

Examining The Differences In Intrinsic Motivation And Its Interactions Based On Ego States Among B- School Students In Coimbatore

* *V. Priyadarshini*
** *Jelsy Joseph*

ABSTRACT

Management Institutes are 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. However, 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, develop effective teams, and motivate staff to deliver outstanding results. This article further contributes to behavioral sciences by presenting a simple, three-level typology model to classify the personality of students based on Transactional Analysis ego states and predicting the Intrinsic Motivation factors that best matches with the ego state.

Keywords: Management Education, Transactional Analysis, Ego States, Intrinsic Motivation, Needs
JEL Classification: D23, I23, M12

INTRODUCTION

The Indian education system is based on three processes namely - receiving knowledge, generating inferences and comprehending information with its application in daily life. As India progressed from the Vedic period to the present day scenario of consumerism, the education system underwent a phase of transformation. 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 the country would be at stake. Management graduates in schools are molded 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, is often ignored. Today, owing to fundamental and irreversible changes in the economy, government policies, outlook of business and industry, shortage of resources in a robust economy have impressed upon the need for efficient management professionals. Hence, there exists a need to plan innovative strategies for quality enhancement based on the changing mindset of the Indians.

TRANSFORMATION OF THE INDIAN MINDSET

Mindset of the Indian population today is characterized by a high level of optimism and ambition. Introvert and defensive approach among the population has been replaced by an outward-looking and confident attitude. In place of denial and sacrifice, the Indian value system has started recognizing and is 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 brought 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 a 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 the organizational requirement. A mere degree does not help in the 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

* *Research Scholar*, Department of Management, Karpagam University, Coimbatore-21, Tamil Nadu.

E-mail : priya.management@gmail.com

** *Professor*, Department of Management, Karpagam University, Coimbatore-21, Tamil Nadu.

Email : jels_joseph@rediffmail.com

(Patel, 2011). Graduates are no longer motivated by academic assessment and marks secured, which are the extrinsic motivators. They are observed to boost 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 towards a meaningful purpose. Building intrinsic motivation in management institutes is 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.

FOCUS ON INTRINSIC MOTIVATION

Each person has an individual profile of characteristics, abilities and challenges that result from traits, learning and development. These manifest 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 one technique may not be appropriate for all the students at the same time, nor it is 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.

REVIEW OF LITERATURE

Students' intrinsic motivation has a significant influence on their drive to learn, work effectively and to achieve their potential (Martin, 2003). Martin further 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 (Martin, 2001).

Researchers have claimed that better motivated students perform better in school grades and other academic activities (Pintrich, 2003). Empirical research supports that individuals with higher self-efficacy tend to be more motivated and successful on a given task (Pintrich & DeGroot, 1990). 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. Research has also revealed that mastery goals are associated with adaptive motivational behaviors, including perseverance with difficult tasks (Ryan & Pintrich, 1998), preference for challenging tasks (Seifert, 2004), and maintaining effort, interest and value in learning (Linnenbrink, 2005; Robins & Pal, 2002). According to Elliot (1999), 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.

Marsh, Craven, Hinkley, and Debus (2003) reviewed a wide range of motivational literature relevant and identified some major motivation constructs : Mastery, Intrinsic Cooperation, Individual Competition, Ego, Approaching Success and Avoid Failure. Another revelation indicated that a gradual decline is seen among students' academic intrinsic motivation, and extrinsic motivation, over years of education (Harter, 1981; Sansone & Morgan, 1992; Lepper, 2005). These trends have been attributed to the prevalence of extrinsic forces in institutions and due to the 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 (Eccles et al., 1993; Lepper & Henderlong, 2000). Rewards that are expected, 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) (Lepper & Hender - Long, 2000). In contrast, rewards that 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, providing 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, building on their backgrounds and prior experiences ; in addition, informative and frequent feedback and reducing rewards that are controlling can induce intrinsic motivation (Lepper & Henderlong, 2000; Pintrich & Schunk, 2002). However, teachers should pursue the art of internalization of students' extrinsic motivation for these tasks. Intrinsic motivation is said to have a high impact on the performance of employees (Mundhra and Durgadas, 2011).

Based on the above reviews, a questionnaire was developed to assess the Intrinsic motivation, Self-Concept and Locus of Control. However, constructs relating to social and environmental orientations have not been considered for the study as the scope is limited to the capacity of institutions to provide an ambience to induce Intrinsic Motivation.

❖ **Transactional Analysis (TA) Ego States As A Personality Type** : Berne (1961) described ego states as coherent systems of thought and feeling, and their associated behaviors. According to Berne, unlike the super ego and the id, ego can be readily observed. It includes Adult, Adapted Child, Natural Child, Critical Parent, and Nurturing Parent ego states.

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 the 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.

