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Intrinsic and Extrinsic Factors of Students' Motivation for Learning in Higher Education

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Article Info	Abstract

Motivation is an inner drive to achieve a set goal for learning. Motivation from the inside of a learner and motivation from the outside matter a lot to achieve success in learning. Quality education in higher education is possible through motivation of learners in learning. This research article was based on a qualitative method involving administrators and teachers directly in the investigation process. The research was conducted in three provinces, Koshi, Bagmati, and Gandaki, using a purposive sampling method. The population size was six campuses, both including government and community-based. Research design was conducted using an inductive method, and data were collected from the interview and focus group discussion method using open-ended questions. The study found that extrinsic factors are responsible to demotivate the students for their higher education completion. Environmental factors such as teacher-students communication, teacher's update on subjective knowledge and participatory learning, role of student's union, policy level decisions demotivate learners. It was found from the study that students demanded practical based curriculum in higher education, however, there were traditional and theoretical based curriculum. Students had deeply realized that four year courses for bachelor level were lengthy and monotonous for them, because they interacted with fast and immediate result oriented actions in their lives, mainly, in the digital devices. The higher education plan need to focus on the national requirements. It is an urgent need at the job market. Students friendly classroom teaching should be in priority to ensure participatory learning for quality education.

Both teachers and administrators play crucial roles in motivating students at the higher education system. Teachers inspire students through engaging teaching methods, techniques, supportive relationships, and by making learning relevant and meaningful. Then, administrators create a supportive environment by providing resources, promoting professional development for teachers, and developing a positive campus culture.

Teachers play a vital role in increasing the motivation among the students by the subsequent techniques that encompass: (1) Usage of inventive teaching methodologies (2) Devotion of teachers towards their students (3) Creation of a passionate learning environment for the classroom and (4) Promotion of practical work experience (Quinn and Eckerson, 2010; Sutherland, 2005). Teachers' behavior is strongly related with academic achievement of students by creating, enhancing, flourishing and establishing their level of motivation. Motivation is not the stagnant phenomenon but it plays an imperative role for the students to achieve their predetermined goals through cognitive restructuring and adequate decision-making power. Motivation not only compels a student to do diverse academic activities but it is also allied with command of subject, enhancing personal responsibility and achievement of deep conceptualization for the students (Bridges, 1990; Theobald, 2006).

The ability of instructors to manage their classrooms is one of the most important components of

creating a positive learning environment (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).

Students must have strong motivation to acquire knowledge. If the teacher has passable leadership qualities, then students are more motivated towards learning process. Instructional practices can enhance the motivational level and academic achievement among the students (Condry, 1987). These factors include the student's active participation in the process of learning through discussion, students' engagement in learning activities and current educational needs of the students (Adhikari and Shrestha 2023; Wiseman and Hunt, 2001; Sattar, 2012). Despite these factors other responsible parameters that have an imperative influence on increasing the motivation level of the students include classroom environment, class size, confidence level of the students, teachers' behavior and norms of the school. Students can learn more precisely in the classroom environment that comprises of affection, coordination and participation etc (Tanveer, et al. 2012; Theobald, 2006).

Family environment and support: Family environment and support play a crucial role in shaping a student's attitude towards learning, with parental involvement and encouragement being strong predictors of academic success (Kartel, Charles, Xiao & Sundi, 2022). A supportive family environment, including parental involvement and encouragement, positively impacts a student's attitude towards learning. Family expectations and values related to education can shape a student's motivation and dedication. Students from higher socioeconomic backgrounds often have more opportunities and support systems that contribute to their academic success. Availability of resources, such as libraries, internet access, and educational tools, can influence students' ability to conduct research, access supplementary materials, and engage in self-directed learning (Mathana & Galdolage 2023).

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' problem-solving 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 make 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)

By working together, teachers and administrators can create a powerful synergy that fosters student motivation and ultimately leads to greater academic success and personal growth in higher education. Developing academic standards, creating well teaching learning environment, and implementing pedagogy, teachers and administrators both play main roles for motivating to the students. Different scholars and academicians have supported on these above factors to motivate the students. In this way,

this research article aims to explore practices at the administrator level and from instructors to motivate the students in learning at their campus.

There are various elements that affect student motivation on learning. Institutions, teachers and administrators in collaboration create a conducive learning environment, ensuring the availability of educational materials, and applying practical strategies to enhance academic performance. The main objective of this research article is to link different factors influencing student motivation in higher education.

