

# **Athens Institute**

Working Paper No. 2025-2766-11

6 March 2025

## **Human Capital Motivational Factors at the Household**

Sandra Velez-Candelario

Working papers are published by the Athens Institute to stimulate discussion on various issues. These papers are primarily based on presentations made by the authors at various academic events organized by the Athens Institute. All published working papers undergo an initial peer review aimed at disseminating and improving the ideas expressed in each work. Authors welcome comments.

This paper should be cited as follows:

Velez-Candelario, Sandra (2025) Human Capital Motivational Factors at the Household. Published by the Athens Institute: Working Paper No. 2025-2766-11, 5 March 2025. Pages 1-18

No.: 2025-2766-11  
Date: 5 March 2025  
DOI:  
ISSN: 2241-2891

Previous Working Papers available at: [www.atiner.gr/papers.htm](http://www.atiner.gr/papers.htm)

*This series began in 2012 and was known as the Conference Paper Series until 2024. In 2025, the series was renamed and is now called the Working Paper Series.*

Athens Institute ([www.atiner.gr](http://www.atiner.gr))  
2025

# Human Capital Motivational Factors at the Household

*By Sandra Velez-Candelario\**

*This study shows the relevance of the motivational factors during the household organizational and administrative activity while family leaders are developing and managing their young human capital socioeconomic skills. A motivational environment at home that promotes a productive family member inside and outside can make the difference between a functional society or not. According to this study motivational factors affect positive or negatively the human's performance to produce. Due to that a motivational atmosphere and attitudes at home that enhance human productive outcomes is a basic managerial skill that family leaders should apply in their daily basis at home. This research makes it possible to point out recommendations that help with the young human capital academic performance. The findings help us to understand that intrinsic motivational factors at home are a powerful and valuable activity that helps to make the difference between a productive family member and not.*

**Keywords:** *household, incubator, motivational factors, productivity, performance, school, workplace*

## Introduction

The 2020 pandemic year opens the next decade with a huge unemployment issue around the globe. Poverty is one of the protagonists of this new health crisis period. In regards of that Grazia-Giammarinaro, write for the United Nation Human Rights a special rapporteur on trafficking in persons, and explain that,

The World Bank announced that the COVID-19 outbreak will be pushing about 40-60 million people into extreme poverty, "with our best estimate being 49 million". The COVID-19 outbreak has generated a catastrophic income loss and layoffs, which will have a particularly severe impact on the two billion people who work in the informal sector (mostly in emerging and developing economies). Informal workers usually lack basic social protections, including access to health services, and with the loss of essential daily income for a prolonged period, they will find themselves at higher risk of poverty, which may lead them to turn to risky or exploitative employment. In many countries, informal workers, who represent the highest percentage of the employed population, have been particularly affected. The lockdown measures adopted by several countries prompted millions of informal workers to return to rural areas through perilous journeys on foot, pushing them into extreme poverty. In Latin America and the Caribbean, where 113 million people live in low-income shantytowns, families are forced to beg to avoid starvation (Grazia 2020).

---

\*Researcher, Family Organizational Psychology, LLC & Young Human Capital Research Corp., USA.

This situation creates an emergency period in many territories such as the USA, increasing poverty and promoting economic deceleration. Due to this unemployment situation promoted by the COVID-19 pandemic some governmental administrations (like the USA) give an economic stimulus to their active young and adult human capital to handle poverty. The stimulus includes a classic extrinsic motivator “money” to help the unemployed human resources with their basic needs such as food, rent, medical expenses, among others. But, for some reason this public fundings economic support decreases the intrinsic motivation to work. After a pandemic year period, businesses in the USA like restaurants, retail stores, and general services are experiencing the lowest participation of the human capital returning to their jobs or to a new work position.

According to experts' too many human resources reject new working roles opportunities due to the governmental money access, without work. Money is one of the principal motivators to becoming an employee, but on this occasion the motivational stimulus does not work how it should be. The participants that already received money from the government are not interested in receiving money from their employer as their employee. They do not want to return to their workplace.

Moreover, as an interesting phenomenon in today's USA economy the COVID-19 economic stimulus (that includes, food and cash money) promotes a new way of American dreams. A large amount of active human capital has access to money and food without work, helping them to acquire the basic needs without work. This acquisition without physical and mental effort is seriously injuring the small, medium, and large business permanency and development. This specific population starts to support their economic needs with this governmental money without being part of the works force that helps to support the business culture. This demotivation to work is a phenomenon relevant to analyzing and understanding. Due to the main participation that normally human capital has for business development, their demotivation to being active at the workplace after receiving governmental money is a huge dilemma that countries around the world must face finding the roots and creating a motivational plan. Moreover, the weak intrinsic motivation after being able to reach their basic needs like food and roofs without work could be the main problem. But to be clear about what motivation means let's define this.