Research works on ego states have focused on IT professionals (Payyappily, 2007), retail professionals (Maheshwari, 2009), employees of telecommunication firms (Rani, 2005) and officers employed at BPCL (Chirayath, 2008). The majority of the instruments have restricted the prominent ego states into six types. Studies have also proven the existence of differential levels of performance based on the psychological states of individuals, which occurs as a result of differences in dominant ego states of the individual (Rani, 2005).

Dusay (1972) had also restricted a 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 six ego states suggested by Dusay instead of the seven states as widening the scope would lead to difficulties in predicting the intrinsic motivation in small organizations.

Scilligo (2005) stated that persons 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.

Bennett (1996) suggested that like individuals, organizations too had ego, emerging from their internalized core values. This corporate ego is formed from organizational culture together with ideas, opinions and perspectives shared by a 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 was decided

to use TA to explain the personality dimensions in individuals. Besides, it was planned to identify the factors contributing to intrinsic motivation of individuals and how those factors could be redefined by deploying TA.

AIMS AND OBJECTIVES

The present 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 in management institutes at Coimbatore. The study provides insights into the needs among the students that shall trigger better performance in them.

RESEARCH METHODOLOGY

Descriptive research was used for the study as its parameters are known. The review of literature revealed a number of parameters which have an 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 pre-tested 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. 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's alpha was found to be .822 as indicated in the Table 1. The value satisfies the reliability standards suggested by Nunnally (1978).

Cronbach's Alpha	N of Items
.822	29
Source: Primary Data	

MBA is offered both as a regular course of study as well as through the distance education mode. Regular mode of study offered at Coimbatore, Tamil Nadu can be categorized into four : MBA offered by Bharathiar University, Anna University, Deemed universities and Institutes offering PGDM recognized by AICTE. The Institutions offering MBA affiliated to Anna University, Chennai can be further classified as MBA from Engineering Colleges and those offered by exclusive B -Schools. There are 18 standalone B Schools affiliated to Anna University in Coimbatore district. Since the study adopted a Multi Stage Judgemental Sampling, the students belonging to the regular stream of study, at standalone B schools affiliated to Anna University, were considered for the present study. The total sanctioned strength in the 18 institutes amounted to 2460 students. The appropriate sample size for a population of 2000, 4000 at .05 level of significance and a margin of error .03 is identified as 112, 119 respectively (Bartlett, Kotrlik, & Higgins, 2001). However, for the purpose of the study, 120 respondents were considered from 10 institutes, with an average of 12 students from each Institute during the period - August - September 2012. The data collected through the questionnaire was subjected to Statistical Analysis using SPSS 16.0 to make the inferences.

ANALYSIS AND DISCUSSION

Table 2 signifies that a majority of the respondents belonged to the child ego state (40%), and Parent Ego State (35.8%), while all other ego states represented only a minor share of the total respondents. The Table 2 clearly indicates that the institutions need to match its motivation strategies based on Parent and Child ego states.

The Table 3 shows the variation in needs based on the ego states. The need for extension seems to be prominent among those in the Parent ego state, while those in the child ego state seek opportunities for satisfying the need for influence. The antecedents of intrinsic motivations too show variations with ego states.

The paper also extends to establish the differences in intrinsic motivation and needs and ego states of the respondents.

Table 2 : Distribution of Ego States Based On The Demographic Variables of The Respondents							
Demographic Variables		Ego State					
		Parent	Adult	Child	Not OK Parent	Not OK Adult	Not OK Child
Age Group (in Years)	Less than 21 years	11	3	8	2	1	9
	21-22 years	27	3	31	3	2	4
	23 Years and above	5	0	9	0	2	0
Gender	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
Graduation	Engineering	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 Hostel	14	1	13	3	2	6
	Private Hostel	13	3	29	2	2	5
	Day Scholar	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 Sources	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
Source: Primary Data							

Hypotheses:

- ❖ H_1 : There exist significant differences in Ego States based on the demographic distribution of the respondents.
- ❖ H_2 : There exist significant differences in Intrinsic Motivation based on the Ego states of the respondents.
- ❖ H_3 : There exist significant differences in antecedents of Intrinsic Motivation based on the Ego states of the respondents.
- ❖ H_4 : There exist significant differences in the needs of the respondents based on the Ego states of the respondents.

❖ **Normality of Data** : Normality of the data for Intrinsic Motivation (IM) values was established using Kolmogorov-Smirnova and Shapiro-Wilk Test.

The Table 4 indicates that the p values at .05. level showed values greater than .05; it signifies the non-existence of differences in the distribution of the data set, and a normal data set.

The demographic variables do not establish significant differences among the groups based on ego states as indicated in the Table 5. The ANOVA results did not reflect the significant effect as the p value is $>.05$.

