

A Study on Factors Affecting Academic Motivation of Graduating Management Students

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ABSTRACT - Now a day's motivation in student's Life become a Key factor which affects their selection of Course, Activities which leads to career selection. The aim of current study is to find out factor affecting motivation among those students pursuing higher education especially management students in different institutions. This study investigates the literature review on the factors which affect the academic performance of students. From the literature review it was found that psychological factor such as stress, anxiety, pressure, suicidal tendencies, significantly affects students performance. Researchers' also found in the literature review that Stress is the one of the important factors that restricts students to cope up with various academic activities. The Findings of the literature review study reveals that academicians have to consider students' motivation before start to work on specific educational goals very carefully. This can promote students' motivation by choosing relevant and valid problems that are related to students' future profession and ensure individual accountability. The level of intrinsic motivation is less as compared to level of extrinsic motivation. It could be one of the reasons that hinder the performance of students. The factor that motivates students are different. Higher level of extrinsic motivation is the most prevalent factor driving academic motivation such as, earning more money, getting a promotion at work, or improving one's position in the job market. Researchers suggest to the Management Institutes to focus & emphasis more on the factors which motivates students to choose correct management stream for higher education.

Keywords: Higher Education, Motivation, Management, Intrinsic, Extrinsic, Management Psychology

I. INTRODUCTION

Many academicians and researchers have defined motivation different ways, which reveals the difficulty of describing it in clear and simple terms. Motivation is commonly thought of as an inner state that activates an individual to do impressive things to satisfy themselves. Motivation is fundamentally considered as the prime factors which force an individual to select, direct and communicate particular behavior. According to Williams and Burden et.al. (2002) "*motivation as a state of cognitive and emotional stimulation, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and physical effort in order to attain a previously set goal.*" Deci and Ryan (1985) define intrinsic motivation as refers to action which creates interest and engagements with the purpose. Externally motivated behaviors' always leads to actions which carried out to achieve specific instrumental end, like earning a reward or avoiding a punishment. These research mainly focused on two types of motivation: integrative motivation and instrumental motivation. An intrinsically motivated learner exhibits an interest in learning about the language culture and its integral area.

According to Ellis (1994) "*Learners with an integrative attitude have a compelling purpose for learning, which is an intrinsic force to learn a language and those learners will achieve more than the others*". In fact instrumental motivation is linked to a specific goal; this could be only achieved until achievement of the goal. While on the other side Gardner (1959), argued that if the goal is continuous, students with strong instrumental motivation can reach to higher than desired target.

Post LPG (Privatization, Liberalization, and Globalization) India has witnessed many positive changes in education system and Management education is considered as premier education as it attracts young men and women which are usually motivated by the positive consequences associated with management education. Management education is one of the areas which keep changing its dimensions along with the time changing in terms of witnessing an exponential growth in the number of institutes imparting management education which are usually termed as Business School. Earlier management education considered only few areas like Marketing, HRM, and Finance. Now a day's many new areas are being offered by Management Institutes like Operations, Retail, Shipping, IT, Tourism and many more.

Under this study Researchers' aim to know the motivation factors which Influences students to pursue the Management Courses. For this Researchers studied various literature reviews and collected data from the Management Students, Analyzed the Data & Suggested with Inputs.

II. LITERATURE REVIEW

CirilaPeklaj, Melita PuklekLevpuseck (2006) Conducted a Study with objective to find out the difference in academic motivation for success among the various group of the students. For this objective research studied 143 students of Management course. The result shows that understanding of students' choice is important and student accountability is one of the major factors which motivate them. Researchers' also suggest to teachers that giving meaningful and genuine assignments where students can link its utility for future profession is more important to motivate students. Such type of assignments affects the quality of students. Researchers also added the motivation factor which increases the work quality of students in their study is extrinsic motivation. As per the research extrinsic motivation is beneficial to such students who do not like subject initially.

Steven C. Howey (2008) Educator across the country are frustrated with the challenge of how to motivate the ever-increasing number of freshmen student entering college who are psychologically, socially, and academically unprepared for the demands of college life. Such students often exhibit maladaptive behaviour such as tardiness, hostility towards authority, and unrealistic aspiration. The standard approach is to address the problem as an academic issue through remedial or developmental instruction. Developmental education programs however do not address the whole problem. Lack of motivation is not limited to the academically weak student. The study of motivation in education has undergone many changes over the years, moving away from reinforcement contingencies to the more current social cognitive perspective emphasizing learner's constructive interpretations of events and the role that the beliefs, cognitions, affects and values play in achievement. Several specific motivational factors have come to light in recent educational research from social cognitive approach including: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs and self-efficiency for learning and performance. These factors identified in the social cognitive model of motivation can be narrowed to three motivational constructs: expectancy, value, and affect. The value construct includes intrinsic and extrinsic goal orientation as well as task beliefs. Anxiety and academic achievement found that test anxiety does because poor performance is negatively related to self-esteem and is directly related to student's fear of negative evaluation.

