

A Study of Student's Motivation and its Relationship with their Academic Performance

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Abstract

This study widens the knowledge and try to find out the impact of students' motivation on their academic performance. The data was collected from 120 students. From the three different departments (DMS, CS and Pharmacy) of The Islamia University of Bahawalpur. Questionnaire was divided into three parts. In the first part we asked the students about their personal information, in second part there were 30 items to measure student's intrinsic and extrinsic motivation and third part comprises of questions about academic performance. This study reveals that intrinsic motivation and extrinsic motivation had a positive impact on students' academic performance and our overall model is significant ($p < 0.05$). If on individual basis we equate the variables it is concluded that the student whom espouse variable like altruism, Self-Exploration, Social pressure, career and qualification, social enjoyment are supposed to perform better and these variable had a positive impact on students' academic performance and those students who espouse rejection of alternative options variable are supposed to perform less and this variables had a negative impact on students' academic performance. This study reveals that motivation is very important part of students study life and paly a very important role in students success

Keywords: Students motivation, Academic performance, intrinsic motivation, extrinsic Motivation.

1. Introduction:

Motivation is a psychological process which leads anyone to act in a way that helps him/her to fulfill unsatisfied needs (Latham G., 2011). Obviously, motivation plays a significant role in education. Especially, in the Higher education as the desire to learn appears to shrink with the growth of children (Lumsden, 1994). That's why there are numerous students' who start their study but can't graduate themselves. Actually, everyone wants any specific reason for the specific action which reason gives him/her the motivation to do that action. Same case is with Academic performance. Students' need a reason or motivation to perform well academically. This study especially focuses on these type of motivations which can be helpful to understand sources of students' motivation. Basically, there are two types of motivation. First one is intrinsic motivation and the other is extrinsic motivation. Intrinsic motivation has further two sub parts or variables known as Self-exploration and Altruism. Self-exploration is about to study for one's genuine interest in that specific field as someone who is getting education because he wants to explore thoughts for his own sake. Altruism also comes in intrinsic motivation that means getting education to be more useful to society, one's personal satisfaction or for better utilizing oneself. Then there comes the extrinsic motivation in which students' work hard for their enjoyment or better future that is subdivided in more four variables, these are Rejection of Alternative options, Career and Qualification, Social Enjoyment and Social Pressure. Rejection of Alternative option means to study just to avoid some sort of heavy work or because of unawareness about what else to do. The second variable is Career and Qualification means to study for securing future. Or focus on job, careless about learning perspective. Social Enjoyment is then the third factor of extrinsic motivation which focuses on living life entertainingly and enjoying the social relationship. For example a student who come in the university to make friends and believes that it's a place to make your socialization strong. The last variable of extrinsic motivation is Social pressure. Like a student does his home assignments just because of his parental fear or other social pressures. Who believes that I have to be qualified because my social network expect me to do so, all of these six factors are

independent whereas the Academic performance is dependent variable (DV) in the study Marshal (1987) stated that the learner can perceive motivation as a beneficial force. Moreover, students motivated intrinsically work because they want to do so, they want to utilize their selves for the personal satisfaction. They are not looking towards a reward or some sort of prize to work. This type of students like responsibilities to challenge their selves whereas, students motivated extrinsically seeks some sort of star, flagship, star, leading role, prize or something that can may be dominant them. The purpose of this study is basically to find out that is there any relationship between Academic performance and students' motivation and then apply some test to verify that if there is relationship then what kind of relationship it is. Either motivation has positive impact on Academic performance or not?

2. Literature review

Motivation is one of the most important factor behind any achievement. Same case is with academic performance. Students can be motivated intrinsically and extrinsically, depending upon the nature of students and that motivation is directly affecting the academic performance of them. It can be positive or negative, progressive or destructive. Motivation's theories are different. Some of which concentrate on quantity and some on quality of motivation. Quantity contains the high or low factor whereas the quality of motivation focuses on whether its source is internal or external? SDT (Self Determination Theory) states that the quality of motivation more significant than quantity of motivation and explains a range for quality of motivation (Ryan and Deci 2000a, b). Here, in this paper, we will discuss the Quality of motivation and its factor. In schools motivational will, play a vital role for students. (Linnenbrink, 2002)

