

A STUDY ON THEORY X & THEORY Y: IMPLICATIONS OF TEACHERS IN HIGHER EDUCATION

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Abstract

This study seeks to find the implications of teachers in higher education with Theory X and Theory Y. 40 years ago, The Human side of Enterprise, Douglas McGregor's offered a new assumption of Theory Y management to managers, which would be more effective than Theory X the Current management assumptions. Since Theory X is still persist in practice where Theory Y model has been widely used and adopted as the most preferred model in management literature. Moreover many efforts to introduce management initiatives based on Theory Y have failed to reform the workplace or faculty attitudes in the organization. Theory Y is based on incomplete Theory of Human Motivation that erroneously that all people are creative in the same way. The study was conducted on academic Faculty in Deemed Universities and some affiliated colleges around Vijayawada region & it is based on the empirical research in which the analysis is done to find the relation between the style of the teacher and some variables which are effecting. This paper is restricted to only educational sectors taking teachers into consideration in and around Vijayawada region.

Keywords:

Theory X & Theory Y;
Higher Education;
Performance of Teacher;
Role of Teacher;
Attitude of Teacher.

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1. Introduction

The goal of any organization is to not to make profits, but also maintain and sustain with improved performance of the employees. Douglas McGregor, an American social psychologist, in his book "The Human side of Enterprise" proposed his famous theory X and Y in the year 1960. Commonly in the field of motivation and management still Theory X and Theory Y are referred. Most of the managers in the organization use Theory X and they tend to fail with poor results, where as teachers and enlightened manager's use Theory Y to which produce better performance and give better results and allow the people to grow [15].

McGregor (1960) argued that there are two types of managers: Theory X and Theory Y. Theory X managers assume that workers will avoid their given responsibility, are lazy, and prefer to just get by.

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Theory X assumptions believe that workers must be threatened and controlled with punishment [12]. To support these arguments Theory Y assumptions are contributing more positively towards the decision making and ultimately benefitting the organization [14].

McGregor's THEORY X & Y

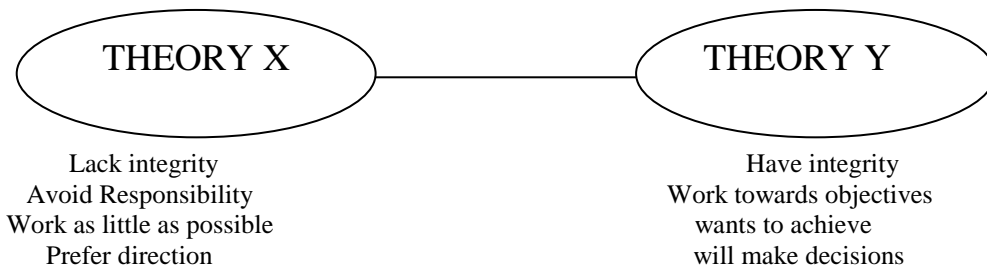


Fig 1: Relation between Theory X and Y
Source: Gurus on people management, McGregor, Douglas. (1964)

1.1. Concept of Motivation

The concept of motivation is a driving force within individuals in order to fulfil their need or expectation; they attempt to achieve some specific goals [17]. Motivation has been defined as: the psychological process that gives direction and behaviour purpose [6]. The 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
- 3) The intensity of effort that is applied to the chosen action.

In essence, motivation governs behaviour, attitude and performance, selection, direction and level of effort.