### *What is Motivation?*

Ryan & Deci (in Brown 2021), explain that motivation “is the drive to act; it propels us to be creative, learn new skills, and persevere with challenging tasks”. They also mention that “motivation is essential for helping us achieve our goals, it's not always easy to come by”. These two researchers also mention that:

Some people are naturally more motivated than others, and the strength of our motivation can change from day to day. We experience motivation from different sources and are compelled to do things for instrumental reasons and because we simply enjoy doing them (Ryan & Deci 2000, in Brown 2021).

Moreover, Baumeister (2016, in Newhaus 2021) explain that “motivation is the force behind human performance. It can arise from physiological or psychological needs, thoughts, or emotions. Our physiological needs help us preserve optimal

physical functioning, while psychological needs typically help us thrive". But motivation is just "the drive to act" (Ryan & Deci 2020, in Brown 2021), or that depends on what motivation type we experiment with. To go deeper into this topic is important to explain what type of motivation exists and how influence the daily behavior to work and what kind of scenery promotes it naturally.

### *Intrinsic Motivation*

According to Cherry (2019), intrinsic motivation refers to "the motivation to engage in a behavior arises from within the individual because it is naturally satisfying to you. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishment". This same author explains that "intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials."

Furthermore, Cherry (2019) explain that the factors they identify as increasing intrinsic motivation include:

- *Challenge*: People are more motivated when they pursue goals with personal meaning and when attaining the goal is possible but not necessarily certain. These goals may also relate to their self-esteem when performance feedback is available.
- *Control*: People want control over themselves and their environments and want to determine what they pursue.
- *Cooperation and competition*: Intrinsic motivation can be increased in situations where people gain satisfaction from helping others. It also applies to cases where they can compare their own performance favorably to that of others.
- *Curiosity*: Internal motivation is increased when something in the physical environment grabs the individual's attention (sensory curiosity). It also occurs when something about the activity stimulates the person to want to learn more (cognitive curiosity).
- *Recognition*: People enjoy having their accomplishment recognized by others, which can increase internal motivation.

When this researcher talks about the challenge as "*personal meaning*", is clear that this starts in our first ecosystem, the household. Is very certain to think that during the household daily interaction, the one that includes our intimate space and our intimacy with others the human capital experiment their first "*personal meaning*" (Cherry 2019).

On the other way, "control over themselves and their environment" (Cherry 2019), goes straight to each space created to protect our body and the first space to do that is the household. Furthermore, helping others starts when you have others close to you as part of your intimacy to share occasions and where someone could need your help like in the household. Moreover, curiosity as an intrinsic motivator starts in the first five years of life, where everything in the new world is a great

discovery. During this stage we have our family leaders helping us to manage and control this specific feeling. Also, during our first live year's recognition from others starts as an intrinsic motivator, because it is at home where the young human capital received their first recognition as the applause that we received during our first step. These five reasons mentioned by Chery to explore intrinsic motivation are primary experimented in our first years of life, the infancy, within our family intimacy setting, the household. It is pertinent that during this first sociological experience, the *challenge*, the *auto-control*, the *cooperation*, the *competition*, the *curiosity*, and the *recognition* as an intrinsic motivator will have a relevant influence to move us forward to the next live stage, the childhood, the teenager and the adulthood, with an enthusiastic spirit or not.

According with Velez et al. (2016), the household management style that apply a democracy and some of Laisser Fair style during their young human capital management at home help them to reach a better result during their academic performance. In the same study they found that family leaders that do not use democracy as their leadership style to manage their young human capital at home do not help them to achieve a good performance at school. With this finding it is pertinent infer that the individual recognition promoted by a democratic participation of human intelligence at home helps to stimulate this intrinsic motivator of recognition that Chery (2019) mentioned. Otherwise, Velez et al. (2016) found that the daily interaction that promotes a democratic environment where each one has something to contribute helps to recognize the importance of their individual participation, contribution, and intelligence. This individual recognition could be working as an intrinsic motivator that promotes voluntary action to learn at home, helping them with their childhood development including reach a high General Point Average at school.

School is a formal organization that usually gives the young human capital a very stressful experience while they achieve their personal and academics goals. It is also in their school environment where the young human capital has a great opportunity to experiment with their intrinsic motivator's feelings too. During the daily academic activity at school the young human capital also explores the *challenge*, the *auto-control*, the *cooperation*, the *competition*, the *curiosity*, and the *recognition* that Chery (2019) mention. Furthermore, the researcher Newhaus, exposed that

the American Psychological Association defines intrinsic motivation as an incentive to engage in a specific activity that derives from pleasure in the activity itself (e.g., a genuine interest in a subject studied) rather than because of any external benefits that might be obtained. So, we are intrinsically motivated when we do something just because we want to do it and because the act of doing it provides us with a feeling of pleasure, based on our natural interests, values, and passions (Newhaus 2021).

