



RESEARCH PAPER

Extrinsic Motivation and Students' Academic Achievement: A Correlational Study

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ABSTRACT

The main objective of the study was to find out the effect of extrinsic motivation on the academic achievement of university-level undergraduate students. The target population of the study consisted of 540 undergraduate students studying in the Natural and Social Sciences departments. A sufficient sample size of 321 students for the study was taken, according to the research advisory table. Stratified random sampling technique was used for this study. Extrinsic Motivation Scale (EMS) was developed to collect data from the sampled respondents. The mean combine score on the EMS (Extrinsic Motivation Scale) was found 2.52 indicating a low level of extrinsic motivation. The academic achievement of these students was correlated with the EMS score that was found 0.75, indicating a positive relationship between these two variables. It is suggested that the provision of motivational techniques should be used continuously to motivate the students at the university level in order to attain better academic achievement.

KEYWORDS Academic Achievement, Extrinsic Motivation, Motivational Techniques

Introduction

In higher education, a student's motivation is the most crucial component of their learning environment, particularly when it comes to the significance of scholastic success. In order to maintain interest and drive towards an objective in a learning setting, this research concentrates on the external factors of motivation that student's desire and feel motivated to pursue (Tokan, 2019). The main predictor of scholastic success is motivation because it energizes and directs behaviour towards success. The tools necessary for students to thrive must be available to them. They need resources, including desire and direction, to succeed academically. Students who are motivated attend class for extended periods of time, put in more effort, learn more efficiently, and score better on exams (Ryan, 2000).

Motivation is the process by which an activity is started and kept with an immediate objective in mind, as well as a situation or the construction of a situation that contains all the elements that affect how well-prepared an activity is ". According to Ryan and Deci (2000), our behaviors' "what" and "why," as well as their "how," are all influenced by our motivation "motion, energy, and direction.

According to the practical meaning of motivation, it is a persuasive emotion that consistently gives students optimism so they can complete and achieve in a job or activity, regardless of how difficult it may be. The human mind and ideas are constantly able to produce tension and worry as a result of motivation. However, when we are driven optimistically, we can revive the positivism energy and utilize it to complete tasks. In

general, requirements, wants, needs, urges, and advantages all fall under the umbrella term of motivation.

To complete their studies, students need inspiration or a good cause. The study's main emphasis was on outside motivational variables that could explain scholastic success to researchers (Adeji, 2011). When teaching pupils new teaching methods, motivation is one of the most important factors. Extrinsic motivation: A student who is extrinsically driven only seeks knowledge to obtain benefits or to avoid difficulty. In contrast, extrinsic motivation relates to external behaviours like incentive, compulsion, and discipline. Extrinsically driven individuals are those who are prompted by rewards, pressure, or obligation.

Extrinsic motivation can be encouraged initially and can develop into intrinsic motivation as learning develops. Finally, students who are externally driven attempt to get themselves together through academic pursuits; motivation is a component that affects academic success. The most important component in educational environments is motivation when it comes to a student's achievement in their studies or tasks. One of the most important factors in influencing student motivation, according to Hanj., & Yin H (2016), is the teacher's ability to control the classroom. The capacity to learn, independent learning, student productivity, and accomplishment are frequently enhanced by effective classroom management. Concerns about maintaining efficient classroom management are still quite real for teachers (Adeleke, 2014).

The ability of instructors to manage their classrooms is one of the most important components of creating a positive learning environment, according to Atiya (2013). The ability of the instructor to communicate has a big impact on student motivation. Academic progress and motivation are positively impacted by teacher-student connections that grow in a setting of competent and assured communication. Informal communication outside of the classroom seems to build the relationship between teachers and students in addition to formal communication abilities in the classroom. If they can communicate their topics and worries with their professors in this way, students will feel more valued and driven to work (Chamundeswari, 2013).

