

**STUDY OF MOTIVATIONAL FACTORS OF THE CHILDREN OF
DEFENCE FORCES PERSONNEL WHILE OPTING FOR A CAREER
WITH SPECIAL REFERENCE TO ARMY SCHOOLS: - AN ANALYSIS**

**A Dissertation submitted to the Panjab University, Chandigarh for
the award of Master of Philosophy in Social Sciences, in Partial fulfilment
of the requirement for the Advanced Professional Programme in Public
Administration (APPPA)**

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CERTIFICATE

I have the pleasure to certify that Brigadier Manoj Kant Upreti has pursued his research work and prepared the present dissertation title “Study of Motivational Factors of the Children of Defence Forces Personnel while Opting for a career with Special Reference to Army Schools:- Analysis” under my guidance and supervision. The dissertation is the result of his own research and to the best of my knowledge, no part of it has earlier comprised any other monograph, dissertation or book. This is being submitted to the Panjab University, Chandigarh, for the purpose of Master of Philosophy in Social Science in partial fulfilment of the requirement of the Advanced Professional Programme in Public Administration of Indian Institute of Public Administration (IIPPA), New Delhi.

I recommend that the dissertation of Brigadier Manoj Kant Upreti is worthy of consideration for the award of M.Phil. degree of Panjab University, Chandigarh.

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TABLE OF CONTENTS

Chapter No	Content	Page No
	Certificate	ii
	Table of Contents	iii
	Acknowledgement	v
	List of Figures	vi
	List of Annexure	vii
	Abstract	viii
Chapter- 1	<u>Introduction</u>	1
	Background of the Study	3
	Statement of Problem	4
	Objectives of Study	4
	Research Questions	4
	Limitation of Study	5
Chapter- 2	<u>Literature Review</u>	6
Chapter- 3	<u>Conceptual and Theoretical Framework</u>	12
	Introduction	12
	Conceptual Issues of Motivation	13
	Motivation Theory	14
	Mc Gregor Theory X and Theory Y	15
	Critics of Mc Gregor Theory X and Theory Y	16
	Abraham Harold Maslow's Theory of Need	18
	Application of Abraham Harold Maslow's Theory of Need to Management	19
	Critics of Maslow's Hierarchy of Need Theory	20
	Frederick Herzberg's Hygiene and Motivational Factors Theory	21
	Application of Herzberg's Theory of Hygiene and Motivational Factors	22
	Critics of Herzberg's Theory of Hygiene and Motivational Factors	23
	Motivation Theory Used in Present Study	24
Chapter- 4	<u>Methodology</u>	26
	Area of Study	26
	Sample Description	26
	Pilot Study	26
	Selection of Sample	29
	Data Collection	29
Chapter- 5	<u>Data Analysis</u>	30
	Gender	30
	Mother's/ Father's Profession	31
	State	32
	Analysis of Responses	33

<u>Chapter No</u>	<u>Content</u>	<u>Page No</u>
<u>Chapter- 6</u>	<u>Data Analysis: Study of Motivational Factors of Children of Defence Forces Personnel in Army School</u>	34
	Development and Description of the Research Tools	34
	Involvement of Individuals Providing Guidance in Choice of Career	35
	Parents Profession Motivates to Join Army as First Choice	36
	Ranking of the Careers as per Choice	37
	Ranking of Motivating Factors	38
	Army School Role in Selection of Career	40
	Army School Role in Guidance for Army as a Career	41
	School's Contributions in Selection of Army as a Career	42
	Interaction or Visits in Army Schools to Motivate Army as a Career	43
	Level of Difficulty in Clearing Entrance Exam	44
	Preference of Entry for Joining Indian Army	45
	Knowledge About Army as a Career	46
	Media to Propagate Army as a Career	47
<u>Chapter- 7</u>	<u>Role of Army Schools in Promotion of Armed Forces as a Career</u>	48
	Most Common Factors that Influence the Career Choice Among Students	48
<u>Chapter- 8</u>	<u>Conclusion, Recommendation and Limitation of Study</u>	51
	Conclusion	51
	Recommendations	53
	<u>Bibliography</u>	56
	<u>Annexure – 1 (Questionnaire for Students)</u>	63
	<u>Annexure – 2 (Questionnaire for The Principal)</u>	69

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LIST OF FIGURES

<u>Figure No</u>	<u>Title of Figure</u>	<u>Page No</u>
Fig 5.1	Gender	30
Fig 5.2	Mother's/ Father's Professions	31
Fig 5.3	Demographic Characteristics of Students	32
Fig 6.1	Involvement of Individuals Providing Guidance in Choice of Career	35
Fig 6.2	Parents Profession Motivates to Join Army as First Choice	36
Fig 6.3	Ranking of the Careers as per Choice	37
Fig 6.4	Ranking of Motivating Factors	38
Fig 6.5	Army School Role in Selection of Career	40
Fig 6.6	Army School Role in Guidance for Army as a Career	41
Fig 6.7	School's Contributions in Selection of Army as a Career	42
Fig 6.8	Interaction or Visits in Army Schools to Motivate Army as a Career	43
Fig 6.9	Level of Difficulty in Clearing Entrance Exam	44
Fig 6.10	Preference of Entry for Joining Indian Army	45
Fig 6.11	Knowledge About Army as a Career	46
Fig 6.12	Media to Propagate Army as a Career	47

LIST OF ANNEXURES

<u>Annexure No</u>	<u>Title of Annexure</u>	<u>Page No</u>
Annexure-1	Questionnaire for Students	63
Annexure-2	Questionnaire for the Principal	69

ABSTRACT

An understanding of the study of motivational factors of the children of defence forces personnel while opting for a career with special reference to Army Schools:- An Analysis is essential if the senior functionaries in the Indian Army have to effectively address the major concern of the deficiency in the Indian Army in the junior ranks.

An elite organisation like the Indian Army which has a very important task of guarding our national frontier against two of our hostile neighbour need to be highly motivated force with no deficiencies. As conscription is not part of our national mandate we need to look at various option to ensure this force remains highly motivated and devoid of deficiencies.

The present study aims to identify those motivating factors specially with respect to children of defence force personnel studying in Army School while opting for a career across the various Army School spread all across the country. Herzberg's Theory of Hygiene and Motivational Factor was utilized.

A questionnaire prepared on the basis of a Pilot study was utilized in the study. The major findings of the study was Quality Medical Facilities to Family Member, Job Security, Nature of Work, Opportunity to Serve the Nation and Quality Education for Children were the top most motivating factors for the Defence Forces children while opting for a career. Salary or an Opportunity to earn a lot has not been a dominating factor which highlights that materialistic requirements are still not playing in the minds of these young minds. The role of Army Schools with respect to guidance of children for a career in Indian Army was limited to counselling on various Army recruitments, providing information through school notice board and displaying information on Army Recruitment. These schools can serve as "Centre of Excellence" and can be the nodal in a geographical area and also open their infrastructure for providing focussed

guidance and training to even children from others schools to serve as major feeder for the aspirants of Indian Army.

National Defence Academy (NDA) remains the most preferred option for both boys and girls to join the Indian Army followed by Technical Entry Scheme (TES), Officers' Training Academy (OTA) and Indian Military Academy (IMA). The decision of the government to open the doors of NDA to girls appears to be an idea whose time has come.

The implication of these findings for Indian Army is that Army Schools which are doing an excellent job with respect to academic requirement can also be utilized as "Centre of Excellence" i.e. a major feeder for motivating and guiding children from all walks of life to join the Indian Armed Forces by providing them focussed assistance and training as part of school curriculum to achieve this aim of being a major contributor in the recruitment of officers for the Indian Armed Forces.

CHAPTER -1

INTRODUCTION

Indian Army personnel must possess a high level of training and expertise. The calibre and motivation of its employees determines how well the nation's defence services perform. Nonetheless, there hasn't been much effort put into determining the motivating characteristics of its personnel. The Indian Army must inspire a person to enlist, maintain his motivation once he is enlisted, and ensure that he retains that motivation while serving in combat. The soldier must maintain his spirits even if he is captured during combat in order to escape the prisoner of war camp and return to his or her own Forward Defended Localities (Mandle, 1979).

Patriotic fervour is greatest during times of foreign aggression. Individuals willingly volunteer to join the Indian Army in reaction to their nationalistic instincts. General (later Field Marshal) Cariappa, who was over 60 at the time, had shown up for recruitment at the Bangalore Recruiting Office in 1962. The Chief of Army Staff secretariat also received a deluge of emails from volunteers asking to be allowed to serve on the front lines in an honorary capacity during the recent Kargil conflict. Several young people show up at numerous recruitment centres to enlist during these times of crisis.

At times patriotic sentiments get subdued and these youth who turn up for recruitment become unruly and violent. It has been seen that the law enforcing agencies have to resort to firing which causes deaths during the recruitment rallies. Are these youth spurred by patriotic fervour or unemployment?

Throughout the last two world wars, developed nations imposed conscription; even in the most recent conflict between Russia and Ukraine, both Russia and Ukraine imposed conscription. This shows that the necessary number of volunteers for the

Armed Services would not show up, even during wartime conditions and the resulting patriotic fervour during the war. Conscription is therefore necessary. Hence, we must be careful not to overvalue patriotism as a reason for joining the armed forces. The severity of this issue increases during times of peace when patriotic feelings may not be as strong.

Under normal circumstances, financial incentives and service requirements continue to be the key factors that influence someone's decision to join the Army as a career. It is not implied that these are the only driving forces. Traditionalism and a desire for adventure both play a role. Patriotic zeal also plays a significant role in encouraging young people to join the Indian Army during times of crisis. Youth can only be encouraged to join the Army in an open society like India, and especially in normal times, if they are offered careers that are equal to those that are accessible to him in other spheres of life. The reasons for the shortage and what drives qualified young people to choose careers are puzzling issues given the ongoing shortage of officers notwithstanding cadre reviews and many pay commissions.

Role and Rationale of Setting Up Army Schools To give children of military personnel who regularly change stations access to an affordable, high-quality education. It aims to develop academic excellence, discipline, character building, national integration, and to promote sports and extracurricular activities. It also aims to create educational and technical training facilities, prepare kids for the All India Secondary and All India Senior School Certificate Exams. Local formation commanders are in charge of these schools, which are run by School Administration and Management Committees. The Adjutant General and Quartermaster General Branch of the Indian Army has given these schools its full support.

Why Need to Catch Them Young Despite the support these Schools receive from various branches of the Army and the majority of students in these schools come from an army background and possess the passion and qualities that can be developed into excellent army officers, which would benefit both the organisation and these students. However, since these Army Schools lack a formal mandate, it is up to the students or their parents to inspire them to enlist in the Indian Army. These children can be raised to be excellent candidates for joining the Army if they are caught when they are still young, as is done in Sainik Schools or Military Schools when they have the impressable minds and do not get into the rat race of joining other profession. These Schools can contribute to and supplement the small number of Sainik and Military Schools that too located within the boundaries of Military Stations.

Job Opportunities Available in The Army post 12 Class National Defence Academy (NDA) and Technical Entry Scheme (TES) are two well-known entries for joining as officers in the Indian Army they are the entries that contribute the most officers to the Indian Army and are open to students after the 12th grade. Other entrances, such as the Indian Military Academy and Officers Training Academy, require graduation, and often, kids who don't get into the NDA or TES give it another shot.

1.1 Background of Study

The military has long been a career that young people in the nation aspired to pursue, but in recent years, especially among the offspring of military personnel, has it begun to lose its appeal? Is it not a highly appealing career? Does the prolonged separation of soldiers from their families due to work demands, the ongoing deployment of army units on counterinsurgency missions, professional risks, and relatively mismatched pay and allowances as compared to risk and the availability of other

lucrative employment opportunities in this globalised era, among other things, discourage children from choosing a career in the armed forces?

Are adventurous lifestyles still motivating children today? uniform's glamour? spirit of cooperation? when choosing a career, or has the new materialism devalued such immaterial factors in favour of the chance to make a lot of money? Each person chooses a particular job path based on a unique set of personal incentives and motives. Hence, the statement of the problem for the present study is:-

1.2 Statement of the Problem

Study of motivational factors of children of the Armed Forces personnel studying in Army Schools while opting for a career.

1.3 Objective of the Study

- (a) To ascertain the ranking the Armed Forces enjoy in the order of preference relative to other professions and to ascertain the career preferences of Army School students.
- (b) To study the motivating factors influencing school children in Army Schools while opting for a career in defence forces.
- (c) To ascertain the extent to which different people have influenced the choice of children.
- (d) To find out the role of Army School in influencing defence forces as a career.

1.4 Research Questions

- (a) What are the career preference of the children in Army School?
- (b) What are the motivating factors for these school children while opting for defence forces as a career?
- (c) Who influences the choice of children while deciding a career?

(d) Does the Army School plays a Role in promoting Armed Forces as a career?

1.5 Limitation of the Study

Due to time constrains, the study was conducted with limited sample size (N=501). The correctness of analysis drawn entirely depends upon the reliability of the information provided by the respondents. The data collected may not be free from error because of bias on the part of respondents.

