

The Relationship between Motivational Factors towards Students Engagement among Undergraduate Student Amid Covid-19 Crisis

Ikmal Abd Malik, May May Grace Derioh

Lecturer, UNITAR International University, Malaysia

Email: ikmal@unitar.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBS/v11-i6/10215> DOI:10.6007/IJARBS/v11-i6/10215

Published Date: 14 June 2021

Abstract

Motivation and engagement are very important for student learning. Students have different qualities of motivation that can vary from time to time depending on the learning and teaching context (Ryan & Deci, 2000). It is important to ensure students have a better position and educators can provide a conducive learning environment to students instead of promotes better learning (Shao, 2020). Duan et al., (2020) indicate that intrinsic and extrinsic motivation are qualitatively different kinds of motivation and the kind matters for student's engagement." There are a lot of studies have been conducted to determine the factors that can influence a student's engagement which researcher studied in a different cultural context. Therefore, this study aims to identify the relationship between intrinsic and extrinsic motivation for student engagement during the COVID-19 crisis. A total number of 275 undergraduate students responded to the questionnaire. The data was collected by using a set of questionnaires distributed among undergraduate students at a selected university in Lembah Klang area. Correlation analysis was used to analyze the data by using Statistical Package for the Social Sciences (SPSS). The findings indicated that there are significant relationships between intrinsic and extrinsic motivation towards student engagement amid the COVID-19 crisis.

Keywords: Motivation, Intrinsic, Extrinsic, Engagement, COVID-19, Pandemic

Introduction

COVID-19 that hits the world gives a major impact on student's lives including separation from friends, financial issues, living conditions, health concerns for themselves as well as their education. Amid the outbreak, every learning institution in the world opts for remote learning or known as online learning to continue the business of education as usual (Chung et al., 2020). High Fliers Research (High Fliers Research, 2020) reported that more than 70% of their sample considered that universities are doing well amid the outbreak in terms of preparing online materials and continuing the provision of their study. This leaves a population of

students disaffected by the movement and perhaps points more broadly to challenges faced for the next academic year, regarding student perceptions of what may be a new 'normal'. In contrast, the result looks different. Some students are thriving with the new way of learning but many of them disengaging with it (Wyse et al., 2020). Some students are absent during the online class, others are present but not doing their work. Previous research showed that engage students were genuinely persevering despite challenges. They were attentive and curious. They try to understand what they learn whether the classroom is online or brick-and-mortar.

On top of that, Gao et al (2020) define student engagement as a student's willingness, need, desire, and compulsion to participate in and be successful in, the learning process promoting higher-level thinking for enduring understanding. Furthermore, Oliveras et al., (2020) indicates that students are engaged when they can handle challenges and obstacles, participated in their work, and take joy in accomplishing their assignment. Besides, engagement and motivation play an important role in enhanced student's learning outcomes (Saeed & Zyngier, 2012). Motivation is a demanded element and pre-requisite of student's engagement in learning. It gives outcomes for a student's academic achievement (Theis, Sauerwein & Fischer, 2020). This study was designed to understand students' motivation type, intrinsic and extrinsic motivation, and how it influences student engagement. Moreover, students react differently to each type of motivation that will result in their engagement and learning (Moubayed et al., 2020). At this point, what motivational factors influence student's engagement are important. The present study proposed to analyze which types of motivation, intrinsic or extrinsic have a significant relationship towards student engagement.

Research Questions

1. Does intrinsic motivation have a significant relationship with student engagement during the COVID-19 outbreak?
2. Does extrinsic motivation have a significant relationship with student's engagement during the COVID-19 outbreak?

Research Objectives

1. There is a significant relationship between intrinsic motivation with student engagement during the COVID-19 outbreak.
2. There is a significant relationship between extrinsic motivation with student engagement during the COVID-19 outbreak.

