

**INTRINSIC AND EXTRINSIC MOTIVATIONAL ORIENTATIONS: A STUDY
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Abstract

The main purpose of the present research was to investigate the Motivational Orientations of college students in relation to certain background variables. The sample consisted of 300 students selected from Chennai city. The Work Preference Inventory developed by Amabile et al., (1994) was administered to collect the data. The result shows significant difference in college students Motivational Orientations with respect to their Gender, Degree Studying and Stream of the Study. The result further reveals that the male students have Extrinsic Motivational Orientation and the female students have Intrinsic Motivational Orientation.

Keywords: *Motivational Orientations, Intrinsic Motivation, Extrinsic Motivation.*

Introduction: The term motivation derives from the Latin word *movere*, meaning “to move” (Tansky, 2003). In the present context, motivation represents the process that arouses, energizes, directs, and sustains behaviour and performance (Luthans, 1998). That is, it is the process of stimulating people to action and to achieve a desired task. Motivation refers to forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action (Daft, 1997). It is motivation that is responsible for the fact that a particular behaviour is performed (Nuttin, 1984). Within this perspective, motivation is defined in terms of internal states and behaviour is the consequence of this motivation. When motivation is increased, the chance of a behavioural consequence increases. When motivation is decreased, the chance of a behavioural consequence occurring decreases.

The Concepts of Intrinsic and Extrinsic Motivation: When an individual is motivated, he feels energized or inspired to act, whereas an unmotivated person feels no impetus to do so.

Thus, it is clear that people have different amounts of motivation. In addition, human motivation can vary not only in level, but also in orientation and type of motivation.

Intrinsic Motivation is defined as being the execution of a task or activity because of the inherent satisfaction arising from it rather than due to some separate outcome. Intrinsic Motivation reflects the natural propensity of people toward learning and assimilation. Despite this, theorists (Ryan & Deci, 2000) have shown that this propensity appears to be expressed only under specifiable conditions.

In contrast with Intrinsic Motivation, Extrinsic Motivation whenever an activity is done in order to attain some separable outcome (Ryan & Deci, 2000). Experts Ryan & Deci (2000), state that extrinsic rewards can decrease Intrinsic Motivation. Rewards linked to the completion of a task, threats, deadlines and directives undermine Intrinsic Motivation because individuals perceive them as behaviour control techniques. On the other hand, free choice and the opportunity for self-direction can increase Intrinsic Motivation because of the sense of autonomy linked to them. Yet, even Extrinsic Motivation can have a certain amount of autonomy. The degree of autonomy varies in Extrinsic Motivation and it can be a reflection of either external control or true self-regulation.

Review of Related Study: Gillet et al., (2012) investigated school Intrinsic and Extrinsic Motivation, and Amotivation as a function of age. Results revealed a systematic decrease in intrinsic motivation and self-determined extrinsic motivation from age 9 to 12 years, a slow stabilization until 15 years old, followed by an increase after that point. Second, non-self-determined extrinsic motivation showed a decrease up to 12 years old and a slow stabilization after that point. Finally, Amotivation was relatively low and stable from age 9 to 17 years.

Çınar et al., (2011) found out that both Intrinsic and Extrinsic factors affect employees while they achieve their tasks. Intrinsic factors are more motivating than Extrinsic factors. When results compared according to demographic characteristics, no differences were observed.

Corpus et al., (2006) examined the relationships among Intrinsic and Extrinsic Motivational orientations, achievement goals, and intelligence beliefs for 3rd - 8th grade children. Analyses of age differences revealed substantial declines in Intrinsic but not Extrinsic Motivation with increasing grade level. Intrinsic Motivation was associated with mastery goals but unrelated to performance goals for both elementary (3rd -5th) and adolescent (6th-8th) subgroups.

Lepper et al., (2005) examined age differences in Intrinsic and Extrinsic Motivation and the relationships of each to academic outcomes. The authors found Intrinsic and Extrinsic Motivation to be only moderately correlated, suggesting that they may be largely orthogonal dimensions of motivation in school. Intrinsic Motivation showed a significant linear decrease from 3rd grade through 8th grade and proved positively correlated with children's grades and standardized test scores at all grade levels. Extrinsic Motivation showed few differences across grade levels and proved negatively correlated with academic outcomes.

Operational Definitions

Intrinsic Motivation: is defined as the motivation to actively engage in learning activities out of curiosity, interest, enjoyment, or in order to achieve their own intellectual and personal goals (Brewster & Fager, 2000).

Extrinsic Motivation: can be defined as, "it pertains to a wide variety of behaviors that are engaged in as a means to an end and not for their own sake" (Deci, 1975).

Objectives of the Study

1. To find out whether there is any significant difference in Motivational Orientations of college students based on the following background variables: (i) Gender, (ii) Degree Studying and (iii) Stream of the Study.
2. To find out the type of Motivational Orientations of male and female students.

Hypotheses of the Study

1. There is no significant difference in Motivational Orientations of college students with respect to the following background variables: (i) Gender, (ii) Degree Studying and (iii) Stream of the Study.
2. There is no significant difference in type of Motivational Orientations between male and female students.