The respondent included in the study where children from Army Schools in the National Capital Region. Thus this study may not represent the choices of children across the country. The result of the study are limited by the extent to which the response group was the representative of the children of Defence Forces personnel studying in Army School all over the country.

CHAPTER-2

LITERATURE REVIEW

The Latin verb *movere*, which means to move, is where the word motivation comes from (Kretiner, 1998). The principles of organisational commitment, job happiness, and self-efficacy are all intimately tied to work motivation. Various writers have provided various definitions of motivation. Most motivational theorists concur that motivation requires a desire to act, the ability to act, and having an objective. They disagree on where the energy comes from and the specific requirements that a person is trying to satisfy.

According to Nicholson's (2003) argument, companies can only hope to motivate employees by providing them with favourable conditions that encourage them to show their own intrinsic motivation and dedication (Nicholson). This supports Nicholson's claim that managers should view employees as people, not as problems, and that it is the employee, not the manager, who is ultimately responsible for their motivation. Individuals are innately motivated; it's simply that certain employment conditions or other things, such as stress at home, can be obstacles to motivation (Nicholson). He does admit, though, that not all workers can be motivated. Nicholson advises managers to get to know each employee personally and comprehend their unique demands. He recommends a flexible strategy for dealing with problematic employees, which starts with a scheduled meeting to address the employee's motive in an open and sincere manner. This should begin with a positive remark and take place on level ground.

Myers (1964) stated that even self-motivated, passionate workers may revert to the status of simple "maintenance seekers" if their workplace is unable to create a stimulating and personally fulfilling environment. This backs up Herzberg et al

argument about the significance of successful work enrichment programmes (Herzberg, 2003). The advantage of this research is that it identifies the elements that influence young people's career decisions and can serve as a springboard for the creation of effective job enrichment and other motivational initiatives.

In his study of the motivational factors influencing Indian youth when choosing a career, Lt. Col. Dharmendra Singh (2004) concluded that the Civil Services were the most popular career option among young people, followed in descending order by the Private Sector, Self Employment, Independent Professional, Defence Forces, and Public Sector. It also showed that the Military Services had less influence over young people's job decisions and that the "Opportunity to earn a lot" was the most important factor to take into account.

Herzberg believes that the psychology of motivation is a difficult field where there is more hypothesis than actual understanding (Herzberg, 2003). He suggested that a manager has a better chance of motivating an employee by appealing to their unmet wants.

In his study, Trivedi (2015) noted that it is challenging to separate intrinsic from extrinsic sources of motivation. According to Dawson and Dawson (1990), the genuine worth of monetary remuneration lies in the boost to one's self-esteem that comes with receiving praise for one's efforts. There is reason to question the general validity of this strict intrinsic/extrinsic distinction in light of this, Herzberg et al .’s acknowledgment of the complexity of motivation, as well as his own claim that his research supports the intrinsic/extrinsic dichotomy in only the majority of cases (2003). According to certain theories, people tend to credit good motivational traits to their inherent nature but extrinsic sources for negative traits like lack of motivation (Landy, 1989). Dissatisfaction-causing hygiene issues do not necessarily result from the absence of

motivators. The opposite is also true. Both the motivating incentives and the sources of dissatisfaction must be known to management planners.

Does Employment Status Matter (Myung Jin), an article that compares the two different groups of people—the employed and the unemployed—in the setting of East Asia—seeks to deepen our understanding of the diverse nature of job motives on choosing public sector employment.

Industrial workers were asked to rank 10 motivational variables in terms of importance by Kovach (1987), who was doing study on employee motivating factors. The three most important factors, in order of preference, were as follows :

- (a) Complete gratitude for the effort completed
- (b) A sense of knowing everything
- (c) Work which interests

His research revealed an interesting fact: although salary was one of the 10 motivational elements listed, employees did not rank it highly.

In a 1999 study, Kovach compared how employees rated the 10 motivational elements to how their supervisors believed the employees would rate the items. The same list of 10 factors used in the 1987 study was given to employees when they were asked what they desired from their work (Bessell, Dicks, Wysocki & Kepner, 2002). The employees named in order as the most significant factors: appreciation of work, a feeling of being in on things, job stability and good earnings. The top choices on the list of things that employers believed colleagues would nominate were, in order: good pay, employment stability, advancement/growth potential, favourable working environment, and fascinating work. According to the survey, employers had a limited understanding of what motivated people. Most employees will be driven by things like praise and recognition, which can be easily delivered by employers and at minimum

expenditure, according to a key finding of the study (Bessell, et al., 2002). According to Kovach, managers who are aware of the elements that drive their workforce are better able to design an environment that will encourage natural drive and increase productivity.

According to Trivedi (2015), several recent studies of police have connected workplace circumstances and individual factors to levels of job motivation and satisfaction. Low job satisfaction has also been associated with high stress levels (Beck, 1999; Martelli, Waters, & Martelli, 1989; Eisenberg et al., 1997; Savery, Soutar & Weaver, 1993). Poor coping abilities have also been connected to low commitment and satisfaction levels (Alexander, Walker, Innes & Irving, 1993). In many of these situations, stress led to unhealthy behaviours like increased alcohol, tobacco, and food consumption. Low levels of job satisfaction were also associated with high rates of police absenteeism and resignation (Alexander et al., 1993; Koslowsky, 1991; James & Hendry, 1991). High levels of police cynicism were shown to be associated with low levels of motivation and job satisfaction by Regoli, Crank, and Culbertson in 1989. Police officers' cynicism and low organisational commitment were shown to be related by Niederhoffer (1967). It has been demonstrated that a lack of organisational commitment causes police officers to feel alienated from the organisation (Hunt & McCadden, 1985).

Holden carried out a doctorate investigation into patrol officers' motivation in the Houston City Police Department in 1980. Holden created a survey using Herzberg's two-factor theory. One hundred and fifty patrol officers were sampled and the results were evaluated in reference to the demographics of the sample. Although significant links were discovered, they weren't substantial enough to be taken seriously as meaningful. Chiou, Jiunn-cherng utilised the similar tool in 2005 to deny work

satisfaction or unhappiness among Taiwan police. Telephone interviews with 680 police officers were conducted. Herzberg, Mausner, and Snyderman's two-factor theory was supported by this investigation. Work satisfaction was found to be strongly correlated with motivators, hygiene variables, and age and salary demographics.

In 2002, Howard, Donofrio, and Boles conducted study on the effect of conflict between family and work on police job satisfaction. Earlier studies have shown that conflicts between work and family had a detrimental impact on overall job satisfaction (Howard, et al.). Because that police officers constantly come into contact with the public while performing their jobs, this is a problem that is especially important for the police (Howard et al.).

Herzberg, Mausner, and Snyderman (1959) discovered in their seminal study that the sub-factors that contribute to workplace motivation have five separate effects. Turnover was one among them. All four of Marcus' factors resemble a few of Herzberg et al.'s sub-factors. Drew discovered that career span, which is a representation of tenure, was a significant predictor of motivation to stay in police deployment and that it was related to person-job fit. These results are in line with those of past studies (Holden, 1980; Beck, 1999). The motivating sub-factor identified by Herzberg et al. as the work itself is logically related to person-job fit.

Several studies have been undertaken in the Indian setting to pinpoint key motivators for Indian managers (Dayal & Saiyadain 197; Narain 1971; Aggarwal 1977; Mehta, 1977, 1978). The outcomes of these studies suggest that motivation variables are related to recognition to good work, accomplishment, personal growth and delegating authority for decision making, promotion, prestige of organisation, job security and Monetary necessities. (Singh 1997).

There is hardly any empirical study on motivation factors with respect to children of defence forces personnel while opting for a career while studying in Army Schools. Some articles were found but all their observations were based on assumption. None of the article or study, specific to motivational factors with respect to children of defence forces personnel studying in Army School could be traced. The present study “Motivational Factors of the Children of Defence Forces Personnel while Opting for a Career with Special Reference to Army Schools:- An Analysis” is a step in this direction.

CHAPTER-3

CONCEPTUAL AND THEORETICAL FRAMEWORK

3.0 Introduction

Is joining the Indian Army a career that young people in our nation find unappealing? The majority of individuals believe the answer to this question to be affirmative. The Army is really the service most severely impacted, with an officer deficit of roughly 18%, compared to the Air Force's shortage of only 5% and the Navy's shortage of 10%.

Indian Army with a sanctioned manpower of roughly 43000 officers is holding just about 35000. It's not like this shortage just started. The shortage fluctuated from 10 to 13% throughout the 1950s, 60s and 70s. Emergency and Short Service Commissions pushed by at that period were the chosen option to fill the gap. The need for officers, particularly in the lower ranks, has grown as time has gone on.

Notably, the higher ranks of Colonel and above do not have any deficiencies. The bottom levels of the pyramid, comprising Captains, Majors, and Lieutenant Colonels are where the situation is most concerned. In addition, because of this scarcity, the Army's regiments and battalions are the worst effected.

There is little doubt that a career in the Armed Forces, particularly the Army, is the least desired by today's youngsters on the civil side of the street, but it is unclear whether this also holds true for the offspring of members of the armed services. This issue is not specific to our nation; rather, it is a global phenomena that affects all nations without conscription. As a result, each democratic nation is developing its own strategy to solve this serious shortcoming. India is no exception .

This deficit is due to a few innate causes. The drawbacks include worsening post-retirement benefits compared to the Civil Service and worsening service

conditions, promotion possibilities, job satisfaction, and freedom to switch jobs for better career prospects. Lack of employment opportunities for the spouse after marriage, numerous moves combined with a lack of good family accommodation, poor planning for the children's education and careers, and frequent separation from the family are a few examples.

The world's best training facilities are available to the Indian Army. They produce not only officers but also gentlemen, which is a huge benefit to society and the country. This fantastic aspect is being downplayed in the long run, for some reason. A competent manager or engineer is not always a competent officer.

The four basic criteria used to choose officers through the Service Selection Board (SSB) are intelligence, aptitude, physical and mental health, and leadership qualities. Several people fail to pass the test used to measure intelligence, aptitude, and leadership quality. Even with multinational corporations and other corporations, there is no such mechanism for choosing executives.

3.1 Conceptual issues of Motivation

The secret to increasing performance is motivation. According to research, attempts to treat workers like machines will lead to voluntary resignations and low productivity. Ideally, motivation is the key to creating an environment where optimum performance is feasible. Every person has a unique set of reasons for wanting to work hard or not, depending on the situation. Some people are motivated by praise, while others are motivated by financial rewards.

Butkus and Green (1999) defined motivation as the act of moving, pushing, or persuading someone to act in order to meet a need. According to Baron (1983), motivation refers to a group of processes that deal with a form of force that animates

behaviour and guides it towards the accomplishment of certain objectives. Many writers have expressed motivation as goal directed behaviour.

Therefore, it is crucial for managers to educate themselves about and comprehend the psychological processes and undertakings that underlie the simulation, direction, determination, and persistence of voluntary actions if their roles are to successfully lead employees towards the organisational agenda of achieving its objectives (Robers, 2005).

3.2 Motivation Theory

To fulfil organisational goals, a motivated and competent personnel is essential for boosting productivity and the calibre of organisational services. The challenge and dilemma for many managers is how to create this type of motivation (Dieleman and Toonen, 2006). While there are many theories surrounding the notion of motivation, two distinct areas of motivation are usually mixed (Dieleman and Toonen, 2006). That is the emphasis placed on motivation to be rooted in a job and motivation to perform (Dieleman and Tooned 2006). “Motivation is significant because even people with the required knowledge, skill, and abilities will perform poorly if they are not motivated to devote their time and effort to work” (Jarris in Milapo, 2001). “When workers lack motivation, they tend to resort to anti-work behaviours such as absenteeism, negligence of duty, late-coming, failure to meet deadlines, display of open frustration and all these factors work negative to the performance and credibility of an organisation”. In order to retain, attract, and increase employee effort, satisfaction, and commitment, organisations must make every effort to ensure that incentives such as intrinsic motivators, extrinsic motivators, and performance management approaches are used.

There are many theories of motivation, but the three most popular ones are the Maslow Theory of Need, the Hygiene and Motivational Factor of Frederic Herzberg, and the McGregor Theory X and Theory Y.