Nadia Ayub (2010), According to her for success and academic & development from childhood to teenage,

Motivation plays a very Important & Critical role. As per theory of Self-determination by (Ryan &Deci, 2000) Basically there are three different types of Motivation, i.e. extrinsic motivation, intrinsic motivation, and motivation. Intrinsic motivation highlights on involves engaging in a behavior because it is self rewarding; in effect, performing an activity for eternal self not for the external desire of material gain. Where Extrinsic motivation happens when Individual is performing just to receive external gain or threat of losing something or receiving punishments. While during the state of Motivated Motivation, individuals neither basically motivated nor extrinsically motivated. Motivated individual has a emotions of uselessness and expectancies of uncontrollability they perceive their behaviour is just because of compulsion out of them. They have doubt on their own belief and emotions like why in the world they go to school??? Gradually such individual stop going to the school as well. Gender difference is one of the important variables in motivation type. Literature shows that, "boys show a greater degree of extrinsic motivational orientation", while "girls show a greater intrinsic motivation". To conclude motivation has a very deep impact on students academic. While teachers are caring and supportive and focus more on teaching activities and outcomes, Students automatically get motivated to achieve and to expect success. There is gender difference in motivation type and academic performance.

Emily R. Lai (2011), conducted research and mentioned that motivation is a reason or reasons for acting or behaving in a particular way. Researcher mention that intrinsic motivation could be personal enjoyment, interest or pleasure and extrinsic motivation could be governed by reinforcement contingencies. Intrinsic motivation is more demanded because its shows better results in learning than extrinsic motivation. Motivation level could be different as interest in subject may vary, it also depends on gender as their direction of goal could be different. Researcher pointed out the methods which help in students' motivation and these are: ***Collaborative or cooperative learning, classroom environment, goal oriented classroom structure.***

Caroline C. William, Kaylene C. William (2011), mentioned that the most important factor that educator can target for improving student learning is "motivation". There are several theories formed to explain motivation. According to this research ***Student, teacher, content, process or method, and environment*** are the 5 key factors that affect student motivation. These factors could contribute or hinder motivation level. What all an educator do is to try new possible ways to enrich students' motivation.

Scott Jaschik (2013), According to this study conducted by University of Rochester education researcher, asking

student why did you decided to go college in more formal way would help educator to find out the way to encourage student complete their programs. The study also found that students desire autonomy and competence which in return help them in scoring higher grades. Researcher found that socioeconomic group also affects motivation among students. For instance, students form wealthier family achieve success based on their interest in studying certain subject on contrary students from low income background enroll in college in desire to improve their financial situation.

Larry Ferlazzo (2005), mentioned that *Autonomy, competence, relatedness and relevance* are the most critical qualities that can help students motivate themselves. Giving students the freedom to choose is what autonomy means. Educators can provide student with organizational choice which means giving student right in setting assignment or learning group numbers as well as procedural choice which means students choice regarding list of assignment homework and final form of project (a poster, book, ect). Relatedness can help in developing intrinsic motivation as will give students a good relationship with teacher whom they respect as teacher will mentor student by taking genuine interest in them and act friendly and keep a eye on their learning. Relevance means when students feel what they are learning are relevant to their lives.

Prof. S. P. Singh, Savita Malik, Priya Singh (2016), Author emphasis on Students and considering them as an Asset. For any Universities and colleges students are the core elements. Even for the economic growth of any country, students' development is very much necessary. Psychological, economic, social, personal and environmental factors are the core for the performance of students. Though these factors strongly influence the performance of the students, however these factors vary from country to individuals. By offering appropriate learning facilities and by organizing English Language classes. Academic facilities played a very vital and important role in addition to involvement from parents on required skill developments

III. RESEARCH METHODOLOGY

Objective of the study:

Table: 1 Percentage (%) Analysis

Sr. No	Questions	(1)	(2)	(3)	(4)	(5)
1	Because with only a high school degree I would not find a high paying job later on.	6	10	28	17	39
2	Because I experience pleasure and satisfaction while learning new things.	3	3	20	40	34

- To know the various factors affects the decision of students to select the management courses for higher education.
- To know the perspective of students towards management higher education.

