Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), Vol.4 No.2 June, 2021; p.g. 231 – 241; ISSN: 2695-2319 (Print); ISSN: 2695-2327 (Online)

THE RELEVANCE OF CLAYTON PAUL ALDERFERS' EXISTENCE, RELATEDNESS, GROWTH THEORY TO THE EDUCATIONAL MANAGEMENT

ELUJEKWUTE, EDWIN CHUKWUAGUZIE (PhD)
Department of Educational Foundations, Faculty of Education,
Benue State University, Makurdi, Benue State, Nigeria
E-mail: elujekwuteddy@gmail.com Tel: +2348037530328

&

AJA, JANE OGOMA (PhD)
Department of Business Education,
College of Education, Oju, Benue State, Nigeria
E-mail: janeaja65@gmail.com Tel: +2347036679003

&

ABACHI, NYISHIMA DEMVIHIN (PhD)
Department of Educational Foundations, Faculty of Education,
Benue State University, Makurdi, Benue State, Nigeria
E-mail: ademvihin@gmail.com Tel: +2348078855306

Abstract

This paper examined the relevance of Clayton Paul Alderfer's Existence, Relatedness and growth theory and its relevance to the educational management. The paper also appraised the concept of ERG theory Development, Brief Biography of Clayton Alderfer, Differences and Similarities between Maslow Hierarchy and Alderfers' ERG as well as Frustration- Regression principles. Alderfer's ERG theory contends three basic needs an employee seeks to fulfill. It was recommended amongst others that Educational Managers should recognize that an employee has multiple needs to satisfy simultaneously and if growth opportunities are not provided to employee they may regress to relatedness. The Educational Administrators should recognize this situation then steps can be taken to concentrate the employee on relatedness needs until the subordinate is able to pursue growth needs again.

Keywords: Relevance, Clayton Paul Alderfer, ERG Theory, Multiple Needs, Educational Management.

Introduction

Clayton Paul Alderfer simplified Maslow's hierarch of needs theory and Herzberg's two factors or Hygiene theory. Like Maslow and Herzberg, Alderfer feels that people do have needs, that these needs can be arranged in a hierarchy, that there is a basic distinction between lower-level needs and higher- level needs and that needs are important determinant of employee motivation in organizations. According to Akpakwu (2012) Alderfer"s ERG theory proposes that workers are motivated by three needs, existence (E), relatedness (R), and growth

(G), hence the ERG theory, Alderfer re-organized Maslow hierarchy of five types of needs into three needs: existence (physiological and safety needs),relatedness needs (social needs) and growth (esteem and self-actualization). Alderfer agreed with Maslow that unsatisfied needs motivate individuals and he theorized that more than one needs may be active at one time. In a reaction to the famous of Hierarchy of needs by Maslow, Alderfer distinguishes three categories of human needs that influence workers behaviour, existence, relatedness, and growth. According to Ivancerich and Matterson (2008), Alderfer's ERG theory contains, basic needs and employee seeks to fulfill as each need is fulfilled, it serves as motivation to fulfill a different needs. Ivancerich and Matterson further maintain that ERG is mostly applied to the study of human motivation in the organization as a tool for increasing morale and productivity. It has helped Educational Administrators to understand what constitute job satisfaction and identify incentives. According to Song, Wang and Wei (2007) ERG is a motivational construct concerned with understanding the factors that contribute to individual's human behaviour. It is one of four content approaches that consider the intrinsic factors that cause a person to take specific actions. Chen (2008) opines that such understanding is useful to organizations, students and educational practitioners seeking to understand and improve performance in the organization. An outgrowth of Maslow's Hierarchy of Needs, ERG may be used to explain or predict organization issues, relationship paradigms, and personal development choices. As a model of human needs, however, ERG theory has been validated by human experience. The construct has been discussed in philosophical and empirical studies, and is often included with other content approaches to motivation. Liu and Zhang (2008:69) maintain that "esteem as a personality variable exerts a significant influence on the job performance of both top managers and frontline employees". Liu and Zhang further states that Educational Managers are motivated by growth and their performance intentions are influenced by their perception of opportunities for growth and advancement. Arnolds and Boshoff (2005) observes that frontline employees find satisfaction in peer relationships and compensation, but pay and benefits did not influence esteem. Frontline employees' need for growth did influence performance.