With these two intrinsic motivation definitions it is perfectly understood that the household has the perfect environment to motivate from inside the young human capital. This type of motivation is a natural interest that provides pleasure and passion as a reason to act. Both the physical and psychological emotions that come

with natural characteristics of pleasure and satisfaction are usually stimulated by our first ecosystem as living and intelligence creatures.

### *Extrinsic Motivation*

The other type of motivation is called *extrinsic motivation*, and it is a very relevant brain activity that promotes action but from outside stimulus. According to Cherry,

Extrinsic motivation refers to behavior that is driven by external rewards. These rewards can be tangible, such as money or grades, or intangible, such as praise or fame. Unlike intrinsic motivation, which arises from within the individual, extrinsic motivation is focused purely on outside rewards. People who are extrinsically motivated will continue to perform an action, even though the task might not be in and of itself rewarding—for example, doing something at your job that you might not normally find enjoyable or rewarding to earn a wage (Cherry 2021).

This author goes further sharing some examples about how extrinsic motivation works, mentioning that,

- Competing for a trophy or prize, such as in a sporting event.
- Doing schoolwork to earn a good grade.
- Working hard at a task or project to receive praise and recognition.
- Shopping with a store loyalty card to gain points, discounts, and prizes.
- Incentivizing children to do their homework with a reward such as a special treat or toy.
- Performing tasks at work that you dislike keeping a steady paycheck.
- Using a particular type of credit card to receive airline miles.
- A child who cleans their room to receive praise from their parents.
- An actor who performs in a role to gain attention and acclaim from their audience.

Moreover, Helen (2021) explains that “Extrinsic motivation represents our drive to engage in an activity to gain rewards or avoid punishments”. In other words, “We are motivated by the instrumental value of an activity; it is a means to an end (Ryan & Deci 2000, in Helen 2021)”. She also goes further saying, “Some people are fundamentally more motivated by extrinsic rewards. People who have extrinsic aspirations see financial wealth, physical attractiveness, and recognition or fame as more important or worthy goals in their life (Deci et al. 2017, in Helen 2021)”.

Following these researchers' extrinsic motivation depends on physical rewards or compensations from outside givers, while the intrinsic motivation depends on the happiness and valorization of your own person, self-esteem and ego. These human characteristics do not need money or physical awards to be strong and healthy, just need others to value and respect. After defining what intrinsic and extrinsic motivation is possible, argue that daily family interaction plays a very relevant role in perpetuating the necessary variables to enhance our intrinsic needs. Otherwise, Velez et al. (2016) also found that home leaders that care about the individual abilities and

participation through a democratic leadership helps their subordinates to enhance positively the exclusive value that each one has as a unique creature.

Furthermore, the human capital that experiments the intrinsic motivator of recognition through their home management style get used to feels intrinsically motivated to reach specific goals. The pleasure experimentation and the happiness feelings to reach something must be constantly stimulated. This continues stimulation of the intrinsic motivators at home helps the family human capital to move forward.

### *Motivational Theories*

Science is not rejecting the motivational needs of human behavior quite the opposite, every single day behavioral sciences as the psychology is trying to understand and analyze these human characteristics to help them in their daily live performance. Due to that many researchers and academics move their efforts to analyze the motivational effects phenomenon in the human being. The University of Buffalo, Center for Educational Innovation (2021) affirms that exist two types of motivational theories:

- *Behavioral* models held that behaviors were reinforced positively through rewards and negatively through punishment, which helps explain how to extrinsically motivate people or animals. For example, rewards such as prizes may motivate students to study while punishments such as losing privileges may also motivate students to study.
- *Cognitive* models argue that reinforcement is mediated through cognition (expectations, beliefs, prior knowledge, and current experience). While rewards and punishments affect students, they have differing effects given our differing minds. For example, a student who believes they need to be the best in a class may view a B on an exam as a punishment, while another may be very happy with this grade and see it as a reward.

Otherwise, there is more than one motivation theory. According to Sowders, the most common is the Moslow Theory, this author mentions that,

The most recognized content theory of motivation is that of Abraham Maslow, who explained motivation through the satisfaction of needs arranged in a hierarchical order. As satisfied needs do not motivate, it is dissatisfaction that moves us in the direction of fulfillment. Needs are conditions within the individual that are essential and necessary for the maintenance of life and the nurturance of growth and well-being. Hunger and thirst exemplify two biological needs that arise from the body's requirement for food and water. These are required nutriments for the maintenance of life. Competence and belongingness exemplify two psychological needs that arise from the self's requirement for environmental mastery and warm interpersonal relationships. These are required nutriments for growth and well-being. Needs serve the organism, and they do so by generating wants, desires, and strivings that motivate whatever behaviors are necessary for the maintenance of life and the promotion of growth and well-being and generating a deep sense of need satisfaction from doing

so. Maslow's legacy is the order of needs progressing in ever-increasing complexity, starting with basic physiological and psychological needs and ending with the need for self-actualization. While basic needs are experienced as a sense of deficiency, higher needs are experienced more in terms of the need for growth and fulfillment (Sowders 2021).