“Typically, motivation has been defined as an internal state or condition that activates, guides, and maintains or direct behavior ” (Kostelecky, 2005, p.438) Motivation is one of the most important factors in universities or educational sector especially when we are talking about the performance of the students in their studies or projects. The purpose of the study describes the components which will helps us to know students behavior towards learning, what alleviates learning and barricades of learning process. This will guide the researchers to anticipate the student's academic performance (kamauru, 2000). Sometimes student's leaves study before completing their study and they started being absent mentally in class. Sometimes study turns compulsory for the students instead of pleasure for them. The heat of learning decreases as the student gets mature (Lumsden,

1994). Student's motivation is one of the important factor that show new ways of learning to students. So many studies have been conducted to predict relationship between student's motivation and its impact on student's academic performance. The student's motivation is divided into two sub types. First one is intrinsic motivation and 2nd one is extrinsic motivation. These are two main variables of our study and are discussed below:

Intrinsic motivation

When a person enjoys a work or activity, see it as an opportunity to learn and participate without the sake of any external reward, it is we can say intrinsic motivation or the person is motivated intrinsically (Coon & Mitterer, 2010). Or when someone perform certain activities

for internal interest and satisfaction, it refers to intrinsic motivation (Brown, 2007). Intrinsic Motivation is type of motivation in which Student is motivated internally by himself OR We can say that Student has genuine and primary interest in an activity or subject. The students who are accomplishing the task, they are intrinsically motivated students (Fulk, 1994). In intrinsic motivation they are two factors which are: Self-exploration and Altruism. Self-exploration is that Student is fully motivated and he/she believes their abilities to perform well and show good results. Altruism is factor, according to this, student is genuinely motivated and wishes to do a task for his/her satisfaction or students wants to be helpful for Lodges and communities to solve their troubles and issues. The students who are intrinsically motivated are keenly employ themselves to attain their objectives, goals and aims without taking into account the rewards. Dev (1997) had studied that student who does not need any kind of awards for accomplishing their tasks are intrinsically motivated. This type of students are more careful about the completion of the task by taking exception of the quality of the job. The students whom are motivated intrinsically are very energetic, self-directed, competing, and find themselves enjoying in their studies as compared to students who are motivated extrinsically whom are putting less efforts and find themselves constrained to learn and want to get maximum admiration or rewards. Condry and chambers (1997) had found that, when student faced the multifaceted cerebral project, the students with intrinsically motivated use more coherent data collecting and decision making tactics than those students who are extrinsically motivated. The projects or the tasks which are challenging are more preferred by students who are intrinsically motivated. Hence we can say that students whom are intrinsically motivated perform well in academic activities and student can achieve better and higher things.

Hence:

H1 = Intrinsic motivation's "Self-exploration" has a positive impact on the academic performance of students.

H2 = Intrinsic motivation's "Altruism" has a positive impact on the academic performance of students.

Extrinsic motivation

"Extrinsic motivation is defined as our tendency to perform activities for known external rewards, whether they be tangible (e.g., money) or psychological (e.g., praise) in nature." (Brown, *Psychology of Motivation*, 2007) Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation.

"Motivation can come from the outside, such as the motivation to win medals, receive financial rewards, and attract attention from the media. This is known as external, or extrinsic, motivation because it involves participation in sport for some kind of reward that is external to the process of participation." (Karageorghis & Terry, *Inside Sport Psychology*, 1969)

While offering rewards can increase motivation in some cases, researchers have also found that this is not always the case. In fact, offering excessive rewards can actually lead to a decrease in intrinsic motivation. In a classic experiment by Lepper, Greene, & Nisbett (1973), children were rewarded lavishly for drawing with felt-tip pens, an activity that they had previously enjoyed doing on their own during play time. When the children were later offered the chance to play with the pens during play time, the children who had been rewarded for using them previously showed little interest in playing with the pens again. The kids who had not been rewarded, however, continued to play with the pens.

Sources of Extrinsic Motivation

Rejection of Alternative Options

The objective is to get the degree completed as soon as possible and acquire a job. Some students do study to abstain from working because they have no other choice. As long as the fear or reward exists, the consistent performance is persistent.