Concept of ERG Theory Development

The ERG Theory was developed between 1961 and 1978, during which the theorist empirically tested data to hone the theory's major tenets and published scholarly material, according to Alderfer (1989). The article describes how the theory was developed, while contrasting the backgrounds of its author, Alderfer, with Maslow. Alderfer explains how the empirical study that validated ERG was conducted at an Easton, Pennsylvania, factory and further developed later with the construction of another empirical study at a larger facility, where measurements were improved and presented in a dissertation. Wanous and Zany (2010) conducted a study that supported the integrity of ERG categories. Assessing the relationship between need satisfaction, importance, and fulfillment, they found that need fulfillment moderated satisfaction and importance. In other words, the importance of the need was based on the manner of its fulfillment. In addition, this phenomenon was more likely to exist within the categories of existence, relatedness, and growth, rather than between them.

Clayton Aldefer further developed Maslow's hierarchy of needs by categorizing the hierarchy into his ERG theory (Existence, Relatedness and growth). The existence group is concerned with providing the basic materials existence requirements of human needs which include the items that Maslow considered to be physiological and safety needs. The second group of

needs is those of relatedness-the desire people have for maintaining important interpersonal relationships. These social and status desires require interaction with others if they are to be satisfied, and they align with Maslow's social need and the external component of Maslow's esteem classification. Finally, Alderfer isolates growth needs: and intrinsic desire for personal development. These include the intrinsic component from Maslow's esteem category and the characteristics included under self-actualization. Alderfer categorized the lower order needs (Physiological and Safety) into the Existence category. Alderfer fit Maslow's interpersonal love and esteems needs into the Relatedness category. The Growth category contained the self-actualization and self-esteem needs. According to Ud Din, khan and Murtaza (2011) Alderfer also proposed a regression theory to go along with the ERG theory and that when needs in a higher category are not met then individuals redouble the efforts invested in a lower category need. For example if self-actualization or self-esteem is not met then individuals will invest more effort in the relatedness category in the hopes of achieving the higher need. For example, the school principal who is unable to secure a position as a director of education (growth needs) may increase interest in fulfilling relatedness in order to demonstrate to the higher authority hi or her capabilities for a promotion to director of education.

Concept of Management

Management is the act of getting people together to accomplish desired goals and objective using available resources efficiently and effectively in educational Organization. Management, according to Sherlekar (2005) implies the guidance, leadership coordination and control of all efforts or activities of an individual or group of people within an organization towards reaching a common objective or goal. Weihrich and Koontz (2005) assert that management is the utilization of physical and human resources through cooperative efforts and it's accomplished by performing the functions of planning, organizing, staffing, directing and controlling. Essentially, management implies a social process involving all activities put in place to achieve the goals and objective of an individual or an organization. It is an integration of individual or group efforts, the designing of organizational structure or framework and strategies towards achieving a corporate goal. Management, to Lussier (2009) is an organ of institution, the organ that correlates a mob into an organization and human efforts into performance. Kreitner (2005) also defines management as the performance of executive duties, the carrying out of policies or decision to fulfill a purpose and the controlling of the day to day running of an organization. In the same vein Akpakwu (2012) defines educational management as the ability of the educational manager to judiciously utilize the human, material, financial and time, resources towards the efficient and effective achievement of the objectives of educational institutions. Ogbonnaya (2009) sees educational management as being concerned with the planning and formulation of educational policies or programmes with a view to achieving educational goals. Ogbonnaya further states that alternatively, educational management can be defined as the application of the process of planning, organizing, coordinating, controlling and evaluating human and material resources

From the foregoing, management may be defined as a process of coordinating human and material resources in order to achieve organizational objectives. It can also be said that management is a process of assessing and maintaining an environment in which individuals working together in groups, can accomplish pre-selected mission and objective effectively and efficiently.