Gizem (2013) asserts that instructors need to foster a friendly learning environment for their pupils as well as a conducive setting for successful communication. The results of the studies indicate that teachers' moral behaviour affects students' motivation. Through influencing students' motivation, attitude towards school and learning, and confidence, instructors with positive attitudes have a substantial influence on student motivation (Guajard, 2011). Gizem (2013) said that one of the elements that favourably affects student motivation is teaching approaches.

Competent instructors' use of pertinent teaching techniques, tactics, tools, and resources has a substantial impact on student motivation to establish a successful learning environment in the classroom. The teaching strategies and methods used by educators should be sufficient, according to Kadzamira (2010), if the classroom setting is successful at increasing student motivation. According to Ezugoh (2010) research, there are a number of motivational variables that, when combined, can encourage students to improve their academic performance rather than just one single one. Examining the impact of internal and extrinsic motivation on academic accomplishment was the study's primary goal in light of this (Namuddu, 2010).

In Pakistani context as well as at International level, no concern is shown to the motivation of the students in the class room, particularly at Higher Education institutions, for improving their academic achievements. Motivation is very important factor for educational life of students. If teachers motivate students, the average students may also

show good performance in the classroom. Thus the focus of the study was on the extrinsic motivation of the students and its effects on their academic achievements.

In the teaching learning process, usually, teachers use the most popular motivational technique reinforcement to motivate their students for better results. These techniques may enhance students' talent of problem solving and chances of success in future life. Many research studies have proved that the motivational techniques can increase a person's performance when the heads of institutions take it mandatory for the teachers, automatically, teachers fulfil the responsibilities in a sufficient way. When the same exercise is carried on by the institutions, improvement becomes inevitable. In this way, through this mechanism of motivation, teachers automatically take serious measures to motivate their students (Adeleke, 2014)

Hypothesis

HO 1. There is no significant difference between the opinion of under graduate students from Natural and social sciences about the effects of extrinsic motivation on students' academic achievement.

Material and Methods

The study's population comprised undergraduate students from University of Education Lahore, D. G. Khan Campus. There were two groups of students: one from the social sciences, including BS in Economics and BS in Education (honours) with 152 students and another from the Natural sciences, including BS in Chemistry and BS in Physics with 169 students. Stratified random sampling technique was used in this study. A self-developed Extrinsic Motivation Scale (EMS) was administered to undergraduate students in order to find out its effect on students' academic achievement. There were 169 natural science students and 152 social science students.

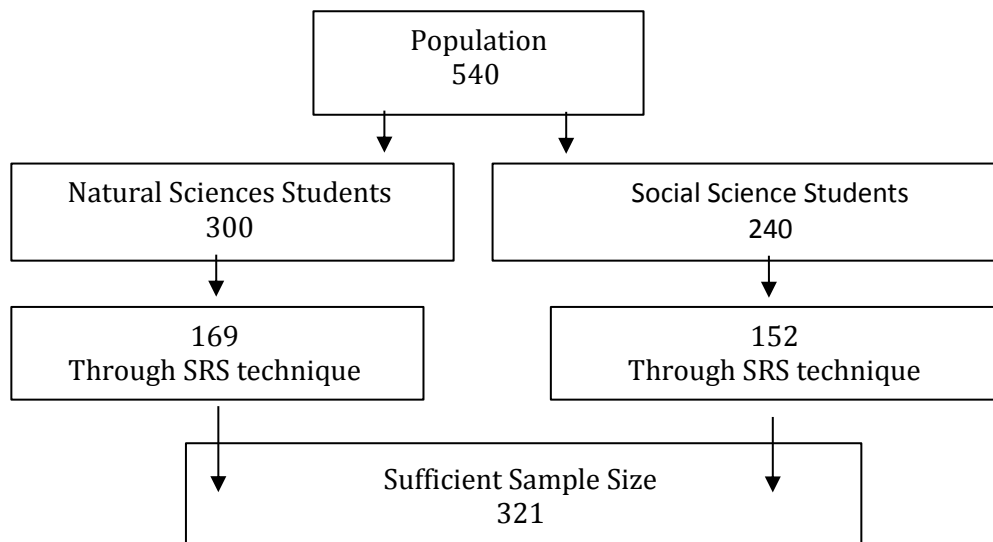


Table 1
Levels of Extrinsic Motivation Scale (EMS)

