

# Analyzing the Association of Intrinsic Factors of Motivation and Academic Performance of Teachers

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## Abstract

**Objective:** Given the importance of intrinsic motivation factors of teachers, the objective of this paper is to define how far these intrinsic factors are associated with academic performance. The purpose is to find out the significance of intrinsic factors of teachers in their performance outcomes and to examine “In any manner is it contributing towards fulfillment of the objective of quality education?”

**Design/Methodology/Approach:** The paper has a two part structure. The first part establishes the research theme with the help of qualitative literature. The second part fulfills the research objectives by utilizing statistical tools: Chi square test and Somers' D test.

**Findings:** The findings of the research clearly indicate that intrinsic motivation factors of teachers have an association with their academic performance. As per the results, among the three selected intrinsic motivation factors, creativity and self-efficacy factors have stronger association with performance as compared to personal vision factor of motivation.

**Research limitations:** In this research work, it is assumed that the external work environment is same as respondents are selected from different institutes of the same university but within the university there is a possibility of micro level dissimilarities. Another limitation is the possibility of biased responses of respondents.

**Implications:** The results focus on the importance of intrinsic motivation and suggest that the educational institutions should develop supportive environment in which teachers can utilize their inner attributes and contribute in the growth of quality education.

**Originality/value:** The research paper helps to the teachers, students and academic institutions by providing them a better understanding of intrinsic factors of motivation and academic performance as well as its significance in the development of quality education.

**Keywords:** *Performance, Intrinsic motivation, Quality education, Institutions, Teachers.*

## Introduction

As per the current scenario, higher education in India is suffering from ups and downs and it has been observed that very few institutes are providing quality inputs to inculcate knowledge and learning skills in learners. In our country, higher education system needs redesigning of the system and sustainable development for healthy participation at global level. Insufficient economic and human resources coupled with lack of proper mechanism for standardization of teachers and teaching methodology caused decline of universities as quality institutes for higher education. Unbalanced institutional policies have created an uneven growth in higher professional education. It is widely accepted that Universities and other centers of higher learning can immensely contribute to growth engines for social and economic development if they are willing to make some changes in their approach. The focus of education is shifting from degree oriented education to knowledge and learning oriented education. Quality education is major concern in academics especially in higher education sector. Quality teaching has become a crucial issue as higher education system is facing changes in continuous manner; increased competition at international level, social and geographical diversity, use of information technology etc. A significant role is played by teachers in ensuring delivery of quality education at all levels. It is required that the teachers associate themselves in research work and consultancy to create quality teaching material. As we know that teaching is the only profession which shares knowledge and imparts learning to different other professions, the responsibility of teachers is much higher. Now different researchers are talking regarding quality of teaching, they are validating that quality teaching persists and they are also finding several measures to improve the level of education. Hau (1996) argues that quality in higher education and

quality teaching particularly, springs from a never ending process of reduction and elimination of defects. Different researchers have examined that motivation plays very significant role in improving performance. Now days, motivational dynamics is shifting from extrinsic to intrinsic factors as the motivation generated due to intrinsic factors is more stable. Intrinsic motivation of educators and learners has power to create a difference in education quality and achieving excellence. In case of intrinsic motivation, intrinsic factors of individuals play central role in performance or behavioral outcomes as the individual feels self-satisfaction and enjoyment after completion of the task. An intrinsically motivated teacher can create interest in the students for learning and education rather than emphasizing on getting degree by completion of a course. On the other hand, the behavior or performance of extrinsically motivated person is driven by external rewards such as money, grades, other benefits etc.

## Literature Review

The review of literature supports in generating insights into research study. For quantitative analysis of the proposed research work, at the first level, identification of the factors for study was required. It was found through literature survey that extensive literature is available on intrinsic motivation and performance dimensions of individuals, still some areas are unexplored which provide opportunity for adding value in this connection.