Methodology: The present study was a descriptive survey method. The data was collected from 300 College students (Government; Government Aided; and Private Colleges) in Chennai city by adopting stratified random sampling method.

Tool used for the Study: The Work Preference Inventory developed by Amabile et al., (1994) was used in the present study.

Results and Discussion: From the Table-1 it is inferred that the description for the categories of the background variables such as Gender, Degree Studying and Stream of the Study along with

their frequency N, mean and standard deviation values. The male students have more mean value (83.30) than the female students (76.45). The post graduate students have more mean value (89.45) than the under graduate students (83.30). The arts stream students have more mean value (86.91) than the science stream students (80.63).

TABLE - 1: Showing the Significance of Difference in the Mean Scores of Motivational Orientations with respect to Gender, Degree Studying and Stream of the Study.

Variable	Background Variables	Category	N	Mean	SD	t-value	Level of Significance
Motivational Orientations	Gender	Male	150	83.30	16.34	3.99*	S
		Female	150	76.45	13.23		
	Degree Studying	UG	146	83.30	12.34	3.84*	S
		PG	154	89.45	15.23		
	Stream of the Study	Arts	132	86.91	14.18	3.45*	S
		Science	168	80.63	16.42		

* indicates 0.01 Level of Significance

The result of the Table-1 shows significant difference in college students Motivational Orientations with respect to their Gender, Degree Studying and Stream of the Study.

TABLE - 2: Showing the Significance of Difference in the Mean Scores of the Type of Motivational Orientations with respect to Gender.

MOTIVATIONAL ORIENTATIONS							
Gender	N	Intrinsic Motivation		Extrinsic Motivation		t-value	Level of Significance
		Mean	SD	Mean	SD		
		Male	150	33.30	8.34		
Female	150	43.30	12.34	32.45	10.23	8.29*	S

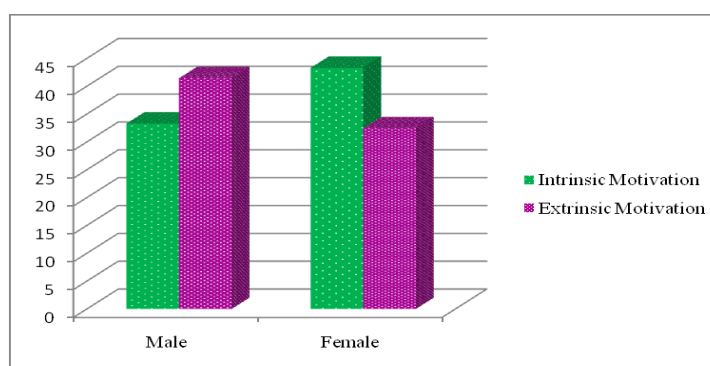
* indicates 0.01 Level of Significance

From the Table-2 it is inferred that the description of the type of Motivational Orientations such as Intrinsic Motivation and Extrinsic Motivation along with their frequency N,

mean and standard deviation values. The male students have more mean value in Extrinsic Motivation (41.45) than the Intrinsic Motivation (33.30). The female students have more mean value in Intrinsic Motivation (43.30) than the Extrinsic Motivation (32.45).

Further from Table-2 the results shows significant difference in male and female students type of Motivational Orientations. The result further reveals that the male students have Extrinsic Motivational Orientation and the female students have Intrinsic Motivational Orientation.

GRAPH – 1: Showing the Mean Value of Intrinsic and Extrinsic Motivational Orientations with respect to Gender



Major Findings

After analysis of tabulated data the investigator found out the following findings.

1. There is significant difference in Motivational Orientations of college students with respect to their Gender, Degree Studying and Stream of the Study.
2. There exists significant difference in type of Motivational Orientations between male and female students’.
3. The result shows that the male students have Extrinsic Motivational Orientation and the female students have Intrinsic Motivational Orientation.

Educational Implications : Motivation is significantly important factor for academic learning and achievement. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Students with intrinsic motivation would develop goals such as, the goal to learn and the goal to achieve. A mastery goal, the desire to gain understanding of a topic, has been found to correlate with effective learning strategies, positive attitudes toward college, the choice of difficult tasks as opposed to a simple task, perceived

ability, effort, concern of future consequences, self-regulation, the use of deep cognitive processes, persistence, achievement, choice and initiative. Extrinsic motivation comes from outside of the student. Common extrinsic motivations are rewards (for example: money or grades) for showing the desired behavior, and the threat of punishment following misbehavior. A student studies hard to do well on an exam because a good grade will result in a brand new mobile, then the motive behind studying is not what it is intended to do: obtain knowledge. Studying information is a prerequisite to learning; however, it is often manipulated to lead toward other things such as money, acceptance, or power. Extrinsic incentive will not be reinforced in the classroom. Teachers and parents should eradicate the factors that affect motivation and also help the students to develop academic motivation, it is important to achieve their goals.

Conclusion :

Motivation play crucial role in student learning. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Adding an extrinsic incentive to study or complete a task has also been found to decrease intrinsic motivation. Based on the results of this present study the male students have lack of Intrinsic Motivation. The male students should try hard to develop their Academic Intrinsic Motivation to reach their goals.

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