3.2.1 McGregor Theory X and Theory Y

In his theory McGregor developed two distinct preconceived perceptions of how people observe human behaviour at work and organisational life. He thought that businesses adopt one of the two competing strategies. He designated these methods as theories X and Y. People must be convinced, encouraged, rewarded, regulated, directed, or threatened with penalty in order to achieve organisational goals. He contends that according to theory X, management is responsible for ensuring that the productive aspects of the business—such as money, materials, and employees—are organised with an eye towards achieving financial goals. People have an innate dislike of work and tend to avoid it whenever an opportunity presents itself. They are also naturally selfish and indifferent to the needs of the organisation, so it is necessary to motivate them, control their actions, and modify their behaviour in order to meet those needs. People always need to be directed to take responsibility and may lack ambition, but they prioritise security above all else. Due to the lazy inherent nature of human beings they are not able to perform well in their own initiative. Employers are to be coerced and controlled by management. People frequently remain passive and resistant to the needs of the organisation without active management intervention. On the other hand, theory Y asserts that management is tasked with organising productive enterprise components including money, materials, equipment, and people with the intention of achieving economic goals. Work is something that comes naturally to people; they are not passive or resistant to organisational needs and are always prepared to exhibit self-direction when dedicated to the objectives. Unlike theory X people accept and seek responsibility

at all times. Yet, the only way management can ensure that employees are committed is to give them with the correct conditions and operating procedures to enable them realise their goals through the direction of their efforts to fulfil objectives of the business. According to the assumptions put forth in theory Y, management's job is to maximise employee potential and aid in channelling it towards achieving group objectives. Management in fulfilling its tasks employs these assumptions as guides and thus leads to a number of choices which lie between two extremes. In one extreme side management can be hard or strong and on the other management can be gentle or weak. Traditional management has a perspective on the workforce that is known as theory X, while many contemporary organisations now adopt the enlightened perspective of theory Y. (Boeree, 2006).

3.2.2 Critics of McGregor Theory X and Theory Y

Although his theory has done a good job of highlighting and explaining some of the fundamental effects that managerial principles have on employee behaviour, his theory has several weaknesses.

Social scientists have critiqued the entirety of anthropological theories regarding people and behaviour, as well as managerial tasks (Vroom and Deci, 1970). This evidence has been gathered from a range of sources, including the classroom, the client, the laboratory, the home, and to a lesser extent, the industry, and while it may not be very conclusive, it is suggestive (Vroom and Deci, 1970). Social scientists concur that, in modern industrial organisations, human behaviour is nearly a perfect reflection of how management sees it, but they vehemently contest the idea that this behaviour is a product of the inherent essence of man (Vroom and Deci, 1970). This behaviour develops as a result of the organization's character and the management's philosophies, policies, and practises (Vroom and Deci, 1970). Human is constantly in

need and once one need is addressed, he will immediately want another need to be met, the conventional approach misses the fact that a satisfied need is not a motivator of behaviour (Vroom and Deci, 1970). The management is generally aware of the variety of requirements that individuals have in their life, including social needs, physiological needs, and so forth, but incorrectly believes that these needs represent a threat to the organisation (Vroom and Deci, 1970). Studies, however, reveal that when people are grouped under the correct circumstances and with the use of strict rules and pressure, such workers will be more effective than an equal member of separate individuals in achieving the objectives of the organisation (Vroom and Deci, 1970). Yet, management attempts to control and steer human efforts in a way that is at odds with the natural groupings of humans out of a concern of group animosity in order to achieve its desired aims (Vroom and Deci, 1970). Additionally, according to conventional theory, when a person's social needs, possibly including his or her safety needs, are threatened, he or she exhibits behaviour that undermines organisational goals by turning resistant, antagonistic, or less cooperative, but management overlooks the fact that this behaviour is a result rather than a cause (Vroom and Deci, 1970). While theory Y is primarily focused on the features of self-control and self-direction, theory X also places a great deal of emphasis on the external regulation of human behaviour (Vroom and Deci, 1970). The contrast between treating individuals like children and as adults generates an element of two opposed viewpoints (Vroom and Deci, 1970). After taking people through the former way a move to the later cannot be made by a blink of an eye (Vroom and Deci, 1970). The restrictions imposed by theory X tend to prevent people from taking responsibility, promote passivity, and completely distort what labour means (Vroom and Deci, 1970).

His philosophy is so mechanical and ignores the complexity of human nature and the fact that individuals are not manipulatable locomotives. In addition, his theory frequently tends to be overly constrictive, biased towards one side of the argument, and fails to take into consideration a condition that occurs frequently in practise and falls in between control and commitment winning. The philosophy that management frequently employs in relation to guiding and controlling individuals' behaviour, regardless of whether it is soft or harsh, is insufficient to inspire since the human needs that are suggested by this method do not serve as powerful behavioural motivators. (1970; Vroom and Deci). Because they are inapplicable to the current situation, both the gentle and strong tactics are ineffective today (Vroom and Deci, 1790).

3.2.3 Abraham Harold Maslow's Theory of Need

The needs hierarchy created by Maslow is the most well-known. Maslow created a hierarchy of needs that included five main layers, listed in importance order: physiological needs, safety needs, social needs, esteem needs, and self-fulfillment, which is the pinnacle of Maslow's theory of motivation. He thinks that people now want to use their abilities and talents to the fullest. This need, in contrast to the lower requirements, is never entirely met since as people develop psychologically, new opportunities for development frequently arise. Only a small portion of people, in Maslow's estimation, achieve self-fulfillment. After a person has successfully gained a sense of belonging, they begin to feel the need to be of great significance. This category of wants is linked to the desire to be respected by others and to have a strong, consistent, high self-worth. He referred to this group of needs as the esteem need. Following the satisfaction of physiological needs, one's focus turns to safety and security requirements in order to deal with the threat of experiencing both physical and emotional difficulties. These requirements can be satisfied by safeguarding against threats and satisfying

physiological requirements. According to his hypothesis, if a person feels threatened, their desire to fulfil that need will intensify, and they won't want to pursue any of the demands further up the pyramid until that need is satisfied. The basic necessities of existence, such as air, water, food, sex, and sleep, are met by physiological demands. In order to pursue higher level motivators like self-fulfillment, the lower order demands must first be met. His theory makes the case that the urge for self-fulfillment cannot be met. Man is a waiting creature, thus only an unmet need may drive behaviour. The dominating need is the one that drives man to act in a certain way in order to satisfy it. As they go up the hierarchy, people grow psychologically, yet advancement is not always simple.

People repeatedly go back to wants that have already been met, and the lower needs continue to exist temporarily and dominate motivation. His claim is supported by the idea that for effective job motivation, managers and leaders must comprehend the driving forces behind each employee's drive.

3.2.4 Application of Maslow's Hierarchy of Need to Management

“If Maslow's theory is true, there are very important leadership implications it provides to promote workplace motivation. There are a variety of ways to motivate employees through their style of management, compensation plans, role definitions and organisation activities” (Boeree, 2006). For an organisation to be able to provide physiological motivation, it must, among other things, make sure that it offers enough lunch and breakfast and pays employees enough to cover their fundamental needs. The provision of a safe working environment, job stability, and the perception that employees are protected from danger are all ways to meet the need for safety. In order to offer employees a sense of value and appreciation from the organisation, it is vital to acknowledge their accomplishments, give value to their opinions, give dedicated

workers important projects, and give them prestige. These actions all serve as esteem motivators. It takes the supply of demanding tasks and significant job assignments that foster motivation, innovation, and advancement in accordance with long-term organisational goals for a worker to be able to achieve the requirement for self actualization.

3.2.5 Critics of Maslow's Hierarchy of Need Theory

Although Maslow's hierarchy of needs makes sense, there is not enough actual data to back it up (Armstrong, 2001). It is difficult to accept that people's requirements tend to follow a constant progression up the hierarchy of need since it is observed to be rigid and because people have a variety of wants (Armstrong, 2001). Maslow is even considered to have shown concern about people's advancement in a rigid following manner (Armstrong, 2001). For instance, social needs are more important in some cultures than any other requirements in the pyramid (Cooper in Boeree, 2006) Maslow's hierarchy of requirements also fails to explain the situation of the hungry artist, in which the artistic sacrifices their physical needs in order to satisfy their spiritual wants (Cooper in Boeree, 2006).

In addition to the aforementioned, there is inadequate evidence to support the idea that people are only motivated to satisfy one motivating need at a time, with the exception of circumstances where requirements are likely to conflict (Cooper in Boeree, 2006). His methods has come under further, albeit significant criticism about his theory. He chose a small group of individuals that he himself identified as self actualizing, interacted with them, and then came to a conclusion about what self actualization actually entails. This does not look as good science to many people (Boeree, 2006). Rogers, who defines self actualization as the life force that drives all animals, believed that babies were the best instances of self actualization, but he also placed a constraint

on it, saying that only a small percentage of humans actually achieves it (Boeree, 2006). Maslow's hierarchy of needs is not supported by science, but it is nonetheless widely accepted and helpful for motivating people (Boeree, 2006). Many managers around the world have utilised it as their foundational theory (Boeree, 2006).

3.2.6 Frederick Herzberg's Hygiene and Motivational Factors Theory

Herzberg's theory is founded on two stressed parallel sets of needs, namely man's need to avoid pain as an animal and his need to experience psychological development as a human. He included a number of aspects in his theory that are comparable to Maslow's hierarchy of requirements, although his theory is more focused on the workplace. He separated these elements into two main groups: hygiene factors (dissatisfiers) and motivators (satisfiers). He listed factors like working conditions, corporate policies and administrative procedures, salary and benefits, supervision, status, job security, coworkers, and personal life under the hygiene factors, while factors like accomplishment, advancement, growth, responsibility, and job challenge are included under the motivators. One set of demands is connected to the activity a person engages in, whilst the other is focused on the context in which it is carried out. While the dissatisfiers depict the workplace but have little impact on fostering favourable work attitudes, the motivators have the power to effectively motivate people to perform and invest significant effort. While the motivators provide motivation because they are the tasks available to allow the achievement of progress, the hygiene elements are unsatisfiers since they establish the environment in which man is continually attempting to modify. Before motivators may be employed to stimulate the job and the subsequent sensation of motivation to be achieved, according to Herzberg, hygiene considerations in the job must first be observed. This suggests that you should wait to utilise motivators until all of the hygiene requirements have been met.

According to hygiene's thesis, people need certain things at work in order to feel inspired and perform well.

3.2.7 Application of Herzberg's Theory of Hygiene and Motivational Factors

Leaders or managers need to be aware of the specific needs that employees have at work in order to improve performance.

Dissatisfier An organisation must create a working environment that encourages employees to perform well in order to meet working conditions. Policies and administrative procedures indicate that the type of organisation that should be used to manage the personnel should encourage good performance. Provide employees a salary and other advantages that will motivate them to be dedicated to their work for the company. To encourage effective performance, managers must provide workers with proper supervision. People should be able to feel like they have high status occupations based on the types of professions they hold. They will be more motivated to put in the necessary time and effort as a result. Making people feel comfortable in their professions is important. As a result, they are able to work more diligently since they are not concerned about losing their jobs. It's crucial to foster teamwork among employees if you want to motivate them to work together on a common goal. Individuals must be given enough room to live their own private lives.

Satisfiers Employees need to believe that their employers, including their bosses, value them. Employees must feel that their work enables them to fulfil their goals and dreams. In the end, this gives them newfound motivation to work and accomplish organisational goals. Employees must be able to recognise opportunities for advancement at work. Individuals must advance in their positions. Individuals desire a sense of accountability for their work. Individuals choose difficult professions over those that are less difficult to perform. Workers cannot be motivated by factors

that make jobs pleasant if the variables that make them unsatisfied are not achieved (Boeree, 2006). Extrinsic and intrinsic incentives are linked to motivation when extrinsic incentives are provided by the organization's leadership and implemented in a job. This encourages the individual workers to form positive relationships with their jobs, which in turn creates intrinsic incentives that are derived from those relationships. Once these external driving elements and the intrinsic internal job-related motivational factors are present, motivation and the resulting high performance will be seen. The questions in the questionnaires that are concerned with the working conditions in the organisation, salary and benefits, supervision, job security, and interpersonal relationships are linked to Frederick Herzberg's theory of hygiene, while the questions that are concerned with the act of recognition, achievement in one's job, advancement in one's work, and responsibility over one's job are linked to his theory of motivation.

3.2.8 Critics of Herzberg's Theory of Hygiene and Motivational Factors

While his theory was able to point out some of the important work-related aspects that are characteristic of an organization's experience and are especially helpful to managers in shaping employees' positive performance. It has also been praised, in part because it offers the average person an understanding that is simple and grounded in real-world issues rather than academic abstractions and because it shares many characteristics with the highly regarded ideology of Maslow and McGregor (Armstrong, 20021). Nevertheless, some of his recommendations have been found wanting. The research methodology employed has faced fierce opposition because it was unable to measure the connection between performance and satisfaction (Armstrong, 2001). However, criticism has been levelled at his small number of specialised samples from which significant inferences have been drawn and the fact that there is no evidence to support the presumption that satisfiers genuinely increase

productivity levels (Armstrong, 2001). He overemphasises aspects that are specifically relevant to the workplace, omitting the fact that some issues with motivation or failures at work may have familial roots before spreading to the office. He lists too many preconceived elements in a clear-cut and precise manner, leaving no space for flexibility despite the reality that human behaviour is multifaceted. Herzberg's notion is overly ambitious; he claims that all hygiene requirements must be satisfied before motivators may be formed. This is practically impossible. His theory curiously reduces a person to a check list and lacks a sense of transformation process and time aspect.