1.2. Difference Between Theory X And Y

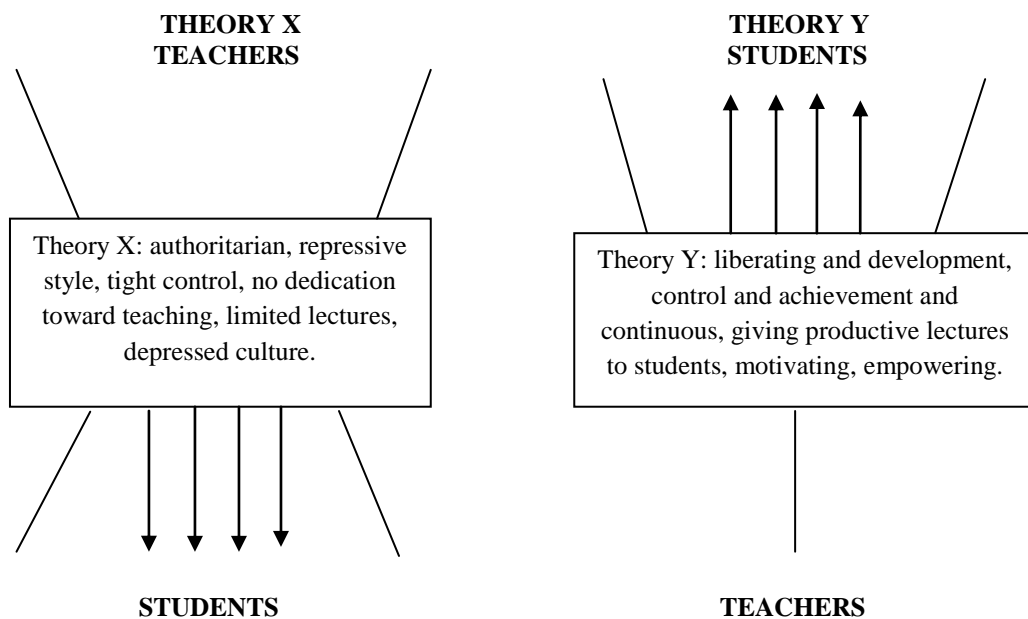


Fig 2: Differences between Theory X and Y of Teachers and Students
Source: Fundamentals of management, Otokiti (2006)

- Education in India has a long history. During ancient time India had been the Educational hub for many other Countries. However the current status in the literacy. Achievement is not satisfactory as large Part of population is illiterate. The association between higher education and its impact on economy is of immense import to India. The faculty with theory y are Not only beneficial for the institution But also it is useful for producing The students with high quality which is beneficial to the society. Thus, we can say that Theory X presents a Pessimistic view of teacher nature and behaviour at work, while Theory Y presents an optimistic view of the teacher nature and behaviour at work. McGregor views Theory Y to be more valid and reasonable than Theory X. Thus, he encouraged cordial team relations, responsible and stimulating jobs, and participation of all in Decision-making process.

Assumptions of Theory X:

- An average teacher intrinsically does not like work and tries to escape it whenever possible.
- Since the teacher does not want to work, he must be persuaded, compelled, or warned with punishment.
- Many teachers rank job security on top, and they have little or no aspiration/ambition.
- Faculty generally dislike responsibilities.
- Faculty resist change.
- An average faculty in an institution needs formal direction.

Assumptions of Theory Y:

- Teachers exercise their mental and physical efforts in an inherent manner in their job and they can perceive their job as relaxing and normal.
- If the job is rewarding and satisfying, then it will result in teacher loyalty and commitment to the institution.
- An average teacher can learn to admit and recognize the responsibility. In fact, he can even learn to obtain responsibility

1.3. Teaching Climate

THEORY X

Assumes that students

- Cannot be trusted
- Don't want to learn
- Cheat if they can

Therefore they must not be allowed to make significant decisions about their learning.

They need to:

- Be told what to do
- Be told what to study
- Have their attendance checked
- Have deadlines and regulations spelt out and
- Sanctions imposed when they are not met.

THEORY Y

Assumes that students:

Do their best work when given freedom and space to use their own judgement. This is an opposite view to Theory X teachers.

“The aim of teaching is to support student learning, not to beat student deviousness”.

1.4. Classroom Management

Theory X and Theory Y [1], Theory X is Newtonian and T is post-Newtonian.

- X suggests that people will do the minimum possible amount of work necessary to accomplish a task in an educational institution.
- Y suggests that all people want to succeed, but there are some obstacles that appear in their path which inhibit their progress. If these obstacles are removed, they can succeed as well as anyone else.

2. LITERATURE REVIEW:

There have been at least fourteen attempts to measure Theory X & Y managerial assumptions, attitudes and behaviour of the employees was first articulated by McGregor in 1957 till 2007 [13]. According to [5], the rail road industry headed down theory x style and also realized that the elements which are a part of the management equation are stressed responsibilities and accountability. Theory X emphasis on the bureaucracy organizational structure founded on discipline and order. A change in leadership style that would be energizing, encouraging, and unifying and would filter down to the whole organization. According to Poor, “Wherever there is lack of unity there will be a lack of energy-of intelligence-of life-of accountability and subordination” [3].