Career and Qualifications

Some students are usually studying to obtain a good job after completing their studies. Such students have no actual interest in studies. To study is just compulsion for them. Learning process doesn't worth it. The degree is the only dream to achieve. Good performance is anticipated from them but the struggle is only for short term as far as the reward exists.

Social Enjoyment

Consider university as a social place where making friends and having fun is common. Very little academic performance is depicted by de-motivated students.

Social Pressure

Impact of social pressures, companions, parents, etc. Others' expectations are anticipated worthy. Actual interest towards study does not exist.

Dev, (1997) stated that the students which are extrinsically motivated are getting education for purely some sort of reward or to get rid of from any punishment. Students motivated extrinsically want to get some rewards and avoid punishments but they are careless about their marks, stickers and the teachers. Lepper (1988) stated that extrinsically motivated students want to get some prize or escape from any punishment but they are careless from the activity itself. The students having focus on extrinsic motivation are disposed to put minimum amount of energy compulsory to attain the maximum amount of prize (Lepper, 1988). If you want to motivate students extrinsically, give them fame publically if they secure academic achievement as you can give them stickers or candies to them and ban their rights on their poor academic performance as you can take away their right to recess Brooks et al., (1998). Brophy (1986) stated that you can take motivation as an ability to learn from environment and most of the time people get motivation through direct instructions, socialization by others, modeling or communications of expectations. So, teachers and parents can lay a vital role in development of students' motivation. Additional external prizes can as well play a vital role to attain a sure level of performance for students Brooks et al., (1998). Stipek (1988) and Proctor (1984) also ascertained teacher is effective enough to motivate students. (Ryan and Deci 2000a, b) suggested that the students who are motivated extrinsically are spans from high to low self-determination. People work hard to get a favorite consequence as any tangible prize or to escape a helpless penalty (Deci & Ryan, 2000, p. 236) and that's not just it, there is a social factor as well. (Schindler 2010, p. 2) stated that students of higher class families can enjoy more cultural resources than the lower status families and got more achievements comparatively. Moreover the aspiration in students from higher status family is more than lower status family because their Social background affects differs. The educational

source of inspirations (if there is social differences) are actually the result of cost-benefits concerns while both cost and benefits are patched to lasting learning vary among social backgrounds. Although Intrinsic and Extrinsic both are the important part of motivation but one factor is that some of the authors believes that Inner motivation to do something affects more than the outer resource of motivation whereas other some believes that time is change now, everyone is now running behind some sort of reward, less working for more return. So, use extrinsic motivation if you want your work done by that particular person. Students work with the greed to make their career and qualification either they have Selfexploration or not, sometimes they work for Social enjoyment either they have the factor of Altruism or not. Social pressure also works sometime. For example, a student just works because of parental pressure and gives good Academic results. Means fear of punishment or greed of reward also does work sometimes. Same case is with Rejection of Alternative options, as a hardworking student does not know what he/she should do and that's why choose an option to study from any institute and his/her talent urges his/her to be the best in the concern field every time.

Hence:

H3 = Extrinsic motivation's "Rejection of Alternative Options" has a positive impact on the academic performance of students.

H4 = Extrinsic motivation's "Career and Qualification" has a positive impact on the academic performance of students.

