

# The Relationship between Intrinsic Motivation and Happiness with Academic Achievement in High School Students

Amir Hossein Khoshnam

Islamic Azad University, Abhar Branch, Abhar, Iran

Mohammad Ghamari (Ph.D)

Islamic Azad University, Abhar Branch, Abhar, Iran

Arezou Ghamari Gendavani

Payam e Nour University, Tehran South Branch

**DOI Link:** <http://dx.doi.org/10.6007/IJARBSS/v3-i11/342>

**Published Date:** 11 November 2013

## Abstract

The aim of this study was to determine the relationship of internal motivation and happiness with academic achievement among high school students. Using cluster random sampling 341 student were selected. Then internal motivation and happiness questionnaires administrated. To measure the academic achievement, their academic grade average was used. Collected data analyzed using Pearson correlation coefficient, stepwise regression analyses and Z test. The results showed that there is positive and significant relationship between internal motivation and academic achievement ( $P < .01$ ). There is positive and significant relationship between happiness and academic achievement ( $P < .01$ ). The relationship of internal motivation and academic achievement as well as happiness and academic achievement among male and female students is no different. The results of regression analysis showed that only internal motivation is able to predict academic achievement.

**Keywords:** internal motivation, happiness, academic achievement

## Introduction

Academic achievement of students is one of the most important indicators of assessments in education. Community and Specially Education are concern about the fate of the individual, successful development and his status in the community and expected that individual progress and ascendance in different aspects including cognitive dimension and acquires skills and abilities as well as personality, emotional and behavioral dimension ( Payizi, 2007). Because the degree of academic progress and drop out is one of the effectiveness criteria of

educational system, explore and survey of the effective variable on academic result to better cognition and predicting effective variable in school.

Well educated and better performance at school is seen as essential element on more types of successes in life. However, academic achievement is depended more than what happens within the walls of the school (Boccanfuso; Moore ; Whitney; 2010). Among the variables that seem to relate with academic achievement are internal motivation and happiness.

Individuals that have intrinsic motivation determine aims for one self and attempt to reach that. In fact if they feel that are under pressure in accomplish of interested activities, their level of motivation or internal interest is decreased. In contrast, individuals who have extrinsic motivation do not know one-self self- determination or deserve. Their behavior is dictated from outside. And external factors and other people play a decisive role in their behavior and decisions.

These individuals give more attention on external events and other people than their personal satisfaction and pleasure. So individual with extrinsic motivation instead of focusing on the task and feel satisfaction from better doing of that is expecting to type of social reward or punishment for doing or not doing of the task(Bohrani,2005).

Research conducted by PentiRich and De Groot (1990, quoted Sharifi, 2006) has shown that the following factors can be predict an important part of the changes in academic achievement of student: self- ability, intrinsic value, test anxiety, or self-regulated learning strategies. Studies suggest that academic achievement are influenced by the interaction between situational variables such as planning, training methods, physical and emotional condition of the school environment, the learners' attitudes toward education issues and achievement motivation (Sharifi, 2006).

Happiness is the positive emotion that is composed of two dimensions of social behaviors and inner satisfaction and can show a sense of joy. Social Values and norms are the determinant of happy behavior of individuals in a community that may vary protest of happy behavior from community to community. Happiness is affective in creating a mental health, also help the person be successful on social relations and achieve to individual goal.

Happiness of individual resulted from two categories of internal and external factors , internal factors that cause happiness are inner, subjective, physical and mental strengths that if individual focus them will create sense of satisfaction and long- standing happiness without any interfere of other( denier, 2000).

Happiness as the positive feelings that all humans have a common denominator is in contrast to negative emotions such as depression, grief and despair. According to some psychological theories, minimum of happiness is necessary to continue of life and without that wont hope to future life. From this perspective can be named suicide as emotional behavior that placed on the end of negative feeling spectrum on the opposite side of happiness feeling and can be recognized the rate of suicide on society as indicators of unhappiness in society. Beside of suicide, there is various behaviors that formed and developed as a lack of happiness (Musavi bafroi, 2008). In this research the relationship of internal motivation and happiness with academic achievement studied

Studies Ryan & Deci( 2001) and Kasser (2003) documented that internal motivation positively affect people's health, while extrinsic motivations shows negative effects. Sheykhholeslami and Razavie (2005) showed that external motivation doesn't have significant relationship with creativity. But internal motivation has positive and significant relationship

with creativity. The aim of this research is to determine the relationship between internal motivation and happiness with academic achievement among high school students.

### Methodology

The Method of This study is a correlation.

Population: The study population in this study was all high school students of Abhar in educational year of 91-90.

Sample and Sampling: The sample in this study was 341 students. Sampling, method was cluster sampling. Sample size was 341 students.

Measurement Tools: in this study two standardized questionnaires was used:

A. Oxford happiness questionnaire

This questionnaire provided by argyle and Lu (1989) that has 29 items. Alipuor and Nourbala (1999) reported Alpha Kronbakh for this questionnaire 0/93.