Motivation of teachers as well as students play vital role in education industry. Quality education supports in forming pool of talents and knowledge in the society. Motivation of individual teacher and students develops interest for learning as well as quality education. High motivation level promotes high performance outcomes and increased output level, which leads to more development and

productivity in the nation. Now days, motivational aspects have received major attention due to decreased level of quality education. Different studies have been performed on intrinsic motivation and academic performance of teachers as well as students with an objective that relevant research outcomes can be utilized for improvement in education field and realization of excellence. Keeping this in view, this research study was initiated to examine the association between intrinsic factors of motivation and performance of teachers. Motivation of individuals can be categorized as intrinsic motivation and extrinsic motivation. Intrinsic motivation is internal form of motivation which is driven by an inherent interest and enjoyment in the task itself and it is self-satisfying. Extrinsic motivation is external form of motivation which comes through outside influences of the individual for achieving some extrinsic rewards. Budak (2009) stated that motivation is a prime factor in generating students' interest, encouraging them to participate in classes enthusiastically, and enable them to be creative as well as constructive, and effective individuals. In a simple way it can be said that motivation is a propellant power that arises with the desire and efforts of individuals, it drives them to reach on a certain state. It is a process which starts, sustains and guides mental and physical activities. Aktürk (2012) found in his study that the people who made responses regarding their reasons to teach such as "I like the teaching profession" and "It is my ideal profession" had higher intrinsic motivation level. The individuals develop behaviors aimed at their own intrinsic needs, in case of intrinsic motivation. On the other hand, extrinsic motivation arises with extrinsic effects rather than focusing on the actions being taken (Akbaba, 2006; Onaran, 1981; Vallerand et al., 1992). A teacher's performance is the way in which he/she behaves in the teaching process and it is known to be related to teacher's effectiveness. As professionals, teachers from different institutions need to be suitable role

models and show to their students a commitment to values and to continuous life-long learning. (Medley & Shannon, 1994). "What constitutes an effective performance of university teachers?" is a debatable question, as it is determined by different factors, depending on number of criterion adopted. In general, teachers' performance is reflected on such factors as number of working hours, their role in the development of community and nation, their contribution in literacy and their research involvement, the number of students successful at the examinations, and the number of graduates/year (Economic Review, 1983).

Self-efficacy is the first intrinsic factor of motivation selected for this research. Self-efficacy theory (Cognitive theory of motivation) lays emphasis on a person's central belief system that he/she can successfully perform a given assignment. When a person feels confident that the task assigned to him can be performed successfully, it is known as positive self-efficacy. On the other hand, negative self-efficacy is observed when a person feels hindered to perform the assigned task successfully. Mostly, the people who reveal positive self-efficacy, have a tendency to persist and accomplish the assigned task; on the other way, the people who reveal negative self-efficacy tend to give up when the assigned task becomes too challenging (Bandura & Locke, 2003). According to Benight & Bandura (2004), a strong sense of self-efficacy develops a basis for keeping the person motivated for producing desirable results, even in the unfavorable circumstances. Therefore, it can be said that self-efficacy plays a crucial role in coping and managing stress and burnout effectively as well as performing effectively.

The second intrinsic factor of motivation is "Creativity" considered in this research work. As per one Work group of APA Board of Education Affairs (1997), intrinsic motivation is one of the

internal factors of individuals and creativity is one of the major factors of intrinsic motivation. Rogers (1954) claimed that creativity arises due to individual's exploration of his/her personal aptitudes and interests. This fact must be accepted that the individuals create primarily as it is satisfying to them, because this kind of behavior is felt to be self-actualizing. Rogers also believed that the society could encourage creative behavior by supporting the perception of freeness to pursue individual's own uniqueness. Moreover, individuals would feel secure to be creative if they believed others in the society accepted their value completely and have empathetic attitude and nonjudgmental feeling about their needs and desires. Prabhu, Sutton & Sauser (2008) offered a significant definition of creativity. As per this definition creativity is: "the generation of original, novel and unique ideas concerned to the procedures and processes that can be utilized at work and are suitable and significant to the opportunity presented".