Review of Literature

Motivation is an internal drive which encourages somebody to perform certain action in particular situations(Tanveer, et al. 2012). Generally, motivation is categorized into intrinsic and extrinsic. They are as follows:

Intrinsic and Extrinsic Motivation

Intrinsic and extrinsic motivation play a vital role in learning. Intrinsic motivation is attributed to the inner abilities of the students to interact with their environment to achieve their required and predetermined goals. Conversely, extrinsic motivation refers to the fact that people are motivated towards the external sources through assorted kinds of rewards and grades (Tanveer, et al. 2012). Intrinsic motivation is the internal drive to do something for the inherent enjoyment, satisfaction, or personal interest in the activity itself, while extrinsic motivation is the external drive to do something because of an outside reward, such as money, praise, or avoidance of punishment. Both types of motivation are effective, but they differ in their source particularly, internal versus external and sustainability, with intrinsic motivation often being more powerful and long-lasting(Whiting, et al. 2008).

Student's motivation is the essential element for quality teaching and learning process. Five key constituents have momentous impacts on student's motivation to learn. These factors are teachers' interaction with their students, class environment and class size. Thus a teacher must be trained, dedicated and responsive to educate their children (Whiting, et al. 2008). On the other hand the curriculum content should be passable and relevant towards the present day needs. But on the other hand individual disparities among the students can influence their motivational level with respect to time management, educational background and learning proficiencies etc (Dean and Dagostino, 2007). Teachers can play a vital role in increasing the motivation among the students by the subsequent techniques that encompass: (1) Usage of inventive teaching methodologies (2) Devotion of teachers towards their students (3) Creation of passionate learning environment for the classroom and (4) Promotion of practical work experience (Quinn and Eckerson, 2010; Sutherland, 2005).

The incentives given to the students are indispensable in increasing their level of motivation. Tangible and non-tangible incentives given by the teachers and parents are also worth mentioning factors that have an indispensable influence on the students motivation level (Ali, et al. 2011). Tangible rewards include monetary rewards and certificates of academic achievement while the non-tangible rewards include acknowledgement and hard work of the students. Students are less willing to excel in the future due to lack of incentives and low motivation level of the students (Dickinson and Balleine, 2002). Students with strong positive peer relationships reported higher levels of motivation to excel academically (Wentzel, 2022).

The motivation which is related with the factors such as: physical condition, methods,the teachers, success of students etc. inside the classroom is known as intrinsic motivation and the motivation which is related with the factors such as: family, peers,attitude of society, teachers personality etc. outside the classroom is known as extrinsic motivation. Both types of motivation play a vital role for effective learning and teaching(Wentzel, 2022). Based on the self-determination theory, motivation is categorized as intrinsic motivation and extrinsic motivation (Ryan and Deci, 2017). Intrinsically motivated learners are those who can always "reach within themselves" to find a motive and intensity to accomplish even highly challenging tasks without the need for incentives or pressure. In contrast, extrinsically motivated behaviors are motivated by external expectation other than their inherent satisfactions (Ryan and Deci, 2020).

Method of the Study

The study followed a qualitative research method and phenomenological design. According to Patton (1990) qualitative method is a highly exploratory, inductive approach in need of interpreting rather than measuring with a focus on processes rather than ends. It does not believe in manipulation of variables, administering a treatment or predetermining of hypotheses rather it observes, intuits and senses what is occurring in a natural setting. It does not believe in establishing a universal theory to account for human and social behavior rather a theory should emerge, grounded on data generated from research (Creswell, 2012). The study examined students' perceptions of learning motivation in relation to the efforts made by teachers and administrators.

To represent the situation, two types of campuses were purposively selected: (i) TU Constituent Campuses and (ii) TU-affiliated Public Campuses, from the Gandaki, Bagmati, and Koshi provinces. Among 6 campuses, 3 were constituent and 3 were community campuses. These campuses were chosen for collecting qualitative data on student motivation for learning. A Focus Group Discussion (FGD) was conducted with teachers and administrators (Campus Chiefs and Assistant Campus Chiefs) who were directly involved in day-to-day teaching-learning practices, the application of pedagogical methods, evaluation techniques, and providing administrative support to students. A separate discussion guideline was developed and used during the sessions to guide the conversation and capture key information based on the participants' input.