After the turn of the 20th century, employers increasingly saw the need and benefit of welfare work or industrial betterment [5]. The assumptions that are undergirding Theory Y are the converse of Theory X- for those employees who can be motivated to work hard, and find their job enjoyable, and are capable of self-control and self-direction and often seek to the growth of the organization and are responsible enough to handle the responsibilities [13] and always be enthusiastic to give new ideas and insights for the growth of the organization. To neither test the validity of the theory nor measure the constructs, unfortunately, McGregor attempted to conduct a research [7]. After examining the three foundations given by McGregor THSE, after analyzing he revealed the weakness in these three foundations: In 1960's works faced a different work environment, the concept of creativity is multidimensional and Maslow's needs of hierarchy have fallen into questions [8].

2.1. Theories of motivation

According to Maslow [2], employees have five levels of needs, there are: physiological, safety, social, ego, and self- actualizing. He also argued that the lower level of employees needs to be satisfied before the next higher level would motivate employees. Herzberg's categorized motivation into two factors: Hygiene's and motivators factors (Herzberg, Mausner, & Snyderman, 1959). Hygiene factor is also called as extrinsic factors, such as produce job dissatisfaction, pay and job security. Motivator is also called as intrinsic factors, such as, employee seeking for recognition in an organization, achievements, produce job satisfaction. There are various strategies of motivation by establishing the concept of motivation. The motivation of a person varies over time and also according to the circumstances and situations. The following are the theories of motivation which is modified and mentioned keeping teachers as the view point:

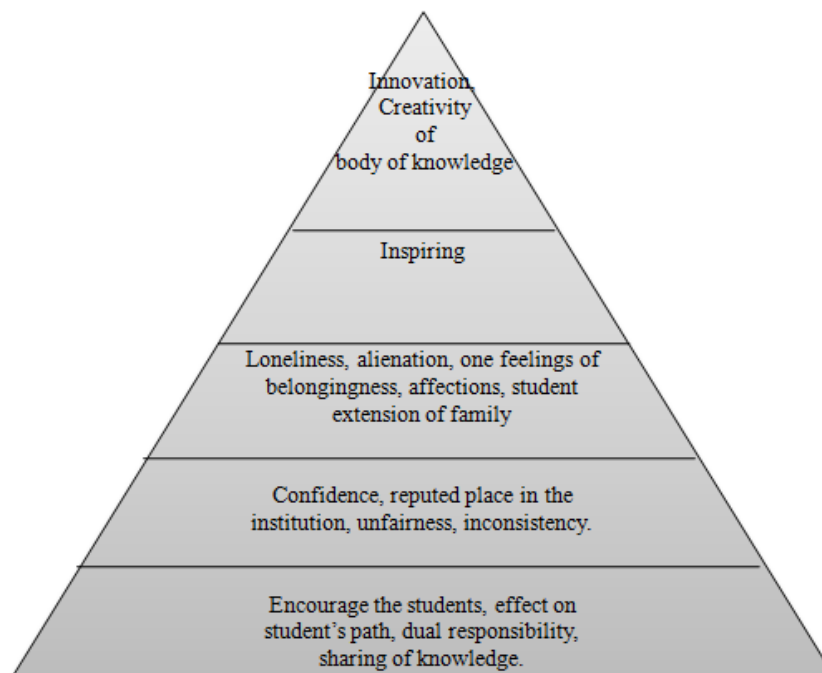


Fig 3: Maslow's hierarchy of need model
Source: (Mullins, 2005; Bloisi et al., 2003)

3. Objectives of the study:

- To classify the employees as Theory X and Y.
- To explore if there are any proxy cases of Theory X and Y.
- To explore the effect of Theory X and Y on Teachers.
- Implications for teachers in their profession.