This same researcher also explains the motivational theories as:

- *Alderfer's ERG Theory*: When lower needs are satisfied, they occupy less of our attention, but the higher needs tend to become more important, the more we pursue them.
- *McClelland's Achievement Motivation Theory*: Categorized the needs or motives into achievement, affiliation, and power and saw them as being influenced by either internal drivers or extrinsic factors.
- *Herzberg's Motivation-hygiene Theory*: Motivating factors influence job satisfaction because they are based on an individual's need for personal growth: achievement, recognition, work itself, responsibility, and advancement.
- *Reinforcement theory*: Focused on the consequences of human behavior as a motivating factor.
- *Adams' equity theory of motivation*: States that we are motivated when treated equitably, and we receive what we consider fair for our efforts.
- *Vroom's expectancy theory*: Integrates needs, equity, and reinforcement theories to explain how we choose from alternative forms of voluntary behavior based on the belief that decisions will have desired outcomes.
- *Locke's goal-setting theory*: An integrative model of motivation, sees goals as key determinants of behavior.
- *Cognitive Theories of Motivation*: They address specific cognitive phenomena that can influence motivation, represent a particular factor of motivation, describe a form of expression of motivation.
- *Theory X and Theory Y*: Douglas McGregor divided employees into Theory X employees who avoid work and dislike responsibility and Theory Y employees who enjoy work and exert effort when they have control in the workplace.
- *Theory Z*: Ouchi's theory focuses on increasing employee loyalty to the company by providing a job for life and focusing on the employee's well-being.
- *The Hawthorne Effect*: Elton Mayo suggested that employees are more productive when they know their work is being measured and studied.
- *Motivational Theories in Sports Psychology*: How physiological and psychological arousal accompanies behavior. Arousal is basically a form of mobilization of energy and activation either before or while engaged in the behavior.

Some of the relevant words mentioned in these theories are needs, consequences, equity, goals, understanding, avoid, dislike, enjoy, control, well-being, productive, measured, studied and arousal. All of them can be used to create a new way to explain motivation. All these terms together can sound like; *The needs that become*

*because of the equity between human beings that reach goals together, promotes the easy understanding of how avoiding dislike things of situations that they do not enjoy and have control on it can help them. That well-being can be a productive life. Otherwise measuring and studying those variables can increase the arousal to be successful.*

Each theory just wants to explain how the human capital moves forward to reach their goals. How this motivational behavior is not empty of external and internal reasons to be pro-active as a creature that needs to be alive. It is interesting to observe how few theorists repeat the same reason to motivate the human being.

The basic needs look like the main reason for this motivational activity in our nervous system. Four of these scientists, Maslow, Alderfer, McClelland and Herzberg mention reach the basic needs as the most relevant reason to be motivated. A second relevant reason for human motivational activity is equity. According to Adam's and Vroom's, the human being lives by himself compared with others and always expects to be treated in the same way that others are treated. Our social and collective characteristics as social creatures play a very important role in our intrinsic and extrinsic motivation. If we combined both the basic needs (food, shelter, water, etc.) and our affective social activity as the principal motivational activities is possible assume that the first social group where the human capital experiment motivational feelings is within the household. If basic needs are the principal reason to move forward the intrinsic motivation can be considered the strongest tendency to be activating ourselves.

#### *Family, the Incubator of the Intrinsic Motivator*

It is totally natural to think of a place where a living creature is protected until this been ready to go outside when an incubator is mentioned. According with the Merriam-Webster Dictionary (2021) the incubator is "An apparatus by which *eggs* are hatched artificially", or "a chamber used to provide controlled environmental conditions especially for the cultivation of microorganisms or the care and protection of *premature* or sick *babies*", or "organization or place that aids the development of *new business* ventures especially by providing low-cost commercial space, management assistance, or shared services".

These three definitions include a common adjective that denotes the stage where an incubator completes the work, these three words are eggs, premature and new. An incubator always starts working when something is totally new or starting their existence. Cambridge Dictionary (2020) define incubator as "a container that has controlled air and temperature conditions in which a weak or premature baby can be kept alive".

Following these meanings is possible to argue that the family is like the container or the incubator of the human capital that will be ready to produce in their community in many years when this becomes ready to be independent from their family leaders. First, the family incubates the human being during the pregnancy stage, caring for her mom as the cage that will give them the nutrients and the feelings that will help the baby arrive. After that the family will incubate the newborn to make him capable of moving to the next stage during the early

childhood before going to school. During this incubation period at home the new intelligent creatures will be trained to acquire basic skills like walking, talking, socializing, and eat independently. Without healthy and functional family leader's management skills, the household that protects these new intelligent creatures will not be able to protect them until they get ready to go to their school community to produce. Family leaders are very important to manage the incubator that they create to protect and develop the new intelligence human beings that they engender.

