A STUDY OF ANTECEDENTS OF LEARNERS MOTIVATION TOWARDS MANAGEMENT EDUCATION WITH SPECIAL REFERENCE TO MANAGEMENT STUDENTS IN PUNE CITY DURING 2011-2013

For the award of

DOCTOR OF PHILOSOPHY

Submitted By

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Under the guidance of

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(Deemed University)

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CERTIFICATE

This is to certify that the thesis entitled **'A study of antecedents of learners motivation towards Management education with special reference to management students in Pune City during 2011-2013'** which is being submitted herewith for the award of the Degree of Ph.D in Management Department of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by **Ms. Mitali Talukdar** under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any Degree or similar title of this or any other University or examining body upon her.

Sd/-   Sd/-

Ms. Mitali Talukdar   **Prof. Dr. Mukund Donagre,**
Research Scholar   Research Guide

Place: Pune

Date: /01/2015

DECLARATION

I do hereby declare that the thesis entitled **'A study of antecedents of learners motivation towards Management education with special reference to management students in Pune City during 2011-2013'** submitted to the Tilak Maharashtra Vidyapeeth, Pune for the award of Degree of Doctor of Philosophy in Management is a record of original and independent research work done by me during the period 2011-2014, under the supervision and guidance of **Prof. Dr. Mukund Dongre**, HOD of Commerce, R. K. More College, Pune and it has not been the basis for any other Degree/Diploma/Associate ship/Fellowship or other similar title to any candidate of this or any other university.

Sd/-

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Research Scholar

Place: Pune

Date: /01/15

DEDICATION

I dedicate this thesis to my respected parents, dear husband and my darling daughter

Thank You.

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ABSTRACT

Purpose – This research attempts to establish the link between the antecedents of motivation towards management education to the performance and satisfaction of the management students. The purpose also extends to the making of the suggestions to improve the motivation of the students towards management education based on the study, and also the development of the empirically validated Management Student Motivation Model.

Methodology/Design/Approach –This research uses both qualitative and quantitative approaches of research. It is an empirical study which involves seeking relationships between variables. Meta-analysis of literature was the basis for developing the metric that included the screening of the variables constituting the hypothetical research model. Pilot study was through a sample size of 50 management students based on convenience sampling chosen from the colleges in Pune and the primary data was obtained from a sample size of 650 based on the standard equation of sample size calculation. Questionnaire has been prepared and validated using standard procedures of reliability and validity tests. The questionnaire had 27 *a priori* items on a Likert 5-point scale, which was reduced from a total of 42 questions through the pilot study. A set of 14 hypotheses have been developed and tested. The tools used for hypotheses testing were t-test and Structural Equation Modeling (SEM) with Partial Least Square Method (PLSM). Using Multiple Regression Analysis (MRA) the mathematical model relating the exogenous and endogenous variables has been developed.

Contributions and Findings – The research has contributed a validated and tested metric for linking the parameters of interest in this research. A SEM model has been developed that establishes the link between the variables of study. The mathematical

model to define the relationships between the various endogenous and the exogenous variables has been developed. The management student motivation model has been developed. The inferential statistics has revealed that during the first year the students are extrinsically motivated, but when they move to the second year of their management studies they get intrinsically motivated as a result of which the performance and the satisfaction also improves. Among the 14 hypotheses formulated, only two have been rejected and the rest have been accepted.

Research limitations – The generalization of results may be considerable extent as the students in Pune are almost from all the states of India but may not be possible to the full extent, the study limits itself to the colleges in Pune. All the limitations of statistical testing and regression analysis are applicable to this research.

Practical implications – The suggestions made in this research can be used by the policy makers of management education to improve the motivational level of the students so that they may improve their performance and be satisfied with their chosen career. The model developed in this research can be used as a standard by the future researchers. Finally, the scope for future work mentioned in this research opens up further studies in understanding the motivation of the management students.

Key Words: Motivation, Performance, Satisfaction, Management education, Structural equation modeling.

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LIST OF ABBREVIATIONS

INM	Intrinsic Motivation
EXM	Extrinsic Motivation
AVE	Average Variance Extracted
ANOVA	Analysis of Variance.
FL	Factor Loading
PFM	Performance
LRM	Learning Motive
DLM	Development Motive
CRM	Career Motive
ACM	Achievement Motive
SAT	Satisfaction
PRM	Personal Motive
SEM	Structural Equation Modeling
RA	Regression Analysis
MRA	Multiple regression Analysis

Chapter I

INTRODUCTION

This chapter records background of research, the research areas, need for this particular research, statement of the problem, objectives of research, the research questions which have emerged through literature review, the methods tools and techniques used in this research, some basic definitions of the commonly used terms and research significance. For ease of understanding of the chapters the outline of the whole thesis is also given in this chapter

1.1. Background to the Research

MIT Boston, USA in early thirties started the first management education program which was followed by Harvard business school in early forties. The review of business education took place thereafter in the University of Pennsylvania and the report suggested the necessary guidelines for the changes required in business education and later Carnegie foundation brought out revised management education programme in 1959 (Bowonder & Rao, 2006). The report was critical that management education had not changed much since its inception and there was a need to have a better body of knowledge theory and pedagogical methods of teaching. The report also highlighted that there was no need for the management education to stick on to the historical traditions of management changes (Bowonder & Rao, 2006).

In India, the all India Institute of Management & Social Welfare Kolkata started in 1957, which was followed by Delhi University in 1958, later Indian Institute of Management Ahmedabad was founded (Chaudhary, 2011). Thereafter there was a period of rapid growth in management education and observable changes have been introduced.

Globalisation transformed management education to an extent never seen before, as there was a need to change rapidly to keep up with the ever changing market conditions and as there was a higher economic value for management education.

Following are the most common degrees offered today in Management Education:

- BBA (Bachelor of Business Administration),
- BBM (Bachelor of Business Management),
- MBA(Master of Business Administration),
- PGDM (Post Graduate Diploma in Management) or PGDBM(Post Graduate Diploma in Business Management), and
- Ph.D. in various disciplines of Management.

The degree programmes may be taken on fulltime, part-time, distant, or online mode. There are Central, State, Open, Deemed, and Private Universities which are operated under the University Grant Commission which is the Government appointed apex body. The premier management education schools are the IIMs in Ahmedabad, Bangalore, Kolkata, Lucknow, Indore, Kozhikode, Shillong, Tiruchirappalli, Ranchi, Raipur and Rohtak remaining three are to setup in state of J & K, Uttarakhand and Rajasthan. There are 25,951 colleges of which, 7,362 are recognized under 2(f) and 5,997 colleges recognized under section 2(f) and declared fit to receive grants under section 12(B) of the UGC Act, 1956 and there are 3,85,008 students pursuing management education in these colleges as on 2012-13 (AICTE, 2014).

As mentioned before, the needs and aspiration of Indian student community is changing rapidly to keep up with the ever changing demands induced by globalization,

liberalization and privatisation, and they not only want education in advanced disciplines of management but also want holistic education of international standards and recognition. Social, cultural, ethnic, or economic background is not a barrier any more for the students to be deprived of their fundamental right for quality education. To meet these burgeoning demands of the student community, management education needs expansion and strengthening in its physical and human resources and it is common to see international collaboration in today's management education.

Motivational issues of the management students take the front seat in the managing of the issues related to the education and the supply of tailor made modules to meet all the sections of student community happens to be one of the most important aspects to be tackled by the B-schools in today's context. This is because, it is ultimately the knowledge, skills and attitude the students acquire make them to transform themselves as competent managers. The students fail to acquire the required knowledge, skills and attitudes unless they are well motivated towards the management courses in general, and the opted specialization in particular. It is imperative that the future managers need to possess a group of indispensable qualities which include: operational and functional knowledge of an organization, expertise and acumen to adapt to new environments at micro, meso and macro levels, decision making skills, interpersonal skills, adaptability, communication skills, self-confidence, motivational skills, desire to succeed, entrepreneurial skills, innovative skills and most importantly leadership skills. So, when the profession demands all these set of skills and abilities, unless the learner is keen about the development of these attributes and is prepared to dedicate time and efforts during the entire period of management education and imbibe the spirit of lifelong learning, the

survival as a manager itself will be at stake. All this demands a very strong motivation towards management education on the part of the learner and it is in this context the research on the study of the antecedents of learner motivation and its influence on the outcomes becomes a compelling necessity, and hence this research.

1.2.   Research Areas

The focal areas of this research are 'Learner Motivation', 'Performance', and 'Satisfaction' in the context of management education and the learners. However, the scope is not limited to these broad areas of research, but it extends to the areas such as learning, service quality, cognitive theory, psychology, education, and general management.

1.3.   Significance of the Research

The literature is inundated with research outcomes in the areas of learning, motivation as well as learner motivation (Hilgard et al., 1979; Mitchel, 1982; Longenecker, 2002; Harlen et al., 2003; Ormrod, 2008; Agarwala, 2008; Dahl & Smimou, 2011; Bhatti, 2013; Goulding, 2014) nevertheless, not many have explored into the area of learner motivation towards management education. The previous sections have highlighted the importance of management education as an area of importance in the national context, thus the focused research on learner motivation towards management education also becomes important.

The significance of this research lies in its ability to provide empirical evidence to the linkages between the antecedents of motivation and their outcome in terms of student performance and satisfaction. Unless the outcome of motivation is quantified in terms of

student performance and satisfaction, the study on the antecedents of motivation has very little meaning because motivation should basically end in some kind of action. Unless student motivation is linked to the actions which it can create and the measures are quantifiable, there will be no evidence whether the motivation delivers the desired outcome or not. So, this research has made a significant contribution to the body of knowledge in learner motivation towards management education.

The significance of this research also lies on the impact it can create through the identification of the antecedents of management student motivation and the development of a holistic model, which can be a reference to the educators in the area of management. The implications of the empirical findings have led to the specific outcomes as experienced by the learners which may be considered by the management education policy makers to elevate the standards of management education as these are the observations made by the researcher through the field work in the B-Schools. The research has a significant impact on the systematization of measurement issues of student motivation as it has developed a metric of measurement in the form of a questionnaire for collecting the qualitative and quantitative information and the metric is validated through the standard procedures of content, construct and criterion validity. Finally, there are many theoretical models which link motivation, performance and satisfaction but there is no research which provides the empirical evidence to the relationships between these constructs, particularly in the context of management education, and thus, the presented research becomes significant.

1.4. Problem Statement

The management education in India is in an important stage of transformation and as a result of globalization and already many foreign institutions have established collaborative ventures in the field of management education. At the same time, many Indian universities have successfully established their campuses offshore. So, quality of management education is the central focus and quality is always in terms of customer satisfaction. The customer of management education is mainly the students in specific terms but could be the parents, business organizations and by and large the whole society. Speaking in terms of the students, the quality of management education they perceive will be a function of their individual motivation towards management education(Fordham, 1980; Ames and Archer, 1988; Friga et al., 2003; Pintrich, 2003; Grey, 2004; Cole et al., 2004).Many researchers have opined that it is important to study student motivation in terms of their antecedents and outcomes in the context of management education and observed that there is very little evidence for the empirical relationships between the motivators and the outcomes in the form of performance and satisfaction (Ames and Archer, 1988; Deci et al., 2001; Covington and Mueller, 2001; Reeve et al., 2004; Roth et al., 2007). Thus the research gap found through the literature review is that there is no empirical evidence for the linkage of the antecedents of the management students' motivation to the desired outcomes, and hence the following has been the problem statement:

"To identify the antecedents of Management Students' Motivation, build a model to link them to the outcomes, and seek empirical evidence for the relationships between the antecedents of motivation, performance and satisfaction of the students

so that suggestions could be drawn to strengthen the motivating factors by providing the congenial learning environment and also minimize the de-motivators."

1.5. Research Questions

The statement of the problem given in the previous sections leads to a series of research questions which are as follows.

1. What are the antecedents of management students' motivation towards learning and their possible outcomes?

2. What would be the indicators of the antecedents and what measures could be taken to quantify them?

3. What would be the interrelationships between the constructs of research interest?

4. What would be the statistical significance of relationships between the various constructs?

5. How to improve the motivation and decrease demotivation of management students towards learning so that they would enhance their performance and satisfaction?

1.6. Objectives of the Research

The aim of this research is to find means to enhance the motivation of the students towards management education. To accomplish this aim, following objectives have been developed.

1. Identify the antecedents of management students' motivation towards learning.

2. Determine the outcomes of motivation in the context of management education.

3. Develop a hypothetical research model to relate the above variables.

4. Empirically investigate the significance of interrelationships between these variables.

5. Evaluate the dynamics between motivation and its outcomes and make suggestions to improve the management students' motivation and minimize the demotivating factors if any.

6. Develop the **Management Student Motivation Model**.

1.7. Rationale for the Research

Rationale 1 – There is literature evidence for the fact that learner motivation is the determinant of the outcomes of education in the form of student performance and their satisfaction in the achievement of the educational objectives. While most of these studies are theoretical, very few of them provide empirical evidence to support the relationship. Moreover, these studies are generic in nature and no specific study is undertaken in the context of management education. So, it is necessary to seek empirical evidence to justify the interrelationships between the research constructs which becomes the first rationale for this study.

Rationale 2 – The students of the management institutions can provide the most relevant and pertinent information about the learning environment of the institution. So, the student perception is widely used as a source of primary data in this research to understand the level of motivation, performance, and satisfaction of management students.

Rationale 3 – There are several theoretical models which deal with the interrelationships between the three constructs mentioned in this research. But, there is no evidence for the availability of empirical relationships between the dimensions of the constructs. So building of the hypothetical model and testing it would be the ideal approach.

Rationale 4 – There are various approaches to empirical study with hypothesis testing and most of them are limited to factor analysis, regression analysis, and hypothesis tests. But these studies do not address multi-colinearity, which may exists among the research variables. The most widely used approach to tackle this issue is the second generation statistical significance test. So, this research adopts the use of Structural Equation Modelling (SEM) with Partial Least Square Method (PLSM). The rationale for this choice is the simple fact that partial least square path modelling is an analytic technique that runs Principal Component Analysis (PCA) and Regression Analysis (RA) simultaneously and is most effective in defining multi-colinearity.

Rationale 5 – A lot of importance has been given to student motivation, as it is expected to enhance the performance and lead to the satisfaction in achieving the educational outcomes. But there are no specific empirical studies which have tested whether the antecedents of motivation would influence the performance and satisfaction of the management students. So, the rational approach would be to develop a holistic model considering the links between all the associated dimensions of the constructs.

1.8. Methods

The detailed explanation for the methods and the methodology used in this research and also the reasons for having chosen them is given in the chapter IV – Research

Methodology. However, this section makes a note on the methods which prominently guide this research. This is basically an empirical study based on the questionnaire survey method. The method adopted for designing and developing the survey instrument is meta-analysis of literature. The metric used for collecting the primary data is in the form of a self-administered questionnaire using 5-point Likert scale. The questionnaire is used to collect both qualitative and quantitative data through open-ended and close-ended questions respectively. The secondary data will be collected through journals, periodicals, newspapers, doctoral theses, conference proceedings, and informal interviews with the knowledge workers in the institutions and colleges where the study is carried out.

Statistical analysis is used to empirically test the theoretical relationships established through the meta-analysis of literature. This involves descriptive statistics: mean, standard deviation, skewness and kurtosis, inferential statistics: t-test, Multiple Regression Analysis (MRA), and Structural Equation Modeling (SEM) using the Partial Least Square Modeling (PLSM). Inferences drawn in this research are based on the results obtained through the statistical research, mathematical modelling, and deductive reasoning. The implications and suggestions drawn are substantiated through the secondary source of data and qualitative information through primary data.

1.9. Basic Definitions

The terms used in this research have several definitions and are mainly context based, as they are basically coined in the organizational contexts. But in the interest of this research is in terms of motivation towards management education so following are the working definitions applicable to this research.

Motivation – It is a mental state, internal need, or outward goal that causes one to act in a particular way and encompasses self-esteem, self-efficacy, effort, self-regulation, locus of control and goals orientation (Hilgard, 1979; Mitchel, 1982; Longenecker & Ariss, 2002; Ormrod, 2008; Nguyen and Nguyen, 2010; and Dahl & Smimou, 2011).

Intrinsic Motivation – It is a mental state which prompts a person inherently of doing something due to an interest in and/or enjoyment of the task, rather than because of external encouragement, pressure, punishment or reward (Ryan & Deci, 2000; Lin, et al., 2001; Hennessey & Amabile, 2005; Dipietro et al., 2007; and Ormrod, 2008).

Extrinsic Motivation – It is a mental state which prompts a person to take action as directed by the rewards or punishments that depend on the success or failure of the given task (Ryan and Deci, 2000; Lin et al., 2001; Hennessey & Amabile, 2005; and Ormrod, 2008).

Personal Motive – It is the state of motivation that is driven by personal growth, operational autonomy, and task achievement (Tampoe, 1996; Lucas and Ogilvie, 2006; Edwards et al., 2007; Lin, 2007; and Cruz et al., 2009).

Learning Motive – It is the state of motivation that is driven by the desire of linking, expanding, and improving data, information, knowledge and wisdom inherent in the individual (Boyatzis & Renio, 1979; Bierly et al., 2000; King et al., 2006; Loon & Casimir, 2008; and Loon & Casimir, 2008).

Development Motive – It is the state of motivation thatis driven by the commitment to learning, and emancipation of knowledge, skill and attitude which must be both satisfying and fulfilling for the learner with futuristic growth (Deci, 1972; Manolopoulos, 2006).

Career Motive – It is the state of motivation that is driven by the future prospects of a person in connection to the career in terms of promotion, material gain, recognition, Reward etc. (Dougherty et al., 1993; Naquin and Holton, 2003; and Buchanan, 2007).

Achievement Motive – It is the state of motivation that is driven by the desire to pursue goals, learning, or accomplishment of activities with an intention of advancement and competency in direct comparison of their performance to others (Houle, 1961; Grubb, 1993; Heywood, 1994; Hungerford and Solon, 1987; Idris Tey, 2011; Cheung & Chan, 2012; and McCallum et al., 2013).

Performance – It is one of the direct outcomes of motivation and measured in terms of the ability to discharge a given task to the requirement as specified by the quality standards applicable to the task (Barney, 1995; Bhatt, 2000; Smith, 2001; Daniels and Bryson, 2002; Herschel and Jones, 2005; Shapira et al., 2006; Rispens et al., 2007; and Rispens et al., 2007).

Satisfaction –It is the end result of motivation towards a particular task performance and comprises technical quality and functional quality and can be measured in terms of the difference between the desired state and actual state (Stauss & Neuhaus, 1997; Andreassen, 2000; Marks et al., 2005; Eom et al., 2006; Peltier et al., 2007;Vinagre & Neves, 2008; Suzanne et al., 2009; and Pantouvakis & Bouranta, 2013).

1.10. Research Contribution

The research contribution has been explained in detail in the research findings in Chapter VI, however, they have been briefed here for the general understanding of the contributions made by this research. First, this research has significant contribution to the body of knowledge in the area of Motivation towards Management Education. It has contributed a tested and validated metric for the measurement of the factors which measures Motivation, Performance, and Satisfaction in the context of management education. It has established the link between these factors through a systematic meta-analysis of literature. This research has tested these relationships based on the primary data collected from the B-Schools in the region of Pune, India.

Second, this research has developed a structural model which links Learner Motivation to Performance and Satisfaction. Even though the study is based on a sample chosen in a place in India, the results can be generalized to considerable extent as the students are from throughout India. The various links established between the dimensions of study through this empirical research can be the reference for future research in these areas.

Third, the multiple regression model developed in this research has not only enabled the identification of the significance of influence of the various dimensions of motivation on Performance and Satisfaction of management students, it has also established a mathematical relationship for the benefit of future researchers.

The research has resulted in a holistic model which links the motivation of the management students towards learning to their performance and satisfaction which has been empirically validated.

Finally, the outcome of this research is a systematic application of the principles of empirical research into a given problem situation. The implications and suggestion drawn based on the study results can be used by the policy makers of the B-Schools for enhancing their students' overall performance and satisfaction.

1.11   Outline of the Theses: The thesis is divided into six chapters and the contents of the chapters are briefed in the following paragraphs.

Chapter 1 – Introduction

This chapter provides the background to the research and introduces the research areas in brief. The need for this study is explained. The chapter records the problem statement and the research questions. The research aim and the objectives of this research are presented in this chapter. There is also a mention on the rationale of this research. To have a clear understanding of the tools and techniques used in this research, the methods adopted have been briefly explained in this chapter. Having realized the variation in the definitions of the key constructs used in this research based on the context of use, a clear set of operational definitions have been given which are applicable to this research. Significance and the contribution of this research is also mentioned in this chapter. Finally, the outline of the thesis is provided.

Chapter 2 – Literature Review

This chapter reviews the literature in the research areas, first as individual constructs and then gives the conceptual model of these constructs based on the earlier studies. Various dimensions are discussed in detail and the research undertaken in each of the dimensions

is explained in brief. The chapter ends with the review summary and the identification of the research gap.

Chapter 3 – Theoretical Models and Hypotheses

This chapter focuses on the theoretical models dealing with the research variables. It explains the process of arriving at the hypothetical structural model. Based on the theoretical models and the linkages established between the various dimensions of the study, a total of 14 hypotheses have been postulated and presented both in the form of null and alternative hypotheses.

Chapter 4 – Research Design and Methodology

The research methodology adopted in this research has been explained in this chapter and wherever applicable the reasons for having chosen a particular method among the available methods have been highlighted. This chapter discusses the nature of research and the variables involved. The methods used have been explained. The rationale for the sample selection has been discussed and the methodology adopted in the preparation of self-administered survey questionnaire has been explained. The procedures adopted for reliability and validity study have also been reported. The data collection process in the B-Schools has been explained. The statistical procedures adopted have been listed. The validation of the questionnaire is also included. In conclusion, the limitations of the methods have also been listed.

Chapter 5 – Analysis and Results

The descriptive statistics, measurement and structural models, hypothesis testing, and presenting of the results has been undertaken in this chapter. The reliability and validity

of the test instrument, the model constructed using the Partial Least Squares (PLS) approach, viz., measurement and structural models have been explained in detail. The Multiple Regression Analysis has been presented. The hypotheses testing results have also been presented.

Chapter 6 – Research Findings, Implications and Conclusions

The findings of this research are reported in this chapter. Details of the results and the discussions leading to the findings have been presented. Interpretation of the statistical results and hypotheses testing are also reported in this chapter. The significant contributions of the study have been explained. Based on the findings, suggestions and implications have been drawn to enhance the motivational state of the management students and thus enhance their performance as well as satisfaction. The Management Student Motivation Model (MSMM) developed through this research has been explained. Finally, the chapter ends with the general conclusions of this research, limitations of the study and future scope to extend this research.

1.11.   Summary

To summarize, this chapter has started with the background to the research and introduced the areas of research interest in this study. The need for research has been discussed to emphasize upon the importance of undertaking this research which seeks interrelationships between the research variables which otherwise have been dealt mostly theoretically. The problem has been identified and stated in a structured manner which has led to the research questions. To tackle these questions well defined objectives have been framed and listed in this chapter. Rationale for choosing this direction for research, how and why employee perception can lead to the revelation of facts and figures in an

investigation, the rationale behind the choice of a technique to address the dynamics of the variables involving multi-colinearity, have been given in brief. Then the methods used in this research have been highlighted. Basic definitions as applicable to this research have been given for standardization purpose of the terms used in the context of knowledge intensive service sector. Significance of this research has been given. Finally, the outline of the thesis has been presented to facilitate reading.

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Chapter II

LITERATURE REVIEW

This chapter presents a detailed explanation of the research constructs and review undertaken so as to identify the research gap which would lead to the problem statement, and thus, set a proper direction to this research. The chapter starts with the evolution of motivation towards learning in general, and then towards Management Education. The individual dimensions of research interest are discussed thoroughly. The chapter concludes with the summary of the research literature reviewed and the finding of the research gap to be filled by this research.

2.1.   Motivation and Learning

Since the past several decades researchers have been undertaking in-depth research on student motivation and have probed into areas which include: students' desire to learn and the time and effort they spend in learning; the choices students make in learning; student persistence in the hardship in learning; influence of student motivation by teacher practices and peer behaviour; motivation development; influence of extrinsic and intrinsic motivators; role of parents, background, age, and culture on motivation; use of non-traditional approaches to teaching-learning; effect of learning environment on motivation and many similar areas (Boekaerts, 2002). Motivation research is mainly focused on successful students who are usually having clear goal and are intrinsically motivated towards learning and not many of the researches are focused on students who struggle to learn due to various reasons including lack of motivation in addition to their family background, culture, income, preoccupation and goal orientedness.

The management education classroom offers a dynamic environment to learning which varies continuously. The dynamic environment in the classroom may create inquisitiveness among some students and anxiety in some other depending upon their internal state of motivation (Boekaerts, 2002). Education researchers opine that it is the belief that the student holds influences his or her assigning of meaning to a given knowledge gaining situation. These beliefs and values that the student holds decides his response to the classroom environment. Student's self-belief or confidence on his/her own ability (self-efficacy) also influences the learning experience of the student. The teachers also have an influence on the student experience through the ambience they can create to nurture the students' confidence building process. Students may thus turn out to be optimistic or pessimistic as far as their progress in learning is concerned based on their own belief, teachers' and peers' influence, and their motivational state. Boekaerts (2002) found that once these beliefs are formed in the minds of the students then they resist the change. So, the students may be subjected to a dichotomous situation with motivational factors acting on one side and the demotivation factors on the other. One of the biggest demotivation factors could be the fear of failure which may get into the mind of the students. Students give various reasons for their failure based on all these dynamics which they encounter the most common being the subject was boring, lack of practical application, too theoretical, teacher's inability to convince, lack of preparation, lack of insight simulating examples etc. but all these are a basically the function of students beliefs and motivation towards learning.

Motivation and learning have been linked to each other in the literature and this has remained an active area of research since the past several decades. Unless there is motivation towards learning the process of learning may not be interesting to the learner.

Learner motivation refers to how the students think and act to the various components of learning. According to Schunk (2004) learner motivation is based on individual traits of the learner. There will always be expectations on the side of students in connection to learning (Knowles, 1980). Adults are practicable towards learning and they look for clear tasks in connection to learning (Wlodkowski, 1989). Students in courses such as management have a clear goal to be accomplished by the end of the process so they need to be convinced about how each of the courses would contribute to their future needs and only after they are convinced about it they would strategize learning and develop a keen desire to learn.

The concept of motivation is used "to explain what gets people going, keeps them going, and helps them finish tasks" (Pintrich, 2003, p. 104). Motivation has direct influence on the attitudinal and psychological engagement of the learner in the process of learning (Blumenfeld et al., 2006). Among all the models available to learner motivation the desire to learn, the reward, and emotional attachment towards learning are considered to be important. Desire to learn is with some kind of expectation on the part of the learner that after accomplishing the task he may be compensated for the time and effort in some way. The reward could be with the value attached to learning and how his social surroundings may treat him after having accomplished the goal or what would be his/her status in the society. The emotional component refers to the feelings, sentiments, and attitude towards learning (Pintrich, 2003). In management education, the amount of learning that takes place is considered to be the difference of the net motivational energy the student has and the effectiveness of the processes and the efficiencies of the professors in delivering the content (Cole et al., 2004 and Noe, 1986). Ileris (2007) has developed a model called 'the 3 dimensions of learning', which takes incorporates both

the internal and external processes of learning. According to this model the learning process essentially consists of 'internal knowledge acquisition process' and the 'external interaction' between the learner and his environment. The knowledge acquisition learning process is divided into the cognitive and the psychodynamic (emotion) function. The learning content is in the cognitive dimension while the provision of the mental energy necessary involves the psychodynamic function. Ileris' 3 dimensions of learning are: cognitive, emotive or psychodynamic, and the social dimension of learning.. Making sense out of what is taught is a mental process and it is the cognitive dimension. The emotive component is to retain sustained interest through a proper attitude towards learning. Finally, the social dimension is related to the external interaction and serves the learners interaction in society. The psychodynamic dimension thus comprises the motivation of the learner which contributes to the learning performance.

According to Lynch (2008) the 'motivational state' of the learner and the 'ambience created for learning' has a bearing on the amount of learning that takes place. Many researchers have established a link between these two components. Pintrich (1999) related the motivational energy of the student to his ability to learn. Studies by a group of researchers have found that if the motivational energy of the student is high it can make the student learn even under adverse conditions such as poor teaching or bad learning environment (Paris and Oka, 1986; Pintrich and DeGroot, 1990; Yang, 1999). The self-belief on the individual capabilities according to some researchers has a dominant role to play in learning effectiveness of the students (Ames and Archer, 1988; Pintrich and De Groot, 1990). Most of the research converge to the point that ultimately it is the motivation of the student towards learning that makes all the difference to the achievement of the desired goal in learning (Oxford and Nyikos, 1989). Maclntyr and

Noels' (1996) opine that if the motivation of a student towards a course is very high then he/she will find a suitable strategy under any circumstances to accomplish the learning tasks and produce the desired results and if motivation is poor the student fails to design a learning strategy and finally end up with not achieving the course outcome. Their findings also revealed that highly motivated students have many strategies of learning and they often switch strategies to achieve the outcome but see to it that they accomplish the educational tasks at any cost. Maclntyr and Noels' (1996) have also made an interesting observation that there is also a reverse relation between strategy and motivation that when the students have several strategies towards learning their motivation towards learning will also be higher and hence they perform much better than those who are poor in strategizing.

There are several streams of studies to relate the motivation, learning, and student performance. Zushoet et al. (2003) related confidence of the students to motivation and found that higher the confidence level better will be the motivational level. Their observation was that self-regulated and organized students had better strategies to cope with learning in comparison to their counterparts. The studies of Zushoet et al. (2003) had a linkage between discipline and motivation towards learning as per the earlier studies of Pintrich and De Groot (1990) and also was influenced by learner motivation being influenced by job-orientation as per the studies of Ehrman and Oxford (1988). There are many studies which are focused on the motivation, learning strategies, and learning outcome achievement based on gender difference but most of them are inconclusive about whether these variables change with respect to the gender (Glynn et al., 2009; Lynch, 2008; Tella, 2007; Meece et al., 2006; Braten and Olaussen, 1998; Britner, 2008).

Elton (1988) and Kroll (1988) claim intrinsic learners to be abstract thinkers. Boggiano et al. (1992) have proved that the students who are intrinsically motivated are much better in developing concepts than those who are extrinsically motivated. Condry (1977) found that extrinsically motivated students prone to making of the mistakes than intrinsically motivated students. Extrinsically motivated students will chose easy tasks (Dweck and Leggett, 1988), and just have a tendency to answer the question than thinking about the underpinning causation that leads to a solution. In tasks which demand very high creative and innovative ability the extrinsically motivated students will fail to deliver the desired results whereas the intrinsically motivated students will seek answers and solve the problems satisfactorily (Amabile et al., 1990).

Harackiewicz et al. (1998), puts goal-orientation of the student at the highest level as they have observed that if the students have a strong goal orientation they can take that extra mile to study much harder, strategize better, have multiple learning styles and achieve the learning outcome at any cost. On the contrary, the students who are not directed by a clear goal can be easily distracted from studies, pay lesser attention, and have little patience for developing a suitable learning strategy and bother about a proper learning style, which may ultimately lead to poor results in the achievement of learning outcomes. The reason attributed by Harackiewicz et al. (1998) for poor performance of the students who are not goal-oriented is that they would only try to look for minimizing their efforts and look for a path of least resistance to achieve the learning outcomes and it may end up with superficial learning strategy which may not lead to the desired results of learning outcome achievement.

Anderman and Maehr (1994) have found that the goal that the students set in their lives would make them work towards the tasks they encounter and the highly goal oriented students would come out with better results in a problem situation. Goals set by the students have influence on the type of motivation under which they operate (Anderman and Maehr, 1994). Competitive environments may deter the extrinsically motivated students who are not very much goal oriented but the strongly goal oriented students who are intrinsically motivated may tackle the competitive environment more confidently and often produce the desired results (Epstein and Harackiewicz, 1992). For lifelong learning of the student one should have a strong goal orientation and intrinsically motivated because sustained interest is required for being a lifelong learner (Reeve and Deci, 1996).

All the above literature supports the fact that motivation, learning and student performance are in the form of causal relationships. Management education has undergone many changes in the past few decades and newer methodologies of teaching-learning are being introduced constantly and motivation to learning has been one of the criteria in the development of these methodologies. There are two issues in this context the first being the motivational level of the management students at the entry level to the B-Schools, and then the motivation created by the learning environment in these institutes so that the students may sustain their motivation or enhance it if required. Many researchers have felt that there is a need to undertake a detailed study to test this relationship empirically in the context of management education as most of the studies are theoretical in nature (Bryans & Smith, 2000; Chiu et al., 2007; Ruiz-Molina & Cuadrado-Garcia, 2008; Rijn et al., 2013).

2.2.   Learning Styles and Motivation

Learning styles also need to be studied along with motivation to learning as the same type of motivation may not influence a given style of learning. The learning style could be an individual's mode, preference, speed, type, way and choice of learning. These learning styles are not formed overnight but are the results of deep rooted beliefs of the students which are formed over a long exposure to the learning environment and their individual background. It is very interesting to study if the learning styles of the students are formed based on their type of motivation or vice versa. These learning styles may not even be permanent but even change when the students experience a sudden change of environment. Learning styles are could be formed based on the personality type, discipline chosen, job orientation, and present nature of work of the learner (Kolb 1984).

Study by (Joy & Kolb 2007) has related learning style to the cultural background of the students. Research has shown that reflective learning styles could be created if the cultural set-up has a tendency to avoid uncertainty. Active learning styles could be through a culture which is based on collectivism as such members always participate in group and cooperate with each other and promote team learning. Kolb (1984) identified Diverging, Assimilating, Converging, and Accommodating as the four basic learning styles (figure 2.1).

An individual with diverging style relies mostly on experience and observation, whereas, the one with accommodating style combines experience with experimentation, the individual with converging style uses combination of experimentation and conceptualization, and finally the one with assimilating style combines conceptualization with observation. The learners with diverging style are good in observing a situation from

multiple perspectives. The learners with assimilating style can gather information from different sources and put it into a proper form. The learners with converging style can give a good practical outcome for a well-established theory. The learner with accommodating style has the ability to learn through personal experience. This model has been very widely accepted by researchers in learning theory.

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Concrete experience

Accommodating   **Diverging**

**Active
experimentation**   **Reflective observation**

Converging   **Assimilating**

**Abstract
conceptualization**
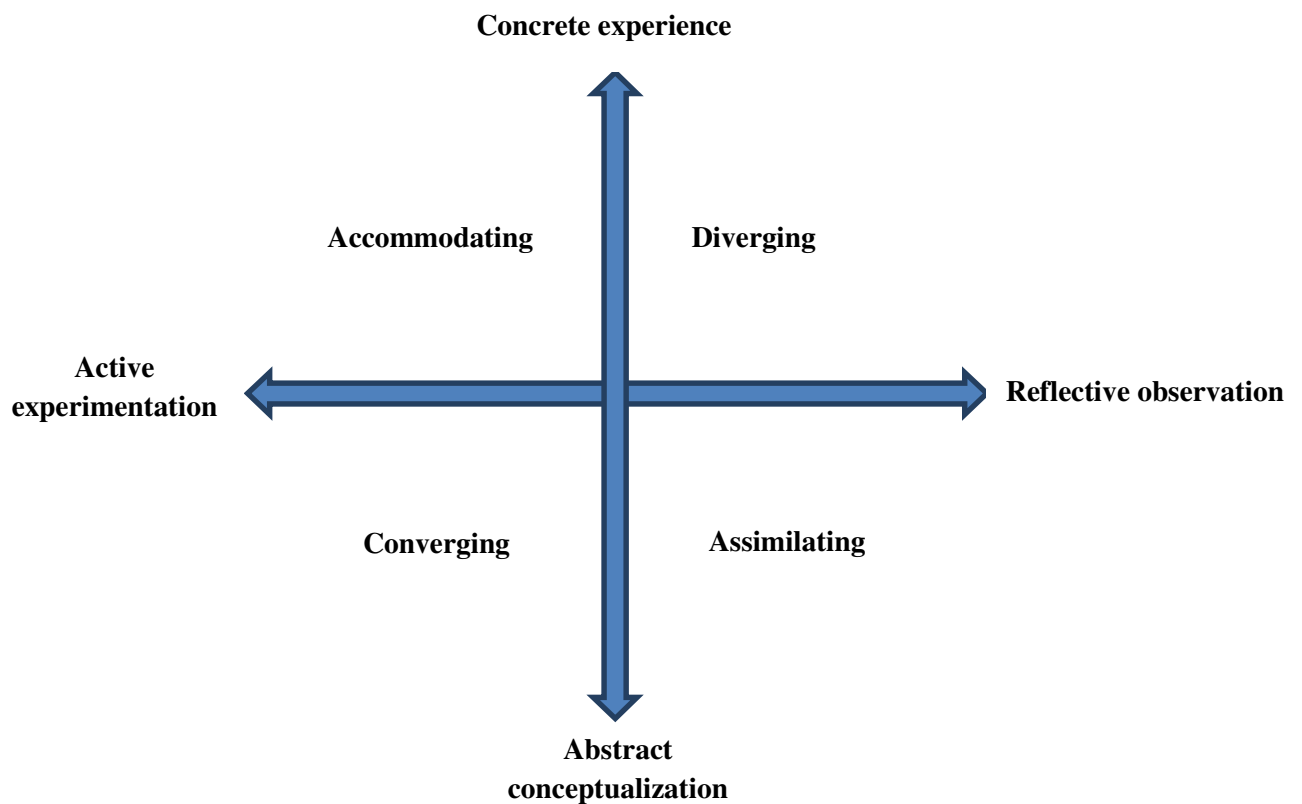
Figure 2.1: Learning Styles (Kolb, 1984)

The above four learning styles have been extended into many more by the researchers on learning styles and the research is still in progress as a longitudinal research. However, the scope of this research work is limited to the study of learner motivation towards management education. While undertaking this kind of research, learning styles of the students need to be considered because the type of motivation required by different styles

may be different. However, in a typical B- school there is no practice of segregating the students into four or more categories and adopting different approaches to teaching this different groups thus formed. Moreover, the students may not select a professional course based on their learning styles too. So, the study of the influence of antecedents on learner motivation towards management education will have to be designed to fit into all the different styles of learning and the focus has to be on motivation towards learning rather than the influence of motivation on a particular learning style. The next section specifically focusses on the motivation towards the management education.