Brief Biography of Clayton Paul Alderfer

Clayton Paul Alderfer (born September 1, 1940 in Sellersilla, Pennyslvania) is an American Psychologist who further expanded Maslow Hierarchy of Needs by categorizing the hierarchy into his ERG theory (Existence, Relatedness, and Growth). The ERG theory of Clayton Paul Alderfer is a model that appeared in 1969 in psychological review article in title "An empirical test of a new theory of human needs" He is still alive and working today as a consultant for over 60 Non-profit, public and private organizations. Clayton Alderfer attended Yale to receive B.Sc in Industrial Administration from 1958-1962. Also received his PhD in Organization Behavior from Yale from 1962-1966. According to NTL institute, Alderfer is an author of 3 books and has also written over 100 articles, book chapters on human needs; inter group relations, relations governing boards and organizational diagnosis.

ERG Categories of Human Needs

Maslow proposed the hierarchy of human needs in five levels of basic needs as, physiological needs, safety needs, needs for love, affection and belonging, needs for esteem, and needs for self-actualization. Alderfer (1969) expanded Maslow's basic needs and refined them into existence needs, relatedness needs, and growth needs. Alderfer proposed the ERG theory based on results of empirical studies to explain the relationship between satisfaction of needs and human desires. His theory was backed by further empirical study. Robbins and Judge (2008); Schneider and Alderfer (1973) state that the three needs of Alderfer, Existence needs, Relatedness and Growth needs are explained further.

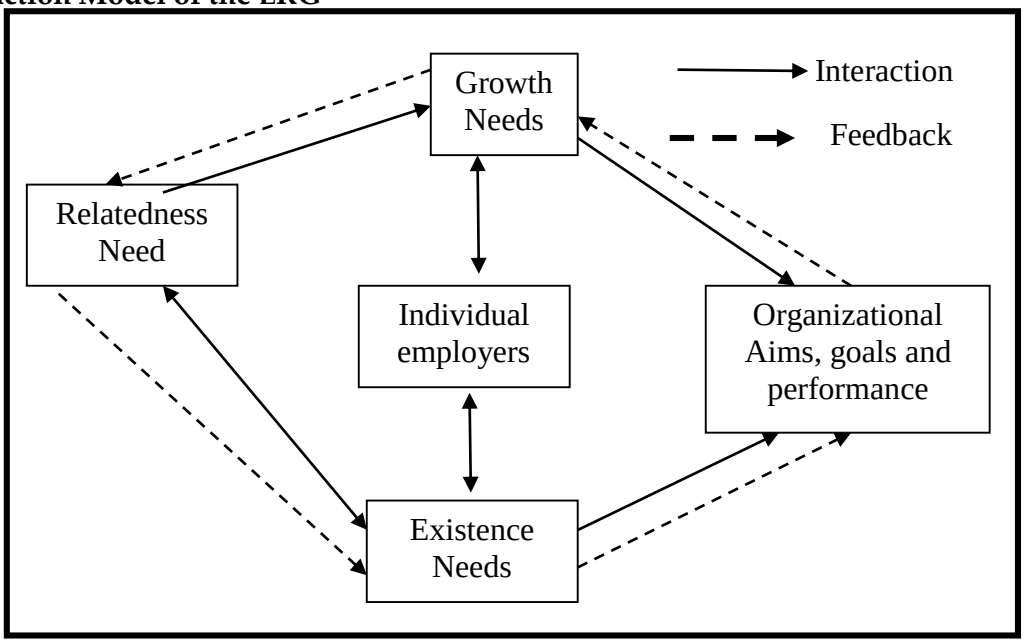
Existence needs comprise all forms of physiological and material desires such as food, clothing and shelter in educational setting; specific examples include salary, fringe benefit, job security and work conditions. This category corresponds roughly to Maslow's physiological and safety needs. According to Mulder (2007) existence needs co-relate to Maslow's first two levels. This group needs is concerned with providing the basic requirement for materials existence such as [physiological and safety needs (for example, food, water, air, clothing, safety, physical, love and affection) which mainly refer to the prevention from fear, anxiety, threat, danger, tension. This is to say in the Educational Organization, Existence driven motivational need explain where teachers and non academic staff drive to complete an action or task because it will result in the acquisition of means to sustain life with rewards being housing, food, clothing and other basic needs. This type of motivation is the most important and strongest of all needs, according to the ERG Theory of Motivation. At a base level our drive to fulfill existences needs constantly drives the decisions we make, these needs can be better understood by considering the reason most of us go to work every day to provide ourselves and loved ones with a decent and comfortable living. We subconsciously elect to be motivated on this level in order to procure the things we need to live. In an educational organization, these needs are satisfied by money (salary) earned in a job for the purchase of food, shelter and clothing. The educational administrators should be able to pay their employees regularly, on time and when due which will lead to job satisfaction.

