

## A STUDY OF VARIATION IN INTRINSIC MOTIVATION AMONG B- SCHOOL STUDENTS IN COIMBATORE BASED ON EGO STATES

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***Abstract**— Individuals from a similar group behave differently even though they are exposed to similar environment and situations. Maintaining a pleasant environment for every individual in a group is an exceptional task. Management Institutes are therefore striving hard to create workspaces that ensure a greater understanding, better relationships and a happier environment through improved individual, team and institutional performance. This could be attained by matching the students' needs and motives with those of the institutional requirements. But the greatest challenge is the inability or the lack of desire to predict their needs and motives. Researchers in behavioral sciences have created various models that can help administrators in redesigning pedagogy, developing effective teams, and motivating staff to deliver outstanding results. This article further contributes to it by presenting a simple, three-level typology model to classify the personality of students based on Transactional Analysis ego states and predicting the variation in intrinsic motivations factors based on their ego state.*

**Key Words:** Variation, Individual differences, Ego States, Intrinsic Motivation, B School Students.

### I. INTRODUCTION

Indian education system is based on three processes namely receiving knowledge, generating inferences and comprehending information with its application in daily life. In India education in management is one of the most preferred programmes. The institutes, which impart education in management, popularly known as B-Schools are the place where the country's future strategists are being trained and if management education does not render value, future growth of country would be at stake. Graduates in B Schools are moulded both in terms of quantity as well as quality. The quantity issues are much discussed in media since it is influenced by Business cycles, whereas quality which is strategic in bringing better prospects are often ignored. Fundamental and irreversible changes in the economy, have impressed upon the need for efficient management professionals. Hence there exists a need to plan innovative strategies for quality enhancement based on changing mindset of the Indians.

### II. TRANSFORMATION IN INDIAN MINDSET

Mindset of the Indian population today is characterized by high level of optimism and ambition. Introvert and defensive approach among population have been replaced by outward-looking and confident attitude. In place of denial and sacrifice, the Indian value system has started recognizing and seeking satisfaction and happiness. The Indian culture, which looked down upon wealth as a sin and believed in simple living and high thinking, has started recognizing prosperity and success as acceptable and necessary goals. These situations have bought in a paradigm shift in the thoughts and needs in the minds of management students too. With a spiraling increase in the number of management institutes and corresponding increase in the level of investment made in this sector, there arises a need for making it more realistic and productive. This involves developing the competency and capability to fit to organizational requirement. Mere degree does

not help in realization of goals but facilitating a student to develop the will and skill for self management, self sustenance and nation building are the requirements of the day [1]. Graduates are no longer motivated by academic assessment and marks secured, which are the extrinsic motivators. These are observed to hamper their intrinsic interest to learn. Intrinsic motivation provides the psychological rewards for the task performed which is a key factor in performance and innovation. Apart from keeping the stress level down it ensures self-management and guidance for individual activities toward a meaningful purpose. Building intrinsic motivation in a Management Institutions involve helping students from diverse backgrounds to learn how to interpret events in ways that keep energy levels up and grasp the skill of self-management and guidance.

### III. FOCUS ON INTRINSIC MOTIVATION

Each person has an individual profile of characteristics, abilities and challenges that result from the traits, learning and development. This manifests as individual differences in intelligence, creativity, cognitive style, motivation and the capacity to process information, communicate, and relate to others. Educational psychology has identified two basic classifications of motivation - intrinsic and extrinsic. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, for self-fulfillment, enjoyment and to achieve a mastery of the subject.

Focus of Motivation has shifted phenomenally from the source to the object. Type theory emphasizes that recognizing the way individuals think helps in predicting patterns of behavior. Though in many ways individuals are unique they also share many typical traits with others. Grouping individuals based on common traits helps in designing intrinsically rewarding activities effectively.

Recent studies indicate that the social aspects in classroom, self regulated learning, and use of intrinsic rewards are necessary and are valuable for understanding the students motivation and ability to succeed academically in a sustained manner, even in the absence of continued external motivation. It is important to establish the idea that treating students differently is not unfair, it is respecting their differences. Students need to recognize that they are all different and that treating them the same is not always appropriate or

effective. There are many strategies for motivating students and a unique technique may not be appropriate for all students at the same time nor is it effective for even one student for extended periods of time. Motivational strategies need to be applied individually and changed frequently so that they do not become ineffective through over use especially in an era of consumerism.

