



## RESEARCH ARTICLE

Section: *Literature, Linguistics & Criticism***The impact of motivation on language learning**Batool Dahham Al Ali<sup>1\*</sup><sup>1</sup>Department of Oil and Gas Engineering, College of Oil and Gas Engineering, Basrah University for Oil and Gas, Iraq\*Correspondence: [batool.dahham@buog.edu.iq](mailto:batool.dahham@buog.edu.iq)**ABSTRACT**

In every classroom, there are some students who are unmotivated to learn. One school in Basra, South Iraq is no exception. Some students are academically failing and many educators believe that motivation is not the solution. Previous studies have discussed two concepts of motivation that inspire students to learn namely; intrinsic and extrinsic which are used in this study, in addition to several process theories of motivation such as: Maslow's Hierarchy of Needs, Vroom's theory of expectancy, and the Incentive Theory of Motivation. This study aims at finding out if both forms of motivation, intrinsic and extrinsic, are needed to help EFL students at a school in build their self-confidence which leads to increased participation levels, higher grades, and consequently academic success. The participants are all the students in three sections of Grade 8 (age 13-14 years). Students in the first section were motivated extrinsically using rewards, medals, surprises, praise, and gifts. Students in the second section were motivated intrinsically through using activities, curiosity-aroused tasks, games, plans of actions, and examples from daily life. Students in the third section were motivated intrinsically and extrinsically using medals, rewards, gifts, praise, and surprises as well as activities, curiosity-aroused tasks, games, plans of actions, and examples from daily life. The data results were analyzed quantitatively and were divided into two parts, first and second term data results, and third term data results. The researcher employed a questionnaire to collect data from 70 participants in order to measure their motivation level, confidence level, and participation level in the classroom before the motivation process, during the process, and after it in addition to observing the students participation in the classroom. The effects of intrinsic and extrinsic motivation were evaluated by comparing responses to the questions that were asked in the three terms and by comparing grades of the first, second, and the third test of each student. The questionnaires, observation scores, and test results were data collection methods of the study. Findings revealed that the two concepts of motivation had a considerable impact on the self-confidence of students, participation level, and their academic results and revealed that students who were motivated extrinsically and intrinsically scored better on the reading and writing exams than the students who were only motivated extrinsically. Furthermore, there were several limitations on this study including the small sample size chosen and the undermining of individual factors of students such as backgrounds and critical thinking. As for future expectations, it is recommended to conduct further research studies supplementing this quantitative analysis with qualitative evidence that analyzes issues related to the effects of motivation on self-confidence, participation, and academic success, for example, conducting in-depth interviews with a number of participants.

**KEYWORDS:** intrinsic motivation, extrinsic motivation, EFL learning, self-confidence, classroom participation**Research Journal in Advanced Humanities**

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## **Introduction**

### **1.1. Overview**

Student motivation, both intrinsic and extrinsic, plays a key role in learners' success in acquiring English, especially by boosting self-confidence and participation, as shown in a study focused on students in Basra, Iraq.

### **1.2. Aims of the Study**

The research project explores the use of both extrinsic and intrinsic motivation to enable EFL students in South Iraq to gain self-confidence, which results in increased involvement and academic achievement. This research specifically seeks to find out what role motivation, confidence and participation, and participation in active classroom has on academic achievement using questionnaires and student records as tools of examination.

### **1.3. Research Questions**

All participants are the students of three groups in Grade 8 of a school in Basra, South Iraq. The topic was English. This was a mixed research study carried out in the school year 2024-2025 when it set out to provide answers on three important research questions:

1. What are the ways that intrinsic and extrinsic motivation can influence self-confidence, participation, and academic achievement among the students?
2. What is the effect of enhancing the self-confidence of the students in terms of participation skills?
3. What are the ways in which classroom engagement ensures academic achievement?

### **1.4. Research Hypotheses**

In order to inform this research, the following research hypotheses were developed.

