# INTRINSIC VS EXTRINSIC MOTIVATION DIMENSIONS IN THE PERSPECTIVE OF NURSING STUDENTS' ACADEMIC ANTICIPATIONS THROUGH ACADEMIC MOTIVATIONAL SCALE.

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**ABSTRACT**

**INTRODUCTION:** The notion of motivation, academic progression, and academic achievement are interrelated. One of the reasons to understand the notion of motivation about academic progression is to implant effective teaching strategies and mold students for involvement in improvised learning engagements. Motivation could be intrinsically or autonomous in which students develop self-confidence, self-efficacy, and creative thinking. On the other hand, extrinsically motivated students focus on rewards and avoiding penalties. **OBJECTIVE:** to examine the generic Bachelors of Science in Nursing students' motivational reasons during their academic journey **METHODS:** Through a cross-sectional study, students of GBSN degree program were recruited by a convenience sampling method to examine the motivational reason concerning the academic journey. A structured academic motivation scale (AMS-C-28) was used to collect the data. The data were analyzed through SPSS. Version 22. **RESULTS:** The results demonstrate that participants' intrinsic motivation was high. Intrinsic motivation- to know received mean $\&SD$ scores $25.1 \pm 4.3$. The second highest mean $\&SD$ score was received by Intrinsic motivation- realization $22.7 \pm 2.9$. The extrinsic motivation improved from $19.5 \pm 5.0$ (in the first year) to $22.3 \pm 5.2$ and $22.9 \pm 4.7$ (in 2nd & 3rd years, respectively). **CONCLUSION:** Students' intrinsic motivation was higher in the first year but they failed to sustain it in the following years. This transition occurred due to students' initial motivation of helping others altruistically towards securing a job and financial standing in later years. The findings of the study emphasized ensuring financial support to students throughout academic time. This will assist them to concentrate on studies to be professionally trained individuals.

**KEYWORDS:** Academic Motivational scale, Academic process, Academic Success, Motivation, Nursing students,

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## INTRODUCTION

Motivation is multifactorial and is directly connected to the learner and environment. It is a psychological construct and allied to accomplishment [1]. Motivation and accomplishment are factors for attaining satisfaction in life [2]. Motivation is defined as a reason to perform some specific tasks to achieve life goals. For example, to be energized, activated, and inspired to tramp towards an end is deliberated as a motivated individual [3]. There is a relationship between motivation and academic learning. A motivated student displays his/her role in the learning process productively. This role is validated a 'willingness" to perform some precise accomplishments. Therefore, the level and type of motivations decide the

effectiveness of the teaching & learning process. In nutshell, it can be argued the motivational behavior plays a part in students' feedback. The feedback will guide teachers and institutions to plan and intervene for the enhancement of non-motivated students' learning behaviors [4].

The students having sound knowledge about the course of the study and nature of the job is closely related to their decision to join that specific course at the university level. After enrolling in the course, students' level of acceptance for the course and future job and motivation towards study decide the margin of satisfaction and success. The most important factor for students' motivation for nursing studies and adoption of it as a future profession is 'job security [2].A student's motivation can be based on the expectancy of the results (Intrinsic/ autonomous motivation) or/and values of the action (Extrinsic/ controlled motivation). The expectancy construct emphasizes an individual's self-efficacy to perform an action or activity whereas the values of action construct emphasize why someone engages in inactivity [5].

Academic motivation is another related construct. It is also known as self-determination theory. Academic motivation and self-efficacy are two interrelated constructs. Their close relationship promotes academic performances resulting in the attainment of educational objectives successfully. This success ensures the training of qualified nurses for the future workforce. There are stages and different factors for students' motivation to learn. At the start of the academic journey (first year), students were motivated to learn because of fear of failure (a type of extrinsic motivation) [6] or/ and due to avoid the penalty or punishment [1]. Extrinsic motivation reduces in the third and fourth years compared to the first and second years because of an increase in clinical hours. At clinical postings, students find greater opportunities to show their skills increasing the chances of intrinsic motivation [6]. The prevalence of extrinsic motivation at the start of the course determined that students wanted to secure high earning job, attaining better opportunities and better outcomes in the context of completing academic journey [1].

