Choice of Job Motivators: A Study to Compare the Extrinsic and Intrinsic Motivators of Management Students with their Parents in Mumbai

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Abstract

A study to compare the choice of extrinsic and intrinsic motivational factors of final year management students with the choice of their respective parents has been conducted in Mumbai, using standardized scale of extrinsic and intrinsic motivation developed by Udai Pareek. The students ranked 14 factors (7 extrinsic and 7 Intrinsic) in order of their preference for choosing a job for them. One of the parents has also ranked these factors for choosing the jobs for their wards. The study reveals that the overall agreement between the choices of students with their parents is very low ($r=0.1665$). The study also compares the choice of extrinsic and intrinsic motivators amongst the students and parents. While the students have more or less equal choice for both, the parents have significantly higher preference for the extrinsic motivators. There is also a significant difference for extrinsic and intrinsic motivators between students and their parents. There is no significant difference between the choices of male and female students or between the parents of male and female students. The vast difference between the choices of students and their parents can be attributed to generation gap, extensive outside influences and access to host of information through various sources by the students. The study gives the clues to the corporates and industry to adjust their HR policies and incentive schemes to attract best talents keeping in view the motivational profile and aspirations of new generation. It may improve the productivity and job satisfaction.

Keywords: Extrinsic and Intrinsic Motivation, Motivational Profile, Hygiene Factors and Motivators, Job Preferences of Students, Job Preferences of Parents

1. Introduction

Different persons look for different job motivators while deciding to take up a job. It depends on their need (motives) profile which they want to satisfy at that point of time. Motivation refers to reasons that underlie behavior which is characterized by willingness and desire. Intrinsic motivation is animated by personal enjoyment, interest, or pleasure to perform a job, whereas extrinsic motivation is governed by reinforcement contingencies.

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This study has been carried out under the aegis of Remsons Center for Management Research at DSIMS. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation within individuals tends to vary across subject areas, and this domain specificity increases with age. Motivation in young predicts motivation later in life, and the stability of this relationship strengthens with age. The motivational profile however changes with the change of situational and demographic variables. This paper is an attempt to explore to what extent the motivators for choosing a job by the young management students in Mumbai are matching with the motivational profile of their parents or there exists a wide difference in the perception of the Generation X and Generation Y pertaining to importance of the components of extrinsic and intrinsic factors of motivation. The study was conducted by undertaking a survey for collecting primary data from 140 students from Management Institutes in Mumbai and their one of the parents with the help of a structured questionnaire based on the Udai Pareek’s Scale “What do you look for in a Job”. The scale consists of 14 items, seven related to intrinsic and seven to extrinsic motivators. The respondents (students and their parents) were asked to rank-order the fourteen items depending on their importance to them; from 1 (most preferred) to 14 (least preferred).

1.1. Objective of the Study

The study is primarily a fact finding research to identify and compare the motivational profile of students vis a vis their parents in terms of various intrinsic and extrinsic job motivator; by assessing agreement/disagreement between the student and his/her parent. It also aimed at identifying the importance of extrinsic and intrinsic motivational factors influencing their job choices. The specific objectives of the study are to address the following queries:

(i) To what extent the choices of students are correlated with their responding parent
(ii) Whether there is any significant difference for their preference between factors of Extrinsic and Intrinsic motivators by the Students (overall and gender-wise)?
(iii) Whether there is any significant difference for preference between factors of Extrinsic and Intrinsic motivators by the Parents (overall and gender-wise)? Gender-wise for parents means the gender of their wards and not of their own gender.
(iv) Whether there is any significant difference in preferences for the factors of extrinsic and intrinsic motivators between Students and Parents (overall and gender-wise)?
(v) Whether there is any significant difference in preferences for the factors of extrinsic and intrinsic motivators between male and female Students?
(vi) Whether there is any significant difference in preferences for the factors of extrinsic and intrinsic motivators between Parents of male and female Students?