1. The relationship between intrinsic motivation and extrinsic motivation and the level of self confidence, participation and performance among students is significant.
2. There is a significant relationship between students' self-confidence and participation skills.
3. Active classroom second encountered a strong correlation with academic success.

### **1.5. Theoretical Background**

This paper provides a theoretical basis of classroom motivation methods through the discussion of both intrinsic and extrinsic motivation and Expectancy Theory, Incentive Theory and Maslows Hierarchy of Needs demonstrating how internal satisfaction and external motivators are essences that motivate students to engage and perform in the classroom.

### **1.6. Rationale**

In education, motivation is a key component of education, particularly in teaching English as a foreign language where student motivation is weak, and this paper identifies the ways in which a teacher can encourage student motivation using external rewards to increase student self-esteem, engagement and performance.

### **1.7. Organization of the Hypotheses**

To validate this hypothesis of research, this thesis is divided into five sections. Part 1 presents the research by giving the purpose of the research, questions, rationale and theory. Part 2 will include a literature review on the motivation, its theories and its implications on the self-confidence, participation and academic success. Part 3 describes the methodology of the research, such as the motivational theories that will be used, and methods of data collection (both quantitative and qualitative). Part 4 and 5 describe, concur and comment on the findings, conclude, note pedagogical connotations, limitations in the study and propose where the research can be done next, and references and appendices at the end.

## **2. Review of the Literature**

### **2.1 Concepts of Motivation**

Motivation is said to have two concepts: intrinsic and extrinsic.

### **2.1.1 Intrinsic Motivation**

When people get involved with activities to achieve personal satisfaction, pleasure or a sense of accomplishment, this is intrinsic motivation. Intrinsically motivated students will usually make it through the classroom with no external rewards or disciplines. Even though there is no specific theory that can explain intrinsic motivation in detail, researchers associate intrinsic motivation with concepts such as self-efficacy, internal attribution, and mastery-oriented goals. These factors suggest that students are more intrinsically motivated when they believe their success is within their control and strive to deeply understand their subjects.

### **2.1.2 Extrinsic Motivation**

Extrinsic motivation drives students to act based on external rewards or punishments, relying on reinforcement systems, and is characterized by an external locus of control where failures are often attributed to outside factors.

## **2.2 Different Theories of Motivation**

The study of motivation, which began in the 1930s and evolved from behavioral psychology, helps explain human behavior and supports this research's proposal that combining Maslow's Hierarchy of Needs, Vroom's Expectancy Theory, and the Incentive Theory is key to motivating Grade 8 EFL students.

### **2.2.1 Maslow's Hierarchy of Needs**

Maslow's Hierarchy of Needs theory explains human motivation as a progression through five levels—from basic physiological needs to self-actualization—where satisfying lower “deficiency needs” like safety and belonging is essential before achieving higher personal growth, though individuals may sometimes pursue higher needs despite unmet lower ones.

### **2.2.2 Vroom's Theory of Expectancy**

Expectancy Theory explains motivation as the result of individuals' beliefs that their effort will lead to good performance (expectancy), which will then lead to valued rewards (instrumentality), with the importance they place on these rewards (valence) influencing their choices to maximize satisfaction.

### **2.2.3 The Incentive Theory of Motivation**

The Incentive Theory of Motivation states that behavior is driven by external rewards that encourage repetition of actions by associating them with positive outcomes and goals.

## **2.3 Motivation and Academic Achievement**

Educational psychologists concur that, intrinsic and extrinsic motivation is important in learning and the dynamism of motivation is boosted by involving activities and rewarding the person accordingly. The studies indicate that there is an interplay between intrinsic and extrinsic motivation, which interaction produces optimal academic performance through encouraging effort, want, and good attitudes. In conclusion, the agreement between meaningful extrinsic incentives and intrinsic motivation is crucial to maintaining student interest and educational achievement.

