

A Discussion on The Application of Two Factor, X and Y Theories in Classroom Management

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Abstract: The main purpose of the study is to discuss two factor, X and Y motivation theories from the point of classroom management. In order to attain the goal, firstly general definition of motivation is given; secondly general and specific knowledge on Herzberg's Two Factor, Mc. Gregor's X, Y motivation theories are given and discussed from the point of general and educational administration. Suggestions are given by depending on the discussions made in.

Key words: Herzberg's Two Factor • Mc. Gregor's X • Y motivation theories

INTRODUCTION

The discussions on student motivation have increased in Turkey since the end of the 1990s that is, especially with the beginning of new reformation on teacher training system in higher education institutions. The subject matter has begun to be discussed not only as a course at educational faculties but also national and international panels, conferences related to educational and classroom management areas.

The main purpose of the study is to discuss two factor, X and Y motivation theories from the point of classroom management. The main purpose of the study can be stated into three subtitles as indicated below: (1) to discuss the importance of motivation of student in classroom management, (2) to discuss main properties of Herzberg's Two Factor, Mc Gregor's X and Y motivation theories from the point of view both general administration and classroom management, that is to say both management and students' motivation in classroom, (3) to give some practical suggestions for a teacher to motivate students in classroom management process by discussing main properties (features) of the three motivation theories indicated above.

In order to attain these goals the plan given here is followed; firstly general definition of motivation is given; secondly general and specific knowledge on Herzberg's Two Factor, Mc. Gregor's X, Y motivation theories are given and discussed from the point of general and educational administration.

WHAT IS MOTIVATION?

There are lots of definitions of motivation. Mainly, definitions of the term motivation are different because of perception. In some case the term can be perceived as process while some concepts it as a tool to create new effective behaviour of person that is, motivator. Meanwhile, motivation can be considered as internal state that instigates, directs and maintains behaviour [1]. As a process motivation is defined as the processes that account for an individual's intensity, direction, and persistence of effort towards attaining a goal [2].

To sum up, motivation involves a conscious decision to perform one or more activities with greater effort than other activities. This definition of motivation contains three elements: (1) some need, motive, or goal that triggers action, (2) a selection process that directs the choice of action; and (3) the intensity of effort that is applied to the chosen action. In essence, motivation governs behavior selection, direction, and level of effort [3].

If motivation is seen as a process, a simple model of human motivation can be illustrated as seen in the Table 1. In accordance with the process model, motivation can be examined as if the regulation is as an open system approach. According to the process model, motivation process can be divided into four important sub-titles. The first one is related to human basic *needs* such as for food, achievement, or monetary gain, that translate into an internal tension that motivates specific *behaviors* with which fulfill the need. The person is *rewarded* in the

Table 1: A simple Model of Motivation



Daft, R.L. (2006). The new era of management. Ohio: Thomson South-Western. p.697

sense that the need is satisfied. The reward also informs the person that the behavior was appropriate and can be used again in future [4].

WHY MOTIVATION IS IMPORTANT IN CLASSROOM MANAGEMENT?

General or educational management perspectives have shown great developments in twenty century. Management or motivation theories show that management of organizations or human resources have been evolved from traditional or classical theories to the human resources perspective, modern sociocultural and eclectic ones since the beginning of management history [4]. Because of this progress, today's teachers as classroom manager should follow not only new principles but also new strategies on class management into the classroom. Motivation can be seen one of these development related to not only classroom but also education and school management. If so, why motivation is so important for classroom management can be confiscated as follow:

Motivation Is Important to Enable the Students Move Energetically Toward a Goal or Study Hard: It is all known that everybody feels to be motivated, move energetically toward a goal or to work hard. A teacher as a classroom manager is accepted to have satisfactory cognitive and practical acquirements about motivation in order to solve managerial and pedagogical problems in class. Knowing the motivation process also helps teachers to know the reasons of failure and success [5].

