVATION FACTOR(INTRINSIC)</b>	<b>MEAN</b>	<b>STD.DEV</b>
Advancement	3.93	0.87
Achievement	4.46	.68785
Recognition	4.0900	0.817671
Responsibility	4.02	0.67
Ability utilization	4.61	0.63
Activity	4.61	0.63397097
Authority	4.61	0.63
Creativity	3.69	0.77

Indepence	4.36	0.59
moral values	4.21	0.63
Social services	4.61	0.63
Variety	4.61	0.63
<b>OVER ALL MOTIVATION</b>	<b>4.34</b>	<b>0.68</b>

The mean score for the intrinsic motivation factors of Herzberg's were found to be satisfactory with the mean scores ranging between 3.69 and 4.61. The overall intrinsic factor was also found to be good (Mean 4.34). Since 'creativity' factor has returned a relatively low score, efforts to facilitate more creativity in the work place can serve to boost job satisfaction in the unit

## 2. CHI-SQUARE – HERZBERG'S MOTIVATION FACTOR

### CHI-SQUARE - DEMOGRAPHIC VARIABLES AND HERZBERG'S MOTIVATION FACTOR

**Ho-** There is no significant association between age, gender, education, designation and department of the respondents and intrinsic Motivation

**TABLE NO. 2**

### CHI-SQUARE - DEMOGRAPHIC VARIABLE AND MOTIVATION FACTOR

Sl.no	DEMOGRAPHIC VARIABLES		OVER ALL INTRINSIC MOTIVATION
1	Age	Sig	0.778
		Result	Accepted
2	Gender	Sig	0.657
		Result	Accepted
3	Education	Sig	0.645
		Result	Accepted
4	Designation	Sig	0.521
		Result	Accepted
5	Department	Sig	0.091
		Result	Accepted

Age, designation and the department of work were confirmed to wield influences on the level of extrinsic motivation. Gender and education were confirmed to have nil association with motivation factors.

### **3. HERZBERG'S MAINTAINANCE FACTOR:**

#### **3.1. DESCRIPTIVE STATISTICS- HERZBERG'S MAINTAINANCE FACTOR**

<b>MAINTAINANCE FACTOR (EXTRINSIC)</b>	<b>MEAN</b>	<b>ST.DEV</b>
Co-worker	3.78	0.6
Supervision-Technical	3.78	0.61
Compensation	4.61	0.63
Supervision-Human relations	4.61	0.63
Company policies and practices	3.84	0.81
Security	4.61	0.63
Social status	4.61	0.63
Working condition	4.32	0.82
<b>OVERALL MAINTAINANCE FACTOR</b>	4.27	0.67

The overall score of extrinsic factor or Herzberg's maintenance factor was found to be good (4.27). Facilitation of co-worker relationship and relationship of supervisor with technical staff would serve to foster more satisfaction and motivation in the work place.

Thus both extrinsic and intrinsic factors were found to be good in the study unit.

#### **3.2 CHI-SQUARE - DEMOGRAPHIC VARIABLE AND MAINTAINANCE FACTORS**

**TABLE NO 3.2**

#### **CHI-SQUARE - DEMOGRAPHIC VARIABLES AND MAINTAINANCE FACTORS**

<b>Sl.no</b>			<b>OVERALL EXTRINSIC MOTIVATION</b>
<b>1</b>	<b>Age</b>	<b>Sig</b>	0.094
		<b>Result</b>	Accepted
<b>2</b>	<b>Gender</b>	<b>Sig</b>	0.387
		<b>Result</b>	Accepted
<b>3</b>	<b>Education</b>	<b>Sig</b>	0.284
		<b>Result</b>	Accepted
<b>4</b>	<b>Designation</b>	<b>Sig</b>	0.251
		<b>Result</b>	Accepted
<b>5</b>	<b>Department</b>	<b>Sig</b>	0.049
		<b>Result</b>	Rejected



Table no.3.2 shows that it is interpreted that P value 0 greater than value.so null hypothesis is accepted.

Age, designation and the department of work were confirmed to wield influences on the level of extrinsic motivation. Gender and education were confirmed to have nil association with motivation factor

Table no. 3.2 shows that it is interpreted that P value 0 less than value.so null hypothesis is rejected.

There is significant association between department of the respondent and intrinsic Motivation.

Further a correlation application was done to determine the extent of this influence.