2.3.   Theories of Motivation

Theories of motivation can be broadly classified into the following three categories.

2.3.1. Personal Characteristics in Motivation

Motivation which acts as a drive to do something or the reasons why people accomplish a task has been an active area of research ever since its inception and many psychological theories of motivation have been developed. Maslow(1954) proposed five stages of human need to explain human motivation. Each need has a large number of different behaviours but those behaviours were categorized into: (a) physiological needs, (b) need for security, (c) need to belong,(d) need for recognition and esteem (separated into two, self-respect and respect from others), and (e) need for self-actualization. The theory fits into the reinforcement and cognitive approaches (Thierry, 1998) thus deals with the thinking abilities of the human beings under different contexts.

However, Maslow's theory has faced criticisms because of separation of the needs from one another, which means the

needs cannot coexist which is questionable. According to Alderfer (1972), human behaviour can be influenced by: existence (safety/physiological needs), relatedness (social), and growth (self-actualisation/esteem). His theory argued that two categories of need could appear at the same time to explain human behaviour. Locke and Latham (1990) pointed out that the above theory does not provide an exact measurement of each individual motivation stage. These theories do not consider individual variables, such as a person's personality and skill level (Huizinga, 1970; Pinder, 1984). Speaking in terms of motivation towards management education all these theories have bearing in one form or the other. Most of the students who take up a management degree programme may do so first of all to satisfy their need for existence as proposed by Alderfer based on the extension of Maslow's hierarchy of needs. Also, going by Alderfer's concept, two or even three needs may appear at the same time i.e. the student may have the existence need, relatedness need, and growth need all at the same time to be accomplished and hence join a management degree programme. So, these motivational theories play a dominant part in the study of the antecedents of motivation of the students towards management education.

2.3.2. Environmental Characteristics in Motivation

Herzberg, Mausner and Snyderman (1959) found that human behaviour is influenced by hygiene factors and motivator factors. Organizational rules and regulations, management style, supervision, nature of working, human relations, monetary benefits, recognition and safe working environment fall into hygiene factors

also called maintenance factors. According to his study, when hygiene factors were satisfied or dissatisfaction and work restrictions were eliminated, but growth in worker

output capacity was not achieved. In other words, hygiene factors affect an individual's willingness in a positive way but the effect stops there. Motivator factors consist of accomplishment, appreciation, exciting work, enhanced accountability, and a strong career path. Herzberg et al. (1959) insisted that motivator factors can positively influence work performance. As Hersey, Blanchard and Johnson (2001) noted, Maslow's theory is helpful in knowing the motivational level at which a person operates and Herzberg et al.'s theory points to the goals which directs an individual towards needs fulfilment. The concept of self-efficacy is related to the concept of expectancy in the expectancy theory (Bandura, 1986). The concept also has potential to be used to predict performance behaviour (Thierry, 1998). Bandura also presented the concept of regulation instead of reinforcement to explain human behaviour. The concept of regulation was not interpreted as a simple mechanical response, but an information process for generating effective behaviour. It can also be interpreted as motivation that comes from expectation, generated by previous experience and modelling. To form a more inclusive explanation of motivation for different human behaviours, motivation studies have changed to focus on the interactions between people and their environment (Dipboye, Smith, & Howell, 1994). In other words, studies have become more concerned with how and why motivations occur. These studies emphasise purposeful, conscious thought and cognitive process in human behaviour. This study mainly examines the expectancy value theory.

Speaking in terms of the antecedents of motivation towards management education as experienced by the students, it is analogous to the worker motivation in an organizational set-up. In the organizational context the working environment provided by the company will decide the hygiene factors (or maintenance factors) which will satisfy or dissatisfy the employees. Similarly, in the college the learning environment will make the student

satisfied or dissatisfied with the studies which may be considered as the hygiene factors. In the working environment the employees will get motivated by several factors from rewards and recognition to financial benefits. Similarly, even in the college settings the students get motivated by the same set of motivators with the work accomplishments being replaced by the grades they score and the recognition they receive or the growth opportunity they anticipate. Thus, Herzberg and his groups' hygiene factors and motivation factors are applicable to the college environment too.

2.3.3. Expectancy Theory

An important aspect of early studies of expectancy theory was the change from the previous dominant view of human behaviour which saw human behaviour as inherently motivated or unmotivated (Georgopoulos, Mahoney, & Jones, 1957). In expectancy theory, individuals are seen as thinking and reasoning individuals who make conscious choices about present and future behaviour. Also motivation is determined by the particular work environment (Ross, 1994).Major refinements by Porter and Lawler (1968) and Lawler (1973) added more concepts to the original theory. Thierry (1998) introduced the idea that each person's habits and general experience influence their motives and expectations. Similarly, individual features, such as a person's competence, perception of their role at work, different styles of approach toward problems, and type of task or work, also appeared as new elements influencing the process between effort and performance.

As this research is focussed on the causality of motivation, performance and satisfaction in the context of management education the above discussions hold good. Further, the appraisal procedure adopted by the supervisor was added as an influencing element

between performance and outcome. The equivalent task in the management institute would be the evaluation procedure adopted by the teaching faculty about the performance of the students. Norms and value were also considered as influencing outcome and satisfaction as per the research on performance-outcome expectancy. (Porter and Lawler, 1968 and Lawler, 1973). All these research conclude that individual efforts will lead to successful performance; the latter represents the belief that a performance leads to an outcome.

2.4.   Motivation towards Management Education

Given the dynamics of the present day business world, managers in top echelons are responsible for strategic decisions. In the present day scenario, these elevated managerial positions offer higher level of challenges than those in the past decades. So, there is a need for managers with higher professional competencies, and have the ability to manage with scant resources. This level of motivation cannot be built once they delve into the business world, but must be initiated during their preparation stage of building a management career in the business schools itself. The problem is that many students yearn for a management positions and to be eligible for it they seek degrees as prerequisites. They have no intentions to meet the demands of the managerial role (Roberts & Page, 1994). In addition, some studies have found that the MBA students at entry level are not realistic about the world of work, and are not motivated to face a challenging career. Thus, the solution would be to study in depth the motivational level of the students to that an idea about what are their expectations in the business schools and the work environment can be estimated and measures may be taken to make them orient towards the requirements of the present globalized scenario.

There has been a longitudinal research on managerial motivation and has been mostly focused on organizational level. It is only during the recent past it was realized that the motivation of managers has to be detected during the early stages of their education in B-Schools so that their future orientation may be understood. This is because one important trait of a manager is his/her motivation towards managing resources. Among the research on motivation towards management the work by Miner (1965) is valid even in today's context. Miner found that motivation towards management of human and physical resources is the precursor for climbing the echelons of management. He has undertaken an extensive work to investigate the factors which contribute to the success of a manager and the study has revealed that fact that the very motivation towards the role of manager itself is the main contributing factor (Miner, 1978; Holland, Black, and Miner, 1987). Following factors are considered to be the precursors of a manager's success (Miner, 1965; Miner and Smith, 1982; Viacava & Pedrozo, 2013):

1. Positive attitude toward managerial hierarchy,

2. Desire to accept challenges,

3. Role conformance,

4. Desire for delegation,

5. Desire to act distinctly different,

6. Accountability towards administrative responsibility.

All the above six parameters can be studied in the context of management education. The first trait is analogous to the attitude of the students towards their Professors, the second to the student assignments and projects which they undertake in groups, the third to the

ability to conform with the institutional rules and regulation, the fourth to the ability to exercise power over others when they head the mini-projects they initiate, or even in the events they participate during the stage programmes, the fifth to their originality in the assignments or the conference papers they publish, and finally the sixth to the events they participate during their student career at the national or even international student competitions and the responsibilities they share. So, the motivational qualities of the managers in the making in the B-Schools can be studied well in advance to their career and this study is important because it gives an idea about the type of future managers who are in the making.

Students' aspiration towards management positions and their motivation towards managing human and physical resources have been studied by several researchers and a correlation between the two has been established. In most of the cases the students who aspired to become managers have not only occupied key managerial roles but performed exceptionally well in achieving the organization objectives (Miner, 1968; Miner and Smith, 1969; Kinman & Kinman, 2001).

Kinman & Kinman (2001) have found that the relationship between orientation towards management and ability learn are influenced by factors such as: perceived independence and self-reliance; the type of achievement motivation; the type of goals set and the institutional culture. Kinman & Kinman used semi-structured interviews among the management learners and identified a range of factors that prompted individuals to participate in the management degree programme (Figure 2.2).
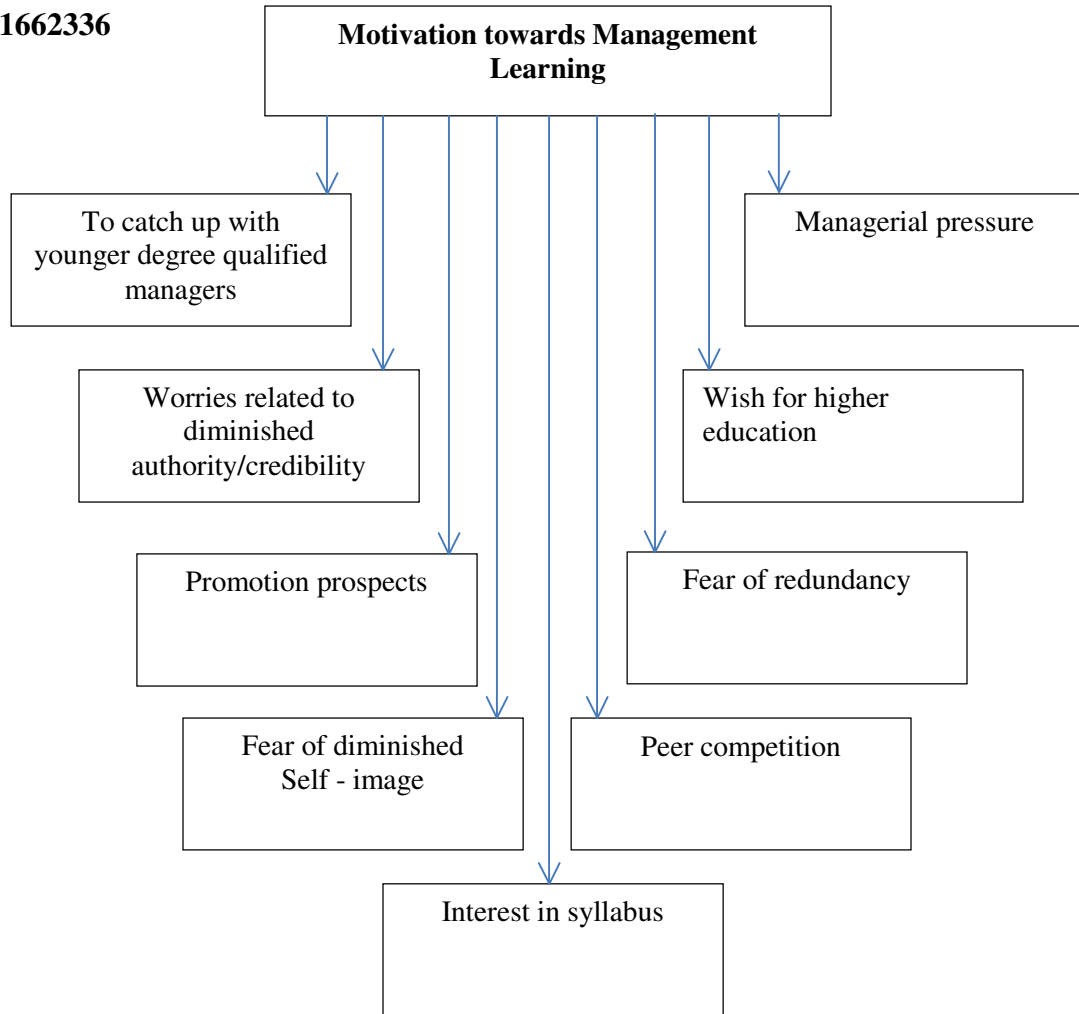
Figure 2.2: Motivation towards Management Learning

To catch up with younger degree qualified managers – Those who join the degree programme after having a certain number of experience had felt that the younger managers who had joined the degree with management degree had a better level of performance. Their observation was that the degree gave them a systematic approach to the solving of the problems faced by them during the work situations, particularly the software exposure and the newer tools and techniques they were equipped with.

Worries related to diminished authority/credibility – The fear of failure, feeling that without the proper business acumen they may be misfits, the knowledge that higher positions may demand certain minimum qualification, and the awareness that professional management abilities would be the tools for survival would make the managers pursue management education.

Promotion prospects – The managers perceived that a degree would brighten up their promotion prospects. In some industries, unless a management degree is possessed by the employee the promotion to the next echelon of management was at stake. So, this motivated the managers towards management education as they had no choice than getting a higher degree.

Fear of diminished self-image – When the rest of the employees are equipped with managerial qualifications it would put a social pressure on an employee and make him/her feel inferior to others. Particularly the newly recruited employees may join with higher qualifications and that would make the senior employees feel inferior when they do not possess an equivalent or higher qualifications. Every individual basically has a natural desire to be possessing a positive self-image about one's self and a degree programme can always add to this self-image.

Interest in syllabus – Some students get attracted to the syllabus as they will be genuinely interested in enhancing their knowledge on a particular topic. Some other students may develop interest in the subjects/courses as they come to know more about their applicability in the real-life situations.

Peer competition – Competition is a strong motivation towards management education as winning over others is a natural instinct of a human being as it brings recognition and

reward with it. Highly competitive environment stimulates well motivated students as they have newer things to learn and newer tasks to be accomplished each day as their involvement with the courses they study gets more and more. Peer competition is the most interesting of all the situations or environments for the well-motivated students to perform better every time.

Fear of redundancy – The survival of the fittest is applicable very much to the business environments and the underperformers turn redundant in no time in the present knowledge driven economy. So an employee will always have a fear of redundancy and keep looking forward to opportunities which would permit him to be competent in the chosen field and getting into management education programme would be one of the easiest way to overcome the fear of redundancy.

Wish for higher education – The most frequently mentioned factors that motivated participants of the management degree programme was to undertake and complete the degree programme so that they possess a degree in demand in the market and they are respected for their qualification. Several individuals also expressed regret at not continuing with their academic education, however, and welcomed the opportunity now to do so. Some saw the degree as a way of obtaining intellectual stimulation that might be missing in their work, although this was generally a secondary factor.

Managerial pressure - Whilst the company emphasized that participation was voluntary, in general, managers perceived strong pressure from management to undertake the programme not only to complete a degree, but also to perform well. In a number of cases, the potential impact of failure on the credibility of their department (and on the

subsequent career of the individual) was communicated to participants by their line managers.

A closer look at these factors indicates that by and large the motivators for management education fall both into the categories of extrinsic and intrinsic motivation. While both these categories have the potential to motivate the student towards management education, intrinsic motivation would be more sustainable as the individual pursues the degree programme not for the sake of any external recognition or reward but for enhancing one's self-worth and self-esteem. However, earlier studies indicate that extrinsic motivation was one of the factors which prompted the students to continue with management education (Amabile et al., 1994). In principle it is not a good sign to be externally motivated because the individual will lose his motivation towards the degree programme and the learning the moment the extrinsic motivator loses its intensity. At the entry level the students may be extrinsically motivated, but an ideal management degree programme should be able to instil intrinsic motivation among the students through well laid objectives into the courses and a clear educational outcome, which has the ability to sensitize the future managers towards the bigger aim in life in the form of corporate social responsibility coupled with the economic, environmental, and social sustainability of the business they intend to be a part of.

2.5.   Motivational Orientation towards Management Education

Many researchers have focused on the study of motivational orientation towards management education (Fordham, 1980; Ames and Archer, 1988; Friga et al., 2003; Pintrich, 2003; Cole et al., 2004). Many of these studies have focused on the role the personality traits of the students which would influence their performance in learning, the

impact that can be created by the learning environment, the influence that can be created by the Professors, the role of the student psychology in learning, the influence of cognitive component of learning and so on. Academics and practitioners in business education have been researching in these areas because there is a need to have a clear understanding of these influences so that teaching of management courses could be more meaningful to the students and useful to the business world..

In the attempt to enhance the performance and satisfaction level of management students the dynamics of intrinsic and extrinsic motivation has been ignored to some extent despite the fact that there are studies which have studied these influences individually in depth (Gatfield et al., 1999; Guolla, 1999; Covington and Mueller, 2001; Dahl & Smimou, 2011). So, there is a need to explore the significance of relationship between motivation, learning, performance, and satisfaction as opined by this group of these researchers. The need for this research basically originates from the fact that with the increasing number of management education colleges in the country, the necessity to impart quality management education to the knowledge seekers also becomes important. This links to the teaching-learning dynamics which has psychological, emotional, and cognitive aspects associated with it. Unless, the management students are motivated towards management education, imparting quality education may not effective as motivation is the antecedent to learning as discussed before. So there is a need for this research.

Researchers have found that motivation or lack of motivation decides the effort the students are ready to put and interest they show towards learning (Munshin, 2010). Motivation decides the students' perception about their abilities to learn. Researchers

claim that intrinsic motivation makes the students perform better in learning in comparison to extrinsic motivation.

According to Thoms (2001) adults demonstrate group behaviour depending upon their desire to apply what they have learned and desire to express themselves to satisfy their individual pride based on their self-framework which is a function of their values and beliefs. Taking into consideration these characteristics, the adult learners' motivation to learn would differ. So, there is a need to study how different types of motivation would influence the learning performance and satisfaction if management education has to promote learning.

2.6. Theory of Motivation

As this research focuses on the study of the influence on motivation on learning performance and satisfaction it is essential to discuss the theory of motivation in the context of this research. Hilgard, Atkinson & Atkinson, (1979) introduced the word motivation. Harlen and Deakin-Crick (2003) state that motivation is a multidimensional construct which includes one's own abilities, perceptions, background, and current state. Motivation theory deals with why and how humans behave or act in a particular way. Motivation is a psychological process which is goal directed (Mitchel, 1982). Ormrod (2008) defined motivation as the reason for a human being to act in a particular manner. Motivation has been studied in the context of management education very extensively since the past two decades. Longenecker & Ariss (2002) have linked motivation to the gaining of the competitive advantage in business. Jagadeesh, (2000), has focused on quality issues of management education and undertaken a study on building a competitive learning environment to promote student motivation towards management education.

Agarwala (2008) found that in the Indian management students the figurehead role was played by the father and the focus of the students during management education was to gain competencies in order to be in demand in the business world. So, management education and motivation have been related by a group of researchers.

According to Nguyen and Nguyen (2010) instructor capability has dominant influence on learner motivation. Covington and Mueller, (2001), Pintrich (2003), Roth et al. (2007), and Dahl & Smimou (2011) have found that the intrinsic and extrinsic motivation of the students have greater influence on student performance than the teaching quality. Thus, there is no clear conclusion on whether the motivation level of the student or the teaching quality of the Professors has greater influence on student performance and researchers have provided evidence to support both the influences.

Novack (1982) claims that learning is the primary purpose of teaching which puts teaching as the antecedent to learning but Brown and Atkins (1988) found that teaching and learning coexist and interrelated processes but both have common bearing on motivation. Ruiz-Molina and Cuadrado-Garcia (2008) state that teaching-learning processes are the most important aspects of any education system as they influence student motivation. Arguably, teaching methods and resources can enable the students acquire the necessary skills for their professional career. According to them active participation of both learners and teachers is important.

Fernandez et al. (1984) recommend the use of multiple processes, tools and techniques to facilitate teaching-learning process. Slavin (1990) considered cooperative learning to be one of the most effective learning method. Along with the teaching-learning processes, the researchers have also focused on pedagogical resources as it has an influence on

student motivation towards learning. According to Loranger (1994), it is the ability of the teachers to produce a participative learning environment to the students which can make them motivated more towards learning. Researchers have found in several cases that participative learning and active learning environments have produced much better results than the traditional teaching methods (Ruiz-Molina & Cuadrado-Garcia, 2008; Stipek et al., 1998).

Research on technology based teaching is also taking place in a large scale round the globe in the advent of computers and Information & Communication Tools (ICT) revolution. Rada, (1998) has provided empirical evidence that technology based methods is more effective in comparison to the manual teaching. Ruiz-Molina & Cuadrado-Garcia (2008) opine that technology can only facilitate teaching-learning process and for creative outcome human intervention is unavoidable. Chiu et al., (2007) in the context of e-learning claim that it would be the preferred choice of management students in comparison to other forms of learning.

Boekaerts (1997) have found that conventional learning models were not effective as it acts against self-regulated learning for which a student has a natural desire. Alternatively, a learning environment which promotes student interaction and active engagement promotes self-directed learning (Young, 2005).

In the context of Marketing Education a group of researchers have found that content management, reflective learning, student-participation, technology based learning could be of immense use in promoting teaching-learning (Peterson, 2001; Gremler et al., 2000; Siegel, 2000; Daly, 2001; and Lilly & Tippins, 2002).

Theories of motivation have been studied extensively in the context of higher education. Cognitive theory approach to learning attributes the will of the learner to be the main factor promoting learning (Ames and Archer, 1988; Elliott and Dweck, 1988; Ames, 1992; Dupeyrat and Marine, 2005). One single model of learning may not be adequate to explain the learning dynamics in management education because it is not just learning the theories but is concerned with the several other related issues which prepares the student to be a manager who has the skill sets and knowledge to face the challenges of the business world. Schein (1980) considers human nature as complex and dynamic because of the changing needs based on circumstances, life experience, expectations and age.

Social motivations is another component of motivation which considered to be a precursor to learning by a group of researchers (Covington, 2000; Humphrey, 2004). According to Martin (2007), student motivation is related to participation. Contrarily, Davies and Graff (2005) argue that the students' participation is the key to learning.

Deci (1972) and Wiersma (1992) were among the first researchers who studied the influence of intrinsic and extrinsic motivation in depth. Intrinsically motivated individuals do not perform a job or activity for external reward and their behaviour is self-directed. It has more of cognitive and affective components. Deci and Ryan, (1985) have found a strong relationship between cognitive element and self-directedness and the individuals with these traits have rewards attached to their behaviour and are governed by extrinsic motivation.

There are four major dimensions to student motivation (Bandura, 1996; Ryan & Deci, 2000; Seifert, 2004; Dweck, 2010; Murray, 2011;). The dimensions include the following.

Competence — Students' self-confidence on accomplishing the task.

Control/autonomy — Students' ability to see the cause and effect relation between their action and the outcome achievement and hence having the autonomy to act according to one's will.

Interest/value — Students' interest on accomplishment of the task as they have realized the value of it.

Relatedness — Students' ability to relate the completion of the task to a social cause.

According to this theory the more the above dimensions are met with the more the student motivation will be. The major limitation of this model is that it defines these dimensions in isolation but they exist in different situations such as the learning environment, ambience, technology etc., and under such situations there could be the interaction between these dimensions which may make the learning more complex construct.

Kinman and Kinman (2001) have found that the management students are mainly extrinsically motivated and argue that unless there is an external reward attached to their actions there is no way they would be motivated towards studies. But the literature has no strong agreement or disagreement on the type of motivation of management students (France and Beaty, 1998). There are a group of researchers who have attempted the study of self-determination theory, external rewards, and the influence of extrinsic and intrinsic motivation in work and educational settings (Wiersma, 1992; Deci et al., 2001 and Haines et al.). The two distinct types of motivations which are of interest in the context of this research are discussed next.

2.6.1. Intrinsic Motivation

According to Ryan and Deci (2000), intrinsic motivation sometimes referred to as internal motivation is the desire to act based on the pleasure derived out of the work rather than the reward attached to it in any form of material gain. It is the accomplishment for the sake of the task itself and nothing else (Hennessey & Amabile, 2005; Lin, McKeachie & Kim, 2001). It is inherent quality of an individual (Ormrod, 2008). In the context of learning if students are deeply submerged in learning without knowing that they are learning then they are intrinsically motivated (Tuzun, 2003; Hennessey & Amabile, 2005). Dipietro et al. (2007). Kang and Tan (2008) consider it to be purely a mental process and the mind prompts the person to do it with no expectations from external world. Medina (2005) and Sprague, Lambert, Berry & Siochi (2006) give the example of computer games and learning to explain extrinsic motivation. So, intrinsic motivation is supposed to make the learners self-learners.

Intrinsic motivation has the ability to activate cognizance and emotional attachment to the learning activity which makes the learned submerge himself/herself in it completely (Deci and Ryan, 1985). The emotional element has interest, desire, curiosity, participation, self-directedness, and untiring state of mind attached to it (Izard, 1977; Csikzentmihalyi, 1998). Amabile et al. (1994) have identified the components of intrinsic motivation as independent learning, active participation, competence, inquisitiveness and interest.

Ryan et al. (2000) opine that tasks which are accomplished under intrinsic motivation are not the ones which can be performed by external rewards. It is like a student enrolling for an additional course which has no relevance to his/her credits earned but taken just for

the sake of participating in the learning experience (Bryans and Smith, 2000). There is a need for the educators in management education to identify such courses which the students will be genuinely interested in studying because they know that they are important for their future managerial career and they intend to learn it through intrinsic desire to learn.

There have been attempts by a group of researchers to identify the dimensions of intrinsic motivation in the context of motivation towards management education. Several researchers have given some specific though provoking ideas to prompt intrinsic motivation such as developing academic competence (Barnett, 1994), reflective knowing (Scott, 1997), competitive advantage and vision-driven approach to learning (Senge, 2008), technical and functional content and cooperative university (Burgoyne and Reynolds, 1997). Ultimately intrinsic motivation is comprised of three distinct dimensions which are discussed below.

2.6.1.1. Personal Motive (PRM)

Snell and Binsted (1982) proposed facilitation of learning through discussion and studied the influence on PRM of the learner. They tested four strategies: speculative strategy, factual strategy, dogmatic strategy, and proactive strategy to study the facilitating behaviour of the tutors and the influence it can produce on the PRM of the learner. Their study has indicated that all the four strategies were facilitating the PRM of the learner. Wiley (1997) emphasized on the systematic study of motivation as it has bearing on the performance based on 40 years of earlier studies. Tampoe (1996) noted that learning was influenced by desire to grow, permission to operate independently and the pleasure of accomplishing the activity. Edwards et al., (2007) investigated the impact of PRM upon

employee performance. The study ended up with the identification of five motivational classifiers which included both internal and external motivators. The factors of intrinsic and extrinsic motivators have not been explored fully yet (Lin, 2007). Cruz et al., (2009) claim that extrinsic motivation can never produce the influence on learning which intrinsic motivation can produce. However, the institution has no complete control on the intrinsic motivation of the students (Merchant et al., 2003). Ryan and Deci (2000) express that until the learning autonomy is not provided to the students so that they can undergo self-directed learning it is not possible to produce the atmosphere of intrinsic learning. According to Cruz et al., (2009) intrinsic motivation makes the learners committed to their goals and they learn strategies of learning by themselves and reach the desired level of outcome. There is no reward in intrinsic motivation in an external form so the activity, process, environment and the peer group itself is the reward to the learner (Lucas and Ogilvie, 2006). Drawing from these studies PRM could be in the form of a group of attributes which include the desire to acquire a post graduate degree, acquiring a respectable position in society, satisfy self-esteem, improve knowledge, improve social status, improve chances of a better alliance etc.

2.6.1.2. Learning Motive (LRM)

Learning is the process seeking relationships between the variables, elaborating, and continuously improving the results (Bierly et al., 2000). An individual will have a current state of knowledge and a desired state of knowledge in his/her mind and learning is the process which continuously minimizes the gap between these two. It is in this context LRM becomes important as it is the driving force which makes a learner to move from the start of the activity to the accomplishment of the task (Loon & Casimir, 2008). In management education the learner will have to acquire a series of skills and a set of

knowledge to face the challenges in the business environment (Boyatzis & Renio, 1979). LRM has been the fundamental requirement of a learner in today's knowledge driven world as innovation stands in the forefront of activities an organization has to focus to aim towards competitive advantage in the market. The manager has very little time to equip himself/herself with the skill sets in today's ICT driven world (Loon & Casimir, 2008). However, the antecedents and internal LRM have not been examined with the required level of intensity. Job related knowledge has specific objectives to be accomplished and the individual need to develop specific skill sets to remain competent so as to perform effectively and satisfy the career goals.

According to King et al., (2006) learning acts as the origin as well as the repository of knowledge which keeps on updating from time to time based on the individual's exposure to newer situations and experiences. Bierly et al. (2000) opine that human brain keeps looking for newer things and continuously links it with the existing knowledge and creates newer knowledge which can be used in the future and this process will continue throughout one's lifetime. Their assumption is that the accumulation of knowledge is a linear function. They subscribe to the continuum of data, information, knowledge and wisdom as a linear process. According to them two processes which take place in human mind is analysis and synthesis, during the analysis a concept will be sub-divided into its components and they will be associated to give a holistic meaning, whereas, during the synthesis several such meanings will be combined to conceptualize something new. This process keeps running in the mind during the learning and it ultimately leads from knowledge to wisdom. King et al. (2006) gave a knowledge cycle model postulates that knowledge keeps generating new knowledge continuously. Pemberton and Stonehouse (2000) claim that knowledge gets transformed into competencies and expertise which

will be used by the students or employees in solving a problem situation or in accomplishing a complex task. LRM could be in the form of the desire to learn, stimulating learning environment, appealing course content, preparation for the future career, the specialization of interest and the ardent desire in a person for life-long learning.

2.6.1.3. Development Motive (DLM)

Eisele et al., (2013) aimed at understanding conditions under which DLM can effectively be used for professional learning. Both the organization's manner of supporting the DLM as well as the individual learner's motivation was taken into account. A significant moderating effect of DLM was found, supporting the idea that learning depends both on the organization's efforts as well as the individual's DLM. The DLM is an intrinsic motivation in the learner and surfaces when the cognitive domain receives the signals of a sense of accomplishment (Ryan and Deci, 2000). According to Loewenstein, (1999) DLM is an individually defined concept and according to Calder and Staw, (1975) it is sustained by the individual ability and both agree with Deci (1972) according to whom DLM is comes through an inner desire to achieve something satisfying to the mind than the body. Manolopoulos (2006) argues that reward for DLM could be the desire to grow itself. Students who join a management programme will have a very clear DLM at the time of joining the programme or else, they will not opt for the programme in the first place. The literature indicates that DLM could be in the form of the development of strategic and analytical thinking, leadership quality, creative problem solving, communication skills, interpersonal skills, project management skills, decision making skills, change management, quantitative skills, risk management skills, ability to work in multi-cultural environment, and ethical and social skills.

2.6.2. Extrinsic Motivation

Extrinsic motivation is having external influences in the form of material gains and the like on goal attainment (Lin et al., 2001). In the context of management education, it could be the grades the students score or the jobs they may grab at the end of the completion of the programme. Hennessey & Amabile (2005) claim that unless there is an external reward the extrinsic motivation cannot be there e.g. unless a job in a dream company of a student is assured, the student cannot have motivation towards learning. Okan (2003) identifies the external rewards as the higher cumulative point average, appreciation from the parents, teachers or peers in case of the students. The source of motivation in case of extrinsic motivation is always external to the individual (Ormrod, 2008). Ryan and Deci (2000) take a different approach and claim that there exists certain directive in the mind of the people which prompts them to be motivated by an external need. This directive instructs the mind to accomplish the task only if the external reward is associated with the accomplishment of the task.

There has been research in which students were made to work harder by subjecting them to different conditions such as with reward, without reward, with rewards at initial stages and rewards at the final stages to study how their motivational levels would change with the switchover from the extrinsic to intrinsic motivation. However, no concrete conclusion could be drawn as the students exhibited behaviours which were unpredictable. Some students could perform better even without rewards whereas, some students could not perform even with rewards and these studies have been inconclusive (Ryan & Deci 2000 and Ormrod, 2008).

Researchers have been making continuous attempts to find if extrinsic motivation is favourable in the context of higher education. Ronald Fryer (2011) designed a research for studying the motivation of students by giving differential rewards. The study brought out several outcomes. First, the payment did not produce better results. It was interesting to note that when the students were paid money for reading books and made to take quizzes they produced better results.

Raymond (2008) used the research methodology of experimental design and conducted tests in several groups in 186 institutions. There were several levels of rewards and several program designs. The research aimed at studying the outcome in the combined manner of differential rewards and differential study program designs. This study also proved that the only positive effect observed in student performance was in the reward given to reading and taking quizzes which improved the test performance. Raymond concluded that reading was under the control of the students and hence they could perform under the extrinsic motivation of payment which resulted in the subject knowledge and accordingly the test performance increased. If they were directly paid for their test scores they could not perform better because that was a phenomenon which was not under their control but reading and taking quizzes was totally under their control and hence they could produce result. The conclusion of this research was that the behaviour, attitude, and desire have to be rewarded for better performance and not the outcome achievement.

CEP (2012) has brought out the point that rewarding the students for the grades obtained for the assignment was not an impressive method of improving the student performance. This is in line with the findings by Raymond (2008) and Ronald Fryer (2011) discussed

before. CEP (2012) recommends that reward should be linked to classroom participation, positive attitude towards learning, initiative to join the group activity, self-directedness, group learning, reading, comprehension, ability to analyze etc., which makes the students understand the subject matter to a greater depth and automatically their performance in any forms of assessment will improve.

Extrinsic motivation has a source which prompts the individual to perform an activity and the better the source; the better would be the performance of the activity of the individual. But the above discussed research makes it clear that the external reward has to be associated to the activities on which the individual has control e.g. reading to make the extrinsic motivation produce results. If this is not done then the performance may not be influenced as revealed in the studies discussed above. Extrinsic motivation has the two distinct motives which are discussed below

2.6.2.1.   Career Motive (CRM)

Buchanan (2007) performed a study to compare the CRM of business management students and social-work studies' students. Business management students had no motivation to emancipate their knowledge but were simply focused towards job performance. Shifting to a better job after the graduation was the motive of these students which made them learn. On the contrary, the social-work students had all the desire to acquire the knowledge and were not driven by professional pursuit of better career. Strictly speaking the motivation towards their job is higher among the social-work students in comparison to the business management students because they are keen to acquire knowledge required for a better career prospects. On the first appearance it may be concluded that business management students are having higher CRM but Buchanan (2007) claimed that it was a misleading observation. It was the higher CRM among the

social-work students which made them focus towards knowledge acquisition than studying just for switching to a better job. In general business management students are supposed to be greedy towards a better job and career prospects (Dougherty et al., 1993). Eby et al., (2003) opine that in the present globalized scenario the business management student must undoubtedly be having a higher CRM. The higher CRM in the business management students is because of their belief that the courses they learn would make them perform better in their jobs and that would make them be in demand in the business world (Noe and Wilk, 1993). According to Naquin and Holton (2003) the learning will be complete only when the students associate career prospects and groom them accordingly through the courses they learn in management education. A group of researchers link CRM to higher pay scales, improvement in social status, and better job opportunity (Dubin, 1990; Farr and Middlebrooks, 1990). The CRM can be triggered by the future job prospects, avoidance of redundancy in career option, overcoming peer pressure, ability to run a business independently, and desire for a lucrative career.