### IV. REVIEW OF LITERATURE

Students' intrinsic motivation has a significant influence on their drive to learn, to work effectively and to utilise their fullest potential [2]. Researchers have identified motivation enhancers and depressors; enhancers include self-belief, learning focus, value of education, persistence, study management, planning and monitoring while depressors include anxiety, low control, failure avoidance and self-sabotage [3]. Researchers have claimed that better motivated students perform better in school grades and other academic activities [4]. Empirical research supports that individuals with higher self-efficacy tend to be more motivated and successful on a given task [5]. Those students who engage in a task with the purpose of improving their level of competency and understanding are said to hold a mastery goal orientation. In contrast, students who engage in a task primarily to show superiority with reference to others are said to hold performance (or ego-related) goal orientation. Recent research revealed that mastery goals are associated with adaptive motivational behaviors which include perseverance with difficult tasks, preference for challenging tasks and maintaining effort, interest and value in learning [6]. Performance of Ego goal-oriented individuals depends on self perceptions of competency while performance of students pursuing mastery goals varies positively with their achievement outcomes [7]. Motivation literature has identified seven major motivation constructs namely Mastery, Intrinsic Cooperation, Individual Competition, Ego, approaching Success and avoiding Failure [8]. Another revelation indicated that a gradual decline is seen among students' academic intrinsic motivation, and extrinsic motivation, over years of education. These trends have been attributed to the prevalence of extrinsic forces in institutions and due to irrelevance of institutions tasks to students' lives and mismatch between characteristics of Institutional environments and the needs of

students for autonomy, self-expression, and meaningful social interaction. Rewards that are expected, and contingent on engagement or on task completion, and tangible are more likely to be detrimental to intrinsic motivation than rewards that are unexpected, not contingent and intangible (e.g., verbal, social approval). In contrast, rewards those are perceived as controlling and suppressing the students' autonomy, are likely to interfere with intrinsic motivation. Students' intrinsic motivation can be enhanced through practices that promote a sense of personal autonomy, challenging work that is relevant to students, ensuring social relationships that are supportive, and environment that is physically and psychologically safe. Hence students should be provided with choices among activities and between ways of completing tasks. Encouraging students to explore and pursue their interests, based on their backgrounds and prior experiences, with a supplementary addition of informative and frequent feedback, thus reducing rewards that are controlling can induce intrinsic motivation [9]. However, educators should pursue the art of internalization of students' extrinsic motivation for these tasks. The questionnaire had been designed on the basis of the above reviews to assess the intrinsic motivation, Self Concept and Locus of Control.

The constructs relating to social and environmental orientations have not been considered for the study as the scope is limited to the capacity of institution to provide an ambience to induce Intrinsic Motivation.

#### **V. TRANSACTIONAL ANALYSIS(TA) EGO STATES AS PERSONALITY TYPE**

Ego states are described as coherent systems of thought and feeling, and their associated behaviors [10]. According to Berne unlike super ego and id, ego can be readily observed. They include Adult, Adapted Child, Natural Child, Critical Parent, and Nurturing Parent. The Adult ego state is computer-like, objectively assessing the environment and making decisions appropriate to those assessments. The Child ego state is the repository of feelings and behaviors that were acquired as a real child, but which persist into adulthood. There are two child states, Natural Child, which is exhibited in autonomous behavior, and Adapted Child, which reflects the dominance of parental influence. The Parent ego state is exhibited by behaviors and

attitudes that are like the individual's own parents. There are two of these, Nurturing Parent, from which the child experiences positive feelings such as pride and accomplishment and love, and Critical Parent, which is the source of arbitrary, non-rational and prohibitory reactions. Normally there is a fluid movement between ego states, although only one is active at a given moment. Berne postulated three basic ego states; Parent, Adult, and Child-each with an important function. Subsequent researches lead to identification of additional ego states by subdividing each of the three. Eg., the Child had three options: Adapted Child, Little Professor, and Natural Child. Others followed suit until the numbers of potential separate ego states became unmanageable. These ego states form the basis for the present study. [11] For ease of generalization studies have restricted the large number of potential ego states to five: Nurturing Parent, Critical Parent, Adult, Adapted Child, and Natural Child. These five ego states have been widely researched with varying degrees of scientific rigor. A number of researchers have attempted to demonstrate reliability and construct validity for these ego states. The present research is based on the five ego states suggested by Dusay instead of seven states as widening the scope would lead to difficulties in predicting the intrinsic motivation in small organization. [12] The study stated that individuals and their relational behavior could be described by using a set of mental representations called Ego States. Ego States are complex affective, cognitive and behavioral schemas widely used in Transactional Analysis for diagnosis and description of the personality. [13] Like individuals organisations too have ego, emerging from its internalized core values. This corporate ego is formed from organizational culture together with ideas opinions and perspectives shared by majority of influential members. Mismatch of values creates disillusionment and conflict. Individuals may work on tasks they dislike but avoid activities that conflicts with their values. These values are innermost and are not visible, and are difficult to understand even by individual themselves. Hence there exists a need to use personality assessment tools to understand the innate values.