1.2. Expected Outcome

The earlier generations were significantly influenced by the perception of their parents in choosing a job. Now with the explosion of information through various sources and influence of peer groups and opinion leaders outside the family gambit, the students are building capabilities to have their own preferences, which may be quite different than their parents’ preferences. The traditional motivational theories broadly sequenced the preferences based on basic and higher order needs or hygiene and motivators. These sequential preferences are now being frequently breached and students with good academic background and professional qualifications straight
away prefer to satisfy their higher order needs like “choosing a challenging job” rather than “a secured job” whereas as the protective parents they may still prefer the basic needs to be satisfied first. Thus, the study is likely to throw a light on the shift in motivational profile from extrinsic to intrinsic motivators with change of time and generation. This needs to be confirmed though this empirical survey.

The study has been organized into sections. While the Section II covers the literature review, Section III covers the methodology including sample, data collection instrument and its standardization. Data analysis and interpretation is covered under Section IV and summary of results and conclusions are covered in Section V. The Section VI covers limitations, scope for further research and management implications of the study.

2. Literature Review

The research on motivation at work place has always got significant interest and attention of researchers from academia and industry. However, the extensive literature survey reveals that there is no such research conducted which has compared the choice of job motivators of students with their own parents. Motivation refers to “the reasons underlying behaviour” (Guay et al., 2010). Motivation can also be defined as “the attribute that moves us to do or not to do something” (Broussard et al., 2004).

A person’s behaviour is the result of several factors or motives. Knowledge of the typical, primary motivators of behaviour in a work setting can help managers and consultants to deal more effectively with people. Murray (1938) developed a long list of human motives or needs and his work inspired further studies, which have produced different lists of significant behavioural motives. McClelland identified three important motives: achievement, affiliation and power (McClelland et al., 1953). Although McClelland’s study of achievement and affiliation motives showed them to be rather simple variables, he found the power motive to be a complex one. The desire for power contains three different elements: the need to control others, the need to make an impact on others and the need to use power to do something for other people and groups (McClelland, 1975). Maslow (1943) advanced the following important prepositions about human behaviour: humans want being (they always want and they want more), a satisfied need is not a motivator of behaviour and human needs are arranged in a hierarchy of importance. Maslow said that, when an inferior rank need is satisfied, the need of the next level becomes dominant, and the attention of the person is dedicated to the accomplishment of this higher rank need. He mentioned that only an unsatisfied need can motivate the behaviour, the dominant need being the primary factor for behaviour motivation.

As pointed by Vroom (1964), the motivation is an internal force, dependent on the needs that drive a person to achieve. Schulze and Steyn (2003) affirmed that in order to understand people’s behaviour at work, managers or supervisors must be aware of the concept of needs or motives, which will help "move" their employees to act. According to Robbins (2001), motivation is a needs-satisfying process, which means that when a person’s needs are satisfied by certain factors, the person will exert superior effort toward attaining organizational goals.

Choosing a profession is a significant stage in life and expresses one’s personal inclinations. The theory of Self Determination developed by Deci and Ryan (1985) claims that people who choose life professions are basically motivated to seek positive experiences and avoid negative experiences. Motivation, or behavior with a certain orientation, results according to this approach from the history of reinforcements related to this behavior, including self
reinforcements or self-punishments. This theory presents two major motivations: Intrinsic motivation is a motivational behavior aimed at achieving a feeling of competence and control. It includes inquisitiveness and seeking challenges and opportunities to excel. Extrinsic motivation is a motivational behavior aimed at achieving concrete reward or avoiding punishment. When the activity is the means of achieving another goal and not a goal or aim per se, motivation to act is extrinsic.

Goles (2001) investigates the factors that influence career choice by looking at Frederick Herzberg’s Two-Factor Theory of Intrinsic and Extrinsic factors. The factors that influence career choice, as described by this theory, include: salary, job security and working conditions (extrinsic); and potential for achievement, career growth, recognition and the job itself (intrinsic). Parental dynamics and interactions (e.g. attachment, enmeshment, etc.) have long been assumed to play a significant role on their children’s career development (Bratcher, 1982; Roe, 1957; Zingaro, 1983).