In developed societies, the productive stage starts at school, where the academic system will be measuring this young human capital learning capabilities and psychosocial abilities. The economist Beker (Econlib.org. 2021), consider "The childhood stage at school the first human capital formal productive activity". Beker sees the school as a formal measurement agency that each country organizes to formalize the productivity process from childhood. But how can a young human capital of just four or five years old be motivated to start their formal productivity? How does the system work to motivate this young human capital to be productive at school? How, without the classic motivators at the workplace to produce money outside of the household, can this young human capital be motivated? Why does the social system start to measure the formal learning process that is considered formal training if they cannot use money to motivate little kids to learn because they are not employees?

#### *Motivating Young Human Capital at School to Produce*

According to Pincus (2021), the family leaders have few options to motivate their young human capital in charge to produce at school. This researcher recommends that family leaders must:

1. *Stay Positive*- Keep a relationship with your child that is open, respectful, and positive. This will allow you to be influential, which is your most important parenting tool.
2. *Incorporate the "When You" Rule* - One of life's lessons is that we get paid after we do the work. So, start saying things like: "*When you finish studying, you are welcome to go to your friend's house.*"
3. *Create Structure for Your Child* - The structure might include scheduled study times, having the computer out in a public place in your home.
4. *Meet with the Teacher* - If your child's grades and work habits are not up to par, you can set up a plan by sitting down with him and his teachers.
5. *Identify a Study Spot* -Your child may need a quiet location away from brothers and sisters to study.
6. *Break Assignments into Manageable Pieces* - Decide together whether you need to help him break down his assignments into smaller pieces and organize in a calendar what he should get done each day.
7. *Be Firm and Consistent with Homework Rules* - You must consistently enforce the rules you establish. Being firm and consistent sends a message to your child that you know he can succeed.

8. *Be Aware of His Anxiety Level* -Recognize that much of your child's lack of motivation might be his anxiety. While a little anxiety can motivate, too many blocks your child's ability to think and to have access to the part of the brain that helps him with motivation.
9. *Don't Over-Function for Your Child* -You may feel that your child's lack of motivation is a poor reflection on your parenting. In the process, you may be tempted to *over-function*. The more you over-function for your child, the more he will react to your anxiety.
10. *Don't Obsess About the Future* - Focusing on the negative things your child is doing will only bring the spotlight on them and may set you both up for a power struggle.

If those recommendations are a scientific approach is also pertinent to accept that these recommendations have an administrative activity that can be done just by an educated family leader with some formal scientific management knowledge. For example, the first Pincus (2021), recommendation, "Stay Positive- Keep a relationship with your child that is open, respectful, and positive", will allow you to be influential, which is your most important parenting tool. According to Velez et al. (2016) these behavioral characteristics of open, respectful, and positive are part of a democratic management style. But why should a family leader respect their subordinates or should promote open communication to develop a positive attitude between subordinates and subordinators at home? This recommendation suggests that family leaders must be gentle to be influenced.

Even so, family leaders are not there to be friends of their human capital on charge, their responsibility is sharing love, guiding and training them to have a functional social and productive development as the social, economic and legal system expect. Due to that those family leaders should understand why they must apply a democratic social interaction with their children at home as Velez-Candelario (2019) found in families that reach a high level of academic productivity in their children or young human capital. According to this researcher the open communication and a democratic government at home, where each one can participate and express when they need to do it, can help to promote a respectful and positive environment between the group members no matter the hierarchical position each one has in their organization. Moreover, these same researchers found that open communication, democratic management, and hygienic physical conditions at home can help family leaders to receive more respect and better approach on their household.

Pincus (2021), asseverations can help to understand that intrinsic motivation is one of the most relevant motivators during the first years of the human capital. Respect is part of motivational theories (Maslow's theory), and because of that it is pertinent to think that the intrinsic motivators are very powerful and durable to promotes an action from the human beings, no matter the age they have. Otherwise, Psychology Today establishes that,

Intrinsic motivation, however, is typically a more effective long-term method for achieving goals and completing tasks in a way that makes you feel fulfilled.

While extrinsic motivation is helpful in certain situations, it may eventually lead to burnout or lose effectiveness over time (2021).

The second recommendation that Pincus (2021) mentions is, "Incorporate the *When You Rule*". He also recommends saying things like, "*When you finish studying, you are welcome to go to your friend's house*". In this recommendation Pincus (2021) mention the school productivity, work, and teach parents as reason to pay for that. She incorporates an extrinsic motivator to compensate the young human capital at school as a motivator. This author invites them to motivate them using the acquisition of benefits as compensation. These recommendations make it clear that human beings need to feel compensated when they produce physical and mental effort, even when they are in their first years of life. Compensation as an extrinsic motivator makes them feel ready to move forward. Frequently, adults move every day to produce because of the extrinsic motivator named money, but according to scientific findings this kind of motivator, contrary to the intrinsic motivator, loose relevance as soon as your compensation starts to be compromise.