3.3 Motivation Theory Used in Present Study

Herzberg's Theory of Hygiene and the Motivational Factor are both used in this study. This theory was chosen for its clarity, applicability, and ability to make it easier to pinpoint the precise sources of workplace motivational elements. According to Herzberg, there are some workplace factors that might either make an employee happy or unhappy. Extrinsic elements are linked to unhappiness in the workplace, whereas intrinsic factors are related to job satisfaction. What does the average person want out of their job? is the basis for his theory. He requested participants to provide detailed descriptions of such instances in which they felt exceedingly good or unusually awful. He deduced from the responses that the reverse of satisfaction is not dissatisfaction. Even when unsatisfactory traits are eliminated from a job, it may still not be gratifying. He claims that while some elements are naturally present in an organisation, their presence does not promote motivation. But their absence demotivates people. Similar to this, there are some elements whose absence does not lead to unhappiness but whose presence has a motivating effect.

The present study analysed the motivational factors of the children of defence force personnel studying in Army Schools while opting for a career in Indian Army.

Here motivation was taken as the dependent variable. Out of number of motivational theories, Herzberg, model was taken as the basis of theoretical framework. Keeping the concept of two factor theory in the backdrop, the present study used some Hygiene as well as motivational variables to get real picture of motivational level while choosing a career.

CHAPTER - 4

METHODOLOGY

4.1 Area of Study

The study has been conducted on the students of Four Army Public School in the National Capital Region. Each school has a strength of approximately 3000 students which have a mix of children of Defence Forces Personnel and Civilians with the majority being from the defence background. The Four Army schools are as under:-

- (a) Army Public School Delhi Cantonment
- (b) Army Public School Dhaula Kuan
- (c) Army Public School Shankar Vihar
- (d) Army Public School Noida

4.2 Sample Description

The Army Public Schools in the National Capital Region are one of the largest schools which cater to the educational requirements of the children of Indian Army personnel. The school has a mix of children of Officers, Junior Commissioned Officers, Other Ranks and Civilians.

The motivational factors of these children while opting for a career can be taken as a sample to represent the motivational factors of the children of defence forces in other part of the country.

4.3 Pilot Study

For the ease of designing the Questionnaire, a Pilot study was conducted on 30 children of each of the three schools having representation from children of Officers, Junior Commissioned Officers, Other Ranks and Civilians. The Pilot study was undertaken to consolidate the motivational factors which concern the children while opting for a career.

Besides questionnaires, interaction based on probing questions with a few students was held in addition interviews were also conducted with Principal of these schools.

Consequent upon the Pilot study, the following motivational factors were shortlisted:-

- (a) Career Advancement and Promotion
- (b) Salary
- (c) Fulfilment of Family and Social Obligation
- (d) Nature of Work
- (e) Opportunity to Earn a Lot
- (f) Job Security
- (g) Prestige in Society
- (h) Power and Authority
- (j) Challenging Work
- (k) Opportunity to Serve the Nation
- (l) Job in Large Metro Cities
- (m) Glamour of Uniform
- (n) Adventurous Life Style
- (o) Job Close to Home Town
- (p) Quality Education for Children
- (q) Quality Medical Facilities for Family Members
- (r) Training Opportunity to Meet Future Job Requirement
- (s) Other

Based on the Herzberg's two factor theory the above factors can be categorized in to two category, Motivational factors or Motivators and Hygiene factors or Maintenance factors.

Motivational Factors or Motivators

- (a) Career Advancement and Promotion
- (b) Nature of Work
- (c) Prestige in Society
- (d) Challenging Work
- (e) Opportunity to Serve the Nation
- (f) Job in Large Metro Cities

Hygiene Factors or Maintenance Factors

- (a) Salary
- (b) Fulfillment of Family and Social Obligation
- (c) Opportunity to Earn a Lot
- (d) Job Security
- (e) Power and Authority
- (f) Glamour of Uniform
- (g) Adventurous Life style
- (h) Job Close to Home Town
- (j) Quality Education for Children
- (k) Quality Medical Facilities for Family Members
- (l) Training Opportunity to Meet Future Job Requirement
- (m) Other

4.4 Selection of Sample

The proportion of children of Officers, Junior Commissioned Officer, Other Ranks and Civilians in a school is 15%, 25%, 50% and 10% respectively. Therefore, it was planned that the composition of the sample for the main study will be primarily in accordance with the proportion as stated above.

4.5 Data Collection

A Questionnaire was prepared initial question were with respect to personal profile of students:-

- (a) Name
- (b) e mail Id
- (c) Gender
- (d) District
- (e) Father's/ Mother's Professions

The next 13 questions on the survey were used to collect data and addressed issues such as how much different people were involved in the student respondents' career decisions, whether their parent's military service inspired them to enlist, and more. Ranking the careers as per their choice, Ranking the motivating factors as Least Important, Some What Important, Quite Important and Very Important, Role of Army School in guidance in selection of career? Role of the Army School in guidance in selection of Indian Army as a career? School's contribution?, School's interaction or visit to motivate the students to choose Army as a career?, What is more difficult to crack UPSC exam or SSB (While clearing/ giving examination), Which entry they would prefer to join Indian Army?, Suggestions to increase the involvement of schools in selection of Army as a career, How did they come to know about Army as a career and ranking the platforms which would ensure maximum publicity for Army as a career.

CHAPTER - 5

DATA ANALYSIS: STUDY OF MOTIVATIONAL FACTORS OF CHILDREN OF DEFENCE FORCES PERSONNEL IN ARMY SCHOOLS

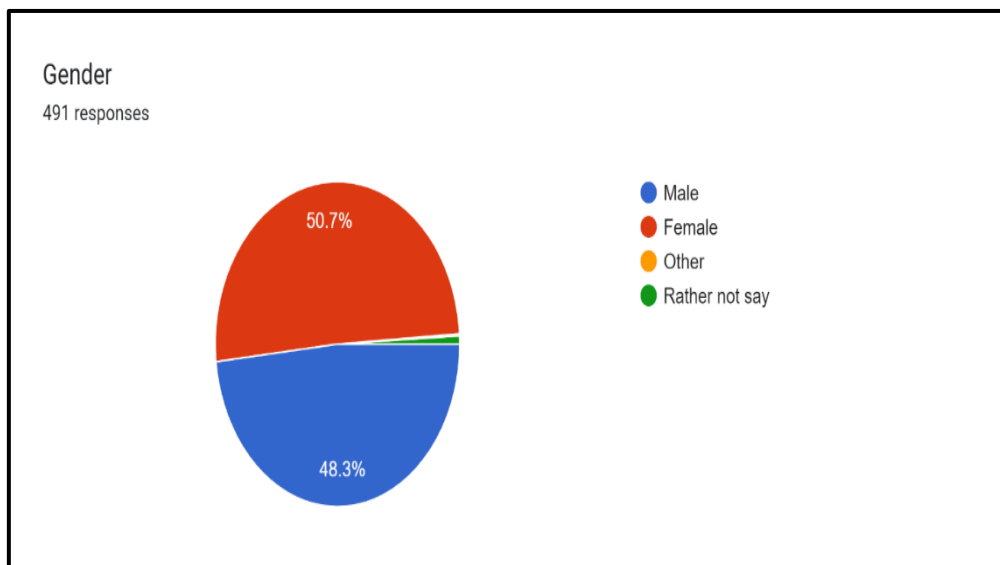
The analysis of the responses was done as follows:-

Only those responses which were completely filled for analysis of motivational factors of children Defence forces personnel in Army Schools which were completely filled were accepted. A total of 501 responses were received via the Google form.

5.1 Gender

Out of 491 respondents 249 (50.7%) were Female, 237 (48.3%) were Male, 01 (0.2%) was Other and 04 (0.8%) were Rather not say.

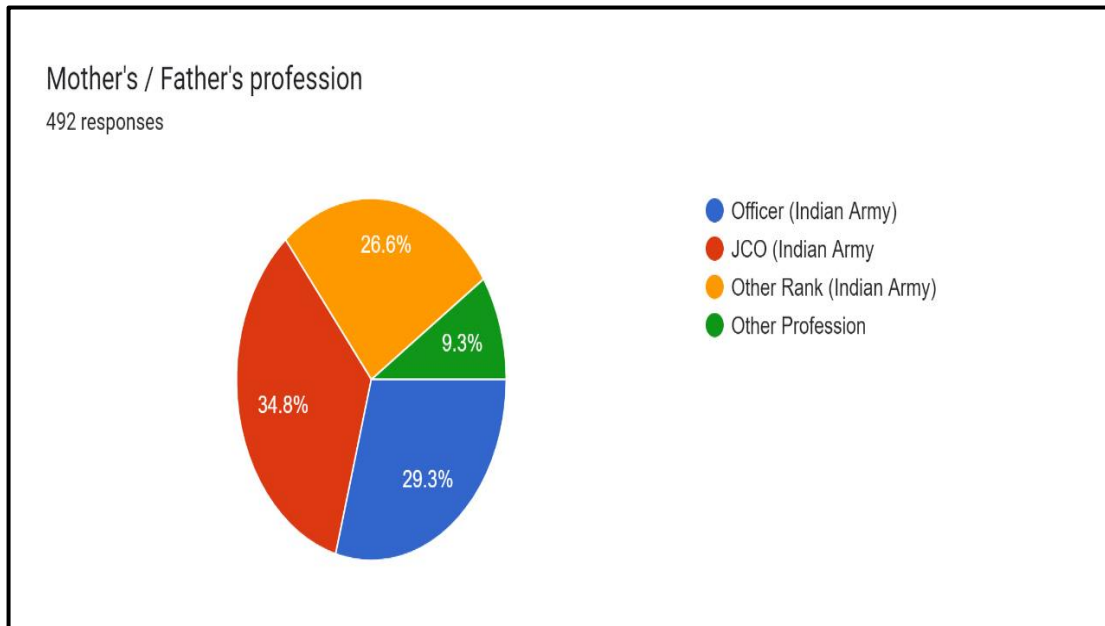
Fig No 5.1: Gender



5.2 Mother's / Father's Profession

Out of 492 respondents, 144 (29.3%) parents were Officer in Indian Army, 171 (34.8%) were JCO in Indian Army, 131 (26.6%) were Other Ranks in Indian Army and 46 (9.3%) were Other Professions.

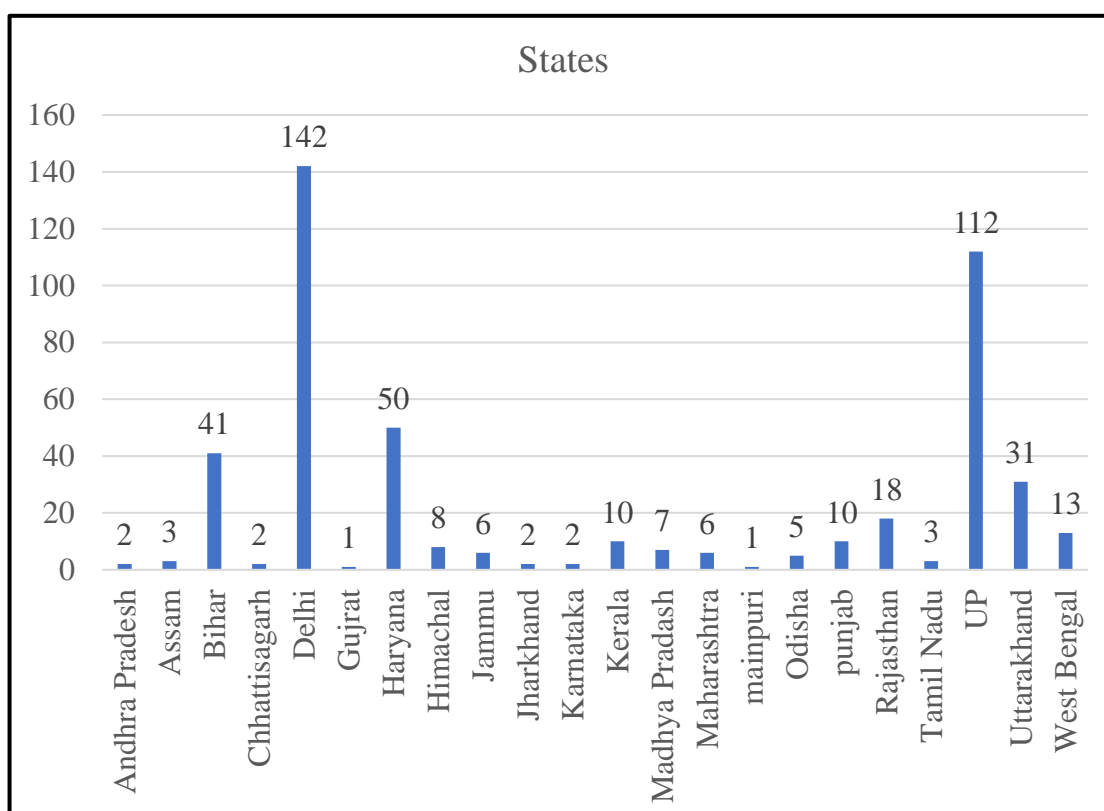
Fig No 5.2: Mother's/ Father's Profession



5.3 State

Out of 475 respondents, 02 were from Andhra Pradesh, 03 were from Assam, 41 were from Bihar, 02 were from Chhattisgarh, 142 were from Delhi, 01 was from Gujarat, 50 were from Haryana, 08 were from Himachal, 06 were from Jammu, 02 were from Jharkhand, 02 were from Karnataka, 10 were from Kerala, 07 were from Madhya Pradesh, 06 were from Maharashtra, 01 was from Manipuri, 05 were from Odisha, 10 were from Punjab, 18 were from Rajasthan, 03 were from Tamil Nadu, 107 were from UP, 31 were from Uttarakhand and 25 were from West Bengal.