New Methods for Classroom Management Should Be Known and Carried out into Practice: It is impossible to manage class by following traditional way and methods. Two major pproaches dominated thinking about motivation behavior during the twentieth century. The

first one is associated with behaviorist psychology in which external control of individual is emphasized. The second one emphasizes the psychic energy of internal thoughts and feelings as the primary source of motivation [6]. By remembering and keeping the development in area, motivation styles sholud be changed and new ones sholud be tried to be developed.

To Become a Successful Teacher Needs Having Functional and Operational Acquirements about Motivation: A basic observation about human behavior is that people will make an effort to do or have somethings, but they will actively try to avoid or reduce the impact of others. Psychologists refer to this basic human condition as a struggle between *approach* and *avoidance* behaviors [3]. On the one hand it can be said people or students in class usually seek to approach desirable conditions, relationship, tasks, events. Alternatively, they work to avoid troublingor debilitating conditions. By depending on the basic scientific results and practical extractions, it is clear that a teacher can accomplish some of difficulties having satisfactory and appropriate acquirements on motivation.

Having Good Relation and Achieving Organizational Goals Are Needed Appropriate Behavior for Motivation: Leadership and administration mean working with and through other people to achieve organizational goals. In order to carry out these objectives in class or in daily life, it is needed to have good relationship with people you work or contact. In other words, human relations movement that emphasized satisfaction of employees' basic needs as the key to increased worker productivity is needed [7]. To reach desired results and to approach students with in humanistic perspective, which stresses capacity for personal growth, freedom to choose their destiny, and positive qualities, motivation is very important factor [8].

A BRIEF DISCUSSION ON TWO FACTOR, X AND Y THEORIES

Many theories of motivation exist that managers or teachers can use improve their understanding of why people behave as they do. None provides a universally accepted explanation of human behavior [9]. Although there are many different motivation theories in management, only Two Factor, X and Y Theories are discussed in the article. The most important reason to discuss only those theories indicated above is that those haven't been criticized or studied in educational area up to now. Therefore, a brief discussion will be prepared on Two Factor, X and Y theories and their application in education area.

TWO FACTOR THEORY

Two factor theory was proposed by Frederick Herzberg, an American psychologist, focused on the distinction between factors that can increase job satisfaction "motivators" versus those that can prevent dissatisfaction but cannot increase satisfaction "hygiene factors" [10]. In other words, Herzberg's two factor theory classifies needs into two groups. Hygiene factors include working conditions, pay and co-worker relations. Motivating factors include the need for achievement, challenge, and recognition [11]. Motivators can be seen factors which are directly related to doing a job like recognition, achievement, growth, responsibility, nature of the work. Hygiene factors are the elements associated with conditions surrounding the job like supervision, compensation, benefits, working conditions and relations with co-workers.

Herzberg's two-factor theory of motivation was developed through research in which people were asked to describe critical incidents in their work lives involved motivation and job satisfaction. As a matter of fact, two factor theory was not come in handy for classroom management or generally speaking educational area. Because of this fact, it is difficult to think what will benefit of the mentioned theory for education. However, it should be noted that some implications can be derived from two factor theory to be used in educational area not only in educational management but also classroom management. In the classroom management sense hygiene factors, that is maintenance factors can be stated as classroom physical arrangement, physical security, educational equipment and tools that is educational technology, central heating system, stage lighting and working

conditions. Student's achievement, advancement, recognition, challenge and giving responsibility to the students can be counted as motivating factors. An important concept in the two-factor theory is that people tend to see job satisfaction as being related to such intrinsic factors as success, the challenge of the work, achievement, and recognition, whereas they tend to see dissatisfaction as being related to such extrinsic factors as salary, supervision, and working conditions [6].

By remembering the basic classification mentioned above, the suggestions given below can be considered important. Firstly a teacher as a classroom manager should prepare a comfortable working conditions for students in the classroom. As mentioned before, it is not possible to motivate students in class through maintenance factors. Reducing class size, developing a more amiable atmosphere, and improving the fringe benefits [6]. Since motivation appears to arise from a separate cluster of condition, different and distinct from those related to the sources of dissatisfaction. In order to motivate the students in the classroom, support of students' success, giving responsibility, recognition, promotion, and challenge are necessary. To realize motivational process in class, a teacher is expected to not only reduce class size and to develop a more amiable atmosphere, but also to create appropriate condition for success, promotion, self confidence, increase autonomy, expand democratical participation, enrich classroom management styles. Because the efforts related to 'maintenance factors' in themselves are not satisfactory for motivation of students without having or realizing 'motivating factors'.