### **2.3.1 Motivation and Self-Confidence**

A study by Schunk, Elliot and Dweck points out that self-efficacy and motivation which are promoted by goal-setting, positive feedback and emphasis on making effort are very important in academic achievement and long time learning. Empirical evidence backs this relationship, indicating that motivated experiences, recognition, and involvement have a large positive connection with self-confidence and performance of students.

#### **2.3.1.1 Intrinsic Motivation and Self-Confidence**

According to Angela Murray and other researchers, beliefs in students abilities (self-efficacy) positively influence intrinsic motivation, effort, persistence and performance. Research demonstrates that inspired students feel more confident, pay more attention and are more self-determined with a sense of accomplishment contributing

even more to the motivation and success.

### ***2.3.1.2. Extrinsic Motivation and Self-Confidence***

Dennis M. McInerney (2000) and others argue that the properly constructed rewards can increase self-efficacy and motivation of students, by rewarding their goal-attainment and encouraging competence, however, this Motivation can creep into self-esteem and intrinsic motivation which are critical in meaningful and sustained learning.

### **2.3.2. Motivation and Participation**

Sharon N. Gall and Lauren Resnick (1998) emphasize that social participation and support in learning activities are crucial for developing and sustaining motivation, as they help students build a social identity as learners and foster a sense of belonging within the classroom community. Wenli Tsou (2005) confirms this by demonstrating that, with active classroom engagement and a supportive non-threatening environment, academic performance and motivation, especially in language learning increases. On the same note, Dale H. Schunk and Judith L. Meece (1992) emphasize that motivation strategies are aimed at promoting an active engagement and a sense of ownership in learning, which support the concept of motivation being the result of meaningful social interaction and the participation in classroom activities.

#### ***2.3.2.1. Intrinsic Motivation and Participation***

The intrinsic motivation of students and their engagement in asynchronous online discussions was previously negotiable by Xie, Durrington and Yen (2011), but over time the students started viewing the discussions as not only enjoyable but also beneficial though other studies indicate an opposite result where intrinsic motivation decreases with the course. Questions of a thought-provoking, real life nature in the course of discussion are an improved intrinsic source of motivation according to Lawrence (2001) as they arouse the interest and contemplation of the students, whereas showing an interest in learning is recognized as an excellent motivator of high participation in students (Louden et al., 2005). In a further backing of the intrinsic motivation role, Lei (2010) observes that intrinsically driven students learn an academic work since they serve as part of their rewards and they do not need any measures to be taken on them. As Williams, Hedrick, and Tuschinski (2008) believe, social classroom practices such as literature circles promote motivation via interaction and Saade, Nebebe and Mak (2009) affirm that more intrinsic motivation leads to positive disposition towards learning and voluntary engagement, strengthening the key role of internal motivators towards persistent engagement and performance.

#### ***2.3.2.2. Extrinsic Motivation and Participation***

The paradoxical consequences of extrinsic rewards are emphasized by Lepper and Hodell (1989) and Ryan et al. (1985), who point out that extrinsic incentives can only enhance participation, but they may diminish the underlying interest of children in the learning activities and decreases the specific value of the learning activities by making participation conditional. Research such as Sharp, Pelletier & Lévesque (2006) affirms the motivating power of rewards like course credits but warns that it is not very lasting as events might revert to normal if the rewards are withdrawn hence extrinsic motivation is a two-sided sword. However, Xie, Durrington and Yen (2011) and Saade, Nebebe and Mak (2009) also believe that extrinsic motivation can actually start and maintain student participation particularly in web-based learning and that Duncan, Kemple and Smith (2000) point out the need to actively encourage students to participate through teacher encouragement.

### **2.3.3. Self-Confidence and Participation**

Steve Wilson (2002) reminds that school leaders ought to walk the fine line between bottom-up and top-down to build trust and competency both in teachers and students, offering real chances to participate and make a difference in the lives of students, in addition to influencing the attitudes toward school in a positive way. Nestor W. Sherman (2002) emphasizes consideration of the level of self-efficacy of students to increase their participation, and Pam Jonas (1990) considers participation one of the most effective ways to build confidence and self-esteem in students. Leighton (2010) quotes Bandura (1977), that the achievement of skill competence

leads to the development of positive self-belief, and Dishman et al. (1980), who state that self-efficacy is a significant driving force behind action involvement. Combined, these insights demonstrate that building self-confidence and supportive opportunity are important to motivate students to participate and feel motivated.

