

Paradigm of Motivation and Academic Achievements of International Students in IUIU.

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ABSTRACT: This study determined the influence of the patterns of motivation on academic achievement. The specific objectives of the study are to determine the influence of intrinsic motivation and extrinsic motivation on academic achievement. The study used descriptive survey design, purposive and stratified samplings were used to select the participants from the population of eight hundred and eighty two (882) international students. A total of four hundred and forty three (443) were sampled. A validated questionnaire was administered on the respondents (international students) at both undergraduate and postgraduate levels of Islamic University in Uganda, Main campus, Mbale. The study found out that intrinsic motivation and extrinsic motivation has a moderate influence on the academic achievement of international students in IUIU. However, both intrinsic and extrinsic motivations have weak (moderate) influences on academic achievement of international students in IUIU. Thus, it was recommended that the University should encourage the students' intrinsic motivation; the government and stakeholders should be selective and cautious in enhancing the students' extrinsic motivation; and the international students should always give priority to intrinsic motives over the extrinsic ones for better academic achievement.

Keywords: Paradigm, Motivation, Achievement, International.

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I. INTRODUCTION

Understanding human behaviour is hardly possible without motivation and it is the most important factor in learning. Orientation of motivation concerns the underlying attitudes and goals that give rise to action—that is, it concerns the why of actions. As an example, a student can be highly motivated to do homework out of curiosity and interest or, alternatively, because he or she wants to procure the approval of a teacher or parent. Therefore it was observed that motivation is related to various outcomes such as curiosity, persistence, learning and performance. Islamic university in Uganda (IUIU) is a multi-campus University and students are admitted in to the university across the globe (Sengendo, 2007 also 2014). However, the following countries constitute the high population of the international students in the university: Somalia, Nigeria, Kenya, Tanzania and Malawi (pilot study, 2015). On the other hand other countries such as Rwanda, Burundi, Angola, Sierra Leone to mention but few, have their citizens in the University. The University offers courses at both undergraduate and post graduate levels in over sixty different academic programmes. Different motives might have influenced students to seek admission into this University. It could be out of curiosity to explore the Islamic ethics (as its name infers), or for the academic discipline that is presumably anticipated in the school; or due to proximity of distance or as a government initiative for scholarships to citizens of some countries or as a result of some bilateral policies; or due to the peaceful environment of the University and soon. These motives can be classified in to intrinsic and extrinsic motives. Intrinsic motivation can be coined as a kind of motivation that comes from within the individual. Intrinsically motivated learners are likely to display much higher levels of involvement in learning, and use a wider range of problem solving strategies. They love learning, and their questions to their instructors are more likely to concern the material itself, than what will be covered in the examination. (Ushioda 2008). He further explain that intrinsically motivated student is also more likely to retain the concepts learned and to feel confident about tackling unfamiliar learning situations. However, the amount of interest generated by the task also plays a role in the motivational orientation of the learner.

Behaviours that are engaged for a separable outcome are extrinsic (Ryan & Deci, 2000). That means, the engagements that provide means to ends beyond the engagement itself but rather they are targeted for tangible rewards (such as money, prizes, or other benefits) or intangible rewards (such as social approval, sense of worthiness or even a sense of conscientiousness or for the

avoidance of tangible and intangible punishments like time-out, scolding, rejection or sense of low-worth. financial aid could have a direct effect on academic motivation if a student feels success is necessary to maintain a scholarship in the short term or allows the repayment of loans in longer term. Institutional scholarships may emerged as the strongest predictor of student persistence, progression, and timely graduation in all models explored.

Academic achievement refers to the numerical scores of a student's knowledge, which measure the degree of a student's adaptation to academic work and to the educational system, or self-perception and self-evaluation of one's objective academic success (Coetzee 2010) it can thus be inferred as performance outcomes that indicates the extent to which a person has accomplished specific goals as a focus of activities in instructional environments, Therefore academic achievement expresses the academic quality of a learner empirically. It is the actual mark or score obtained in an examination i.e., performance, in form of a numerical score as obtained in an examination or test.

Motivation energizes one to goal achieving. Students who are intrinsically motivated persist longer, conquer more challenges, and demonstrate accomplishments in their academic endeavours than those who are extrinsically motivated (Pintrich & Schunz, 2002). Extrinsically motivated students tend to focus on earning higher grades, obtaining rewards and acceptance from peers (Ayub, 2010). Ideally, an individual accomplishes his goal as he is motivated.