2.6.2.2. Achievement Motive (ACM)

A group of researchers have observed through ASI (Approaches to Studying Inventory) that management students had higher ACM in comparison to the other students (Dubin, 1990; Farr & Middlebrooks, 1990). McGee et al., (1998) identified that students with high ACM have a craving for a higher degree, looking for higher self-respect, social recognition, and elevated status in the society. ACM will prompt the students to spend more time on studies than the others, be organized and self-directed towards learning (McGee et al., 1998). ACM can be induced through the exposure of the individuals to a group of people who are strongly biased towards building their reputation in the society (Kinman and Kinman, 1998). ACM driven students or employees would prefer a strong

competition from the peer group and wish to come out successful despite the competition. ACM driven students will invariably find time for studies and assignments despite the circumstances to which they are subjected. Epstein and Harackiewicz (1992) opine that competitive environment may not always be healthy but ACM driven students would prefer such an environment in which they enjoy working hard to succeed. Reeve and Deci (1996) have found that highly competitive environment may end up in producing students who lack interest in learning as achieving the desired level of performance could be very difficult particularly in relative merit based credit systems. Houle (1961) proposed three ACM components, namely goal-directedness, learning, and task accomplishment. Goal-directedness will make the learner to stick on to the habit of pursuing his outcome achieving dream, learning will make him acquire knowledge continuously, and task accomplishment will give him a sense of fulfilment and makes his sustain interest towards studies.

While there could be many reasons for pursuing management degree most of the researchers agree that the acquiring of the graduate degree in management will equip the student with the business acumen to perform in a business organization (Grubb, 1993; Heywood, 1994; Hungerford and Solon, 1987; Idris Tey, 2011; Cheung & Chan, 2012; and McCallum et al., 2013). Arkes (1999) found that higher the qualifications better will be job prospects in the field of management. While knowledge acquired is one part the degree fulfils the eligibility criterion to get into an elevated management position (Spence, 1974). Moreover the general understanding of the employees is that a higher degree makes a manager more competent (Chiswick, 1973). A group of researchers subscribe to the view that ACM makes the student perform better and the obtaining of the degree and the degree gives a better respect in the job environment as it is basically

attached to a higher level of competency (Belman and Heywood, 1991; Frazis, 1993; Idris Tey, 2011; and Cheung & Chan, 2012). The ACM can be kindled by the work demand, reputation of the degree, peer group comparison, and the desire to be an entrepreneur.

2.7.   Performance in Management Learning

LeBlanc and Nguyen (1999) and Marks (2000) have conducted extensive study to identify the components of performance in the context of management education. Tang (1997) has explored the role of Professors in the student performance. Abrantes et al. (2007) have identified the causal relationship between the teaching methodologies, student motivation, and performance of the student. All these researches are ultimately aiming towards the measurement of outcome of management learner. Biggs' 3P model (Biggs, 1999) give three interrelated components: presage, process, and the performance.

The presage component includes the student and teacher based factors. The student-based factors include earlier knowledge of the student, motivation towards the course, and their competencies towards learning. The teaching based factors relate to aspects such as teachers motivation towards teaching, teaching style, teaching methodology, interest in the subject, ability to create interest in the subject and the qualifications. The process involves the teaching-learning processes. The Performance is the outcome of the earlier two factors and it refers to the students' achievement of the educational outcomes (Biggs, 1999).

The 3P has gained a lot of popularity in educational research. Young et al. (2003) and Duff (2004) tested the causation of the three factors. However, there is not much research evidence for the study which explores the relationships between learning motivation, and

learner performance in the context of management education which is the thrust area of this research. The 3P Model of Learning performance has provided the basis for this research. Even though the model is developed for general higher education set-up it is very relevant to the management education.

There are several models which represent the learning to performance continuum and some of them are traditional and some unconventional and non-traditional. Boekaerts, 1997 has found that traditional methods are one-way teaching and make the entire process dull and hinders the student's self-interest towards learning. Young (2005) suggests the need to make the class interactive, student centric, and activity based so that the students may involve themselves in engaged learning. In the context of management education which is the focus of this research more of self-regulated learning will be preferred as each of the learners at some stage is going to occupy a key managerial position in an organization. Supportive learning strategies make the students get more involved in learning and it makes them self-directed to a great deal (Loranger, 1994). Now this is where the motivational aspects play a dominant role. There is a need to find the alternative strategies for learning which make the students lifelong learners (Young, 2005). Several methods have been tried and suggested to make the management classroom interactive and enjoyable to the students and the instructor-designed classrooms need to change to the tastes of the students as they are motivated differently towards learning (Lilly and Tippins, 2002). Several methods have been suggested which include document based participative learning (Peterson, 2001), reflective learning (Gremler et al., 2000), virtual businesses environment (Daly, 2001) and virtual projects (Siegel, 2000) which need to be tried in the present scenario of management education. There is a lot of work in progress to transform the classroom from the traditional form to

the advanced technology-based and student-centric form (Garcia and Pontrich, 1996; Stipek et al., 1998).

A group of researchers subscribe to the view that 'knowledge' is the commodity to be delivered to the students and 'knowledge dissemination' is the purpose of education and in that process the student should be able to transform the organization into an innovation based learning organization (Barney, 1995; Bhatt, 2000; Smith, 2001; Daniels and Bryson, 2002; Shapira et al., 2006). While there are several measures of PFM measuring the ability to do multi-tasking is one such (Herschel and Jones, 2005). Ability to perform in a group is becoming an indispensable component of managerial performance in the present day organizational set-up and the management education has the responsibility to provide inputs to meet this need (McGrath, 1984 and Levine & Moreland, 1990).

Several studies have shown that disagreements and discussions among learners promote performance (Jehn and Chatman, 2000; Rispens et al., 2007), however there is no empirical evidence to prove this point (Pelled et al., 1999). But the relationship-based disagreements could negatively influence the performance of any kind (Jehn, 1995), while issue or activity-based conflict can enhance performance (Jehn and Chatman, 2000; Rispens et al., 2007). So, these studies emphasize upon the point that performance of the managers is more of a group activity than the performance in isolation. The variables which influence PRM are increased motivational level, the abilities developed during the programme, the learning environment, acquiring the right kind of knowledge, skills and attitude to perform better. Performance may be indicated by better academic results in the form of higher CGPA, demonstrating better employability, having published work or patents, entrepreneurship, leadership and creativity or innovation.

There are different approaches on student motivation to learning in general and most of them are applicable to management education. One stream is 'cognitive theory' according to which the student performance is based on the desire of the student to achieve the required educational outcome (Ames and Archer, 1988; Ames, 1992; Dupeyrat and Marine´, 2005). The other stream is 'social motivations' according to which the ability of the students for social interactions decides their performance (Urdan and Maehr, 1995; Covington, 2000; Humphrey, 2004). Thus, the students' cognitive abilities as well as the social influence can influence the students' involvement in their learning process. Student motivation and participation together lead to performance (Martin, 2007). However, Davies and Graff (2005) have found that this may not be true in all contexts as higher level of participation has not led to the higher grades in their studies. However, the results may be true in some specific contexts where interaction is quintessential to learning. In the context of management education as in this research, the student cannot escape the participation component of learning. Higher the participation better would be the learning, but very participation needs motivation towards management education.

2.8. Learner Satisfaction in Management Education

Satisfaction in any kind of service is a multi-dimensional construct. Learner satisfaction, learner performance and service/instruction quality in higher education are related to each other. Studies have shown even empirical evidence to these relationships.

Athiyaman (1997) has taken a practical case study of a student enrolled for management education where negative disconfirmation was formed because of his expectations about a course which were not met in full resulting in the student getting dissatisfied with the course. If the expectation and performance perception had exactly matched, then confirmation could have taken place (Bearden and Teel, 1983 and Oliver, 1980).

Disconfirmation can either be based on the 'attribute' of the service quality provided or on the basis of 'object' which the customer has in mind. In the context of management education it could be the teaching quality of the professors which is an attribute or the content of the reading material which is an object. Disconfirmation is the belief of a person based on his imagination and perception. It is not based on objective judgment. It is not the difference between the expectation and perception instead the belief about how much the expectation is met. In management education, the students' perceptions about the class will result in satisfaction or dissatisfaction and not the actual standard and quality of the class in reality. This perception results in the subjective satisfaction/dissatisfaction based on the positive or negative disconfirmation.

Satisfaction experience of students is a factor which can motivate them to perform better in their studies. There are psychological and emotional aspects connected to the satisfaction level of the students about a class but the satisfaction level will decide the future participation of the student in the class (Stauss & Neuhaus, 1997). Researchers have repeatedly claimed that satisfaction is a function of performance quality (Andreassen, 2000). Several researchers have attempted to identify the variables which influence outcome achievement in education because once they are identified the classroom can be redesigned to meet those requirements (Peltier et al., 2003, 2007; Eom et al., 2006). Student satisfaction could be on technical quality and functional quality (Lassar et al., 2000). Students will have certain expectations from themselves, the learning environment and the standards set as the educational quality. When these standards are met they will be satisfied with the service or else they will end up dissatisfied (Zeithaml, et al., 1996, Sureshchandar, 2002; Vinagre & Neves, 2008; Suzanne et al., 2009; Pantouvakis & Bouranta, 2013). There are several factors which

could provide the satisfaction to the students about the management education they receive which includes discussions, performance of the Professors, technology adopted to deliver the content, curriculum, self-directedness of the students, learning approach of students, and the structure of the course (Eom, 2012). Eom studied the effect of course delivery strategy, belief in self and self-directed learning on learner satisfaction and found that statistically no significant positive relationships between these variables and outcome achievement of the students. So, there is a confusion whether the antecedents significantly influence the learner satisfaction. While there are several measures of satisfaction, the variables of satisfaction of specific interest to this research are: the obtaining of the very degree itself, better performance, higher level of motivational state, pleasure of knowledge enhancement, and a congenial learning environment.

2.9.   Literature Review Summary and the Research Gap

Literature review clearly indicates that Motivation is one among the important antecedents of Learning (Knowles, 1980; Keller, 1987; Wlodkowski, 1989; Pintrich, 2003; Schunk, 2004; Ileris, 2007; Lynch, 2008; Chiu et al., 2007; Ruiz-Molina & Cuadrado-Garcia, 2008; Rijn et al., 2013). There is literature evidence on the studies focussed on motivation towards management education, most of which are exploratory in nature and theoretical (Miner, 1965; Miner, 1987; Miner and Smith, 1982; Amabile et al., 1994; Kinman & Kinman, 2001; Viacava&Pedrozo, 2013). The research on the antecedents of motivation has made considerable progress and the dimensions of intrinsic and extrinsic motivation have been explored thoroughly and researchers have identified several distinct dimensions of these two types of motivation (Snell & Binsted, 1982; Wiley, 1997; Lucas & Ogilvie, 2006; Edwards et al., 2007; Cruz et al., 2009). Concurrently, the research on the influence of motivation on learning and the influence of

learning the outcomes of it has also been studied by researchers in several contexts as the presage, process and performance (LeBlanc and Nguyen, 1999; Marks, 2000; Duff, 2004; Young, 2005; Martin, 2007). Several researchers have expressed that there is no adequate research evidence to link the motivation to learning and the outcomes (Gatfield et al., 1999; Guolla, 1999; Covington and Mueller, 2001; Dahl & Smimou, 2011). With these researches in place a clear research gap which needs to be filled is the study of the influence of the antecedents of motivation on performance and satisfaction, and importantly, seeking the empirical evidence for this relationship in the context of management education.

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Chapter III
THEORETICAL MODELS AND HYPOTHESES

The theoretical models which link motivation, learning, performance, and satisfaction are discussed in this chapter. Based on the theoretical models the link between various constructs of the study has been established and the hypotheses thus developed are listed in this chapter. These research hypotheses form the basis for the construction of the structural model that has to be empirically tested which will be discussed in the next chapter.

3.1 Management Education and Organizational Effectiveness

Management education has several purposes to serve. Most importantly it has to create future managers who can lead organizations and create a competitive advantage in business and ensure its sustainability. Management education should expose the students to the newer and innovative ideas in business; it should motivate the managers to perform better; help the future managers to improve their knowledge, skills and attitude; and it should increase one's confidence level, it should teach stress management and the ability to work under pressure situations, it should challenge the manager to think differently, it should enable the career development and planning, finally it should set a good example for future managers (Longenecker&Ariss, 2002).

Researchers have undertaken focused research on the specifics of management education and organizational effectiveness. Establishing the link between management education and organizational effectiveness holds the key in the establishment of the linkage between motivation towards management education and the performance which is the

focus of this research. Motivation towards learning the management concepts leading towards the organizational effectiveness has been studies under different topics of management such as: entrepreneurship (Corbett 2007, Poltis 2005), planning (Ramnarayan & Reddy 1989), innovation (Brennan & Dooley 2005, Boyle, Ogot & Okudan 2006), problem analysis (Kolb 1984, Selby et. al. 2004) and team leading (Kayes, Kayes & Kolb 2005).

Premier Management Education Institutions are increasingly becoming the knowledge centres as knowledge management will be one of the key roles of future managers (Rowley, 2000). This is not possible unless the management learners who are the future managers develop competencies which are necessary to face the future challenges. This has led to several researches where attempt has been made to establish linkages between motivation level of the learners and the effectiveness of management education institutions in terms of their ability to impart the right kind of knowledge, skill, and attitude in the learners (Davies, 2006; Wang, 2010; Marques, 2014). The onus is on the management institutes to prepare the managers of the future and unless they pick a set of learners who are very well motivated towards management education bringing transformation in them would just remain a dream. Thus, the establishment of the link between the motivation towards management education, learning performance, and satisfaction of the learners in achieving the educational outcomes will be important. Once this link is established, the causation between each of the link could be tested. So, a systematic process has to be developed in establishing the linkages between the research constructs of specific interest to this research which is undertaken in the following sections.

3.2   The Link between Motivation and Performance

The link between the antecedents of motivation and learning performance has been established by several researchers. Going by the approach of Cognitive Theory, to meet the academic objectives the students need to be goal oriented and self-directed (Ames & Archer, 1988; Dupeyrat and Marine, 2005). If the Social Motivation approach is taken then the interaction abilities of the students play a role in their performance (Covington, 2000; Humphrey, 2004). Thus, the Cognitive theory as well as Social motivation theory both supports the point that motivation can promote student performance in terms of learning. Martin (2007) has related student motivation to the involvement of the students which make them perform better. However, Davies and Graff (2005) conclude through their extensive study that participation, involvement and interaction of the students have not necessarily led to the obtaining of higher grades in the examination. They also observed that poor involvement or interactions have not led to the obtaining of poor grades.   Having realized the relationship between the student motivation towards learning, premier institutes have incorporated a number of measures which include (Byrne et al., 2007) use of technology to make learning interesting, educational games, digital storytelling, problem solving scenarios, situational analysis, role playing, dramatization, scenario planning, project based learning, problem based learning, Delphi methods, panel discussions, etc.

Students who are not motivated to learn by innate desire to acquire knowledge may have to be attached to some kind of reward which they can anticipate as a result of learning. Research has shown that students respond very well to reward system. But the students should feel that it is an achievable goal, or else they may be distracted from working

towards it and lose interest. If the student is made to see a clear path of progress through sequential steps of learning, then automatically he/she will start following the path of progress through learning.

In case of management education the above stated facts hold very true as by nature the management students are by and large goal directed and most of them have a clear purpose for pursuing management education (Byrne et al., 2007). Students who are highly motivated towards their studies have invariably shown better performance and excelled in both individual and group activities in management education. On the contrary the students who are not motivated well perform bad both in individual and group tasks and several studies have proved this and in one case 70% of dropouts admitted that the reason for their failure was that they had no motivation towards the programme (Bridgeland et al., 2006).

Most of the management schools have turned towards the assessment criteria which rewards the performance of the students and encourages them to learn more. The formative assignments are so designed that there is ample scope for the students to discuss the assignment and correct themselves in case they are not on the right line of thinking and make them develop a mindset which would make them perform well in the summative assignments. The assessments in management education usually provide ample scope for the learner to strengthen the fundamental knowledge first, and then build upon it the higher order thinking skills to accomplish the complex tasks. If assignments are used as motivational tools for the students then it should target the specific components of motivation. Reward based assessments, according to motivational theory, is the most appropriate ones for the management student community as it is incentive

based and has the ability to produced sustained interest among the students. Moreover as the assignments will be in the increasing order of difficulty the students gradually develop their knowledge, skills, and attitudes towards the management.

There are systems to motivate students even in primary and secondary education in which philanthropists have offered support to the students who qualify the entrance tests in competitive exams which is a good example of exercising motivational theory (CEP, 2012). The support provided may vary from full sponsorship to the degree programme to books and/or boarding fees etc. But the support by itself acts as a motivating factor for the students to do well in their studies. These are the cases of supporting extrinsic motivation. The point to be considered here in the interest of this research is that the incentive provided for studies should support at least one of the dimensions of motivation discussed in the chapter Literature Review. The point is that an incentive which does not support any of the dimensions of extrinsic or intrinsic motivation does not contribute to the purpose of providing motivation. One more important aspect is that a motivating factor to a person at one stage in life may not provide motivation at another stage and also not all the students get motivated by the same set of motivational factors. So, all these are pointing towards the concept that motivating the students with futuristic orientations can enhance their performance but there is no absolute guarantee of any kind (CEP, 2012). There is ample scope to seek empirical evidence to support these theoretical findings and postulations.

An important motivational belief that has not been discussed much in research literature so far is goal orientation. The students' orientation towards a particular goal and the actions they undertake to reach it need to be studied thoroughly if a relation has to be

established between one's motive and performance. The general observation is that the students who learn a course because they want to gain competency in a specific area use multiple strategies of learning to achieve their goals as discussed in the Chapter Literature Review. The students learn either to gain a reward or avoid an undesirable consequence later. The students with different orientation towards their goal perform differently in their studies (Boekaerts, 2002).

Thus it is important to study if all these efforts do have influence on learner motivation. To empirically test the significance of the causal relationship between both intrinsic and extrinsic motivation on student performance in achieving the learning outcomes in the context of management education, following hypotheses have been formulated.

H_{1a}: There is a significant influence of personal motive on performance.

H_{1o}: There is no significant influence of personal motive on performance.

H_{2a}: There is a significant influence of learning motive on performance.

H_{2o}: There is no significant influence of learning motive on performance.

H_{3a}: There is a significant influence of developmental motive on performance.

H_{3o}: There is no significant influence of developmental motive on performance.

H_{4a}: There is a significant influence of career motive on performance.

H_{4o}: There is no significant influence of career motive on performance.

H_{5a}: There is a significant influence of achievement motive on performance.

H_{5o}: There is no significant influence of achievement motive on performance.

3.3   The Link between Motivation and Satisfaction

Herzberg's two factors differ significantly with each other in terms of their satisfaction or dissatisfaction with reference to a given factor. If the motivation succeeds in generating an action among the students then it build a particular attitude in the student which will last for some time and influence the behavior of that person. According to Herzberg et al. (1959), motivation to do something will be prompted by something which is appealing to the person at that particular level in which he/she is operating which are called the hierarchy (Maslow, 1954). Only when the person is satisfied at a particular level he will have another set of motivators which will satisfy him/her. Herzberg theory makes it imperative that dissatisfaction removed is not satisfaction achieved, but just the fact that the person is not dissatisfied. For moving the person up into a satisfaction level there are other set of factors which need to be considered. So, fundamentally both Herzberg's theory and Maslow's theory have linked motivation to satisfaction. In terms of management education there are several researches which have attempted to link student motivation to their satisfaction about achieving the desired outcomes (Dreisler et al., 2003, Peterman and Kennedy, 2003; Klapper, 2004, Fayolle, 2005;Pittaway and Cope, 2007; Athayde, 2009; Hytti et al., 2010). In the context of management education, there is no evidence for the empirical testing of the significance of this relationship and hence the following hypotheses have been postulated.

H_{6a}: There is a significant influence of personal motive on satisfaction.

H_{6o}: There is no significant influence of personal motive on satisfaction.

H_{7a}: There is a significant influence of learning motive on satisfaction.

H$_{7o}$: There is no significant influence of learning motive on satisfaction.

H$_{8a}$: There is a significant influence of developmental motive on satisfaction.

H$_{8o}$: There is no significant influence of developmental motive on satisfaction.

H$_{9a}$: There is a significant influence of career motive on satisfaction.

H$_{9o}$: There is no significant influence of career motive on p satisfaction.

H$_{10a}$: There is a significant influence of achievement motive on satisfaction.

H$_{10o}$: There is no significant influence of achievement motive on satisfaction.

3.4   The Link between Performance and Satisfaction

The research on customer satisfaction in general is very rich and there are number of articles dealing with this topic, whereas when it comes to student satisfaction there is not many (Wilkins & Balakrishnan, 2013). Student satisfaction should be as measured by the students and not the teachers (Clemes et al., 2007). The primary determinant of student satisfaction is classroom performance (Wilkins & Balakrishnan, 2013). Garcı´a-Aracil's (2009) study in several countries, the students showed satisfaction despite the fact that the educational systems varied significantly. (Zeithmal (2000) has established a strong relationship between performance and satisfaction of the customers across several service sectors. Positive relation between performance and satisfaction was also established by Koska (1990), Nelson et al., (1992), Anderson et al., 1994), Ittner and Larckner (1996) in different settings. Student satisfaction is of prime importance and it is a function of their performance in studies as opined by a group of researchers (Bean and Bradley, 1986; Tinto, 1993; Alves and Raposo, 2009; Wilkins, 2010; Knight, 2011).

Student satisfaction cannot be attributed to a particular aspect in a learning environment as there are several closely aspects which have bearing on each other. For example the lecture of the Professor may be excellent but study material may be poor so measurement of satisfaction becomes complex. Sojkin et al. (2012) found that the facilities offered in educational settings and the social atmosphere that prevailed in the college was the key determinants of satisfaction of the students. Another study showed that intellectually stimulating environment provided higher level of satisfaction (Hartman and Schmidt, 1995). Wells and Daunt (2011) found that the physical environment and the layout of the college provided satisfaction to the students. Their interpretation was that physical comfort was one among the satisfiers to the students in addition to their performance. So, student satisfaction is a function of several parameters concerned with the learning environment in the institute and their performance is also one among them. So, there is a need to identify if performance is significantly influencing their satisfaction level. Thus, drawing upon these works, in the context of management education the following hypothesis was formulated to test the significance of influence.

H_{11a}: There is a significant influence of performance on satisfaction.

H_{11o}: There is no significant influence of performance on satisfaction.

3.5   The Hypothetical Research Model

The objective of this research is to study and explore the influence of the antecedents of motivation towards management education and possible outcomes on its effectiveness as measured through learning performance and satisfaction.

3.5.1   Causation between Motivation, Performance and Satisfaction

On collating the linkages in the previous sections the hypothetical research model has been developed (Figure 3.1). This hypothetical model will be analyzed using the Structural Equation Modelling in the subsequent chapters.

The following are the hypotheses to be tested in this research:

H_{1a}: There is a significant influence of personal motive on performance.

H_{1o}: There is no significant influence of personal motive on performance.

H_{2a}: There is a significant influence of learning motive on performance.

H_{2o}: There is no significant influence of learning motive on performance.

H_{3a}: There is a significant influence of developmental motive on performance.

H_{3o}: There is no significant influence of developmental motive on performance.

H_{4a}: There is a significant influence of career motive on performance.

H_{4o}: There is no significant influence of career motive on performance.
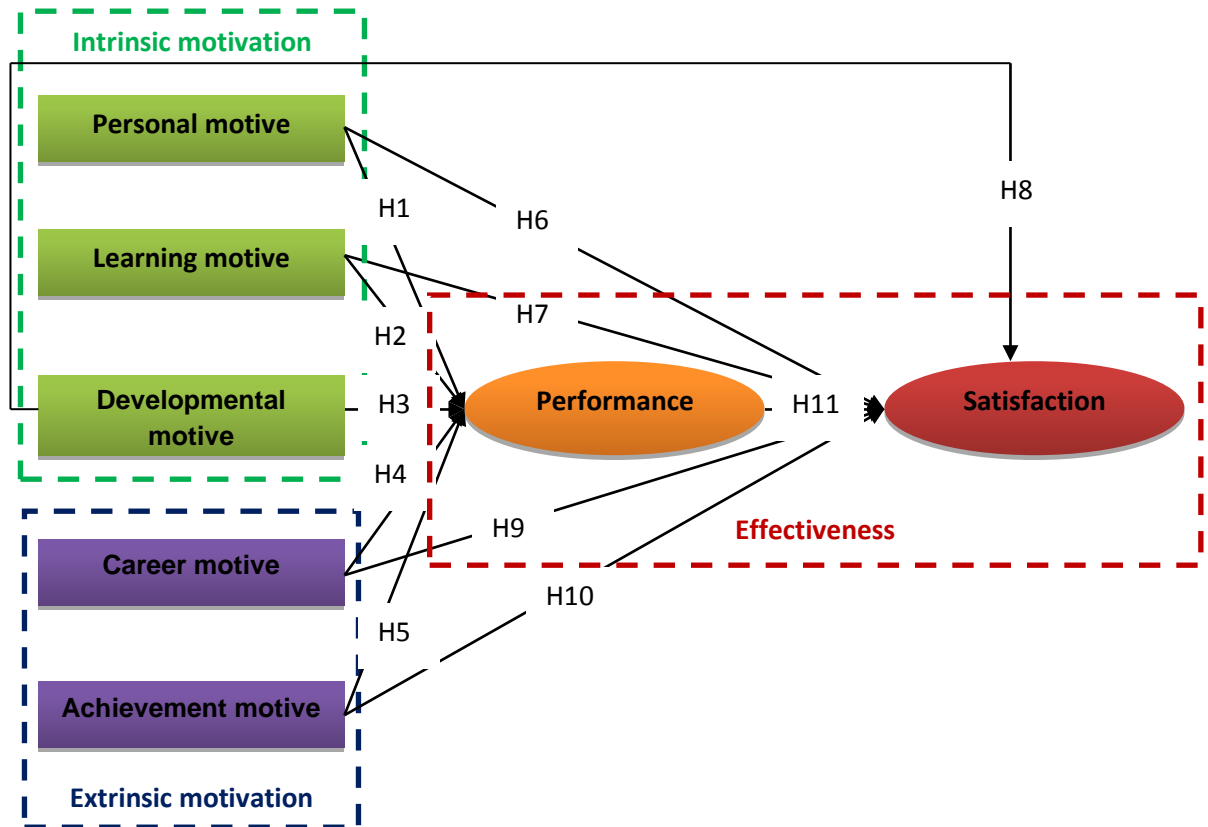
Figure 3.1: Hypothetical Research Model - 1

H_{5a}: There is a significant influence of achievement motive on performance.

H_{5o}: There is no significant influence of achievement motive on performance.

H_{6a}: There is a significant influence of personal motive on satisfaction.

H_{6o}: There is no significant influence of personal motive on satisfaction.

H_{7a}: There is a significant influence of learning motive on satisfaction.

H_{7o}: There is no significant influence of learning motive on satisfaction.

H_{8a}: There is a significant influence of developmental motive on satisfaction.

H_{8o}: There is no significant influence of developmental motive on satisfaction.

H$_{9a}$: There is a significant influence of career motive on satisfaction.

H$_{9o}$: There is no significant influence of career motive on satisfaction.

H$_{10a}$: There is a significant influence of achievement motive on satisfaction.

H$_{10o}$: There is no significant influence of achievement motive on satisfaction.

H$_{11a}$: There is a significant influence of performance on satisfaction.

H$_{11o}$: There is no significant influence of performance on satisfaction.

3.5.2   Causation between Type of Motivation and Effectiveness

Many researchers strongly believe that the overall effectiveness of management education is based on the motivation level of the management learners (McGill et al.,1992 and Senge, 2008). Researchers also opine that infrastructure and the support to management education in the form of modern Information and Communication Technology (ICT) tools can only be the facilitation to learning, but real management education will be imparted only when the management learners realize the importance to acquire knowledge which would enable them to make effective decisions using the modern methods, tools and techniques under the changing scenarios. Longenecker & Ariss (2002) have linked the competitive advantage that an organization is looking for is possible only through the innovative and creative approaches of the future managers for which their motivation towards management education needs to be strengthened right in the college days as it acts as the driving force. Thus, there is a need to test if motivation significantly influences the effectiveness of the management education as measured through the performance of the students and their satisfaction in achieving their learning objectives.

Effectiveness of an education system may be measured in many different ways. It could be in terms of the service quality provided by the institute or the customer satisfaction of all the stake holders of education system which includes students, parents, industries, teaching faculty, management and by and large the society. Customer satisfaction and service quality sound alike but they are distinctly different constructs (Clemes et al., 2007). Parasuraman et al. (1988) found that satisfaction comes after a long period of interaction between the service provider and receiver. Service quality acts as an antecedent to customer satisfaction (Cronin and Taylor, 1992). Student motivation, performance and satisfaction are the antecedents of student loyalty (Webb and Jagun, 1997).The theoretical concept is that: with better service quality in an educational environment the students may be satisfied and motivation of the students may be positively influenced. Further, the motivational state of the student can lead towards better performance. While there are several measures of effectiveness as discussed before, motivation of the students towards management education is also a dominant factor, but no study has identified if it significantly influences the effectiveness of management education system. So, to test if the Effectiveness of Management Education is influenced by Intrinsic and Extrinsic motivation of management students the following hypotheses are postulated (Figure 3.2).
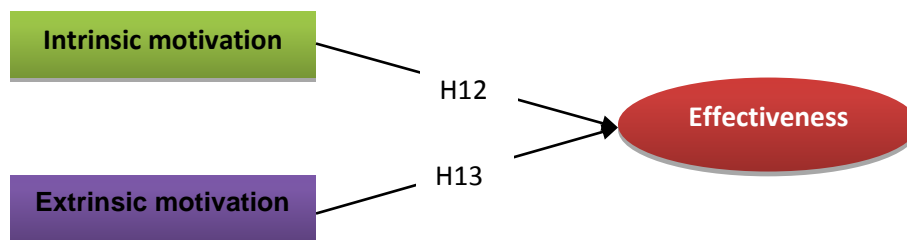
Figure 3.2: Hypothetical Research Model - 2

H$_{12a}$: There is a significant influence of intrinsic motivation on effectiveness.

H$_{12o}$: There is no significant influence of intrinsic motivation on effectiveness.

H$_{13a}$: There is a significant influence of extrinsic motivation of on effectiveness.

H$_{13o}$: There is no significant influence of extrinsic motivation of on effectiveness.

3.5.3   The Comparison of Motivational Level among the Students

The motivation of students of management varies and a student who joins the B-School with a very high level of motivation may eventually de-motivated or vice versa. Motivational state need not remain constant neither during the study period nor during the professional career as it is a dynamic and multidimensional construct.

There is a difference between the motivational factors of the present younger generation and their predecessors (Strempel, 2003), or in other words what used to motivate father doesn't motivate his son. This because the motivational needs change from generation to generation, and also motivational level before and after taking up a task such as higher education may also be different. Organizations, institutions, and the society are dynamic entities and the needs and aspirations of its members keep changing and so does the motivational factors (Amar, 2004). The very dynamic nature of human psychology is the cause for this change of the motivational needs. In other words, the theory and practice of motivation is a longitudinal study and never a cross sectional one. Researchers have documented how and why the motivation can change over a period of time (Loughlin and Barling, 2001;Wallace, 2001; Wolburg and Pokrywczynski,2001). So ideally speaking, the management institutes should provide such dynamic environment which would

continuously motivate the students from generation to generation towards management studies.

Thus, there is a need to identify if the motivational level is changed by the learning environment provided in the B-Schools. To test whether the management education system has been successful in this venture, the motivational levels were to be compared between the first year (juniors) and second year (senior) students. Thus, the following hypothesis was to be tested.

H_{14a}: There is a significant difference in motivation among the junior and senior students.

H_{14o}: There is no significant difference in motivation among the junior and senior students.

3.6 Summary

This chapter has established the linkage between the five dimensions of the determinants of motivation to management education through the literature and developed the hypothetical research model. This linkage development is one of the objectives of this research. Several views and opinions of the researchers have enabled the building of the relationship which is portrayed in the hypothetical research model. While some linkages have empirical evidence, some have a strong grounding in theory. This chapter provides the foundation to the development of the structural model. The subsequent chapters would deal with the identification of the appropriate research methodologies and the testing of the relationships in the form of the hypotheses developed in this chapter.

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Chapter IV
RESEARCH METHODOLOGY

4.1   Overview

In this chapter the research methodologies used in this research are explained. This is an empirical research with mixed methods approach using both quantitative and qualitative analysis through which results are interpreted and implications are drawn. The type of research and the research variables, and the methods used are highlighted. Sampling procedure has been narrated. The metric of measurement and the procedure of developing it has been listed. The research design and the multivariate analysis have been discussed in terms of their relevance to this research. The systematic procedure in accordance to which reliability, validity and practicality test have been undertaken is also described in this chapter. The salient features of the research methodology such as the best practices in metric development and data analysis are mentioned.

4.2   Type of Research and the Variables

This is an empirical research which relies on the descriptive statistics and inferential statistics. The following are the exogenous and the endogenous variables of study.

4.2.1 Exogenous Variables (Independent Variables)

Intrinsic Motivation (INM): This is a construct which has three dimensions, viz., Personal motive (PRM), Learning Motive (LRM) and Developmental motive (DLM).
Thus,

$$INM = f\,(PRM,\ LRM,\ DLM)\ldots\ldots\ldots\ldots\ldots\ldots\ldots [1]$$

Extrinsic Motivation (EXM): This is a construct which has two dimensions, viz., Career motive (CRM) and Achievement Motive (ACM).

Thus,

$$EXM = f\,(CRM,\,ACM)\ldots\ldots\ldots\ldots\ldots\ldots [2]$$

4.2.2 Endogenous Variables (Dependent Variables)

Performance (PFM): This is a construct which is influenced byfiveindependent variables, viz.,Personal motive (PRM), Learning Motive (LRM), Developmental motive (DLM), Career motive (CRM) and Achievement motive (ACM)

Thus,

$$PFM = f\,(PRM,\,LRM,\,DLM,CRM,\,ACM)\ldots\ldots\ldots\ldots\ldots\ldots [3]$$

Satisfaction (SAT): This is a construct which is influenced by six independent variables, viz. Personal motive (PRM), Learning Motive (LRM), Developmental motive (DLM), Career motive (CRM), Achievement motive (ACM), and Performance (PFM)

Thus,

$$SAT = f\,(PRM,\,LRM,\,DLM,\,CRM,\,ACM,\,PFM)\ldots\ldots\ldots\ldots\ldots\ldots [4]$$

4.3 The Research Methods and the Tools

This research makes an attempt to study in detail the influence of learner motivation towards management education on learner performance and learner satisfaction on management education. To accomplish this, the hypothetical research model was developed (chapter 3) which was to be empirically validated. The research makes use of IBM SPSS Version 19 for the t-test, the second generation statistical technique – The Structural Equation Modeling (SEM) using the software package – Smart PLS Version 2 to test the structural model and Minitab Version 19 for the Multiple Regression Analysis (MRA).

The research seeks *posteriori* (or empirical) knowledge. So, the knowledge available will have to be systematically collected and analyzed through the most appropriate data source. In this research the empirical study makes use of statistical techniques to analyze the data collected for this purpose. This research makes use of descriptive statistics and inferential statistics. While the former is used to describe the general pattern and nature of the data, the latter is used to draw inferences so as to arrive at specific conclusions of the study. Descriptive statistics include tools such as mean, standard deviation, demographic distribution of respondents, Skewness and Kurtosis, and overall perceptions of the respondents.

The inferential statistics in this research includes the empirical study in the form of non-experimental hypothesis testing research. The non-experimental hypothesis testing research involves experimentation with the independent variables influencing the dependent variables, but the researcher cannot manipulate the independent variables at will as he/she has no control over them. But still the dependent variables are manipulated by the influence that takes place naturally and the researcher makes observations by collecting the data in the quantitative and qualitative form. In this research, the metric in the form of a Likert 5-point scale is used to collect both the qualitative and quantitative data.

4.4 Organization Profile

This research is about the study on the antecedents of motivation of management students towards the management education. The primary data is collected from the B-Schools in Pune, some of which are ranked in the country and some are not. Some are UGC approved (Symbiosis Institute of Management Studies, Pune; Institute of Management

and Entrepreneurship Development or IMED, Bhartiya Vidyapeeth) and some are AICTE or University of Pune approved. The objective of this study is not to compare the best B-Schools against the remaining, but study the learner motivation and hence it required a mixture of both the types of B-Schools. The list of the institutes from where the data is collected is given in Table 4.1. The brief profile of these Institutes is given in Appendix I.

Table 4.1: The Institute Details

Sr. No.	Logic to choose	Approved or affiliated	Institute Name	Intake
1	Ranked	UGC	Symbiosis Institute of Management Studies, Pune	300
2	Ranked	UGC	Institute of Management and Entrepreneurship Development, Pune	300
3	Ranked	AICTE and UoP	Department of Management Sciences (PUMBA), University of Pune	180
4	Location	AICTE and UoP	Dr. Vikhe Patil Foundation's, Pravara Centre for Management Research & Development, Pune	120
5	Location	AICTE and UoP	Marathwada Mitra Mandal's Institute of Mangement Education Research & Training, Pune	120
6	Ranked	AICTE and UoP	MAEER's MIT School of Management, Pune	120
7	Location	AICTE and UoP	Bansilal Ramnath Agarawal Charitable Trust's Vishwakarma Institute of Management, Pune	120
8	Location	AICTE and UoP	Allana Institute of Management Sciences, Pune	120
9	Ranked	AICTE and UoP	Sinhgad Institute of Business Administration and Research, Pune	300
10	Location	AICTE and UoP	Sinhgad Technical Education Society, Sinhgad Business School, Erandwane, Pune	360
11	Location	AICTE and UoP	Suryadatta Educational Foundation, Suryadatta Institute of Business Management and Technology, Pune	180
12	Location	AICTE and UoP	Modern Institute of Business Management, Pune	120
13	Location	AICTE and UoP	Rasiklal M. Dhariwal Sinhgad Technical Institutes Campus, Warje, Pune.	240
			Total	**2580**

4.5   The Research Framework

This research is carried out in eight phases as shown in Figure 4.1. The activities in each of the phases have been narrated in the following paragraphs.