#### **2.3.4. Participation and Academic Success**

Ken Petress (2006) highlights that learning is best carried out when students, as well as teachers work together with class participation being one of the most important ways of promoting quality learning. Tsou (2005) references research work by Lim, Wudong and Zhou which supports the apparent connection between student active classroom attendance and academic success in that active students perform better than their passive counterparts. The findings of other researchers including Prutton and Hales (1986) and Finn (1992) support this; they demonstrate the active participation to enhance student achievement in various subjects, as reading, math, science, and history. On the other hand, Stanovich (1986) points out that ineffective as opposed to effective readers who are not involved in reading processes mostly lag and they lose interest and feel incapable of coming out of it.

#### **2.3.5. Participation and Academic Success**

Participation is also a key success factor in integrating socially and gaining access to positive learning practices. According to Paris, Byrnes, and Paris (2001), students who fail to experience school-like routines early-in-life encounter social and academic difficulties that do not facilitate their performance. Sanacore (2005) says that to alleviate passivity and previous experiences of failure, encouraging students to cultivate a learning environment in which they feel free to take risks, make active contributions are necessary. In the same manner, the study of Canada and Reddington (2006) finds that the higher the participation the higher the performance of classroom and especially the low and average-performing students get benefited. All these results combine to highlight the importance of fostering student engagement as a key to academic achievement and the formation of self-efficacy and motivation in students.

### **3. Research Design and Methodology**

#### **3.1. Application of Vroom's Theory of Expectancy**

Academic achievement is largely assisted by student motivation and Expectancy Theory assists in explaining the way how motivation is enhanced through the belief of a student that their efforts will result in success and other rewarded rewards. Motivation can be improved by teachers by influencing the **expectancy** (belief in self ability to succeed), **instrumentality** (belief in the ability to succeed to receive rewards) and **valence** (value attributed to the rewards) of the students. Some of the strategies involve ensuring that the learning objectives are clear, modifying learning activities to suit the student level, providing students with significant rewards, and providing a supportive and equitable environment in which they learn.

#### **3.2 Application of Maslow's Hierarchy of Needs**

As described in the Expectancy Theory, student motivation increases when the teachers can make the students feel that they are capable of achieving something good, demonstrate that the student's effort can result in some kind of meaningful rewards, and that the rewards can be of personal value.

#### **3.3 Application of the Incentive Theory of Motivation**

The Incentive Theory of Motivation is used in schools by a Behavior-Reward System of student contracts and weekly/monthly rewards to promote good behavior and provides a lesson on responsibility. This system focuses on rewarding of behavior like through the use of medals and other awards as a way of shaping the behavior and encouraging democracy and accountability. Although not being a full answer to all the behavioral issues, the model can be modified according to various school settings and contribute to strengthening the notion that actions have both positive and negative outcomes.

#### **3.4 Research Instruments**

This research involved quantitative (quantification data such as tests and questionnaires) and qualitative (case

studies and observations) research when assessing the effect of the various motivational strategies on Grade 8 students. Students were tested using extrinsic, intrinsic and combined motivational methods in three terms and their academic achievement as well as their participation and questionnaire results were contrasted over the terms to measure motivation and learning performances.

### **3.5 Participants**

The study sample included 70 Grade 8 students aged 13 to 14 from a school in Basra, South Iraq, with 51% male (n=36) and 49% female (n=34) participants.

### **3.6 Ethics**

The research was conducted using ethical guidelines that safeguarded the privacy of participants, their consent given by the school authorities and confidentiality, as the anonymous data were employed in academic needs only.