ANOVA results (Table 6) 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.

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 (Internal)	11	3	6	3	1	0
	Medium	28	3	33	2	3	10
	High (External)	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
Source: Primary Data							

These findings indicate that the antecedents have to be varied based on Ego states to ensure Intrinsic Motivation among students. Hence, the focus of the policymakers 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.

LIMITATIONS OF THE STUDY

The study is based on the data collected from students of standalone B - Schools affiliated to Anna University, Chennai. It did not consider the differences in ego states and antecedents of intrinsic motivation among the MBA students affiliated to other universities as well as those pursuing MBA from technical campuses. The socio-cultural background to which a student is exposed to can have a significant bearing on the ego state. The constructs relating to social and environmental orientations have not been considered for the study, as the scope was limited to the capacity of an institution to provide an ambience to induce intrinsic motivation.

SCOPE FOR FUTURE RESEARCH

Future studies could focus on socio- cultural backgrounds of students to determine the dominant ego states and differences in Intrinsic Motivation. A cross-cultural study can provide wider applicability of the concept since most of the higher-education institutes offer multiple courses at their campuses, and there exists a requirement for identifying fewer and common motivation needs among students, to practically implement them for enhancing the intrinsic motivation.

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

Source: Primary Data

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 Guardian	2.626	.077
Finance for Study	1.429	.244

Source: Primary Data *Significant at .05 level

Particulars	F Value	Significance
Intrinsic Motivation	3.835	.003*
Needs	10.551	.000*
Locus of Control	3.740	.004*
Interest	2.074	.074
Self Efficacy	7.787	.000*

Source: Primary Data *Significant at .05 level

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, the priority of the teachers should be focused on using a customized motivational policy for better performance. Teachers should be encouraged to use intrinsic motivation by creating an environment that fosters enjoyable learning experiences by providing optimal challenge and support for competence (or skill). While designing a motivation strategy, the teacher has to focus on a general strategy that accommodates the common needs of students, preferably based on the majority of prominent ego states prevailing in the institution and a specific strategy that supports the ego state of a specific student. The students should be provided with a wider option of motivators to satisfy the intrinsic needs. The teachers could explore options for creating situations that satisfy the need for Achievement, Affiliation, Control, Dependence, Extension or Influence based on the ego state of the student. Thereby, the institutions could experience a greater efficiency in attaining their goals.

Transactional Analysis has been explored in a different perspective to provide educational therapy to students rather

than being psychological. The findings of the study could also help professionals (in organizations) to manage the challenges faced by them. 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.