In the third recommendation this author invites the family leaders to create a structure for their children, "structure might include scheduled study times, having the computer out in a public place in your home". This recommendation clearly incorporates time management at home and physical organization of the household space. This scientist explains that the computer should be placed in a public zone at home where others can see. This recommendation also sees the family members as part of the teamwork that supervises their daily activity. This suggestion supports Velez et al. (2016) findings. According to Velez et al. (2016) the organizational management of the household structure helps the young human capital to the distress prevention, emotional stability and physical health during a school productivity. The physical environment can be stimulated or not to produce. In other words, according to this researcher, if the family leader is applying a functional management style to administrate their household daily activity (recommended by the organizational and administrative theories) the results can be very stimulated to all the group members including the young human capital at school.

The scientist Pincus (2021) fourth recommendations "meet with the teachers", is a formal meeting between a family leader and a schoolteacher. According to Velez-Candelario (2020) yes, it is a formal meeting because family and school are formals organizations. Formal organizations establish goals, vision and mission. Due to that when school and family leaders have goals to reach in common, their conversation must be a formal interaction that probably will provoke a contract between each leadership governs to reach their goals. The contract should be fulfilled according to their agreements. Moreover, the leaders of these two specific formal organizations Family and School that share commons goals need to be very compromised with these agreements to be able to work as a team. But what happens if the family leaders do not have the formal communication skills to interact with an academic personal? Formal meetings usually are to negotiate, inform, clarify, or create plans, any of these options need a good communicator and the results can be worth if any of the communicators included are not ready for that.

This Pincus recommendation needs family leaders that can handle assertive and clear communication skills, because if something is misunderstood and not well

clarified, their children can receive the consequences. But how can this action help the young human capital at school to be motivated? How can the relationship between the family leaders and the school administrators motivate this young human capital to be productive? If the family leaders develop a healthy commitment and business relation in their at home subordinates school leadership both managers could build a teamwork with the mission of develop their young human capital in charge to be productive and functional at school.

The fifth Pincus (2021) recommendation “Identify a Study Spot-Your child may need a quiet location away from brothers and sisters to study”. This recommendation suggests a family to give their children (the young human capital in charge) an exclusive space to study. Probably a middle-class family has enough space to divide this for more than one child with study's needs. But, what happens with the family that has not enough space? Even so, the suggestion goes again to talk about the physical space that must be managed to create the right atmosphere at home to learn.

This therapist gives this recommendation that can be useful for clients that have plenty of space at home, but not for low-income ones. Even so, it is not a bad idea to have a good space to study, but sometimes it is not possible that many family leaders can offer each one of their children a particular or independent space. The organizational behavior at home researcher, Velez et al. (2016) found that an organized and hygienic space is very motivating to study too. According to Velez S., et al, a clean, odorized, organize and quite space is very motivating too, during a study activity, without consider the space size. This same research found that hygiene has a main role in motivating young people to stay home during their schools' tasks. She found that an odorized, clean and organized space creates an atmosphere that helps them to be focused, even when they share it.

Number six recommendation is to “Break Assignments into Manageable Pieces”. In other words, Pincus (2021) is inviting the student to divide the tasks into small pieces to be able to handle this. But why did she suppose that dividing the tasks would be more motivating for the student. This is a clear application of scientific management even when she is not explicit. Management is a science, and the tasks division is part of the organizational and managerial tools. This recommendation suggests that scientific management tools can help to being motivated because they help you to manage difficult tasks with effortless.

But what is Scientific Management? According to Lumenglearning, the scientific management movement was created by Frederic Taylor, an engineer. This scientific source exposed that,

Taylor produced revolutionary ideas for the time—ideas such as employee training and implementing standardized best practices to improve productivity. Taylor's theory was called scientific because to develop it, he employed techniques borrowed from botanists and chemists, such as analysis, observation, synthesis, rationality, and logic. Taylor must be given credit for creating the concept of an organization being run “as a business” or in a “businesslike manner,” meaning efficiently and productively. In 1909, Taylor published *The Principles of Scientific Management*. In this book, he suggested that productivity would increase if jobs were optimized and simplified. He also proposed matching a worker to a particular job that suited the person's skill level and then training the worker to do that job in a specific

way. Taylor published *The Principles of Scientific Management*. In this book, he suggested that productivity would increase if jobs were optimized and simplified. Taylor first developed the idea of breaking down each job into component parts and timing each part to determine the most efficient method of working. In 1909, He also proposed matching a worker to a particular job that suited the person's skill level and then training the worker to do that job in a specific way (Lumen learning 2021).