Scope of Study: Current study is covering those students who are pursuing Management courses like MBA, PGDM, PGDBM and other management courses and institutes running these courses. Researchers' consider these students as fulltime college going students, so while designing questionnaire, researcher use College word not management course.

Research Design, Sampling & Data Collection: Current research is descriptive in nature. Structured questionnaire was used as data collection tool and researchers' get it filled from 50 students of Govt. Institutes and 50 from Private institutes. Researcher also referred various secondary data sources for this research. Researchers' used convenient sampling method.

Limitations: Like the other research, this research also has certain limitations like: Time limit, Place considered- Ahmedabad (students of private and government institution), Respondents' biasness.

IV. DATA ANALYSIS & FINDINGS

Researchers' develop a structure questionnaire and asked collage going students (*Researchers' consider these students as fulltime college going students, so while designing questionnaire, researcher use College word not management course.*) to fill the questionnaire by using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why they go to college (management course).

Results shown here are in % of the total 200 respondents.

Does not correspond at all	Corresponds (agree) a little	Corresponds (agree) moderately	Corresponds (agree) a lot	Corresponds (agree) exactly
1	2	3	4	5

3	Because I think that a college education will help me better in preparing for a career I have chosen.	1	10	12	34	43
4	For the intense feelings I experience when I am communicating my own ideas to others.	3	15	37	32	13
5	Honestly, I don't know, I really feel that I am wasting my time in college.	47	22	10	15	6
6	For the pleasure I experience while surpassing myself in my studies.	9	17	39	23	12
7	To prove to myself that I am capable of completing my college degree.	21	17	25	24	13
8	In order to obtain a more prestigious job later on.	2	8	20	38	32
9	For the pleasure I experience when I discover new things never seen before.	5	7	22	40	26
10	Because eventually it will enable me to enter the job market in a field that I like.	1	4	20	43	32
11	For the pleasure that I experience when I read interesting authors.	10	15	27	32	16
12	I once had good reason for going college however, now I wonder whether I should continue.	30	20	27	13	10
13	For the pleasure that I experienced while I am surpassing myself in one of my personal accomplishment.	3	10	35	38	14
14	Because of the fact that when I succeed in college I feel important.	4	12	33	38	13
15	For the pleasure that I experienced in broadening my knowledge about subjects which appeal to me.	4	7	17	49	23
16	Because this will help me make a better choice regarding my career orientation.	5	11	16	42	26
17	Because I want to have a "the good life" later on	5	11	21	32	31
18	For the pleasure that I experienced when I feel completely absorbed by what certain authors have written.	13	20	36	16	15
19	I can't see why I go college and frankly, I couldn't care less.	37	20	19	14	10
20	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	9	11	27	41	12
21	To show myself that I am an intelligent person.	25	20	28	16	11
22	In order to have a better salary later on.	4	12	17	41	26
23	Because my studies allow me to continue to learn about many things that interest me.	5	9	19	39	28
24	Because I believe that a few additional years of education will improve my competence as a worker.	4	12	28	33	23
25	For the "high" feeling that I experienced while reading about various interesting subjects	8	17	19	39	17
26	I don't know, I can't understand what I am doing in college	41	19	17	14	9

27	Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.	5	9	36	29	21
28	Because I want to show myself that I can succeed in my studies.	11	15	33	26	15