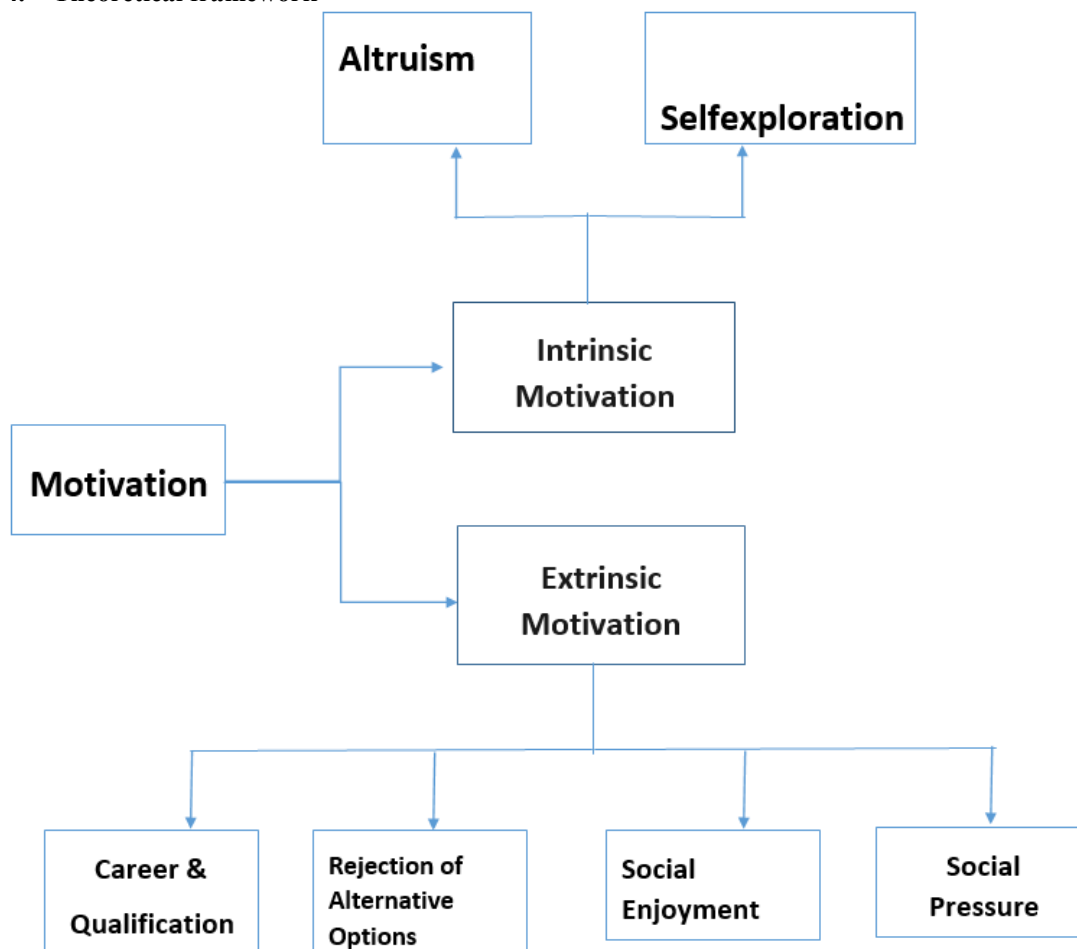
H5 = Extrinsic motivation's "Social Enjoyment" has a positive impact on the academic performance of students.

H6 = Extrinsic motivation's "Social Pressure" has a positive impact on the academic performance of students.

3. Objective of the study

The objective of the study is to ascertain relationship between students' motivation and their academic performance. To prove the research theoretically and experimentally, this study include specific variables to check the relationship between students' motivation and their academic performance. To conduct this research many studies have been read about the two main variables: intrinsic motivation and extrinsic motivation to make this study reliable and strong enough.

4. Theoretical framework



5. Research methodology

5.1 Data collection

The research is based on the primary data. Data have been collected from the students whom are currently enrolled in three different departments (DMS, CS and Pharmacy) of The Islamia University Bahawalpur. We asked the students that how they are motivated about their experience of university and what in reality motivate them towards study.

5.2 Sample

The purpose of the study is exploration and this one shot study. Data is collected from the 120 students of three different departments (DMS, CS and Pharmacy) of The Islamia University Bahawalpur. The Questionnaire was distributed randomly between Males and Females

Out of 120 respondents' 74 were males (61.7%) and 46 (38.3) were females. The study setting of our research is none contrived and type of investigations is correlations.

5.3 Instrument

The study is quantitative and data was collected through verified structured questionnaire. The questionnaire was developed by Neill (2004) to measure student's motivation which is adopted by us which contains 30 items related to students' motivation. These 30 items measure both intrinsic and extrinsic motivation. In intrinsic motivation it measures Self Exploration and Altruism. In extrinsic motivation it measures Rejection of alternative options, career and qualification, social enjoyment and social pressure. However minor changes have been made by us in questionnaire. 7 personal questions and 5 questions regarding students' academic performance have been added by us in questionnaire.