This is the reason that motivation and academic journey are interlinked concepts. Students' motivation revolves around their expectation of that course contents and expected benefit in applying those contents to hold and accomplish certain career goals [1]. There is a dearth of evidence about the nature of motivation prevalent among nursing students in local contexts. A cross-sectional study [7] was conducted in Azad Kashmir to 'assess the academic motivation of undergraduate medical students of a medical college. In this survey, 378 participants were recruited. The students' motivation factor to hunt medical education was scrutinized as the help to get better career choice orientation. The research of this study [7] recommends replicating the same research with the same scale to other populations to improve its generalizability. Therefore, we have used this replication study among nursing students of generic BSN- degree program. The study was conducted to get students' feedback on their motivation towards the academic journey. This was the gap of knowledge. The study discovered nursing students 'motivational reasons on the way to academic journey in a public sector university of Sindh Province. The significance of the study is its results related nature of students' motivation and reasons for motivation. To decrease demotivation, actual and potential demotivating concerns could be addressed.

**METHODS**
This study was steered in a College of Nursing affiliated with a Public sector university in Sindh Province during April-May 2021. The study population study was nursing students registered in the Bachelors' of Science in Nursing (Generic) degree program (BSNG). The study population consisted of first to fourth-year nursing students. All the students were invited to participate in the study through convenience sampling methods. The students who agreed to participate were eligible. Selected participants provided written informed consent after they were explained the goal of the study. The students having one-month absences were excluded. Following those criteria, 160 participated in the study.

A structured 28-item "Academic Motivational Scale' was utilized to collect the data. The scale is in the English language and keeping in mind, the student's level, it was not translated into the local language. This scale was settled by Vallerand *et. al.*, and is composed of 28- closed-ended questions on the Likert scale. There are three subscales as intrinsic motivation (MI), extrinsic motivation (ME), and demotivation (MD). MI and ME were further divided into three sub construct and each sub construct analyzed by 04- items (in total, 24-items). The remaining 04-items analyzed MD. The lowest score for any sub construct was 07 and the highest 28. To analyze the data, SPSS-Version 20 was developed. The double data check strategy was applied to verify the

inconsistency in data entry and errors were rectified through the correction of discrepancies. The distribution of participants' demographic profiles, frequencies, and percentages was calculated. Motivational analysis of each sub construct was done through means and distribution. The normality of the data was carried out through the application of the *Kolmogorov-Smirnov test.* All the data analyses took the significance level of 95%.

The research study was approved by Ethics Review Committee, Peoples University of Medical & Health Sciences for women, Shaheed Benazirabad.

## RESULTS

Out of 160 study participants, 152 returned the filled questionnaire turning response rate at 94%. There were 79 (52%) male and 73 (48%) female participants. There were 45(29.6%), 45(29.6%), 29(19.1%), and 33(21.7%) participants enrolled in 1st year, 2nd year, 3rd year & 4th Year sessions respectively. No student was married. Their age ranged between 18-27 years with a mean & SD of 22.07 ± 2.020 respectively.

Table # 01 presents the mean, SD & p-values of the (MI) designated scale, by the type of motivation and year of the study. In the same way, Table # 02 & 03 display the mean, SD & p-value of ME and MD respectively. From the obtainable results, MI- to know sub construct received the highest score (25.1). The second number highest score was received by MI-realization (22.7). The lowest score was grabbed by MD (6.3).

From the first to third year, the score grasped by the MI subcontract remained constant (24.9, 24.8, and 25.8). In the fourth year, this score dropped (21.7). The score of MI-realization increased from 17.8 in the first year to 25.7 & 25.8 in the third year and fourth year respectively. In the fourth year, the score dropped slightly (23.4). On the other MI- stimulus score remains at around 18 from the first year to the third year and dropped to 14.1 in the fourth year.

The scores for ME constructs are shown as under. The scores for ME-identification improve from 19.9 in the 1st year to 22.3 & 22.9 in the 2nd & 3rd year, respectively. But, once again plunged to 18.5 in the final year. The scores of ME-introjection were recorded better in the 3rd year (23.1) compared to 16.7, 19.1 & 17.1 in the 1st, 2nd & 4th year, respectively.