The major factors influencing occupational and vocational choice include psychological, sociological, economic, situational, political and religious. Making a good choice of career is a major concern of students, parents and governments since the aim of education is to help the individual develop occupational and vocational competences. Two related theories: the Holland’s Trait-factor theory and Developmental theories by Eli Ginzberg and Donald Super are already examined. However, there is still an inadequate amount of work to analyzing intrinsic and extrinsic factors for business school students or provide the empirical research and analysis is needed to understand the extent of influence of parents’ motivational profile upon a son’s or daughter’s extrinsic and intrinsic factors for motivation.

Individuals with extrinsic career goals who were highly satisfied with their careers were less likely to intend to go to graduate school. In contrast, individuals with intrinsic career goals, who were less satisfied with their career, or who experienced impactful positive career shocks were more likely to intend to go to graduate school (Seibert et al., 2013).

In the literature there are many studies which investigate the differences or similarities between Generation X (Gen X) and Generation Y (Gen Y) in terms of work values, motivation and other organizational issues. An empirical study conducted by Beyhan (2014) carried out in a bank in Turkey based on Srinivasan’s study (2012), intrinsic and extrinsic motivation factors were studied in order to determine whether there are significant differences between Gen X and Gen Y. Furthermore, in this study, it’s aimed to determine whether intrinsic or extrinsic motivation factors are more important for Gen X and Gen Y.

Krahna and Galambos (2013) examined cohort differences and intra individual change in the intrinsic and extrinsic work values and job entitlement beliefs of Canadian high school seniors (classes of 1985 and 1996, representing ‘Generation X’ and ‘Generation Y’, respectively) surveyed at age 18 and again at age 25. The Gen Y placed more value on extrinsic work rewards and reported stronger job entitlement beliefs. Intrinsic work values increased in both cohorts during early adulthood, whereas extrinsic work values increased only in the Gen Y cohort. Job entitlement beliefs decreased on average but less so in the Gen Y cohort and in women. Predictors of intra individual change depended on the outcome but included gender, academic experiences at age 18 (grades and post-secondary aspirations), post-high school labour market (unemployment) and educational experiences (obtaining a university degree), and adult statuses at age 25 (full-time worker, parent).

Yusoff et al., (2013) reviews the conventional setting of Herzberg Two-Factors Theory and compares it with current research findings. The study findings from various countries and
industries have found with the theory, where Extrinsic Factors that should only turn up with job dissatisfactions or neutralize feelings towards jobs have indeed effected respondents’ job satisfactions. The remodeling of Two-Factors Theory should be used to determine employees’ job satisfaction factors in order to maximize their job performance.

3. METHODOLOGY

The study is exploratory in nature which has to draw inferences about the preferences of management students to look into a job and to what extent they have deviated from the traditional preferences of the earlier generation.

(a) Sample

The study has been conducted on 140 management students (64 Female and 76 Male) of second year from 5 representative management institutes in Mumbai who have been geared up to take up the jobs through campus recruitment or their own efforts. A common instrument was administered for data collection to record the preferences of students for choosing a job and one of their parents (preferably the major earner) was asked to rank these factors for choosing the jobs for his/her ward.

(b) Data Collection Instrument

Intrinsic and Extrinsic Motivation Scale: What do you look for in a Job? It was developed by Udai Pareek. The same instrument was used for the parent with modified instructions.

The instrument measures intrinsic and extrinsic motivation or what Herzberg called motivators and hygiene factors. The instrument contains 14 items, seven related to intrinsic and seven to extrinsic motivation. It is a self administered instrument wherein the respondents are asked to rank all the 14 items depending on their importance to them.

(c) Standardization of Instrument

The instrument was standardized by Udai Pareek on a sample of 108 participants of a Malaysian Bank.

Reliability: The split half reliability of the instrument was found to be 0.88 (n=108) at the time of its standardization on Malaysian Bank. The reliability was re-tested on management students and the Chronbach alpha was found to be 0.83.