Category	Mean
1.00-1.79	Very low
1.80-2.70	Low
2.71-3.19	Medium
3.20-4.21	High
4.22-5.00	Very High

The mean score and combined mean score were used to drive the following degrees of effect of extrinsic motivation scale on academic achievement of university students. The mean score was calculated and following factors were weighted.

Results and Discussion

Table 2
Analysis of the Questionnaire (EMS)

Sr.#	Statements	Mean
1	Teachers give awards to the students on their better performance in the class.	2.21
2	Teachers usually remain in close contact with the students performing well in the class.	3.01
3	When a student shows a better results in the class, the teacher praise him or her before the class.	2.81
4	Teachers pass positive remarks about a student showing good performance.	2.76
5	Performance based monetary is granted to students by the teachers and from the administration in every semester.	2.23
6	Teachers involve students in project based learning in order to enhance their heuristic skills	2.03
7	Disciplined students are liked and praised by the Teachers in the class	3.03
8	Students are motivated by the Teachers in order to develop their interest with different activity based learning materials.	2.67
9	Field trips are arranged as per the content demand by the Teachers to give first-hand knowledge to the students and for better understanding.	2.01
10	Feedback either positive or negative is communicated to the students in the class room.	3.01
11	Proper attention is given by the Teachers in order to recognize that individual differences exist among students.	2.31
12	Equal opportunities are provided by the Teachers to each and every weak student to improve their learning for better performance.	2.01
13	Guidance and counselling is provided by the Teachers to the needy students for their progress in learning.	2.78
14	Cooperative and sympathetic teaching may be adopted by the Teachers for the students' positivity in behaviour as well as better achievement.	2.83
15	The Law abiding and industrious students are granted proper prestige and respect by the Teachers and administration.	2.78
16	The Parents of the High achiever students are invited in the institute and proper respect as well as awards are granted to them on account of their children better performance.	2.07
17	The names of the high achievers are advertised with full zeal and zest through print and electronic media.	2.37
Combine Mean		2.52

The combined mean value of the extrinsic motivation scale (EMS) was 2.52, showing low level of extrinsic motivation by the teachers to the undergraduate students at University of Education Lahore, Dera Ghazi Khan Campus.

Table 3

Correlation coefficient	
Variables	Value of the coefficient Correlation
Motivation (Extrinsic)	0.75
Scholastic achievement	

The correlation coefficient between the extrinsic motivation and academic achievement among students was found 0.75, indicating a positive relationship between extrinsic motivation and academic achievement. The students' achievement score was taken on the basis of their respective semester score or GPA/CGPA. The score of only those students was taken who were included in the study sample. The students whose score was above 3, on EMS, showed rather better results in the semester as compare to the students having less than 3 score on EMS. Similarly, the students having less than 3 score on EMS have had low GPA/CGPA in their academic results.