Relatedness Needs: Relatedness needs include all those that involve interpersonal relationships with others such as supervisors, colleagues, subordinates, family and friends among others. Alderfer stresses that relatedness needs can be satisfied by expressing anger and hostility as well as by developing close, warm and personal relationships with others.

This needs category corresponds approximately to Maslow's social needs and to those esteem needs involving feedback from others. According to Fismer (2005) relatedness needs co-relate to Maslow third and fourth levels. This group of needs focuses on the desire to establish and maintain interpersonal relationship with family, friends, co-workers and employers. This need includes the need to interact with other people, receive public recognition and feel secured around people. Sense of belonging refers to prevention from all forms of suffering, such as isolation, loneliness and distance. People normally wish to be accepted and become members of a group. The needs for belongingness include, love given to others or caring accepted from others. Sense of respect simply means feeling of respect from others, such as popularity, social status, superiority, importance and compliment. Such form of need gives people value to their existence. We feel driven to be accepted in the organization on many levels. This socially driven need for relatedness can guide our behaviour. One might work extra hours to be able to afford on expensive clothes for the loved ones or he might apply himself at work to impress co-workers or to make friends. As human beings, the desire to be a well respected member of society is ingrained in us. These needs could also be seen as self-esteem needs or our need to be seen a way that makes us feel good about ourselves: as we maintain that image, acquire a new, prestigious job title. We are constantly motivated to bolster our self-esteem.

Growth Needs: Growth needs concern the individual intrinsic desire to grow, develop and fulfill ones potential. In the workplace, satisfaction of growth needs results when a worker engages in task that involves not only the full use of his skills and abilities. This category of ERG needs corresponds to Maslow's self-actualization needs certain aspects of his esteem needs. According to Kaliprasad (2006) growth needs co-relate to Maslow's fourth and fifth levels. These needs are about the fulfillment of desires to be creative, productive and to complete meaningful tasks in order to build and enhance a person's self-esteem through personal achievement. These needs are all about personal development. Furthermore, Growth needs involve needs for self esteem and self actualization. The need for self esteem refers to self-productive effects such as the ability to pursue, to seek knowledge, to achieve, to control, to build confidence, to be independent and to feel competent. Self actualization refers to self accomplishments including achieving an individual's goals and developing his or her personality. Chang and Yuan (2008) state that someone who is motivated by a need for growth will strive to complete actions that contribute to their individual, personal development. Growth needs can be fulfilled by activities that foster our needs for betterment of self and change. For example someone might elect to get a master's degree later in life to promote their skills and intellectual growth. The ERG Theory is also interesting when examined through the lens of socioeconomic class structure. For example, a seriously devoted poet with little income will probably value growth needs. Our existence needs whereas a highly paid executive will most likely value existence and relatedness over growth needs. In an Educational organization, given the amount of time most people spend at work this need is normally satisfied to some extent by their relationship with colleagues and Educational managers.