Fig No 5.3: Demographic Characteristics of Students



5.4 Analysis of Responses

The analysis of the responses was done as follows the data was taken from Google form which was circulated as a questionnaire online. The responses were sought to the under mentioned questions:-

- (a) Involvement of individuals providing guidance in their choice of career.
- (b) Rank the various choices of career.
- (c) Rank the various motivating factors while opting for a career based on Least Important, Some What Important, Quite Important and Very Important.
- (d) Sought response with respect to guidance by the Army School in selection of career.
- (e) Sought response with respect to guidance by the Army School in selection of Army as a career.
- (f) Methodology of the schools contributions.
- (g) Interaction or Visits by the school to motivate them join the Army as a career.
- (h) Difficulty in clearing of UPSC or SSB.
- (j) Preference of entry for joining the Indian Army.
- (k) Knowledge of Indian Army as a career.
- (l) Ranking of the platform to ensure maximum publicity for Army as a career.

CHAPTER- 6

FINDING AND RESULT

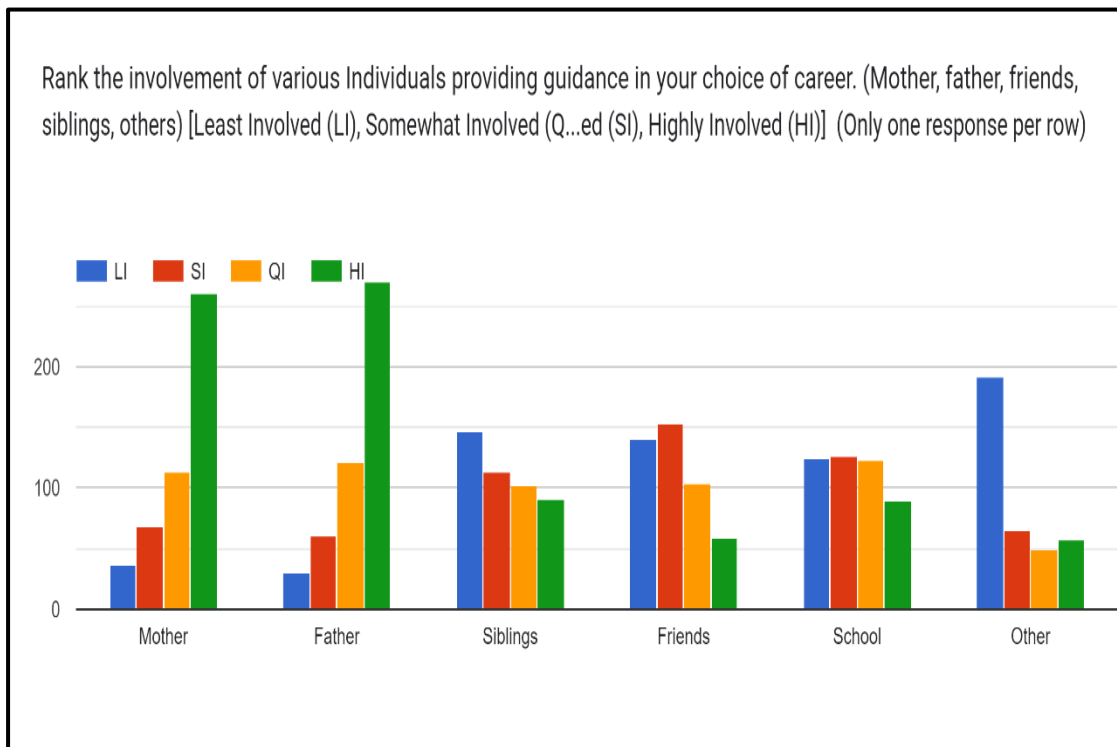
Development and Description of the Research Tools

The questionnaire for student respondents had both structured and open-ended questions. It had a total of 18 questions, the first five questions were related to personal profile, remainder 13 questions were with respect to ranking of the involvement of various individuals in their choice of career to be ranked as Least Involved, Some What Involved, Quite Involved and Highly Involved, Ranking the career as per their choice, Ranking the motivating factors which they considered while opting for Army as a career to be ranked as Least Important, Some What Important, Quite Important and Very Important, Role of Army School in guidance while selection of career and specifically guidance in selection of Indian Army as a career, Contributions of the school, Degree of difficulty to clear UPSC written exam/ SSB, Entry preference of the students to join the Indian Army, Source which helped them to know Army as a career and the platform which would ensure maximum publicity to propagate Army as a career.

6.1 Involvement of individuals Providing Guidance in Choice of Career

Question No 6 was with respect to ranking of the degree of involvement of individuals in the choice for a career with options as Mother, Father, Friends, Siblings, School and Others. They were to be ranked as Least Involved (LI), Some What Involved (SI), Quite Involved (QI) and Highly Involved (HI).

Fig No 6.1: Involvement of Individuals Providing Guidance in Choice of Career

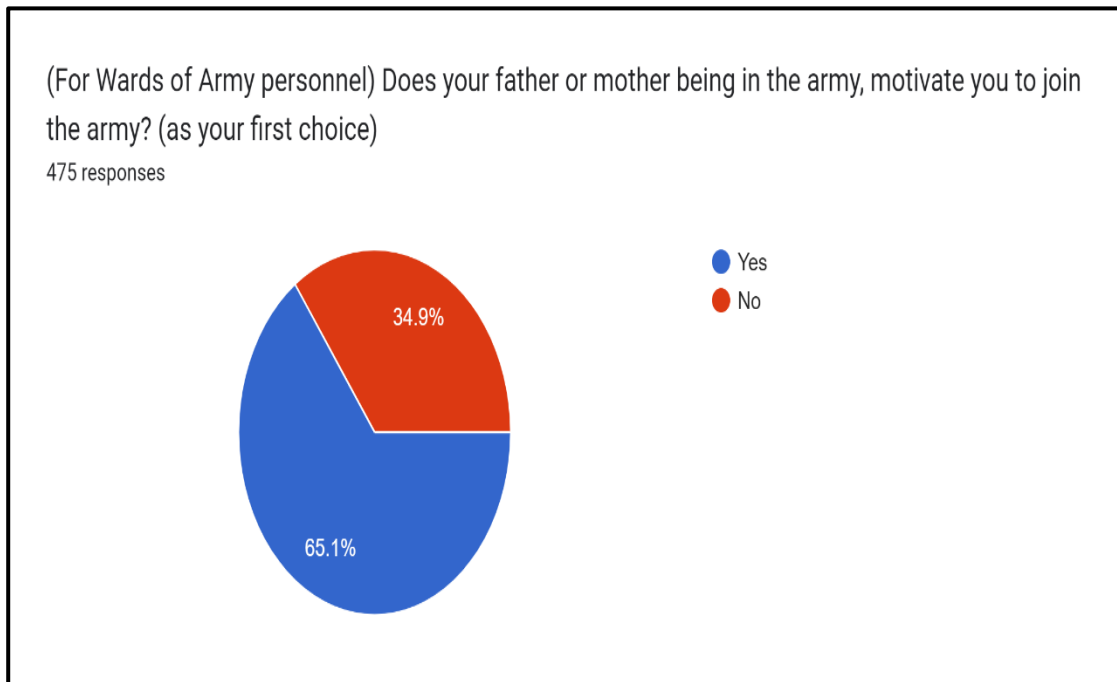


In response to this question the first rank was obtained by Father who was Highly Involved (271) followed by Mother (260), this brings out the fact that Father and Mother were Highly Involved in provision of guidance with respect to the choice of career of their children. Friends and School were least involved in guidance with respect to their choice of career.

6.2 Parents Profession Motivates to Join Army as First Choice

Question No 7 related to father or mother profession motivating them to join the Army as a first choice Out of 475 respondents 309 (65.10%) were motivated and 166 (34.9%) were not motivated.

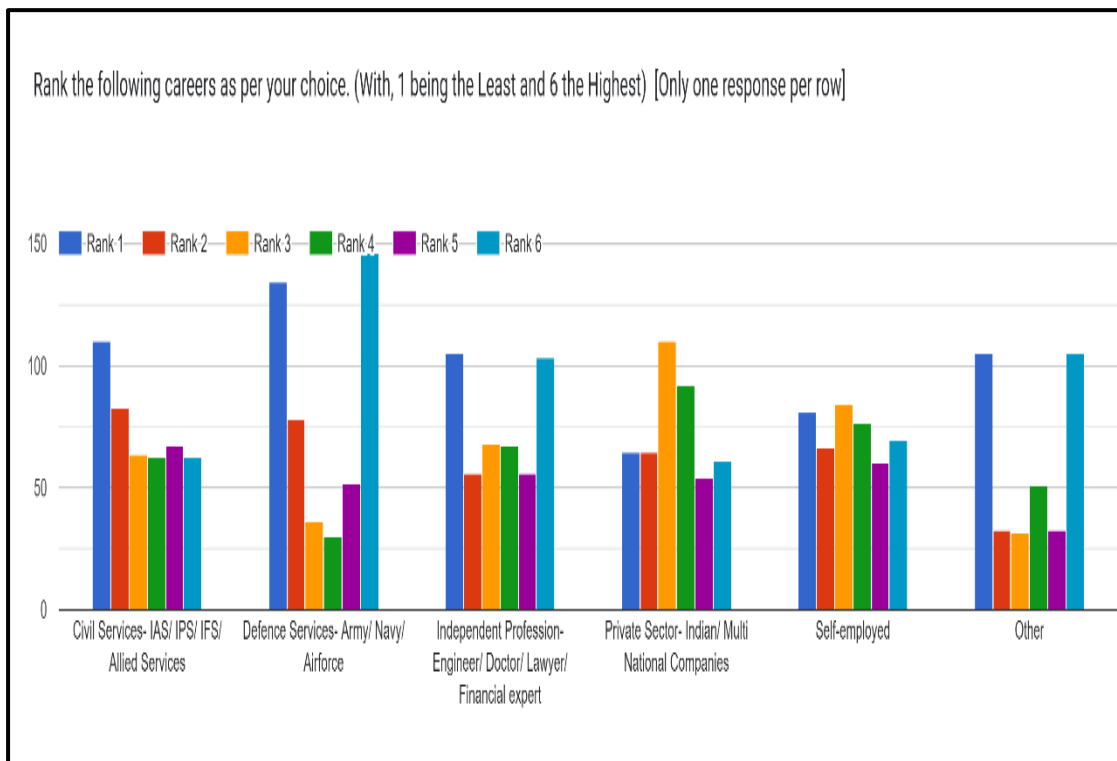
Fig 6.2: Parents Profession Motivates to Join Army as First Choice



6.3 Ranking of the Careers as per Choice

Question No 8 dealt with ranking the careers as per their choices with 1 being Least Preferred and 6 being the Highest Preferred. The profession to be ranked were Civil Service, Defence Service, Independent Profession, Private Sector, Self Employed and Others, as per the responses Defence Services was the most preferred with 146 responses followed by Others 105 responses followed by Independent Profession 103 responses followed by Self Employed 70 responses followed by Civil Services 66 responses and Private Sector was the Least Preferred with 61 responses.

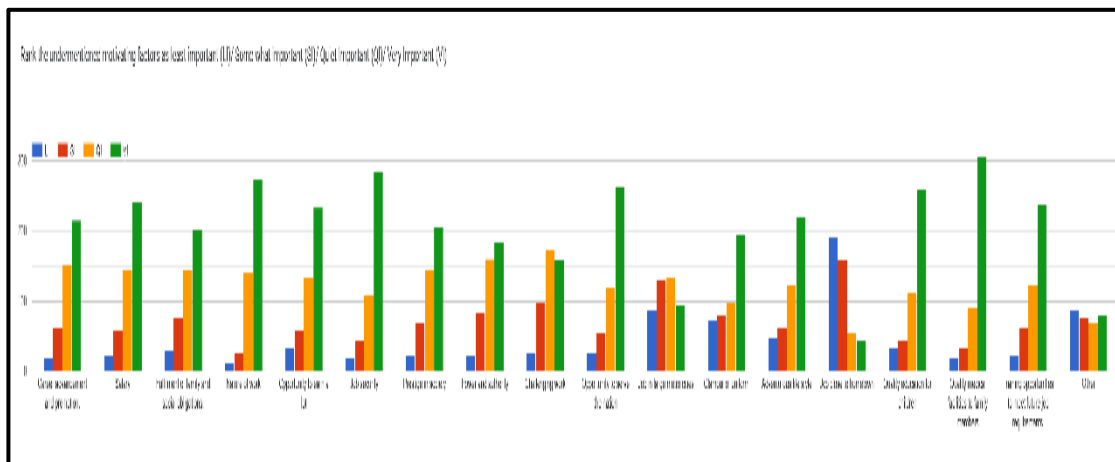
Fig 6.3: Ranking of the Careers as per Choice



6.4 Ranking of Motivating Factors

Question No 9 sought response with respect to ranking of motivating factors while opting for a career in Indian Army. The motivating factors were Career Advancement and Promotion, Salary, Fulfilment of Family and Social Obligation, Nature of Work, Opportunity to Earn a Lot, Job Security, Prestige in Society, Power and Authority, Challenging Work, Opportunity to Serve the Nation, Job in Large Metro Cities, Glamour of Uniform, Adventure Life Style, Job Close to Home Town, Quality Education for Children, Quality Medical Facilities to Family Members, Training Opportunities to Meet Future Job Requirements and Others to be ranked as Least Important (LI), Some What Important (SI), Quite Important (QI) and Very Important (VI).

