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Effect of Intrinsic and Extrinsic Motivation on Academic Performance of Pokhara University Students

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Abstract

This study examines the effect of intrinsic and extrinsic motivation on academic performance of Pokhara University students'. Academic performance is the dependent variable. The selected independent variables are student motivation, academic motivation, learning approaches, personality traits, and intrinsic and extrinsic motivation. The primary source of data is used to assess the opinions of respondents regarding student motivation, academic motivation, learning approaches, personality traits, intrinsic and extrinsic motivation, and academic performance. The study is based on primary data of 125 respondents. To achieve the purpose of the study, structured questionnaire is prepared. The correlation and multiple regression models are estimated to test the significance and importance of intrinsic and extrinsic motivation on academic performance of Pokhara University students.

The study shows that student motivation is positively correlated to academic performance. It indicates that higher the level of student motivation, higher would be the academic performance. Similarly, academic motivation is positively correlated to academic performance. It indicates that higher the academic motivation, higher would be the academic performance. Moreover, the study showed a positive impact of learning approach on academic performance. It indicates that skills and behaviors that students use to engage in learning lead to increase in academic performance. Likewise, the study showed a positive impact of intrinsic and extrinsic motivation on academic performance. It indicates that higher the intrinsic and extrinsic motivation, higher would be the academic performance. Further, the study also showed a positive impact of personality traits on academic performance. It indicates that student's patterns of thoughts, feelings, and behaviors lead to increase in academic performance.

Keywords: student motivation, academic motivation, learning approaches, personality traits, intrinsic and extrinsic motivation, academic performance

1. Introduction

Motivation is an internal force which affects direction, intensity and persistence of voluntary behavior of a person (Ramlall *et al.*, 2004). Similarly, Gupta and Shaw (2014) stated that "when we look across the topics that have been the focus of attention in HRM [human resource management] and organizational behavior research, we find thousands of studies on employee selection, performance appraisal, and turnover. Motivation refers to the reasons for specific behavior (Lai *et al.*, 2011). According to Schmidt *et al.* (2013), motivation refers to compensation, focused primarily on psychological mechanisms and individual differences as determinants of motivation. Motivation is a significantly important factor for academic learning and achievement across childhood through adolescence (Elliot and Dweck, 2005). Ryan and Deci (2000) stated that there are two types of motivation i.e. extrinsic motivation, and intrinsic motivation through this they also explain that motivation is an influential factor in the teaching-learning situations and the success of learning depends on whether or not the learners are motivated. Norms may interact dynamically with cultural values on the one hand

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and cognitive resources on the other (Leung and Morris, 2015). Extrinsic motivation causes to do something in order to receive rewards or avoid punishments (Ryan and Deci, 2000). Extrinsic motivation is innately stronger in some people. Those with extrinsic aspirations consider financial wealth, recognition, rewards to be more essential goals in life (Ryan *et al.*, 2022). The students who are extrinsically motivated determine the standards of their performance according to social norms and customs and hence they are normally more social and friendly. It shows the measuring student graduations: reliability and construct validity of the graduate skills and attributes scale (Coetzee, 2014). A motivation is stated as having no motivation. Achievement Motivation, defined as the need to perform well or the striving for success, and evidenced by persistence and effort in the face of difficulties, is regarded as a central human motivation (Singh *et al.*, 2011). These students have negative concepts about the learning process and their contribution in learning is normally very low (Ayub *et al.*, 2010). Academic achievement shows outcomes of the performance that indicate the degree to which student has achieved specific goals that were kept in focus by the school, college and University a new framework for business impact analysis in business continuity management (Torabi *et al.*, 2014). Academic performance of students is also very important. There is a great impact of extrinsic motivation on students' academic performance. That is why the academic performance of the students has always been a topic of interest for the researchers and educators (Jayanthi *et al.* 2014).