Relationship between Intrinsic Motivation on Student's Engagement

Intrinsic motivation can be defined as someone's desire of doing an activity out of the curiosity, their desire to complete an assignment and to contribute (Abd Malik et al., 2018). Previous studies have shown the statistically significant between intrinsic motivation and student's engagement in learning (Wigfield & Wagner, 2005). According to Slavin (2010), students are more motivated when they are accountable for what they are doing. While, the engagement is depending on accountability (Svoboda & Passmore, 2010). When students feel the positive interdependent, they are more likely to engage, contribute, and take the learning seriously (Garrosa et al., 2017). Furthermore, the absence of accountability may result from ineffective learning (Chen, Fan & Jury, 2017). Further, the present study hypothesized that there is a significant relationship between intrinsic motivation and student engagement.

Relationship between Extrinsic Motivation on Student's Engagement

Extrinsic motivation is the desire that is influenced by external factors and isolated from the behavior that it caused (Abd Malik et al., 2018). It is different from intrinsic motivation where individuals demonstrate a specific behavior due to instinct to succeed (Deci & Ryan, 2000). Numerous research studies found that teachers were always used extrinsic motivation like food, praise, and rewards to encourage student's engagement in learning (Saeed & Zyngier, 2012). The efficacy of extrinsic motivation depends on context and time. Further, the present study hypothesized that there is a significant relationship between extrinsic motivation and student engagement.

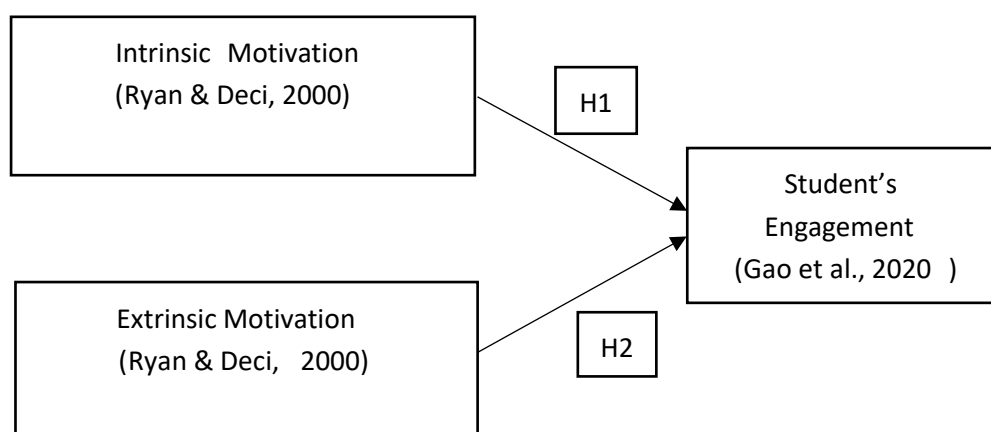


Figure 1 - The proposed Research Framework

Research Methodology

In this study, a quantitative research approach was used to measure the relationship between intrinsic motivation and extrinsic motivation towards student engagement. A total of 300 questionnaires were distributed to undergraduate students in the Klang Valley area. The technique used in this study is non-probability sampling and select 300 respondents for the units of study (individual students). Only 275 questionnaires were returned and used for data analysis, indicating that the response rate was 91.67 percent. This research used the Statistical Package for Social science (SPSS) to analyze the collected data.

Findings

To determine the normality test by using graphically, the output of a normal Q-Q plot can be used. Figure 2 below shows the normality of the dependent variable (student engagement) by using the Q-Q plot. Since the line is close to the diagonal line, the data considered normally distributed.