Moreover, researcher Velez et al. (2020) also found that families that divide and organize their daily activities as scientific management suggest promotes functional family administration. That also helps their young human capital to maximize their daily time and tasks management inside and outside of the household, helping them to become more productive at school.

But why is it necessary to organize and divide the tasks to be able to handle this? Certainly, our brain is an organized system that works dividing the tasks as any other data processor. That means that to be able to use this organ properly we must consider first the way this works. The University of Washington, explained how our brain works to learn,

The brain is a complex organ made up of neurons, glial cells, blood vessels and many, many cells organized into specialized areas. These regions all participate in learning in some way. Some have functions focused on special types of learning such as language, face recognition, motor activity, and spatial recognition. Though these areas have specialized functions, they can influence the activities in other brain regions during learning (2021).

Moreover, if the human brain is organized physiologically, how can it be possible to use this in daily basis without handling this pre-design system? To be clear about the human being's brain organizational abilities and exclusive memories management Jiang expose that,

Humans are exquisitely able to sort things that we see into categories: houses, trees, grass, people, faces, etc. When our visual categorization abilities are confused, by optical illusions for example, it can be unsettling. Whether it is an infant figuring out why a dog is not a cat, or a retiree picking up the rules of baseball for the first time, humans have an unparalleled capacity for learning. Most of our behaviors, both conscious and unconscious, are guided by our ability to store meaningful experiences in memory and recall them when needed. Human and primate brains are remarkably adept at sorting objects that we see into categories. With a quick glance, we can distinguish cats from cars, hamburgers from rocks, people from road signs, and we can do it all without much effort. The ability to categorize and assign meaning to the tremendous amount of information our eyes take in is essential for our daily lives and impacts nearly every decision we make (Jiang 2016).

Due to this "biological characteristic of sorting things in categories and to storage meaningful experiences in memory recalling this when needed (Jiang 2016)". Families that practice the tasks division during the school learning process, are correctly using the brain characteristics. While human beings use their brain to process new information, they are helping this to learn new things. This brain's organizational characteristic helps to support Velez-Candelario (2020) findings. Velez-Candelario, summit the Family Organizational and Administrative Functionality Scale (Velez Candelario 2019) to 265 families through their young

human capital (children) in the middle and high school. This Scale measures the quality performance of the family's organizational and administrative functionality, using percentage and frequency as a quality measurement. The correlation results showed that students who achieved the higher score in their Family Organizational and Administrative functionality performance correlate positively with a higher General Point Average at school (GPA, English abbreviation). This positive correlation of these two variables could help to do an assertive organizational behavior and administrative functionality at home management performance diagnosis.

Number seven recommendation Pincus (2021) said, "follow rules". Rules are a basic organizational process to become functional as an organization, no matter what mission, vision, and goals it has. People who get used to following rules can feel more comfortable when they need to follow an organized process, like learning new things, without procrastination. Finally, in the last three recommendations Pincus (2021) appeals to manage our emotions. This specialist mentions "a self-reflection in regards of our own behavior including obsessions with the future and anxiety". Emotions have an important role during the learning process because managing those as an important part of our brain functionality will help us to manage our daily lives, including our productivity.

## **Findings**

According to this literature review exist two types of motivators that come from an inside energy named intrinsic, and the one that is activated from an extrinsic activator. The intrinsic motivators move the human being from inside of his soul and mind to outside and the extrinsic motivators move the human behavior after receiving and outside motivator as money, a present, an award, etc. The literature also exposed that the intrinsic motivators are the ones that promote the action to move forward due to a feeling that comes from an inner impulse having a longest durability than the movement or impulse that is activated by the extrinsic motivators. Also exposed that intrinsic motivators are related to happiness rather than reaching goals. Finally, it is suggested that intrinsic motivators are acquired during the household environmental conditions and administrative style, developing during human capital development at home from their first day of life.

## **Conclusion**

Motivation is a specific energy that emerges from intrinsic and extrinsic reasons, but the intrinsic ones could make the difference between being motivated to reach goals or being motivated to be happy independently of the goal. The family is a unique social organization that lives pursuing happiness, and happiness can be considered an intrinsic motivator. Due to that this organization has the entrust to help their young human capital to be happy and produce at the same time. This family organization mission clearly helps the human being to associate happiness and productivity in a positive way. After this analysis it is possible to infer that

family leaders have in their hands the challenging responsibility of bring happiness' while the human capital in charge works hard reaching goals to be successful economically. Just stimulating the intrinsic motivators in human beings from their household daily management to pursue happiness will be possible help them to enhance their productivity while they use their extrinsic motivators to strongly engage with their vision, mission and goals as an organization.