Preliminary study of this research presumes that international students that are on scholarships from governments, community or significant others or pressure by the policy of the place of work among others are extrinsically motivated whereas those who wish to study for curiosity, or for pleasure among others are intrinsically motivated. However, some students, even though motivated, they appeared to be amotivated and, hence not perform well and this can consequently results to not accomplishing their goals. As a result of this some international students in IUIU drop out or change their faculties of study resulting in not accomplishing their goals (pilot study, 2015). But Brewster and Fager (2000) cited that high motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success. Meanwhile from the school records concerning rate of drop out, it was observed that some studnts from highly placed individuals in the society found it difficult to cope academically even some engaged in substance abuse and examination malpractices leading to their expulsion from the university. In addition, in the absence of incentives persons with high intrinsic motivation proactively explore the environment seeking for interesting stimuli and opportunities for action, whereas persons with low intrinsic motivation come to halt and remain passive until the environment provides incentives. Also people with high extrinsic motivation typically do not enjoy what they do while doing it but their mind anticipates the reward or the punishment. Therefore they tend to engage in the shortest and easiest path to the end and enjoy work only after its completion when they can receive the reward or celebrate the avoidance of the punishment, however those with low extrinsic motivation tend to ignore incentives and are less likely to undertake actions in order to obtain rewards or avoid punishments (Giovanni & Christy, 2007).

For this reason the researchers studied the influence of patterns of motivation on academic achievement of international students in IUIU and determined their differential influence.

Statement of the Problem. Preliminary study of this research presumes that international students that are on scholarships from governments, community or significant others or pressure by the policy of the place of work among others are extrinsically motivated whereas those who wish to study for curiosity, or for pleasure among others are intrinsically motivated. However, some students, even though motivated, they appeared to be amotivated and, hence not perform well and this may consequently results to not accomplishing their goals. Record has it thatsome international students in IUIU drop out or change their faculties of study resulting in not accomplishing their goals

Research Hypotheses: The research work intends to answer the following questions;

- i. There is no significant relationship between intrinsic motivations and academic achievements of the international students in IUIU?
- ii. There is no significant relationship between extrinsic motivations and academic achievements of the international students in IUIU?

Purpose of the Study.

The purpose of the study is to determine the influence of patterns of motivation on the academic achievement of international students in IUIU.

II. RESEARCH METHOD

In this study; the researcher used a descriptive survey research design because the concern was to describe the characteristics of a particular individual or of a group or situation at a particular time through questionnaire. The population of this study was the International students of IUIU. This study used stratified sampling and simple random sampling techniques. Based on this, four strata (A, B, C and D) were formed according to the nationality of the international students in IUIU. Furthermore, each stratum was proportionally allocated in a sample population and then the sample size selected by random sampling from each stratum using the sampling formula by Glenn (2009) at 5% level of significance, a sample size of four hundred and forty three (443) respondents was obtained for the study. The researcher used a self-design structured questionnaire on Leikert scale of five degrees given as strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1). The questionnaire is named as Intrinsic-Extrinsic Motivations Questionnaire (IEMQ) to collect data on the pattern of motivations. The validity of the questionnaire was verified using face validity test by experts and content validity by calculating the content validity index (CVI). To test for the reliability of the instrument, the researcher conducted a test-retest reliability test. Some international students in IUIU who were not meant to participate in the study were issued with the questionnaires twice at two weeks interval and the responses were thereafter correlated using Cronbach's alpha to estimate the reliability of the instrument.

The calculated value of the reliability was 0.914. This value indicates a good degree of reliability of the questionnaire, the researcher sought the permission from the different categories of international students to conduct the study with them. Subsequently, IEMQ were then administered to these students and the filled questionnaires were retrieved from the respondents. The coded data were analysed descriptively using frequency, percentages, bar chart, mean and ranking as well as inferentially using, Chi-square and paired-sampled t-test statistical techniques. Chi-square test was used to determine the influence of intrinsic and extrinsic motivations on academic achievement, paired-sampled t-test was used to compare intrinsic and extrinsic motivations while t-test was used to determine the differential influence of intrinsic and extrinsic motivations on academic achievement.

III. Results

This aspect of the paper contained the result of the findings.

Hypothesis 1 There is no significant relationship between intrinsic motivations and academic achievements of the international students in IUIU?