### **3.7. Validity and Reliability**

Validity and reliability are critical in a research study because they need to know that the data used to measure what they are studying are accurate and also that they can reliably get the results again. Several factors, such as time pressure, participant honesty, and their relationship with the researcher, may have influenced the questionnaire results.

## **4. Findings of the Study**

### **4.1. Quantitative and Qualitative Data Results**

The student questionnaire included 12 questions (See Appendix A) targeting intrinsic and extrinsic motivation, self-confidence, and participation, with responses analyzed by frequency and percentage to assess the overall impact of motivation on student behavior.

#### **4.1.1. Effects of use of intrinsic motivation on students' intrinsic motivation**

There were twelve questions on the student survey (see Appendix A). Students circled "yes," "no," or "sometimes" to indicate their opinions (see Appendix B). The pupils' intrinsic motivation was assessed using questions 1, 3, and 5. Students' extrinsic motivation was assessed using questions two and six. Question four, which asks if students study because they fear punishment, was not included in the study because only a small percentage of students agreed with it because their school does not have a punishment policy for non-students. The impact of motivation on students' self-confidence was assessed using questions 7, 9, and 11, and the impact of motivation on their willingness to participate was assessed using questions 8, 10, and 12.

The first variable is intrinsic motivation. Three out of eleven questions on the questionnaire pertained to student's level of intrinsic motivation. The three questions were:

1. Do you like to study?
2. Do you like to learn new things?
3. Do you like to read?

##### **4.1.1.1. *Intrinsic Motivation in Grade 8, Section A***

During the first term, 81% of students reported feeling intrinsically motivated, which increased to 87% during the second term after receiving extrinsic motivation, then returned to 81% in the third term when intrinsic motivation strategies were used. The highest level of intrinsic motivation occurred during the second term, indicating that extrinsic motivation positively influenced students' intrinsic motivation. However, the overall motivation process was not very effective in sustaining intrinsic motivation, as the increase observed during the second term was lost by the third term.

##### **4.1.1.2. *Intrinsic Motivation in Grade 8, Section C***

During the first term, 83% of students in Grade 8C reported feeling intrinsically motivated, but this dropped to 77% in the second term when both intrinsic and extrinsic methods were used. In the third term, after focusing

only on intrinsic motivation, the percentage rose to 85%, showing an overall improvement from the first term. The results suggest that consistent intrinsic motivation strategies were most effective in Grade 8C, while a mix of extrinsic and intrinsic motivation may be more beneficial during earlier stages, as seen in Grade 8A.

#### **4.1.2. Effects of use of Extrinsic Motivation on Students' Extrinsic Motivation**

The second variable is extrinsic motivation. Two out of eleven questions on the questionnaire were related to student's level of extrinsic motivation. The two questions are:

1. Do you study to get high grades?
2. Do you study to get a surprise?

##### **4.1.2.1. Extrinsic Motivation in Grade 8, Section A**

In Grade 8A, students' extrinsic motivation started high in the first term at 90%, dropped to 79% in the second term after being motivated extrinsically, and fell further to 57% in the third term when intrinsic motivation was used. This consistent decline suggests that the motivation process reduced students' reliance on external rewards over time. The results indicate that the approach was effective in shifting students from extrinsic to more intrinsic forms of motivation.

##### **4.1.2.2. Extrinsic Motivation in Grade 8C**

As to the students' extrinsic motivation in Grade 8A and 3C, it is evident that the motivation process that was initiated in Grade 8A and 3C had a huge influence on students' extrinsic motivation. During the first term, the percentage of students who were extrinsically motivated in both sections was very high, but as the motivation process started, those percentages decreased allowing students to become motivated intrinsically.