An Interaction Model of the ERG



Source: Developed by the researcher (2021)

ERG Differences from Maslow's Theory

ERG theory differs from Maslow's needs hierarchy theory in two important ways. First, Maslow's theory proposes that a lower-level need must be satisfied before other needs become active. ERG theory, on the other hand, proposes that people may experience several needs simultaneously. Existence needs do not have to be satisfied before a person becomes concerned about the satisfaction of his relatedness or growth needs. Hence ERG theory is more flexible than in need hierarch theory and accounts for a wide variety of individual differences in need structure. Secondly, Maslow's theory proposes that a satisfied need is no longer a motivator. According to Alderfer, however, the continued frustration of higher- order needs will lead workers to regress to a lower-need category. According to Agarwal (2010) when compared to Maslow's Hierarchy of needs, Alderfer's ERG theory differs on three points. First, the ERG theory allows for an individual to seek satisfaction of higher level needs before lower level needs are satisfied. In order words, the ERG theory does not require an individual to satisfy a lower level need for a higher level need to become the driver of the person's behavior. According to the ERG theory retains the concept of a need hierarchy. It does not require a strict ordering as compared to Maslow. Second, the ERG theory accounts for differences in need preferences between cultures; therefore, the order of needs can be different for different people, this flexibility allows the ERG theory to account for a wider range of observed. Third, which may be the most important aspect of the ERG theory is the frustration-regression principle.

Similarities to Maslow's Hierarchy

To address some of the limitations of Maslow's hierarchy as a theory of motivation, Clayton Alderfer proposed the ERG theory, which like Maslow's theory, describes needs as a

hierarchy. The letters ERG stand for three levels of needs: Existence, Relatedness, and Growth. The ERG theory is based on the work of Maslow, so it has much in common with it but also differs in some important aspects. The middle levels of Maslow's hierarchy have some overlap; Alderfer addressed this issue by reducing the number of levels to three. The ERG can be mapped to those of Maslow's theory as follows:

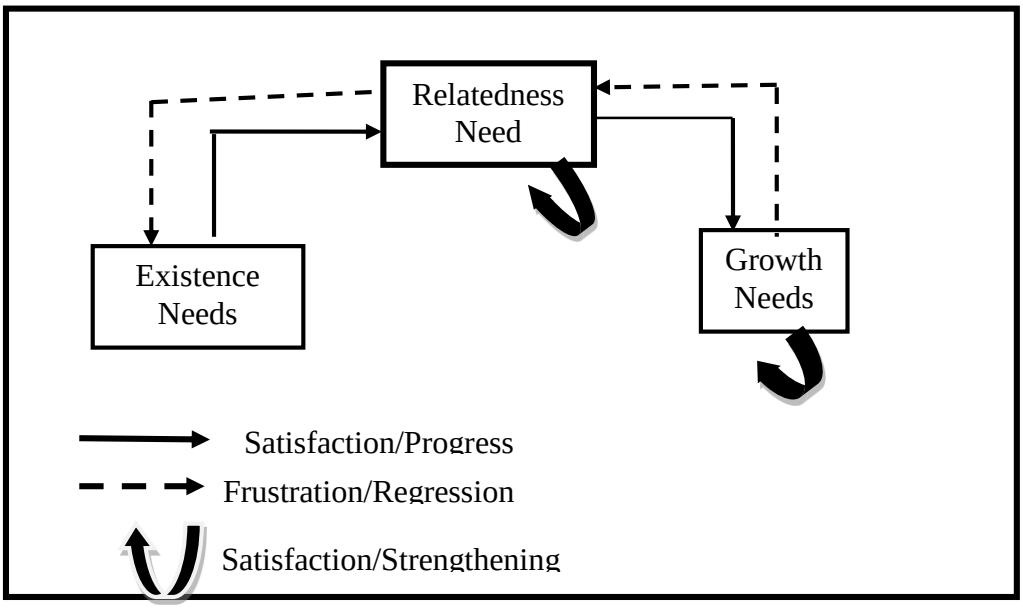
1. Existence: Physiological and safety needs
2. Relatedness: Social and external esteem needs
3. Growth: Self-actualization and internal esteem needs

Like Maslow's model, the ERG theory is hierarchical - existence needs have priority relatedness needs, which have priority over growth.