The scores for MD remained at their lowest ebb throughout four years (with a p-value of 0.102).
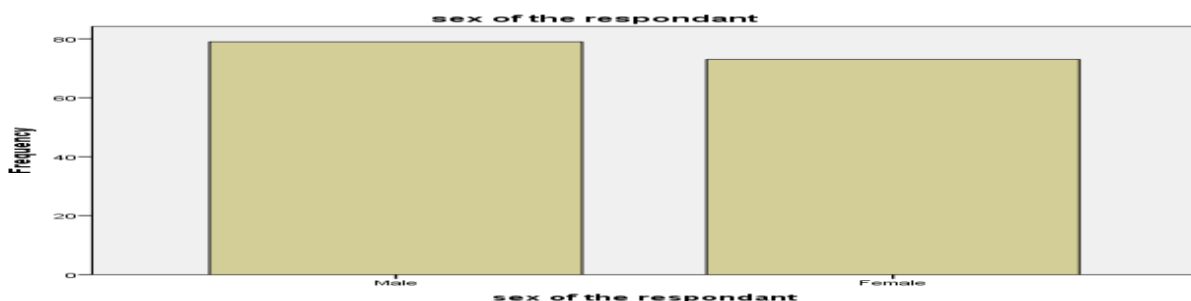


**Table # 01: The mean, SD & p-value of MI, and year of the study**

| S# | Sub constructs | General | 1st year | 2nd year | 3rd year | 4th year | p-value |
|----|----------------|---------|----------|----------|----------|----------|---------|
| 1 | MI- *to know* | 25.1 (4.3) | 24.9 (3.9) | 24.8 (3.3) | 25.8 (.8) | 21.7(5.6) | 0.044∗ |
| 2 | MI- realization | 22.7 (2.9) | 17.8 (3.7) | 25.7 (3.2) | 25.8(2.4) | 23.4 (4.3) | 0.001∗ |
| 3 | MI-stimulus | 18.3 (5.4) | 18.5 (5.2) | 18.6 (5.0) | 18.8 (5.2) | 14.1 (4.9) | 0.004∗ |

**Table #02 showed the mean & SD of ME by the type of motivation and year of the study**.

| S# | Sub constructs | General | 1st year | 2nd year | 3rd year | 4th year | p-value |
|----|----------------|---------|----------|----------|----------|----------|---------|
| 1 | ME-*identification* | 19.5 (5.0) | 19.9 (5.1) | 22.3 (5.2) | 22.9 (4.7) | 18.5 (5.5) | 0.187 |
| 2 | ME-Introjection | 17.0(6.2) | 16.7 (6.1) | 19.1 (6.1) | 20.2 (6.7) | 17.1 (7.6) | 0.003 |
| 3 | ME- Control | 21.6 (5.3) | 22.1 (6.6) | 22.1 (4.3) | 23.1 (5.1) | 21.2 (5.6) | 0.210 |

**Table # 03: displayed mean & SD MD and year of the study**

| S# | Sub constructs | General | 1st year | 2nd year | 3rd year | 4th year | p-value |
|----|----------------|---------|----------|----------|----------|----------|---------|
| 1 | MD | 6.3 (2.5) | 5.6 (2.3) | 6.4 (3.3) | 5.3 (2.4) | 6.9 (3.8) | 0.102 |

## DISCUSSION

To identify and discover the motivation of nursing students towards their academic expedition and explain the increase and/or decrease of type of motivation during their four years trip were the objectives set for the study. The sample size of the study was 160 (80%). This sample size is more than the sample size determined in the study at 662 (72.4%) [2], and 197 (90%) [4]. The male &

female distribution of the participants is 79 (52 %) &73 (48%) respectively. The study [8] has 144(45.5%) males &120 (54.5%) females as research participants. The sample distribution-based gender variables are almost the same. In the study [8], the number of male participants is more than female participants. But, in our study, the number and percentage of males & females are almost the same because institution is co-education and the admission criteria are open to merit.