Hence it has been decided to use TA ego states to explain the personality dimensions in individuals.

### VI. SCOPE OF RESEARCH

Earlier theories of Intrinsic Motivation focused on needs of Individuals, which in later years assumed to occur as a result of outcomes of specified behavior. However contemporary theories highlighted the role of psychological needs in individuals. Hence this study focuses on intrinsic motivation based on the needs arising in individuals due to the prominence of specific ego states. It attempts to establish the influence of demographic variables on the ego states of respondents. Each ego state is further tested for its impact on the antecedents of Intrinsic motivation and on the Intrinsic Motivation itself. The inputs from the article shall help in framing strategies to satisfy the inherent needs of students.

### VII. MATERIALS AND METHODS

The paper seeks to identify the key elements contributing to Intrinsic Motivation and highlights the differences in outcomes of Intrinsic Motivation among individuals with different ego states, based on the study conducted among students pursuing MBA course in B Schools affiliated to Anna University at Coimbatore. Descriptive research was used for the study as its parameters are known. The review of literature revealed a number of parameters which have impact on intrinsic motivation. Some of these parameters include the Locus of Control, Mastery, Intrinsic Cooperation, Individual Competition, Ego, Autonomy and Significance of the Course. Considering these parameters a 29 item Structured Questionnaire was prepared to elicit information relating to Intrinsic Motivation, Locus of Control and Self efficacy. In addition a pretested and validated tool on Transactional Styles Inventory – Students (TSI-S) and Motivational Analysis of Organisations – Behaviour (MAO-B) were also adopted to measure the ego States and needs among the students [14]. The respondents were classified based on six ego states namely Parent, Adult, Child, Not Ok Parent, Not Ok Adult and Not Ok Child Ego States. The dimensions of needs included Achievement, Influence, Extension, Control, Affiliation and Dependence of Individuals. The Intrinsic Motivation questionnaire was tested for internal consistency and reliability, the value of Cronbach alpha was found to be .822 as indicated in Table I. The value satisfies the reliability standards suggested [15]. The data was collected from among 120 students drawn from 10 Management Institutes

operating under Anna University in Coimbatore region, through Multi stage Judgmental sampling during the period August 2012 - September 2012. The data collected through questionnaire was subjected to Statistical Analysis using SPSS 16.0 to make inferences.

**TABLE I. RELIABILITY STATISTICS FOR INTRINSIC MOTIVATION QUESTIONNAIRE**

Cronbach's Alpha	Items
.822	29

### VIII. ANALYSIS, DISCUSSION AND FINDINGS

Table : II represented that majority of the respondents belonged to child ego state (40%), and Parent Ego State (35.8%), while all other ego states represented to only a minor share of total respondents.

**TABLE : II – DISTRIBUTION OF EGO STATES BASED ON DEMOGRAPHIC VARIABLES**

Demographic Variables	Ego State						
	Parent	Adult	Child	Not OK Parent	Not OK Adult	Not OK Child	
Age Group (in Years)	< 21 Years	11	3	8	2	1	9
	21-22	27	3	31	3	2	4
Gender	>22 Years	5	0	9	0	2	0
	Male	23	6	34	5	4	8
	Female	20	0	14	0	1	5
Occupation of Guardian	Business	25	3	27	3	2	4
	Agriculture	5	0	07	2	2	4
	Employed	13	3	14	2	1	5
Previous Degree	Engg	4	1	13	0	0	0
	Science	7	2	11	2	2	3
	BBM	10	0	04	2	0	1
	B.Com	13	3	10	1	2	03
	Others	09	0	10	0	1	06
Place of Stay	College	14	1	13	3	2	6
	Private	13	3	29	2	2	5
	Day	16	02	06	0	1	2
Domicile	Urban	21	04	24	2	2	5
	Semi Urban	12	02	15	1	3	6
	Rural	10	0	9	2	0	2
Economic Support	Loan	19	3	21	3	4	8
	Personal	23	3	27	2	1	5
	Sponsorship	1	0	0	0	0	0
Overall	Response	43	6	48	5	5	13
	Percentage	35.8	5.0	40.0	4.2	4.2	10.8

The above table clearly indicates that the institutions need to match its motivation strategies based on Parent and Child ego states

Table: III shows the variation in needs based on the ego states. The need for extension seems to be prominent among the respondents with Parent ego state, while respondents in child ego state seek opportunities for satisfying the need for influence. The antecedents of intrinsic motivations and Intrinsic Motivation itself showed variations with ego states. Majority of the students enjoyed a Moderate level of Intrinsic Motivation. Hence the Institutions under study were able to cater to the differential needs of students at a moderate level.