Herzberg motivation-maintenance theory has been widely accepted and applied to the management of organizations. Many criticisms that crop up in that debate are often expressed as follows: Some criticisms are related to research method and process which of them are valid for the other researches. However the most important criticism can summarized as follow:

The theory assumes that there is a direct relationship between effectiveness and job satisfaction; yet the research studies only satisfaction and dissatisfaction and does not relate either of them to the effectiveness (or productivity) of the respondents. In fact, it can be noted that there is a chicken-or-the-egg aspect to the research literature on the job satisfaction and presumed link to effectiveness on the job. Roughly, investigators with a human relations orientation tend to think that satisfied workers are likely to be productive [6].

APPLICATION OF TWO FACTOR MOTIVATION THEORY IN EDUCATIONAL AREA AND SUGGESTIONS

One of the most important problem related to application of two factor motivation in educational area can be noted as follow: It is defended out that it is difficult or impossible to apply motivation-maintenance theory in educational area especially in classroom since theory is developed for industrial organizations. Mainly, the answers on the question can be classified into two groups. The first one defends out that schools and the other educational institutions should be considered as an organization. Because of this acquiescence, the theory can be used in educational organizations. Some research results showed that Herzberg's work among teachers, reported that theory appeared to be supported. Thomas Sergiovanni's findings were that achievement and recognition were very important motivators for teachers, along with the work itself, responsibility, and possibility of growth [6]. However, the main question relates to the application of the theory in classroom. In connection with the problem it can be uttered that a class can be considered a small organization. If so, the application of the theory could be easy. Nevertheless, the main point is that students cannot be counted as a 'worker'. If there is a problem, problem possibly stems from the differences between worker as working class or person and student as a person having obligatory or voluntary attendance for school. Since there is no related research studies in the considered context, it is difficult to interpret scientifically. Nevertheless, some considerations can be uttered on the basis of experiences. The implication that students cannot be counted as worker is right. However students can be considered as a working components of educational organization. Because of the fact two factor theory may have the chance for the application in classroom. On the other hand keeping basic properties of humanistic, cognitive and sociocultural views of motivation, it can be said the concept of identity in sociocultural area is important [5]. Therefore self esteem, self-fulfillment, self-determination, engaged participation in learning communities, maintaining identity through participation in activities of group can be considered as motivating factor in class as indicated two factor theory.

THEORY X AND THEORY Y

Theory X and Theory Y, which were constructed and based on different managerial practices McGregor,

presented sharp contrast between two different sets of managerial assumptions about people reasoning that a managers ideas about people influence how a person attempts to manage [12].

A Theory X: Is assumed about human behaviour can be said to be postulated that people act to realise basic needs, and therefore do not voluntarily contribute organizational aims. In other words, according to Theory X people workers or students dislike work, are lazy, dislike responsibility, and must be coerced to perform [13]. Managers who believe in theory X hold the attitude that workers work for money not the desire to do a good job, need close supervision and control in order to achieve the objectives of organization [14]. One in a hand Theory X can be said to be more convenient classical organization with its highly specialized job, centralized decision making, top down communications [15]. People must be threatened with punishment in order for them to put forth adequate effort toward the achievement of organizational objectives [6, 16].

Theory Y: By contrast Theory X, people are not by nature passive or resistant to organizational needs. They have become so as a result of experience in organizations. Theory Y is a set of assumptions of how to manage individuals who are motivated by higher order needs [17]. Managers who believe in theory X hold the attitude that workers are keen to develop, to accept responsibility and to support the organization's goals if encouraged to do so [14]. The expenditure of physical and mental effort in work is as natural as in play or rest- the typical human being does not inherently dislike work. External control and threat of punishment are not the only means for bringing about effort toward an organization's goals. A person probably exercises self direction and self control in the pursuit of the objective to which he is committed [16]. One in a hand, it can be said that neo-classical organization model with new organizations and practices to deal with diversification, decentralization, and participative decision making process, widespread communication is more appropriate for Theory Y followers [15]. According to Theory Y, average person, under proper conditions, learns not only to accept responsibilities on the job but to seek it [6].