4. Research Framework:

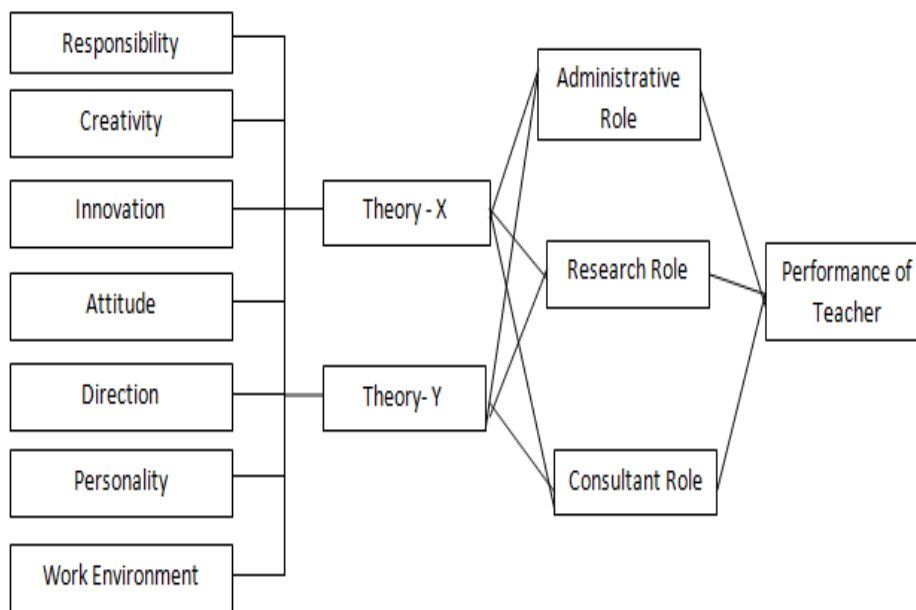


Fig 4: Framework related to Theory X and Y and their roles of teacher

5. Research Methodology

The research is carried out with the target population of nearly 1000 in Vijayawada region taking Deemed universities and affiliated colleges into consideration with a sample size of 278, but after distributing the questionnaire I have received only 260 respondents in which my analysis is carried out. The sampling frame consists of those who are working as faculty in different colleges in Vijayawada. The sampling unit is Individual respondents and data is collected through primary and secondary source.

Primary data is first-hand information collected by distributing the questionnaires to the faculty and the questionnaires were disseminated by hand and were in the form of hardcopies for respondents in Vijayawada region from various affiliated colleges. Secondary data is considered from various Journals, conference papers, Books and Magazines.

5.1. Questionnaire Design

The first part (Part-A) of the questionnaire provides general information of respondents. The second part (Part- B) of the questionnaire consists of person prefers being managed by the X or Y style and management style is the X or Y style & elaborates the independent variables and dependent variable that would be tested in the survey.

Questions are in the form of scaled-response and questions were adopted in this part of the questionnaire because “scaling permits measurement of the intensity of respondents’ answers”.

The third part (Part-C) consists of questions related to the implications of the teachers in higher education in an institution.

6. Hypothesis of the Study

Null Hypothesis (H01): There is no relationship between style of teacher and invited as a guest lecturer.

Alternative Hypothesis (H11): There is relationship between style of teacher and invited as a guest lecturer.

Null Hypothesis (H02): There is no relationship between style of teacher and participation in any professional societies.

Alternative Hypothesis (H12): There is relationship between style of teacher and participation in any professional societies.

Null Hypothesis (H03): There is no relationship between style of teacher and participation in solving practical problems in companies.

Alternative Hypothesis (H13): There is relationship between style of teacher and participation in solving practical problems in companies.

Null Hypothesis (H04): There is no relationship between style of teacher and average time spent on research work during a week

Alternative Hypothesis (H14): There is relationship between style of teacher and average time spent on research work during a week

Null Hypothesis (H05): There is a no relationship between style and publication of research papers.

Alternative Hypothesis (H15): There is relationship between style and publication of any research papers.

Null Hypothesis (H06): There is no relationship between style of teacher and identifying real time problems and finding solutions

Alternative Hypothesis (H16): There is a relationship between style of teacher and identifying real time problems and finding solutions

7. Results & Analysis

After conducting the pilot study and getting the reliability statistics as 0.836 for nearly 30 respondents, then the study has been carried forward to the target population and the results have been analysed by using chi-square tests in SPSS. The style of the teacher has been classified into 3 kinds: SGX, SGY, and SSY. The hypothesis are analyzed as below:

Chi-Square Tests

Hypothesis 1:

Style * Have you ever been invited as a guest lecturer Cross tabulation

		Have you ever been invited as a guest lecturer			Total
		yes	No	4	
Style	SGX	15	37	0	52
	SGY	87	53	0	140
	SSY	48	19	1	68
Total		150	109	1	260

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.086 ^a	4	.000

Likelihood Ratio	27.100	4	.000
N of Valid Cases	260		

- a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is .20.