5.4 Data Analysis Method

Data is analyzed, entered, and edited in SPSS software by using regression and correlation techniques.

6. Result and Discussion

6.1 Crosstabs

Gender * Age Crosstabulation

Count		Age				Total
		15 to 20	20 to 25	25 to 30	30 to 35	
Gender	Male	7	64	3	0	74
	Female	12	33	0	1	46
Total		19	97	3	1	120

[Table # 1]

The report is the result of 120 respondents from which 74 are Male and 46 are Females. 7 males are between fifteen and twenty, 64 are between twenty and twenty-five, 3 are twenty-five to thirty and none of the respondent is between thirty and thirty-five from male side. Whereas, from girls side, 12 girls lies between fifteen and twenty, 33 from twenty to twenty-five, 0 from twenty-five to thirty and 1 between thirty to thirty-five. Almost all of the respondents belong to three different departments (DMS, CS and Pharmacy) of The Islamia University Bahawalpur. It was a short briefing about our respondents' regarding their motivation and Academic performance.

6.2 Cronbach's Alpha:

Reliability Statistics

Cronbach's Alpha	N of Items
.940	42

[Table# 2]

Chronbach's Alpha was implemented to test the reliability of the instrument. Alpha's value lies between 0 and 1. The reliabilities of variables will be acceptable if their value of alpha will approximate or above 0.70 criterions (Nummally 1978) and in our case, its value is 0.940. So, we can say that our instrument is reliable enough.

6.3 Pearson Correlation:

We apply Pearson correlation to ascertain the relationship between different variables. In the table of correlation at next page, we can see that there is positive relationship of all six factors with the dependent variable (Academic performance). The most associated factor is Altruism (AI) which has Pearson value of .417 showing a positive and moderate relationship between the variables and the sig value of .000. We can write it as: $r(120) = 0.417, P < 0.05$

Second most correlated variable is Career and Qualifications (CQ) having the Pearson value of .379, showing a moderate and positive relation between the variables and the sig value of .000 Which is less than 0.05. We can show it as: $r(120) = 0.379, P < 0.05$ and the third most positive correlated factor is Self-Exploration (SE), has Pearson value of .378 showing moderate relation between the variables and the P-value is less than 0.05 or could be shown as: $r(120) = 0.378, P < 0.05$

At number four, here comes Social Enjoyment (Sen) with the Pearson value of .369 showing a positive moderate relation where P-value is less than 0.05, $r(120) = 0.369, P < 0.05$

Then Social Pressure (SP) with the Pearson value of .319 showing a positive moderate relation as: $r(120) = 0.319, P < 0.05$

In the last it comes with Rejection of Alternative Options (RAO) with the Pearson value of .136 showing a positive but a weak relationship between the variables and with the significant value of .139 which is greater than 0.05 or we can say as the P-value go above alpha, so it is statistically insignificant. Or can write up as: $r(120) = 0.139, P > 0.05$

Correlations

		Self-Exploration	Altruism	Rejection of Alternative options	Career and Qualifications	Social Enjoyment	Social Pressure	Academic Performance
Self-Exploration	Pearson Correlation	1	.687**	.057	.604**	.297**	.226*	.378**
	Sig. (2-tailed)		.000	.536	.000	.001	.013	.000
	N	119	119	119	119	119	119	119
Altruism	Pearson Correlation	.687**	1	.176	.588**	.428**	.360**	.417**
	Sig. (2-tailed)	.000		.055	.000	.000	.000	.000
	N	119	120	120	120	120	120	120
Rejection of Alternative options	Pearson Correlation	.057	.176	1	.262**	.396**	.563**	.136
	Sig. (2-tailed)	.536	.055		.004	.000	.000	.139
	N	119	120	120	120	120	120	120
Career and Qualifications	Pearson Correlation	.604**	.588**	.262**	1	.303**	.439**	.379**
	Sig. (2-tailed)	.000	.000	.004		.001	.000	.000
	N	119	120	120	120	120	120	120
Social Enjoyment	Pearson Correlation	.297**	.428**	.396**	.303**	1	.440**	.369**
	Sig. (2-tailed)	.001	.000	.000	.001		.000	.000
	N	119	120	120	120	120	120	120
Social Pressure	Pearson Correlation	.226*	.360**	.563**	.439**	.440**	1	.319**
	Sig. (2-tailed)	.013	.000	.000	.000	.000	.000	.000
	N	119	120	120	120	120	120	120
Academic Performance	Pearson Correlation	.378**	.417**	.136	.379**	.369**	.319**	1
	Sig. (2-tailed)	.000	.000	.139	.000	.000	.000	
	N	119	120	120	120	120	120	120