### **3.3. CORRELATION - DEMOGRAPHIC VARIABLES AND EXTRINSIC MOTIVATION:**

**TABLE NO. 3.3**

#### **CORRELATION – RESPONDENT’S DEPARTMENT AND EXTRINSIC MOTIVATION**

	CORRELATION	SIG
DEPARTMENT	-0.054	0.594

Ho: There is no significant relationship between department and Extrinsic motivation

H1: There is significant relationship between department and Extrinsic motivation

( $p > 0.01$ )-Accepted

( $p < 0.01$ )-Rejected

Table no.4.3.3 shows that the correlation value of-0.54 indicates an inverse relation between the two factors. This confirm that the nature of the department, the employees belongs to does not influence motivation

### **4. THE STATUS OF OVER ALL MOTIVATION:**

#### **INTERCORRELATION - ITRINSIC, EXTRINSIC AND OVERALL MOTIVATION**

**TABLE NO. 4**

#### **INTER CORRELATION - INTRINSIC, EXTRINSIC AND OVERALL MOTIVATION**

	OVERALL MOTIVATION	INTRINSIC MOTIVATION	EXTRINSIC MOTIVATION
OVER ALL MOTIVATION	1	0.476	0.95
INTRINSIC		1	0.177
EXTRINSIC			1

Table no.4 shows that the inter-correlation among the intrinsic motivation factors, Extrinsic motivation factor and overall motivation, confirm that the extrinsic motivation factors or Herzberg's maintenance factor influence the motivation at a higher level (significant, positive correlation of 0.95), than the intrinsic motivation factor (moderate, positive correlation of 0.476). Intrinsic and Extrinsic factor exhibited low positive correlation (0.177, but positive).

Extrinsic factors in the study unit can be maintained status quo since they were already found to wield a positive force on motivation status

There is more scope of improving the intrinsic motivation factors to promote motivation in the study unit

### **SUGGESTION**

- Since 'creativity' factor has returned a relatively low score, efforts to facilitate more creativity in the work place can serve to boost job satisfaction in the unit
- Facilitation of co-worker relationship and relationship of supervisor with technical staff would serve to foster more satisfaction and motivation in the work place.
- Extrinsic factor can be maintained status quo since they were already found to wield a positive force on the motivation status
- There is more scope of improving the intrinsic motivation factors to promote motivation in the study unit

### **CONCLUSION**

This study focused on confirming the status of motivation at BHEL Trichy using Herzberg's two factor model. The study outcome confirms a very good state of both Extrinsic and Intrinsic motivation in the study unit. Extrinsic motivation or Herzberg's maintenance factor wield a more powerful influence on Motivation per se.

From the researcher's perspective, the primary conclusion is that employees perceive both extrinsic factors and intrinsic factors almost equally and prefer them almost equally in their work place.

### **BIBLIOGRAPHY**

1. Neugebauer, Quinn.( 2013) Motivation in The Treatment of Anorexia Nervosa: A Systematic Review of Theoretical and Empirical Literature, Pepperdine University, Proquest Dissertations Publishing, 2013. 3589808.

2. Simons, Ilana, The Effects of Mortality Priming On Audience Tuning and Recall Bias and Relational Motivation and Memory, A Literature Review New School University, Proquest Dissertations Publishing, 2010. 3458331.
3. Ciampa, Katia, The Impact of a Digital Children's Literature Program On Primary Students' Reading Motivation, Brock University (Canada), Proquest Dissertations Publishing, 2010. Mr62854.
4. Davis, Ashley Lane. The Conceptualizations of Interest, Reading Engagement, And Motivation in High School English Teachers' Literature Instruction, The University of Alabama, Proquest Dissertations Publishing, 2013. 3612076.
5. Bains, Jasman, The Reading Attitudes and Motivation of Adolescents Participating in Literature Circles, Saint Mary's College of California, Proquest Dissertations Publishing, 2013. 1542066.
6. Jones, Hannah, An Analysis of the Online Review Posting (Orp) Scale as an Extension to The Web Motivation Inventory (Wmi), University of Missouri - Columbia, Proquest Dissertations Publishing, 2013. 1524390.
7. Johnson, David Paul Enhancing The Music Student's Intrinsic Motivation to Learn: A Review of the Literature, University of Oregon, Proquest Dissertations Publishing, 1992. 1349523
8. Anderson, Cynthia Gail, Concerning Girls' Interest, Motivation and Ability in Stem, complemented by A Mixed Methods Content Analysis of Award Winning Informational Children's Books, University of Washington, Proquest Dissertations Publishing, 2013. 1538237
9. Simons, Ilana, The Effects of Mortality Priming On Audience Tuning and Recall Bias and Relational Motivation and Memory, A Literature Review, New School University, Proquest Dissertations Publishing, 2010. 3458331.
10. Neugebauer, Quinn, Motivation in The Treatment of Anorexia Nervosa: A Systematic Review of Theoretical and Empirical Literature, Pepperdine University, Proquest Dissertations Publishing, 2013. 3589808.

\*\*\*\*\*