

## Relationship Between Intrinsic Motivation and Goal Orientation among College Students In Pakistani Context

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### Abstract

Research in motivation has recognized a lot of motivational factors together with intrinsic motivation and goal orientation that have impact on students learning. Intrinsic motivation is a kind of motivation that approach from individual factors within a person rather than merely from some outside motives. Intrinsic motivation shows learners commitment in learning for its personal interest. The goal orientation theory emphasizes the reasons learners perceive for and pursue their achievement. Conclusions of the research studies support that intrinsic motivation and learning goals are influential facilitators for learning and academic success. Conversely, Performance goal is demonstrated by contrasting with others, anxious with others insight, a wish for community acknowledgment for learner and a requirement to seem capable. Learning goal orientation represents a stress on sympathetic, mastery, solution of problems and increasing new abilities. The study was therefore; designed as relationship between intrinsic motivation and learning goal orientation of students belonging to province Punjab, Pakistan. The main objectives of the study were, to find out differences in intrinsic motivation and goal orientation, to find out the relationship among intrinsic motivation and goal orientation. The population of the study comprised of 600 male and female students studying in govt. degree colleges of Punjab, Pakistan. The sample consisted of 300 male and 300 female students selected through multistage sampling procedure. In order to measure intrinsic motivation of students, an adapted version of Harter's (1981) intrinsic motivation scale was used. The scale to be used to measure goal orientation was adapted from the achievement goal questionnaire (AGQ) developed by Elliot and Church (1997). The scores on each variable were calculated and summarized through mean and standard deviation scores. The population parameters were inferred from sample statistics by determining standard error of mean. The significance of difference between mean scores of male and female and BA

and B.Sc students on the study variables were calculated by t-test (two-tailed). The relationship between variables and academic achievement was computed by using Person 'r'. The results of the study revealed no gender difference in all the aspects of motivation. Both male and female were found to be equal in intrinsic motivation, goal orientation. The results of the study supported the literature that significant correlation exists between intrinsic motivation and goal orientation.

**Keywords:** intrinsic Motivation, extrinsic motivation, goal orientation, learning goal, performance Goal

## 1. Introduction

Motivation has been a central discussion among psychologists due to its strong relations with the biological, cognitive and social regulation factors and its consequences on human behavior. It is considered as a multidimensional phenomenon because people have various explanations for the engagement in an activity, the different levels of inclinations and the type of motivational orientation. In the motivational theory, two distinctive types of motivational orientations, intrinsic and extrinsic, have been emphasized. Intrinsic motivation is a genuine motivation which emerges from a personal inclination or incentive towards a specific task for the natural enjoyment aroused from involvement in the activity per se, while extrinsic motivation refers to an engagement in an activity to attain a specific goal or as an instrumental means to an end (Ryan *et al*, 2000a). In the beginning when psychologists started paying attention towards motivation White (1959) explained intrinsic motivation as a sort of reason to be expert in the task. People look for challenges to learn new abilities only for the enjoyment to be expert in the task and achievement.

Harter (1981) portrayed intrinsic motivation as inquisitiveness or an interesting activity which guide learners to search for the activities which seems difficult but wanted to master them with enjoyment. According to him intrinsic motivation have three mechanisms namely, challenge, interest and self regulating mastery. It was sustained that intrinsically motivated learners do not rely on teachers rather they were expected to prefer innovative and challenging tasks, they are inclined to learn new and complicated tasks, work out immense autonomy on learning. Other researchers like Hidi *et al* (2000) also support that in any learning activity student's interest and inquisitiveness is the major trait of intrinsic motivation. According to research done in the field of motivation there exist two types of motivations namely, intrinsic motivation to learn and extrinsic motivation to learn. Internal regulation or intrinsic motivation exists within a person, external regulation or extrinsic motivation exist outside the person that have an effect on actions in the course of motives outside the individuals. In order to make motivation easy these factors act together. It has been constantly discovered by the studies that when extrinsic types of rewards and incentives initiated to students they lost interest in certain activity (Cox *et.al*, 2008).

Extrinsic motivation differs from intrinsic motivation by performing an activity to achieve discernable rewards or to meet external demands. People aim to beat an opponent and achieve victory, orient towards more competitive climates or participate for any reason other than the inherent pleasurable nature of the activity, such as wealth, fame, trophies, approval, and attractiveness. For example, students who complete their homework in order to pursue a career or because their parents force them are both extrinsically motivated because of the external regulators. Preventing the satisfaction of autonomy, relatedness, and competence results in "external indicators of worth that fail to foster integration or wellness (Deci *et.al*, 2008).