Abuhamdeh and Csikszentmihalyi (2009) analyzed intrinsic and extrinsic motivational orientations in the competitive context: An examination of person–situation interactions. Furthermore, Guthrie *et al.* (1999) indicated that reading motivation significantly explained variance of text comprehension among 10th-grade students after controlling for covariates such as past achievement, amount of reading, reading efficacy, and socioeconomic status. However, in some studies, these motivational constructs have not been significantly correlated with achievement in elementary school populations (Baker and Wigfield; Guthrie *et al.*). Furthermore, previous research suggested that the association of reading motivation with text comprehension may be mediated by the students' amount of reading (more precisely, the frequency and amount of reading for various purposes this suggestion was based on evidence that reading motivation predicted children's amount of reading (Guthrie, 2001). Parents and family encourage their children to do things that interest them and to pursue their own goals (Russell and Chao 2010). Children's motivation for reading was assessed by the Motivation for Reading Questionnaire (Baker & Wigfield, 1999). Ng and Ng (2015) examined the review of intrinsic and extrinsic motivations of ESL learners. The study showed that intrinsic and extrinsic factors have positive impact on performance of students. Similarly, Chee *et al.* (2005) analyzed the gender difference in academic ethics and academic achievement among students. The study showed that ethics and academic success have positive impact on student motivation. Likewise, Hernandez *et al.* (2008) examined the integrative motivation as a predictor of achievement in the foreign language classroom. The study showed that an integrative motivation has a significant impact on the students in language learning classes. Likewise, Macintyre and Conrod (2001) examined the willingness to communicate, social support, and language learning orientations of immersion students. The study showed that different factors such as social setting, communication apprehension, and perceived competence are positively involved in determining second language learners.

Anderson *et al.* (1988) assessed the growth in reading and how children spend their

time outside of school. The study showed that reading and children have positive impact on school. Similarly, Rogstadius and Vukovic (2011) examined the assessment of intrinsic and extrinsic motivation on task performance in crowdsourcing markets. The study showed that intrinsic and extrinsic factor have positive impact on performance in markets. Likewise, Park and Word (2012) analyzed the driven to service: Intrinsic and extrinsic motivation for public and nonprofit managers. The study showed that intrinsic and extrinsic factors have negative impact on managers. Further, Miao and Shaoming (2007) examined the role of salesperson motivation in sales control systems-Intrinsic and extrinsic motivation revisited. The study showed that motivation in sales have negative impact on performance of students. In addition, Cinar and Aslan (2011) analyzed a motivation study on the effectiveness of intrinsic and extrinsic factors. The study showed that intrinsic and extrinsic motivation have positive impact on student performance. Moreover, Shaikholeslami and Khayyer (2006) assessed that intrinsic motivation, extrinsic motivation, and learning English as a foreign language. The study showed that there is a positive impact on language relate with intrinsic and extrinsic factors.

Bailey & Phillips (2016) assessed the influence of motivation and adaptation on students' subjective well-being, meaning in life and academic performance. The study found that students' motivation and adaptation significantly influence their academic performance and overall success in their studies. Similarly, Bobe & Cooper (2020) analyzed the accounting students' perceptions of effective teaching and approaches to learning: Impact on overall student satisfaction. The study found that how accounting students' views on effective teaching and learning approaches affect their overall satisfaction with their education. Academic self-efficacy as predictor of academic achievement was analyzed by Basith *et al.* (2020). The study found Academic self-efficacy predicts academic success—believing in your ability to do well in school leads to better performance. Similarly, Grugan & Etherson (2021) examined perfectionism in academically gifted students: A systematic review. The study found that the academically gifted students often struggle with perfectionism. Likewise, Stavroulaki & Gupta (2021) examined the perceived parenting styles, academic achievement, and life satisfaction of college students: the mediating role of motivation orientation. The study found that parenting styles affect college students' academic success and life satisfaction indirectly through their motivation orientation. The effects of online organic chemistry laboratory videos on students' perceptions and intrinsic motivation was analyzed by Liu *et al.* (2021). The study found that the effects of online organic chemistry laboratory videos on students' perceptions and intrinsic motivation journal of research in Science, mathematics and technology education.