Fig 6.4: Ranking of Motivating Factors



The response with respect to the Very Important motivating factor in the descending order were as follows:-

Quality Medical Facilities to Family Members	306
Job Security	284
Nature of Work	274
Opportunity to Serve the Nation	263
Quality Education for Children	259
Salary	239
Training Opportunities to Meet Future Job Requirements	238
Opportunity to Earn a Lot	232
Adventure Life Style	220
Career Advancement and Promotion	214
Prestige in Society	206
Fulfillment of Family and Social Obligation	201
Glamour of Uniform	195
Power and Authority	183
Challenging Work	158
Job in Large Metro Cities	93
Others	81
Job Close to Home Town	43

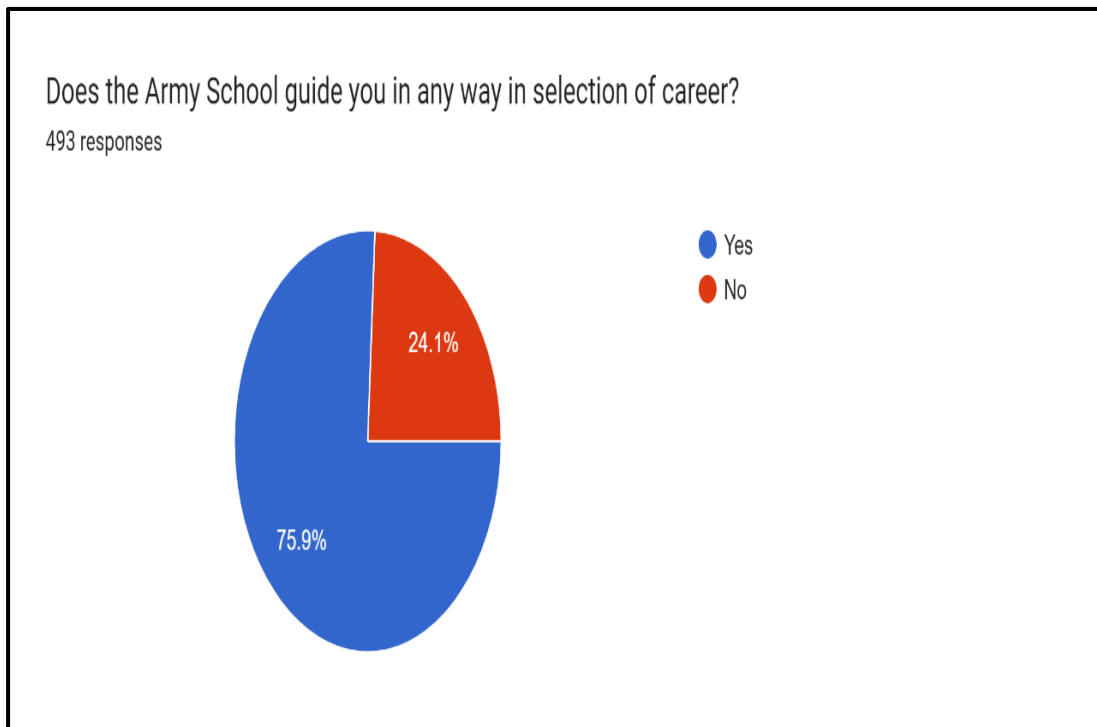
Hence, it is seen that Quality Medical Facilities to Family Members, Job Security, Nature of Work, Opportunity to Serve the Nation, Quality Education for Children were the first five motivating factors while opting for a career by the Defence Forces personnel children studying in the Army School and the Least Important (LI) factors were Job Close to Home Town, Other, Job in Large Metro Cities, Challenging Work and Power & Authority.

6.5 Army School Role in Selection of Career

Question No 10, 11, 12 & 13 were to ascertain the role of Army School in guidance of children in selection of career at large and specifically Indian Army as a career and also how these school contribute in the guidance for Army as a career and does these school organise any visit or interaction to motivate the children to join the Army the responses were as follows:-

Out of 493 respondents 374 (75.90%) responded in the affirmative and 119 (24.10%) responded against it.

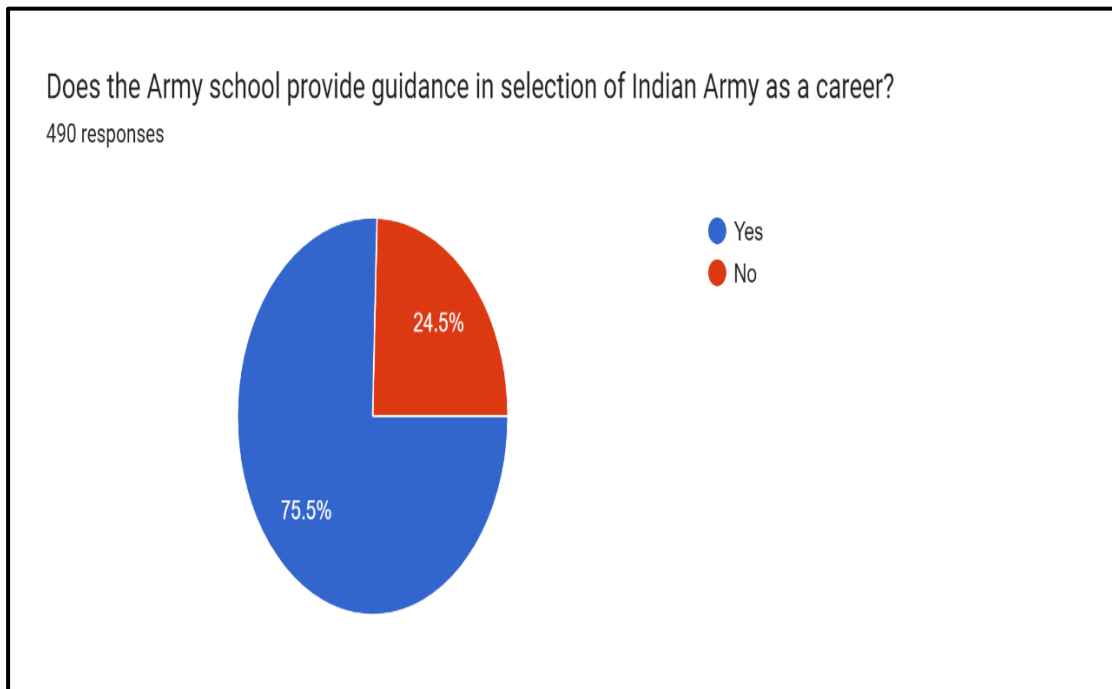
Fig 6.5: Army School Role in Selection of Career



6.6 Army School Role in Guidance for Army as a Career

Out of 490 respondents 370 (75.50%) responded that the Army Schools does contribute in selection of Indian Army as a career while 120 (24.50%) responded against it.

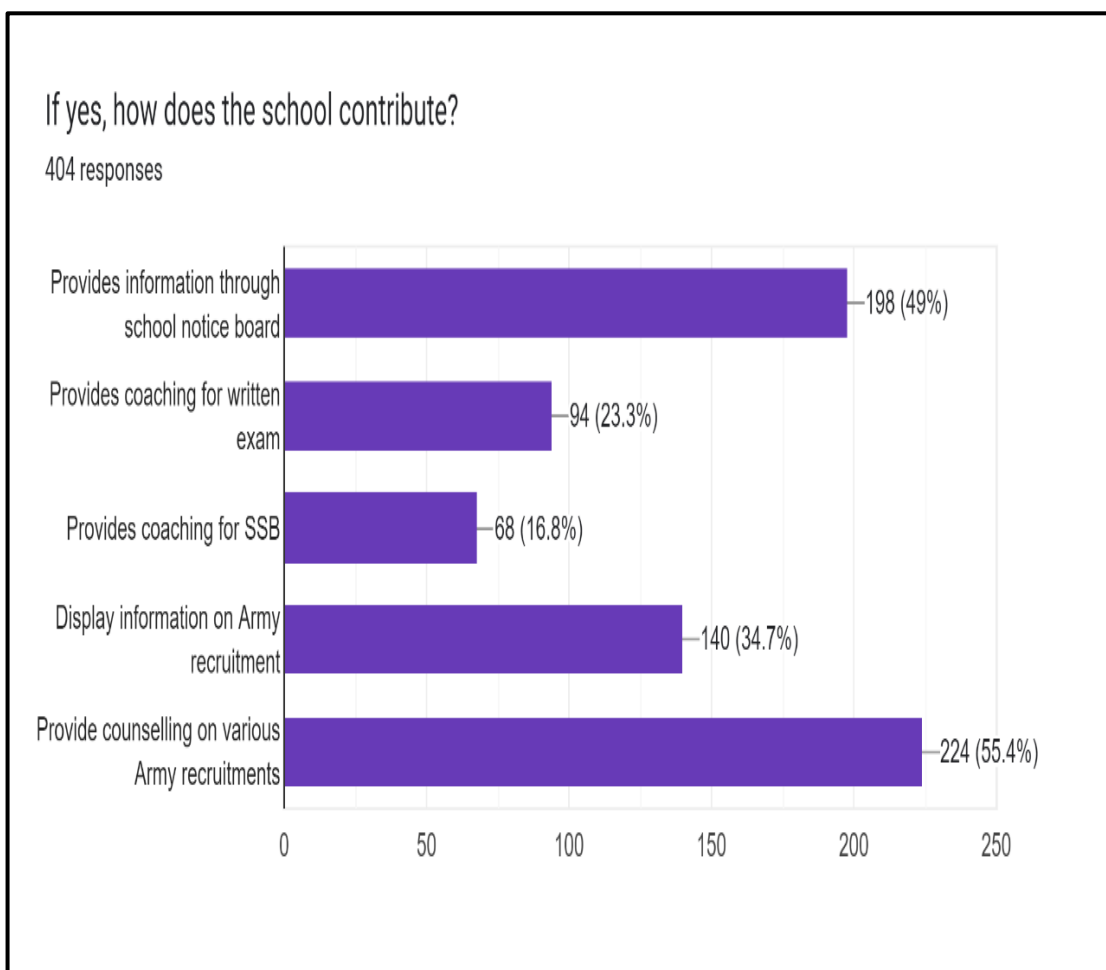
Fig 6.6: Army School Role in Guidance for Army as a Career



6.7 School's Contributions in Selection of Army as a Career

Out of 404 respondents 224 (55.4%) responded that its provides counselling on various Army recruitments, 198 (49%) responded that the school provided information through school notice board, 140 (34.7%) responded that it displays information on Army Recruitment, 94 (23.3%) responded that it provides coaching for written exam and 68 (16.8%) responded that it provides SSB coaching.

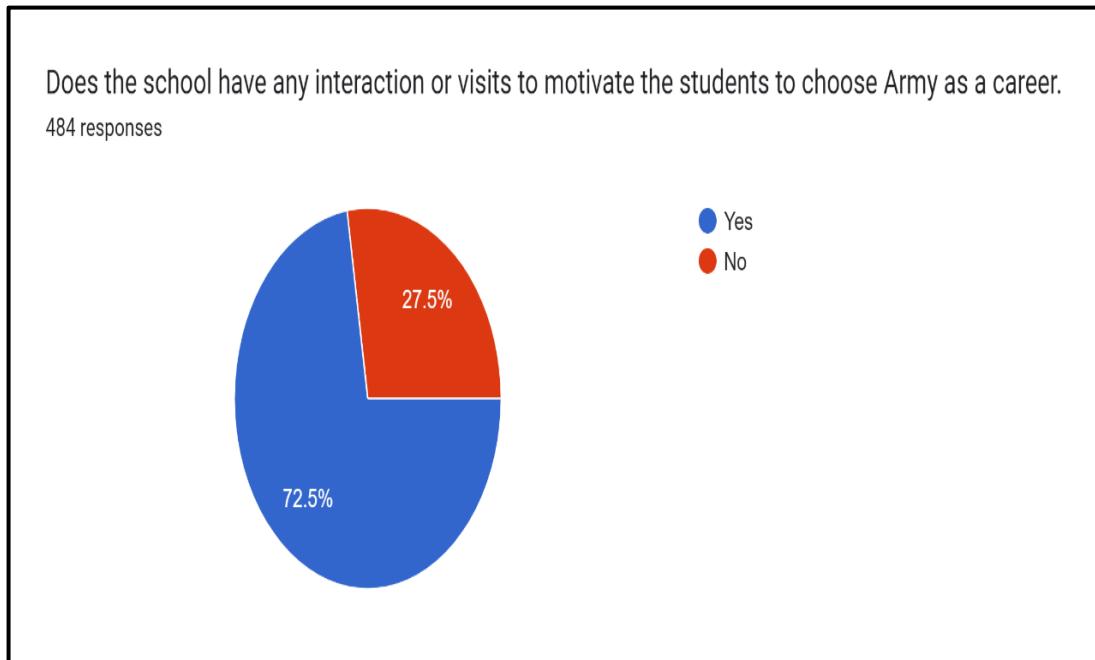
Fig 6.7: School's Contributions in Selection of Army as a Career



6.8 Interaction or Visits in Army Schools to Motivate Army as a Career

Out of 484 respondents 351 (72.50%) responded yes and 133 (27.50%) responded that no visits are organised.