#### **4.1.3. Effects of use of Extrinsic Motivation or Extrinsic and Intrinsic Motivation on Self-Confidence**

The third variable is self-confidence. Three out of eleven questions on the questionnaire were related to student's level of self-confidence. The three questions are:

1. Do you like to play with others?
2. Do you like to talk to others?
3. Do you like to speak before a group of people?

##### **4.1.3.1. Self-Confidence in Grade 8, Section A**

In Grade 8A, 47% of students reported feeling self-confident during the first term, which slightly decreased to 44% in the second term after extrinsic motivation was applied. However, in the third term, after students were motivated intrinsically, self-confidence rose significantly to 62%, while the percentage of students who felt unconfident dropped to 11%. This suggests that intrinsic motivation had a stronger positive impact on students' self-confidence compared to extrinsic motivation. The analysis of data indicated that self-confidence in Grade 8A students was highest in the third term, and there was a 15% increase, which indicated that intrinsic motivation was strongly related to self-confidence and a decrease in self-confidence (3 percent) in the second term could be indicative of a negative effect of the extrinsic motivation on self-confidence. Appendix C shows the results of the table of normality test.

##### **4.1.3.2. Self-Confidence in Grade 8, Section C**

Grade 8C reported a gradual improvement in self-confidence in the three-term period with 63% of students stating that they felt confident in the second term and it improved to 82% in third term with the application of intrinsic motivation strategies. A positive intrinsic motivation on self-confidence of students is a strong effect as indicated by this 26 percent difference between the first and third term. The second term also showed a 7% improvement, indicating that combining intrinsic and extrinsic motivation can benefit students, but intrinsic motivation alone had the most powerful effect.

#### **4.1.4. Effects of use of Extrinsic Motivation or Extrinsic and Intrinsic Motivation on Participation**

The fourth variable is participation. Three out of eleven questions on the questionnaire are related to student's

level of self-confidence. The three questions are:

1. Do you like to ask questions?
2. Do you like to participate in class discussions?
3. Do you like to work in a group?

#### **4.1.4.1. Participation in Grade 8, Section A**

In Grade 8A, student participation peaked during the third term, showing a 19% increase linked to intrinsic motivation, while the 5% drop in the second term suggests extrinsic motivation negatively affected participation.

#### **4.1.4.2. Participation in Grade 8, Section C**

The data analysis for Grade 8, section C, shows that student participation peaked in the third term with an 11% increase, indicating a strong positive effect of intrinsic motivation, while a 6% drop in the second term suggests that mixed extrinsic and intrinsic factors can negatively impact engagement.

#### **4.1.5. Effects of students' self-confidence on their participation skills**

##### **4.1.5.1. Effects of students' self-confidence on their participation skills in Grade 8, section A**

The results indicate a strong link between self-confidence and participation in Grade 8A, as both declined in the second term and rose significantly in the third term, highlighting the positive impact of intrinsic motivation on both factors.

##### **4.1.5.2. Effects of Students' self-confidence on their participation skills in Grade 8, section C**

In Grade 8C, the data shows that self-confidence negatively impacted participation during the second term under mixed motivation, but in the third term, both increased together, indicating a strong positive link when students are intrinsically motivated.

#### **4.1.6. Observation Notes**

##### **4.1.6.1 Participation notes in Grade 8, section A**

Class observation in Grade 8A revealed that participation increased from 21 to 31 students in the second term due to extrinsic motivation, and reached full participation in the third term, demonstrating the strong positive effect of intrinsic motivation.

##### **4.1.6.2. Participation notes in Grade 8, section C**

Class observation in Grade 8C showed a rise in active participants from 23 to 26 during the second term due to both extrinsic and intrinsic motivation, and full participation in the third term, highlighting the strong positive impact of intrinsic motivation.

#### **4.1.7. Test Results**

##### **4.1.7.1. Academic success in Grade 8, section A**

The analysis of Grade 8A students' test results across three terms revealed that while both intrinsic and extrinsic motivation influenced academic performance, students showed the most significant improvement and highest success rates when extrinsically motivated, as confirmed by statistical tests including the Shapiro-Wilk, Friedman, and Wilcoxon signed-rank tests.