Although both types of motivation have been considered opposite, they are not, according to Pintrich *et al* (2002) independent phenomenon in nature, in which when one phenomenon is higher and the other is lower. Rather, both can be high in a person or low according to the situation and the nature of the object. They are also liable to change from time to time depending on the personal, psychological or environmental conditions.

Intrinsic motivation is often associated with curiosity, which culminates in satisfaction through learning. This type of motivation prompted by want, desire, urge, or drive and this internal drive is referred to as intrinsic motivation. Some research indicates that children with high curiosity either learn more in a given period of time or else retain more of what they experience. Problematic situations in which answers and explanations are not immediately available help to stimulate curiosity. One of the main purposes of problem based learning is to raise questions or problems, the answer of which is unknown, but which, it is hoped, will be discovered as they proceed with the activity (Siddiqui, 2004 ).

Convincing empirical studies have supported the strong relationships between the conceptualization of intrinsic motivation and performance, creativity, information processing, and the quality and the quantity of learning acquisition, goal orientation and study strategies (Moneta et al, 2002).

During the previous two decades the view point of learning goals has turn out to be one of the major hypothetical suggestions inside the field of academic motivation. Nearly all the investigations that have been done in academic goals at first pay attention on two types of goals namely performance goal or mastery goal. Performance goals are named as self centered goals which represent one's ability with respect to other. Learning goals are also called mastery goals or task oriented goals, in which goals are guided towards improving capability and expertly in the tasks (Valle et al., 2007).

De la Fuente (2004) define learning goal as "motives of an academic nature that students used for guiding their classroom behavior". The specific type of goals one sets determines the personal experience one has following success or failure of the task in which one engages. Goal orientation theorists have engaged in attempts to determine the types of goals that are most productive for students and what types of goals results in the cognitive strategies, effective respo Students with different achievement goals want to know different things. Students with learning goals want feedback that they can use to learn and improve, whereas students with performance goals want feedback that they can use to judge their ability and sense of superiority. A student with a learning goal will likely focus on the teacher's comments and double his effort to improve and develop his skills, thinking , "if I can improve on my use of the active voice, develop my paragraphs, and use shorter sentences, then i can improve my writing". A student with a performance goal however, will likely focus on the letter grade. He will be less interested in written comments and may even submit later papers or a revision of this paper with the same weaknesses (Butler, 2000).

This gave rise to the revised achievement goal wherein they integrated the achievement goal structure with the goal orientation. There are now four possible factors such as the mastery-approach which focused on students who are achieving task-based or the intrapersonal capability, the performance-approach which emphasized on students who are after the normative competence, the mastery-avoidance which focused on the students who are keeping away from task-based or the intrapersonal uselessness of skill, and finally, performance-avoidance which stressed on the students who are avoiding normative incompetence (Elliot et al, 2008).

The distinction between learning and performance goal is important because the adoption of a learning goal is linked with optimistic, constructive and productive habits of thoughts, ideas (acting and performing while the acceptance of a performance goal is linked with comparatively unenthusiastic and uncreative conduct of thoughts and acts. Students who adopt learning goals cultivated a self-regulated type of learning in which they seek information in order to acquire, develop, and refine their knowledge and skill. Students who adopt learning goals display more positive educational outcomes than students who adopt performance goals, including greater engagement, more positive functioning, higher quality learning, and more adaptive help seeking (Butler, 2000).

Students who are involved in developing self competence and inclined to contrast their present stage of success with previous success of their own are called learning goal oriented students. Such students are intrinsically motivated. Students who are extrinsically motivated tended to be performance oriented are

involved in struggling to be better than others, representing their abilities and skills and trying to perform better than their mates. Instead of judging their own competencies they inclined compare of other learners or class fellows with them (Pintrich, 2000).

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According to Gottfried (1990) intrinsic motivation is a suitable construct for children who are young she found positive relationship between intrinsic motivation and academic achievement. Particularly children who show higher academic achievement were more inclined towards intrinsic motivation and academic presentation. It was found in the study that children's motivation in the early age associates with their motivation in later age and with their academic achievement.

According to study conducted by Hagberg (1995), male and female were found to have similar intrinsic motivation Rusillo and Arias also stated that no any masculinity and femininity dissimilarity in intrinsic motivation were founded by them.