REFERENCES

- 1) Bartlett, J. E., Kotrlík, J. W., & Higgins, C. C. (2001). 'Organizational Research : Determining Appropriate Sample Size in Survey Research.' *Information Technology, Learning and Performance Journal*, 19(1), pp. 43 - 50.
- 2) Bennett, R. (1996). 'Relationship Formation And Governance In Consumer Markets: Transactional Analysis Versus The Behaviourist Approach.' *Journal of Marketing Management*, 12(5), pp.417- 436.
- 3) Berne, Eric. (1961). *Transactional Analysis in Psychotherapy*. ' Grove Press Inc., New York, p.4.
- 4) Chirayath, Susan, (2008). 'Transactional Styles and Gender - A Co Relational Study.' Available at SSRN: <http://ssrn.com/abstract=1262649> , accessed on October 11, 2012.
- 5) Durgadas, Mundhra and Wallace, Jacob (2011). 'Intrinsic Motivation in the Indian Manufacturing Sector: An Empirical Study.' *The IUP Journal of Organizational Behaviour*, 10(2), pp. 21-34.
- 6) Dusay, J. (1972). "Egograms and the Constancy Hypothesis." *Transactional Analysis Journal*, 2(3), p. 37.
- 7) Eccles, J., Midgley, C., Wigfield, A., Buchanan, C., Reuman, D., Flanagan, C., & Mac Iver, D. (1993). 'Development During Adolescence: The Impact Of Stage-Environment Fit On Young Adolescents' Experiences In Schools And Families.' *American Psychologist*, 48(2), pp.90 - 101.
- 8) Elliot, A. J. (1999). 'Approach and Avoidance Motivation and Achievement Goals.' *Educational Psychologist*, 34(3), pp.169-189.
- 9) Harter, S. (1981). 'A New Self-Report Scale Of Intrinsic Versus Extrinsic Orientation In The Classroom: Motivational And Informational Components'. *Developmental Psychology*, 17(1), pp. 300 - 312.
- 10) <http://www.aare.edu.au/08pap/hor08757.pdf> accessed on October 12, 2012.
- 11) <http://www.education.com/reference/article/intrinsic-and-extrinsic-motivation/> accessed on October 12, 2012.
- 12) <http://www.education.com/reference/article/intrinsic-and-extrinsic-motivation/> accessed on October 8, 2012.
- 13) <http://www.isis.csuhayward.edu/alss/csd/egostatechange.htm> accessed on October 11, 2012.
- 14) Lepper, M. R., & Henderlong, J. (2000). 'Turning Play Into Work and Work Into Play: 25 Years Of Research On Intrinsic Versus Extrinsic Motivation.' In C. Sansone & J. M. Harackiewicz (Eds.), *"Intrinsic and Extrinsic Motivation: The Search For Optimal Motivation And Performance."* San Diego, CA: Academic Press, pp. 257 - 307.
- 15) Lepper, M. R., Henderlong Corpus, J., & Iyengar, S. S. (2005). 'Intrinsic and Extrinsic Motivational Orientations In The Classroom: Age Differences And Academic Correlates.' *Journal of Educational Psychology*, 97(2), pp. 184 - 196.
- 16) Linnenbrink, E. A. (2005). "The Dilemma Of Performance-Approach Goals: The Use Of Multiple Goal Contexts To Promote Students' Motivation And Learning." *Journal of Educational Psychology*, 97(1), pp.197 - 213.
- 17) Maheshwari, N., Bijawat, S., Tandon N. (2009). 'Transactional Analysis: Measuring "Ego States".' *Prabandhan Indian Journal of Management*, 2(5), p. 49.
- 18) Marsh, H. W., Craven, R., Hinkley, J. W., & Debus, R. L. (2003). "Evaluation of the Big Two Factor Theory Of Motivation Orientation: An Evaluation Of Jingle-Jingle Fallacies." *Multivariate Behavioral Research*, 38(2), pp.189-224.
- 19) Martin, A. J. (2003). 'The Student Motivation Scale: Further Testing of An Instrument That Measures School Students' Motivation.' *Australian Journal of Education*, 47(1), pp. 88-106.
- 20) Martin, A.J. (2001). "The Student Motivation Scale: A Tool For Measuring and Enhancing Motivation." *Australian Journal of Guidance and Counselling*, 11(1), pp.1-20.
- 21) Nunnally, J. (1978). *"Psychometric Theory."* McGraw-Hill, New York, p.701.
- 22) Patel Suneel (2011). 'Total Quality management in Indian Management Education: Experiences of Different Management Institutes Of Jabalpur.' *International Journal for Business, Strategy and Management*, 1(1), pp. 1- 6.
- 23) Payyappilly, J. T., Rajagopal, N. and Zachariah, A. (2007). 'Transactional Analysis: Measuring Ego States.' *The ICAIAN Journal of Management Research*, 6(5), pp. 58-69.
- 24) Pintrich, P. R. (2003). 'A Motivational Science Perspective On The Role Of Student Motivation In Learning And Teaching Contexts.' *Journal of Educational Psychology*, 95(4), pp.667 - 686.
- 25) Pintrich, P. R., & DeGroot, E. V. (1990). 'Motivational and Self-Regulated Learning Components Of Classroom Academic Performance.'

Journal of Educational Psychology, 82(1), pp. 33 - 40.

26) Pintrich, P. R., & Schunk, D. (2002). *'Motivation in Education: Theory, Research and Applications.'* Prentice-Hall, New Jersey, Edition 2, pp. 246-321.

27) Pio Scilligo (2005). 'Latent Dimensions Of Ego States Evolutionary Self.' *Psychology and Psychotherapy Health*, 19(2), pp. 235-255.

28) Rani, G.P., and Thomas, S. (2005). 'Influence of Transactional Analysis Ego Styles on The Performance Of Employees In A Leading Telecommunication Firm.' *The ICFAIAN Journal of Organizational Behaviour*, 3(1), pp. 44-51.

29) Robins, R. W., & Pals, J. L. (2002). "Implicit Self-Theories In The Academic Domain: Implications For Goal Orientation, Attributions, Affect, And Self-Esteem Change." *Self and Identity*, 1(1), pp. 313-336.

30) Ryan, A. M. & Pintrich, P. R. (1998). 'Achievement and Social Motivational Influences On Help Seeking In The Classroom.' S. A. Karabenick (Ed.), *"Strategic Help-Seeking: Implications For Learning and Teaching."* (pp. 3960). Hillsdale, NJ: Erlbaum. pp. 117-139.

31) Sansone, C., & Morgan, C. (1992). "Intrinsic Motivation and Education: Competence In Context." *Motivation and Emotion*, 16(1), pp. 249 - 270.

32) Seifert, T. (2004). 'Understanding Student Motivation'. *Educational Research*, 46(1), pp. 137- 149.

33) Udai Pareek (2002). *"Training Instruments In HRD and OD."* Tata McGraw- Hill, Second Edition, p. 249, p. 368.