In the context of Nepal, according to Paudel *et al.* (2021) investigated the level of academic performance influencing faculty members. The study found that level of academic performance influencing faculty members. Similarly, Ghimire and Joshi (2023) argued that intrinsic motivation tends to be more sustainable and effective in fostering academic success among Nepalese students. Likewise, Thapa and Paswan (2022) emphasized the importance of fostering intrinsic motivation through meaningful learning experiences and personal fulfillment. Further, Biswakarma *et al.* (2017) found that employees' perception on performance appraisal and their work outcomes in Nepalese Service Sector. The study found that employees perception influencing on their work performance. In addition, Dharmi & prabjandee (2024) found that intrinsic motivation, such as interest in the subject matter

or personal satisfaction, plays a significant role in enhancing student engagement and performance in distance education in Nepal. Moreover, Gurung *et al.* (2023) argued that intrinsic motivation tends to be more sustainable and effective in fostering academic success among Nepalese students.

The above discussion shows that empirical evidences vary greatly across the studies on the effect of intrinsic and extrinsic motivation. Though there are above mentioned empirical evidences in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The major objective of the study is to examine the effect of intrinsic and extrinsic motivation on academic performance of Pokhara University students. Specifically, it examines the relationship of student motivation, academic motivation, learning approaches, personality traits, intrinsic and extrinsic motivation with academic performance of Pokhara University students.

The remainder of this study is organized as follows: section two describes the sample, data, and methodology. Section three presents the empirical results and final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data which were collected from 125 respondents through questionnaire. The study employed convenience sampling method. The respondents' views were collected on student motivation, academic motivation, learning approaches, personality traits, intrinsic and extrinsic motivation and academic performance. This study is based on descriptive as well as causal comparative research designs.

The model

The model used in this study assumes that academic performance depends upon various factors. The dependent variable selected for the study is academic performance. Similarly, the selected independent variables are student motivation, academic motivation, learning approaches, personality traits, intrinsic and extrinsic motivation and academic performance. Therefore, the model takes the following form:

Academic Performance = f (Student motivation, academic motivation, learning approaches, personality traits, intrinsic and extrinsic motivation).

More specifically,

$$AP = \beta_0 + \beta_1 SM + \beta_2 AM + \beta_3 LA + \beta_4 PA + \beta_5 IE + e$$

Where,

AP= Academic performance

SM= student motivation

AM = Academic motivation

LA = Learning approaches

PT = Personality traits

IE = Intrinsic and Extrinsic

Academic performance was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 5 for strongly agree and 1 for strongly disagree. There are 5 items and sample items include “The student performance of the business depends on the curiosity”, “involvement affects the Academic performance” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.858$).

Student motivation were measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 5 for strongly agree and 1 for strongly disagree. There are 5 items and sample items include “Lack of impact on performance of student of Pokhara University”, “It is important to access funding for motivation of academic performance” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.839$).

Academic motivation was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 5 for strongly agree and 1 for strongly disagree. There are 5 items and sample items include “Academic motivation or biases affect to student performance”, the extra classes in the community or region supporting student performance” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.838$).

Learning approaches was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 5 for strongly agree and 1 for strongly disagree. There are 5 items and sample items include “involvement are important for the success of Student performance”, “learning approaches help to expand the performance of students” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.856$).

Intrinsic and Extrinsic motivation was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 5 for strongly agree and 1 for strongly disagree. There are 5 items and sample items include “curiosity are clear and easy to understand for student performance”, “Penalties for non-compliance with the curiosity reasonable and academic performance of students” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.805$).

Personality traits was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 5 for strongly agree and 1 for strongly disagree. There are 5 items and sample items include “Academic motivation or biases affect to personality traits”, The extra classes in the community or region supporting student performance” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.838$).

The following section describes the independent variables used in this study along with the hypothesis formulation.