## References

- Brown, H. (2021) *What is Extrinsic Motivation? 9 Everyday Examples & Strategies*. Accessed on 12/19/2020. Retrieved from: <https://positivepsychology.com/extrinsic-motivation/>
- Cambridge Dictionary. Incubator- 2020. Accessed on 12/19/2020. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/incubator>.
- Cherry, K (2019) *How -Your Behavior Is Driven by Internal Rewards*. Very Well Mind. Accessed on 12/19/2020. Retrieved from: <https://www.verywellmind.com/what-is-intrinsic-motivation-2795385>.
- Cherry, K. What is extrinsic motivation? 2021-. <https://www.verywellmind.com/what-is-extrinsic-motivation-2795164>.
- Grazia Giammarinaro, M. (2020). *The impact and consequences of the COVID-19 pandemic on trafficked and exploited persons*. Pages 1-9. United Nations Human Rights Special Procedures. Accessed on 12-19-2020. Retrieved from: [/hbgjioklmpbmdmmlmbkfcopochbgjpl/file:///C:/Users/svele/Downloads/COVID-19-Impact-trafficking.pdfJian](https://www.unhcr.org/refugees/pdf/4d9d9d9d.pdf).
- Henderson, D.R, (2021). Gary Stanley Becker-1930-2014.2021- Accessed on 02/24/2021. Retrieved from: [https://www.econlib.org/library/Enc/bios/Becker.html?to\\_print=true](https://www.econlib.org/library/Enc/bios/Becker.html?to_print=true).
- Jiang, K. (2016) *Learning how the brain learns*. UChicago Medicine. January 29, 2016. Accessed on 12- 18-2020. Retrieved from: <https://www.uchicagomedicine.org/forefront/neuroscience-articles/learning-how-the-brain-learns>.
- Lumenlearning.org. (2021). *Scientific Management*. Accessed on 06/11/2021. Retrieved from: Scientific Management | Principles of Management (lumenlearning.com) <https://courses.lumenlearning.com/wmopen-principlesofmanagement/chapter/scientific-management/021->.
- Merriam-Webster Dictionary (2021). *Incubator*. Accessed on 12/05/2020. Retrieved from: <https://www.merriam-webster.com/dictionary/incubator>.
- Neuhaus, M. (2021) *What is Intrinsic Motivation? 10 examples and Factors Explained*. Accessed on 12/05/2020. Retrieved from: <https://positivepsychology.com/intrinsic-motivation/>.
- Pincus, D. (2021) *Helping Your Child Succeed - Homework Motivation for Kids*. <https://www.empoweringparents.com/article/10-ways-motivate-child-better-school/>.
- Sauders, B. (2021) *20 Most Popular Theories of Motivation in Psychology*. Accessed on December 19, 2021. Retrieved from: <https://positivepsychology.com/motivation-theories-in-psychology/>.
- Sennett, P. (2021) *Understanding intrinsic and extrinsic motivation*. Emerging Leaders - University of Rochester. <https://www.rochester.edu/emerging-leaders/understanding-intrinsic-and-extrinsic-motivation/#:~:text=Intrinsic%20motivation%20involves%20performing%20a%20task%20because%20it%E2%80%99s,such%20as%20avoiding%20punishment%20or%20receiving%20a%20reward>.
- The Nobel Prize (2021) *Gary Becker Biographical*. 2021-<https://www.nobelprize.org/prizes/economic-sciences/1992/becker/facts/>.

- University at Buffalo (2021). *Motivation Theories*. Accessed on December 15, 2021. Retrieved from: <http://www.buffalo.edu/ubcei/learning/studen-motivation/motivation-theories.html>.
- University of Washington (2021). *Brain Basics*. Accessed on November 23, 2021. Retrieved from: <https://www.washington.edu/howdoilearn/brain-basics/>.
- Velez Candelario, S. (2019) *Construction and Validation of the First Scale that measures Family Organizational and Administrative Functionality*. *Athens Journal of Social Sciences*. PSY2018/2194057. Also at: <https://www.athensjournals.gr/ajs>.
- Velez-Candelario, S. (2020) *First Correlation Study between Family Organizational/ Administrative Functionality Scale Results and School Performance of the Young Human Capital at Public and Private Elementary, Middle and High School of the South/Center of the US, Territory of Puerto Rico*. *Athens Journal of Social Sciences* 7: 1-22.
- Velez-Candelario, S. (2021) *Family Organizational Basics: Leadership, Communication, Environment, and Culture*. Page 30. Cambridge Scholars Publishing. Lady Stephensen Library, Newcastle upon Tyne, NE6 2PA, UK.
- Velez-Candelario, S. (2023) *The Household as a Human Capital Incubator*. Pages 46-65. Cambridge Scholars Publishers. Lady Stephensen Library, Newcastle upon Tyne, NE6 2PA, UK. Book.
- Velez, S., Rosario, I., Mendez, V. & Vargas, L. (2016), *Familia, Capital Humano y Psicología Industrial/Organizacional*. *Interamerican Journal of Psychology*. Vol. 50. N°3, 2016.