It has been reported by Wentzel (1996) that learning/mastery and social goals are linked with the female gender and intrinsic motivation to a larger extent, whereas male gender is more linked with performance goals and extrinsic motivation.

Roeser, Et al (1996) founded that as compared to females, males being intrinsically motivated were found to be more inclined towards use of learning or mastery goal orientation.

Bardar et al. (2006) found that female students are more tended to use learning goal orientation; whereas male students have tendency towards use of performance goal orientation.

As concluded by Markku (1997) that male students are more likely to adopt performance goals contrary to female students. on the other hand, a different result was showed by Ablard et al (1998) where male students were found to be less inclined to learning goals as compared to female students whereas, no significant difference on performance goal orientation was observed between both genders.

## 2. Methodology of research study

The population of the study consisted of Govt. BA/B.SC students, male and female Colleges in Punjab province (Pakistan). Multistage cluster sampling was used to select a sample of 600 students, 300 male and 300 female who were randomly selected from these selected clusters of colleges as a sample of the study. From each college 100 students were chosen. In order to measure variables of intrinsic motivation and goal orientation two questionnaires were selected. The Intrinsic motivation questionnaire was developed by Elliot and Church (1997). The goal orientation questionnaire was developed by Bigg's *et al* (2000). The nature of the study was descriptive. Data were collected through questionnaires survey from the selected Govt. Degree colleges of Punjab by visiting the colleges personally. The obtained student's responses on the questionnaires were scored according to scoring criteria. Scores were averaged out by computing the means on each variable of intrinsic motivation, goal orientation. The next step for analyzing the data was to calculate standard deviation. In order to compare male and female on each motivational variable t-test (two

tailed) was used. The relationship on each aspect of student's motivation with each variable was calculated through product moment correlation coefficient. The level of significance used was 0.05.

### 3. Analysis

**Table 3.1: Significance of difference between mean intrinsic motivation scores of male and female students**

Gender	N	Mean	SD	SE <sub>diff</sub>	t	p
Male	300	76.43	2.7	.23	.04	≥.05
Female	300	76.89	2.8			

df= 598

t-value at 0.05 level=1.96

As shown in table 3.1, the mean intrinsic motivation score of male students is 76.43 and mean of female students is 76.89, being almost equal. The difference between mean scores of male and female on intrinsic motivation is statistically non significant. Since t-value is less at 0.05 level therefore, male and female students did not differ in intrinsic motivation, both groups being moderately motivated. The null hypothesis No.1 is retained

**Table 3.2: Significance of difference between mean goal orientation scores of male and female students**

Gender	N	Mean	SD	SE <sub>diff</sub>	t	p
Male	300	34.93	5.7	.46	.03	≥.05
Female	300	35.96	5.9			

df= 598

t-value at 0.05 level=1.96

Table 3.2, shows that male and female students did not differ in their average goal orientation scores. The mean of male students is 34.93 and mean of female students is 35.69 .The obtained t-value(.03) shows no difference between mean goal orientation scores of male and female which was not significant . Both groups being almost equally mastery and performance goal oriented. The null hypothesis No.2 is retained.

**Table 3.3: Significance of correlation between intrinsic motivation scores and goal orientation scores**

N	r	p
600	0.24	≤0.05

df=598

'r' at 0.05 level= 0.19

As the table 3.3 indicates, the correlation coefficient between intrinsic motivation scores and goal orientation is .24 while is greater than the table value at 0.05 level. Therefore, the null hypothesis No.17 is rejected.

#### 4. Conclusions

The students of bachelor degree classes of province of Punjab (Pakistan) perceived themselves to be more intrinsically than extrinsically motivated ( $t=.04$ ), more learning goal oriented than performance goal oriented ( $t=.03$ ). Some relationship was found among the students in their tilt towards perceived intrinsic motivation and learning goal orientation ( $r=0.24$ )

#### 5. Recommendations

The study focused on student's intrinsic motivation, goal orientation which can be promoted when the teachers themselves are motivated because the teachers are the role model for students. College teachers, like teachers at other levels of education, should be intellectually as well as motivationally competent. Further steps can be taken to select capable teachers for higher education and train them professionally through continuous staff development. A competent and effective teacher is one who is motivated and academically sound.

To encourage mastery goal orientation in students, teachers should group students according to their interests, where grouping students by ability, may support performance goal orientation teachers should give confidence to learners to stress on mastering the activities, in spite of the presentation of other learners on the activity.

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