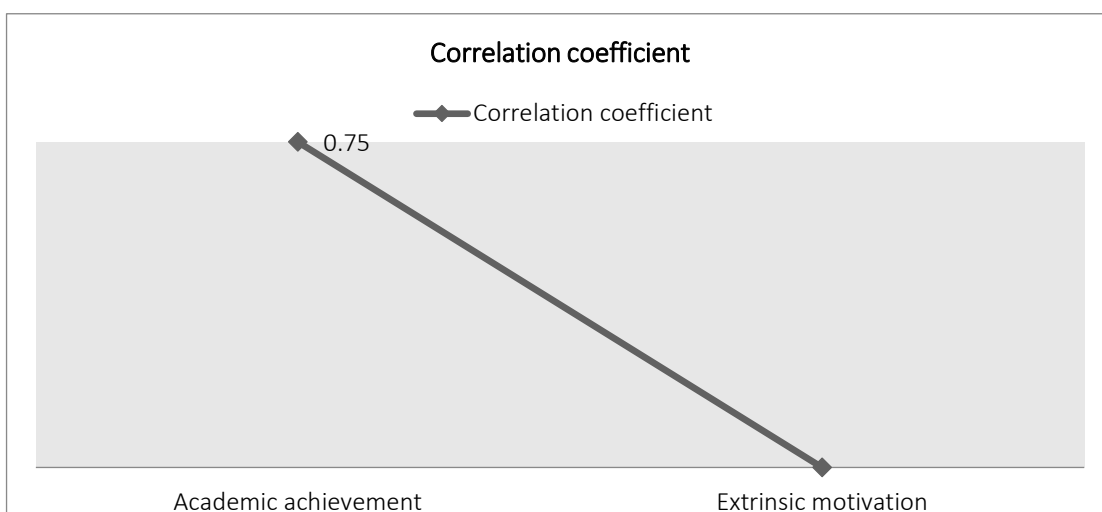


Table 4
Testing Null Hypothesis

	Natural Science Students	Social Science Students
Mean	79.80	79.56
Standard deviation	17.68	16.88
Sample	169	152
Z-test	0.98	

This null hypothesis was accepted showing that “There is no significant difference in opinion of undergraduate students from Natural and Social sciences regarding effects of intrinsic motivation on the academic achievement of the students ,” at university level.

Conclusion

Motivating factors direct, regulate, and persistently influence human behaviour. This most accurately depicts the factors that encourage and guide a person's conduct. Getting someone to do what you want them to do or press the right button to have the reaction you want them to have entails motivating them. Extrinsic motivation's impact on students' academic success was explored in this study. The questionnaire, which was utilized to create the descriptive research, received responses from 321 undergraduate students in total.

The research objective associated the effects of extrinsic motivation on academic achievement in students. Descriptive statistics reveal that a sizeable portion of the survey participants were extrinsically motivated. Extrinsic drive, it turns out, has a big beneficial

impact on pupils' academic success. The correlation coefficient and mean scores also demonstrate that extrinsic motivation has a statistically significant beneficial effect on students' academic progress. Extrinsic drive therefore influences pupils' academic success in a favorable way.

In this study, a low level of extrinsic motivation was observed through the study sample. This level depicts that the teachers teaching in these institutes were not properly using extrinsic motivational techniques among their students. Resultantly, their performance was not found extra ordinary. The level on extrinsic motivational scale was found quite consistent with the level of student academic achievement of the students in their respective semesters.

The results of this study are similar to the results of the study conducted by Hong (2017), who found that extrinsic motives had a favorable impact on academic performance in students. Extrinsic motives, however, have a stronger impact on pupils' academic success. The null hypothesis in this study was accepted showing no significant difference in the opinion of social and natural sciences students regarding extrinsic motivation. Therefore, both natural and social sciences students are expected to learn equally if motivated in the same way.

Similarly, Snowman in 1990, in such a study concluded that extrinsically motivated students mostly tend to focus on earning higher grades by attaining rewards and acceptance from peers. So it has been proved by the numerous studies that extrinsic motivation improves academic achievement as well as performance of the students at any level. The results of this study are also in line with the study conducted by Daniel in 2001 on such a problem in which he concluded that when teachers are caring, supportive and give timely feedback to their students then automatically students' performance improves with the constant pace.

Recommendations

1. Extrinsic motivational techniques like giving awards, rewards, to praise, to pass good remarks should be paid to the high achiever students in the class.
2. The performance of the high achiever students should be communicated to their parents and even offer awards to them on their children better achievement.
3. The teachers and administration should develop a rapport among the high achiever students within the institution.
4. Proper feedback should be given to each and every student by the teachers specifically to the high scorers in the class.
5. The names of the high achievers should be advertised by the teachers and administration properly through print as well as electronic media.

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