Validity: Factor Analysis (principal axis factoring with varimax solution) of data from a Malaysian bank (n=108), using a two-factor solution was used to identify these 14 factors (with factor loading of 3 or more). The factor analysis has partially validated the two-factor classification. When intrinsic and extrinsic motivators were correlated, in one case (n=65), the correlation was found to be 0.87, and in the other (n=43), it was found to be 0.99. (Refer to page 252 of Training Instruments in HRD and OD by Udai Pareek, Third Edition,)
**Norms:** The Mean values of all 14 items of the extrinsic and intrinsic motivation for the group has also been given by the author of the scale which has helped in comparing the results of the present study with the earlier survey (validation study)

**(d) Factors studied:**

- Scores on Intrinsic and extrinsic motivators for students and parents
- The above factors for gender comparison

**(e) Statistical Techniques used**

- Descriptive (central tendencies, graphical representation, coefficient of correlation)
- ‘t’ test for significance of Means between different groups viz. students & parents, male & female students etc on extrinsic and intrinsic motivation factors.

### 5. DATA ANALYSIS AND INTERPRETATION

The analysis of data to address various research objectives is based on the survey conducted on 140 final year management students studying in Management Institutes in Mumbai (Male:76 and Female: 64) and their parents using the Extrinsic-Intrinsic Motivation Scale developed and standardised by Udai Pareek.

**Table 1:** Average Ranking on Various Factors of Extrinsic and Intrinsic Motivators by Students, Parents and in the Validation Study

<table>
<thead>
<tr>
<th>Item</th>
<th>Av. Ranking by Students</th>
<th>Av. Ranking by Parents</th>
<th>Av. Ranking by Male Students</th>
<th>Av. Ranking by Female Students</th>
<th>Av. Ranking by Parents of Male Students</th>
<th>Av. Ranking by Parents of Female Students</th>
<th>Av. Ranking in Validation Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Security</td>
<td>5.53</td>
<td>3.61</td>
<td>4.89</td>
<td>6.28</td>
<td>3.68</td>
<td>3.56</td>
<td>4.28</td>
</tr>
<tr>
<td>2. Adequate Salary</td>
<td>4.77</td>
<td>4.06</td>
<td>5.18</td>
<td>4.28</td>
<td>4.05</td>
<td>4.06</td>
<td>4.38</td>
</tr>
<tr>
<td>3. Fringe benefits</td>
<td>8.46</td>
<td>8.37</td>
<td>8.61</td>
<td>8.28</td>
<td>8.41</td>
<td>8.34</td>
<td>7.04</td>
</tr>
<tr>
<td>4. Comfortable working</td>
<td>6.16</td>
<td>5.19</td>
<td>6.50</td>
<td>5.75</td>
<td>5.27</td>
<td>5.01</td>
<td>8.57</td>
</tr>
<tr>
<td>conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Sound Company's policies</td>
<td>8.50</td>
<td>7.60</td>
<td>8.18</td>
<td>8.88</td>
<td>7.70</td>
<td>7.52</td>
<td>7.91</td>
</tr>
<tr>
<td>6. Considerate and</td>
<td>10.64</td>
<td>9.77</td>
<td>10.95</td>
<td>10.28</td>
<td>9.83</td>
<td>9.73</td>
<td>11.03</td>
</tr>
<tr>
<td>sympathetic boss</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Restricted hours of work</td>
<td>9.46</td>
<td>7.50</td>
<td>9.89</td>
<td>8.94</td>
<td>7.76</td>
<td>7.29</td>
<td>10.96</td>
</tr>
<tr>
<td>Totals of Extrinsic</td>
<td><strong>53.51</strong></td>
<td><strong>46.04</strong></td>
<td><strong>54.21</strong></td>
<td><strong>52.69</strong></td>
<td><strong>46.70</strong></td>
<td><strong>45.51</strong></td>
<td><strong>54.17</strong></td>
</tr>
<tr>
<td>Motivators items (1 to 7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It may be observed from Table I above that the students have slightly more preference for Intrinsic motivational factors (51.49) compared to intrinsic motivational factors (53.51), whereas the parents have assigned substantially high priorities to the extrinsic factors (46.04) compared to intrinsic factors (58.96). The girl students however have more or less equal preference for extrinsic (52.69) and intrinsic (52.31) motivators. It may also be observed that the overall preference of students was quite close to the validation study in terms of extrinsic and intrinsic motivators. The ranking of male students on overall extrinsic (54.21) and intrinsic motivators (50.79) was almost the coincided with the findings of validation study (54.17 and 50.83 respectively) and had higher preference for intrinsic motivators compared to intrinsic motivators as depicted in the validation study. In the ranking system, lower the score higher is the preference given to that factor.