In the light of the results of the study, it is deduced that the sub-constructs "MI]- to know received the highest general mean and SD score of 25.1 $\pm$ 4.3. The results of this study were in congruence with the results of another study conducted in a four-year nursing school in Ankara, Turkey. The MI- to know scores of the first-year were higher (23.78 $\pm$ 3.57) thanthat of $2^{nd}$ & $4^{th}$-year research participants (22.39+4.16 and 22.67+5.02) respectively [6]. MI- to know corresponds to students' consideration for their aptitude and interest to know more because they wished to help the sick and needy through competent nursing practice. This is very important because nursing students who verified higher IM- to know – including aptitude, interest, and a desire to help reported higher post-traumatic growth (PTG) and resilience than the students who demonstrated higher ME[9]. According to self-determination theory, MI is performing an activity (from the activity itself).This is very important because nursing students demonstrated MI. After all, it satisfies ones' individual and owns curiosity whereas ME is the accomplishment of action for the sake of an external reward or avoidance of punishment [3]. The second point is expunged as the second-highest mean & SD score of the research participant stood of MI-realization (22. 7 $\pm$ 2.9).The MI-realization construct holds that students perform an activity because of fun and pleasure and accomplishment of discovering something new. The results are well supported by a descriptive, cross-sectional study, conducted in Brazil [10]. The second-highest scores for MI-realization could be inferred as students' willingness to participate in class discussions. Because students take active parts in discussion when they feel that their input is being appreciated by the faculty and classmates. This realization can stimulate students' inner urge to learn more and more by taking an active part in the teaching-learning process. This idea is supported by the findings and discussion of the study [10]. The study suggested that students' active participation in the class increase when students feel comfortable in the specific subject or the teaching strategies utilized by a particular faculty member [10].

The lowest mean & SD (general) score was secured by MD (6.3 $\pm$ 2.5). This result is encouraging. The result is a mirror of another study that compared the motivation between traditional and online students [11]. The MD score of traditional students was 07.11 $\pm$2.47 as compared to online students' 06.92 $\pm$2.61. The results were analyzed and concluded that the MI of traditional students was low as compared to online students, but, their demotivation was at its lowest level. These lowest MD scores demonstrated that students were confident, interested, excited. The research labeled qualities of MI students as better performers and having improved conceptual understanding of the subject material taught in the class[11]. According to the results of our study, MI score of the participants remained constant during the first three years, but, dropped in the last year of the study. The results of the study are in agreement with a study conducted by Nilsson (2014) [12]. The study results displayed that the mean score for MI remained at 6.3 during the study years, but, lowered during the last two semesters. The reason for the decrease in MI could be the decrease in students' support system. Here, students must be realized the importance of becoming a professional nurse, and faculty members and institutional heads must prepare the student for the transitional phase of becoming a professional nurse. This transitional phase is exciting and uncertain. Therefore, could be a reason for the decrease in MI [12]. The score for ME improved in the last years of the study. The results of the study are in line with the study of Remos *et. al.*[1]. The study results explicated that the ME of the research participants was higher than MI. Most of the participants were ME-externally regulated. This showed that participants were motivated to complete their degree successfully and get a market-based competitive salary package. The score of the participants remained lowest for MD. This was a healthy sign because there are factors that demotivate students in engaging themselves in academic activities. The results of Takase, Niitani, Imai & Okada's (2018) thematic analysis explored that obstructive educational atmosphere, faculties' gloomy attitudes, and unfavorable teaching approaches demotivate students. This could be interpreted as the faculty members have changed their teaching approaches and the education environment has become conducive for teaching, therefore, students possessed a low level of demotivation. This throws light on the development of

constructive attitudes of students' mental toughness and motivation [14].

## CONCLUSION

The findings of the current study are very encouraging. The participants were MI to join nursing as a career because they wanted to help and needy people, altruistically. But, as the time passed and they reached near graduation (in the fourth year), they changed their motivation towards ME. This change occurred due to their desire to acquire job security and financial backup. This might indicate that the economic hardship played an important role in altering their initial stance (of MI) to ME. This is time for policymakers to initiate a financial supporting mechanism in place for all the enrolled students. In this way, they can continue their studies without any financial barriers. More correlative research is warranted to establish the type of motivation and financial standings of enrolled students. This study will help policymakers to determine the level of financial backup to be offered to the students.

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