Findings and Discussion

This section dealt with finding and discussion. On the basis of data, themes were developed. Data were analyzed and interpreted inductively (Pandey, 2024). Then, finding and discussion was presented in the following ways.

Campus Administrators' Perception of Students' Motivation

The term motivation is a very common word to use. All organizations have their own perceptions and practices in motivation. At the practical level, the term motivation is difficult to define. There are diverse understandings on students' motivation for learning.

Campus administrators /campus chiefs were well-known and try to enhance student motivation for learning. There are two different opinions and understanding regarding student motivation for learning between Tribhuvan University constituent campuses and public campuses. Authorities of TU Constituent Campus, focused on teaching learning facilities as per the requirements of the students to motivate them, they explained.

> We have sufficient buildings for each department and class, library facilities, drinking water, playground, computer lab, teaching materials, canteen and extra activities facilities – *FGD participant, Ilam*

The community-based campuses have a different perception about motivation of students. They addressed the availability of job opportunities for career development, and trust in education is the most important for the motivation of students.

> Students express "Padhara Kya Grane" no options after completion of their bachelor level. We try to explore their job markets and motivate to complete the study during their class time. However, these are not sufficient for them to convince on their future profession.- *FGD Participants, Kaski*

The common perception of administrators about the reasons for demotivation is the lengthy curriculum structure at the bachelor's level. The existing course duration is four years, which is lengthy for students. The duration of long course could not reflect on their future professional career. There is a wide gap between course completion year and their urgent need for earning. In result, students have silent demotivation for their higher study.

> This curriculum structure cannot support to the development of positive ethical behavior to the students. They are free for their choice either attend the class or not. only those students join college who are not engaged in a job. FGD participant, Kathmandu

Teachers' Perception on Students' Motivation

Students' motivation depends on internal and external factors. Teachers who closely interact with teachers, they can understand their motivational factors. Personal interest, eager to learn, insight of

opportunities, and family support are some internal factors for motivation. Similarly, peer influence, market job competition, curriculum, examination, evaluation, result system, teaching method, college environment are the external factors. Globally, both internal and external factors are unpredictable in the context of students' motivation for learning.

The students are physically present, but they are disturbed by mental and the outside environment. They express negative feelings about learning. "Padharara Kya Hunchha" Students are not ambitious in their future careers and opportunities. – *FGD Participant, Kathmandu.*

Campus environment and student support provisions are crucial for the motivation for learning among students. Student welfare activities are corner stones for their attraction to be regular in campus. Students' counselling desk, library, canteens are not only sufficient efforts, it also demands their current need and efforts for fulfillment. During the field survey, one of the FGD participants shares these words, which reflect the real motivational efforts from the teachers and students.

We are flexible for job holder students. They can leave their classes as per their convenient time. We have dress change room for those students, who have to join their duty immediately after finishing the classes. We also provide some scholarship for regular and genuine students. These are small things, but can impact on students motivation. So, we can enroll our expected number of students from nearby communities. – *FGD Participants, Jhapa.*

Peer influence and silent psychological pressure to the students from their seniors and family members are other extrinsic factors of demotivation for higher education. They might regularly penetrate them for engaging earning opportunities rather than successful completion of their higher study.

Both government and community campuses have provisioned intrinsic and extrinsic motivation for students. However, campuses have no plan for individual counseling, creating a love for learning environment, personal care, personal support program, praise, reward and punishment for motivating the students.

Teachers' Efforts for Students' Motivation

Teachers are primary concern agencies for students to motivate them on their study. In higher education, teacher- students relationship should be in gray space between two lines. During the discussion with teachers regarding their usual practices, some of the teachers were sincere and they tried to implement different motivational techniques. One of the English language teacher explained his experiences with the study team.

I regularly force to the students to write some paragraphs in English to develop writing skills. I checked their regular homework and provided regular feedback for further improvement, for making their English correct. In the same way, I take unplanned exams to improve critical thinking and creativity, keep regular homework records, and apply this for internal assessments to the students. From this practice, I am happy and satisfied with the improvement of their English writing skills. *FGD Participant, Ilam.*

If teachers present real-life examples to make the subject more relatable and engaging, it might be meaningful for students. Students are able to give insight their future professional destination and encourage to be active participation in the classroom.