Fig 6.8: Interaction or Visits in Army Schools to Motivate Army as a Career

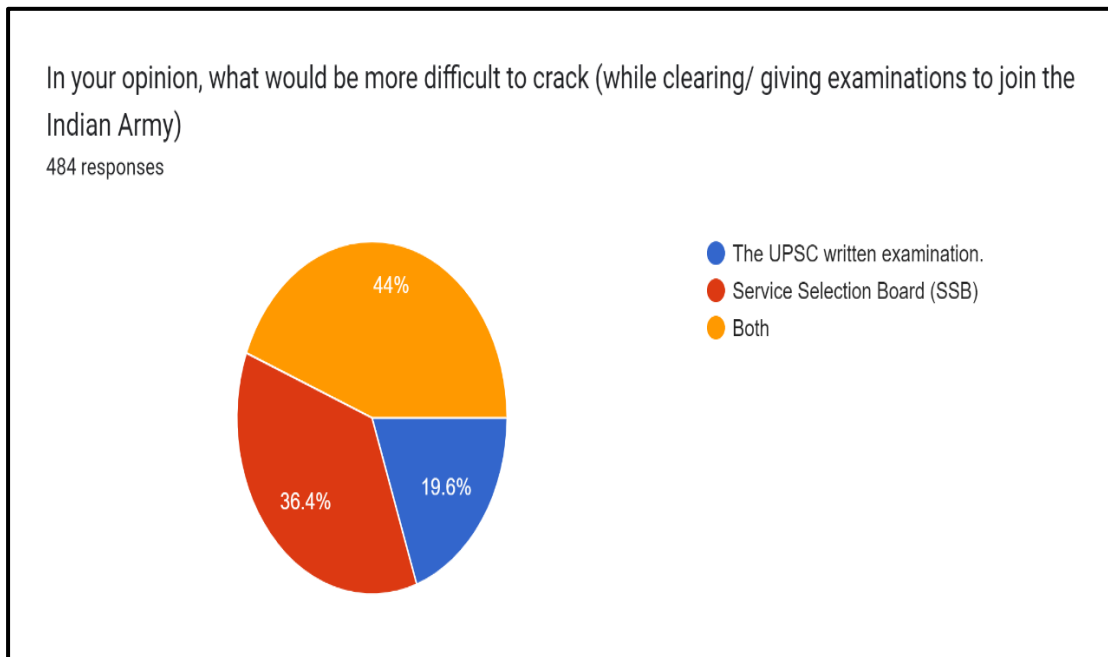


6.9 Level of Difficulty in Clearing Entrance Exam

Question No 14 & 15 sought the opinion with respect to difficulty in cracking UPSC exam or SSB and with respect to preference of entry for joining the Indian Army the responses were as follows.

Out of 484 respondents 176 (36.40%) responded that UPSC written examination is difficult to crack, 95 (19.06%) responded that Service Selection Board (SSB) is difficult and 213 (44%) responded that both UPSC written exam and SSB are difficult to crack.

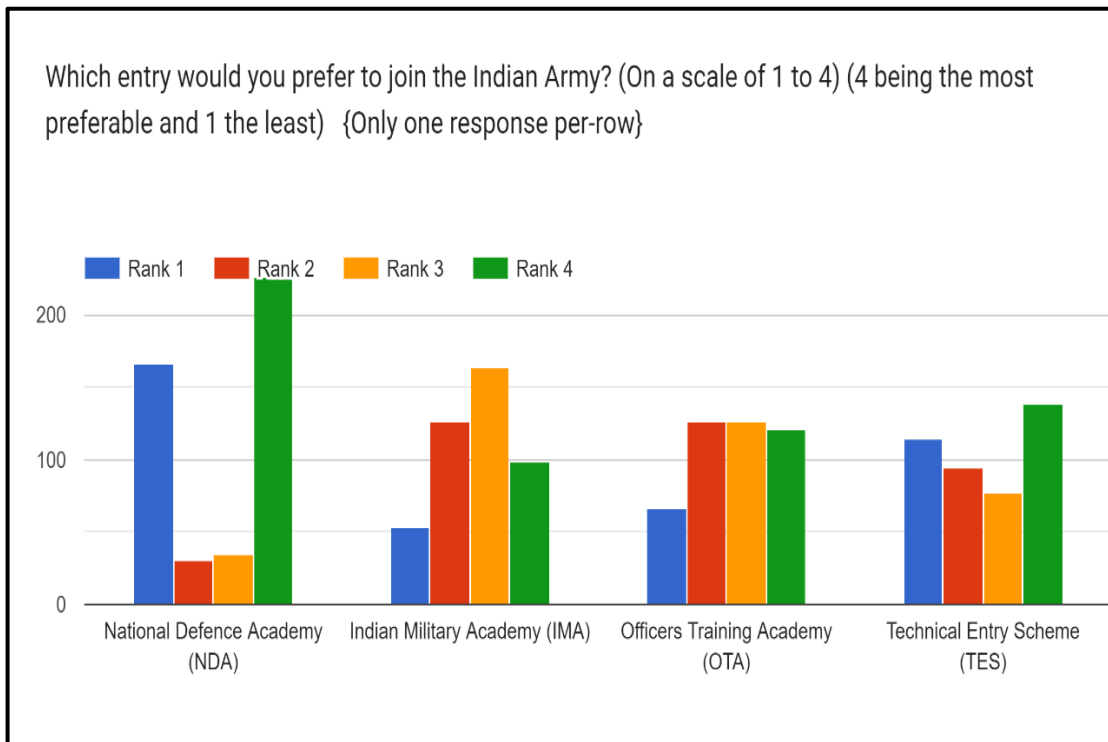
Fig 6.9: Level of Difficulty in Clearing Entrance Exam



6.10 Preference of Entry for Joining Indian Army

In responses to the question that which entry would the student prefer to join the Indian Army amongst the following choices, National Defence Academy (NDA), Indian Military Academy (IMA), Officers' Training Academy (OTA) and Technical Entry Scheme (TES). The respondents preferred National Defence Academy (226), followed by Technical Entry Scheme (139), Officers Training Academy (121) and Indian Military Academy (91). The respondent included 51% of girls also.

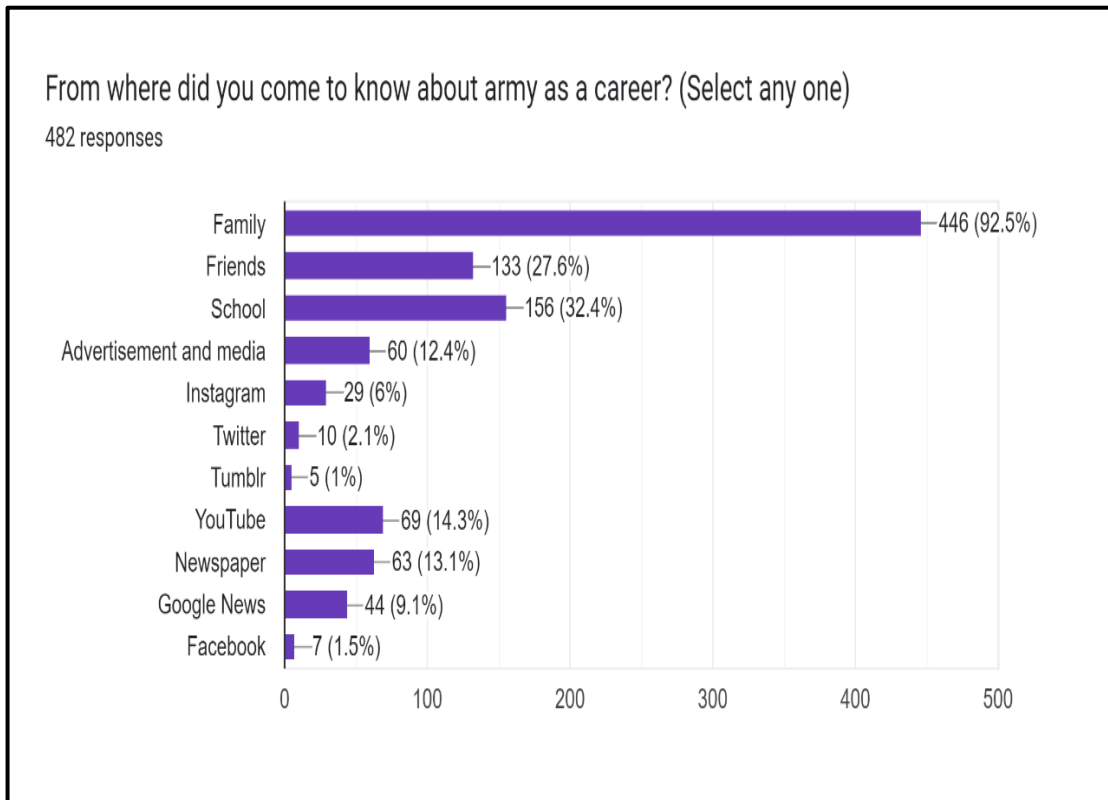
Fig 6.10: Preference of Entry for Joining Indian Army



6.11 Knowledge About Army as a Career

Question No 17 & 18 sought the response with respect to the source which informed them with respect to Army as a career and the publicity platform which should be utilised to propagate Army as a career the responses were as follows. The respondents learnt about Army as a career from Family 446 (92.5%) followed by, School 156 (32.4%), Friends 133 (27.6%), YouTube 69 (14.3%), Newspaper 63 (13.1%), Advertisement and Media 60 (12.4%), Google News 44 (9.1%) Instagram 29 (6%), Twitter 10 (2.1%), Facebook 7 (1.5%) and Tumblr 5 (1%).

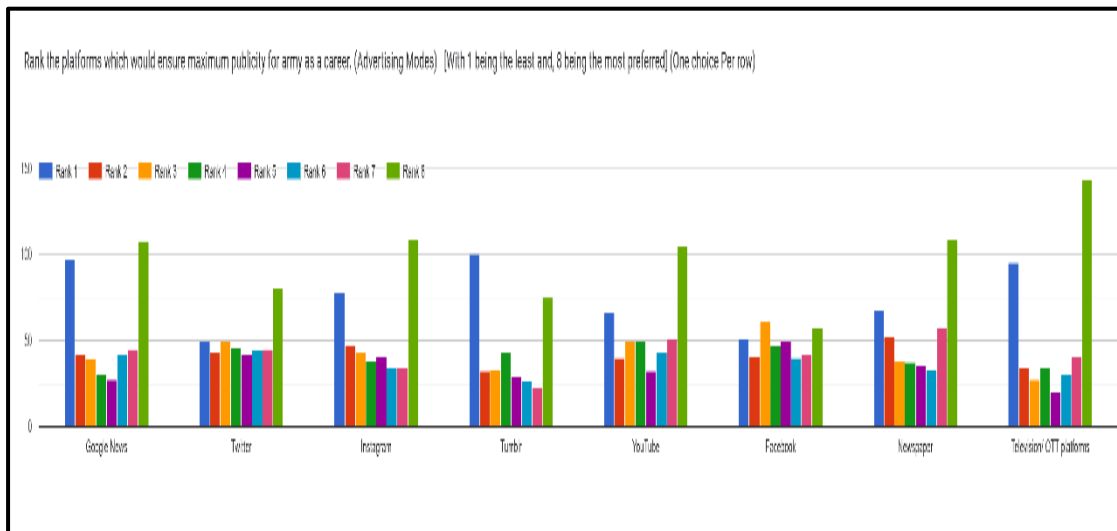
Fig 6.11: Knowledge About Army as a Career



6.12 Media to Propagate Army as a Career

In response to the Media which should be used to propagate Army as a career the responses were as follows: Television/ OTT Platforms (144) followed by Newspaper & Instagram (109), Google News (108), YouTube (105), Twitter (81), Tumblr (75), and Facebook (58).