Student motivation

Student motivation defined as the drive, desire, and energy that students bring to their learning tasks, activities, and goals. Fauzan (2022) argued that there is a positive

relationship between creativity and learning motivation on student learning. Similarly, Zhang *et al.* (2024) found that there is positive relationship between intrinsic motivation and student engagement and performance in education. Likewise, Soeherman (2021) stated that there is a positive relationship between learning motivation on learning independence and learning outcomes of students in the package. Kilicoglu, (2018) argued that there is a significant relationship between social studies course self-efficacy and motivation levels of secondary school Students. Similarly, Saputra (2017) argued that there is a positive relationship between learning motivation and learning outcome. Likewise, Smimou (2011) found that there is a positive relationship between perceived quality of teaching and students' motivational orientations. According to Husman (1999) assessed that there is a positive relationship with motivation and performance of students. Similarly, Rotich (2015) found that there is positive relationship between access to savings schemes, managerial training, and loan grace influence the performance. Diana (2016) found that there is negative relationship between students motivated and higher-grade expectations. Based on it, this study develops the following hypothesis:

H₁: There is a positive relationship between student motivation and academic performance.

Academic motivation

Academic motivation refers to the drive, desire, and determination individuals have to engage in learning activities, pursue educational goals, and strive for academic success. Similarly, Deci (2005) stated that there is a positive relationship between Self-determination theory and work motivations. Likewise, Riaz (2023) found that there is a positive correlation between intrinsic motivation and school achievement over time. Further Litalien (2010) argued that there is positive relationship between academic self-concept, autonomous academic motivation, and academic achievement. Likewise, Akbar (2024) assessed that there is positive relationship between academic motivation and University students. Similarly, colleagues (2020) stated that there is a reciprocal relationship between motivation and academic achievement. Similarly, Kitsanta (2018) found that there is significant differences in goal orientation, self-efficacy, and motivation among first-year college students based on their ethnicity and gender. It also shows the positive relationship between motivations with students. Gupta (2021) found that there is positive relationship between parenting styles, academic achievement, and life satisfaction of college students. Based on it, this study develops the following hypothesis:

H₂: There is a positive relationship between academic motivation and academic performance.

Learning approaches

Learning approaches refer to the various methods, strategies, and styles individuals employ to engage with and process new information or skills. Similarly, Marwan (2004) argued that there is a positive relationship between student approach and their learning outcomes. Further, Badr *et al.* (2022) found that there is a positive relationship between nursing students who are open to new experiences and tend to be more prepared for self-directed learning. Likewise, Ten Dam (1994) argued that there is a positive relationship between gender differences in learning styles and quantitative meta-analysis. Similarly, Gupta (2021) argued that there is a positive relationship between parenting styles, academic achievement, and life satisfaction of college students. Further, Cano (2005) argued that there

is a positive relationship between learning and their academic performance. Likewise, Wang and Degol (2020) found that there is negative relationship between sociocultural factors play a crucial role in shaping students and motivation to achieve different cultures. Likewise, Fearn (2020) found that there is positive relationship between need to incorporate characteristics of student engagement and with feedback. Based on it, this study develops the following hypothesis:

H₃: There is a positive relationship between learning approaches and academic performance

Intrinsic and extrinsic motivation

Intrinsic motivation refers to the drive to engage in an activity for its inherent enjoyment or satisfaction, without any external incentives. It shows that extrinsic motivation involves engaging in an activity to attain external rewards or avoid punishments, such as working to earn money or studying to avoid failing a class. Similarly, Deci *et al.* (1985) argued that there is a positive relationship among intrinsic motivation, driven by internal factors such as enjoyment and satisfaction, with this extrinsic motivation also fueled by external rewards or punishments. Further, Nadia (2017) found a positive relationship between intrinsic and extrinsic motivation and academic performance. Likewise, Hamaker, (1998) stated that there is a positive relationship between learning style and longitudinal study in higher education. Similarly, Bissonnette (1992) stated that there is a negative relationship between intrinsic, extrinsic, and a motivational style as predictors of behavior. Likewise, Samaras (2020) found that there is negative relationship between methodological inventiveness in writing about self-study research and valuable tool for advancing knowledge in the field. Similarly, Pelletier (1999) explored that there is a positive relationship between perceptions of teachers' communicative style and students' intrinsic and extrinsic motivation. Similarly, Fearn (2020) found that there is positive relationship between need to incorporate characteristics of the individual and student engagement with feedback. Based on it, this study develops the following hypothesis;

H₄: There is a positive relationship of intrinsic and extrinsic motivation with academic performance.