Frustration - Regression Princip1es

The frustration-regression principles explain that when a barrier prevents an individual from obtaining a higher level need (or vice versa) to achieve satisfaction. For example, a person wants existence related objects when his or her relatedness need are not satisfied; a person wants relationships with significant among others when growth needs are not being met. Educational managers should recognize that an employee may have multiple needs to satisfy simultaneously. Focusing exclusively on one need at time will not effectively motivate employee. In addition, the frustration-regression principles impacts organization motivation, for example, if growth opportunities are not provided to employees, they may regress to relatedness needs and socialize more with co-workers or even look to other type of organizations for satisfactions of this need. For example, if the work environment does not satisfy an employee's need for social interaction, an increased desires for more money or better working conditions may occur, if an educational manager is able to recognize these conditions, steps can be taken to satisfy the employee's frustrated needs until the employee is able to pursue growth again. In addition, the ERG theory acknowledges that if a higher level need remains unfulfilled, the person may regress towards lower level needs, which appear easier to satisfy. This is known as: the frustration-regression principle. This principle impacts workplace motivation. For example, if growth opportunities are not offered to the employees, they may regress towards relatedness needs, and socialize more with co-workers. Educational administrators can recognize these conditions early; steps can be taken to satisfy the frustrated needs until the subordinate is able to pursue growth again. According to Akpakwu (2013), the school principal who is unable to secure a position as a Director of education (growth, needs) may increase interest in fulfilling relatedness needs in order to demonstrate to the higher authority his/her capabilities for a promotion to Director of education.

ERG Theory - Clayton P. Alderfer



Source; developed by the researchers 2021

Relevance of Clayton Alderfer's ERG to Educational Management

Education constitutes the very foundation of meaningful socio-economic, political growth and development of any nation. Education embodies the development of desirable habits skills and attitude which make an individual resourceful for the society. Kaliprasad (2006) contends that motivation leads to purposeful behavior that enables an employee to achieve personal and organizational objectives. To ensure employees focus on appropriate business objectives, educational managers should implement motivating strategies including the establishment of work-related goals rewards and effective discipline. The employee policies are based on motivating factors that affect on-the-job performance, such as job security, interesting work, satisfactory wages, promotions and good working conditions. Therefore, Clayton Alderfer's existence, relatedness and growth theories are relevant to the educational management in the following ways:

1. When management responds to employee needs as described by Clayton Existence Relatedness and Growth of Needs, the organization benefit in many ways, including higher levels of employee retention and increased operational and financial performance. As a result, educational administrators attempt to respond to employees' physiological needs by paying salaries that enable the employees to purchase the necessities of life. In turn, management supports employees' safety needs by offering job security, a safe work environment and retirement benefits, and meets social needs by creating work teams and sponsoring organized social events. By recognizing the exceptional work of employees and granting promotions. Also by providing challenging work professional growth opportunities, management to accommodate both the existence needs and relatedness needs of employees.

