

# A study on factors affecting academic motivation of graduating management students with reference to Ahmedabad city

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*Abstract— Everything students do is underlined by some sort of motivation. This includes students and their motivation to learn. Motivation is essential to learning since it is the driving force for students to complete tasks that build knowledge. This study investigated the literature review on the factors which affect the academic performance of college students. From the literature review it was found that psychological factor such as stress, anxiety, pressure, suicidal tendencies, significantly affects students' performance. Another common theme in the literature is that college students are faced with a unique set of stressors that may be overwhelming, thus altering the ability to cope with a situation. Strategies to reduce stress have been associated with academic success in college students. The results of our study lead to the conclusion that we have to consider students' motivation before we start to work on certain educational goals very carefully. That can promote student motivation by choosing relevant, authentic problems that are related to students' future profession and thus assure their individual accountability. The level of intrinsic motivation is less as compared to level of extrinsic motivation. It could be one of the reasons that hinders the performance of students. The factor that motivates students differs from institute to institute and even from gender to gender. Higher level of extrinsic motivation is the most prevalent factor driving academic motivation such as, earning more money, getting a promotion at work, or improving one's position in the job market.*

**Index Terms— Academic Motivation, Management Students, Intrinsic & Extrinsic Factors**

## I. INTRODUCTION

Theorists define motivation differently, which reveals the difficulty of describing it in clear and simple terms. Motivation is commonly thought as an inner state of need or desire that activates an individual to do something to satisfy them. Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behaviour. Williams and Burden (2000) also give a proposed definition of motivation. In their opinion, motivation maybe constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and physical effort in order to attain a previously set goal. Gardner and Lambert (1972) defines the integrative motivation as those that indicate an interest in learning the language in order to communicate with members of the second language community. It is characterized by those who learn the second language so as to identify themselves with the language speaking group and ultimately join it. They describe instrumental motivation as a motivation to acquire some advantage by learning a second language. A learner with instrumental, motivation regards language as an instrument to get a reward. In the same line with Gardner and Lambert, Deci and Ryan (1985) put forward intrinsic and extrinsic motivation theory. More specially, intrinsic motivation refers to the motivation to engage in an activity which the learner thinks is enjoyable and satisfying. Extrinsically motivated

behaviours are those actions carried out achieve some instrumental end, such as earning a reward or avoiding a punishment. As mentioned above, motivation plays an important role in the learning of a foreign language, and most previous studies on the role of motivation have been greatly

influenced by the classical model (Gardner and Lambert 1972) and their expansions. These studies focus on two types of motivation: integrative motivation and instrumental motivation. An interactively motivated learners show an interest in learning about the culture of the target language. "Learners with an integrative attitude have a compelling purpose for learning, which is an intrinsic force to learn a language and those learners will achieve more than the others" Ellis (1994). Though instrumental motivation is tied to a specific goal, its influence tends to be maintained only until that goal is achieved. On the other hand, if the goal is continuous. Students with strong instrumental motivation can also achieve a lot, if the kind of motivation is strengthened in the process of learning (Gardner 1972). Deci and Ryan claim that learners who are interested in learning tasks and outcomes for their own sake (intrinsic) rather than for rewards (extrinsic) are likely to become more successful and effective learners. They also claim that when someone is told to have done a task well, these external events will enhance feelings of competence. Intrinsic motivation is likely to increase. By contrast, events that lead to feelings of incompetence are likely to undermine intrinsic motivation.

## II. RESEARCH METHODOLOGY

The objective of the study was (1) to establish the factors that affect academic motivation of graduating management student, (2) To find out the reason behind lack of motivation among students for academic purpose, (3) To know and understand the perspective of students towards higher education, (4) To understand gender wise difference between the attitude of students towards higher education. The research design used is a descriptive one as it is used to "describe" a situation, subject, behaviour, or phenomenon. It is used to answer questions of who, what, when, where, and

how associated with a particular research question or problem.

### III. ANALYSIS & INTERPRETATION

This research is done with the help of both primary and secondary data collection methods. For the sampling design, research population is all the Students of Ahmedabad city and sampling frame would be management students of private and government institute, sampling size is approximately 100 students, 50 from government institute and 50 from private institute. The instrument used to measure academic motivation is the Academic Motivation Scale (AMS) (Vallerand et al., 1993; Vallerand et al., 1992). The AMS measures extrinsic motivation, intrinsic motivation and amotivation. It has set of questions asking students about why they wish to go to college, the questions include both intrinsic and extrinsic motivation, question number 2, 9, 15 represent intrinsic and question number 1, 8, 22 represent extrinsic. The AMS questionnaire was administered via an Internet survey hosted by Survey Gizmo in the United States.