Phase I – Problem Description

The first phase of research involved the description of the problem so that it gives a clear direction for the research. The problem identified in this research is the study of the influence of Motivation towards management education in Pune, India. Motivation of learners is classified into extrinsic and intrinsic motivation. While the former consists of three dimensions (personal, developmental, and learner motive) the latter consist of two dimensions (career motive and achievement motive). The influence of these five dimensions of motivation on the learning performance and satisfaction was empirically investigated. Based on the study, implications were drawn so that the motivation of the management learner towards management education may be improved for enhancing their performance and satisfaction on management education.

Phase II – Purpose of Research

In this phase the purpose of the research was defined. As discussed in detail in Chapter 2 – Literature Review there is research evidence that learning motivation of the students plays a vital role in the performance and satisfaction of these students in management education. But most of the discussions are theoretical and there is no empirical evidence to support the linkages between these constructs. So, the establishing of the empirical evidence for these linkages is the central focus of this research. In addition, the research also makes an attempt to draw implications from the study and make suggestions to

improve the motivation level of the students so that it may lead to higher level of performance and satisfaction.
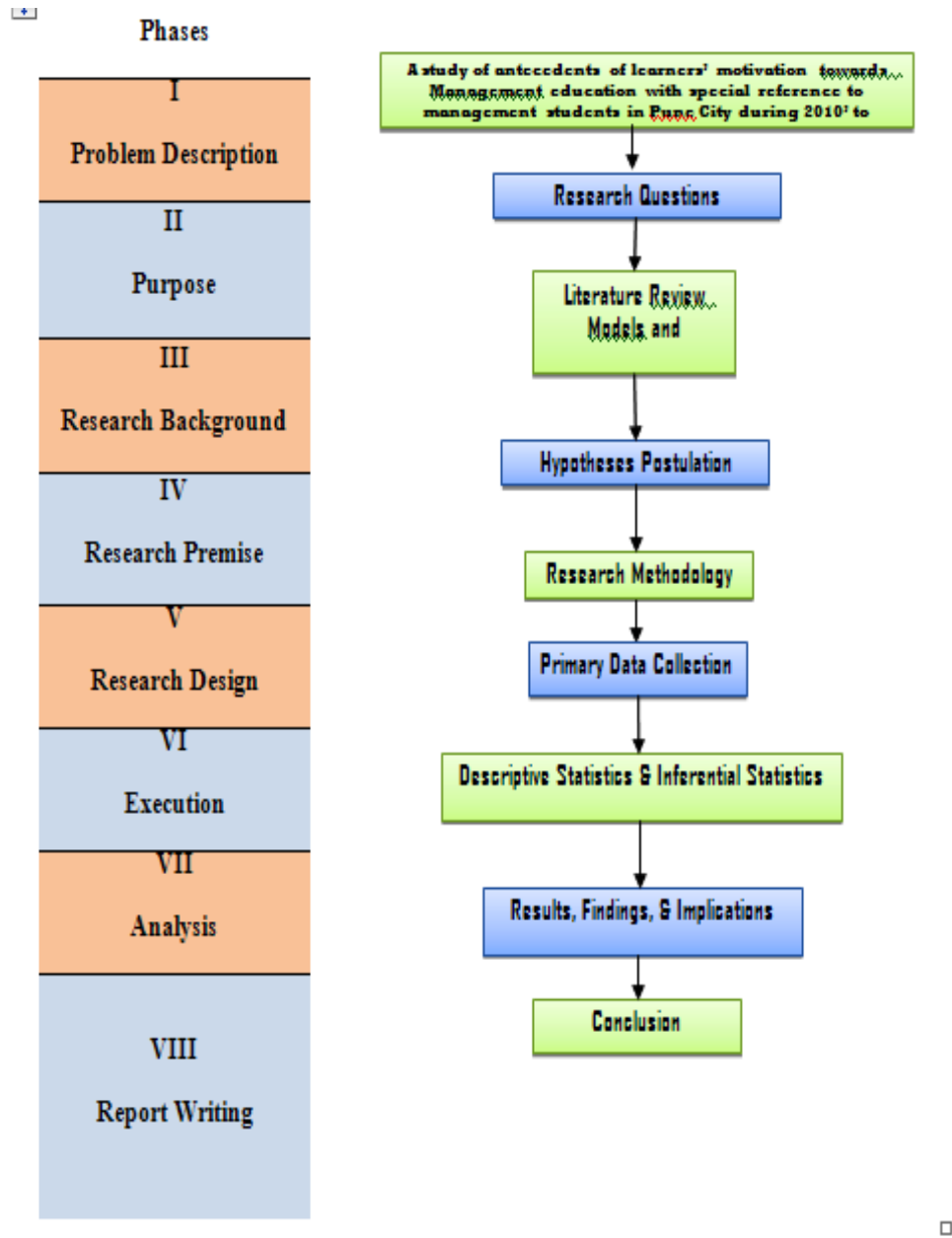
Figure 4.1: The Research Framework

Phase III – Research Background

In this phase the background to the research was collected so that it would set phase for the actual research. Management education has received a boost in the past decade and the number of management colleges is constantly increasing owing to the demand for competent managers in the future. But these managers need to perform well to face the challenges in this dynamic world where the demands of the customers are ever changing. Very innovative and creative processes need to be designed to optimize the resources in the organization to ensure sustainability of the business. All this is possible only when the managers in the making in the B-Schools have the required level of motivation towards management as a discipline. With this background the research is designed to study the motivation of the future managers.

Phase IV – Research Premise

Motivation is a term which has been very widely used by the researchers in a very generic sense. However, in the context of this research, a need has been identified to provide a general premise for the undertaking of the research on this topic. The definitions chosen fix the premises of aspects covered by these constructs and limit the scope of the study. These definitions govern the entire research from the formulation of the hypothetical models to the empirical tests to be conducted on these models. A total of seven main hypotheses and 14sub-hypotheses have been postulated and tested to seek answers to the research questions and that provides a clear research premise for this research.

Phase V – Research Design

As mentioned before this is an empirical study that involves hypothesis testing. Mixed method study which uses both qualitative and quantitative data is ideal in this research situation (Creswell, 2004). Both primary and secondary data are collected. While the former is used for both qualitative and quantitative analysis, the latter is used for qualitative analysis. The quantitative methods comprise Kurtosis, Skewness, mean, and standard deviation for the descriptive statistics. Structural Equation Modeling (SEM) with Partial Least Square Method (PLSM) has been adopted for testing the hypothetical research model. The SEM approach comprises the measurement model and the analysis model for the quantitative analysis. Multiple Regression Analysis (MRA) has been adopted for establishing the causal relationship between variables.

Phase VI – Execution

First, the primary data was collected through the questionnaire served to the students of select B-Schools in Pune. The primary data (qualitative and quantitative) in nature was collected though questionnaire. The secondary data was collected through journals, conference proceedings, internet archives, and periodicals. This was qualitative in nature. While the primary data was used to test the hypotheses, secondary data was used for qualitative analysis. Standard formulae were used to fix the sample size, however, for SEM analysis according to the principles a sample size of 200 is adequate as long as randomization and bias is taken care of.

Phase VII – Analysis

The analyses undertaken in this research were both qualitative and quantitative in nature. Qualitative analysis is basically through rationalization of the results and the evidence collected through the Meta analysis of the literature. The quantitative analysis is basically for the empirical study in the form of hypothesis testing. The descriptive statistics deal with the mean, standard deviation, Skewness and Kurtosis measurement, percentage calculations and the perception study of the respondents on the dimensions of the various constructs as mentioned before. The inferential study is mainly through the SEM using PLSM. The SEM has two separate models: the measurement model and the structural model. While the former deals mainly with the descriptive statistics the latter deals with the hypothesis testing. The Multiple Regression Analysis establishes the causal relationships between the variables of interest. Independent sample t-test is used for the comparison of the motivation levels of junior and senior students.

Phase VIII – Interpretation, Implications and Contribution

The validity and reliability issues were dealt through the standard content, criterion and construct validation. The hypotheses testingwas through the measurement model of SEM. The causal relationships between the research variables of interest were established through Multiple Regression Analysis (MRA). Thus, the empirical relationships were established. These results have been the basis for the drawing of the suggestions to improve the motivation level of the students. All these activities carried out to accomplish the research objectives will be reported in the form of a thesis in this phase.

4.6   The Metric

The metric (measurement instrument) is in the form of a questionnaire. Questionnaire permits the collection of both qualitative and quantitative data by maintaining anonymity of the respondents and hence one of the most widely used method of data collection (Creswell, 2004). The respondents can respond to questionnaire at their convenient time and that makes it even more convenient. These days questionnaires in electronic form are very popular, but in the present research as the respondents were mainly the management students it was easier to collect in the hard copy form. Hence, self-administered questionnaire has been used as the tool for primary data collection in this research.

The questionnaire has the primary purpose of collecting data and information regarding the research variables:motivation to learning, performance and satisfaction in the context of management education. Although the literature review and informal interviews with the students have identifiedseveralissues related to management education, only those pertaining to the research questions have been considered. The topic of research was categorized, all the questions on specific latent variables from the contemporary literature were collected and the ones relevant to this study were listed, from the theoretical models all the relevant issues related to the latent variable were included in the form of indicators.

Questions were framed to be uniformly understood by all respondents from different demographic backgrounds. During the trial run, it was confirmed whether the respondents are familiar with the terms used in the instrument. Through initial trial run the ease of understanding of the individual items in the questionnaire was confirmed. Key terms have been defined in the beginning of the questionnaire so that the respondents will

have clarity about the topic under research. Importance has been given for the usage of simple language and this involved several iterations of fine-tuning the indicators of measurement. Finally, it was confirmed that the indicators of measurement were relevant to the context of research and well supported through literature.

The questionnaire had three distinct parts. The first part was designed to collect the demographic details of the respondents, the second part had questions related to the constructs –motivation, performance and satisfaction, and the third part had qualitative component in which their opinions, suggestions and general perceptions were solicited which was to be used in arriving at the qualitative conclusions. The quantitative part of the questionnaire used a five-point Likert-type scale, which measured their agreement the highest being 'strongly agree' and the least being 'strongly disagree'. The delivery was both on personal mode and electronic mode in the colleges earmarked for this purpose.

4.6.1 Development of the questionnaire

The development of the questionnaire was through the standard method of meta-analysis of the literature on the construct. The following section gives the detailed explanation on the questionnaire development.

4.6.1.1 Learning Motivation

Learner Motivation towards the management education had basically five dimensions as categorized into extrinsic motivation and intrinsic motivation and explained in detail in the Chapter 2- Literature Review. For each of these dimensions the meaning, literature support and an item in the questionnaire is given in Table 4.2.

Table 4.2: The Dimensions of Learning Motivation

Dimension	Meaning	Literature	Sample item
1. Personal Motive (PRM)	It is a group of attributes which include the desire to acquire a post graduate degree, acquiring a respectable position in society, satisfy self-esteem, improve knowledge, improve social status, improve chances of a better alliance etc.	Snell and Binsted, 1982; Binsted, 1982;, Tampoe, 1996; Wiley, 1997; Handy and Katz, 1998; Roomkin and Weisbrod, 1999; Ryan and Deci, 2000; Merchant et al., 2003; Lucas and Ogilvie, 2006; Edwards et al., 2007; Lin, 2007; Cruz et al., 2009; Cruz et al., 2009.	The degree will provide me a respectable position in society.
2. Learning Motive (LRM)	It is the desire to learn, stimulating learning environment, appealing course content, preparation for the future career, the specialization of interest and the ardent desire in a person for life-long learning	Boyatzis & Renio, 1979; Bierly et al., 2000; Pemberton and Stonehouse, 2000; King et al., 2006; Loon & Casimir, 2008	The degree meets my desire to learn.
3. Developmental Motive (DLM)	It is the development of strategic and analytical thinking, leadership quality, creative problem solving, communication skills, interpersonal skills, project management skills, decision	Deci, 1972; Calder and Staw, 1975; Loewenstein, 1999; Ryan and Deci, 2000; Manolopoulos, 2006; Eisele et al., 2013;	My creative problem solving skill is developed.

	making skills, change management, quantitative skills, risk management skills, ability to work in multi-cultural environment, and ethical and social skills.		
4. Career Motive (CRM)	It is triggered by the future job prospects, avoidance of redundancy in career option, overcoming peer pressure, ability to run a business independently, and desire for a lucrative career.	Dubin, 1990; Farr and Middlebrooks, 1990; Dougherty et al., 1993; Noe and Wilk, 1993; Eby et al., 2003; Naquin and Holton, 2003; Buchanan, 2007;	The degree will enhance my job prospect.
5. Achievement Motive (ACM)	It is kindled by the work demand, reputation of the degree, peer group comparison, and the desire to be an entrepreneur.	Houle, 1961; Entwistle and Ramsden, 1983; Hungerford and Solon, 1987;Gibbs, 1990; Epstein and Harackiewicz, 1992; Grubb, 1993; Heywood, 1994; Reeve and Deci, 1996; McGee et al., 1998; Kinman and Kinman, 1998; Idris Tey, 2011; Cheung & Chan, 2012; and McCallum et al., 2013	The degree has the potential to transform me into an entrepreneur.
6. Performance	It is a measurement of the outcome achieved by the management students in terms	McGrath, 1984; Levine & Moreland, 1990; Jehn, 1995; Pelled et al., 1999; Barney, 1995; Tang, 1997; LeBlanc and	The learning environment will make me perform better.

	of the management education. It is reflected in many different forms including their grades obtained, the placement secured, confidence developed, skills learned, and the knowledge acquired with the attitude to face the challenges of the world of management.	Nguyen, 1999; Biggs, 1999; Biggs, 1999; Siegel, 2000; Bhatt, 2000; Jehn and Chatman, 2000; Smith, 2001; Daniels and Bryson, 2002; Shapira et al., 2006; and Rispens et al., 2007; Young et al., 2003; Young, 2005; Davies and Graff, 2005; Dupeyrat and Marine´, 2005; Lilly and Tippins, 2002; Duff, 2004; Abrantes et al., 2007; Martin, 2007	
7. Satisfaction	It is the attitude developed by the management student on the acceptance of the service quality offered in the management education institutions. It may be reflected by their respect developed for the institution, desire to recommend the institute to other knowledge seekers, desire to come back for higher studies etc.	Athiyaman, 1997; Bearden and Teel, 1983; Cadotte et al., 1987 and Oliver, 1980; Zeithaml et al., (1996), Stauss & Neuhaus (1997), Andreassen (2000), Sureshchandar (2002), Marks et al. (2005); Eom et al., (2006), Peltier et al., (2007), Vinagre & Neves, (2008), Suzanne et al., (2009), Pantouvakis & Bouranta, (2013)	My satisfaction is related to my knowledge enhancement.

4.6.1.2 The Research Process

The research processes (Figure 4.2) are aligned to the eight phases explained in the research framework. This part mainly focuses on the data collection and the analysis of it leading to the accomplishment of the objectives of the research. There are three distinct

constructs: Motivation, Performance and Satisfaction the relation between which has to be analyzed both qualitatively and quantitatively in the context of management education. The construct Motivation had five dimensions and the rest were the individual constructs. A metric in the form of questionnaire was designed, developed, and validated to measure the qualitative and quantitative information.
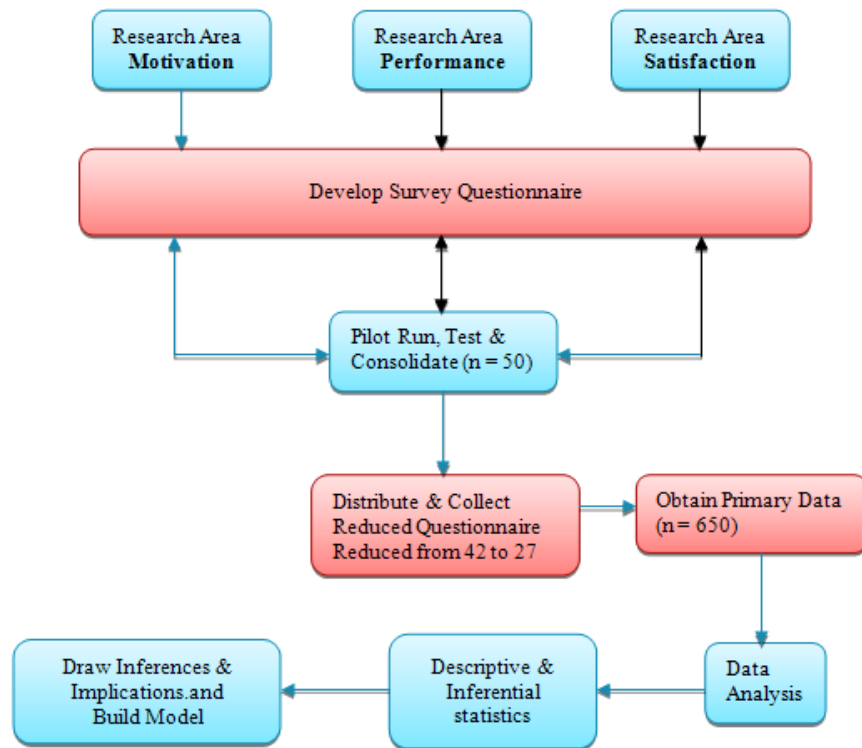
Figure 4.2: The Research Process

Initially a pilot run is undertaken for a sample size of 50 which has led to the refinement of questions and the factor reduction. This resulted in a 27 item questionnaire using 5-point Likert type questionnaire from the original 42 item scale whichwere developed based on the existing scales and the theoretical models available. The reduced scale was distributed to 1000 management students from the select B-Schools 680 responses (68%

return rate) were received out of which 650 could be used and the rest were incomplete and hence discarded. The data thus collected was subjected to qualitative and quantitative analysis. While qualitative analysis was through rationalization of the inputs and the relevance finding to the theoretical models, the quantitative analysis involved descriptive statistics and inferential statistics. The descriptive statistics was used to describe the dataand the inferential statistics was mainly used for the hypothesis testing. The research process was basically designed to follow the cycle of theory-hypothesis-observation-empirical generalization relationship (Creswell, 2008). So, the research process ends with the analysis of the data, drawing of the inferences, and generalization of results for the building of the model.

4.7 Statistical Methods and the Instruments

4.7.1 Identification of the sample and rationale for its selection

Establishing the link between the Motivation, Performance and Satisfaction among the management students as applicable to the management education is the focus of this research. The B-Schools in Pune were the sources of data. The respondents chosen were the students from the first year (juniors) and second year (seniors) of their studies. The first rationale for the selection of these colleges is that it provides a good diversity as students from the different parts of the country pursue their management education in these colleges. The students of these collegeshave been chosen for their ability to respond to the research topic. Thus,the sample and the unit of analysis meets the requirements of the study.

Sample Design: Stratified Simple Random (or probabilistic) Sampling (SSRS).

Sample size (n): The universe is finite with a total population of 2,580 students among which 1,533 students are from first year and 1,047 students from the second year from the colleges earmarked for this research. As SEM analysis has been used, sample size of 200 is adequate as the software is capable of extrapolating through bootstrapping technique (Urbachand Ahlemann, 2010). However, to be sure of the minimum sample size following formula was adopted (equation 1)(Kothari, 2000).

Based on proportionate random sampling;

$$N = (z^2 . p . q . N_U) / (e^2 (N_U - 1) + z^2 . p . q) \text{ ------------------[1]}$$

where,

      p = Proportion of defectives in the universe

        (Based on the pilot study, a 2% defect is assumed).

      $q = (1 - p)$.

      $z = 1.96$ (as per table of scores in a normal distribution within a selected range of

        z for a confidence level of 95%).

      e = Acceptable Error (an error of 2% of the true value is assumed).

      N_U = Size of Universe = 2,580.

      N = 176.

      N_1 = Number of students from first year (Juniors) = (1533/2580)* 176 = **105**

      N_1 = Number of students from second year (Seniors) (2580-1533)/2580)* 176 =

      71.

According to the above formula the minimum sample size necessary is about 176 with 105 form the first year and 71 from the second year based on stratified simple random sampling, however, to get a better sample distribution and representative sampling the sample size chosen in this research is **650** among which **349** are from first year and **301** are from second year.

Even though there is an empirical formula to compute the sample size, in most of the cases the sample size selection is influenced by several factors such as time available for research, financial support, nature of research and so on (Marczyk et al., 2004). Also the size of the sample alone is not the criterion for deciding the accuracy of the results obtained and the researcher need to be practical and depending upon the situationdecide on what could be an ideal representative sample and use it for making generalizations (Denscombe, 1999 and Kothari, 2000). In this research the above points have been considered and a sample size much above the calculated value has been used.

4.7.2 Pilot Study

A pilot study was conducted for a sample size of 50 across the three sectors with an intention to check the instrument for the reliability, validity, and practicality of the metric. Based on the comments received during the pilot study, glossary of terms was introduced and the questions were simplified for ease of understanding. The Alpha Cronbach's reliability, Composite reliability, inter-item correlation and factor loadings were tested. The results are given in Appendix II. Through the pilot study the factor reduction was carried out and the 42 item questionnaire (Appendix III) was reduced to a 27 items questionnaire (Appendix IV).

4.7.3 Reliability, Validity and Practicality of the Metric

Standard procedures of Reliability, Validity and Practicality testing has been used in this research. 'Reliability' indicates the accuracy and precision of measurement procedure (Marczyk et al., 2004). A highly reliable instrument would yield same responses when it is used for measurement several times. 'Validity' refers to instrument's ability to measure what it was supposed to measure. Content, criterion and construct validity are strongly recommended in case of survey sampling (Kothari, 2000). 'Practicality' of a measuring instrument is mainly an aspect based on convenience. Trade-off may be required between ideal research and affordable research. Usually, higher number of indicators of measurement in the questionnaire may give better reliability, but may consume more resources (Kothari, 2000).

4.7.3.1 Reliability

The 'stability' is the first aspect of reliability which means when the questionnaire is given to a person again and again over a period of time it will get the same response. But it is not practicable to adopt this procedure for a sample size of the order of 650 as in present case. So, this research adopts split-half reliability in which the scores of two halves of the respondents are compared. The measure is through Cronbach's Alpha.A Cronbach's Alpha value of 0.9 would indicate robust reliability. Usually, values above 0.7 are acceptable (Gefen et al., 2000). The reliabilities the instruments has been tested on this basis.

4.7.3.2 Validity

Content and criterion related validity have been undertaken in this research for the questionnaire used as they are derivatives of standard instruments used before in different

organizations and contexts. However, this research is in the settings of the educational institution, so the content validity was checked again for suitability in this sector.

Content Validity: After the validation being undertaken as explained in the previous section, it can be assumed to be content validated. A good content validation should permit the best possible generalization of the results (Straub et al., 2004). Generally, content validity is complicated process as it is subjective to a considerable extent and judgmental in its very nature (Straub et al., 2004). The content validity is further established through adoption of the instruments validated by other researchers. In this research, some of the dimensions are very well established dimensions for which the content validity has been established by the previous researchers who have used it after constant revision and refinements. The validity of the remaining dimensions has been established by supporting them with the relevant theories and models.

Construct Validity: Construct validity assesses whether the scales were measuring what they were designed to measure. The questionnaire was distributed to six Professors separately and their opinion on its suitability to measure in the given context was obtained. They were asked to assess the comprehension, readability, and suitability of the instrument. As the response was positive except for some minor modifications, the construct validity was ascertained. Further, a group of researchers had measured the construct validity of the differentdimensions under consideration and hence, the construct validity of the metric has been proved (Eby et al., 2003; Naquin and Holton, 2003; Buchanan, 2007;Lucas and Ogilvie, 2006; Edwards et al., 2007; Lin, 2007; Cruz et al., 2009; Cruz et al., 2009; King et al., 2006; Loon & Casimir, 2008; Manolopoulos, 2006; Idris Tey, 2011; Cheung & Chan, 2012; McCallum et al., 2013 and Eisele et al., 2013).

4.7.3.3   Practicality

To make the questionnaire practicable through factor reduction the number of items were reduced from the original 42 items to27 questions with adequate care to give a maximum coverage of the study topic. Confirmatory factor analysis was used as the individual items were derivatives of standard questionnaire. As the questionnaire was self-administered the researcher personally visited the colleges and distributed the questionnaire to the students after seeking the permission of the Principals.

Thus with a fair degree of certainty the instrument was tested for the reliability and validity so as to ensure that it measured what it was expected to measure and the data collected through the metric was reliable to the given degree of requirement.

4.7.4 Statistical Analysis

The analysis carried out in this research includes both the descriptive statistics and inferential statistics. Descriptive statistics have been used in this research to consolidate on the results in the form of demographics, Skewness and Kurtosis, percentages, ranking, and overall perceptions, whereas, the inferential statistics have been used for providing the basis for drawing inferences and conclusions mainly through hypotheses testing and the differences in perceptions.

4.7.4.1   Descriptive Statistics

Skewness and Kurtosis: Skewness mainly measures the deviation from normal distribution pattern. Kurtosis indicates whether the curve is flat or has a peak in the center. It is very much essential to ensure that the data follows normal distribution as it was to be subjected to inferential statistics based analysis and standard statistical tests.

The usual test is to ensure that the Skewness values are in the range of -1 to +1 and the Kurtosis values are in the range of -3 to +3 which indicates normal distribution.

Overall Perceptions: To study the overall perception of the respondents about the two constructs, the response on the Likert 5-point scale was rated under five distinct categories. Based on the averages rounded off, if the score was 1, it was rated as 'Bad', 2 was rated 'Poor', 3 was rated 'Average', 4 was rated as 'Good' and 5 was rated as 'Very good', based on the total responses received on the questionnaire on these categories for the individual constructs. Based on the total number of responses in each category, the percentage response was calculated in each category so as to obtain the overall perception on each of the constructs.

4.7.4.2   Inferential Statistics

The inferential statistical techniques used in this research include both the conventional statistical analysis in the form of t-tests, the second generation statistical technique of Structural Equation Modeling (SEM) using Partial Least Square Method (PLSM) and Multiple Regression Analysis (MRA). These methods have been explained below.

4.7.4.2.1 The t-test

The t-test is the obvious choice to test the significance of relationship between the variables when a group of variables have influence on the dependent variable. It is based on the t-distribution.

The t-tests are used in following situations:

- to test if there exists differences between two groups based on the mean (average) value;

- to test whether a group's mean (deviates from a standard;

- to test whether the same group has different mean on different variables;

To calculate a value of t, the standard procedure adopted is:

a) build hypothesis;

b) define null hypothesis;

c) decide if one-tailed or two-tailed

d) fix alpha value (significance value); and

e) Determine t value,

f) Compare computed value of t and the tabulated value of t and accept or reject the null hypothesis.

T-test is usually applied for small sample (n<30) and for large samples z-test is recommended by the statisticians based on the Central Value Theorem. However, for large sample sizes the t-distribution approaches the z-distribution and the t-test gives same results as the z-test result and t-test can be used for comparing the means provided the normality is ensured (Hungerford and Solon, 1987). In the present research the normality is ensured through Skewness and Kurtosis, and hence the independent sample t-test is used where applicable. However, Structural Equation Modeling invariably uses t-test for its robustness by default.

4.7.4.2.2 Multiple Regression Analysis (MRA)

Multiple Regression Analysis (MRA) has been used to associate the research variables in this research. The general regression model is given by equation 1,

$$y_i = \alpha_0 + \alpha_1 x_{i1} + ... + \alpha_p x_{ip} + e \ \text{--------------[1]}$$

Where,

y_i = the value of the ith case of the dependent variable

p = the number of predictors (independent variables)

α_j = the value of the jth coefficient, j=0,...,p

x_{ij} = the value of the ith case of the jth predictor

e_i = the error in the observed value for the ith case, or the difference between the predicted value of the dependent variable and its true value.

The MRA has significant role in this research. It is required to know if the individual dimensions of intrinsic and extrinsic motivation have a significant influence on the performance and satisfaction of the students in connection to the management education. It is also required to establish a relationship between these variables to understand the relationships better.

4.7.5 Structural Equation Modeling (SEM)

"Structural Equation Modeling" (SEM) is a second generation statistical technique. It has the ability of testing and estimating causal relationships among multiple exogenous and endogenous constructs simultaneously.

The SEM is a positivist approach which goes by pure logical deductions (Urbachand Ahlemann, 2010). These researchers proved that the causation between the multiple set of variables can be tested through this approach. The theory of SEM goes by pure positivist approach by logic and has no scope for subjective evaluations and judgments.

SEM technique is a multivariate analysis which is an advanced version of the first generation statistical analysis. The first-generation techniques, mainly depends on exploratory factor analysis for the factor reduction and in contrast SEM adopts confirmatory factor analysis as the structural model is usually developed to account for multi-collinearity between several variables and these variables have well established indicators of measurement which have been passed through the conventional validation procedure and hence there is no need to explore factors further. Thus, SEM has the ability to provide answers to several hypotheses simultaneously.

In terms of its functionality, SEM connects the latent variables in the form of a structural model. These latent variables are the constructs developed by the researcher e.g. in the present research performance of the student could be a latent variable. These latent variables are non-measurable entities in strict sense and they cannot be quantified completely and hence they are represented in the form of indicators of measurement. These indicators are the individual items in the questionnaire to which the respondents provide the data in the form of an ordinal scale. In the present research it is the Likert 5-point scale.

The SEM has second level of model inside the main model which is termed as the structural model (inner mode) and is called so because it is these variables which provide

the structure for the model to behave in a particular manner under a dynamic situation. The latent variables are linked with the help of a strong theoretical foundation (explained in Chapter 3 – Theoretical Model and Hypothesis). These latent variables could be exogenous or endogenous. Exogenous variables are the cause and they do not have a predecessor in the inner model. The rest of the latent variables in the structural model are the endogenous latent variables. The endogenous variables will always have the arrows leading into them and the exogenous variables will have the arrows moving out from them.

In the measurement model the outer variables are linked to the latent variables. These outer variables are basically the manifest variables which are nothing but the response obtained for the indicators of measurement in the questionnaire. There is a rule that one manifest variable can be linked only to one latent variable and all the linkages of a latent variable constitute a block. The thumb rule is that each block should have at least two manifest variables even though a single manifest variable is the minimum requirement theoretically speaking.

The structural model will be the inner model in which the latent variables are linked as mentioned before. So, the outer model or measurement model will provide information after analysis whether the data collected and the instrument used in having the required validity and reliability whereas, the inner model will indicate the strength of the relationship between the latent variables and enable the testing of the hypotheses.

The Principal Component Analysis (PCA) method of factor analysis in the conventional statistical procedure is replaced by the Partial least Square Method (PLSM) in Structural

Equation Modeling. The problem caused by the regression model in addressing multi-collinearity is taken care of by the PLSM. During the estimation of the coefficients of a linear equation in regression model, if a large number of independent variables (X) have interdependencies multi-colinearity creeps in. This would make the coefficients of regression equation insignificant and thus the regression equation loses its accuracy in its predictive power. So, the main problem here would be factor reduction. In case of Structural Equation Modeling it is undertaken in the outer model which was discussed in the preceding paragraphs. In conventional statistical procedure PCA was used to tackle this situation by introducing a new set of equations to account for the multi-collinearity. The PLSM uses partial least square based regression to avoid the effect of multi-collinearity and is very useful to serve the predictive purpose (Chin et al., 2003).

The generalizing ability and flexibility are the features which has made Structural equation modeling gain popularity mainly in Social Sciences and Management research. As a second generation statistical modeling tool, its development has been by leaps and bounds since the past decade.

The research methodology adopted in SEM involves eight stages (Figure 4.3).

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┌─────────────────────────────────────────┐
│   1.  Specifying the Structural Model    │
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                    ▼
┌─────────────────────────────────────────┐
│   2. Specifying the Measurement Models   │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│     3. Data collection and Validation    │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│       4. PLS-SEM Model Estimation        │
└─────────────────────────────────────────┘
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                    ▼
┌─────────────────────────────────────────┐
│      5. Assessing PLS-SEM Results for    │
│        Reflective Measurement Models     │
└─────────────────────────────────────────┘
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                    ▼
┌─────────────────────────────────────────┐
│      6. Assessing PLS-SEM Results for    │
│        Formative Measurement Models      │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│      7. Assessing PLS-SEM Results for    │
│              Structural Model            │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│     8. Interpretation of Results and     │
│           Drawing Conclusions            │
└─────────────────────────────────────────┘
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Figure 4.3: Stages in SEM Analysis(Vinzi et al., 2010)

4.7.5.1   Specifying the Structural Model

A sound model must be grounded well in theory. So the starting stage of SEM is to specify the structural model (Inner Model) in the form of the latent variables. These latent variables are connected using the arrow heads to show the cause relation. In the present

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research the linkages establishment has been explained in detail in Chapter 3 – Theoretical models and hypotheses. The hypotheses developed will be the basis for the construction of the structural mode.

4.7.5.2   Specifying the Measurement Models

The observed variables which are the responses obtained for the indicators of measurement are represented in the form of rectangles in the outer model which gives the measurement model. Psychometric theory forms the basis for the construction of the measurement model. The responses obtained through the questionnaire for the Likert 5-point scale forms the input to the manifest variables represented in the rectangles of the model (measurement model). In the present research for example The Personal motive had our indicators which constitute the manifest variables in the measurement model.

The Confirmatory Factor Analysis (CFA) forms the basis for the evaluation of the measurement model. The completion of the measurement model will enable the structural relations of the latent factors to be constructed in the same way as they are in path models. Both the measurement and structural models represents the general SEM structure in analyzing covariance of the variables of study. In the present research, all the dimensions: Motivation, Performance and Satisfaction have proved validity. So, the approach of CFA is most applicable and hence it is used.

4.7.5.3   Data collection and Validation

The SEM is a large sample model (MacCallum, Browne, and Sugawara, 1996). As a thumb rule the minimum sample size required is 200 and in the present case the sample size is very much larger (n=650) and thus it can be used conveniently. Bentler and Yuan (1999) made SEM work for large samples who developed test statistics using the

conventional t-test. The sample size required in SEM is a function of model complexity, method used for estimation, and the sample distribution pattern (Kline, 2005). Smart PLS® has been used in this research which has provision for missing data estimation (Vinzi et al., 2010). Once there is no missing data the data gets validate for the subsequent analysis.

4.7.5.4   PLS-SEM Model Estimation

Vinzi et al. (2010), Hwang et al. (2010), and Wong, 2011 have conducted extensive research and claimed that even though SEM is usually used for large sample size it can also be used when sample size is small, there is theoretical limitation to building models, the predictive accuracy required is very high, and when exact model specification is difficult through other methods.

4.7.5.5   Assessing PLS-SEM Results for Reflective Measurement Models

Reflective measurement model is an outer model in SmartPLS® which has a representation as shown in the Figure 4.4. The variables X1, X2, etc, are the manifest variables (indicator scores) and W1, W2, etc., are the factor loadings of the manifest variables on the latent variable. Y1, Y2, etc., are the latent variables. Also P1, P2, etc., are the path coefficients. The path coefficients indicate the strength of the association between the latent variables. It can be seen that both the endogenous and the exogenous variables have the manifest variables without which the SEM does not work.
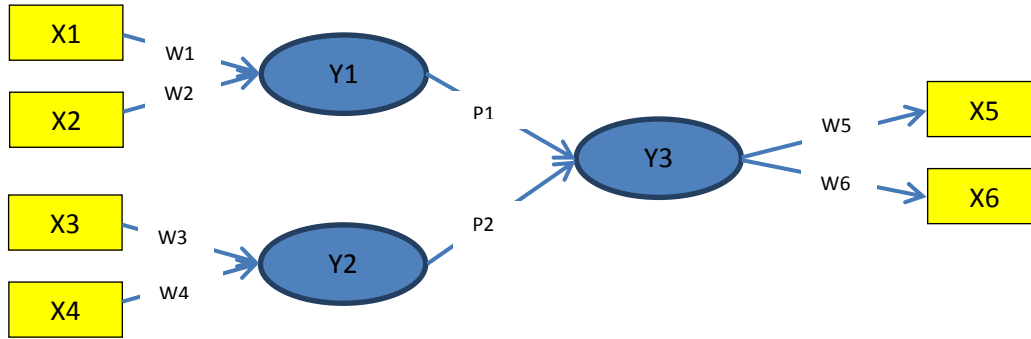
Figure 4.4: Reflective Measurement Model

4.7.5.6   Assessing PLS-SEM Results for Formative Measurement Models

The measures used in the measurement model are mainly referring to the reliability and validity of the model. The conventional Chronbach's Alpha which is used in first generation statistical techniques is also displayed in the output of SEM in the measurement model. There are other measures such as Composite reliability, Communality, and Average variance extracted which further strengthen the reliability and validity. R-square is an important measurement which is calculated for the endogenous variables which indicates that percentage influence of the exogenous variables which has been estimated through the model.