B. Intrinsic motivation Questionnaire: intrinsic motivation questionnaire provided by McAuley and colleagues (1991). This questionnaire is a multidimensional instrument to measure intrinsic motivation. Siu & Lopez (2010) reported Cronbach's alpha for the entire questionnaire 0/79.

To assessment the academic achievement mean of scores was used.

Data analysis and statistical methods: Pearson correlation coefficient, regression analyzed and Z test was used to test the hypotheses.

### Findings

Table 1: Descriptive indicator of variables in the total sample and according to sex

	gender	F	minimum	maximum	mean	Standard deviation
Internal motivation	male	130	82	242	177/12	33/23
	female	211	91	252	188/86	29/23
	total	341	82	252	184/32	31/291
Happiness	male	130	0	85	50/04	16/57
	female	211	7	87	47/15	17/07
	total	341	0	87	48/25	16/91
Academic achievement	male	130	9/50	19/87	16/40	2/11
	female	211	50/10	20	16/76	2/15
	total	341	9/10	20	16/62	2/14

Table 1 shows the descriptive indicators of variables including frequency, mean, and standard deviation in whole subjects and with separate of gender.

**The first research hypothesis:** There is a relationship between intrinsic motivation and academic achievement.

Table2: correlations

Variables	Intrinsic motivation	happiness
Academic achievement	0/321**	0/126*
Sig	0/000	0/020

Table 2 shows that the correlation between intrinsic motivation and academic achievement (0/321) is significant. So with 0/99 confidence can be concluding that there is positive and significant relationship between intrinsic motivation and academic achievement.

**The second research hypothesis:** There is a relationship between happiness and academic achievement.

Table 2 shows that the correlation between intrinsic motivation and academic achievement (0/126) is significant. So with 0/95 confidence can be concluding that there is positive and significant relationship between happiness and academic achievement. For predicting of academic achievement from intrinsic motivation and happiness, multivariate regression analysis was used that results presented here:

Table6: multivariate correlation

model	R	Adjusted R	Estimate standard error
1	a 0/321	0/98	2/035

a: predictors(constant): intrinsic motivation, happiness

Table 6 shows that multivariate correlation among students is (0/321) and square of that is (0/103). This degree of correlation shows that about 10 percent of academic achievement total variance among students are explained by intrinsic motivation and happiness. For survey the significant of calculated F variance analysis was used that results presented here:

Table7: variance analysis

model	SS	df	Ms	F	Sig
Regression	160/565	2	80/282	19/376	a
Residual	1400/450	338	4/43		0/000
total	1561/015	340			

a: predictors(constant):intrinsic motivation, happiness dependant variable: academic achievement

Table 7 shows that calculated F is significant

table8: standardized beta coefficient

Model	B	Standard error	Beta	T	Sig
Intrinsic motivation	0/2001	0/004	0/319	5/728	0/000
Happiness	0/75	0/007	0/005	0/081	0/935

Table 8 shows beta standard to assessment the part of each variable in predicting academic achievement. Attention to table shows that beta degree of intrinsic motivation is 0/319. This degree of beta coefficient shows that 1unit change in intrinsic motivation is equal with 0/319 unit change in academic achievement. Also beta degree of happiness is 0/081. Result of t test shows that this amount of t is not significant.

**Third research hypothesis:** intrinsic motivation, happiness, and academic achievement of female and male students are different.

Table 9: results of t test

Variables	groups	N	mean	Mean difference	Standard error	df	t	sig
Intrinsic motivation	Male	130	177/12	-11/648	3/436	339	-3/395	0/001
	female	211	188/76					
Happiness	Male	130	50/04	2/892	1/883	339	1/536	0/125
	female	211	47/15					
Academic achievement	Male	130	16/40	-0/361	0/238	339	-1/515	0/131
	female	211	16/76					

Table 9 shows that there is significant difference between the mean score of male and female student in intrinsic motivation. Attention to mean difference shows that female students have more degree of intrinsic motivation variable.

Table 9 shows that there is no significant difference between the mean score of male and female student in happiness variable.

### Discussion and conclusion

The aim of this research was to determine the relationship between intrinsic motivation and happiness with academic achievement among school students. The result of research showed that there is positive and significant relationship between intrinsic motivation and academic achievement as well as happiness and academic achievement.

The result of this research is correspond with the result of Ryan & Deci(2001) and Kasser (2003) study that showed intrinsic motivations affect positively people health, but extrinsic motivation have negative effects. also the result of this research is correspond with researches such as Sheikholeslami and Razavie(2005) about the positive and significant relationship between intrinsic motivation with students creativity; Sheikholeslami and Khayer(2006) about relationship between intrinsic motivation and scores of the strategies of English language learning ; Wiethead(2003) about the relationship between intrinsic motivation and achievement of students.