Personality traits

Personality traits is defined as patterns of thoughts, feelings, and behaviors that characterize an individual and distinguish them from others. Similarly, Kelsen, B. (2018) stated that there is a positive relationship between personality and motivation. Likewise Boer (2015) found that there is a positive relationship between personality traits and basic value dimension. Further, Phillips (2016) found that there is a negative relationship between students' motivation and adaptation significantly influence their academic performance. Likewise, Wanninger (2006) assessed that there is a positive relationship between Personality, motives and learning environment as predictors of self-determined learning motivation. Further Liu (2020) found that there is a positive relationship intrinsic and extrinsic motivation relate to motivation and academic performance. Likewise, Feij (2003) found that there is a complex relationship among personality traits, job characteristics, and work behaviors. Similarly, Bergh (2005) argued that there is a significant relationship between food-related personality traits, food choice motives and food. Similarly, Dong (2021) found that there is a positive relationship between performances of students with motivational approach. Based on it, this

study develops the following hypothesis:

H₅: There is a positive relationship between Personality traits and academic performance.

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall's Tau correlation coefficients along with mean and standard deviation has been computed and the results are presented in Table 1.

Table 1

Kendall's Tau correlation coefficients matrix

This table presents Kendall's Tau coefficients between dependent variable and independent variables. The correlation coefficients are based on 125 observations. The dependent variable is AP (Academic performance). The independent variables are SM (Student motivation), AM (Academic motivation), LA (Learning approaches), IE (Intrinsic and extrinsic motivation), and PT (Personality traits).

Variables	Mean	S.D.	AP	SM	AM	LA	IE	PT
AP	2.177	0.434	1					
SM	2.089	0.386	0.010	1				
AM	2.228	0.467	0.025	0.025	1			
LA	2.283	0.534	0.025	0.128	0.025	1		
IE	2.240	0.436	0.095	0.008	0.123	0.030	1	
PT	2.225	0.434	0.099	0.244**	0.057	0.0093	0.047	1

Note: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent levels respectively.

Table 1 shows that student motivation is positively correlated to academic performance. It indicates that higher the level of student motivation, higher would be the academic performance. Similarly, academic motivation is positively correlated to academic performance. It indicates that higher the academic motivation, higher would be the academic performance. Moreover, learning approach is positively correlated to academic performance. It indicates that skills and behaviors that students use to engage in learning lead to increase in academic performance. Likewise, intrinsic and extrinsic motivation are positively correlated to academic performance. It indicates that higher the intrinsic and extrinsic motivation, higher would be the academic performance. Further, personality traits are also positively correlated to academic performance. It indicates that student's patterns of thoughts, feelings, and behaviors lead to increase in academic performance.

Regression analysis

Having indicated the Kendall's Tau correlation coefficients, the regression analysis has been carried out and the results are presented in Table 2. More specifically, it shows the regression results of student motivation, academic motivation, learning approaches, personality traits, intrinsic and extrinsic motivation on academic performance.

Table 2

Estimated regression results of student motivation, academic motivation, learning approaches, intrinsic and extrinsic motivation, and personality traits, on academic performance

The results are based on 125 observations using linear regression model. The model is $AP = \beta_0 + \beta_1 SM + \beta_2 AM + \beta_3 LA + \beta_4 PA + \beta_5 IE + e$ where the dependent variable is AP (Academic performance). The independent variables are SM (Student motivation), AM (Academic motivation), LA (Learning approaches), IE (Intrinsic and extrinsic motivation), and PT (Personality traits).

