
Impact of Intrinsic Motivation on Academic Performance of Teachers: An Empirical Investigation

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The purpose of this study was to test the impact of intrinsic motivation on academic performance (API Score) of management teachers with special reference to Dr. A P.J. Abdul Kalam Technical University, Uttar Pradesh, Lucknow. Respondents were drawn from different management institutions of NCR affiliated to Dr. A P.J. Abdul Kalam Technical University, Uttar Pradesh, Lucknow. A questionnaire was distributed to 300 teachers and data collected for analysis. Total 20 questionnaires were rejected due to incomplete information and analysis was performed on 280 respondents. The findings suggest that the intrinsic motivation factors of management teachers affect their academic performance (API Score) significantly. The two most important limitations, which are discussed in more detail at the end of the paper, are the micro cultural dissimilarities and the reliance on self-reported questionnaire data. The results support the view that intrinsic factors of individuals are major indicator of their academic performance. Despite the importance of motivation among teachers, there is little empirical research on intrinsic motivation of teachers.

Keywords: Academic Performance Indicator (API Score), intrinsic motivation, Academic performance, teachers.

INTRODUCTION

Intrinsic motivation is the driving force that is fundamental to the active nature of human beings. Intrinsic motivation is the tendency to engage tasks because one finds them interesting, challenging, involving, and satisfying. In order to be intrinsically motivated, a person must experience interest and enjoyment in his/her task, along with feelings of competency and self-determination. Extrinsic motivation is the tendency to engage tasks because of task-unrelated factors such as promise of rewards and punishments, dictates from superiors, surveillance, and competition with peers (Deci & Ryan, 1985). Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and integrate. Intrinsic motivation of teachers as well as students can create a great difference in the level of education and will provide support in realizing the excellence. In this kind of motivation inner attributes of individuals play very important role in behavior and performance comes out because the person feels enjoyment and satisfaction in doing that particular task. Intrinsic motivation has emerged as an important phenomenon for educators; a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices (Ryan & Stiller, 1991). Kuvaas (2006) recently stated a strong relationship between

intrinsic motivation and self-reported work performance among typical knowledge-workers. However, such employees may be much more energized by intrinsic motivation and the work itself when compared with more “ordinary” workers (Thomas, 2002). It has been observed that the link between intrinsic motivation and work performance has received very little empirical testing (Piccolo and Colquitt, 2006). Moreover, and despite the importance of intrinsic motivation among teachers in an era of transformation to a more learning-oriented approach, empirical research on motivation of teachers has received relatively little attention. Accordingly, the purpose of this study was to test the relationship between intrinsic motivation and academic performance of teachers from a broad cross-section of management education with the objectives of contributing to the development of quality education.

REVIEW OF LITERATURE

Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well-being (Ryan & Deci, 2000). Mary, A. (2010) study revealed the effect of intrinsic motivation on the performance of teachers. A significant positive relationship existed between intrinsic motivation and performance of teachers implying that increase in intrinsic motivation increased the performance of teachers. Motivation can take you far, but it can take you even further if you first find your vision. Your vision will motivate and guide you on your journey to success and personal fulfillment. Trying to succeed at anything without first having a clear vision of what it is you want to accomplish will only lead to you going around in circles and eventually giving up in frustration. Vision comes from within, from the spirit or subconscious of individual. (Harness, 2013). A Personal vision is one of the primary sources of charisma and it inspires and motivates followers to higher levels of commitment and performance (Bryman, 1992). Boyatzis (2006) mentioned that

Personal vision is the core mechanism of self-regulation and intrinsic motivation. It is an image of what kind of person one wishes to be, what the person anticipates to accomplish in personal life and work life. In the model of ideal self he mentioned self- efficacy, optimism, values, passion are the key determinants of the ideal self and ideal self leads to personal vision. According to Werkmeister (1967) commitment is a manifestation of the individual's own self, and reflects value standards that are basic to the individual's existence as a person. Commitment has served as a major construct of research for investigating the ties that bind someone to a particular occupation in a particular organization. Although several distinct dimensions of commitment have been found, all of them represent a binding force that inspires individuals to actions that are relevant to both the organization and the individual (Meyer and Herscovitch, 2001). Wool folk Hoy et al. (2008) explored individual teacher sense of academic optimism. They argued that academic optimism is a self-referent, positive belief about the capacity to teach all students, to form trustworthy relationships with parents and students, and to emphasize on academic tasks. In other words, academic optimism of teachers is a single latent construct that is reflective of an individual's psychological state. Luthans (2003) has reported that optimistic individuals are effortlessly motivated to work harder, possess high morale, and exhibit more goal-directed behavior. Optimists furthermore have the ability to persist under severe conditions, regard disappointments as temporary and valuable life experiences, and have a general inclination to be cheerful and mentally and physically energized. Bandura (1994) stated about the role of self-efficacy in human behavior. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. It produces personal