Figure 1 and Figure 2 give the comparative presentation of mean scores of Students, Parents and Validation study on Extrinsic and Intrinsic factors respectively.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>7.19</td>
<td>7.41</td>
<td>7.29</td>
<td>7.06</td>
<td>7.49</td>
<td>7.36</td>
<td>4.47</td>
<td>51.49</td>
</tr>
<tr>
<td>4.74</td>
<td>7.17</td>
<td>4.74</td>
<td>4.75</td>
<td>6.87</td>
<td>7.42</td>
<td>3.43</td>
<td>46.04</td>
</tr>
<tr>
<td>6.54</td>
<td>6.27</td>
<td>6.21</td>
<td>6.94</td>
<td>6.06</td>
<td>6.44</td>
<td>9.04</td>
<td>58.96</td>
</tr>
<tr>
<td>7.07</td>
<td>8.97</td>
<td>6.71</td>
<td>7.50</td>
<td>9.14</td>
<td>8.83</td>
<td>6.76</td>
<td>50.79</td>
</tr>
<tr>
<td>7.36</td>
<td>9.41</td>
<td>7.34</td>
<td>7.38</td>
<td>9.24</td>
<td>9.56</td>
<td>6.67</td>
<td>52.31</td>
</tr>
<tr>
<td>10.04</td>
<td>10.17</td>
<td>9.82</td>
<td>10.31</td>
<td>10.10</td>
<td>10.23</td>
<td>10.85</td>
<td>58.30</td>
</tr>
<tr>
<td>8.54</td>
<td>9.54</td>
<td>8.68</td>
<td>8.38</td>
<td>9.40</td>
<td>9.66</td>
<td>9.61</td>
<td>59.49</td>
</tr>
<tr>
<td><strong>Totals</strong> <strong>Intrinsic Motivators items (8 to 14)</strong></td>
<td><strong>51.49</strong></td>
<td><strong>58.96</strong></td>
<td><strong>50.79</strong></td>
<td><strong>52.31</strong></td>
<td><strong>58.30</strong></td>
<td><strong>59.49</strong></td>
<td><strong>50.83</strong></td>
</tr>
</tbody>
</table>
It may be observed from the above graphs that on most of the extrinsic and intrinsic factors the rankings of students are more close to the validation study as compared to the rankings of parents.
Table 2: Average Correlation between Students’ and their Parents’ Rankings

<table>
<thead>
<tr>
<th>MALE</th>
<th>FEMALE</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1396</td>
<td>0.1986</td>
<td>0.1665</td>
</tr>
</tbody>
</table>

Table 2 above works out the average correlation between the rankings of the students with their respective parents which is the major objective of the study to ascertain to what extent the preferences of students’ match or differ from the preferences of their parents. It has been observed that the overall correlation between the students’ preferences and their parents’ preferences is just 0.1665. The low agreement between students and their parents can be attributed to generation gap, more exposure beyond family boundaries, peer group influences, explosion of information through various sources, etc. The correlation between male students and parents is still lower (r=0.1396 only) indicating that they are significantly more influenced by other factors than parents compared to their counterpart female students (r=0.1986).