A. Normality test (Q-Q Plot).

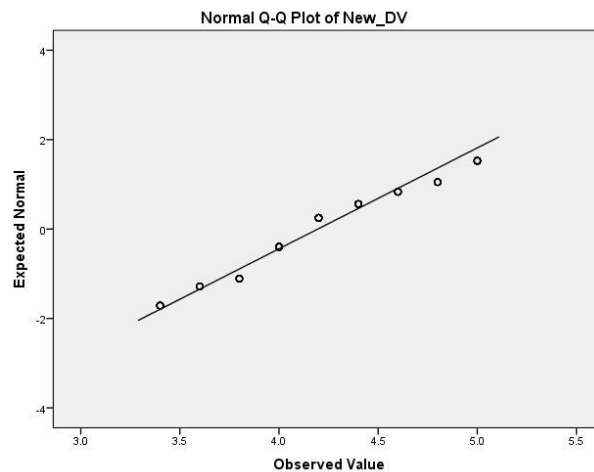


Figure 2

Table 1

Cronbach's Alpha value to variables of interest

Variables	No. of items	Cronbach's Alpha
Intrinsic Motivation	5	.875
Extrinsic Motivation	5	.757
Student Engagement	5	.666

Reliability analysis was used in the present study to examine the internal consistency of the dimension items of intrinsic motivation, extrinsic motivation, and student engagement. It indicates that Cronbach's Alpha for intrinsic motivation and extrinsic motivation is above 0.7. Hence, the measurement items are considered acceptable and have good internal consistency (Nunally, 1975). On the other hand, student engagement shows the value below the rule of thumb, 0.666. However, according to Taber (2018), the Cronbach Alpha above 0.6 is still acceptable.

Correlation Analysis

Table 2

*Correlation Analysis***Correlations**

		New_DV	New_IM	New_EM
New_DV	Pearson Correlation	1	.365**	.450**
	Sig. (2-tailed)		.000	.000
	Sum of Squares and Cross products	53.835	25.520	25.431
	Covariance	.196	.093	.093
	N	275	275	275
New_IM	Pearson Correlation	.365**	1	.507**
	Sig. (2-tailed)	.000		.000
	Sum of Squares and Cross products	25.520	90.769	37.186
	Covariance	.093	.331	.136
	N	275	275	275
New_EM	Pearson Correlation	.450**	.507**	1
	Sig. (2-tailed)	.000	.000	
	Sum of Squares and Cross products	25.431	37.186	59.265
	Covariance	.093	.136	.216
	N	275	275	275

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

Table 2 above shows the result from the correlation analysis. Correlation analysis was used in this study to show the significant relationship between the dependent and independent variables. The variables are statistically significant when the Significant value (2-tailed) is 0.05 or below (Bland & Altman, 1995). Based on the above table, it shows that there are significant relationships between intrinsic motivation and extrinsic motivation towards student engagement, 0.000.

Result of Hypotheses Testing

Table 3

Result of the Hypotheses

Hypotheses	P-Value	Results
Hypothesis (H1): There is a significant relationship between intrinsic motivation and student engagement amid the COVID-19 crisis.	0.000	Failed to reject H1.
Hypothesis (H2): There is a significant relationship between extrinsic motivation and student engagement amid the COVID-19 crisis.	0.000	Failed to reject H2.

H1: There is a significant relationship between intrinsic motivations with student engagement amid the COVID-19 crisis.

As shown in Table 3 above, the significant value for intrinsic motivation is 0.000. It has a positive relationship when Sig. value falls on or less than 0.05. Therefore, there is a significant relationship between intrinsic motivations with student engagement amid the COVID-19 crisis.

H2: There is a significant relationship between extrinsic motivations with student engagement amid the COVID-19 crisis.

As shown in Table 3 above, the Significant value for extrinsic motivation is 0.000 and it is less than 0.05. Therefore, there is a significant relationship between extrinsic motivations on the career choice of undergraduate students.

Conclusion*Discussion*

The majority of the students who have positive motivation towards their learning engagement during a difficult time neglect their type of motivation. The sudden shift from face-to-face learning to online learning has resulted in a positive outcome even though they are in a completely different learning environment. There are some challenges that most students faced such as do not have access to high-speed internet services and some still struggling with online learning.

Educators must know how to motivate or reward the students to ensure their engagement during the COVID-19 crisis. For such high-level motivation students, it is possible for them to engage and they do not face any difficulty but when it comes to low-level motivation students, a problem such as disengagement will appear. Future research needs to be done on the disengaged student. It might help educators to understand their situation.