accomplishments, reduces stress and lowers vulnerability to depression. Fives (2003) defined self-efficacy of teachers as a motivational construct, that reflects teacher's perception and beliefs regarding teaching specific tasks. He reported that teacher's self-efficacy has been conceptualized in terms of locus of control, which determines an extent to which an individual perceives that the consequences or outcomes in a given situation are within the control of an individual. Hence, with this focus teacher' efficacy was considered an extent to which teachers believed that those factors which are within the control of teachers, have a great impact over teaching outcomes, than believing that the environment held much impact over teaching outcomes. Amabile (1995) stated that, there are abundant evidences that people will be most creative when they are primarily intrinsically motivated, rather than extrinsically motivated by expected evaluation, surveillance, competition with peers, dictates from superiors, or the promise of rewards. Hennessey (2003) stated that Motivation plays a crucial role in the creative process. It is not enough to have unusually high levels of skill or a deep conceptual understanding. In order for individuals to reach their creative potential, they must approach a task with intrinsic motivation; they must engage in that task for the sheer pleasure and enjoyment of the activity itself rather than for some external achievement.

From the literature review it is coming out that the researchers have emphasized on one or two intrinsic variables for performance. For instance Bandura worked on “Self efficacy” or Amabile worked on “Creativity”. It is not clear whether there could be more than one inner attributes that are responsible for one's performance. If there are more than one variable, how these variables interact with each other. It appears that the issue of inner drives or inner behavioral attributes has not been examined in comprehensive manner. The proposed research proceeds to investigate this gap.

RESEARCH OBJECTIVES AND HYPOTHESIS

The basic objective of the proposed study is how the performance is generated by the core construct of inner forces of an individual irrespective of the environment in which he/she is working. The proposed research aims at:

1. To identify the inner attributes which enforce intrinsic motivation and their influence on Academic performance (API score) of teachers.
2. To assess the impact of Intrinsic Motivation factors on Academic Performance (API score) of Teachers related to the Management Education.

The proposed study is based on the hypothesis that, H11. Intrinsic self-motivating factors influence significantly the overall Academic Performance (API score) of the Management Teachers.

METHODOLOGY

This research study is initiated to explore the relative importance of intrinsic factors of motivation in Teacher's Academic performance improvement. The research study is performed within the context of Management education services of various private institutions of National Capital Region affiliated with Dr. A.P.J. Abdul Kalam Technical University, Lucknow. The questionnaire was administered to sample size of 300 faculty members. The method of sampling was multistage cluster sampling followed by stratified simple random sampling. The selection of faculty members from each cluster is based on relevant weightage in total population. Total 20 questionnaires were discarded due to incomplete information and analysis was performed on 280 questionnaires of respondents which were completely filled.

Measures

In the questionnaire, all items related to independent variables were taken on a five-point Likert response scale ranging from 1 (strongly disagree) to 5

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(strongly agree). Dependent variable Academic performance is measured through API score which are proposed for evaluating research and academic contributions of teachers as per UGC guidelines for teacher's assessment.

Independent variables

As per the review of available literature six frequently expressed intrinsic factors of motivation have been selected for study i.e. Personal vision, Personal value (commitment), Optimism, Self-efficacy, Creativity, & Achievement motivation. It is hypothesized that these variables create impact on academic performance of teachers. Personal vision was measured by 6 items and commitment was measured by 5 items in questionnaire. Sample items are "I am aware of my life purpose and it directs me in my decisions" and "I feel a strong sense of responsibility towards the task assigned to me". Optimism and Self-efficacy both were measured by 5 items for each in questionnaire. Sample items are "I rarely count on good things happening to me" and "I can remain calm when facing difficulties because I can rely on my coping abilities". Creativity was measured by 7 items and Achievement motivation was measured by 6 items in questionnaire. Sample items are "I am engaged in creative type work on a regular basis to improve myself" and

"Generally I want to know how well I have been doing, and use the feedback to improve myself".

Dependent variable

Academic performance of teachers was measured by Academic Performance Indicators (API score), points defined by UGC guidelines for calculating scores regarding academic contribution of teachers.

Analysis

Cronbach's alpha was calculated to measure the internal consistency reliability of the instrument Alpha coefficient ranges in value from 0 to 1. If the value of cronbach's alpha is greater than 0.7 then the instrument is considered reliable. The value of

cronbach's alpha calculated came more than 0.7 and thus the instrument was considered reliable for the study. Linear Regression analysis was used to test the hypothesis.