Students with intrinsic motivation determine goals for one and attempt toward reach them. In fact, if they feel that are under pressure in doing interested activities decrease their motivation and internal interests. In contrast students with extrinsic motivation do not know themselves competent or self- determinant. Their behavior is dictated from environment. So external, factors and other individuals play determinant role in their behavior and decisions (Bohrane, 2005).

Researches and experiences shows that when people are happy and have good mood they are cooperative, see the things with positive perspective, when encounter with problems use effective and useful coping strategies, but unhappy and sad people are avoidant and negativist and avoid from problems or use useful less strategies to coping. Happiness improves memory and cause to increase effective process of information and creativity. Happiness not only in mental health but is effective in physical health as well. Studies show that happiness strength body immune system and this improve individual health.

Motivation of students to academic achievement is one of the preoccupations of teachers, researchers, educational professional and family. So, one of the most challenges of schools in 21 century is that students motivated to more academic achievement and attain update skills and improve problem solving ability for accompany with fast developments of present age(Sharifi,2006).

With regard to significant relationship between internal motivation and academic achievement suggest that administrators of education to improve of students academic achievement, strength their intrinsic motivation from educational and counseling programs. Also With regard to significant relationship between happiness and academic achievement and with regard to literature of research about positive consequences of happiness suggest that administrators of education to improve of students academic achievement, strength their intrinsic motivation from educational and counseling programs.

### References

Alipour, A. ; Noorbala , A. (1999 ). A preliminary study on the reliability and validity of the Oxford Happiness Inventory among students of Tehran University, J of Thought and behavior, N 1 and 2.

Bafroe Mousavi , S. M. ( 2008). Study sociological factors affecting happiness in macro and micro levels, unpublished MA thesis. Tehran, Shahid Beheshti University.

Boccanfuso,C; Moore,K.A ; Whitney.C .( 2010). Ten ways to promote educational achievement and attainment beyond the classroom, [www. mentoring. org/ downloads/ mentoring\\_1263. pdf](http://www.mentoring.org/downloads/mentoring_1263.pdf)

Bohrani , M. (2005 ).Study of academic Motivation of high school students and its correlates. J of Humanities and Social Sciences, No. 4, pp. 104-115.

Deci, E. L. & Ryan, R. M. (2000). he “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, Vol. 11, No. 4, 227–268.

Diener, ED. & Lucas, Richard E(2000). Explaining Differences in Levels of Happiness: Relative Standards, Need Fulfillment, Culture, and Evaluation Theory, *Journal of Happiness Studies* 1: 41-78.

Gholami , Y , Khodapanahi , M. K , Rahimi Nejad , A. , Heydari , M. ( 2006). Relationship between achievement motivation and self-concept with academic achievement eighth -grade students, *Journal of Iranian Psychologists*, No. 7, 207-218.

Kasser T., (2002), *the high price of materialism*, Cambridge, MA, MIT Press

Majdyan, M. (2008). *Intrinsic motivation questionnaire*, Tehran : Azemonyarepuya institute

McAuley E, Duncan TE, Wraith S. (1991). Self-efficacy, perceptions of success, and intrinsic motivation for exercise. *Journal of Applied Social Psychology*; 21: 139–155.

Payizi, M; Shahraray , M , F, and . Allah ; Safai , P. 2007). Effectiveness of assertiveness training on happiness and academic achievement of students, *J Psychological Studies* , No. 4 , p 25-43.

Ryan, R . M, & Deci , E . L. (2002). The paradox of achievement: harder you push , the worse it gets . In J. Aronson ( ED.). *Improving academic achievement: contributions of social psychology* ( pp: 59 – 85). New York: Academic Press.

Ryan R. M. and E. L. Deci (2001). On happiness and human potential: a review of research on hedonic and eudemonic well-being, ”, *Annual Review of Psychology*, February, Vol. 52: 141-166

Ryan, R. M. & Deci, E. L. (200). *Intrinsic and Extrinsic Motivations: Classic definitions and new directions*. *Contemporary Educational Psychology* 25, 54–67

Sharifi , H. . P. (2006). Assessment of Intrinsic and extrinsic motivation of achievement and attitude toward educational issues and part of this variables in explanations of their academic achievement , *Jl of Educational Innovations* , No. 18 , 171-202.

Sheikholeslami, R. , Kheri , M. ( 2006). Investigate the relationship between motivational beliefs and use of English learning strategies among students J of Psychology, No. 1 , pp. 23-33.

Sheikholeslami, R. ; Razavieh , A. (2004 ). Predicting students creativity from Extrinsic motivation and intrinsic motivation and gender, No. 4, pp. 94-103.

Siu, K & Lopez,V.(2010). Intrinsic Motivation Inventory: translation and validation in Chinese women with urinary incontinence, International Journal of Urological NursingVol4.p39-46

Whitehead,J.M.(2003).Masculinity, Motivation And Academic Success : A Paradox. Teacher Development, Vol 7,287-310.