

THE ROLE OF INTRINSIC AND EXTRINSIC MOTIVATION IN LANGUAGE LEARNING

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<https://doi.org/10.5281/zenodo.10523896>

Abstract. *A number of studies that haven't been conducted in the past ten years have shown some intriguing details about how various motivational styles affect output. Richard Ryan, Edward Deci, Sam Glucksberg, Dan Ariely, Robert Eisenhower, Linda Shanock, analysts from the London School of Economics, and other researchers are among those who have expressed interest in this topic. Although there hasn't been a consensus in this area, their findings imply that extrinsic incentives may have a detrimental effect on overall performance. I hope to clarify the connection between performance and intrinsic versus extrinsic motivation in this research. According to experts, intrinsic motivation is the desire to complete a task or activity because of the intrinsic fulfillment it brings, as opposed to the expectation of a different kind of reward. When an activity is undertaken in order to achieve a distinct end, on the other hand, we refer to it as extrinsic motivation as opposed to intrinsic motivation. We started and carried out an explanatory study in an effort to help make the connections between concepts clear. The study's foundation is an examination of the relationships between third-year students' academic performance and their primary motivational style. To do this, we combined quantitative (research) and qualitative (focus groups) methodologies to develop and test four work hypotheses. Following the surveys' validation, the respondents were split into four groups: those who were intrinsically motivated, those who were extrinsically motivated, those who were unmotivated, and those who were both. Excel and SPSS were utilized to examine the gathered data. Among the main findings of the study are the following: the percentage of people who possess both intrinsic and extrinsic motivation is declining as average rises; the highest proportion of unmotivated students is concentrated in the highest average category; female students typically perform better at the university level. The study aims to serve as almost a preliminary investigation into the nature of the connection between internal (and extrinsic) motivation and performance. More investigation is required.*

Keywords: *correlation, performance, extrinsic motivation, and intrinsic motivation.*

РОЛЬ ВНУТРЕННЕЙ И ВНЕШНЕЙ МОТИВАЦИИ В ИЗУЧЕНИИ ЯЗЫКА

Аннотация. *Ряд исследований, которые не проводились в течение последних десяти лет, выявили некоторые интригующие подробности о том, как различные мотивационные стили влияют на результат. Ричард Райан, Эдвард Деси, Сэм Глюксберг, Дэн Ариэли, Роберт Эйзенхауэр, Линда Шэннок, аналитики Лондонской школы экономики и другие исследователи — среди тех, кто проявил интерес к этой теме. Хотя в этой области не было достигнуто консенсуса, их выводы предполагают, что внешние стимулы могут оказывать пагубное влияние на общую производительность. В этом исследовании я надеюсь прояснить связь между производительностью и внутренней и внешней мотивацией. По мнению экспертов, внутренняя мотивация — это желание выполнить*

задачу или деятельность из-за внутреннего удовлетворения, которое она приносит, в отличие от ожидания другого вида вознаграждения. С другой стороны, когда деятельность предпринимается для достижения определенной цели, мы называем ее внешней мотивацией, а не внутренней мотивацией. Мы начали и провели объяснительное исследование, стремясь прояснить связи между понятиями. В основу исследования положено изучение взаимосвязи между успеваемостью студентов третьего курса и их основным мотивационным стилем. Для этого мы объединили количественные (исследования) и качественные (фокус-группы) методологии для разработки и проверки четырех рабочих гипотез. После проверки опросов респонденты были разделены на четыре группы: те, кто имел внутреннюю мотивацию, те, кто был мотивирован извне, те, кто не был мотивирован, и те, у кого было и то, и другое. Для анализа собранных данных использовались Excel и SPSS. Среди основных выводов исследования можно выделить следующие: процент людей, обладающих как внутренней, так и внешней мотивацией, снижается по мере роста среднего показателя; наибольшая доля немотивированных студентов сосредоточена в высшей средней категории; Студентки обычно лучше учатся на университетском уровне. Исследование призвано служить почти предварительным исследованием природы связи между внутренней (и внешней) мотивацией и производительностью. Требуется дополнительное исследование.

Ключевые слова: корреляция, результативность, внешняя мотивация и внутренняя мотивация.

1. Introduction

The idea of motivation first surfaced around 1930, and it has since been the subject of extensive discussion and research to determine what exactly motivates people to carry out a given activity. It is impossible to declare that there is a single, cohesive theory of motivation after decades of investigations and research. Nonetheless, there are several aspects of motivation that are well acknowledged. A number of studies that haven't been conducted in the past ten years have shown some intriguing details about how various motivational styles affect output. Richard Ryan, Edward Deci, Sam Glucksberg, renowned economist Dan Ariely (along with his colleagues from Carnegie Mellon and the University of Chicago), analysts from the London School of Economics, Robert Eisenhower, Linda Shanock, and others are among the researchers who have expressed interest in this field (Pink: 2009). Although there hasn't been a consensus in this area, their findings imply that extrinsic incentives may have a detrimental effect on performance as a whole. Many businesses are developing a new idea centered on autonomy, mastery, and purpose, even if it is still unclear how extrinsic incentives affect creativity or what effects intrinsic motivation has on performance (Matei and Abrudan: 2010, 1137-1139). The research is focused on the analysis of the relations between the results (performance) acquired by third year students and their primary type of motivation (intrinsic and extrinsic motivation). II. Define the terms "intrinsic and extrinsic motivation" A motivated person feels inspired or stimulated to do action, whereas an unmotivated person has no such feelings (Ryan and Deci, 2000, 54). Consequently, it is evident that individuals differ in their levels of motivation. Human motivation can also differ in terms of its form and orientation in addition to its level. These characteristics of motivation serve as the basis for some