Limitations of the study

The small sample size was the major limitation of this research study. The sample size limits the ability to generalize the results. Future researches should either increase the sample size or use random selection techniques. As the results are only based on students' perspectives. However, the educator's opinions in future studies might help in understating the issues regarding student engagement during the COVID-19 crisis. The conclusions of the study are mainly based on the opinions of students in higher learning institutions in the Klang Valley area, analyzing the opinions of student engagement in other states or regions might produce more critical results.

References

- Abd Malik, I., Said, M. H., & Munap, R. (2018). A study on the relationship between motivation factors and career choice among undergraduate students in Malaysian private universities. *Journal of Entrepreneurship and Business*, 6(2), 11-23. <https://doi.org/10.17687/JEB.0602.02>
- Bland, J. M., & Altman, D. G. (1995). Multiple significance tests: the Bonferroni method. *Bmj*, 310(6973), 170.
- Chen, C., Fan, J., & Jury, M. (2017). Are perceived learning environments related to subjective well-being? A visit to university students. *Learning and Individual Differences*, 54, 226-233.
- Chung, E., Subramaniam, G., & Dass, L. C. (2020). Online Learning Readiness among University Students in Malaysia amidst COVID-19. *Asian Journal of University Education*, 16(2), 46-58.
- Duan, Y., Liu, B., & He, Y. (2020). Study on relationships among sports spectator motivations, satisfaction and behavioral intention: empirical evidence from Chinese marathon. *International Journal of Sports Marketing and Sponsorship*.
- Gao, F., Mei, Q., & Guo, C. (2020). Relationship between depression and student engagement of senior high school students and the mediating role of resilience. *Revista Argentina de Clínica Psicológica*, 29(1), 14.
- High Flier Research. (2020) The Graduate Market in 2020 [PDF file]. Available from https://www.google.com/search?q=apa+citation+pdf+document&rlz=1C1CHBF_enMY811MY811&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjt4ujEjOvtAhWjzjgGHWkiCMIQ_AUoAXoECAUQAw&biw=1366&bih=695
- Moubayed, A., Injadat, M., Shami, A., & Lutfiyya, H. (2020). Student engagement level in e-learning environment: Clustering using k-means. *American Journal of Distance Education*, 1-20.
- Nunnally, J. C. (1975). Psychometric theory—25 years ago and now. *Educational Researcher*, 4(10), 7-21.
- Oliveras-Ortiz, Y., Bouillion, D. E., & Asbury, L. (2020). Learning Spaces Matter: Student Engagement in New Learning Environments. *Journal of Education*, 0022057420908062.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.
- Saeed, S., & Zyngier, D. (2012). How motivation influences student engagement: a qualitative case study. *Journal of Education and Learning*, 1(2), 252-267.
- Shao, S. (2020). Research on the Optimization of Online Courses of Dance Education in Normal Universities. In 2020 International Conference on E-Commerce and Internet Technology (ECIT) (pp. 197-200). IEEE.

- Slavin, R. E. (2010). Co-operative learning: what makes group-work work. *The nature of learning: Using research to inspire practice*, 161-178.
- Svoboda, J., & Passmore, C. (2010). Evaluating a modeling curriculum by using heuristics for productive disciplinary engagement. *CBE—Life Sciences Education*, 9(3), 266-276.
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273-1296.
- Theis, D., Sauerwein, M., & Fischer, N. (2020). Perceived quality of instruction: The relationship among indicators of students' basic needs, mastery goals, and academic achievement. *British Journal of Educational Psychology*, 90, 176-192.
- Wigfield, A., & Wagner, A. L. (2005). Competence, motivation, and identity development during adolescence. *Handbook of competence and motivation*, 222-239.
- Wyse, A. E., Stickney, E. M., Butz, D., Beckler, A., & Close, C. N. (2020). The Potential Impact of COVID-19 on Student Learning and How Schools Can Respond. *Educational Measurement: Issues and Practice*, 39(3), 60-64.