Fig 6.12: Media to Propagate Army as a Career



CHAPTER - 7

ROLE OF ARMY SCHOOLS IN PROMOTION OF ARMED FORCES AS A CAREER

In India, there are 137 Army Public Schools spread across military bases and cantonments. The Indian Army took the deliberate choice to build a network of schools in several regional commands after realising the importance of education for children as a key welfare endeavour. The old barracks that once served as these schools have undergone a significant change thanks to steadfast efforts. It is one of the biggest school chains in India, and Army Welfare Education Society is in charge of it. Since its founding, these schools have grown significantly, and as of now, they have almost 2.3 lakh students enrolled. These schools can form a very important link in guiding and helping students to opt for Army as a career. Factors that influences students career choices are:-

7.1 Most Common Factors that Influence the Career Choice Among Students

7.1.1 Parental Expectation

The most frequent early decision made by students, one they may come to regret, is choosing a vocation only to satisfy their parents' expectations. Most students from families with businesses in the civil sector are by default expected to be in business and work for their families' companies. Such pressure to follow parental wishes is thought to be detrimental to pupils' long-term success.

7.1.2 Past Record

In actuality, this is the most inaccurate and illogical basis for evaluating one's performance and areas of interest. In India, we not only adhere to a traditional rote learning school system, but we also trust numbers to demonstrate our aptitude. This habit of choosing a vocation based on a single exam result has frequently resulted in a poor career choice.

7.1.3 Calibre

A student's academic calibre may be a valid consideration while selecting a vocation. Few people are able to recognise their potential and build their subject of study on it. A career chosen based on potential has a better chance of guaranteeing success.

7.1.4 Availability of Seats in Universities

Students want to pick a career that will allow them to make a living. When students debate their career choice, the placement chances at a particular university are thus seen as the most crucial criterion. Students' career planning is motivated in large part by having good placement alternatives.

7.1.5 Aptitude Driven

The majority of people base their interest choice on their personality and character. When a career is chosen for a person based on their personality, it can be the other way around. Here, a student's personality encompasses not only how they appear on the outside but also how they see the world. An effective communicator tends to lean towards the mainstream media. Similar to how a competent leader who has the ability to persuade others chooses a management career, a person who is passionate about serving their country, physically fit, mentally flexible, and able to work well in a team can join the Defence Forces. Personality traits are usually helpful in choosing a good career because they make it simple to develop the skills we currently have.

7.1.6 Affordability

For the majority of people who set out to build their careers, this is the fundamental and most important criterion. In plain English, affordability influences the purchasing power of people who dare to dream. When Right to Education in India attempts to guarantee education for everyone, it falls short of distributing the required level of education. Only those with the means can access the best education, information, and opportunities. Most students disregard their passions and opt for a career that best suits their financial situation.

The decision of a career should not be based on just one model or idea. One should base their career decision on their level of interest in a given field. The primary source for guiding children to join the Indian Army should be of the Army Schools, which receive funding directly from the Army. These schools have the necessary infrastructure and can receive additional support for guiding kids towards entering the Indian Army.

It is seen that most of the State governments are establishing “Centre of Excellence” for recruitment into the Indian Army where even requisite infrastructure is not available. Hence, it would be prudent that nominated Army Schools be nominated as Centre for Excellence in geographical area which can then cater for all students in the nearby areas to be the nodal centres for those aspiring to join the Indian Army.

CHAPTER- 8

CONCLUSION, RECOMMENDATION AND LIMITATION OF STUDY

8.1 Conclusion

This study was undertaken to identify who influences the choice of children while deciding a career, what are the career preference of the children in Army School, what are the motivating factors for these school children while opting for defence forces as a career, does the Army School plays a role in promoting Armed Forces as a career.

The findings in respect of all respondents (492) shows that father was highly involved (271) followed by mother (260), and this brings out that father and mother provided guidance with respect to the choice of career of their children. Friends and School were least involved in choice of career.

The findings in respect to father or mother profession motivating them to join the Army as a first choice out of 475 respondents 309 (65.10%) were motivated and 166 (34.9%) were not motivated based on their parents profession.

The finding in respect of ranking the careers as per their choices, in descending order were Defence Services the most preferred (146) responses, Others (105) responses, Independent Profession (103) responses, Self Employed (70) responses, Civil Services (66) responses and Private Sector was the Least preferred with (61) responses.

With regards to ranking of motivating factors in selection of career the factors in descending order were Quality Medical Facilities to Family Member (306), Job Security (284), Nature of Work (274), Opportunity to Serve the Nation (263), Quality Education for Children (259), Salary (239), Training Opportunities to Meet Future Job Requirements (238), Opportunity to Earn a Lot (232), Adventure Life Style (220), Career Advancement and Promotion (214), Prestige in Society (206), Fulfilment of

Family and Social Obligation (201), Glamour of Uniform (195), Power and Authority (183), Challenging Work (158), Job in Large Metro Cities (93), Others (81), Job Close to Home Town (43).

Analysis with respect to provision of guidance while selection of career ascertained that 374 (75.90%) responded in the affirmative and 119 (24.10%) responded against it.

Analysis with respect to provision of guidance by the school with Army as a career ascertained that 370 (75.50%) responded that the Army Schools does contribute in selection of Indian Army as a career while 120 (24.50%) responded against it.

With regards to various assistance being provided by the Army School 224 (55.4%) responded that its provides counselling on various Army recruitments, 198 (49%) responded that the school provided information through school notice board, 140 (34.7%) responded that it displays information on Army Recruitment, 94 (23.3%) responded that it provides coaching for written exam and 68 (16.8%) responded that it provides SSB coaching.

With regards to various interaction and visits to motivate children to join the Indian Army 351 (72.50%) responded yes that interaction and visits were being carried out and 133 (27.50%) responded it was not being carried out.

The findings with respect to difficulty in cracking UPSC exam or SSB to join the Indian Army were, 76 (36.40%) responded that UPSC written examination is difficult to crack, 95 (19.06%) responded that Service Selection Board (SSB) is difficult and 213 (44%) responded that both UPSC written exam and SSB are difficult to crack.

In responses to the students preference to join the Indian Army which also included responses from girls, the respondents preferred National Defence Academy

(226), followed by Technical Entry Scheme (139), Officers Training Academy (121) and Indian Military Academy (91).

With regards to source which informed them with respect to Army as a career. The respondents learnt about Army as a career from Family 446 (92.5%) followed by, School 156 (32.4%), Friends 133 (27.6%), YouTube 69 (14.3%), Newspaper 63 (13.1%), Advertisement and Media 60 (12.4%), Google News 44 (9.1%) Instagram 29 (6%), Twitter 10 (2.1%), Facebook 7 (1.5%) and Tumblr 5 (1%).

In response to the question which Media should be used to propagate Army as a career the responses were Television/ OTT Platforms (144) followed by Newspaper & Instagram (109), Google News (108), YouTube (105), Twitter (81), Tumblr (75), and Facebook (58).

8.2 Recommendations

Following recommendations are made based on this study:-

(a) Father was the most involved in the process of guidance of their children in selection of a career. Other individuals involved in decreasing order of importance were mother, sibling, school, friends and others. The involvement of Army School in selection of career option by school children needs to be increased by various ways as it can be a great source for influencing and guiding the young minds into the Indian Army.

(b) Defence Services was the most preferred profession followed by Others, Independent Profession, Self Employed, Civil Services, and Private Sector. The choice of Defence Services as the first option by the children of defence personnel highlights that the profession of arms still enjoys its upper edge with respect to other professions inspite of financial remuneration not being at par with other professions. It also highlights that the children in Army Schools if

given early guidance and assistance then these Army Schools can be one of the importance feeders for the Indian Army. This becomes more relevant as the survey included equal proportion of girls to whom the Indian Army has now open its doors even at the National Defence Academy.

(c) Quality Medical Facilities to Family Member, Job Security, Nature of Work, Opportunity to Serve the Nation, Quality Education for Children were the top most motivating factors for the Defence Forces children while opting for a career. Salary or an Opportunity to earn a lot has not been a dominating factor which highlights that materialistic requirements are still not playing in the minds of these young minds however, Medical Facilities, Job Securities, Nature of Work and Opportunities to Serve the Nation are foremost.

(d) The role of Army Schools with respect to guidance of children for a career in Indian Army was limited to counselling on various Army recruitments, provide information through school notice board and displaying information on Army Recruitment. The role of the Army Schools can be enhanced and these schools can serve as “Centre of Excellence” and can be the nodal in a geographical area and also open their infrastructure for providing focussed guidance and training to even children from others schools to serve as major feeder for the aspirants of Indian Army.

(e) National Defence Academy (NDA) remains the most preferred option for both boys and girls to join the Indian Army followed by Technical Entry Scheme (TES), Officers’ Training Academy (OTA) and Indian Military Academy (IMA). The decision of the government to open the doors of NDA to girls appears to be an idea whose time has come.

(f) However, the children find the UPSC written examination and the SSB difficult to crack this must be noted and effort need to be made to provide early guidance to these motivated children to qualify in these examinations and this can mitigate the short fall which the Indian Army is facing in its junior ranks.

(g) It was evident that Television/ OTT Platforms, Newspaper, Instagram, Google News, YouTube, Twitter, Tumblr and Facebook were the media most preferred in the descending order to propagate the profession of arms amongst the present day generation. OTT and News Papers still remains the foremost choice however, the latest social media platforms such as YouTube, Twitter, Tumblr and Facebook were also recommended to be used by a large percentage of students for propagating Indian Army as a career amongst the youth.

(h) Introduction of awareness about defence forces in middle school was recommended by the students and it is a good idea that would lead to increase awareness about the armed forces and in turn lead to more young people opting for it as a career. Issues of pay and perks was not amongst the foremost factor in the minds of the children of Defence forces personnel.

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QUESTIONNAIRE FOR STUDENTS

Section:- 1

Q1. Write your name.

Q2. Enter your Email Id.

Q3. Gender.

- Male
- Female
- Other
- Rather not say

Q4. District/ State you belong to.

Q5. Mother's/ Father's Profession.

- Officer (Indian Army)
- JCO (Indian Army)
- Other Rank (Indian Army)
- Other Profession

Q6. Rank the involvement of various Individuals Providing guidance in your choice of career. (Mother, father, friends, siblings, others), (Least Involved (LI), Somewhat Involved (SI), Quite Involved (QI), Highly Involved (HI).

	LI	SI	QI	HI
Mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sibling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7. Does your father or mother being in the army, motivate you to join the army?

(as your first choice).

Yes

No

Q8. Rank the following careers as per your choice. (With, 1 being the Least and 6 the Highest).

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
Civil Services- IAS/IPS/IFS Allied Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defence Services Army/ Navy/ Airforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Professions Engineer/ Doctor/ Lawyer/ Financial expert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private Sectors Indian/ Multi- National Companies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self Employed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9. Rank the undermentioned motivating factors as Least Important (LI)/ Some What Important (SI)/ Quiet Important (QI)/ Very Important (VI).

	LI	SI	QI	VI
Career Advancement and promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfilment of family and social obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature of Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to earn a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prestige in Society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Power and Authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenging Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to serve the nation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job in large Metro cities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Glamour of Uniform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adventures life style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Closes to Home Town	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality Medical Facilities to meet family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and opportunities to meet future job requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q 10. Does the Army School guide you in any way in selection of career?

Yes

No

Q 11. Does the Army school provide guidance in selection of Indian Army as a career?

Yes

No

Q 12. If yes, how does the school contribute?

Provides information through school notice board

Provides coaching for written exam

Provides coaching for SSB

Display information on Army recruitment

Provide counselling on various Army recruitments

Q 13. Does the school have any interaction or visits to motivate the students to choose Army as a career.

Yes

No

Q 14. In your opinion, what would be more difficult to crack (while clearing/ giving examinations to join the Indian Army).

The UPSC written examination.

Service Selection Board (SSB)

Both

Q 15. Which entry would you prefer to join the Indian Army?

	Rank 1	Rank 2	Rank 3	Rank 4
National Defence Academy (NDA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indian Military Academy (IMA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Officer Training School (OTA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Entry Scheme (TES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q 16. Any suggestions to increase the involvement of school in selection of Army as a career.

Yes

No

Q 17. From where did you come to know about army as a career?

- Family
- Friends
- School
- Advertisement and media
- Instagram
- Twitter
- Tumblr
- You Tube
- Newspaper
- Google News
- Facebook

Q 18. Rank the platforms which would ensure maximum publicity for army as a career.

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Rank 8
Google News	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tumblr	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Television/ OTT platforms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONNAIRE FOR THE PRINCIPAL

- Q1. What role is your school playing in helping students to decide their respective careers?
- Q2. Can you highlight the data of your school students joining the Indian Army in the last 5 years?
- Q3. Does the school have any initiatives to guide the students to join the Indian Army?
- Q4. Does the Army Welfare Education Society (AWES) has any formal mandate to motivate the children to join the Army?
- Q5. What are your thoughts with respect to certain Army schools being nominated as the Centre of Excellence with respect to joining the Indian Army?
- Q6. Would you prefer your school for being the Centre of Excellence to join the armed forces and guide children from other schools in NCR to be a part of your initiative?
- Q7. What assistance would be required for this initiative?
- Q8. Which cl onwards do you recommend the children to be guided towards Army as a Career?
- Q9. Any other suggestions to motivate the children to opt for Army as a career?
- Q10. Do you think if certain Army Public School are nominated as Centre of Excellence it would augment the efforts of Sainik School and RIMC also which have limited vacancy to be major feeders for Indian Army?