The statistical significance of differences in average rankings on extrinsic and intrinsic factors have been tested for various segments using ‘t’ test and results are given in Table III, IV and V. For testing the significance between the means of 2 groups on extrinsic and intrinsic motivator, eleven sets of null and alternative hypotheses have been framed. To Illustrate one set of null and alternative hypothesis, “for testing whether the average extrinsic and intrinsic score of students are significantly different or not”, are given as follows:

H0 (Null hypothesis): There is no significant difference between the mean scores of students on extrinsic and intrinsic motivators
H1 (Alternate hypothesis): There is a significant difference between the mean score of students on extrinsic and intrinsic motivators

<table>
<thead>
<tr>
<th></th>
<th>Av. Extrinsic</th>
<th>Av. Intrinsic</th>
<th>‘p’ Value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>53.514</td>
<td>51.486</td>
<td>0.073</td>
<td>Not Significant @ 0.05</td>
</tr>
<tr>
<td>All Parent</td>
<td>46.043</td>
<td>58.957</td>
<td>6.633E-15</td>
<td>Highly Significant</td>
</tr>
<tr>
<td>Female Students</td>
<td>52.688</td>
<td>52.312</td>
<td>0.861</td>
<td>Not Significant @ 0.05</td>
</tr>
<tr>
<td>Male Students</td>
<td>54.211</td>
<td>50.789</td>
<td>0.063</td>
<td>Not Significant @ 0.05</td>
</tr>
<tr>
<td>Parents of Female</td>
<td>45.506</td>
<td>59.494</td>
<td>2.301E-17</td>
<td>Highly Significant</td>
</tr>
<tr>
<td>Parents of Male</td>
<td>46.698</td>
<td>58.302</td>
<td>2.613E-12</td>
<td>Highly Significant</td>
</tr>
</tbody>
</table>

Table 3 above reveals that though the students had more preferences for intrinsic factors compared to extrinsic factors but the difference between the means of extrinsic and intrinsic factors have not been found statistically significant at 5% level of significance. In case of female students, the means of extrinsic and intrinsic factors were very close and therefore found statistically not significant. As far as male students are concerned, though the mean of intrinsic factors is visibly lower compared to extrinsic factors but has not been found statistically significant at 5% level of significance. The parents have uniformly shown their significant
preference for the extrinsic factors compared to intrinsic factors. The difference between means of extrinsic and intrinsic factors has been found statistically significant both at overall level as well as parents of male and female student’s level. The ‘p’ values have been found close to zero giving no scope for any type I error. The major cause for the parents’ preference for extrinsic motivators compared to intrinsic motivators can be attributed to the fact that the extrinsic factors are related to company policies and privileges like salary, job security, restricted hours of work, etc. which are treated as important for them being protective parents. Moreover, these are externally visible which gives status to the family. The intrinsic factors on the other hand are related to job itself and act as motivators (as per Herzberg two factor theory) and give higher satisfaction to the job holder.

Table 4: Significance of Mean Ratings on Extrinsic and Intrinsic Factors between Students and Parents (p value on t test)

<table>
<thead>
<tr>
<th>BETWEEN</th>
<th>Av. Extrinsic of students</th>
<th>Av. Intrinsic of students</th>
<th>Av. Extrinsic of parents</th>
<th>Av. Intrinsic of parents</th>
<th>‘p’ Value*</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students &amp; Parents (all)</td>
<td>53.514</td>
<td>51.486</td>
<td>46.043</td>
<td>58.957</td>
<td>4.016E-09</td>
<td>Highly Significant</td>
</tr>
<tr>
<td>Female students &amp; their parents</td>
<td>52.688</td>
<td>52.312</td>
<td>45.506</td>
<td>59.494</td>
<td>9.136E-05</td>
<td>Highly Significant</td>
</tr>
<tr>
<td>Male students &amp; their parents</td>
<td>54.211</td>
<td>50.789</td>
<td>46.698</td>
<td>58.302</td>
<td>2.308E-05</td>
<td>Highly Significant</td>
</tr>
</tbody>
</table>

*Total of means of extrinsic and extrinsic is constant (105), the ‘p’ value for extrinsic and extrinsic are found to be same. Therefore, reported once only.