Model	Intercept	Regression coefficients of					Adj. R_bar ²	SEE	F-value
		SM	AM	LA	IE	PT			
1	2.073 (9.621)**	0.050 (0.496)					0.006	0.436	0.246
2	2.224 (11.664)**		0.050 (0.496)				0.008	0.436	0.061
3	2.132 (12.401)**			0.020 (0.274)			0.008	0.436	0.075
4	2.132 (12.401)**				0.120 (1.345)		0.006	0.434	1.808
5	2.132 (12.401)**					0.105 (1.176)	0.006	0.433	1.808
6	2.166 (7.190)**	0.038 (0.370)	0.018 (0.218)				0.014	0.437	0.146
7	2.166 (7.190)**	0.038 (0.370)	0.019 (0.225)	0.044 (0.519)			0.022	0.439	0.109
8	1.870 (5.124)**	0.038 (0.370)	0.036 (0.420)	0.044 (0.519)	0.124 (1.354)		0.015	0.438	0.540
9	1.775 (4.733)**	0.015 (0.093)	0.044 (0.519)	0.006 (0.074)	0.116 (1.264)	0.094 (0.975)	0.015	0.438	0.622

Notes:

- i. Figures in parenthesis are t-values.
- ii. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
- iii. Academic performance is dependent variable.

The regression results show that the beta coefficients for student motivation are positive with academic performance. It indicate that student motivation has a positive impact on academic performance. This finding is consistent with the findings of Zhang *et al.* (2024). Similarly, the beta coefficients for academic motivation are positive with academic performance. It indicates that academic motivation has a positive impact on academic performance. This finding is consistent with the findings of Rotich (2015). Likewise, the beta coefficients for learning approaches are positive with academic performance. It indicates that learning approaches have positive impact on academic performance. This finding is consistent with the findings of Riaz (2023). In addition, the beta coefficients for intrinsic and extrinsic motivation are positive with academic performance. It indicates that intrinsic and extrinsic motivation have positive impact on academic performance. This finding is consistent with the findings of Gupta (2021). Further, the beta coefficients for personality traits are positive with academic performance. It indicates that personality traits have positive impact on academic performance. This finding is similar to the findings of Wang and Degol (2020).

4. Summary and conclusion

There are two types of motivation i.e. extrinsic motivation, and intrinsic motivation through this they also explain that motivation is an influential factor in the teaching-learning situations and the success of learning depends on whether or not the learners are motivated. Norms may interact dynamically with cultural values on the one hand and cognitive resources

on the other. Extrinsic motivation causes to do something in order to receive rewards or avoid punishments. Extrinsic motivation is innately stronger in some people. Those with extrinsic aspirations consider financial wealth, recognition, rewards to be more essential goals in life. The students who are extrinsically motivated determine the standards of their performance according to social norms and customs and hence they are normally more social and friendly. It shows the measuring student graduations: reliability and construct validity of the graduate skills and attributes scale. A motivation is stated as having no motivation. Achievement Motivation, defined as the need to perform well or the striving for success, and evidenced by persistence and effort in the face of difficulties, is regarded as a central human motivation. These students have negative concepts about the learning process and their contribution in learning is normally very low. Academic achievement shows outcomes of the performance that indicate the degree to which student has achieved specific goals that were kept in focus by the school, college and University. Academic performance of students is also very important. There is a great impact of extrinsic motivation on students' academic performance. That is why the academic performance of the students has always been a topic of interest for the researchers and educators.

This study attempts to examine the effect of intrinsic and extrinsic motivation on academic performance of Pokhara University Students. The study is based on primary data of 125 respondents.

The major conclusion of the study is that student motivation, academic motivation, personality traits, intrinsic and extrinsic motivation, and learning approaches have positive impact on academic performance. It indicates that higher the student motivation, academic motivation, personality traits, intrinsic and extrinsic motivation, and learning approaches, better would be the academic performance. The study also concludes that intrinsic and extrinsic motivation is the most significant factor followed by personality traits that determines the academic performance of students.

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