Personal vision is the third factor selected for this research work as it is internal factor of individuals which promotes motivation. Bryman (1992) defined that a Personal vision is one of the major sources of charisma and it stimulates and motivates individuals to higher levels of commitment and performance outcomes. Boyatzis & Akrivou (2006) concluded that Personal vision is the fundamental mechanism of self-control and intrinsic motivation. It is an image of what kind of person one wishes to be, what the person expects to accomplish in personal life and professional life. In the model of ideal self he mentioned self- efficacy, values, optimism and passion are the key factors of the ideal self and ideal self leads to personal vision.

The review of literature is clearly indicating that most of the researchers have focused on one or two intrinsic factors of motivation. It seems through literature review that issue of intrinsic factors of

motivation of teachers in higher education has not been intensely evaluated. There are abundant opportunities to explore this area of research. Keeping this in view, this research work proceeds to examine the association between intrinsic factors of motivation and academic performance of teachers.

### **Objective of the Study**

The study was conducted with the objective to analyze the association between intrinsic factors of motivation and performance of teachers.

On the basis of literature review, three intrinsic factors of motivation were identified for study; self-efficacy, creativity and personal vision. The study evaluates the association between these factors and performance of teachers.

### **Hypotheses**

$H_{0(1)}$  There is no significant association between Performance and Self-efficacy.

$H_{0(2)}$  There is no significant association between Performance and Creativity.

$H_{0(3)}$  There is no significant association between Performance and Personal vision.

### **Research Methodology**

Research methodology provides research study related descriptions. It includes research design, area of study, sampling procedure, data collection tool, data analysis techniques used in the study.

### *Research Design*

In this research study, the research design is descriptive which is required for qualitative and

quantitative analysis and drawing interpretations.

### *Area of Study*

The area of study was NCR (National Capital Region) in India. The research study was carried out among management teachers of different colleges in NCR affiliated to Dr. APJ Abdul Kalam Technical University, Lucknow.

### *Sampling procedure*

Total respondents participated in research work was 300 teachers. For sampling purpose, at the initial level total population was divided into clusters and then samples were collected with the help of simple random sampling from clusters on the basis of their relevant weightage in total population.

### *Data collection tool*

Data was collected through a structured questionnaire and respondents were asked to provide responses on Likert scale ranging from strongly agree (5) to strongly disagree (1). Total 300 teachers participated in this work and analysis was being performed on 280 completely filled questionnaires. Rest twenty questionnaires were discarded due to improper information.

### *Data analysis techniques*

At the initial level, for evaluating the consistent reliability of the questionnaire items, Cronbach's alpha tool was used and the value was found  $>0.7$  (acceptance level) for every factor selected for the study. After that Chi-square test and Somers' D test were performed for analysis and interpretations of the data.

### **Analysis**

SPSS was used to analyze responses of total 280 respondents as twenty questionnaires were rejected due to improper information. The relationship between intrinsic factors of motivation and performance of teachers was evaluated by using Chi square test. After that strength of association between independent and dependent variable was examined by utilizing Somers' D test.

#### *(1) Association between Performance and Self-efficacy*

$H_0$ : There is no significant association between Performance and Self-efficacy.

The chi-square value is 60.574 (Table 1). The corresponding p value (.000) is  $<.05$  which indicates that self-efficacy is significantly associated with the performance of teachers in management education at 5% level of significance.

**Table 1. Chi-Square Test results (Performance and Self-efficacy)**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	60.574a	4	.000
Likelihood Ratio	58.530	4	.000
Linear-by-Linear Association	44.445	1	.000
No of Valid Cases	280		

**Somers' D test results (Strength of association between Performance and Self-efficacy):**

The Somers' D value is .374 (Table 2). This value

indicates that self-efficacy is significantly associated with moderate strength to the performance of teachers in management education at 5% level of significance.

**Table 2. Somers' D Test results (Performance and Self-efficacy)**

		Value	Asymp. Std. Errora	Approx. Tb	Approx. Sig.
Ordinal by Somers' D Ordinal	Symmetric	.374	.052	6.830	.000
	Performance value Dependent	.353	.049	6.830	.000
	Self-efficacy Dependent	.398	.055	6.830	.000

**(2) Association between Performance and Creativity:**

$H_0$ : There is no significant association between performance and creativity.