4.7.5.7   Assessing PLS-SEM Results for Structural Model

The PLS-SEM algorithm has two stages. The steps in each of the two stages are shown in the Table 4.3.

Table 4.3: The PLS-SEM Algorithm

Stage 1: Measurement Model	
Step 1	The scores for the latent variables is computed (Y1, Y2, etc.)
Step 2	Estimation is done for the relationships between the latent variables in the form of path coefficients (P1 and P2)
Step 3	Estimation of the factor loading scores (W1, W2 etc.).
Step 4	Estimation of the R^2 values.
Stage 2: Structural Model	
Step 1	Estimation of the factor loading t-values.
Step 2	The t-value estimation between the latent variables.

4.7.5.8   Interpretation of Results and Drawing Conclusions

Measurement Model –This basically assesses the reliability and validity. Composite reliability is a measure of the construct's internal consistency. Cronbach's Alpha is also estimated. Unlike Cronbach's Alpha the Composite Reliability assume that all indicators are equally reliable and thus a better measure of reliability. Generally Composite Reliability values above 0.6 are considered to be satisfactory (Nunnally and Bernstein 1994). Factor Loadings are also computed in measurement model. Generally, factor loadings between 0.40 are removed as they do not explain much of variances and the indicators with factor loading above 0.7 are retained.

Convergent validity is established through the average variance extracted (AVE). An AVE value of 0.50 and higher indicates a sufficient degree of convergent validity meaning that the latent variable explains more than half of its indicators' variance. (Nunnally and Bernstein 1994). Further in statistical terms, the square root of AVE of

each latent construct should be greater than the latent construct's correlation coefficient with any other latent construct. This indicates the necessary Convergent Validity.

The R^2 measures and the level and significance of the path coefficients. The R^2 values should be high for a very good model fit as it explains the percentage influence produced by the independent variables on the given dependent variable. Usually R^2 values above of 0.20 are considered acceptable which means that particular dependent variable has its independent variables accounting for 20% of the influence.

Structural Model - Path coefficients are shown in measurement model but used in structural model for further analysis. Path coefficient shows the strength of relationship between the latent constructs. A value of say 0.4 indicates that the increase in the value of the exogenous construct by one unit would result in an increase of 0.4 in the endogenous variable (Nunnally and Bernstein 1994). Finally the t-values are shown in the structural model which forms the basis for the hypothesis testing and has the same interpretation as in the conventional t-tests of first generation statistical analysis.

4.8   Summary

This chapter has given the details of the research methodologies adopted in this research in detail. The exogenous and endogenous variables were identified based on the literature review and the theoretical models. The organization profile has indicated the relevance of the IT companies chosen for this research. The research framework has clearly described the eight phases in which the research was undertaken. The metric development and validation procedure was explained in detail. For each of the constructs and their individual dimensions the meaning, the researchers who have contributed to the

understanding of the meaning and the sample item in the questionnaire has been listed.

The research process is diagrammatically explained by pilot run with 50.

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Chapter V
ANALYSIS AND RESULTS

In this chapter the details of the analysis of qualitative and quantitative data and the inferences drawn has been reported. The qualitative analysis provides the basis for the rationalization of the quantitative results. The quantitative analysis comprises mainly the statistical analysis. The descriptive statistics and inferential statistics are the two components of statistical analysis. The former describes the data in various forms and the latter draws inferences and insights based on which the implications of the study are drawn. The quantitative analysis includes hypothesis testing and multiple regression analysis and the analysis of the results obtained through these methods using the research methodology specified in the previous chapter is narrated in this chapter in detail.

5.1   Descriptive statistics

The descriptive statistics are no basis to draw conclusions, generate inference, or test hypothesis, but they are important as they provide general description of the data. This research is focussed on the study of the Intrinsic and Extrinsic motivators on the Performance and the Satisfaction of the students on management education in the context of India and there is a need to describe the dimensions of these research constructs as perceived by the students, and in that point of view, the descriptive statistics will be relevant and thus discussed in the following sections..

5.1.1   Demographic Distribution of Respondents

Demographic distribution about the respondents is given in table 5.1. The understanding about the demographic distribution of the respondents gives the strength to the inferences which are drawn based on the data as a proportional

distribution across the classes ensures the representative group. Gender-wise the majority were male (64%), age-wise majority were 21-22 years (76%), qualification-wise the majority were undergraduates (92%), Income-wise majority were of Lower Middle Class (60%) followed by upper middle class (18%) and then Poor (12%).

Table 5.1: Demographic Distribution of the Respondents

Attributes	Frequency	Percentage
Gender		
Male	416	64
Female	234	36
Age		
21 – 22 years	494	76
22 – 23 years	117	18
Great than 23 years	39	06
Educational qualification		
Under graduate	598	92
Post graduate	52	08
Income Group of Parents per month (Rs.)		
Below poverty line (<2,250 p.m.)	26	04
Poor	78	12
Lower middle class	390	60
Upper middle class	117	18
Affluent/Rich/Above middle class	39	6
Previous Work Experience if any		
Nil	527	81
1 – 3 years	104	16
Above 3 years	19	3

5.1.2 Skewness and Kurtosis

For the 27 indicators of the latent variables in the questionnaire (INM, EXM, PFM and SAT), the response averaged to 3.96, thus demonstrating a higher level of agreement on the various dimensions of the study on the average basis with a standard

deviation of 0.94. However, the location and variability of the data as the descriptive statistics is best expressed by the Skewness and Kurtosis.

Skewness is a measure of symmetry, and it is an indicator of the 'lack of symmetry' as it describes how the sample differs from a symmetrical distribution. A distribution, or data set, is symmetric if the right side of the distribution curve happens to be the mirror image of the left. In the present case the distribution is left skewed (as most of the scores are towards the high end of the distribution) and the values are within the limit of one, except for a very few outliers. Thus, by and large normality can be assumed.

Kurtosis is a measure of whether the data are peaked or flat relative to a normal distribution. So, data sets with high kurtosis tend to have a distinct peak near the mean, decline rather rapidly, and have heavy tails. Data sets with low kurtosis tend to have a flat top near the mean rather than a sharp peak. A uniform distribution would be the extreme case. The present case is a combination of Leptokurtic (positive values) and Platykurtic (negative values). However, as the values are less than 3 the probability for extreme values is less than that for a normal distribution, and the values are wider spread around the mean. In this research normality assumption was not violated with an acceptable range of Skewness and Kurtosis statistics (threshold values -1.00 to +1 and -3 to +3 respectively) (Table 5.2). Therefore, the data could be subjected to further level of statistical analysis.

Table 5.2: Skewness and Kurtosis

Descriptive Statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
VAR00001	650	4.2538	.83557	-1.316	.096	2.325	.191
VAR00002	650	4.0800	.89670	-.827	.096	.463	.191
VAR00003	650	3.5431	1.09298	-.441	.096	-.452	.191
VAR00004	650	4.0831	.88256	-.918	.096	.802	.191
VAR00005	650	4.2185	.84096	-1.163	.096	1.589	.191
VAR00006	650	4.1108	.89169	-1.017	.096	1.081	.191
VAR00007	650	4.0523	.91066	-.914	.096	.732	.191
VAR00008	650	3.7538	1.17407	-.722	.096	-.328	.191
VAR00009	650	4.1246	.86438	-.832	.096	.359	.191
VAR00010	650	3.8231	1.01957	-.638	.096	-.052	.191
VAR00011	650	3.7554	1.03118	-.630	.096	-.019	.191
VAR00012	650	3.7354	1.01186	-.562	.096	-.015	.191
VAR00013	650	3.8954	.93460	-.677	.096	.221	.191
VAR00014	650	3.7523	1.00624	-.599	.096	-.008	.191
VAR00015	650	3.8108	.98816	-.738	.096	.338	.191
VAR00016	650	3.9769	.97001	-.868	.096	.418	.191
VAR00017	650	3.9292	.94595	-.844	.096	.582	.191
VAR00018	650	4.0369	.95759	-.940	.096	.578	.191
VAR00019	650	3.8892	.98995	-.847	.096	.408	.191
VAR00020	650	3.9215	.95103	-.813	.096	.490	.191
VAR00021	650	3.8462	.91437	-.674	.096	.456	.191
VAR00022	650	4.0215	.89829	-.989	.096	1.081	.191
VAR00023	650	3.7523	.96080	-.742	.096	.391	.191
VAR00024	650	4.0785	.91638	-.939	.096	.725	.191
VAR00025	650	4.1200	.86948	-1.025	.096	1.151	.191
VAR00026	650	4.0338	.86112	-.806	.096	.605	.191
VAR00027	650	4.1262	.86861	-.983	.096	.765	.191
Valid N (listwise)	650	3.96	0.94				

5.1.3   Overall Perceptions

Overall perception of the respondents is necessary to get a general idea about how the

employees perceive the constructs under investigation. Overall perceptions are studied

in terms of the four main constructs: INM, EXM, PFM and SAT. Further, to have a better understanding of each of these constructs the individual dimensions have also been studied. This study gives a general understanding about whether the constructs or dimensions are very well perceived by the management students. Also, the outcome of the learner motivation towards management education in terms of Effectiveness which is measured in terms of Performance and Satisfaction of the students has been studied. The revelations cannot be inferential, but can justify the outcomes of the inferential analysis in terms of hypothesis testing.

5.1.3.1   Intrinsic Motivation (INM)

In general the INM of the management students is at a very high level. A vast majority of the respondents perceive INM as "very good (47.4%), and "good" (43%).Only (9.6%) feel that it is average and no student had "bad" or "poor" INM. (Table 5.3 and Figure 5.1) **(Objective 1).**

Table 5.3: The INM Perception Distribution

Mean	Std. Dev.	Bad (1) (%)	Poor (2) (%)	Avg. (3) (%)	Good (4) (%)	V. Good (5) (%)
4.2	0.65	0.0	0.0	9.6	43.0	47.4
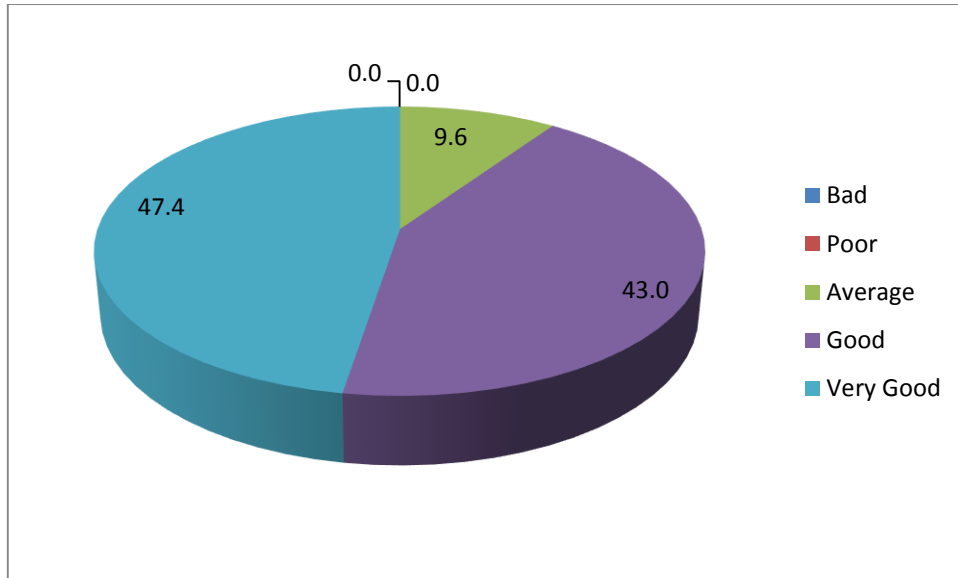
Figure 5.1: The INM Perception Distribution

5.1.3.1.1 Personal Motive (PRM)

The PRM of the management students towards management education is mainly in the 'good' category (52.9%), followed by "very good" (30.3%). A sizable number feel PRM is "average" (14.9 %). Very few students are in the category of "poor" (1.5%) and negligibly small group in "bad" (0.3%) (Table 5.4 and Figure 5.2)(**Objective 1**).

Table 5.4: The PRM Perception Distribution

Mean	Std. Dev.	Bad (1) (%)	Poor (2) (%)	Avg. (3) (%)	Good (4) (%)	V. Good (5) (%)
4.0	0.7	0.3	1.5	14.9	52.9	30.3
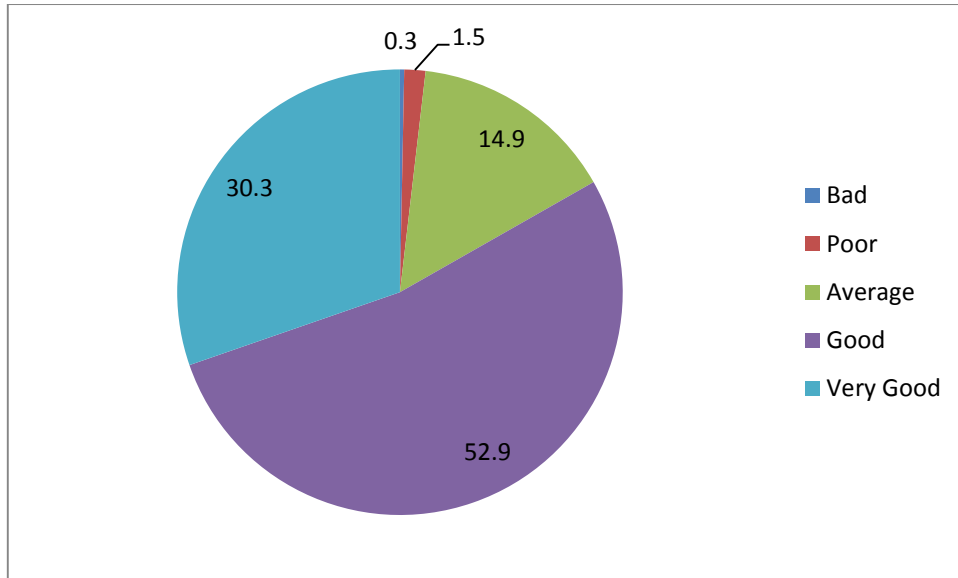
Figure 5.2: The PRM Perception Distribution

5.1.3.1.2 Learning Motive (LRM)

The LRM of the management students towards management education is mainly in the 'good' category (49.5%), followed by "very good" (34.0%). A sizable number feel LRM is "average" (14.3 %). Very few students are in the category of "poor" (2%) and a negligibly small number in "bad" (0.2%) (Table 5.5 and Figure 5.3) (**Objective 1**).

Table 5.5: The LRM Perception Distribution

Mean	Std. Dev.	Bad (1) (%)	Poor (2) (%)	Avg. (3) (%)	Good (4) (%)	V. Good (5) (%)
4.0	0.7	0.2	2.0	14.3	49.5	34.0
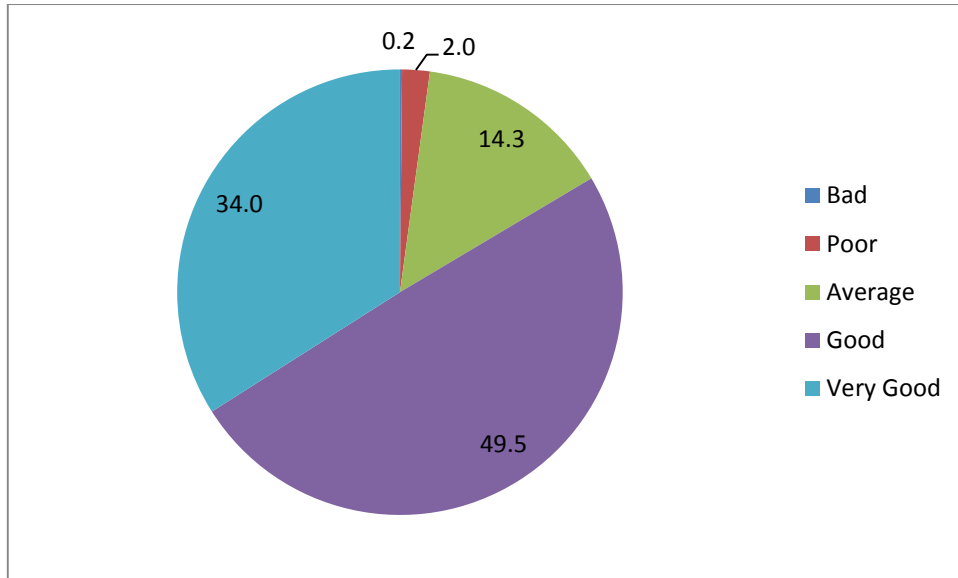
Figure 5.3: The LRM Perception Distribution

5.1.3.1.3 Development Motive (DLM)

The DLM of the management students towards management education is mainly in the 'good' category (48.9%), followed by "very good" (25.1%). A sizable number feel DLM is "average" (22.6 %). Very few students are in the category of "poor" (3.2%) and a negligibly small number in "bad" (0.2%) (Table 5.6 and Figure 5.4)

(Objective 1).

Table 5.6: The DLM Perception Distribution

Mean	Std. Dev.	Bad (1) (%)	Poor (2) (%)	Avg. (3) (%)	Good (4) (%)	V. Good (5) (%)
3.9	0.8	0.2	3.2	22.6	48.9	25.1
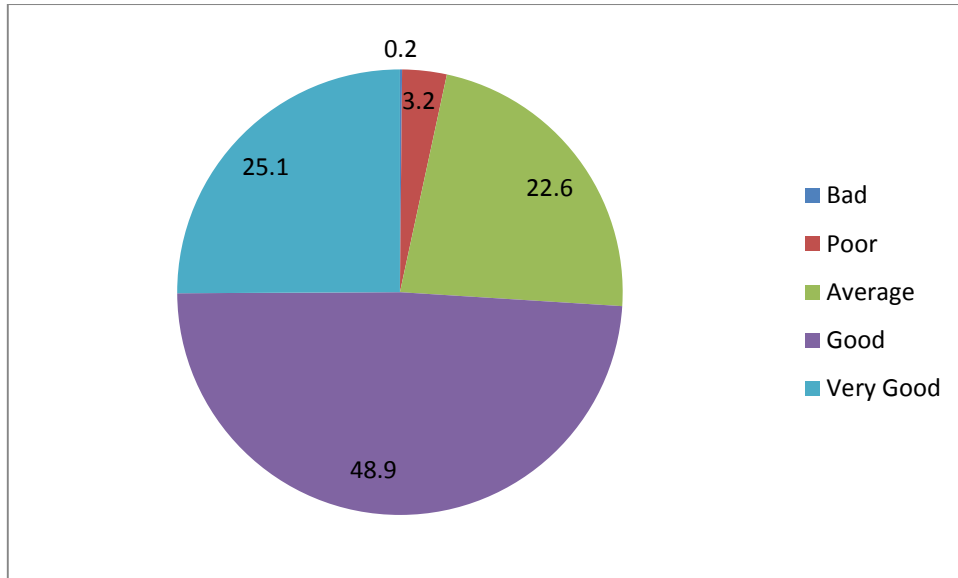
Figure 5.4: The DLM Perception Distribution

5.1.3.2   Extrinsic Motivation (EXM)

The EXM of the management students towards management education is mainly in the 'good' category (50.6%), followed by "average" (23.2 %) and then closely followed by "very good" (22.3%). A small number is in category "poor" (3.7%) and negligible number in bad (0.2%) (Table 5.7 and Figure 5.5)(**Objective 1**).

Table 5.7: The EXM Perception Distribution

Mean	Std. Dev.	Bad (1) (%)	Poor (2) (%)	Avg. (3) (%)	Good (4) (%)	V. Good (5) (%)
3.9	0.7	0.2	3.7	23.2	50.6	22.3
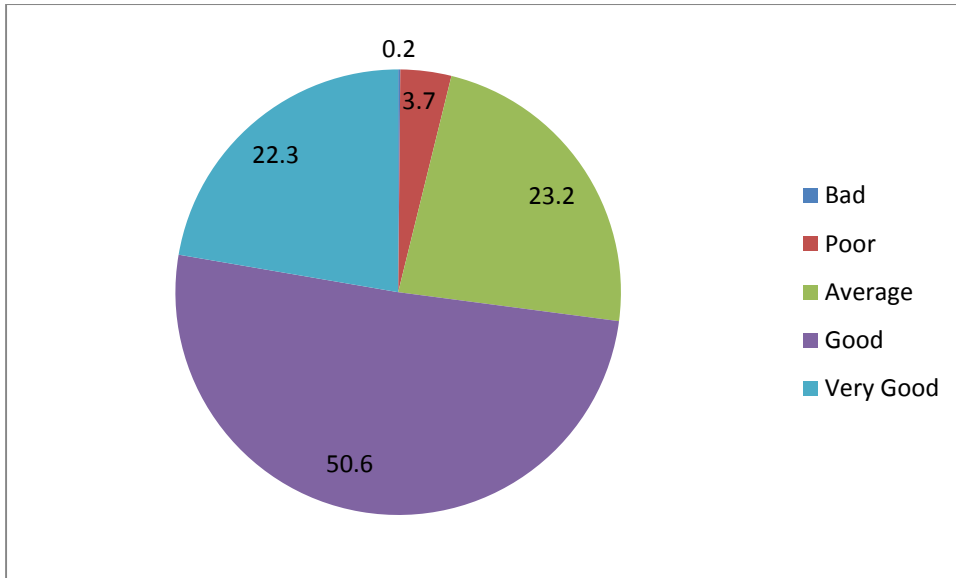
Figure 5.5: The EXM Perception Distribution

5.1.3.2.1 Career Motive (CRM)

The response to CRM dimension is mainly ranging from 'good' (46.3%), to 'v. good' (26.9%), followed by 'average' (22.2%) a small number feels that it is 'poor' (4.2 %), a negligibly small group feel that it is 'bad' (0.5 %) (Table 5.8 and Figure 5.6) **(Objective 1)**.

Table 5.8: The CRM Perception Distribution

Mean	Std. Dev.	Bad (1) (%)	Poor (2) (%)	Avg. (3) (%)	Good (4) (%)	V. Good (5) (%)
3.9	0.8	0.5	4.2	22.2	46.3	26.9
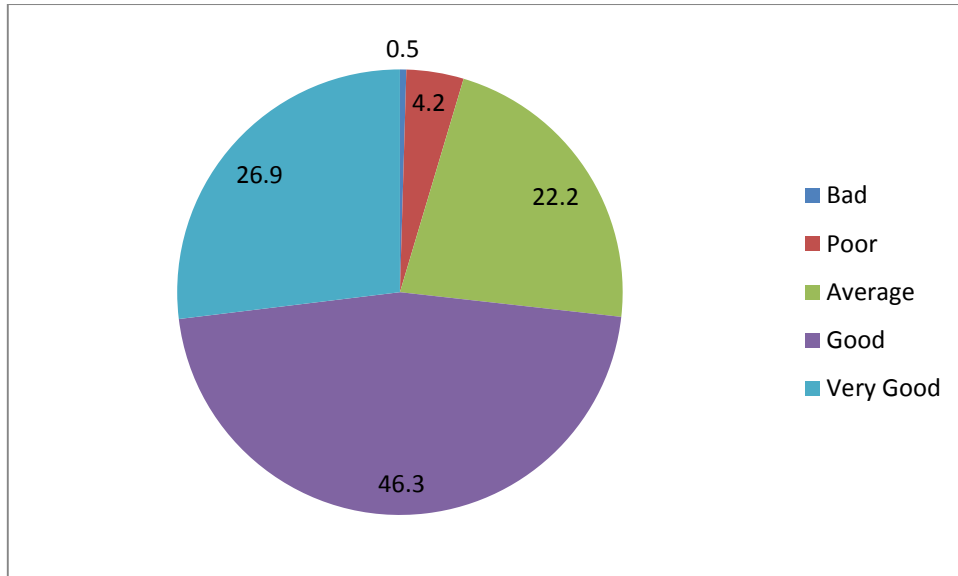
Figure 5.6: The CRM Perception Distribution

5.1.3.2.2 Achievement Motive (ACM)

The response to ACM dimension is mainly ranging from 'good' (51.1%), to 'v. good' (24.6%), followed by 'average' (20.2%) a small number feels that it is 'poor' (3.7 %), a negligibly small group feel that it is 'bad' (0.5 %) (Table 5.9 and Figure 5.7) **(Objective 1)**.

Table 5.9: The ACM Perception Distribution

Mean	Std. Dev.	Bad (1) (%)	Poor (2) (%)	Avg. (3) (%)	Good (4) (%)	V. Good (5) (%)
4.0	0.7	0.5	3.7	20.2	51.1	24.6
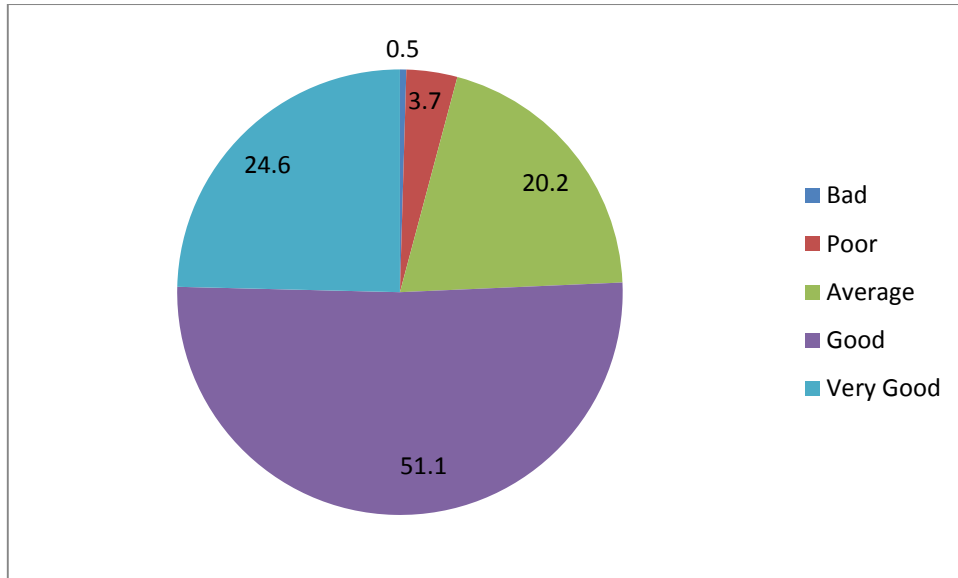
Figure 5.7: The ACM Perception Distribution

5.1.4 Performance (PFM)

The response to PFM dimension is mainly ranging from 'good' (45.4%), to 'v. good' (39.7%), followed by 'average' (12%) a small number feels that it is 'poor' (2.9 %), and nobody feels that it is 'bad' (Table 5.10 and Figure 5.8)(**Objective 2**).

Table 5.10: The PFM Perception Distribution

Mean	Std. Dev.	Bad (1) (%)	Poor (2) (%)	Avg. (3) (%)	Good (4) (%)	V. Good (5) (%)
4.1	0.7	0.0	2.9	12.0	45.4	39.7
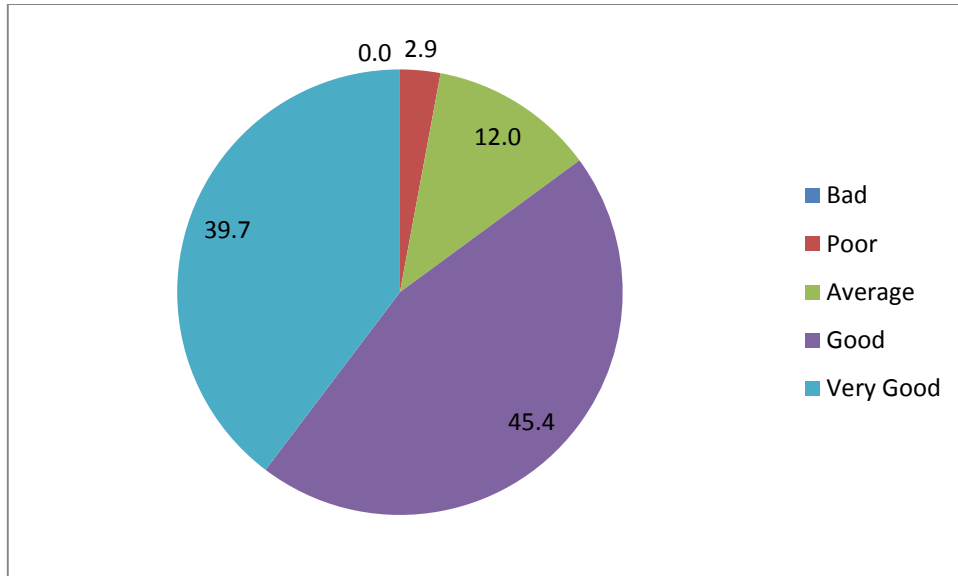
Figure 5.8: The PFM Perception Distribution

5.1.5 Satisfaction (SAT)

The response to SAT dimension is mainly ranging from 'good' (50.2%), to 'v. good' (25.7%), followed by 'average' (20%) a small number feels that it is 'poor' (3.4 %), and negligibly small number of students feel that it is 'bad' (0.8%) (Table 5.11 and Figure 5.9) (**Objective 2**).

Table 5.11: The SAT Perception Distribution

Mean	Std. Dev.	Bad (1) (%)	Poor (2) (%)	Avg. (3) (%)	Good (4) (%)	V. Good (5) (%)
3.9	0.8	0.8	3.4	20.0	50.2	25.7
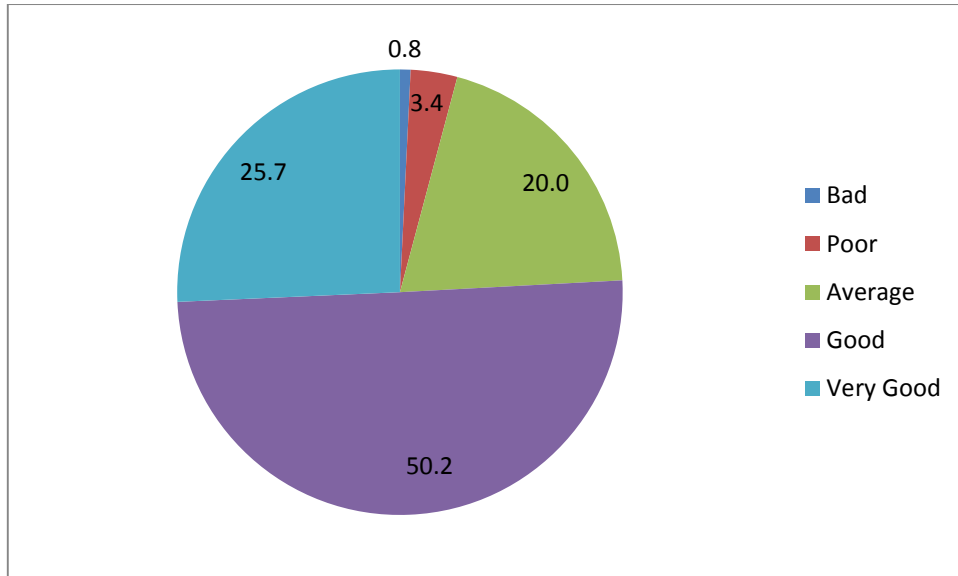
Figure 5.9: The SAT Perception Distribution

5.1.6   Relative Performance of the Constructs

It can be observed that during the first year the management students are extrinsically motivated (marginally), however when they move to the second year of their studies they tend to be intrinsically motivated. This has resulted in the improvement in performance in learning (marginal) as well as their satisfaction level (Table 5.12& Figure 5.10) **(Objective 2)**.

Table 5.12: Ranking of the Constructs

	I Year		II Year	
	Mean	Std. Dev.	Mean	Std. Dev.
1. INM	4.05	0.53	4.11	0.48
2. EXM	4.05	0.54	4.03	0.53
3. PFM	4.11	0.59	4.32	0.58
4. SAT	4.08	1.26	4.10	0.55
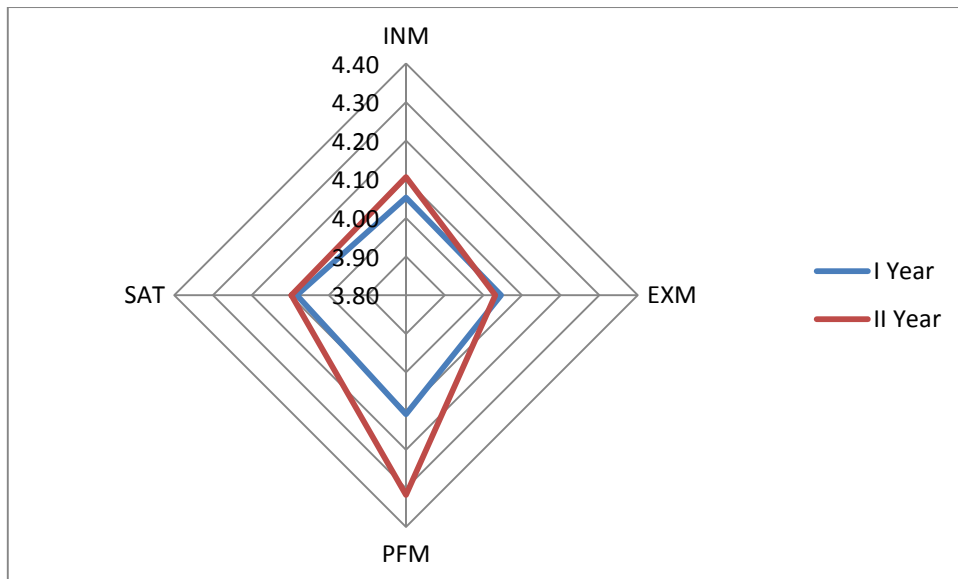
Figure 5.10: Ranking of the Constructs

5.2 Inferential Statistics

While descriptive statistics describe the data the inferential statistics enable the kind of analysis which permit the drawing of the inferences through the observations made. In this research the second generation statistical method called Structural Equation Modeling has been used which is discussed in the following sections.

5.2.1 Structural Equation Modeling (SEM)

The SEM has been carried out to find the inter-relationships between the variables of research interest. According to the standard procedure of SEM, following are the two distinct stages in which the inferential statistics are analyzed.

5.2.1.1 Measurement Model

To verify the reliability of the latent variables in the model, internal consistency reliability measure, item reliability measure and composite reliability measures were calculated. Table 5.13 shows the Cronbach's alpha coefficient and the composite reliability result for the final model. The alpha coefficient has the acceptable value ranging from (0.6 to 0.9), indicating a moderately good level of internal consistency.

The composite reliability estimate ranges from 0.8 to 0.9 indicating high reliability values. The results of the convergent validity assessed based on factor loading and the composite reliability indicate moderate to high acceptable range of factor loading for all the items and good composite reliabilities is observed in general. The result of item reliability (IR) measured as standardized factor loading (FL) ranged from 0.5 to 0.9 (Table 5.14) indicating a good correlation between the factor and the observed variable. The redundancy values for the endogenous variables are less than 0.2 indicating lower values of redundancy among the variables. Communality which is the sum of the squared loadings for a variable across the factors and if it is 1 it indicates that all the variance of that factor is explained and is also another measure of reliability. Its values range from 0.4 to 0.7 and thus acceptable. Redundancy is a measure of the quality of the structural model for each endogenous variable taking into account the measurement model and the lower will be better. In the present case the values are less than 0.2 and hence are in the acceptable range.

To test for discriminant validity, the square root of average variance extracted (AVE) for each construct was compared with the correlation between the construct and the other constructs. Table 5.15 shows acceptable discriminant validity between each pair of construct, with all AVE square roots greater than the correlation between the constructs. Thus, the data has adequate reliability as expressed though the different methods of measurement.

