

Correlation of Academic Performance with Extrinsic and Intrinsic Motivation

Zoubia Ashraf

Thesis submitted for the degree of M.Phil.



Department of English Language & Literature
School of Social Sciences and Humanities
University of Management and Technology

2016

Abstract

The present study explores whether the intrinsic and extrinsic motivational constructs are two independent orientations of motivation or, alternatively, two opposite poles of a continuum. Following a quantitative research approach, data were collected from a random sample of 279 college students, using Gardener's Attitude/Motivation Test Battery (AMTB). The data were statistically analyzed using Pearson's correlation in SPSS. The results of the study suggest that different orientations of motivation, i.e. Intrinsic and Extrinsic or instrumental and integrative, are not conflicting, and they can co-exist. Additionally, the study endorses that there are no marked differences in the English language achievement of the intrinsically and the extrinsically motivated students, both male and female. Both sets of students show mixed results in terms of their marks obtained; whereas, any single orientation of motivation could not be clearly linked to any particular achievement level.

Keywords: Intrinsic Motivation, Extrinsic Motivation, Academic Achievement, Gender Differences, Public/ Private Sector

List of Contents

Abstract	i
List of Contents	ii
Acknowledgements	iv
1. Introduction and Rationale.....	1
1.1. Background	1
1.2.Introduction	2
1.3. Statement of the Problem	7
1.4. Objectives	8
1.5. Research Questions	8
1.6. Scope of the Study	9
1.7. Data Elicitation	9
1.8. Limitations	10
2. Literature Review	11
2.1. Definitions	11
2.1.1. Motivation	11
2.1.1.1. Extrinsic Motivation	12
2.1.1.2. Intrinsic Motivation	12
2.1.1.3.Academic Achievement.....	12
2.1.2. A Motivated	12
2.1.3. Gender Difference	13
2.2. Motivation	13
2.2.1. Introduction	13
2.2.2. Theories of Motivation	14
2.2.2.1. LLM	14
2.2.2.2. The Cognitive Revolution	18
2.2.2.3. The Self Determination Theory	19

2.2.2.4. Goal Theory	20
2.2.2.5. Attribution Theory	23
2.3. Academic Achievement	24
2.4. Intrinsic Motivation	36
2.4.1. Definition	37
2.4.2. Facilitating Versus Undermining Intrinsic Motivation	38
2.4.3. CET	38
2.5. Extrinsic Motivation	41
2.5.1. Internalization	41
2.5.2. Introjection	42
2.6. Gender Differences	46
2.7. Public/ Private Sector	49
2.8. AMTB	54
3. Methodology	55
3.1. Design of the Study	55
3.2. Selection of the Sample	56
3.3. Instrumentation	56
3.4. Data Collection	58
3.5. Analysis of Data	58
3.6. Ethical Concerns	59
4. Data Analysis	60
5. Findings and Discussion	80
6. Implications and Recommendations	87
7. Bibliography	91
8. Appendix.....	101

Acknowledgements:

The completion of this thesis would not have been possible without the unyielding support of many friends and relatives. I extend my grateful appreciation to several people who helped with this research project:

To my major professor, Rao Jaleel Ahmad for his wholehearted approval of the research study, his encouragement and all-out support for the project.

To Mr. Athar Hussain for his insightful and inspirational feedback on all my works.

To Tabassum Saba for her timely help and support and unconditional assistance in data collection for this study.

To my father and mother for undying love, strength, optimism, and patience through it all.

To my siblings for instilling in me that you can do anything you want to do no matter what.

To my wonderful daughter for being the greatest source of motivation for me and teaching me the real meaning of life.