*An overall analysis of findings of the research are shown below. Result shown here are in % of total 100 respondents.*

### IV. FINDINGS

- Analysis shows that around 40% of respondent exactly agree that they go college as they knew with only a high school degree they won't find a high paying job in future.
- It can be summarized that there is equal percentage of students from both the institutes agree that that they go college to experience pleasure and satisfaction while learning new things. And also if we look from the gender aspects more male feel that it is a strong factor to go to the college as compare to females.
- Majority of the respondents from both the institutes agree that they go to college because they think that a college education will help them better in preparing for career. And also, if we look from the gender perspective males strongly agree that this is one of the reasons behind going to college then compare to females.
- Respondents of private institution agree a lot while on the other hand respondents of government institution moderately agree to the fact that they college for the intense feelings they experience when communicating ideas to others. And if we look at gender perspective then male find this one of the strong factor to go college then females
- Majority of the respondents from both the institutions doesn't agree that they don't know and they are wasting their own time. And if we look from the gender perspective both males and females equally feel that this factor doesn't motivate them.
- Respondents of private institutions moderately agree more on this factor that they go college for the pleasure they experience while surpassing themselves in studies then the respondents of government institutions. And if we look from the gender perspective there is a near to equal ratio of both males and females moderately agreeing that this factor.
- Respondents of private institutions agree moderately to the fact that they go college to prove themselves that they are capable of completing their college degree and respondents of government institutions doesn't agree to this factor. And if we look from the gender perspective both male and female agree moderately to this factor.
- Respondents of both the university strongly agree equally to the fact they go to college in order to obtain prestigious job later on. And if we look at the gender perspective male agree more to this factor then compare to females
- Respondents of government institutions agree a lot to the fact that they go to college for the pleasure they experience when they discover new things then the respondents of private institutions. And if we look from the gender perspective both males and females agree equally to this factor.
- Respondents of private institutions agree more than the respondents of government institution that they go to college because eventually it will enable them to enter job market. And if we look from gender perspective male agree more than females to this factor.
- Respondents of government institutions agree more then to the respondents of private institutions to the fact that they go college for the pleasure that they experience when reading interesting authors. And if we look at gender basis then males agree moderately to this fact.
- Respondents of both private and government institutions and on the basis of gender in both of these respondents equally agree moderately to the fact that they once had good reason for going college however, now they wonder whether I should continue..
- Respondents of private intuitions moderately agree more than the respondents of government institutions to the fact that they go to college for the pleasure they experience while surpassing themselves in their personal accomplishment. And we look on gender basis then female agrees more than males to this fact.
- Respondents of private institutions moderately agree more than the respondents of government institutions to the fact that they go to college because of the fact that when they succeed in college they feel important. And if we look on gender basis then male agrees more than females on this fact.
- Respondents of both the university and on the gender basis respondents equally agree to the fact that they go college for the pleasure that they experience in broadening their knowledge about subjects which appeal them.
- Respondents of both the institution agree equally to the fact that they go college because that will help them make better choice regarding career orientation. And if we look on gender basis then male agrees more than female to this fact.
- Respondents of private institutions agree more than the respondents of government institutions that they go college because they want to have a good life later on. And if we look on gender basis then male agree more than female to this fact.
- Respondents of both the university approximately equally moderately agree that they go college for the pleasure they experience while reading certain authors. And we look on gender basis then male agrees more than female to this fact.
- Respondents of private institutions don't agree at all more than the respondents of government institutions to the fact that they don't know why they are going to college. And if we look on gender basis then female doesn't agree at all then males to this fact.
- Respondents of private institutions agree more than respondents of respondents of government institutions to the fact that they go college for the satisfaction they feel in accomplishing difficult academic activities. And we look on gender basis female agrees more than male to this fact

- Respondents of both the institutions equally agree moderately to the fact that they college to prove themselves that they are intelligent person. And if we look on gender basis male agrees more than female to this fact.
- Respondents of private institutions agree more than the respondents of government institutions to the fact that they go to college in order to have a better salary later on. And we look on gender basis female agrees more than male to this fact.
- Respondent of government institutions slightly agree more than the respondents of private institutions to the fact that they go college because studies allow them to learn about many things that interest them. And if we look on gender basis then here also there is slight difference between the opinion of male and female.
- Respondents of both the institutions equally agree moderately that they go college because they believe additional years of education will improve their competence as a worker and on gender basis male agrees more
- Respondents of private institutions agree more than the respondents of government institutions that they go college for feeling they experience while reading interesting subjects. And if we look on gender basis then male agrees more than female to this fact.
- Respondents of private institutions do not agree at all more than the respondents of government institutions to the fact that they don't know what they are doing in college. And if we look on gender basis then female does not agree more than male to this fact.
- Respondent of government institutions moderately agree more than the respondents of private institutions that they go college because college allows them to experience a personal satisfaction in quest for excellence. And if we look on gender basis then male agrees more to this fact than female.
- Respondents of private institutions moderately agree more than the respondents of government institutions that they go college to show themselves that they can succeed in studies. And if we look on gender basis then male agrees more than females to this fact.

## V. CONCLUSION

Factor that affect academic motivation of graduating management student are high paying job and better future that motivates students to go college. The motivating factor differs from gender to gender like males are more motivated to go college to obtain prestigious job as compared to females. Also, motivating factor differ from institute to institute like respondents of private institute are more motivated to go to college to have a better life later on as compare to respondents of government institute. The level of intrinsic motivation among respondents is low as compare to level of extrinsic motivation. Higher level of extrinsic motivation is the most prevalent factor driving academic motivation such as, earning more money, getting a promotion at work, or improving one's position in the job market.

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