Table 5.13: The Reliability Measures of the Data

	AVE	Composite Reliability	R Square	Cronbach's Alpha	Communality	Redundancy
ACM	0.6782	0.8626	0	0.7666	0.6782	0
CRM	0.5885	0.8456	0	0.7431	0.5885	0
DLM	0.7102	0.9073	0	0.865	0.7102	0
LRM	0.4425	0.7525	0	0.6332	0.4425	0
PFM	0.6512	0.8814	0.4995	0.8203	0.6512	0.1045
PRM	0.5516	0.823	0	0.7033	0.5516	0
SAT	0.6603	0.8858	0.7208	0.8279	0.6603	0.1916

Table 5.14: Factor Loading after Factor Reduction

	ACM	CRM	DLM	LRM	PFM	PRM	SAT
ACM2	0.7295	0	0	0	0	0	0
ACM3	0.8387	0	0	0	0	0	0
ACM4	0.8938	0	0	0	0	0	0
CRM1	0	0.4812	0	0	0	0	0
CRM2	0	0.7918	0	0	0	0	0
CRM4	0	0.8449	0	0	0	0	0
CRM5	0	0.8842	0	0	0	0	0
DLM2	0	0	0.8397	0	0	0	0
DLM3	0	0	0.8644	0	0	0	0
DLM5	0	0	0.8768	0	0	0	0
DLM6	0	0	0.7874	0	0	0	0
LRM1	0	0	0	0.7854	0	0	0
LRM3	0	0	0	0.5097	0	0	0
LRM4	0	0	0	0.5181	0	0	0
LRM5	0	0	0	0.7906	0	0	0
PFM1	0	0	0	0	0.7196	0	0
PFM2	0	0	0	0	0.7937	0	0
PFM3	0	0	0	0	0.8783	0	0
PFM4	0	0	0	0	0.8281	0	0
PRM2	0	0	0	0	0	0.9128	0
PRM3	0	0	0	0	0	0.8727	0
PRM5	0	0	0	0	0	0.592	0
PRM7	0	0	0	0	0	0.5109	0
SAT2	0	0	0	0	0	0	0.777
SAT3	0	0	0	0	0	0	0.7869
SAT4	0	0	0	0	0	0	0.8836
SAT5	0	0	0	0	0	0	0.7984

Table 5.15:Inter-item Correlation and Discriminant Validity

	ACM	CRM	DLM	LRM	PFM	PRM	SAT
ACM	**0.8235**						
CRM	0.6833	**0.7671**					
DLM	0.4423	0.4915	**0.8427**				
LRM	0.3983	0.4784	0.6547	**0.6652**			
PFM	0.5475	0.5842	0.4188	0.3842	**0.8070**		
PRM	0.4431	0.4535	0.5321	0.5755	0.5817	**0.7427**	
SAT	0.6602	0.6005	0.6274	0.4994	0.7412	0.5239	**0.8126**

5.2.2   Structural Model

Structural model of SEM gives the inter-relationship between the exogenous and the endogenous variables of study. This is used for the hypothesis testing at the macro level of the latent variables and is given in later sections. The factor loadings after reduction, path coefficients, and R^2 are shown in Figure 5.11 and the t-values are shown in Table 5.16 and Figure 5.16. For all the relationships established, the path coefficient values ranged from 0.1 to 0.2 and the R^2 values for dimensions PFM and SAT are 0.5 and 0.6 thus indicating a good model fit (cut off 0.1). The strength of the relation is moderate and the percentage influences of the exogenous variables on the endogenous variables as expressed by R^2 are acceptable **(Objective 3)**.

Table 5.16: t-statistic of Integrated Hypothetical Research Model

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (|O/STERR|)	Hypothesis Testing
PRM -> PFM (H1)	0.4494	0.4297	0.0901	0.0901	4.9892***	**Supported**
LRM -> PFM (H2)	0.1847	-0.1555	0.1128	0.1128	1.6369*	**Supported**
DLM -> PFM (H3)	0.0677	0.0673	0.1391	0.1391	0.4867	**Unsupported**
CRM -> PFM (H4)	0.3145	0.3188	0.1227	0.1227	2.5638***	**Supported**
ACM -> PFM (H5)	0.1771	0.1626	0.1059	0.1059	1.673*	**Supported**
PRM -> SAT (H6)	0.1366	0.1182	0.0875	0.0875	1.6615*	**Supported**

LRM -> SAT (H7)	-0.0289	0.0013	0.109	0.109	0.2649	**Unsupported**
DLM -> SAT (H8)	0.3465	0.3267	0.1046	0.1046	3.3128***	**Supported**
CRM -> SAT (H9)	0.1298	0.1487	0.1149	0.1149	1.1295	**Unsupported**
ACM -> SAT (H10)	0.3692	0.3519	0.0981	0.0981	3.7649***	**Supported**
PFM -> SAT (H11)	0.499	0.5159	0.1086	0.1086	4.5929***	**Supported**

Alpha level *10%   **5%   ***1%
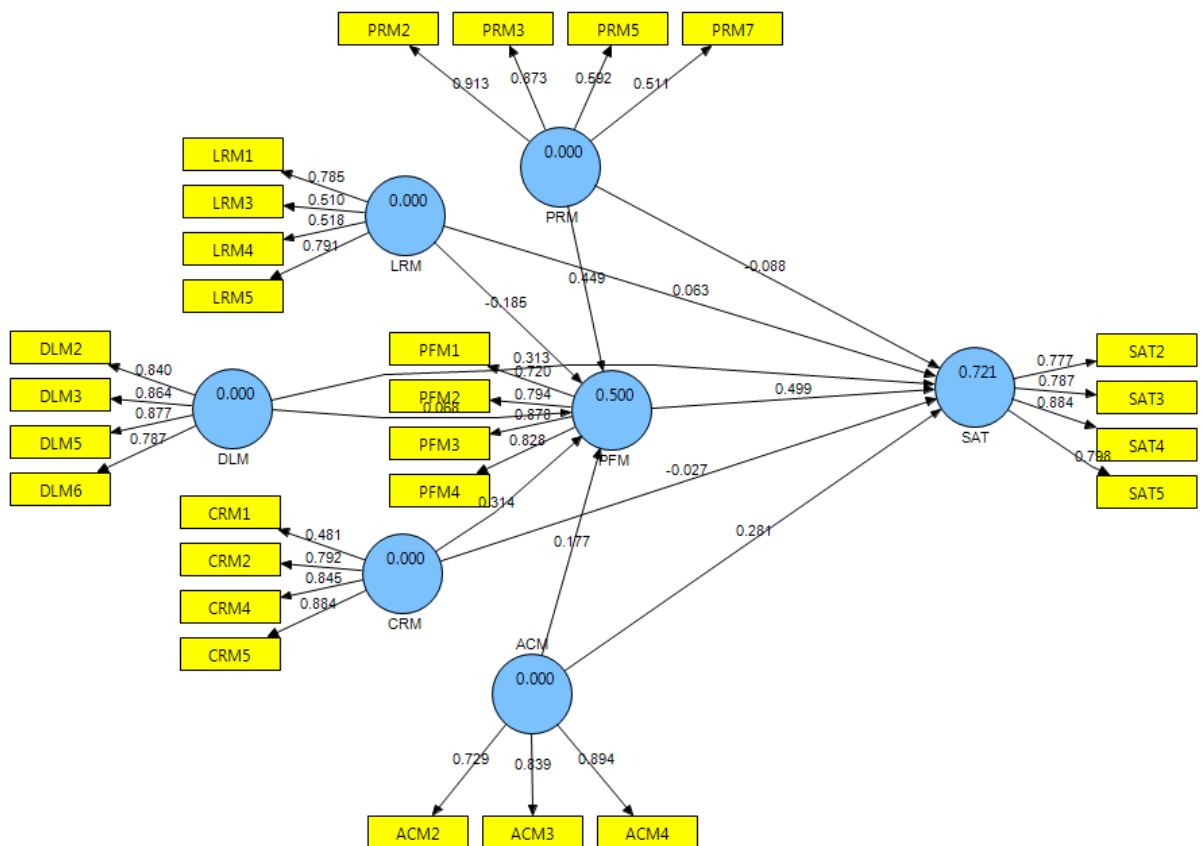
Figure 5.11: Path Coefficients of the Proposed Model
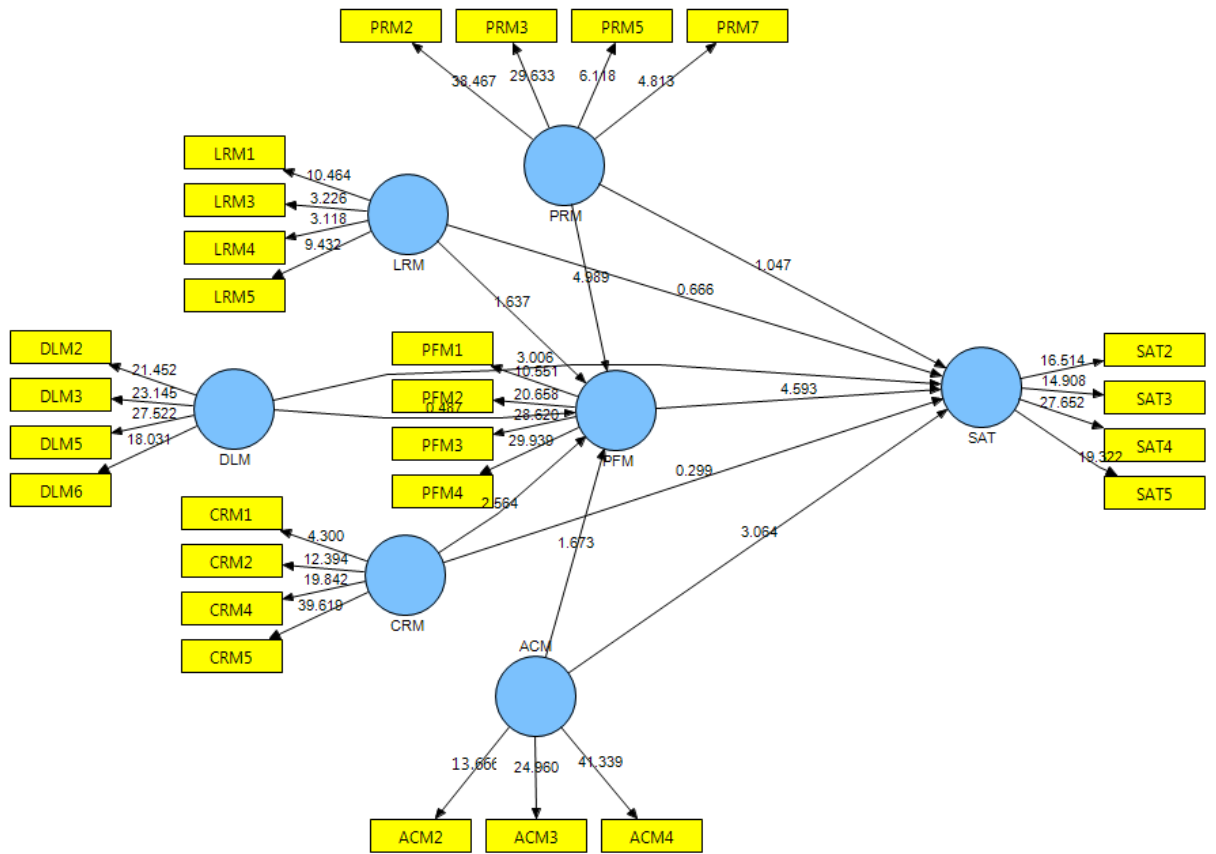
Figure 5.12: t-values of the Proposed Model

5.3 Hypothesis Testing

The structural model indicated that the following hypotheses stand supported (Table 5.20 and Figure 5.17) **(Objective 4)**.

Hypothesis - Supported:

H_{1a}: There is a significant influence of personal motive on performance.

H_{2a}: There is a significant influence of learning motive on performance.

H_{4a}: There is a significant influence of career motive on performance.

H_{5a}: There is a significant influence of achievement motive on performance.

H_{6a}: There is a significant influence of personal motive on satisfaction.

H_{8a}: There is a significant influence of developmental motive on satisfaction.

H_{10o}: There is no significant influence of achievement motive on satisfaction.

H_{11o}: There is no significant influence of performance on satisfaction.

Hypothesis - Unsupported:

H_{3a}: There is a significant influence of developmental motive on performance.

H_{7a}: There is a significant influence of learning motive on satisfaction.

H_{9a}: There is a significant influence of career motive on satisfaction.

5.4 The Regression Equation

The Multiple Regression Analysis has been carried out to develop the mathematical equation for the relationship between the exogenous and the endogenous variables. The results obtained through SEM and Regression equation match with each other. The R^2 values indicate moderate goodness of model fit. The fitness of the model is also indicated in the graphical forms.

5.4.1 Regression Equation – INM & EXM on PFM

To study the influence of type of motivation on performance of the students the multiple

regression analysis was carried out.

The regression equation is,

PFM = 1.77 - 0.118 INM + 0.714 EXM   -------------------------------- [1]

Table 5.17: Regression Coefficients

Predictor	Coef	SE Coef	T	P
Constant	1.7699	0.1482	11.94	0.000
INM	-0.11797	0.05493	-2.15	0.032
EXM	0.71365	0.04709	15.15	0.000

S = 0.563032   R-Sq = 39.3%   R-Sq (adj) = 39.1%

Table 5.18: ANOVA of INM+EXM on PFM

Source	DF	SS	MS	F	P
Regression	2	132.615	66.308	209.17	0.000
Residual Error	647	205.102	0.317		
Total	649	337.717			
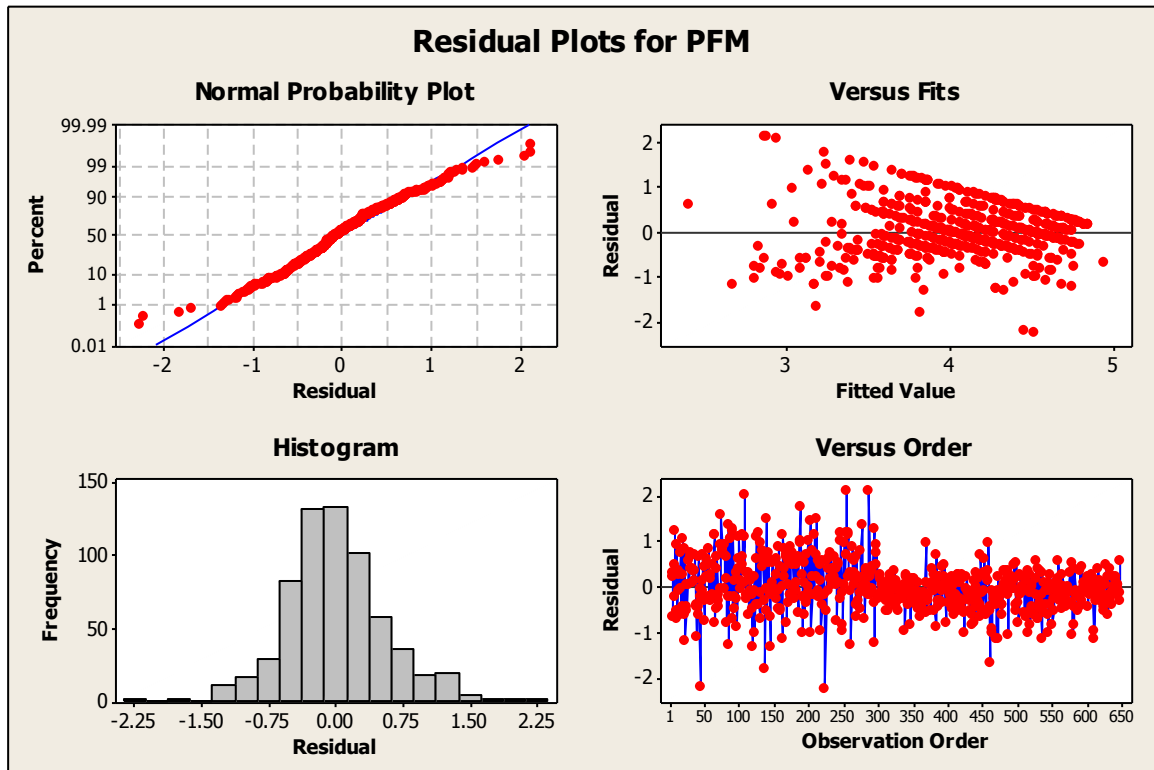
Figure 5.13: Residual Plots for PFM

The results indicate that on the overall basis both internal and external motivation have significance influence on the educational performance of the management learners (Table 5.18). The equation 1 gives the relationships of the internal and external motivation on the educational performance of the management learners. The individual influence of intrinsic and extrinsic motive on performance is also significant (Table 5.17). The residual is normally distributed as indicated in figure 5.13.

5.4.2   Regression Equation – INM & EXM on SAT

To study the influence of type of motivation on satisfaction of the students the multiple regression analysis was carried out.

The regression equation is,

SAT = 1.29 + 0.0774 INM + 0.587 EXM-------------------------------- [2]

Table 5.19: Regression Coefficients of SAT

Predictor	Coef	SE Coef	T	P
Constant	1.2869	0.1607	8.01	0.000
INM	0.07741	0.05956	1.30	0.194
EXM	0.58685	0.05106	11.49	0.000

S = 0.610421   R-Sq = 35.2%   R-Sq(adj) = 35.0%

Table 5.20: ANOVA of INM+EXM on SAT

Source	DF	SS	MS	F	P
Regression	2	131.005	65.502	175.79	0.000
Residual Error	647	241.081	0.373		
Total	649	372.086			
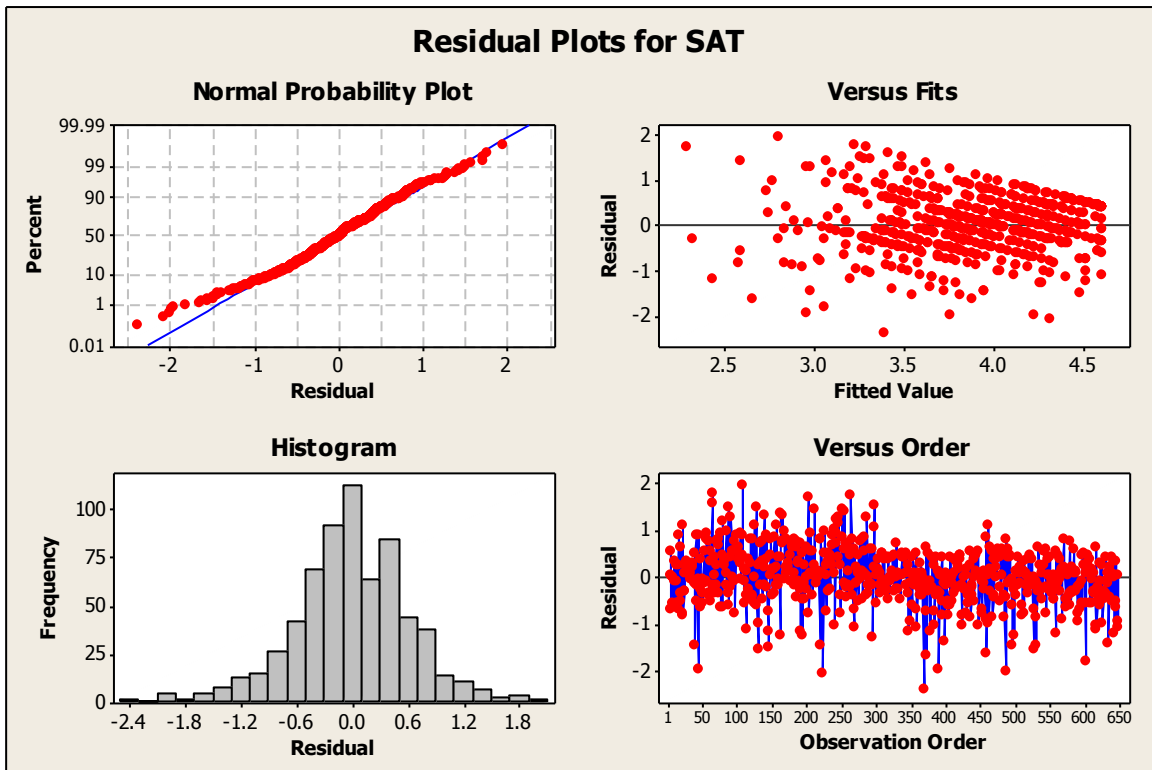
Figure 5.14: Residual Plots for SAT

The results indicate that on the overall basis both internal and external motivation have significance influence on the satisfaction of the management learners with management education (Table 5.20). In terms of individual influences, only extrinsic motivation has a significant influence on satisfaction (Table 5.19). The equation 2 gives the relationships of the internal and external motivation on the satisfaction of the management learners. The residual is normally distributed as indicated in Figure 5.14.

5.4.3 Regression Equation – INM & EXM on Effectiveness

The influence of the type of motivation on effectiveness of management education was tested to investigate the difference. Regression analysis was undertaken to study the causation and the following result was obtained.

The regression equation is,

EFF = 1.53 - 0.0203 INM + 0.650 EXM------------------------------- [3]

Table 5.21: Regression Coefficients of EFF

Predictor	Coef	SE Coef	T	P
Constant	1.53	0.1290	11.85	0.000
INM	-0.0203	0.04781	-0.42	0.672
EXM	0.650	0.04098	15.87	0.000

S = 0.489970 R-Sq = 45.7% R-Sq(adj) = 45.5%

Table 5.22: ANOVA of INM+EXM on EFF

Source	DF	SS	MS	F	P
Regression	2	130.81	65.404	272.43	0.000
Residual Error	647	155.33	0.240		
Total	649	286.13			
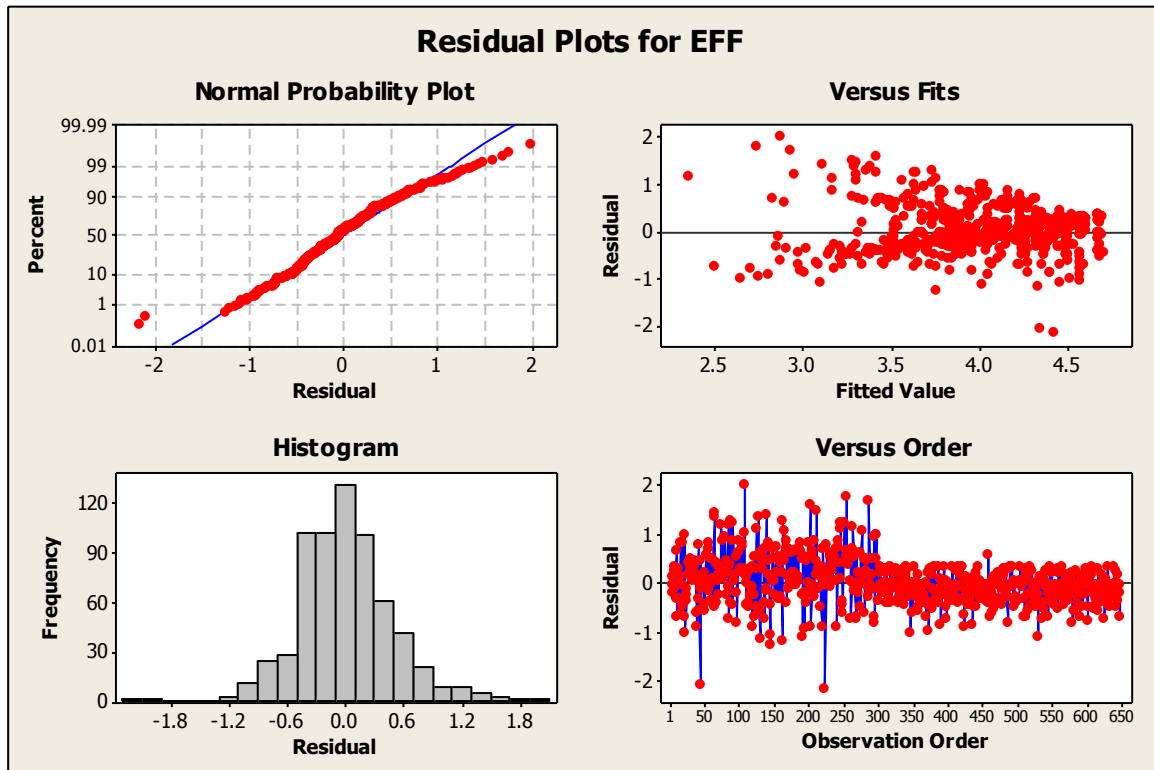
Figure 5.15: Residual Plots for EFF

The results indicate that on the overall basis both internal and external motivation have significance influence on the effectiveness of the management education (Table 5.22). In terms of individual influences, only extrinsic motivation has a significant influence on satisfaction (Table 5.21). The equation 3 gives the relationships of the internal and external motivation on the satisfaction of the management learners. The residual is normally distributed as indicated in figure 5.15.

Thus, the following hypothesis stands rejected:

H_{12}: There is a significant influence of intrinsic motivation of on effectiveness.

Thus the following hypothesis stands supported:

H_{13}: There is a significant influence of extrinsic motivation on effectiveness.

5.4.4 Regression Equation – Performance (Overall Influence)

The regression equation is,

PFM = 1.60 + 0.0898 PRM - 0.110 LRM - 0.0822 DLM + 0.236 CRM + 0.502 ACM-- [4]

Table 5.23: Regression Coefficients PFM

Predictor	Coef	SE Coef	T	P
Constant	1.5980	0.1507	10.60	0.000
PRM	0.08976	0.04309	2.08	0.038
LRM	-0.10992	0.04446	-2.47	0.014
DLM	-0.08224	0.04203	-1.96	0.051
CRM	0.23556	0.04506	5.23	0.000
ACM	0.50237	0.04330	11.60	0.000

S = 0.554228   R-Sq = 41.4%   R-Sq(adj) = 41.0%

Table 5.24: ANOVA of PFM

Source	DF	SS	MS	F	P
Regression	5	139.901	27.980	91.09	0.000
Residual Error	644	197.817	0.307		
Total	649	337.717			
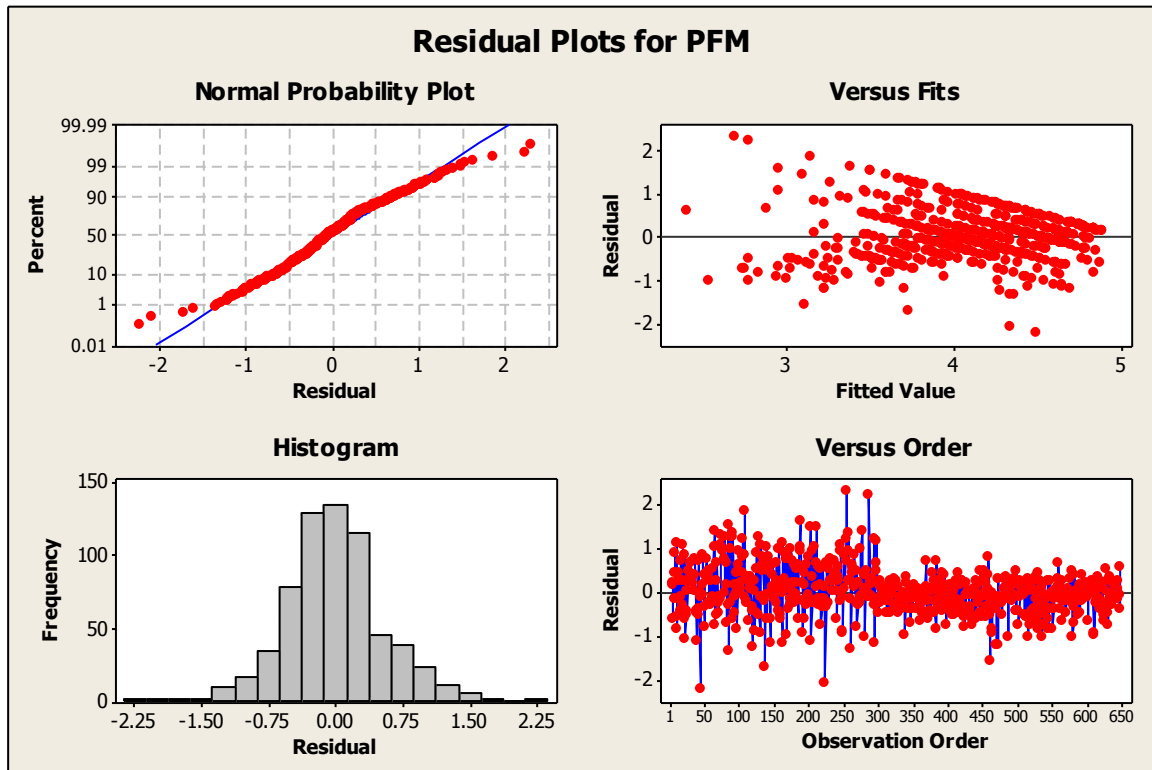
Figure 5.16: Residual Plots for PFM - Overall

The results indicate that on the overall basis the five individual motives have significance influence on the performance of the management learners in management education (Table 5.24). However, in terms of the individual dimensions the development motive has no significant influence on the performance of the management learners in management education (Table 5.23). The equation 4 gives the relationships of the five motives on the performance of the management learners in management education. The residual is normally distributed as indicated in figure 5.16.

5.4.5 Regression Equation – Satisfaction (Overall Influence)

To study the overall influence on satisfaction of the students the multiple regression analysis was carried out.

The regression equation is,

SAT = 1.51 - 0.0043 PRM - 0.181 LRM + 0.374 DLM + 0.248 CRM + 0.184 ACM--
[5]

Table 5.25: Regression Coefficients SAT

Predictor	Coef	SE Coef	T	P
Constant	1.5051	0.1565	9.62	0.000
PRM	-0.00427	0.04474	-3.9	0.024
LRM	-0.18075	0.04616	-2.92	0.061
DLM	0.37446	0.04365	8.58	0.000
CRM	0.24774	0.04679	0.29	0.054
ACM	0.18350	0.04496	4.08	0.000

S = 0.575499   R-Sq = 42.7%   R-Sq (adj) = 42.2%

Table 5.26: ANOVA of PFM

| Source	DF	SS	MS	F	P
Regression	5	158.794	31.759	95.89	0.000
Residual Error	644	213.292	0.331		
Total	649	372.086			
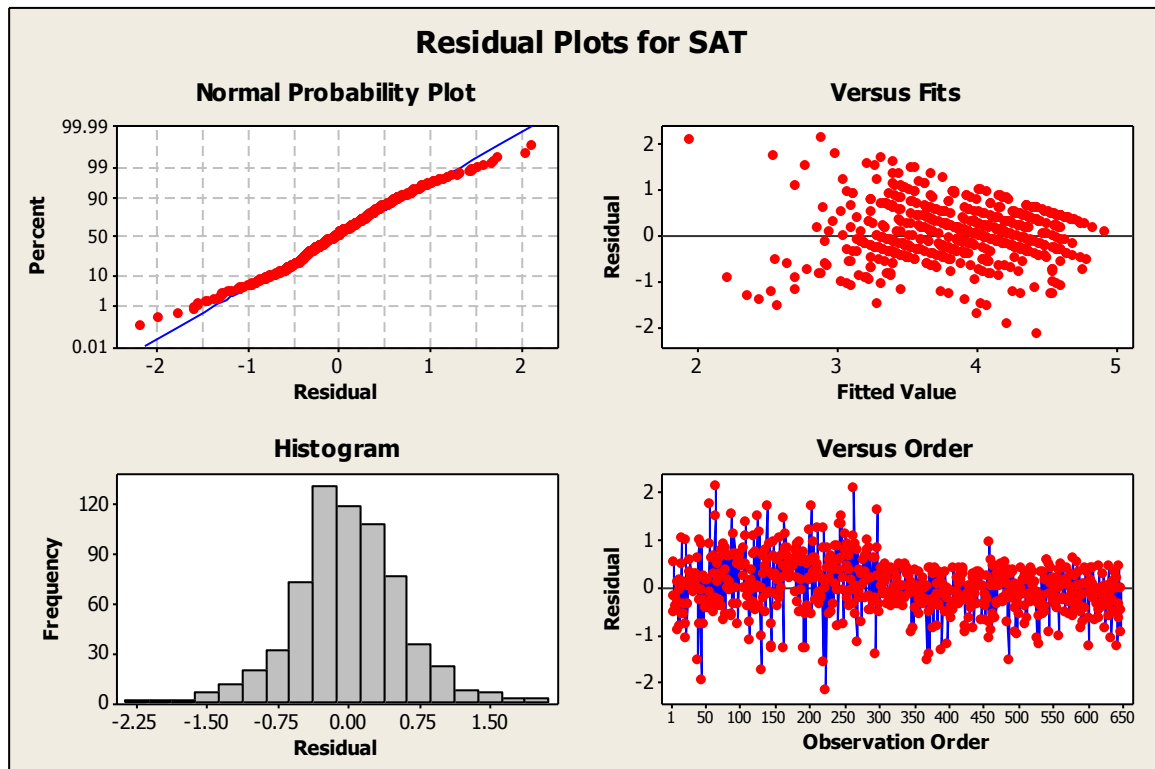
Figure 5.17: Residual Plots for SAT - Overall

The results indicate that on the overall basis the five individual motives have significance influence on the satisfaction of the management learners in management education (Table 5.26). However, in terms of the individual dimensions, the learning motive and career motive has no significant influence on the performance of the management learners in management education (Table 5.25). The equation 5 gives the relationships of the five motives on the satisfaction of the management learners in management education. The residual is normally distributed as indicated in figure 5.17.

5.5   Motivational levels of the Management Learners
To test the significance of the difference in the motivational level of the students an independent sample t-test was conducted for testing the motivation of the first year and second year students. It is observed that there is a significant difference in the motivation level of the students in the two years (Tables 5.27 and 5.28).

Table 5.27: Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Motivation	first year	349	4.0684	.47953	.02567
	second year	301	3.3314	.25403	.01464

Table 5.28: Independent Sample t-test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Motivation	Equal variances assumed	73.9	.000	23.93	648	.000	0.74	0.03	.68	.80
	Equal variances not assumed			24.9	544.45	.000	0.74	0.03	.68	.80

Thus,

H_{14a}: There is a significant difference in motivation among the junior and senior students.

5.6 Analysis of Results and Discussions

The methods of analysis used in this research are mentioned in the Chapter IV: Research Methodology. The descriptive statistics have provided a general description of the data. The field visit to the colleges teaching management courses has resulted in a series of discussions with the students and the faculty. This has given some general understanding of the current situation of the motivational level of the students. Quantitative analysis in this research is basically a causation study. Two different tools have been used as detailed in the chapter Research Methodology viz., first, the second generation statistical tool called the Structural Equation Modeling (SEM) and Multiple Regression Analysis (MRA). While the former has tested the hypotheses the latter developed a mathematical model for the relationship between the exogenous and the endogenous variables and also

supported the hypothesis testing results. Following paragraphs analyse the research results and make attempt to seek answers to the research questions **(Objective 2 & 4)**.

1. The demographics of the respondents indicate that the majority of the respondents are male and from the young age group of 21 to 22 years and obviously graduates. In terms of parental income group, the majority are from Lower Middle Class families. Finally, majority are pursuing management education with no prior working experience. Thus, the respondents of the survey are fairly distributed in terms of demographics and are competent as well as most suitable to provide the data required for this research.

2. To ensure the normality of the data the as a part of the descriptive statistics Skewness and Kurtosis measures have been considered. Parametric nature of data is indicated through this analysis. The negative Skewness is indicative of the fact that on the overall basis the respondents are on the higher side of agreement with the indicators of the study.

3. The overall perceptions as indicated by the descriptive statistics are by and large on the higher side of the agreement with the indicators, even though the degree varies from one construct to the other. All the three constructs: Motivation, Performance, and Satisfaction are by and large perceived as on the higher side of the Likert scale (ranging from 1 to 5). The management students have good level of intrinsic motivation, indicated by high scores of performance motive, learning motive and development motive. Similarly they are also on the higher side of extrinsic motivation with higher scoring on career motive and achievement motive. On the same count, the performance motive and satisfaction of the students in management education is also

on the higher side. This is indicative that the three constructs are receiving similar response from the respondents; however, the causation has to be confirmed through inferential statistics.

4. In terms of relative performance of the four main constructs: intrinsic motivation, extrinsic motivation, performance, and satisfaction there seem to be difference in the perceptions of first year and second year students. While intrinsic motivation of the students increase as they move from the first year to the second year, the extrinsic motivation decreases. In other words in the first year the management students are extrinsically motivated. According to Hertzberg's Motivation Theory (HMT) the extrinsic factors are Hygiene factors (Hertzberg at al., 1959). These Hygiene factors are nothing but the lower level needs of Maslow's Hierarchy. When the management students move to the second year, they will be more intrinsically motivated and these factors are the Motivators of HMT. It can also be observed that performance and satisfaction in management education have both improved as per the perception of the management learners as they move from the first year to the second year as per the descriptive statistics.

5. The second generation statistical technique called Structural Equation Modeling (SEM) has been used in this research to undertake inferential statistical calculations. The measurement model has revealed that the data has the required level of reliability as measured through Cronbach's Alpha, composite reliability, communality, and redundancy, and the average variance extracted has further provided evidence for the reliability by comparison to the inter-item correlation. All these measures provide

adequate evidence for the reliability and build confidence in the data that has been collected.