The chi-square value is 60.967 (Table 3). The corresponding p value (.000) is  $<.05$  which indicates that creativity factor is significantly associated with the performance of teachers in management education at 5% level of significance.

**Table 3: Chi-Square Test results (Performance and Creativity)**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	60.967a	4	.000
Likelihood Ratio	67.019	4	.000
Linear-by-Linear Association	52.749	1	.000
No of Valid Cases	280		

**Somers' D test results (Strength of association between Performance and Creativity):**

The Somers' D value is .403 (Table 4). This value

indicates that creativity factor is significantly associated with moderate strength to the performance of teachers in management education at 5% level of significance.

**Table 4: Somers' D Test results (Performance and Creativity)**

		Value	Asymp. Std. Errora	Approx. Tb	Approx. Sig.
Ordinal by Somers' D Ordinal	Symmetric	.403	.043	7.984	.000
	Performance value Dependent	.409	.044	7.984	.000
	Creativity Value Dependent	.398	.046	7.984	.000

*(3) Association between Performance and Personal vision:*

$H_0$ : There is no significant association between performance and personal vision.

The chi-square value is 17.769 (Table 5). The corresponding p value (.001) is  $<.05$  which indicates that personal vision factor is significantly associated with the performance of teachers in management education at 5% level of significance.

**Table 5. Chi-Square Test results (Performance and Personal vision)**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.769a	4	.001
Likelihood Ratio	21.104	4	.000
Linear-by-Linear Association	9.416	1	.002
No of Valid Cases	280		

**Somers' D test results (Strength of association between Performance and Personal vision):**

The Somers' D value is .175 (Table 6). This value

is  $<.3$ , which indicates that personal vision factor is significantly associated with low strength to the performance of teachers in management education at 5% level of significance

**Table 6: Somers' D Test results (Performance and Personal vision)**

		Value	Asymp. Std. Errora	Approx. Tb	Approx. Sig.
Ordinal by Somers' D Ordinal	Symmetric	.175	.049	3.489	.000
	Performance value Dependent	.165	.047	3.489	.000
	Personal Vision Dependent	.186	.053	3.489	.000

**Discussion**

From the analysis, it has been indicated that there is a positive association between intrinsic factors of motivation and performance of management

teachers. The relationship between independent and dependent variables is statistically significant at 5% level of significance. This reflects that high level of intrinsic motivation may help in increasing the performance of management teachers.

All the three null hypotheses;  $H_{0(1)}$ ,  $H_{0(2)}$ ,  $H_{0(3)}$  were failed to accept that were formulated with reference to three intrinsic motivation factors selected for the study. This shows that intrinsic motivation factors: self-efficacy, creativity and personal vision are significantly associated with performance of management teachers. Among these three factors, self-efficacy factor and creativity factor both are connected to the performance with more strength as compared to personal vision factor. Personal vision is associated to the performance of teachers with low strength as per the Somers' D test results.

### Limitations

The contribution of this research work should be observed in the light of some limitations. The research work focused on intrinsic factors of motivation of teachers and it is assumed that the external work environment is same as respondents were selected from different colleges of the same university but within the university there is a possibility of micro level dissimilarities in the environment. Another limitation is the dependence on self-provided questionnaire data causing possibility of biasness in responses.

### Conclusion

In the process of education and learning, academic motivation is recognized as what stimulates and endures certain behavioral outcomes. In this context, it is essential to define the factors which affect individual's behavior and to understand which factors would motivate people in order to contribute to their learning and overall development. This research study exclusively focused on intrinsic motivation factors and their association with teaching learning performance of the management teachers. The findings clearly indicate that all the three intrinsic factors of motivation of teachers have association with their

performance. Creativity and Self-efficacy both are associated with performance with higher strength as compared to Personal vision. The teachers with high self-efficacy and high creativity can create a difference in education and learning development. These factors are internal to the individuals but educational institutions can provide encouraging environment to the teachers so that they can generously utilize their capabilities and take the benefit of these kinds of inner attributes. Teachers' motivation will definitely encourage the students to move in the direction of learning and quality education. It will help in the development of individuals, society as well as the whole nation as it is known fact that quality education has power to change the destiny of people and their nation.

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