##### **4.1.7.2. Academic success in Grade 8, section C**

The results from Grade 8C show that while both intrinsic and extrinsic motivation led to 100% success in the second term—with 32 out of 34 students improving—the number of improving students dropped to 8 in the third term under intrinsic motivation alone, suggesting that a combination of both types of motivation is more effective for enhancing academic performance, as supported by statistical analyses including Shapiro-Wilk, Friedman, Wilcoxon, and Mann-Whitney tests.

#### **4.1.8. Effects of students' participation on academic success**

Students were not very involved in both sections in the first and the second terms, but the success rates were high implying that willing to participate themselves and the extrinsic motivation alone are not strong factors affecting academic success. Intrinsic motivation resulted in full involvement in both parts by the third term, where the success rates would remain high, which signifies a close relationship between intrinsic motivation, participation and success. In general, the research finds that intrinsic motivation can promote involvement and achieve success in its own right but integrating extrinsic motivation helps to promote self-confidence, involvement, and academic achievements.

#### **4.2. Summary of data analysis**

The research results showed a positive relationship between extrinsic motivation and combined motivations that may be good in academic success and self-confidence and participation follow the intrinsic motivation to promote students confidence, participation and academic performance, thus, it can be concluded that the optimal balance between high levels of intrinsic and moderate levels of extrinsic motivation is necessary to promote academic success, confidence, and participation of students.

### **5. Discussion and Conclusions**

#### **5.1. Discussion and Limitations of the Study**

The study establishes that intrinsic and extrinsic motivation are not opposing forces but complementary factors, which can coexist and need to be balanced to produce student optimum engagement and performance. It discovered that students who were well-motivated both in extrinsic and intrinsic motivation showed higher self-confidence, high participation, and academic achievement whereas students who are motivated by extrinsic rewards or intrinsic enjoyment alone might not be able to achieve their potential. Both types of motivation can be increased with the assistance of practical teaching strategies including setting goals, making lessons relatable, promoting group work, and the use of supportive teaching styles. The research does also recognize limitations such as self-reported data and small, localized sample, which can limit the generalizability of the research findings. It suggests the need to conduct additional studies in the qualitative approach in order to obtain a more effective perception of the subtle impact of motivation on self-confidence, involvement, and academic performance of learners.

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Name: \_\_\_\_\_

Grade 3 \_\_\_\_\_

**Questionnaire No. 1**

**Please answer the questions by circling "yes", "no", or "sometimes" next to each question.**

1. Do you like to study?	yes	no	sometimes
2. Do you study to get high grades?	yes	no	sometimes
3. Do you like to learn new things?	yes	no	sometimes
4. Do you study because you're afraid of punishments?	yes	no	sometimes
5. Do you like to read?	yes	no	sometimes
6. Do you study because you want to get a surprise or a star?	yes	no	sometimes
7. Do you like to play with others?	yes	no	sometimes
8. Do you like to ask questions?	yes	no	sometimes
9. Do you like talking to others?	yes	no	sometimes
10. Do you like to participate in class discussions?	yes	no	sometimes
11. Do you like to speak before a group of people?	yes	no	sometimes
12. Do you like working in a group?	yes	no	sometimes

Thank you! 😊

Miss Hinson



Appendix B

Number of students, in every section, who answered “yes”, “no”, or ”sometimes” to each question in the questionnaire during each of the three terms

Term 1	Yes			No			Sometimes		
	3A	3B	3C	3A	3B	3C	3A	3B	3C
1. Like to study	29	28	29	-	3	-	7	5	5

2. Study to get high grades	34	34	32	-	2	-	2	-	2
3. Like to learn new things	29	34	29	-	-	1	7	2	4
4. Study because afraid of punishments	8	11	8	20	18	23	8	7	3
5. Like to read	30	22	27	1	5	1	5	9	6
6. Study to get a surprise or a star	31	29	24	5	4	6	-	3	4
7. Like to play with others	31	24	30	-	4	1	5	8	3
8. Like to ask questions	11	13	10	9	9	9	16	14	15
9. Like to talk to others	8	22	9	22	7	19	6	7	6
10. Like to participate	27	29	28	5	4	1	4	3	5
11. Like to speak before people	12	20	18	12	5	6	12	11	10
12. Like to work in a group	26	29	29	3	4	-	7	3	5