6. Hypothesis testing has revealed several influences between the variables of research interest. Personal motive has significant influence on performance of the management learner and this is in agreement with a group of researchers (Snell and Binsted, 1982; Tampoe, 1996; Wiley, 1997; Handy and Katz, 1998; Roomkin and Weisbrod, 1999; Merchant et al., 2003; Lucas and Ogilvie, 2006; Edwards et al., 2007; Lin, 2007; Cruz et al., 2009). Learning motive as per the hypothesis testing has significant influence on the performance in the case of management education which is in agreement with a number of studies which have been undertaken in different contexts by a group of researchers (Boyatzis & Renio, 1979; Bierly et al., 2000; Pemberton and Stonehouse, 2000; King et al., 2006; Loon & Casimir, 2008). Surprisingly, in the context of management education performance development motive is found to have no influence on performance as revealed through the hypothesis testing. This result contradicts the views of a group of researchers who had studied the influence of development motive on performance and several other endogenous variables (Calder and Staw, 1975; Loewenstein, 1999; Ryan and Deci, 2000; Manolopoulos, 2006; Eisele et al., 2013). Career motive has significant influence on the performance of the management students. This is in agreement with the outcome of several researchers in different contexts (Dubin, 1990; Farr and Middlebrooks, 1990; Noe and Wilk, 1993; Dougherty et al., 1993;Eby et al., 2003; Naquin and Holton, 2003; Buchanan, 2007). Achievement motivation significantly influences performance. This is in agreement with earlier researchers (Houle, 1961; Grubb, 1993; Heywood, 1994; Hungerford and

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Solon, 1987; Arkes, 1999; Idris Tey, 2011; Cheung & Chan, 2012; and McCallum et al., 2013). Personal motive has a significant influence on satisfaction as per the hypothesis testing result. This is in agreement with a group of earlier researchers (Wiley, 1997;Edwards et al., 2007; Lin, 2007; Cruz et al., 2009). Learning motivation has no influence on satisfaction as revealed through hypothesis testing which is not in agreement with a group of researchers (Bierly et al., 2000; Pemberton and Stonehouse, 2000;Loon & Casimir, 2008). Development motive has significant influence on satisfaction. This is in agreement with the researchers (Ryan and Deci, 2000; Manolopoulos, 2006; Eisele et al., 2013). Career motivation has no influence on satisfaction which is not in agreement with the earlier results (Noe and Wilk, 1993;Eby et al., 2003; Naquin and Holton, 2003; Buchanan, 2007). Achievement motivation has significant influence on satisfaction as found by a group of researchers in various contexts (Hungerford and Solon, 1987; Arkes, 1999;Cheung & Chan, 2012; and McCallum et al., 2013). Performance has significant influence on satisfaction as per the hypothesis testing which is again in agreement with earlier researchers (Andreassen, 2000; Marks et al., 2005; Eom et al., 2006; Peltier et al., 2003, 2007).

7. The first disagreement in this research with earlier research (conducted in different contexts) is that development motive does not lead to performance of the management students. During the informal discussions with the students it was observed that many of them had expressed that they had taken up management education with the development motive in the forefront. However, the development motive alone may not lead them towards performance as it is a function of several

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other parameters. The second disagreement with earlier research was that learning motive need not lead to the satisfaction of the management students. In one sense it is obvious that satisfaction in the management education will result through the feeling that the students would get what they crave for and learning motive can only make them genuinely interested in studies which may enhance their performance to some extent but may not provide satisfaction as it is a function of several other factors. This was the general feeling of the students when interviewed informally. Finally, career motivation need not lead to satisfaction. Career motivation is a form of extrinsic motivation and in general it was observed that management students were mostly career oriented. However, there were other factors which give them the satisfaction in management education and it is likely that career motivation may not have a significant influence.

8. The Multiple Regression Analysis (MRA) has successfully resulted in the development of the mathematical equation that relates the endogenous variables to the exogenous variables of study. The first research interest was to relate quantitatively the two types of motivation to the performance of the management learners. The regression equation and the ANOVA (Analysis of Variance) have successfully shown that both intrinsic and extrinsic motivation have significant influence on the performance. This implies that the education system should ensure that the management knowledge seekers have the desired motivation towards transforming themselves into managers both in intrinsic and extrinsic forms. Even if one of the two forms of motivation is lacking then the performance of the learners may be adversely affected. The second regression equation has revealed the fact that

when it comes to the satisfaction of the management learners on the management education the extrinsic motivation has caused a significant influence, however, the intrinsic motivation may not lead to satisfaction. The general theory of motivation endorses that a strong internal motivation may enable the learner to perform better but the satisfaction comes based on the ability to perform the task to one's full satisfaction. Thus there is a possibility that the moderating influence of performance may affect the level of satisfaction. This could be the reason why internal motivation has failed to produce the significant influence on satisfaction of the employees. As the second regression equation revealed that both the forms of motivation do not significantly influence satisfaction among the management learners it was necessary to study the influence of individual dimensions on both performance and satisfaction for better understanding the causation. So, the regression equation has revealed that in terms of performance all the dimensions except development motive have significant influence on the performance of the learners. This goes with the regression equation which claims that internal motive has significant influence on performance. Also, both the dimensions of extrinsic motivation have significant influence on performance. When it comes to satisfaction in terms of the individual dimensions as given in regression equation, learning motive (intrinsic motivation) and career motive have no significant influence on satisfaction of the management learners. In terms of the effectiveness of the management education in terms of the performance and satisfaction of the learners studied as a whole, on the overall basis it can be concluded that both intrinsic and extrinsic motivation have significant influence, however on the

individual basis the students are only extrinsically motivated. This explains why intrinsic motivation fails to induce satisfaction among the learners.

9. Finally, as it was necessary to find if the motivational levels of the management learners would change as they expose themselves into management education, in addition to the hypotheses developed before it was also tested if the motivational level differs significantly among the first year and the second year management students. The statistical analysis in the form of independent sample t-test revealed the fact that there is a significant difference in the motivational level of students in the two groups (first year and second year). As revealed in the descriptive statistics, when the students move from the first year to the second year they will be more intrinsically motivated and less extrinsically motivated. This is a good revelation in the sense that it matched with the opinions collected during the qualitative data collection from the students. The students were of the opinion that they join B-schools to qualify themselves as managers and at the entry level and during the first year they will be more extrinsically motivated with the rewards they may get in the form of achievements and recognition and all external forms of benefits. But once they understand the basic philosophy of management education, they realize its importance in their future endeavours and they tend to be internally motivated as they move from the first year to the second year of their studies.

5.7 Summary

This chapter has reported the analysis and results of both the descriptive statistics and the inferential statistics. The analysis of the demographic data has evidenced the fair

distribution of the sample across the various demographic classes. The descriptive statistics have reported the Skewness and kurtosis results the analysis of which has revealed that the data fits into normal distribution. The overall descriptive statistics have revealed that most of the dimensions are perceived as average to good in the 5-class classification, which justifies the negative Skewness. By and large the descriptive statistics have adequately described each of the dimensions of study for the general understanding of the dimensions of motivation and the state of performance and satisfaction in connection to the management education. The hypothesis testing confirms the causation between components of motivation, performance and satisfaction. The measurement model of Structural Equation Modeling indicates that the data is adequately reliable as confirmed by various reliability tests. Out of the eleven main hypotheses tested, except for the three, the entire rest stand supported. The empirical study was substantiated through the informal interviews with the students of management education during the field visits which were undertaken in the B-schools. The multiple regression equation has established the mathematical model which gives the relationship between the extrinsic motivation, intrinsic motivation, the dimensions of these two forms of motivation and the endogenous variables - performance and satisfaction of the management students in terms of learning. The chapter has a detailed explanation of the above analysis and the results.

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Chapter VI
RESEARCH FINDINGS, IMPLICATIONS AND CONCLUSIONS

6.1　Overview

In this chapter, the research findings, implications, contributions and conclusions of the research are presented. The research findings are discussed in two parts. The findings are mainly through the empirical study and they are substantiated through the qualitative data obtained through the field work and the existing theoretical background. The implications drawn from the study have also been presented in this chapter. The limitations of the study and scope for further research are also listed. Finally, the contributions made by this research and the conclusions have been highlighted.

6.2　Research Findings and its Implications to the Management Education

- Through literature review it is found that student motivation is a multi-dimensional construct with two important components as intrinsic motivation and extrinsic motivation. While the former comprised mainly: Personal motive, Learning motive and Developmental motive, the latter comprises: Career motive and Achievement motive. The literature also provided theoretical support that these two forms of motivation has influence on the Performance of the students in management education and the Satisfaction they derive out of the education system in the context of learning that takes place. These findings also revealed the fact that there was no empirical evidence to support the interrelationships which necessitated the building and the testing of the hypothetical model influence of motivation on performance and satisfaction (**Objective 1**).

- Having conceptualized the hypothetical model, it was necessary to study the individual constructs in-depth and meta-analyze the literature so as to identify the key dimensions of the given construct and the indicators of these dimensions. The scanning of the existing standard questionnaires also provided the inputs in the metric development. These findings resulted in the development of a metric of measurement of the seven broad dimensions to describe the variables of research interest mentioned in the previous paragraph **(Objective 3)**.

- The findings through pilot study using the metric in the form of a self-administered questionnaire provided the initial credibility to the metric in terms of its reliability and validity. These findings through the pilot study also provided the basis for factor reduction and resulted in the development of a 27 item metric from an initial 42 item metric. This instrument provided the data with adequate reliability and enabled the testing of the hypotheses. This metric can be used by the future researchers in measuring either the motivation level of the students or their perceptions on performance and satisfaction on the education they receive **(Objective 2)**.

- The findings through the descriptive statistics have provided general information about the data gathered in this research. The demographics study revealed that majority of the respondents in the sample size of 650 were mainly male, graduates, aged 21 to 22 years, from lower middle class, and were quite competent to meet the data requirements. The data had a left-side Skewness ensuring relatively higher level of agreement with the indicators of the study on the overall basis. The Skewness and Kurtosis proved the normality condition which was the requirement for the statistical analysis using the first generation and Structural

Equation Modeling (SEM) technique and the Multiple Regression analysis (MRA) **(Objective 2)**.

- The findings through the descriptive statistics have revealed certain key aspects pertinent to this kind of research. The description of the overall perceptions indicated that by and large these dimensions seem to be related to each other. It was also found that all the dimensions had a diversified response within a given range and were not equally perceived by the respondents. Performance and intrinsic motivation were highly perceived relative to other dimensions in the second year which given a general idea that the higher performance could be due to the intrinsic motivation of the students. So the implications to the education system could be to ensure that the learning environment is congenial to the strengthening of the intrinsic motivation of the students rather than showing them the external motivators such as reward or recognition in cash or kind. This doesn't mean that they are not important, but just implies that the performance of the students is a function of intrinsic motivation. Management education is not merely for making the learners employable in the business world but to make them be innovative leaders and entrepreneurs and this will be possible only when they are intrinsically motivated. Thus, the management education system should identify the drivers of intrinsic motivation and provide the necessary inputs to strengthen it among the learners in management education **(Objective 1 & 2).**

- Through the Hypothesis testing it was found that except for development motive, all the rest of the dimensions of intrinsic and extrinsic motivation have significant influence on performance (figure 16.1). This is a clear indication of the fact that development motive of the management learners has failed in influencing the performance. When the students were asked about their development motives they

were not very clear about the career path ahead of them and in fact most of the students did not have a clear development plans. They had just followed the general trends and pursed management education. This implies that the education system should expose the students to the various possibilities of career path and sensitize them to the changing demands of the society with the advent of science and technology. A thorough understanding of the situation and the developmental possibilities may motivate them to perform better as opined by a group of researchers (Ryan and Deci, 2000; Manolopoulos, 2006 and Eisele et al., 2013). In case of satisfaction, except for learning motive, all the rest of the dimensions of motivation have significant influence.
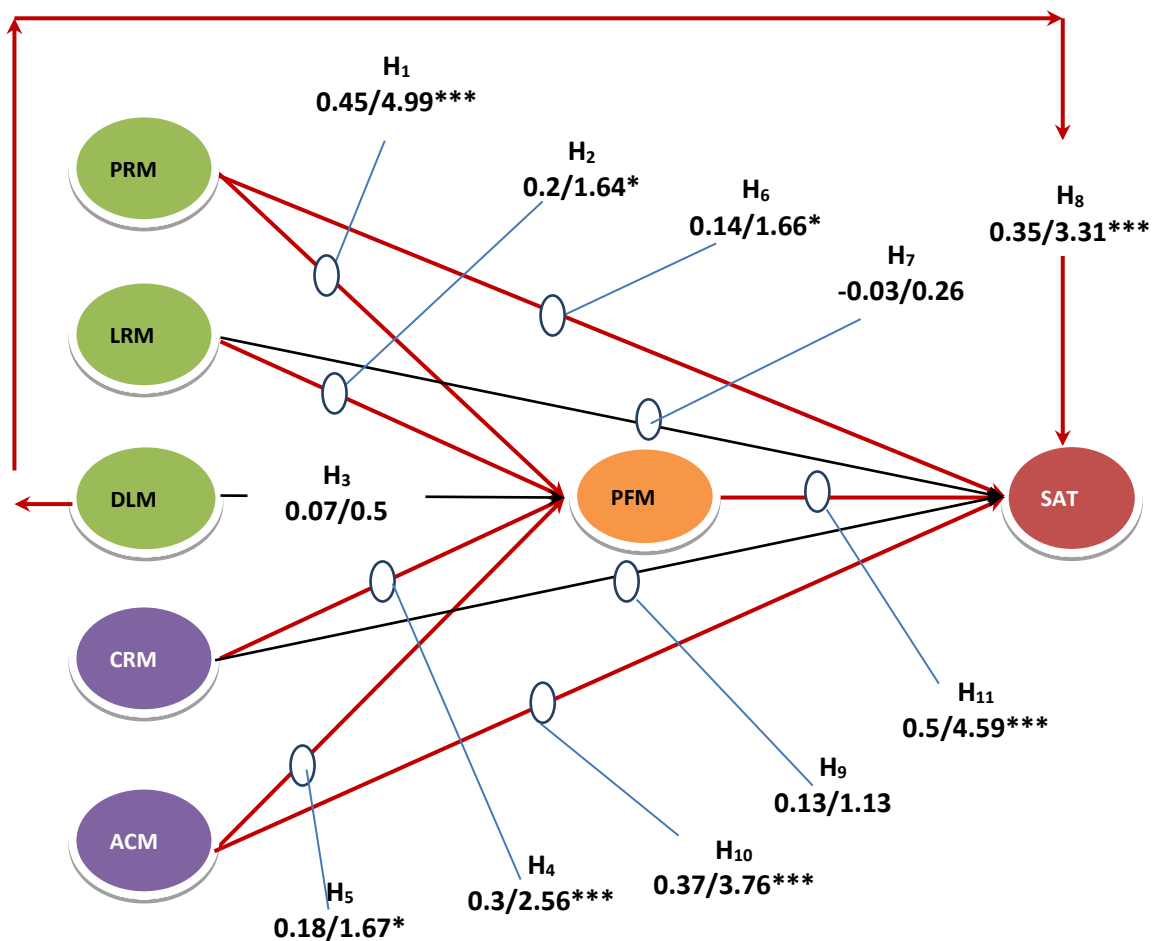
Legend: Path coefficient/t-value; Alpha level: * = 10%;   ** = 5%;   *** = 1%

Figure 6.1: The Path Coefficients and t-test

Learning motive is a multi-dimensional construct. Blumenfeld et al., (2006) have found that learning motive can increase the quality of cognitive engagement which has the potential to enhance the satisfaction of the learner. So, there is a need to develop this mechanism which would enhance the learning motivation of the management students. The current system of education seems to have failed to enhance learning motivation among the students **(Objective 3 & 4)**.

- While hypothesis testing through SEM has revealed the significance of relationship between the research variables, Multiple Regression Analysis (MRA) has established the mathematical model for the relationships between the research variables. These equations add to the body of knowledge in the area of motivation towards management education. The policy makers in the management education can use these equations to determine the improvement in the performance and satisfaction levels of the management students for a given increase in their intrinsic or extrinsic motivation holistically, or even in terms of individual dimensions of motivation: personal motive, learning motive, developmental motive, career motive, and achievement motive. This would be an aid in scenario planning e.g. if the educational environment takes measures to improve the student motivation in various forms by a given predetermined values the idea about the improvement in their performance and satisfaction can be determined. This can aid as a tool in decision making in the development processes. The equations can even be used in the modeling and simulation software for scenario planning and be a part of advances management information systems such as expert systems and help the strategic managers in decision making **(Objective 3)**.

- An important observation was in terms of the overall effectiveness of the management education in terms of the two types of student motivation. It was

surprising to observe that the students on the overall basis were extrinsically motivated despite the fact that they move more towards internal motivation when they go to the second year of study. During the informal discussion with the students this point was intentionally discussed to find the cause of such type of motivation. It was found that finding a job was their priority no matter how much they were eager to accumulate management knowledge. Many of the students had taken educational loans and repayment of the loan was only through a good job with a handsome salary. So, this makes a clear revelation that unless the job security issue is tackled suitably, driving the internal motivation towards management education is a farfetched reality **(Objective 2 & 3)**.

- In addition to the findings of the quantitative analysis discussed in the previous points the qualitative section of the questionnaire has also revealed several facts which were substantiated during the informal interviews with the management students. The dynamic educational environment of the present day is unpredictable and with the advent of science and technology virtual classrooms may replace the physical teaching-learning environment. Students were very much aware of these facts and their expectations from the educational institutions were very much on the higher side.

The deliberations and informal discussions with the students have led to the identification of the following aspects which have influence on the student motivation **(Objective 5)**:

- Faculty personality, commitment, competence, teaching method, learning material content, and involvement with the student were having influence on the motivation of the students. The personality aspect of the faculty was considered important by the students because many of them were looking

for a role model in their faculty members. Personality did not merely refer to the physical aspects by a group of characteristics and traits which included soft-skills, nature, state of mind, clarity of thought, assertiveness, socialization, articulation, charisma, etc., which the students considered to be important. Commitment of the faculty to teaching and enhancing student performance was considered to be an important aspect by the students. This included the ability of the faculty to be available outside the teaching hours to involve with the student activities and act as their mentor. Students also highlighted the importance of faculty competence in teaching. The ability of teachers to make the class interesting, informative, interactive and inspirational was considered to be important by the management students and this is in accordance to the earlier studies (Byrne and Flood, 2003; Faranda and Clarke, 2004; Cole et al., 2004 and Tharenou, 2001). Teaching methods also influenced their motivation towards learning. The students were looking for a highly interactive and dynamic class environment where modern teaching methods which promoted collective learning were in use. Use of electronic and digital media was found to motivate them more towards learning. Students felt that learning material content was a factor to be considered which would motivate them to study. If the learning material has adequate case studies and the presentation was appealing, they said it would motivate them better towards studies. Finally, as mentioned before the student community was looking for teaching faculty who have a very high level of involvement among the students in guiding them in their assignments and projects and bring to the college the real-life examples from the business

world and simulate an environment very close to the actual business environment.

- Flexibility in learning was the concern of the management students. They expected the learning environment to be more flexible both in terms of academic processes as well as all the associated issues related to the learning environment. Accommodating a heterogeneous group of students including fast and slow learners from a diversified background was considered to be one of the important motivational factors according to them. They were looking for systems such as the availability of lectures in digital forms, which they can listen to even after the college hours, and be able to communicate to the faculty through social media.

- The students were looking forward for attitude building workshops as a part of the management education. They were looking for more of motivational workshops where they are motivated towards the management field and imbibe in them the spirit of team-work and working towards a common goal in the organizational context. Some students even expressed that they were at a highly motivated state at the entry level but it eventually died with the mundane classroom environment which had more of theory and less of practical problem solving situations. They were looking forward for a dynamic classroom environment which has more of project based learning, problem based learning, situational analysis, scenario planning, environmental scanning & analysis, and simulated environments. According to the students reflective learning and experiential learning would motivate them much better than the

conventional method of teaching so wherever possible such methods must be used.

- Students were very particular about the industry-institute interaction and expressed that higher the interaction better would be the motivation towards management education. As observed by the students there exists a gap between the two and it needs to be filled by having invited lectures of the experts in the industry and deputation of the faulty to short term courses in the industries and come with real life situations rather than discussing the case studies in the book some of which are old and outdated. This can motivate the students better, as they will be aware of the situations in the industries and can perform better when they join these organizations.

- Students have opined that educational technologies must be used at much larger scale than the present state. This would motivate them more towards studies as the technologies can make learning an enjoyable experience. They have expressed that Information and Communication Tools (ICT) can play a dominant role in the teaching-learning processes. Education system comprises knowledge identification, knowledge assimilation, knowledge storage, knowledge validation, knowledge dissemination, knowledge application and knowledge generation. In this modern era of IT revolution, technology is being used effectively for all these knowledge processes and the education system should make use of the same. Two immediate results would be real time access to the latest knowledge and improvement in the motivation towards learning. Use of multimedia, use

of radio on interactive mode, use of world wide web, videoconferencing, satellite based classes, etc., may be tried in the educational environment.

- Students have realized that management education is incomplete without the acquiring of the tacit knowledge in addition to the explicit knowledge which is transferred in the form of information dissemination. Tacit knowledge could be in the form of leadership skills, entrepreneurial skills, ability to deal with the multi-cultural environment which need to be transferred through a number of different forms that conventional teaching. This calls for an education cell in the management colleges which constantly innovate and find alternative methods to transfer the tacit knowledge to the students.

- Finally, as the students move from the first to the second year tend to be moving from extrinsic to intrinsic motivation the second year should focus more on the learning methodologies such as Experiential Learning (EL). Several researchers have found tremendous change in the students' performance and satisfaction when they were shifted to experiential learning methodology (Kolb 2007). It is a dynamic view to learning and based on the learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. The EL theory defines human learning as the major process of human adaptation involving the whole person. As such, EL theory is applicable not only in the formal education classroom but in all areas of life. The process of learning from experience is ubiquitous, present in human activity everywhere all the time. The holistic nature of the learning process means that it operates at all levels of human society from the individual, to the group, to organizations and to society as a whole. Research

based on EL theory has been conducted all around the world supporting the cross-cultural applicability of the model. The EL can be very effective in team-building for problem solving and decision making, entrepreneurial opportunity seeking, and strategy formulation (Armstrong & Fukami, 2008). So, this methodology along with other relatively newer methodologies such as project-based learning, reflective-learning, and problem-based learning can also be introduced in the second year of study. This would provide the students the opportunity to meet their intrinsic needs and be independently experimenting on what they wish to learn so that they will not only enjoy working on it but remember what they have learnt and use it later in the creation of the newer knowledge which is the requirement of the present day working environment aiming towards constant innovation and creativity in the knowledge workers.

6.3   The Management Student Motivation Model (MSMM)

The study has resulted in the development of MSMM which empirically supports the relationships between the motivators towards management education leading to the performance and satisfaction of the management students (figure 6.2) **(Objective 6)**.

Satisfaction

Higher CGPA ← → Entrepreneurship

Employability ← **Performance** → Leadership

Patents/Publications ← → Creativity/Innovation

Intrinsic Motivation

Developmental Motive
Strategic thinking
Analytical thinking
Creativity and Innovation
Interpersonal relations
Decision making
Change for better
Multi-cultural sensitivity
Risk taking
Ethics.

Learning Motive
Desire to learn
Instructor capability
Course content
Specialization
Lifelong learning.

Personal Motive
Degree and awards
Responsible Position
Self-esteem
Social status
Financial status
Personal life
Material gain
Competition.

Extrinsic Motivation

Career Motive
Employability
Job prospects
Peer group interaction
Insight
Managerial qualities
Entrepreneurship
Reward
Competency development.

Achievement Motive
Goal pursuit
Higher echelons
Market demand
Identity
Success
Recognition
Status
Personal worth.

Management Student Motivation

Figure 6.2: Management Student Motivation Model (Author)

6.3.1 Intrinsic Motivation (INM)

Intrinsic motivation, as discussed before, prompts a person to do something purely based on the interest in it and enjoyment of the task, rather than because of external encouragement, pressure or reward (Ryan and Deci, 2000; Lin et al., 2001; Hennessey & Amabile, 2005). In its true sense, if management education has to be pursued in its right spirit, then the learners must be having the INM. But that's the ideal case and may be true is case of a very few learners and the rest will be driven by EXM as observed during the field visits.

6.3.1.1 Developmental Motive (DLM)

This is a dimension of intrinsic motivation which is oriented towards the developmental issues of individuals in connection to their future career in the field of management. A group of researchers have attributed it to the intrinsic motivation (Calder and Staw, 1975; Loewenstein, 1999; Ryan and Deci, 2000; Manolopoulos, 2006; Eisele et al., 2013). During the informal interviews with the students of management education they endorsed the view that they have joined the management programme basically to meet their developmental motive. This adds to the theoretical finding that a lot of learning that takes place is through the institutional support and an individual's efforts. Institute can provide the infrastructure and the human resources which are one part of the learning whereas, the individual's effort also has a major role to play and the driving force for the individual effort is the motivation towards learning (Ryan and Deci, 2000). The motivation towards learning may come through the desire to develop one's knowledge, skills, abilities, competencies, and the business acumen and ultimately the desire to grow. The DLM is self-defined (Loewenstein, 1999) and self-sustained (Calder and Staw, 1975) and is fostered by commitment to learning, which must be both satisfying and fulfilling for the learner (Deci, 1972). The DLM could be in the form of the development of strategic and

analytical thinking, leadership quality, creative problem solving, communication skills, interpersonal skills, project management skills, decision making skills, change management, quantitative skills, risk management skills, ability to work in multi-cultural environment, ethical and social skills.

6.3.1.2 Learning Motive (LRM)

Learning is a process that bridges the gap between the current state of knowledge and the desired state of knowledge. According to Loon & Casimir (2008) learning can be both precursor and outcome of the learning organization. The discussions with the management students and the faculty indicated that the management education student was spending the two years in the management education system to learn about the information analysis, planning, quantitative data analysis, technology management, decision making, implementation strategy, and entrepreneurship as these aspects are their survival tools in the world of business management. The realization of the fact that gaining of the competitive advantage in business is mainly through the appropriate knowledge and ability for innovation has made the management students to develop a learning motive naturally. The secondary data through the literature and discussion with the experts in the field has indicated that there are cognitive elements associated to learning. As the individual is the source of knowledge, Bierly et al. (2000) argued that the learning process is inextricably linked to the grey matter of the mind that links, expands and relates. The LRM could be in the form of the desire to learn, stimulating learning environment, appealing course content, preparation for the future career, the specialization of interest and the ardent desire in a person for life-long learning.

6.3.1.3   Personal Motive (PRM)

Binsted (1982) proposed that PRM is a strong motivating factor for learning in management education. Whatever may be the external environment provided with, unless the learner has a strong PRM to learn the process may not lead to performance or satisfaction. The PRM may also increase commitment to the goal as it creates a desire for self-improvement as a means to support self and bringing about the development of ''learn to learn'' capabilities (Cruz et al., 2009). During the informal discussions with the management students in the B-Schools where the survey was conducted the students expressed that it was the PRM which made them have a sustained interest to learn management education. Some have even expressed that they were constantly introspecting on how close they have moved to the desired behaviour they wish to develop towards managing resources in an organization and acquire the knowledge and the business acumen. The PRM could be in the form of a group of attributes which include the desire to acquire a post graduate degree, acquiring a respectable position in society, satisfy self-esteem, improve knowledge, improve social status, improve chances of a better alliance etc.

6.3.2   Extrinsic Motivation (EXM)

Extrinsic motivation has a significant influence on the performance and satisfaction of the management students. Extrinsic motivation to work is thus primarily in response to something apart from the work itself. It is concerned with material, social or symbolic rewards, such as, for example: competition, evaluation, status, money or other tangible incentive, the avoidance of punishment, or the dictates of other people (Amabile et al., 1994). The extrinsic components generally involve a cognitive assessment of some activity as a means to an anticipated outcome: i.e. behaviour performed not for its own sake, but for its consequences and has firm base in the operant tradition (Lepper and Greene, 1978). There are theoretical studies which have

linked motivation towards management education to mainly extrinsic in comparison to intrinsic (Amabile et al., 1994; Kinman and Kinman, 2001). So, there is a strong literature back-up to the fact that extrinsic motivation has a role to play in management education.

6.3.2.1 Career Motive (CRM)

An individual may be interested in pursuing a career which he/she is passionately attached to. It is like a person who is genuinely interested in photography choosing photography as career or a teacher who enjoys teaching taking is as a career and being motivated by it. There is literature evidence that that a number of graduate career programs such as law, medicine, psychology, have their terminal degree established at the doctoral level and are heavily oriented toward the mastery of extremely focused skill sets, so they are oriented towards CRM (Buchanan, 2007). The discussions with the students made the point very clear that they were governed by a strong CRM. They were clear about the specialization they wish to pursue and were oriented towards gaining the required level of competency. They expressed that the CRM was making them spend more time and dedicated effort in acquiring the knowledge, skill, and attitude. Empirical findings have shown that CRM has significant influence on performance, but not on satisfaction. Generalisation of the results of empirical findings may not be possible to the complete extent as not only the sample size is limited, but it is drawn from only Pune. But the empirical findings combined with the informal discussions with the students and the general observation shows that the students are career oriented in general and they must be motived by CRM. The CRM can be triggered by the future job prospects, avoidance of redundancy in career option, overcoming peer pressure, ability to run a business independently, and desire for a lucrative career.

6.3.2.2   Achievement Motive (ACM)

Pursuit of goals, learning or accomplishment of activities are the three important aspects of ACM. An activities orientation for learning seeks the satisfaction of needs for social contact, community service, and relief from mundane routines. Social comparison is a process that occurs in all societies. Individuals generally try to find a way of building status and prestige in society, and they compete with each other within their communities to gain prestige and success. Usually there are two types of competitiveness which is looked for among the youth the first is hyper-competitiveness the second is personal development competitiveness (Houston et al., 2002) while the former refers to success or achievement at any cost the latter refers to the need to individual growth (Ross et al., 2003). Research has shown that hyper-competitive and personal development competitive individuals believe in working hard to achieve personal success, in striving for material success, and in living an exciting and challenging life. However, personal development competitive individuals are concerned with the feelings and welfare of others, with working cooperatively, and with treating others with respect and as equals. In contrast, hyper-competitors are not so concerned. When the students were contacted in an informal discussion it was found that they were indeed driven through a strong ACM but it was mainly development oriented and no hyper-competitiveness was observed among the students. The ACM can be kindled by the work demand, reputation of the degree, peer group comparison, and the desire to be an entrepreneur.

6.3.3   Performance (PFM)

Performance of the management students is a multi-dimensional construct. The actual measurement of the student performance should be in terms of Bloom's Taxonomy which comprises the students' awareness about the knowledge, application, comprehension, analysis, synthesis, and evaluation (Bloom et al., 1959). If the student

has to perform in a business management world he must have the knowledge about the different aspects of business. The student should demonstrate that he/she is capable of applying the knowledge acquired into the real life situations. There must be adequate evidence that the student is capable of comprehending the knowledge and its most appropriate application. These three skills (knowledge, application, and comprehension) are called the Lower Order Thinking Skills (LOTS). Then the next level would be the ability of the student to analyse a given situation in a business management environment and come out with the most appropriate solution. Having gained the skill of analysis the student should move to the next level of ability i.e. synthesis. Here the student should be capable of considering the two different fields and combine them to give a better solution to the problem identified. The ultimate level of knowledge dissemination would be to develop the evaluation skill in the student. So, analysis, synthesis, and evaluation skills are called the Higher Order Thinking Skills (HOTS). But the top two skills are slightly modified and the highest skill is considered to be the ability to create as the revised version of Bloom's taxonomy. So, creativity and innovation is the highest level of knowledge application which may be considered as the best measure of performance. So, performance evaluation of the students can be undertaken in several different forms such as their ability to solve problems in a simulated environment, their ability to prepare the business plan, their ability in decision making, their ability in applying software tools etc. The variables which influence PRM are increased motivational level, the abilities developed during the programme, the learning environment, acquiring the right kind of knowledge, skills and attitude to perform better. Performance may be indicated by better academic results in the form of higher CGPA, demonstrating better

employability, having published work or patents, entrepreneurship, leadership and creativity or innovation.

6.3.4 Satisfaction

Quality of the satisfaction experience is connected with different emotional and cognitive states of the students, and that these different states influence future behaviour directed towards learning (Stauss & Neuhaus, 1997). A group of researchers have worked on the factors which would give satisfaction to the students while learning a course (Peltier et al., 2003, 2007; Marks et al., 2005; Eom et al., 2006). Two main measures emphasized by these researchers are: technical quality and functional quality (Lassar et al., 2000). Students derive satisfaction based on the technical quality of the support systems in education. This could refer to the technical quality of the computers, laboratory equipment, audio-visuals, and various information and communication tools etc. In addition to the technical quality the students would also look into the functional quality of all these equipment. They enter the B-schools with certain expectations and if it is met they will be satisfied and if not get dissatisfied. Researchers link the student satisfaction on a course or a programme to their attitude towards the programme. The attitude is basically an overall evaluation on how good or bad the programme has been when it is linked to satisfaction (Athiyaman, 1997). The student enrols in the class and finds his or her expectations negatively disconfirmed, confirmed or positively disconfirmed. Subjective disconfirmation is the student's judgement about the discrepancy between what he/she expected (expectations) of the class and what was obtained (perceived performance). Thus, if the student believes that performance is less than expectations, then negative disconfirmation occurs; if performance matches expectations, then confirmation arises; and if performance exceeds expectations, then positive disconfirmation occurs

for similar arguments. It is important to note that disconfirmation can either be on a per attribute basis or "objective focused". In either case, it is presumed that disconfirmation is a subjective belief as opposed to an objective judgement. In other words, it is a unique belief arising out of, or as consequence of, the student's expectations and performance beliefs, not a simple performance less expectations score.

The MSMM is a holistic model that describes the antecedents of management student motivation and their influences on performance and satisfaction. The dimensions which are the antecedents of student motivation have relationships with the performance and satisfaction of the management students as established by the hypothesis testing and confirmed by the multiple regression analysis. Except for three relationships, all the rest of the eleven relationships were found to be statistically significant in this research. The model establishes the linkages between motivation, performance, and satisfaction based on the empirical evidence established in this research.

6.4   De-motivating Factors of Management Students

In addition to the antecedents of motivation towards management education, the de--motivating factors were also studied in this research through the informal interaction with the management students. Following were some of the factors which de-motivated them from the management education **(Objective 5)**.

6.4.1   Factors related to the Teaching Faculty

Students associated the teaching faculty related factors to be the first and foremost of the de-motivating factors. It included the following:

- Lack of subject knowledge

- Lack of preparation while coming to the class

- Lack of qualifications and experience

- Lack of commitment towards teaching

- Poor teaching methodologies

- Lack of practical examples

- Poor quality of case studies

- Poor quality slides and other presentation materials

- Poor audio-visuals and multi-media

- Poor quality lecture notes

- Lack of communication skills

- Lack of motivation towards teaching

- Lack of pro-active approach towards students

- Inability to be a role model to the students.

While there were many points which were mentioned in the qualitative survey with regards to the teaching faculty related factors among which the above referred ones were frequently mentioned by the students.

6.4.2 Factors related to the Learning Environment

Students were very particular about the overall learning environment in the institute and their motivation towards management education was dependent on it. Following points were mentioned specifically which were contributing to de-motivation.

- The classrooms were not state-of-the art kind

- Library was not well-equipped

- Digital resources were inadequate

- The campus was not fully Wi-Fi enabled and the places where it was enabled the speed was not adequate

- The infrastructure was not to the mark

- The content management systems were not available

- Lack of special interest groups on subjects of mutual interest

- Lack of knowledge management system

- Lack of research environment

- Lack of industrial experts visiting the college

- Lack of project-based-learning

- Lack of international conferences

- Lack of discussion forums

- The gym and sport facilities were always over crowded

- Canteen facilities were not to the expectations.

6.4.3 Factors related to the Career Prospects

The students seem to be very much concerned about their future as observed through informal discussions with them and as elicited through the qualitative part of the questionnaire. Quite a good number of them seem to have applied for loans for their studies and their ability to get a suitable job and hence repay the loan seem to be bothering them and the recent recession was acting as a de-motivating factor.

6.4.4 Factors related to Learners

The study has also revealed several factors which has related to the students themselves. Some of them are as follows:

- Lack of belief on one's own capabilities

- Lack of interest in studies

- Poor concentration

- Distractions from various external sources

- Lack of analytical and comprehension skills

- Lack of self-esteem

- Poor communication skills

- Over emphasis on examinations

- Inability to interact effectively with peer group

- Lack of retention power.

Even though this research is about the study of the antecedents of motivation towards management education, the identification of some of the de-motivating factors is necessary. This is because motivation towards management education can be strengthened not only by promoting the motivating factors, but also by eliminating the de-motivating factors. So, in that sense these factors will be important and the policy makers may consider the appropriate measures to if possible eliminate the de-motivators or at least minimize them to the extent possible.

6.5 Limitations of the Study and Scope for Future Work

This research adopts the mixed methods of research which includes both qualitative and quantitative data analysis. The qualitative data is subjective to a considerable extent which limits the reproducibility of the study. However, in this research qualitative data is mainly used to substantiate the revelations of the inferences drawn based on the quantitative analysis. Limitations of statistical procedures such as standard errors are applicable to this research. As the Structural Equation Modeling is used in this research the sample size of just 200 may be adequate and in this research a sample size of 650 respondents has been chosen so to a considerable extent the analysis is reliable and generalizations are quite justifiable. The research has a set of extraneous variables such as background of the students; qualification, experience,

and competence of professors; technology adoption in the institute; industrial interactions; international collaborations etc., which may also influence to some extent the motivation of the students towards management education.

These limitations offer immense scope for the future research. First of all this research has studied the influence of Intrinsic and Extrinsic motivation on Performance and Satisfaction. However, the two forms of motivation are represented by five dimensions which have been chosen based on the literature review. There could be other dimensions which could represent the two types of motivation but they have been extraneous to this study. So, future researchers may consider these dimensions to the same set of constructs and may extend this research.