I always link in my courses by taking examples of practical life experiences while teaching in my subject, by making them pay attention in their teaching and learning process. *FGD Participant Kathmandu.*

Sample community campuses have practiced the internal examination system. Sometimes, they have also practiced providing homework to their students.

Challenges for Motivating Students

In comparison with previous year experiences, there are higher occurrence of student's irregularity in the classroom. They have not taken it as their priority tasks. Students have influenced by other interest and burden. They do not concentrate to complete their higher study. The nature of the academic courses and the annual examination system seem inconvenience for students. The academic courses could not link with skills for market and not able to impart sufficient practical knowledge and skills. The current academic programs do not align with market demands, offering limited future prospects for

students.

> There is a lack of skill development in the social science stream. after completion of the bachelor's level, we cannot recommend any job at the national level. There is no link between employment and our higher-level education, it is just a means to a certificate, this national condition is very difficult to motivate them. - *FGD Participant, Kaski*

Other extrinsic factors are also responsible to demotivate the students for their higher education completion. During the discussion with teachers and campus administrators, they pointed environmental factors such as teacher- students communication, teacher's update on subjective knowledge and participatory learning, role of student's union, policy level decisions commonly. The existing course contents and expected learning outcomes do not match with the demand of market of human resources. There are limitations to expand research base learning experiences for the campuses by their governing laws and policies.

Most of the participants of group discussion pointed the similar problems and challenges faced by the campus among bachelor level classes. Among them, these are the most common problems.

i) lower number of student's attendance at classroom is a new challenge for campuses. There are high drop out rate in bachelor levels round 30-40% from first year to fourth year duration in the same cohort.

ii) The rate of enrollment is in decreasing orders in all the faculties.

iii) There are other significant challenges of high rate of absenteeism of students in the classroom teaching learning activities.

iv) Students do not want active participation at classes. Most of the campuses faced the problem of lack of sufficient interaction between teachers and students at their classes.

v) The structure of current courses theoretically scatters which is not easy to cover all.

Teacher's incentive and motivation also reflect indirectly to students motivation for higher education Among public campus, teachers receive below standard pay level compared with University teachers. Campuses do not offer training and research program for teachers from their own resource fund independently. Without research and innovation, new teaching pedagogy application is impossible. Teachers perform their job as duty not as real teaching. In most of the community campuses, they have insufficient land, building facilities and other learning infrastructures. These challenges and problems are also identified as demotivating factors among students.

The study found that extrinsic factors are responsible to demotivate the students for their higher education completion. Environmental factors such as teacher- students communication, teacher's update on subjective knowledge and participatory learning, role of student's union, policy level decisions demotivate learners. The existing course contents and expected learning outcomes do not match with the demand of market of human resources. There are limitations to expand research based learning experiences for the campuses by their governing laws and policies. The study revealed that both government and community campuses have provisioned intrinsic and extrinsic motivation for students. However, campuses do not have plan for individual counseling, creating a love for learning environment, personal care, personal support program, praise, reward and punishment for motivating the students. The study explored that there is a lower number of student's attendance in the classroom and there is a high drop out rate around 30 to 40 percent in bachelor level. Absenteeism is equally found in the classes from the side of students.

Conclusion and Implications

There are both intrinsic and extrinsic factors for students motivation in higher education. Teachers performance and administration policy and planning are associated with the motivational factors for learning. Implementation of academic calendar and timely examination system are policy level factors for motivation. Students demand practical based curriculum in higher education, but there are traditional and theoretical based curriculum at Tribhuwan university for faculty of humanities and social science, faculty of education and faculty of management. Four year courses for bachelor level are lengthy and tedious for students because they interact with fast and immediate result orientated actions in their lives, especially in digital devices. Campus environment and student support provisions are vital for the

motivation for learning among students. Student welfare activities are cornerstones for their attraction to be regular in campus. Students' counselling desk, library and canteens are not only sufficient efforts, it also demands their current need and efforts for fulfillment.

The higher education plan should focus on the national requirements and urgent need at the job market. Students friendly classroom teaching should be in priority to ensure participatory learning. Universities should maintain timely exam schedule and apply modern evaluation system in a summative evaluation practice. A common demand raised among participants of this research was campus and university policy decision should free be from any political interest and influences. Teachers should be student-friendly, dedicated, knowledgeable in their subject matter. They have to be familiar with modern digital technology and share knowledge and skills through digital applications and mode to their students.

Acknowledgments

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