**TABLE : III – DISTRIBUTION OF EGO STATES BASED ON INTRINSIC MOTIVATION AND ITS ANTECEDENTS**

Antecedents - Intrinsic Motivation		Ego State					
		Parent	Adult	Child	Not OK Parent	Not OK Adult	Not OK Child
Needs	Achievement	05	02	04	0	0	0
	Affiliation	0	04	0	03	0	07
	Control	07	0	02	0	0	6
	Dependence	0	0	20	02	03	0
	Extension	31	0	0	0	02	0
	Influence	0	0	22	0	0	0
Locus of Control	Low	11	3	6	3	1	0
	Medium	28	3	33	2	3	10
	High	4	0	9	0	1	3
Interest	Low	7	2	3	2	1	4
	Medium	33	3	31	2	4	9
	High	3	1	14	1	0	0
Self Efficacy	Low	3	3	8	2	5	1
	Medium	31	3	28	1	0	8
	High	9	0	12	2	0	4
Intrinsic Motivation	Low	3	3	4	2	3	1
	Medium	36	2	33	3	2	12
	High	4	1	11	0	0	0

**Hypotheses:**

- H<sub>1</sub> : There exist significant differences in Ego States based on the demographic distribution of respondents
- H<sub>2</sub> : There exist significant differences in Needs of respondents based on the Ego states of respondents.
- H<sub>3</sub>: There exist significant differences in antecedents of Intrinsic Motivation based on the Ego states of respondents

H<sub>4</sub> : There exist significant differences in Intrinsic Motivation based on the Ego states of respondents

**Normality of Data**

Normality of the data for Intrinsic Motivation (IM) scores was established using Kolmogorov- Smirnov and Shapiro-Wilk Test. The Intrinsic Motivation Scores corresponding to the respondents were segregated based on ego states and validated for normality.

**TABLE : IV - TESTS OF NORMALITY**

Ego State	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
IM Parent	.122	43	.112	.966	43	.236
IM Adult	.366	6	.082	.819	6	.087
IM Child	.083	48	.200	.980	48	.579
IM Not OK Parent	.253	5	.200	.822	5	.120
IM Not OK Adult	.219	5	.200	.894	5	.379
IM Not OK Child	.159	13	.200	.912	13	.195

Since the p values in Table: IV at .05 level of significance showed values greater than .05, it indicates the non existence of differences in the distribution of the data set and a normal data set.

**TABLE : V – ANOVA- EGO STATES BASED ON DEMOGRAPHIC VARIABLES OF RESPONDENTS**

Particulars	F Value	Significance
Age	2.352	.100
Gender	1.554	.215
Graduation	1.259	.290
Stay	1.597	.194
Domicile Type	.971	.382
Occupation of	2.626	.077
Finance for study	1.429	.244

\*Significant at .05 level

The Demographic variables does not establish significant differences among the groups based on ego states as indicated in Table:V. The ANOVA results had not reflected the significant effect as the p value is >.05.

**TABLE : VI – ANOVA - INTRINSIC MOTIVATION AND ITS ANTECEDENTS BASED ON EGO STATES OF RESPONDENTS**

Particulars	F	Significance
<b>Intrinsic Motivation</b>	3.835	.003*
<b>Needs</b>	10.55	.000*
<b>Locus of Control</b>	3.740	.004*
<b>Interest</b>	2.074	.074
<b>Self Efficacy</b>	7.787	.000*

\*Significant at .05 level

ANOVA results in Table : VI establish the presence of significant differences in Intrinsic Motivation and its antecedents among the respondents based on Ego Orientations, as the p value is <.05 except in the case of the factor-Interest. These findings indicate that the antecedents have to be varied based on Ego states to ensure Intrinsic Motivation among Students. The focus of the policy makers or the academic administrators should be in identifying the prominent ego states existing at the institution level, and match the ego states with the needs while designing the pedagogy, academic practices and co- curricular activities.

### IX . CONCLUSION

The study highlights the importance of Intrinsic Motivation among Management Students. Strategic recognition and enhancement of the antecedents of Intrinsic Motivation can explore the potentialities among students to improve their task effectiveness. Hence priority of the teachers should be focused on recognition of Individual differences while designing the motivational policy for better performance. A combination of general strategy based on common needs and a specific strategy based on individual differences can enhance intrinsic motivation, creating an environment that fosters enjoyable learning experiences with an environment of optimal challenge and support for competence (or skill). The findings of the study can also be extended to organizations to manage the

challenges of employee motivation. Acquiring a high degree of insight into what motivates people on the job could help professionals energize a shrinking workforce to meet the demands of the turbulent environment.

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