Table 1: Chi-square Test for the Influence of Intrinsic Motivation of International Students on Their Academic Achievement

Test	Value	Df	Asymp.Sig.(2-sided)
Chi-Square	19.797	16	.002
Likelihood Ratio	19.332	16	.000
Linear-by-Linear	.338	1	.001

Association

No of Valid Cases 278

Source: Result of the Analysis (2015) p- value 0.05

The result presented in table 1 shows that χ^2 value for the influence of intrinsic motivation of international students on their academic achievement is 19.797. The p- value $0.000 < 0.005$ indicates a statistically significant influence of intrinsic motivation of international students on their academic achievement. Based on this, the null hypothesis is was rejected. Therefore, it was concluded that intrinsic motivation has a moderate influence on the academic achievement of IUIU international students.

Hypothesis 2 There is no significant relationship between extrinsic motivations and academic achievements of the international students in IUIU?

Table2:Chi-square Test for the Influence of Extrinsic Motivation of International Students on Their Academic Achievement

Test	Value	Df	Asymp.Sig.(2-sided)
Chi-Square	12.501	16	.009
Likelihood Ratio	12.665	16	.006
Linear-by-Linear Association	.407	1	.004
No of Valid Cases	278		

Source: Result of the Analysis (2015) p value 0.05

The result presented in table 2 shows the χ^2 value for the influence of extrinsic motivation on the academic achievement as 12.501. The p-value = .009 > .05 indicate a statistically significant influence of extrinsic motivation of international students on their academic achievement. Based on this, the null hypothesis as there is no significant different influence of extrinsic motivation on the academic achievement of international students in IUIU was rejected. Therefore, it was concluded that extrinsic motivation has a moderate influence on the academic achievement in IUIU.

IV. DISCUSSION OF FINDINGS

The finding as revealed in table 1 shown intrinsic motivation has influence on academic achievement which is in agreement with Barron and Herackeicz(2005) and Ayub's(2010) which posited a moderate(steady) relationship of intrinsic motivation on academic achievement but differ from the findings of Giovanni and Christy(2000) and Myandu(2007) which indicated that intrinsic motivation has a negative influence on academic achievement. However, Wiethead(2003); Sheiklami and Rezavie(2005); Sheikholami and Khayer(2006); Chowdhury and Shihabudden (2007); Jason (2010) and Khoshnam et al. (2013) all found that there is high positive relationship between intrinsic motivation and academic achievement. This could be the reason why students always insist in finding out facts about what they do not know; failure encourages them to make more attempts, and they try to learn about complex topics. They are also frustrated if they cannot figure out solutions; they keep on reading something puzzle until they understand it. Students bother to spend time formulating ideas clearly to understand them; students always see themselves as successful; and they see that they can succeed at any task/challenges set in mind these were observed in their response to the items on the questionnaire

In the same vein the finding as revealed in table 2 shown extrinsic motivation has influence on academic achievement which is in line with the finding of Giovanni and Christy(2000), Ayub(2010) and Afzal et al (2011) that is a moderate relationship between extrinsic motivation and student' academic achievement. However, this contacts Sikwari(2004) and Chowdhury and Shihabudden(2007) who found extrinsic motivation correlating high to academic achievement while Khoshnam et al. (2013) posited that extrinsic has no influence on academic achievement. Their responses to items on the questionnaire also supported the findings because they agreed that students do not study for scholarship but they study to upgrade their positions at work place; students study because it promotes their selves worth; they also study because it allows them to get respect as they study to attain their career. They also study because the certificate is needed at work place; they study because success in work is based basically on knowledge also they study because low academic qualification is associated with frustration. Students are enticed by high qualifications of others and students said that their academic interests are not influenced by anyone but themselves

V. CONCLUSIONS

The study concluded that there is a moderate influence of intrinsic motivation of international students on their academic achievement. Furthermore, there is a moderate influence of the extrinsic motivation on the academic achievement of international students in IUIU.

VI. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were made:

- (i) The university should uplift the students' intrinsic motivation high by making the study environment more sociable and psychologically enticing as well as the study context more challenging and deemed relevant.
- (ii) The government and stakeholders should be selective and cautious in enhancing the students' extrinsic motivation so that it will not affect their intrinsic motivation to cause over- justification effect.
- (iii) International students should always give priority to intrinsic motives over the extrinsic for better academic achievement, even though they can exist simultaneously.

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