Table 1: chi-square test for style and invited as guest lecture

From the above data the relationship between the style and have you ever been invited as guest lecture was tested using chi square analysis in SPSS. By seeing the significance level value was 0.000 which was less than 0.5 hence there is a relation between them and it was significant.

Hypothesis 2:

Style * if yes how many societies Cross tabulation

Count

		if yes how many societies						Total
		0	1	2	3	4	>4	
Style	SGX	16	15	16	4	0	1	52
	SGY	34	25	37	26	14	4	140
	SSY	7	22	21	17	1	0	68
Total		57	62	74	47	15	5	260

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.951 ^a	10	.002
Likelihood Ratio	33.763	10	.000
N of Valid Cases	260		

- a. 5 cells (27.8%) have expected count less than 5. The minimum expected count is 1.00.

Table 2: chi-square test for style and participation in how many societies

From the above data the relationship between the style and participation in how many any societies was tested using chi square analysis in SPSS. By seeing the significance level value was 0.002 which was less than 0.5 hence there is a relation between them and it was significant.

Hypothesis 3:

Style * Have you been invited by a company to solve practical problems Cross tabulation

Count

		Have you been invited by a company to solve practical problems		Total
		yes	No	
Style	SGX	8	44	52
	SGY	47	93	140
	SSY	13	55	68
Total		68	192	260

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.854 ^a	2	.012
Likelihood Ratio	9.133	2	.010
N of Valid Cases	260		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.60.

Table 3: chi-square test for style and invited by company to solve problems

From the above data the relationship between the style and have you been invited by a company to solve practical problems was tested using chi square analysis in SPSS. By seeing the significance level value was 0.012 which was less than 0.5 hence there is a relation between them and it was significant.

Hypothesis 4:**Style * Average time spent on research work during a week? Cross tabulation**

Count

		Average time spent on research work during a week?				Total
		5-6 hrs	6-10 hrs	10-12 hrs	>12 hrs	
Style	SGX	22	15	12	3	52
	SGY	68	23	22	27	140
	SSY	36	15	15	2	68
Total		126	53	49	32	260

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.470 ^a	6	.008
Likelihood Ratio	19.125	6	.004
N of Valid Cases	260		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.40.

Table 4: chi-square test for style and average time spent in research work

From the above data the relationship between the style and average time spent in research work was tested using chi square analysis in SPSS. By seeing the significance level value was 0.008 which was less than 0.5 hence there is a relation between them and it was significant.

Hypothesis 5:**Style * Have you published any research papers Cross tabulation**

Count

		Have you published any research papers		Total
		yes	no	
Style	SGX	44	8	52
	SGY	112	28	140
	SSY	53	15	68
Total		209	51	260

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.861 ^a	2	.650
Likelihood Ratio	.890	2	.641
N of Valid Cases	260		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.20.

Table 5: chi-square test for style and how many research papers published

From the above data the relationship between the style and how many research papers published was tested using chi square analysis in SPSS. By seeing the significance level value was 0.650 which was less than 0.5 hence there is a no relation between them and it was not significant.

Hypothesis 6:**Style * did you identify any real time problems and found solution Cross tabulation**

Count

		Did you identify any real time problems and found solution			Total
		0	yes	no	
Style	SGX	0	34	18	52
	SGY	1	106	33	140
	SSY	0	43	25	68
Total		1	183	76	260

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.471 ^a	4	.242
Likelihood Ratio	5.840	4	.211
N of Valid Cases	260		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is .20.

Table 6: chi-square test for style and do you identify any real time problems and found solutions

From the above data the relationship between the style and do you identify any real time problems and found solutions was tested using chi square analysis in SPSS. By seeing the significance level value was 0.242 which was less than 0.5 hence there is a relation between them and it was significant.

8. Discussion And Findings

From the analysis it is observed that commitment for teacher development is more in faculty in an institution, Goal Orientation, Locus of control, Self efficacy, Sense as self learning are the mostly used factors by the teacher which motivates them in and most Teaching techniques preferred by the faculty in an institution are Be Patient, maintaining rapport with students, Employ humour to create conditions conducive of learning, be aware of causes of behaviour and the teaching methods used mostly are Group discussions, Audio Visuals, Individual projects, E-Learning, Assignments, Case studies, Power point presentations, lecturing.