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

[Table # 3]

Hypothesis finding

6.4 H1:

An analysis was implemented to measure to discover hypothesis one that if independent variable SE has positive impact on student academic performance (dependent variable) or not. First hypothesis developed H1 is as:

H1 = Intrinsic motivation's "Self-exploration" has a positive impact on the academic performance of students.

The concise results of hypothesis are as:

Concise Regression Results:

Relationship between Self exploration and Academic performance

Adjusted R-square	t-value	Standardized Coefficient	f-value	p-value
.136	4.418	.378	19.519	.000

** accept hypothesis if p-value<0.05

[Table # 4]

Here, the value of adjusted R square is **.136** (as R is contribution of a single variable in the whole scenario). Which means the contribution of Self-Exploration is 13.6% in Academic performance of students. Then the t-value is 4.418 that is greater than 2 and f-value is 19.519, showing fitness of model. Standardized coefficient of Beta is .378 (the slope) and the hypothesis will be **accepted** because of Sig that is 0.000<0.05 and ANOVA test as F (1, 119) = 19.519, P<0.05 showing statistically significance. It means Self-Exploration has positive impact on students' academic performance or the students motivated by Self-Exploration give better results.

6.5 H2:

Second hypothesis H2 is as follows:

H2 = Intrinsic motivation's "Altruism" has a positive impact on the academic performance of students.

Concise Regression Results:

Relationship between Self exploration and Academic performance				
Adjusted R-square	t-value	Standardized Coefficient	f-value	p-value
.167	4.989	.417	24.892	.000

** accept hypothesis if p-value<0.05

[Table # 5]

As adjusted R-square is .167 here, showing 16.7% contribution of Altruism in Academic performance of students. Whereas, t-value is 4.989>2 and f-value is also greater than 2 that is (24.892) showing model's goodness of fit. The slope is .417 and in the last, p-value is .000 that is greater than 0.05 due to which we will **accept** our hypothesis H2. So, we can say that students' motivated via Altruism has ability to perform well academically and ANOVA test result as F (1, 119) = 24.892, P<0.05 that is statistically significant.

6.6 H3:

Third hypothesis is about Rejection of Alternative options, a simple regression test was implemented to measure the relationship between Rejection of Alternative Options and Academic performance of students. Developed hypothesis H3 is given below:

H3 = Extrinsic motivation's "Rejection of Alternative Options" has a positive impact on the academic performance of students.

Concise Regression Results:

Relationship between Rejection of Alternative Options and Academic Performance				
Adjusted R-square	t-value	Standardized Coefficient	f-value	p-value
0.010	1.488	.136	2.215	.139

** accept hypothesis if p-value<0.05

[Table # 6]

As adjusted R-square is 0.010 means the contribution of this variable is 1% and t-value is less than 2 (1.48) but the fitness of model is 2.215>2. Beta is .136 and the p-value is .139 which greater than .005 due to which we will **reject** our hypothesis. This means that students who are motivated to study because they don't know what else to do has a negative impact on their Academic performance and ANOVA results as: F (1, 119) = 2.215, P>0.05 which is statistically not significant.

6.7 H4:

Fourth variable is Career and Qualification, to measure the relationship of this variable with Academic performance, Simple regression test implemented again. The hypothesis developed is as:

H4 = Extrinsic motivation's "Career and Qualification" has a positive impact on the academic performance of students.