6.6   Conclusions

This research is timely and relevant in the present context of globalization and liberalization where our higher education is under the threat from foreign universities. There is a dual role to be fulfilled by the education system i.e. it has to motivate the learners towards learning and provide the right kind of environment to sustain their interest. While these aspects are in general applicable to any higher education system there are specific issues related to management education. Management education in India is in tremendous demand owing to its importance in both service and product based organizations. This is the reason why it has now become an important area of research both from academic and organizational perspectives.

From the literature review it was evident that there was a lack of empirical evidence to relate various dimensions of learner motivation to their performance and satisfaction in the context of management education. The literature review has also identified the dimensions of each of these constructs and enabled the development of a metric in the

form of Likert 5-point scale for its quantification and measurement. The sample size of 650 based on simple random sampling has been adequate for the generalization of results and the study of relative perception in terms of the first and second year of their study. The hypothesis testing has indicated that except for the development motive, all rest of the dimensions: personal motive, learning motive, career motive and achievement motive had significant influence on performance. Except for learning motive all the rest of the dimensions had significant influence on management student satisfaction in the context of learning. Finally, performance of the management learner had significance influence on satisfaction in management education.

The Multiple Regression Analysis successfully provided a mathematical model to relate the dimensions of motivation to performance and satisfaction. In addition, research has contributed a tested and validated questionnaire for the data collection in learner motivation, performance and satisfaction. The implication of the study and the suggestions to enhance learner motivation could be considered by the policy makers of management education for making the management education more effective. In this era of globalization, liberalization and privatisation, sustainability of business and the gaining of the competitive advantage are inevitable. This research has contributed a model that relates the learner motivation to their performance and satisfaction and identified the lacuna so that corrective actions may be taken for making the management education sustainable. Finally, this study is a reference for the future researchers in this field on how to systematically apply the principles of research methodology to empirically validate a theoretical model, and thus fill the gap between the theory and practice.

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Appendix I: UGC Approved Institutes used for Data Collection

1. Department of Management Sciences (PUMBA), University of Pune

The Department of Management Sciences (PUMBA), University of Pune, one of the first Management Institutes in India, is a pioneer by itself in the field of Management Studies.

Founded in the year 1971, PUMBA has since then come a long way. Being the official department for the MBA course in the University of Pune has been an image booster for PUMBA. It has also helped add tremendously to PUMBA's contribution in the field of management. Situated in the midst of 414 acres of lush green surroundings of the Pune University, PUMBA provides just the right atmosphere to develop a perfect manager out of an individual.

Recently the University was granted the highest rating by the National Council of Assessment and Accreditation (Bangalore). The institutional grade 'A' with Five Stars was granted to the Institution making it one of the very few Universities in the country to have been so recognized. The University is also recognized by the University Grants Commission (UGC) as University of Potential Excellence. The Department, being one of the foremost departments of the University, was also subjected to the rigorous investigation carried out for the accreditation and is very glad to have come out successful.

With approximately 360 students, filtered through the Common Entrance Test (CET) from all over the country, the management programme is a blend of different cultures, resulting in students learning from each other, making lifelong friends and in many cases

making business contacts for the future. Add to this the 40 odd foreign students coming from all over the World makes PUMBA a global Management School.

2. Dr. Vikhe Patil Foundation's, Pravara Centre for Management Research & Development, Pune

Pravara Centre for Management Research and Development (PCMRD), Pune was established under the aegis of the Dr. Vikhe Patil Foundation. PCMRD is permanently affiliated to the Pune University, recognized by the Government of Maharashtra & approved by the AICTE, New Delhi. A motivated, highly qualified and richly experienced faculty committed to the cause of quality management education is the real and core strength of PCMRD.

The College mission is to impart quality education and conduct socially relevant research in the field of modern management while retaining traditional Indian values. Their vision is to emerge as a leader in the field of value centered management education in India.

With a centrally located and a Wi-Fi campus equipped with all the infrastructural facilities, PCMRD is one of the most sought after B-Schools in Pune. The environment at PCMRD is conducive to learning, innovation and creativity. A motivated, highly qualified and richly experienced faculty committed to the cause of quality management education is the real and core strength of PCMRD. Visiting Faculty brings with them a rich corporate experience that helps students to appreciate and understand objective social reality.

State of the art information systems, rich library resource, and other infrastructure enable sustained developmental growth in all spheres. Mentoring, Faculty Feedback, Induction

Program, Guest lectures, Workshops, Industry Visits, Case Study approach, Presentations, Business Review Methods, Management Games etc. help the student to prepare for the challenges that lie ahead.

The Placement and the Entrepreneurship Development Cell clubbed with the Alumni Network, works in coordination with the students' committees giving them direction to acquire the skills necessary to get them placed in the industry. A well-planned effort is under way to create a research and consultancy cell that will augment corporate training and industry projects currently being undertaken.

3. Marathwada Mitra Mandal's Institute of Mangement Education Research & Training (IMERT), Pune

IMERT is conceived as unique growth oriented institute of Management Education Research and Training . This multidisciplinary Institute offers full time programmes in MBA, MPM since last 14 years. The uniqueness of the institute lies in its provision for elaborate spectrum of management programmes under one roof, on the job training, semester examination, emphasis on qualitative education/ training and building of cultural value and development of dynamic personality. The institute is located at Deccan Gymkhana, a locality famous for some of the prominent and prestigious educational institutes, sprawling over a green zone of 4.5 acres with state of art infrastructure and hostel facility. It is situated in the most prestigious academic centre in Pune, next to Fergusson College, BMCC and Gokhale Institute of

Deccan   Gymkhana.

The students have easy access to British Council Library on F.C. road, the commercial and social centres which are in the vicinity of 1-2 km. IMERT provides modern technology with WI-FI CAMPUS to its students.

4. MAEER's MIT School of Management, Pune

MAEER'S Maharashtra Institute of Technology (MIT), established in 1983, is amongst the top engineering colleges in India. The news magazine 'Outlook' has ranked MIT Pune as 1st in Maharashtra & 11th in India amongst the finest Private Engineering Colleges. MIT is affiliated to the University of Pune and recognized by the Government of Maharashtra and the All India Council of Technical Education (AICTE), New Delhi.

MIT, Pune Institutes offer four year degree courses in various branches of engineering and post graduate courses in select areas. Admission to all courses is based on merit as per rules and norms laid down by the Director Technical Education (DTE), Maharashtra State.

MIT, Pune claims to have highly qualified and competent teaching faculty, Systematic teaching and periodic assessment, Active participation of students in technical festivals / conferences/competitions such as ROBOCON and other national & international events, Long-term relationships/collaborations/ MOUs with several global companies to ensure industry exposure for students. Over 300 multinational companies participate in campus placement every year and more than 80% of the students are recruited before they start their final year of engineering.

Twenty Multi National and Fortune 500 Companies have signed collaboration Agreements with MIT/MITCOE/MAE to offer live / high tech projects and imparting practical orientation to the students and faculty, thus shaping future of the graduates. Innovation Center I Centers of Excellence Creativity & Innovations are soul of Engineering Technology keeping this in mind, and innovation center / centers of excellence have been established right on the Campus by world class companies like Amdocs / IBM / M&M / Nvidia to encourage and nurture the Innovative and research spirit of Students and faculty.

5. Bansilal Ramnath Agarawal Charitable Trust's Vishwakarma Institute of Management, Pune

Vishwakarma Institute of Management or V.I.M as it's commonly abbreviated, was founded in 1991. It is a renowned institute which is affiliated to University of Pune. It is recognized and approved by All India Council for Technical Education(AICTE), New Delhi. Since 2001, the institute was affiliated to the University of Pune. It is also recognized by Government of Maharashtra and CRISIL has graded VIM's MBA programme with B*** at National Level and MH A at State Level. The institute is also the recipient of the 19th Dewang Mehta B School Award for the Best B School with Academic Inputs in Marketing.In 2013 the institute has been honored with the "Second Best Professional Institute in Urban Area" by University of Pune.

The library of VIM is a state-of-the-art, IT enabled knowledge center for management and allied subjects. It has a large collection of books, journals, research papers, case study papers etc. It has tied up with British Council Library,Jaikar Library-Pune University,

Maratha Chamber of Commerce Industries and Agriculture, Confederation of Indian Industries and National HRD Network. It is well connected with best in class information technology it has the following software resources like SPSS, EBSCO, and PROWESS.

The research cell has been established with the objective to create a culture of research led academic excellence through rigorous, interdisciplinary research resulting in dissemination of knowledge in the complex management domain. The institute funds all the research activity. It has published various papers on various topics and have presented it in various conferences and seminars and VIM also organizes a National Conference every year. Vishwakarma Business Review (VBR) is the management journal of Vishwakarma Institute of Management, Pune. Along with this the research cell also publishes students mini research projects in a publication called "Samshodhan".

Entrepreneurship Development Cell or ED-CELL was launched in August 2010. VIM ED-CELL provides the potential entrepreneurs with a platform to develop and hone their skills as entrepreneurs via its activities like conducting seminars and workshops. VIM tied up with NEN or National Entrepreneurship Network, established in 2003 by Romesh Wadhwani of Wadhwani Foundation with a mission to create and support growth of entrepreneurs, driving job-creation and economic growth in India. NEN's model for advancing entrepreneurship rests firmly on its partnership approach, making it both scalable and effective. NEN's Dream of an entrepreneurial India has been popularized world wide by its annual entrepreneurial celebration called E-week, which is celebrated in VIM every year.

6. **Allana Institute of Management Sciences, Pune**

Allana Institute of Management Sciences has been an existence since 1998. The institute offers 2-years fulltime MBA and 3 years fulltime MCA courses, affiliated to the University of Pune and approved by A.I.C.T.E., New Delhi. The MBA Course has been accredited by the National Board of Accreditation (NBA), New Delhi for 3 years w.e.f. 6th August, 2013.

The institute is located in an ultra modern complex and has an excellent infrastructure, fully equipped library, modern computer laboratories, air conditioned conference rooms, classrooms with latest audio visual aids, cafeteria and other amenities. The institute is headed by Prof. R. Ganesan, B.Com, FCA, MBA who is a renowned Management Guru. The institute also has senior and experienced faculty members and innovative teaching methodologies and strategies guaranteed to unleash the potential of the students and to produce efficient and effective managers and professionals.

AIMS research centre is affiliated to the University of Pune and offers a Doctoral Programme in the area of business management including Marketing, Human Resource, Finance, systems (IT), and International Business The programme is designed to train participants in the area of business management through excellent research guides. AIMS has supervisors with special experience to guide, encourage and advise students on preparing their written thesis. AIMS research center is equipped with statistical analysis and data management solution –Statistical Package for Social Science (SPSS) and a comprehensive database EBSCO. AIMS has a membership of the British Library. AIMS publishes the journal Allana Management Journal of Research.

7. Sinhgad Institute of Business Administration and Research

In 1998-1999, the Sinhgad Institute of Management started the 2-year full-time Masters in Personnel Management (MPM) and 2-year full-time Masters in Computer Management (MCM) courses, and at present the intake is 60 and 120 students respectively. Sinhgad Institute of Business Administration and Research is located at Pune. The campus is situated on six acres of land. Sinhgad Institute of Business Administration and Research was set up in June 2004. The major facilities are central library with encyclopedic collections, references & textbooks, periodicals and journals, computer centre, seminar hall with the latest audio-visual equipment, language laboratories, open air theatre etc. The placement cell of the institute provides training in aptitude tests and group discussions. It also facilitates placement by contacting Industries & corporate. The major recruiters are citibank, GM, Reliance Communications etc. The students of the institute organize various activities such as sports, cultural programs etc.

8. **Suryadatta Educational Foundation, Suryadatta Institute of Business Management and Technology, Pune**

Suryadatta Educational Foundation, Suryadatta Institute of Business Management and Technology the top twenty B-Schools that provide management courses. It has over six specializations and management courses to choose. It works closely with NGOs working its way to reaching towards people in the most distant corners of not only India but world in providing Correspondence courses in management field, with specially designed courses for working professionals.

Suryadatta Institute of Business Management and Technology paves a path to early success in life through its fast track short duration correspondence courses. These courses

consist of concepts and case studies that provide broad exposure to relevant business concepts and management specifics. This helps them to get started as Managers by enhancing their productivity, capability to formulate business policies, strategies and their implications for the organization.

9. Modern Institute of Business Management, Pune

Modern Institute of Business Management is located right in the heart of Pune, i.e., off JM Road in Shivajinagar. Modern Institute of Business Management (MIBM) is a relatively new college started very recently in the year 2010. Hence there's nothing to be complained about the infrastructure. From labs to the library to parking space - everything is up to date.

The students truly appreciate the teaching and the efforts of the professors here. The faculty are learned and experienced. Guest lectures are conducted, but occasionally since the college gives more priority to syllabus completion.

The college organizes an industrial visit which is a great learning experience and a time for good practical exposure. The crowd is an excellent blend of students from varied backgrounds. Majority of the students are freshers, and about one fourth of the students have job experience. Engineers form the lion's share of the entire crowd. A good interaction between the students and faculty make for a pleasant campus life experience.

10. Rasiklal M. Dhariwal Sinhgad Technical Institutes (RSTI) Campus, Warje, Pune.

RSTI is set in the midst of a sprawling lush green campus with multiplexes, shopping malls and a number of Software Technology Parks in the neighborhood and in the heart of the industrial belt and a major industrial hub and hosts one of the biggest industrial zones in Asia. The institute offers BBA, MBA, PGDBM and almost all the specializations in business management.

Combined campus of RSTI is spread over a 16.5-acre (67,000 m2) area overlooking the city of Pune. Apart from the state-of-the-art classrooms and conference halls, the campus has facilities which include: A Central Library which has over 1,00,000 books, reports, journals, periodicals, CDs and video cassettes. Separate in-campus hostels for boys and girls with all the necessary amenities. an Auditorium which is used to host national and international events, a Health Care Centre, which has an on-call doctor, a multicuisine Canteen and Mess which offer plenty of options in dining, the campus also has a Recreational Centre, Gymnasium and Swimming Pool to help students relax and rejuvenate.

11. Symbiosis Institute of Management Studies, Kirki, Pune, Maharashtra

SIMS was set up in 1993 and in the year 2002 the Ministry of HRD Govt. of India conferred on Symbiosis the status of Deemed to be University. Symbiosis today comprises of 37 institutes imparting training in diverse disciplines. It has over 45,000 students who hail from all states of India and from 60 different countries.

SIMS is a constituent of the prestigious Symbiosis International Deemed University and is accredited by the National Assessment and Accreditation Council (of the UGC) in

November 2008. It is an ISO 9001:2008 quality certified management institute and a top-tier provider of business education across the spectrum. In 2009 SIMS was ranked 13th by Outlook among top 90 management institutes in India and is also an accredited "Centre for Corporate Governance" of the 'National Foundation of Corporate Governance' (established by Ministry of Corporate Affairs and CII).

12. **Bharatiya Vidyapeeth Institute of Management and Entrepreneurship Development, Pune 38**

Established by Bharati Vidyapeeth in 1978,"Institute of Management and Entrepreneurship Development" (IMED) is one of the oldest Business Schools in Western part of India Till july it is permanently affiliated to Pune University .The government of India under section 3 of UGC act brought this Institute under the ambit of Bharati Vidyapeeth Deemed University, Pune w.e.f. 20th July 2000.IMED has been ranked among the top 50 Indian Business schools and among top 3 in Pune by Outlook magazine. IMED has splendid layout on sprawling four acres of land with 'state-of-the art' infrastructural and instructional facilities. As a constituent of Bharati Vidyapeeth Deemed University. IMED contributes his own way to the philosophy, vision and mission of Bharati Vidyapeeth i.e."Be a world class University and a global resources in innovative university education for Ever –better-World" and "Social transformation through dynamic Education" respectively.

13. Sinhgad Business School, Erandwane, Pune-04, Maharashtra

Established by Sinhgad Technical Education Society in 2007 and since then made its presence with its excellent academic track with innovative teaching pedagogy among the

students fraternity due to its quality and contemporary management education and resulted many highly qualified toppers and ranked students among University of Pune.

The institute is situated almost at the centre of Pune and getting large no. of students' attraction for MBA and other courses due to its highly qualified teaching faculty having rich experience in industry and academia. With state of the art infrastructure and well-equipped library with national and international journals, latest software version; highly equipped computer lab. Sinhgad Business School encourages students for extracurricular activities and imbibes ethics and values to students. The strong industry academia exposure prepares the students to challenge and conquer national and international opportunities.

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Appendix II: Results of Pilot Study

Table 1: Factor loadings before reduction

	ACM	CRM	DLM	LRM	PFM	PRM	SAT
ACM1	0.4082	0	0	0	0	0	0
ACM2	0.5258	0	0	0	0	0	0
ACM3	0.651	0	0	0	0	0	0
ACM4	0.8917	0	0	0	0	0	0
CRM1	0	0.676	0	0	0	0	0
CRM2	0	0.4914	0	0	0	0	0
CRM3	0	0.3573	0	0	0	0	0
CRM4	0	0.7865	0	0	0	0	0
CRM5	0	0.7137	0	0	0	0	0
DLM1	0	0	0.719	0	0	0	0
DLM10	0	0	0.7081	0	0	0	0
DLM11	0	0	0.6321	0	0	0	0
DLM12	0	0	0.3853	0	0	0	0
DLM2	0	0	0.7747	0	0	0	0
DLM3	0	0	0.7605	0	0	0	0
DLM4	0	0	0.7103	0	0	0	0
DLM5	0	0	0.7397	0	0	0	0
DLM6	0	0	0.7314	0	0	0	0
DLM7	0	0	0.6624	0	0	0	0

DLM8	0	0	0.6077	0	0	0	0
DLM9	0	0	0.6011	0	0	0	0
LRM1	0	0	0	0.6994	0	0	0
LRM2	0	0	0	0.5172	0	0	0
LRM3	0	0	0	0.5402	0	0	0
LRM4	0	0	0	0.751	0	0	0
LRM5	0	0	0	0.611	0	0	0
PFM1	0	0	0	0	0.6299	0	0
PFM2	0	0	0	0	0.8641	0	0
PFM3	0	0	0	0	0.8082	0	0
PFM4	0	0	0	0	0.7679	0	0
PRM1	0	0	0	0	0	-0.0657	0
PRM2	0	0	0	0	0	0.8846	0
PRM3	0	0	0	0	0	0.7599	0
PRM4	0	0	0	0	0	0.3319	0
PRM5	0	0	0	0	0	0.8381	0
PRM6	0	0	0	0	0	0.5228	0
PRM7	0	0	0	0	0	0.6642	0
SAT1	0	0	0	0	0	0	0.4236
SAT2	0	0	0	0	0	0	0.5867
SAT3	0	0	0	0	0	0	0.7304
SAT4	0	0	0	0	0	0	0.6943
SAT5	0	0	0	0	0	0	0.7093

Table 2: Factor loadings after reduction

	ACM	CRM	DLM	LRM	PFM	PRM	SAT
ACM4	0.8917						
ACM3	0.6510						
ACM2	0.5258						
CRM4		0.7865					
CRM5		0.7137					
CRM1		0.6760					
CRM2		0.4914					
DLM2			0.7747				
DLM3			0.7605				
DLM5			0.7397				
DLM6			0.7314				
LRM4				0.751			
LRM1				0.6994			
LRM5				0.611			
LRM3				0.5402			
PFM1					0.6299		
PFM2					0.8641		
PFM3					0.8082		
PFM4					0.7679		
PRM2						0.8846	
PRM5						0.8381	

PRM3					0.7599	
PRM7					0.6642	
SAT3						0.7304
SAT5						0.7093
SAT4						0.6943
SAT2						0.5867

Table 3: Reliability Measures

	AVE	Composite Reliability	R Square	Cronbach's Alpha	Communality	Redundancy
ACM	0.4155	0.724	0	0.5805	0.4155	0
CRM	0.3908	0.7502	0	0.6053	0.3908	0
DLM	0.4584	0.9085	0	0.8965	0.4584	0
LRM	0.3971	0.7634	0	0.6121	0.3971	0
PFM	0.5966	0.8538	0.4451	0.7717	0.5966	0.1071
PRM	0.4130	0.7904	0	0.7136	0.4130	0
SAT	0.4085	0.7697	0.3441	0.6305	0.4085	-0.0125

Table 4: Inter item correlation

	Mean	SD.	ACM	CRM	DLM	LRM	PFM	PRM	SAT

ACM	3.56	0.99	**0.6446**	0	0	0	0	0	0
CRM	3.88	0.62	0.6156	**0.6251**	0	0	0	0	0
DLM	3.95	0.53	0.4899	0.4806	**0.6771**	0	0	0	0
LRM	3.97	0.80	0.3747	0.4889	0.5583	**0.6302**	0	0	0
PFM	4.24	0.48	0.5289	0.4750	0.3836	0.4643	**0.7724**	0	0
PRM	3.74	0.88	0.6546	0.5291	0.4589	0.4375	0.6111	**0.6427**	0
SAT	4.10	0.55	0.3243	0.4463	0.2879	0.1629	0.4754	0.3363	**0.6391**

*SD = Standard Deviation

Appendix III: Questionnaire after Reduction

Questionnaire

A study of antecedents of learners' motivation towards Management education with special reference to management students in Pune City during 2010' to 2012'

Contact Information (Optional)

Name

001 | | | | | | | | | | | | | | | | | | |

Name of Company

002 | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | |

Telephone Number

003 | | | | | | | | | | | | | | | | | | |

E-mail

004 _____

Confidentiality statement

The data/information collected through the questionnaire shall be used purely for academic research purpose. No mention of the respondent or the organization to which he/she belongs shall be used anywhere.

Questions? | | | |

If you require assistance in the completion of this questionnaire or have any questions regarding the survey, please contact:

Ms. Mitali Talukdar

Ph.D. Scholar

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Management Education: Management is the art of getting things done through people. Management education involves teaching students the fundamentals, theories, and processes of business. At the graduate school level, students seek a variety of master's degrees, either in general management – very commonly the MBA – or in a specific area, such as marketing or finance. Students pursuing postgraduate degrees often have some business experience or working experience or just a fresh graduate.

Motivation: The psychological feature that arouses action toward a desired goal; the reason for the action; that which gives purpose and direction to behaviour.

Demographic Details

Gender ☐ Male ☐ Female

Age ☐ 21-22 years ☐ 22-23 years ☐ > 23 Years

Educational qualification ☐ UG ☐ PG

Income (per month Rs.) ☐ Below poverty line (<2,250 p.m.) ☐ Poor ☐ Lower Middle Class
☐ Upper Middle Class ☐ Affluent/ Above Middle Class/Rich

Previous Experience ☐ Nil ☐ 1 - 3 Years ☐ Above 3 Years

Place Tick-mark (√)on ONE response for each item with reference to the philosophy, belief or values of your firm.

5-Strongly Agree Strongly Disagree	1–	5	4	3	2	1

A. Intrinsic Motivation (INM)						
1. Personal Motive (PRM)						
PRM2	The degree will provide me a respectable position in society.					
PRM3	The degree satisfies my self-esteem need.					
PRM5	The degree will improve my social status.					
PRM7	The degree will boost my morale.					
2. Learning Motive (LRM)						
LRM1	The degree meets my desire to learn.					
LRM3	The course content meets the future career needs.					
LRM4	The specialization matches my professional requirements.					
LRM5	My desire for life-long learning is being satisfied through the programme.					
3. Developmental Motive (DLM)						
DLM2	My Leadership skills are enhanced.					
DLM3	My creative problem solving skill is developed.					

DLM5	My interpersonal skill is improved.					
DLM6	My project management skill is improved.					
B. External Motives (EXM)						
4. Career Motive (CRM)						
CRM1	The degree will enhance my job prospect.					
CRM2	The degree will help me to overcome redundancy in career.					
CRM4	The degree will give me an insight into running a business.					
CRM5	The degree will equip me with the competencies required for building a strong career.					
5. Achievement Motive (ACM)						
ACM2	The degree is one of the most sought after degrees in higher education.					
ACM3	The performance of my friends and relatives with MBA degree motivates me.					
ACM4	The degree has the potential to transform me into an entrepreneur.					
C. Performance (PFM)						
PFM1	The more I get motivated, the higher will be my performance.					
PFM2	My abilities govern my performance.					
PFM3	The learning environment will make me perform better.					
PFM4	Higher the knowledge I gain better will be my performance.					
D. Satisfaction (SAT)						
SAT2	My performance is the basis of my satisfaction.					
SAT3	My motivational state influences my satisfaction.					
SAT4	My satisfaction is related to my knowledge enhancement.					
SAT5	The overall learning environment here provides me satisfaction.					

Your comments are important to us. Kindly answer or tick marks the following questions.

1. Are you satisfied with your present choice for MBA programme as a degree in higher education?

yes	No

2. Do you think you can apply the theory in practice?

yes	No

3. Do you think organisation would do well with self-motivated managers?

Yes	No

4. Please tick a de-motivational situation/factor while pursuing MBA programme.
   1) Lack of supervisor's competency
   2) Lack of availability of desirable job
   3) Home-sickness
   4) Socio- cultural difference

5. Please narrate the de-motivating factors you faced while pursuing MBA program?

………

………

6. Mention the factor which have motivated you during your MBA

………

………

1. Please write your suggestion on how motivation towards management education can be enhanced:

1……

2……

3……

4 ……

5……

Thank you very much for your patience in responding to this survey. Your inputs will be valuable to my research.

Mitali Talukdar
Ph.D. Scholar.

Appendix IV: Questionnaire before Reduction

A study of antecedents of learners' motivation towards Management education with special reference to management students in Pune City during 2010' to 2012'	Motivation questionnaire

Personal Information

001	**Name**	
002	**Name of Institute**	
003	**Telephone Number**	
004	**E-mail**	
005	**Address: Local**	
006	**Address: Permanent**	

007   **Please tick :**   Fresher/Working   **before joining MBA program**

008   **Year of Admission :**   2010' / 2011' / 2012'/2013'

009   **Qualification :**

Professional degree	Any Bachelor's Degree	Other degree

010   **Gender :**   Male / Female   011 **Age:**   20-25/ 25-30/ 30 above

Purpose

The main objective of this survey is to identify the learners' motivation towards management education. Higher education is under a stage of radical change in terms of administration and policy implementation so as to gear up to the international needs of the industries and organizations. A large number of MBA students are being produced in the country and a lot of focus has been directed towards the enhancement of quality of education.

Nevertheless, not much has been done to have an understanding from the point of view of students' needs, demands, aspirations and expectations about management

Confidentiality statement

The data in the questionnaire and the questionnaire itself shall be used purely for academic research purpose. No mention of the respondent or the organization to which he/she belongs shall be used anywhere.

education. A highly competitive higher educational scenario has increased the need for a better set of managerial skills in future mangers. Hence, this has become a potential area of research.

Data collected in this survey will result in a greater understanding of antecedents of learners' motivation towards management education

Although completion of this questionnaire is an academic requirement for pursuing my Research at Tilak Maharashtra University, your cooperation is essential for the results of the survey to be valid and reliable.

Questions?

If you require assistance in the completion of this questionnaire or have any questions regarding the survey, please contact:

Name: Mitali Talukdar

Designation: Visiting Faculty, Researcher

Email: talukdarm08@gmail.com   Mobile:9881533928

Definition

Management Education: Management is the art of getting things done through people. Management education involves teaching students the fundamentals, theories, and processes of business. At the graduate school level, students seek a variety of master's degrees, either in general management – very commonly the MBA – or in a specific area, such as marketing or finance. Students pursuing postgraduate degrees often have some business experience or working experience or just a fresh graduate.

Motivation: The psychological feature that arouses action toward a desired goal; the reason for the action; that which gives purpose and direction to behaviour.

Tick (√) ONE response for each item.						
5-Strongly agree ⟵⟶ 1-Strongly disagree		Strongly Agree	Agree	Un-Decided	Dis-Agree	Strongly Disagree
A. INTERNAL MOTIVES						
1. Personal Motive		**5**	**4**	**3**	**2**	**1**
P001	MBA degree would satisfy my desire to achieve a post graduate degree in Higher education					
P002	MBA degree would help me to acquire a respectable position in society					
P003	MBA degree will satisfy my self-esteem need					
P004	MBA degree will satisfy my self-interest in this area					

P005	MBA degree will improve my social status					
P006	MBA degree will improve my financial status					
P007	MBA degree would help me getting a better match for marriage					
2. Learning Motive		**5**	**4**	**3**	**2**	**1**
L001	MBA degree is suitable for my learning environment					
L002	The instructor's capability motivated me to achieve MBA degree					
L003	The course content for MBA programme interests me a lot to achieve the degree					
L004	The specialization in MBA programme is suitable for me as I am keen to learn it					
L005	MBA degree will help me to continue life long learning in career					
3. Developmental Motive						
SK001	Strategic and analytical thinking					
SK002	Leadership skill					
SK003	Creative Problem Solving skill					
SK004	Communication skill					
SK005	Interpersonal skill					
SK006	Implementation/Project Management skill					
SK007	Decision making skill					
SK008	Adapting in new situation/change					
SK009	Quantitative skill					
SK010	Risk Management					
SK011	Cross Cultural sensitivities/awareness					
SK012	Ethical skill					
4. Satisfaction Motive						
SM001	The programme I undertake gives me satisfaction					
SM002	My performance is the basis of my satisfaction					
SM003	My motivational state influence my					

	satisfaction					
SM004	Better I perform more I get satisfied					
SM005	During the studies my performance is the only basis for my satisfaction					

B. EXTERNAL MOTIVES						

5. Career Motive		**5**	**4**	**3**	**2**	**1**
C001	MBA degree would enhance my job prospect					
C002	MBA degree would help me to overcome redundancy in career					
C003	MBA degree would help me to overcome peer pressure in career					
C004	MBA degree would give me an insight About many aspects of business under One umbrella					
C005	MBA degree would help me to get along with the young managers in organisation					
6. Achievement Motive		**5**	**4**	**3**	**2**	**1**
A001	My area of work demands me to achieve MBA degree					
A002	MBA degree is one of the most sought after degree for higher education					
A003	Many of my family members are MBA and achieved good position in career which motivated me to pursue the same					
A004	MBA degree could help me in successfully running a business					
7. Performance Motive		**5**	**4**	**3**	**2**	**1**
PM001	The motivational level helps me to perform better in my studies					
PM002	Higher the motivational level better will be my performance in studies					
PM003	When I am in a motivated state I have found better interest for studies					
PM004	When there is a motivational support I can perform better					
General Comments						

Your comments are important to us. Kindly answer or tick marks the following questions.

1. Are you satisfied with your present choice for MBA programme as a degree in higher education?

yes	No

2. Do you think you can apply the theory in practice?

yes	No

3. Do you think organisation would do well with self-motivated managers?

Yes	No

4. Please tick a de-motivational situation/factor while pursuing MBA programme.
    a) Lack of supervisor's competency
    b) Lack of availability of desirable job
    c) Home-sickness
    d) Socio- cultural difference

5. Please enlist the de-motivating factors you faced while pursuing MBA program?

………..

………..

6. Please arrange the de-motivating factors while pursuing MBA program in a preferential order.

………

………

7. What are the significant differences with regard to effect to the different de-motives in different Majors of MBA programme?

………..

………

8. What things decrease your motivation to try hard to do your best in MBA programme?

....

....

9. Please enlist the factors which decreases students' motivation to try to do their best to achieve their instructional goals?

....

....

10. Please write your suggestion on 'Motivation towards management education can be enhanced by following measures':

1...

2...

3...

4 ....

5...

Your response is very much appreciated. Thank you for participating.

Ms. Mitali Talukdar

Research Scholar

About Pune City

PUNE or Punyanagri as it is called, is very close to the financial capital of India – Mumbai. The city also has a pleasant climate.The city's historical associations are fast woven with Shivaji Maharaj, the Peshwas and Lokmanya Tilak. Its boundaries extend over four hundred square kilometres and it has a population of close to four million.
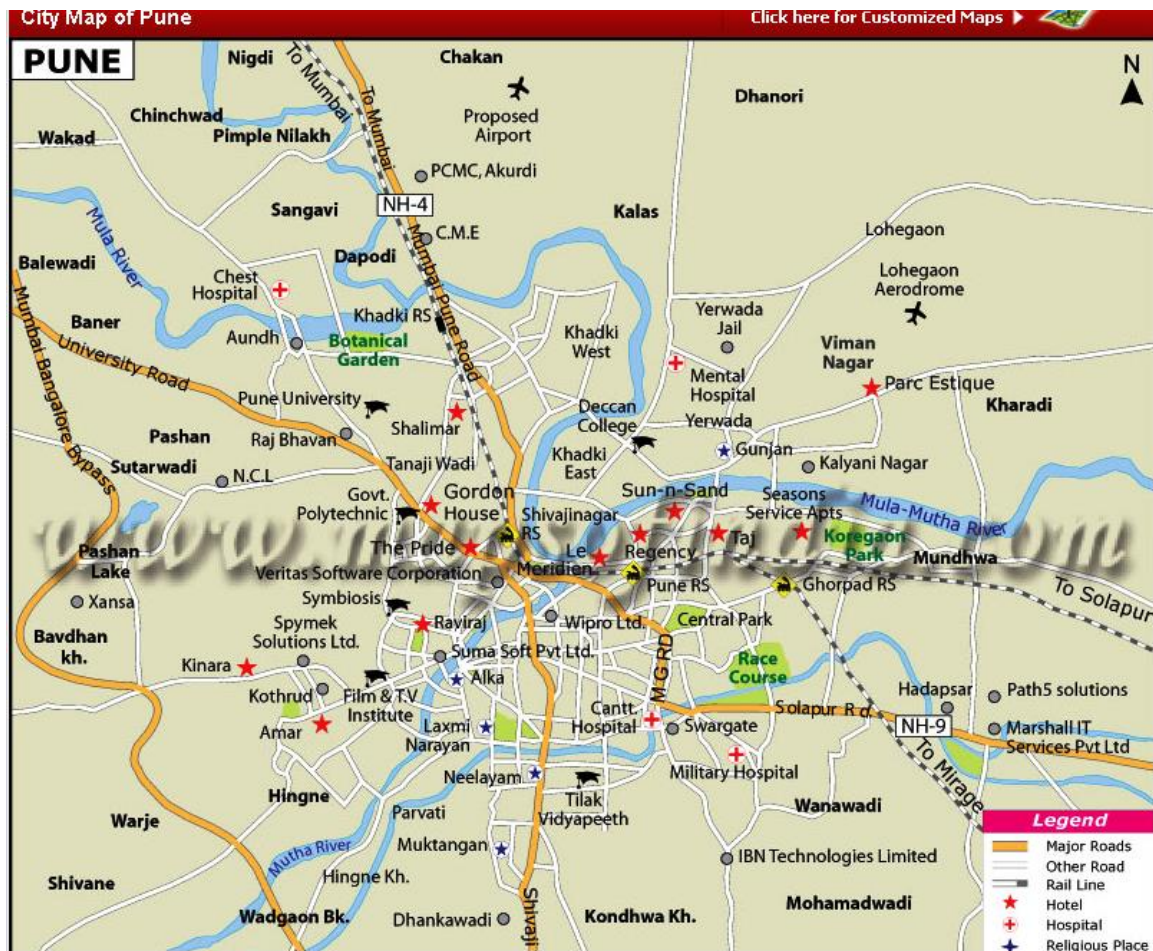
The city is popular as Queen of the Deccan, cultural capital of Maharashtra, pensioner's paradise and Oxford of the East.

Thus, Pune city has been developed into a Pune metropolitan area, just equal in area to that of Greater Mumbai. It is located 192 km (by rail) and 160 km (by road) from

Mumbai and is 559 meters above the mean sea level. Being surrounded by beautiful hills and the Sinhagad fort, it has a temperate climate.

Pune is one of the famous city among Indian oldest cities with glorious past of nearly 1000 years and the history is both courageous and illustrious past. It has abundant natural beauty as surrounded by Sahyadri range and Arabian sea.

The city is blessed with Beautiful almost virgin sea beaches, hilly surrounding, abundant flora and fauna of Sahyadri range, many forts, ancient temples, wadas and heritage buildings. Pune city has both innovative present and a promising future as students from all over India come here for either studies or job scope and many of them settle down here for being one of the great educational and cultural hubs along with great climate and the various other opportunities.

Pune has more than a hundred educational institutes and nine universities,[90] students from all over the world studying at the colleges of the University of Pune. Pune has a large student population, and a large number of quality academic and research institutes (http://en.wikipedia.org/wiki/Pune)

Pune city has a no. of Educational Institutes which provide a great stand for higher education in different fields of education. The city is well known as Educational Hub of India. **Maharashtra** state has third highest, 203 AICTE approved MBA Institutes where number of seats available for admission is 18905. Maharashtra has 55 management colleges having PGDM course and seats available is 7790. Total seats are 26695. (http://www.mbacollegesinindia.net)

Pune has 158 approved management Institutes as per latest DTE report.

Management Statistics:

a) No. of total approved institutes for MBA in India: 3,556 (AICTE Annual Report,10-11')

b) Total students intake in India: 2,30,660 (AICTE Annual Report,10-11')