2. The ERG Theory of Motivation redefined the five categories of needs of Maslow's Hierarchy of Needs theory as three motivations: Existence, Relatedness and Growth. Unlike the Maslow theory, The ERG theory does not assume that individuals attempt to satisfy each of these needs in isolation and in sequence. According to Alderfer, the theory states that people may attempt to address multiple needs simultaneously. In addition, the ERG theory includes a frustration - regression element, which suggests that if the achievement of a higher-level need is frustrated an individual may refocus his efforts on the attainment of a lower-level need to an enhanced degree. If the educational administrator is able to recognize this situation, then steps can be taken to concentrate on relatedness needs until the subordinate is able to pursue growth again.
3. The ERG Theory of motivation suggests that educational managers can best motivate employees by attempting to satisfy multiple employees' needs simultaneously. The theory also suggests that the degree to which employees are motivated by particular organization policies is independent of the sequence in which management introduces motivating factors to the organization. For example, an employee might be as motivated by growth opportunities as by opportunities for advancement irrespective of the order in which these options are made available to him. Also, the theory suggests that an employee may he motivated by organization's efforts to meet any of his needs, even if the organization does not attempt to fulfill all of the employees needs.
4. Educational administrators should recognize that an employee (teachers and non academic staff) has multiple needs to satisfy simultaneously. Therefore, if growth opportunities are not provided to employees, they may regress to relatedness needs. Managers should be able to recognize the situation and the steps that can be taken to concentrated on relatedness needs until the subordinate is able to pursue growth once more.
5. ERG theory recognizes that employees have multiple needs to satisfy simultaneously. The theory also accounts for employees that fall victim to the frustration-regression principles and become more intent on fulfilling relatedness needs, such as socializing more frequently with co-workers during work hours. When a manager is able to recognize signs of regression, steps should be taken to concentrate on relatedness needs until the employee is able to pursue growth.
6. ERG Theory recognizes that the importance of the three categories may vary for each individual. Educational Managers should recognize that an employee has multiple needs, which must be satisfied simultaneously. According to the ERG theory, if you focus exclusively on one need at a time, this will not effectively motivate the employee.

Critique

There are some critics, not only for the Alderfer's ERG theory but for all need theories that are based on the numbers of human needs and the relationship between them. However, there is a consensus for the general concept proposed by the need theorists, where human behaviors are motivated by the desire to fulfill a human need. ERG theory fails to address these important issues.

1. An individual motivation is determined not by needs alone but by an interaction of needs, incentives and individual preventives what is perceived by one person as a satisfying incentive e.g. medical insurance, additional responsibilities may not be satisfying for another. This subjective element to motivation is critical since individual respond to perceptions rather than to objective realities.

2. Not only do needs vary but so too do the behavior that may lead to satisfaction of these needs content theories do not address the issue of choice, how does an individual choose between alternative possible behaviors, anyone of which might lead to the satisfaction of his particular needs.
3. Alderfer's ERG theories are problematic to use as it tends to approach a set of experimental generalities. Therefore, the theory is different to test with our current tools and research method. The theory does not provide a motivational value for each motivator.

Conclusion

ERG theories main contribution to the motivation theories is its relaxation of Maslow's assumptions. The theory do not rank need in any particular order explicitly recognizes that more than one need may operate at a given time. It argues like Maslow that satisfied lower-order needs level to the desire to satisfy high order needs but multiply needs can be operating as motivation at the same time. Moreover, the theory has "frustration-regression" hypotheses, suggesting that individual who are frustrated in their attempt to satisfy one need may regress to another one. For example, someone who is frustrated by the Lack of growth opportunities in his job and slow progress towards career goals may regress to relatedness needs and start spending more time socializing with one's co-workers. The implication of this theory is that we need to recognize the multiple needs that may be driving an individual at a given point to understand his behavior and to motivate him.

References

Agarwal, A.S. (2010). Motivation and executive compensation. *IUP Journal of Corporate Governance*, 9(1), 27-46. Retrieved from http://velx.in/source/iup-journalcorporate-governance-S 174

Akpakwu O.S. (2012) *Educational management: Theory and practice.* Makurdi: Destiny Ventures.