Source: Researchers' Creation

V. FINDINGS FROM ANALYSIS

- 1) Analysis shows that around 40% of respondents exactly agree that with only high school degree they will not find a high paying job in future, whereas 28% of respondents are neutral about this statement.
- 2) It can be summarized that 40% of respondents agree a lot that they go to college because they experience pleasure and satisfaction while learning new things.
- 3) Above Table displayed that 43% of the Students felt that College Education is preparing them for the Future career.
- 4) Researchers' summarized that 37% of the Students felt that to Communicate own Ideas gives them Booster to their Vision.
- 5) Researchers understand that 47% of Students doesn't feel waste of time by going to the collage.
- 6) Approximately 40% of respondents moderately agree that they go to college for the pleasure they experience while surpassing themselves in studies.
- 7) Result stated that most of the respondents agree to the fact that they go to college to prove themselves that they are capable of completing their college degree. On the contrary 21% of the respondents believe that it is not a strong factor to go to college.
- 8) Result displayed that approximately 38% of respondents agree that they go to college in order to obtain prestigious job later on.
- 9) The Above data summarized that 40% of respondents agree that they go to college for the pleasure they experience in discovering new things never seen before.
- 10) From the total respondents, 43% of respondents agree that they go to college because eventually it will enable them to enter job market field.
- 11) Researcher found that 32% of respondents agree that they go to college for the pleasure that they experience while reading interesting authors.
- 12) Researchers' found that there is a mix attitude of respondents toward the reason behind going to college, now they wonder whether they should continue or not.
- 13) Data reveals that 38% of the respondents agree that they go to college for the pleasure that they experience while surpassing themselves for personal accomplishment.
- 14) From the total respondents, 38% of the respondents agree that they go to college because of fact that when they succeed in college they feel important.
- 15) Researchers' found that 49% of respondents agree that they go college for the pleasure that they experienced in broadening knowledge about subjects which appeal them.
- 16) 42% of respondent agree that they go college because this will help them make a better choice regarding my career orientation.
- 17) From the total respondents, 32% of the respondents agree that they go college because they want to have a good life later on.
- 18) Data explain that 36% of respondents moderately agree that they go college for the pleasure that they experienced when they feel completely absorbed by what certain authors have written.
- 19) Researchers' found that 37% of respondent doesn't agree at all that they don't have any reason for not going college.
- 20) From the total respondents, 41% of respondents agree that they go college for the satisfaction they feel in the process of accomplishing difficult academic activities.
- 21) From the total respondents, 28% of respondents moderately agree that they college to show they are an intelligent person.
- 22) Above data explain that 41% of respondents agree that to go college in order to have a better salary later on.
- 23) From the total respondents, nearly 40% of respondent agree that they go college because studies allow them to learn many things that interest them.
- 24) From the total respondents, 33% of the respondents agree that they go college because few additional years of education will improve their competence as a worker.
- 25) Data explain that 33% of respondents agree they go college for the high feeling they experience while reading various interesting subjects.
- 26) From the total respondents 41% of respondents do not agree that don't understand what they are doing in college.
- 27) From the total respondents, 36% of the respondents agree that they go college because college allows them to experience a personal satisfaction in quest for excellence in studies.
- 28) Data explain that 33% of the respondent agrees that go college to show themselves that they can succeed in college.

VI. MEAN ANALYSIS

Under this section researcher calculate the mean of answers to decide the most important factors which affect the students' motivation to select management as higher education.

Table: 2 Mean Analysis

Questions	Mean
Preparing for career	4
To enter job market	4
Pleasure and satisfaction	4
Obtain prestigious job	4
To discover new things	4
High paying job	4
Better career choice	4
Good life	4
Learn new things that interest me	4
Knowledge	4
Better salary	4
To improve competence as worker	3
Communication skill	3
Personal satisfaction	3
Self confidence	3
Overcoming difficulties	3
Success leads to feeling of importance	3
Reading pleasure	3
Internal motivation	3
Pleasure surpassing studies	3
To show myself I can succeed	3
Complete college degree	3
Connect with authors	3
To prove myself intelligent	3
Confused	2
Don't know Why	2
I don't know	2
I don't know why I go to college	2

Source: Researchers' Creation

VII. FINDINGS OF MEAN ANALYSIS

From the above findings, researchers' found that *Preparing for career, To enter job market, Pleasure and satisfaction, Obtain prestigious job, To discover new things, High paying job, Better career choice, Good life, Learn new things that interest me, Knowledge, and Better salary* are the most important factors which affect the students motivation to select management as higher education, whereas non clarity of the thoughts are the least preferred reason to opt for management course.

VIII. CONCLUSION

Academic motivation is needed because it helps students to get attracted towards learning and perform well which will eventually help them in their life ahead. From the analysis it can be concluded that high paying job and better future is

the main factor that motivates students to go college. The survey also concluded that the level of intrinsic motivation among respondents is low as compare to level of extrinsic motivation. Higher level of extrinsic motivation is the most prevalent factor driving academic motivation such as, earning more money, getting a promotion at work, or improving one's position in the job market.

IX. RECOMMENDATIONS & SUGGESTIONS

Management degree is highly prestigious degree now a days and students need to select this course with clear objective and mind set, so here researchers recommend carrier counseling to the students as many students are not clear with the thoughts. Many students feel that they may discontinue the management course, which indicate that they did not find what they were looking for in management course. On this point, researchers would like to suggest the institutes or colleges to pay attention on the course and content designing, also college need to develop such type of feedback mechanism to know the students preferences in better way. However, there are certain factors which need to be highlighted like high salary, better carrier choice, and good life to attract the new bunch of students for management courses.

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