Term 2	Yes			No			Sometimes		
	3A	3B	3C	3A	3B	3C	3A	3B	3C
1. Like to study	33	29	26	-	1	2	3	6	6
2. Study to get high grades	35	36	33	-	-	-	1	-	1
3. Like to learn new things	33	33	27	1	1	1	2	2	6
4. Study because afraid of punishments	5	1	3	28	28	25	3	7	6
5. Like to read	28	29	26	1	-	-	7	7	8
6. Study to get a surprise or a star	22	17	15	7	8	11	7	11	8
7. Like to play with others	25	23	24	3	1	1	8	12	9
8. Like to ask questions	6	4	6	16	15	8	14	17	20
9. Like to talk to others	11	12	22	13	8	4	12	16	8
10. Like to participate	26	28	31	2	2	1	8	6	2
11. Like to speak before people	12	18	18	14	12	12	10	6	4
12. Like to work in a group	26	23	24	5	4	4	5	9	6

Term 3	Yes	No	Sometimes
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	3A	3B	3C	3A	3B	3C	3A	3B	3C
1. Like to study	26	29	29	1	–	–	9	7	5
2. Study to get high grades	33	32	28	1	1	–	2	3	6
3. Like to learn new things	33	34	30	–	–	–	3	2	4
4. Study because afraid of punishments	2	2	2	26	31	30	8	3	2
5. Like to read	28	30	28	3	2	1	5	4	5
6. Study to get a surprise or a star	8	9	13	18	17	12	10	10	9
7. Like to play with others	30	27	31	1	–	1	5	9	2
8. Like to ask questions	21	19	23	2	3	2	13	14	9
9. Like to talk to others	18	25	30	6	7	2	12	4	2
10. Like to participate	34	32	29	–	1	2	2	3	3
11. Like to speak before people	19	24	23	5	4	4	12	8	7
12. Like to work in a group	29	30	27	2	3	1	5	3	6

## Appendix C

### Test of normality – Grade A

	Shapiro-Wilk	
	W	p
Grade A-C1	0.931	0.026
Grade A-E1	0.919	0.012
Grade A-E2	0.893	0.002

### Test of normality – Grade C

	Shapiro-Wilk	
	W	p
Grade C-C1	0.908	0.008
Grade C-E1	0.967	0.388
Grade C-E2	0.916	0.012

Descriptive

			Statistic	Std. Error
C1C	Mean		34.47	.799
	95% Confidence Interval for Mean	Lower Bound	32.84	
		Upper Bound	36.10	
	5% Trimmed Mean		34.83	
	Median		36.00	
	Variance		21.711	
	Std. Deviation		4.660	
	Minimum		20	
	Maximum		40	
	Range		20	
	Interquartile Range		7	
	Skewness		-1.093	.403
	Kurtosis		1.382	.788
E1C	Mean		39.00	.483
	95% Confidence Interval for Mean	Lower Bound	38.02	
		Upper Bound	39.98	
	5% Trimmed Mean		39.08	
	Median		39.00	
	Variance		7.939	
	Std. Deviation		2.818	
	Minimum		33	
	Maximum		44	
	Range		11	
	Interquartile Range		4	
	Skewness		-.354	.403
	Kurtosis		-.284	.788
E2C	Mean		36.95	.548
	95% Confidence Interval for Mean	Lower Bound	35.83	
		Upper Bound	38.06	
	5% Trimmed Mean		37.11	
	Median		38.00	
	Variance		10.197	
	Std. Deviation		3.193	
	Minimum		30	
	Maximum		41	
	Range		11	
	Interquartile Range		4	
	Skewness		-.766	.403
	Kurtosis		-.330	.788