- It is found that in analysis of SGX, SGY, SSY the common Implications are:
Teaching Techniques: LCD Use, Be Patient, Rapport with Students, Be aware of cause of behaviour.
Motivation in class: Locus of control, Sense as self learning, Mentoring new students
Motivation in job: Job Challenge, Enjoyment in the task, a commitment for teacher development, Satisfaction and success in the work, Growth in work itself.
- It is found that there is a relationship between style of teacher and participation in any professional societies, participation in solving the practical problems in the companies, the average time spent on the research work, and identifying real time problems and finding solutions.

Table 7: Implications of SGX, SGY, and SSY on teaching methods, teaching techniques, motivation in job, and motivation in class

Implications	SGX	SGY	SSY
Teaching Methods	Flash Cards, Audio Visual, Case studies, Storytelling, E-Learning, Simulations	Team projects, Just a minute, Role play, Buzz Groups, Individual projects	Flash cards, Audio visual, Case studies, Storytelling, E-Learning, Lecturing, Group discussions, Brain storming
Teaching Techniques	Procedures and instructions, Set limits, Floor & LCD Usage, Rapport with students, Be aware of cause of behaviour, be patient	LCD Usage, Be patient, be aware of causes of behaviour, rapport with students	Procedures and instructions, Rapport with students, LCD Usage, set limits, be patient, be aware of cause of behaviour
Motivation in class	Request for special projects, Self efficacy, Sense as self learning, Locus of control, Bright and comfortable surroundings	Bright and comfortable surroundings, request for special projects, self efficacy, sense as self learning, locus of control, mentoring new students	Bright and comfortable surroundings, Locus of control, self efficacy, sense as self learning, learning facilities and student attention.
Motivation in job	Growth in work itself, Job challenge, Appreciation for achievement, A commitment for teacher development	Growth in work itself, job challenge, a commitment for teacher development, appreciation for achievement, enjoyment in the task	Job challenge, a commitment for teacher development, Appreciation for achievement, enjoyment in the task, Growth in work itself.

9. Suggestions

1. It is believed that teachers wouldn't allow college students to study subjects unaided and by themselves Ironically, although academics tend to criticize
2. For instance, teachers implement ideas for emphasize efficient use of class time and when the focus of teachers is on getting through the material. They apply principles to apply when teachers reduce expectations of students or inflate grades in order to motivate students to study harder; or when they consider themselves the source of classroom knowledge.
3. Less student preparedness can result in more lecturing and even a dictatorial approach to teaching, which would further reduce the ability and motivation for students to learn.
4. The practical knowledge should be implemented in the classrooms during their sessions so that the students can gain some subjects and skills through the education.

5. In addition, ideas can be implemented to better organize students for learning. For instance, certain seat configurations can be more appropriate depending on the teaching tactic. Even changing the seat assignments can be helpful. More significantly, how students are distributed across a major (that is, course sequencing) can have a huge impact on learning. The point is that technical efficiency and the principles of Scientific Management can be applied for good or for ill. How much they are applied may depend upon our assumptions about students.
6. Classroom becomes more supportive space when teachers form a positive bond with the students in the classroom where they can engage in socially productive ways and in academics.

10. Conclusion

Theory Y leadership behaviour may have a general positive influence on the organizational performance but so far there has been no empirical evidence directly related to firms performance criteria. There is evidence to support both positions. However, there is also evidence that national cultural values may be changing in a direction more consistent with the application of McGregor's Theory Y. It seems to be clear that McGregor's thinking has had a profound impact over the last 50 years and continues to have a significant influence today. What will the next 50-year review conclude? We hope that McGregor's work will continue to shape behaviour in organizations; that in the next 50 years McGregor's assumptions about human behaviour at work will truly be universal.

The ideas designed by McGregor is to start scientific enquiry into management practice are still of great relevance today, yet to say the investigation is over is far from the truth. It is found that from the analysis the style of the teacher is having relation with being invited as a guest lecturer, having some professional societal bodies, invited by a company to solve some practical problems, average time spent on research work during a week, solving real time problems and finding a solution. The style of the teacher is not having significant relation with the research publication papers as it is not the factor effecting the motivation of a teacher in higher education. Thus in the future scope of research the motivation theories Theory X& Y can be done in Software and IT Companies.

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