Concise Regression Results:

Relationship between Career and Qualification and Academic Performance				
Adjusted R-square	t-value	Standardized Coefficient	f-value	p-value
.136	4.450	.379	19.803	.000

** accept hypothesis if p-value<0.05

[Table # 7]

The contribution of Career and Qualification is .136 or 13.6 % in the Academic performance of student as shown the value of adjusted R-square. T-value is 4.450 that is greater than 2 and beta is .379. Model's goodness of fit is 19.803 which is $> +2$. At the end, p-value or sig is .000 which is less than .05 and hence, we will **accept** H4. We can say that Career and Qualification has a positive impact on students' academic performance. This variable is as well a good source to improve students' performance. ANOVA results as: $F(1, 119) = 19.803$, $P < 0.05$ is statistically significant. **6.8 H5:**

To measure the relationship between Social Enjoyment and Academic performance, Linear Regression test was implemented, the developed hypothesis is as follows:

H5 = Extrinsic motivation's "Social Enjoyment" has a positive impact on the academic performance of students.

Concise Regression Results:

Relationship between Social Enjoyment and Academic Performance

Adjusted R-square	t-value	Standardized Coefficient	f-value	p-value
.129	4.318	.369	18.644	.000

** accept hypothesis if p-value < 0.05

[Table # 8]

In the given table, adjusted R square is .129 or we can say Social Enjoyment contributes 12.9% in the whole scenario. T-value is 4.318 that is greater than 2 and Beta is .369 whereas model's goodness of fit is 18.644 and we will **accept** hypothesis because of its p-value that is less than 0.05, as ANOVA test showing that $F(1, 119) = 18.644$, $P < 0.05$ that we can conclude that statistically significant. Hence we can say that Social Enjoyment is a positive factor for students' academic performance. Or we can say that the students motivated to study because they want to enjoy their social life can perform well academically.

6.9 H6:

Simple regression test implemented to measure the relationship between Social Pressure and Academic Performance. Developed hypothesis is as:

H6 = Extrinsic motivation's "Social Pressure" has a positive impact on the academic performance of students.

Concise Regression Results:

Relationship between Social Pressure and Academic Performance

Adjusted R-square	t-value	Standardized Coefficient	f-value	p-value
.094	3.651	.319	13.332	.000

** accept hypothesis if p-value < 0.05

[Table # 9]

As adjusted R-square is .094 means the contribution of Social enjoyment is 9.4% in the overall scenario. T-value is 3.651 $> +2$ and the standardized coefficient Beta is .319 which is showing a slope. Model's goodness of fit is 13.332 which is good and p-value is 0.000 which is less than 0.05, we will **accept** the hypothesis. And the ANOVA test results are as: $F(1, 119) = 13.332$, $P < 0.05$ that is statistically significant. We can say that the students who are motivated by Social Pressure academically performs good and there is a positive relation between Social Pressure and Academic Performance.

Summarized Regression Table:

Hypothesis	DV	IV	Result
H1	AP	SE	Accepted
H2	AP	AI	Accepted
H3	AP	RAO	Rejected
H4	AP	CQ	Accepted
H5	AP	SEn	Accepted
H6	AP	SP	Accepted

[Table # 10]

7. Conclusion and Recommendations:

The study determined relationship between Motivation and Academic performance. It affirms that motivation has positive impact on academic performance of students' except an extrinsic variable "Rejection of Alternative Options." That's why we conclude that extrinsic motivation has less positive impact on academic performance of

students' than intrinsic motivation. Means the students intrinsically motivated performs well than the students' motivated extrinsically. All the variables tested above has the positive relationship with Academic Performance. Some of which has moderate and some has low relation with DV. Altruism has the strongest relation with Academic performance, than Career and Qualification and then academic performance of students' increase by Self-exploration. After these, there are more factors increasing student's performance like Self Enjoyment and in the last, social pressure. But there is a single variable of extrinsic motivation that has a negative impact on student academic performance that is "Rejection of Alternative Options" one who is confused to choose a field or study to avoid any heavy duty...

Students motivated intrinsically performs much better and consistent. But extrinsically students have no consistency, they might performs well sometime for a shorter period of time to get some sort of reward or something but continually, they don't performs well.

From all above hypothesis, we can easily conclude that all the variables of intrinsic and extrinsic motivation increase students' academic performance except a single variable "Rejection of

Alternative Options." So a research can be made on the issue of how we can decrease the factor "Rejection of Alternative Options" in students? So that we can increase their productivity and academic performance.

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