RESULTS

To find out effect of various independent factors on research activities (academic performance indicator-API Score), regression analysis is being performed. We obtain value of $R^2 = .308$ (Table 1), and adjusted R square value = .293; which means 29.3% variation in research activity (API) depends on variation in various independent factors.

Model Summary (Table 1)			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.555 ^a	.308	.293	2.74001

To further test that the regression model will be good fit on this data or not, f-value is being calculated with the help of ANOVA. The calculated f-value is 20.25 (Table 2) and corresponding p value is 0.000, which means regression model will be a good fit for this data. The obtained regression model is shown in (Table 2) & (Table 3).

Performance = 14.97 + .21 Self-efficacy + .06 Achievement + .05 Personal values (commitment) + .28 Personal vision + .45 Creativity + .071 Optimism

The calculated t-value (Table 3) corresponding to regression coefficient of self-efficacy is 2.86 and corresponding p value is .005, which means that self-efficacy is significantly and positively affecting the academic performance of management faculty; while calculated t-value corresponding to regression coefficient of Achievement is 1.08 and corresponding p value is .279, which means that Achievement is not an effective predictor of academic performance of management faculty. Personal value (commitment) is having t-value .729 and related p value is .467, which means Personal

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ANOVA (Table 2)					
Model	Sum of Squares	Mean Df	Square	F	Sig.
1 Regression	912.350	6	152.058	20.254	.000a
Residual	2049.593	273	7.508		
Total	2961.943	279			

a. Predictors: (Constant), sum_optimism, sum_Pvision, sum_selfefficacy, sum_Achievement, sum_PvalueCommitment, sum_creativity

b. Dependent Variable: API_Score

Coefficients (Table 3)					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.977	1.934		7.745	.000
sum_selfefficacy	.214	.075	.184	2.861	.005
sum_Achievement	.062	.058	.068	1.084	.279
sum_PvalueCommitment	.059	.081	.046	.729	.467
sum_Pvision	.288	.061	.301	4.712	.000
sum_creativity	.452	.064	.473	7.015	.000
sum_optimism	.071	.038	.106	1.888	.040

a. Dependent Variable: API_Score

value (commitment) is also not an effective predictor of academic performance of management faculty. In case of Personal vision calculated t-value corresponding to regression coefficient of academic performance is 4.71 and corresponding p value is .000, which means that Personal vision is significantly and positively affecting the academic performance of management faculty. Creativity is another variable, where calculated t-value is 7.01 and corresponding p value is .000, which means that creativity is also significantly and positively affecting the academic performance of management faculty. The calculated t-value corresponding to regression coefficient of optimism is 1.88 and corresponding p value is .04, which means that optimism is significantly and positively affecting the research activities or API score of management faculty.

DISCUSSION

The purpose of this study was to test the effect of intrinsic motivation on academic performance of teachers in management field. The findings of this study suggest that intrinsic motivational factors have impact on academic performance of teachers. Among six intrinsic motivation factors selected as independent variable, Personal value (commitment) and achievement motivation are not affecting API Scores of teachers in significant manner. Other four intrinsic motivation factors: Personal vision, optimism, self-efficacy, creativity are affecting API Scores of teachers in significant manner. The calculated f-value is 20.25 in ANOVA table and corresponding p value is .000, which means regression model will be a good fit for this data. The

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overall results indicated that intrinsic motivation factors affect API Scores of teachers. On the basis of the results alternate hypothesis “H11: Intrinsic self-motivating factors influence significantly the overall Academic Performance (API score) of the Management Teachers” is accepted.

LIMITATIONS OF THE STUDY

Firstly, one of the critical assumptions of this work is that the environment in which faculty members of Dr. A.P.J Abdul Kalam Technical University; Uttar Pradesh are serving is constant. There can surely be variance from individual to individual micro cultural differences with in the same macro culture. Secondly, near about 30% variation in the dependent variable i.e. academic performance indicator (API score) explained by variation in the independent variables (i.e. self-efficacy, Creativity, Achievement motivation, Optimism, Personal vision, and Personal value (Commitment), which shows that the unexplainable part is very large, though this percentage of confidence is pretty adequate in inner attribute based behavioral & social science research and lastly reliance on the self-reported questionnaire data is again one limitation of the study.

CONCLUSION

There are different intrinsic factors which affect the performance of individuals. This study contributes towards identification of few selected intrinsic factors of motivation and their impact on academic performance of teachers. Accordingly, this study contributes to improvement of academic performance by obtaining support for hypothesis derived from it among a sample of management teachers.

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