The differences between Theory X and Theory Y can be drawn from the different point of view can be drawn as shown in Table 2.

Generally speaking, Theory X and Y in fact weren't developed for educational area that is, they are used for

Table 2: The Contrast between Theory X and Theory Y

		Theory X	Theory Y
Responsibility	Basic properties	Dislike responsibility, lack ambition,	Seek responsibility, have capacity to direct and control organisational tasks
	Manager's task	Must direct their efforts	
Personality	Basic properties	Passive, indolent, and works as little as possible, indifferent to organisational needs	By nature are not passive or indifferent to organisational needs
	Manager's task	People need to be coerced and controlled	Freedom, self evaluation
Creativity	Basic properties	Self centered, generally not creative and resistant to change	Creative, use ingenuity in solving organisational problems
	Manager's task	Controlling, planning	Yetki devri

industrial sector. However, it is possible to utilize from these theoretical concepts in educational area. Before all else, they can be utilized in educational management area as a service sector. Secondly, theoretical concepts related to X and Y can be modified in classroom management by the application of some results or assumption of Theory X and Y. In this sense, some problems can be confronted with as indicated below: The first problem is that a student can not be considered as a worker; secondly a classroom is not a factory. Moreover the relationships between a teacher and student is different from the manager-worker relationship. Although there are many difficulties of application of Theory X and Y in education practice, some conclusion can be made up as follows: Firstly, all assumptions about workers approximately can be used for students. In fact students can be defined or seen as having irresponsible, lazy, directed and controlled personality. In this context it can be suggested teacher follow Theory X methods. In some cases, it can be seen that students have main properties as seen in Theory Y assumptions that is, student may exercise self-direction and self control in the service of objectives to which he or she is committed and seek responsibility, have high degree of imagination. In the context, teacher is needed to act in accordance with Theory Y assumption, that is to say Theory Y assumptions are valid. Theory X and Theory Y are obviously two different, contrasting explanations of real world conditions. They they are clearly based on differing assumptions about people.

APPLICATION OF X MOTIVATION THEORY IN EDUCATIONAL AREA AND SUGGESTIONS

By keeping in mind basic properties Theory X, the “does” can be summarized as follows: Firstly, it should be noted that teachers as classroom manager who tacitly or explicitly accept the assumptions underlying this

explanation of humankind will use them as a guide to action in dealing with students in classroom [6]. Secondly, because students prefer to be directed; that they are motivated not by the desire to do a good job or study very hard it can be better to motivate them by using simply by financial incentives or external motivators like rewards, high scores and points. Students in class and outside must be closely supervised for desired classroom management and organisational goals of school.

APPLICATION OF Y MOTIVATION THEORY IN EDUCATIONAL AREA AND SUGGESTIONS

By keeping in mind basic properties Theory Y, the “does” can be summarized as follows: Firstly, it should be noted that a teacher as a classroom manager who tacitly or explicitly favor this explanation of the nature of human beings at work or in class could reasonably be expected to deal with subordinates in ways that are quite different from those who hold Theory X views[6]. Therefore it should be noted that Theory Y held that people could enjoy work; that is student like studying and individual would exercise substantial self control over his or her if the conditions were favorable. Implicit in Theory Y is the belief that people of course students at school are motivated to do a good job and by the opportunity to affiliate with their peers, rather than just by financial rewards. Because of these basic properties, from the point of a functional classroom and school management having students get good opportunities and educational environment with peers, not classical controlling and financial rewards.

Generally speaking, it should be noted that the motivation theories discussed in fact originally belong to industrial area. Because of this fact it may seem to difficult application of the theories in educational area. Moreover, it is recommended teachers and educators use the theories in classroom management. Although it is

discussable if classroom is an industrial factory or not, many different theories taken general management area like Maslow's hierarchy of needs theory.

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