recent studies, and there has never been greater discussion about intrinsic vs extrinsic drive. The definition of intrinsic motivation is the decision to carry with a task or activity because of the intrinsic fulfillment it brings, as opposed to the expectation of a different result. People's innate tendency to absorb information and integrate it into their lives is reflected in their intrinsic motivation. However, theorists Ryan and Deci (2000), 56) have demonstrated that this tendency seems to manifest itself only in certain situations. When an activity is carried out to achieve a distinct result, as opposed to intrinsic motivation, we refer to it as extrinsic motivation (Ryan and Deci: 2000, 60). Extrinsic rewards have the potential to reduce intrinsic motivation, according to experts Ryan and Deci (Ryan and Deci: 2000, 58). Threats, deadlines, rewards associated with task completion, and instructions all work against intrinsic motivation because people see them as methods of behavior control. However, because they come with a sense of autonomy, having freedom of choice and the ability to lead oneself can boost intrinsic drive. Even extrinsic motivation, though, is capable of some autonomy. Extrinsic motivation influences autonomy to varying degrees, which may indicate genuine self-regulation or external control (Ryan and Deci: 2000, 59).

II. Methodologies for Research

We took into account the following work hypotheses when conducting the research: - The average is higher for those whose intrinsic motivation is stronger than for people whose extrinsic motivation is stronger. People who possess both intrinsic and extrinsic motivation outperform those who just have one active motivational factor. The least driven people have the lowest averages. Women exhibit intrinsic motivation in a different way than do males. Research has been done to provide an explanation in order to test the work hypothesis. In order to get the most significant results, quantitative and qualitative methodologies were used for this. We thus linked the focus group to the inquiry, which served as the main research method, in order to provide recommendations for the interpretation of the data. A questionnaire was employed as a research method in the study. The purpose of the 31 closed questions on the questionnaire, which was modified from one by Horst H. and Renate Siewert (Siewert H.H, Siewert R., 2000), is to gauge extrinsic and intrinsic motivation. Thirty-seven second-year Management students from The Faculty of Economics were administered the questionnaire. 35 of the 37 questionnaires were validated, while 2 were ignored. In order to streamline the analysis of the gathered information, three focus groups were arranged. The questionnaire results determined the participants' groups, which were as follows:

- People with both intrinsic and extrinsic motivation were in the first focus group (16 students);
- People with either intrinsic or extrinsic prevailing motivation were in the second focus group (12 students);
- People without motivation were in the third focus group (7 students).

III. Research results

Thirty-seven third-year students who completed the questionnaire during the study's initial phase made up the sample. 35 surveys have since been deemed legitimate. Men made up 37,1% of the responders, while women made up 62,9%. The following is a summary of the questionnaire's results: - 17,1% of respondents are intrinsically motivated; - 17,1% of respondents

are extrinsically motivated; - 20% of respondents are unmotivated (neither extrinsic nor intrinsic motivation predominant). - 45,8% of respondents have both extrinsic and intrinsic motivation prevailing. We took into account each student's average during the first two years of university study in order to examine the relationships between performance and the dominant motivational style. To achieve a relatively equal distribution, the averages were split into three categories: averages falling between 5 and 6,5 in the first category, averages falling between 6,5 and 7,5 in the second, and averages above 7,5 in the third. Three of the study hypotheses are clearly not proven, which makes the results uninspiring. Furthermore, it appears that the percentage of people who are motivated by both intrinsic and extrinsic factors is declining as the average rises. It's also important to note that the biggest percentage of unmotivated pupils (30%) is centered in the category with the highest average. In summary, it appears that the two variables under consideration have no link with one another. The correlation coefficient is provided in Exhibit 3. The correlation coefficient's low value (0,139) indicates that there isn't a strong association between motivation and average performance.

Overall, data analysis showed that the theories regarding the types of motivation that are correlated with performance were not supported. In contrast to predictions, as the average grew, the proportion of people who were motivated by both intrinsic and extrinsic factors declined. In the highest average category, the proportion of unmotivated pupils was highest.

IV. Conclusion

The study's assumptions produced a range of outcomes, highlighting the necessity for more investigation to fully understand the complex interplay between academic achievement and internal and extrinsic motivation. The association between gender and academic performance with female students typically outperforming male students at the university level was a noteworthy discovery, nevertheless. The acknowledgement of the research's shortcomings includes the fact that the population under investigation was not statistically representative.

All in all, this study provides a useful foundation for further research in this area by examining the intricate relationship between performance and motivation.

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