Alderfer, C. (1989). Theories reflecting my personal experience and life dent. *The Journal of Applied Behavioral Science,* 25(4), 351-351/ Retrieved from http://jab.sagepub.com/

Alderfer, C., & Guzzo, R. (2009). Life experiences and adults' enduring strength of desires in organizations. *Administrative Science Quarterly,* 24(3), 347-361. Retrieved from http://www2.johnson.cornell.edu/pub1ications/asgi

Arnolds, A., & Boshoff, C. (2005). Compensation, esteem valance and job performance: An empirical assessment of Alderfer's ERG theory. *International Journal of Human Resource Management,* 13(4), 697(2 3). Retrieved from http:// www. tandf. co.uk/ journa1s/routledge/09585192.html

Chang, W., & Yuan, S. (2008). A synthesized model of Markov chain and ERG theory for behavior forecast in collaborative prototyping. *Journal of Information Technology Theory and Application,* 9(2), 45-63. Retrieved from http://aisel.aisnet.org/jittal

Chen, T. (2008). The empirical research on the scientific and technical personnel's income motivation based on ERG theory: *The analysis based on the 2600 questionnaires in the area of Nantong in Jiangsu Province [J]. Studies in Science* 2008-01. Retrieved from http://en.cnki.com/Article en/CJFDTOTAL-KXYJ2008O 1033.HTMtt

Fismer, E. (2005). *Leadership styles and job satisfaction in the information technology consulting industry. (doctoral dissertation).* Retrieved from Pro Quest Dissertations and Thesis database. (UMI No. 3172511).

Islam, R., & Ismail, A. Z. (2008). Employee motivation: A Malaysian perspective. *International Journal of Commerce & Management,* 18(4), 344-362. doi:10.1108/105692 10810921960

Ivancevich, J., Konopaske, R., & Matteson, M. T. (2008). *Organizational behavior and management* (8th ed.). New York: McGraw-Hill Higher Education.

Kaliprasad, M. (2006). The human factor I: Attracting, retaining, and motivating capable people: A publication of the American association of cost engineers. *Cost Engineering,* 48(6), 20-26.

Kreitner R. (2005). *Foundations of management: Basics and best practices*. New York: Houghton Mifflin Company.

Linder, S. (2007). *Dysfunctional motivational effects of post-completion audits. Cost Management,* 2 1(1), 36-41.

Liu, C., & Zhang, Y. (2008). On brain drain in new countryside construction—from the perspective of ERG Theory. *Journal of Jiangxi Agricultural University. (Social Sciences Edition),* 2008-01. Retrieved from http:// en. cnki. com.cn/ Article_en/ CJFDTOTALJNDS2008O1009.htm Mulder, L. (2007). Motivation cycles. Boise State University.

Lussier R.N (2009). *Management fundamentals.* Massachusetts: South —Western Cengage learning.

Mulder, L. (2007). *Motivation cycles*. Boise State University.

Robbins. D & Judge A. (2008); The ERG model: Expansion and application to Navy personnel. *Journal of Vocational Behavior*, 13(3), 305-316. doi: 10.1016/0001- 879 1(78)90057-X Wiley, C. (1997). What motivates employees according to over 40 years of motivation surveys? International Journal of Manpower, 18(3), 263-280. Retrieved from http://emeraldinsight.com/ journals, htm?issn=0143-7720

Sherlekar S.A (2005) *Modern business organization and management: System based contingency approach to the organization management of business.* Girgon Bombay.

Song, L. Wang, Y., & Wei, J. (2007). Revisiting motivation preference within the Chinese Context: An Empirical study: *Chinese Management Studies,* 1(1), 25-41. Doi:101108/17506140710735445.

Song, L., Wang, V., & Wei, J. (2007). Revisiting motivation preference within the Chinese context: An empirical study. *Chinese Management Studies,* 1(1), 25-41. doi: 10.1108/17506140710735445

Ud Din, M., Khan, F., & Murtaza, A. (2011). Exploring motivational factors in the professional development career choice of a teacher. *Interdisciplinary Journal of Contemporary Research in Business,* 2(9), 501-510. Retrieved from http://ijcrb. webs. com/novo9.pdf

Wanous, J., & Zwany, A. (2010). A cross sectional test of need hierarchy theory. *Organizational Behavior and Human Decision Processes,* 18(1), 78-7 8. Retrieved from http://www.sciencedirect.com/science/journal/07495978

Weihrich, H. & Koontz H. (2005) *Management: A global perspective*. New Delhi: Tata Mcgraw - Hill Publishing Company.