Table 4 above shows that the differences between the average preferences for both extrinsic and intrinsic motivators between students and parents (overall as well as students’ gender-wise) have been found to be highly significant. The value of ‘p’ in all the 3 cases was found to be extremely small (near zero), the conclusion therefore can be drawn with almost certain level of confidence. This also corroborates the fact that the correlations between students’ preferences and parents’ preferences were found quite low (overall as well as students’ gender-wise).
Lastly, Table V gives the results of the test of significance between the means of female and male students as well as between the parents of female and male students. It has been found that though the male students were slightly more inclined towards intrinsic motivators compared to their female counterparts but the difference has not been found statistically significant. Similarly, the parents of female students have marginally more preference for extrinsic motivators (may be more protective about female child) compared to the parents of male students but the difference has not been found statistically significant.

5. Results and Conclusion

The agreement between the students and their parents for preferences between various factors of extrinsic and intrinsic motivation measured through correlation coefficient has been found to be quite low ($r=0.1665$). It is lower for male students ($r=0.1396$) compared to female students ($r=0.1986$). The low correlation may be result of generation gap, extensive outside influences and access to host of information through various sources to the students.

The students have shown more inclination towards intrinsic motivators than extrinsic motivators but the difference between their preference for extrinsic and intrinsic factors is not found statistically significant. The female students have almost same level of preference for both the types of motivators whereas the male students have shown slightly higher preference for intrinsic motivators but the difference is not found statistically significant.

The parents (of female and male students both) have recorded very high preference for extrinsic motivators compared to intrinsic motivators and the difference is found highly significant. It signifies that they attach more importance to hygiene factors, being protective attitude towards their children, as these factors ensure adequate working conditions. These factors are externally visible mainly concerning with the company’s policy and privileges which may enhance status of the family.

The students have significantly high preference for intrinsic motivation and significantly low preference for extrinsic motivators compared to their parents signifying that the students had preferences for job related factors (motivators) and parents have preferences for working condition related factors (hygiene factors). This clearly shows that the students and parents have
their own preferences influenced by their time and generation. This has been collaborated by low correlation between them on various factors of job motivators.

Though the male students have slightly more preference for intrinsic motivators compared to the female students but the difference has not been found statistically significant. Similarly, the parents of male and female students do not have statistically significant difference on extrinsic and intrinsic factors. This establishes that once the students go for the management education for their career, the gender does not make any significant difference. Similarly, the parents of management students have the same preferences whether their child is male or female.

6. Limitations, Scope for Further Research and Management Implications of the Study

Limitation of the Study

The scope of the present study was restricted to ascertain the preferences of management students and their parents on various extrinsic and intrinsic factors which are significant for choosing a job within the city of Mumbai due to paucity of time and resources. It may not therefore be possible to generalise the results of the studies to all India level. The sampling technique used in the study was purposive due to operational convenience which is a non-probability sampling technique.

Scope for Further Research

Though the sample size of 140 each for students and parents was considered sufficient keeping in view more or less homogeneous demographic background of management students and their parents, it would be interesting to extend the scope of this study to all India level on a larger sample with some institutional support to cover various regions to verify the results of this study and also to analyze the regional differences whether they exist between the students as also parents of students in different part of the country for their preferences for various factors of extrinsic and intrinsic motivation.

Management Implications of the Study

The organizations are very sensitive and keen to gauge the motivational profile of not only of the existing employees but also the perspective employees so that they can harmonize the organizations’ expectations with the employees’ aspirations, which are dynamically changing with the change of time. The corporates and industry can take clues from the study and accordingly can modify their HR policies and incentive schemes to attract best talents. It may improve the productivity and job satisfaction. It may also help in testing the traditional theories of motivation whether they are still holding true or need to be revised with the change of time and motivational patterns of new generation. One of the challenges that the corporates are facing is managing diversity at work place. Age diversity is a significant factor at work place which requires sincere attention to handle it carefully. If the diversity is managed well by taking into considerations the motivational profile which is reflected through perceptions, thoughts, perspectives and aspirations of diverse components at work place, it may result into higher productivity and job satisfaction.
References