A study on Motivation for Achievement as an incentive of Career Progress in Psychology Students

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Abstract

Purpose: The purpose of the present study is the motivation for achievement of the first-year students regarding their motivation degree, performance and achievement.

Method: The mixed method aims to describe the relation between students' motivation, academic achievement and success. As correlative research as it aims to assess the relationship between several study variables as motivation and demographic factors and motivation and academic achievement. The statistical analysis can identify relationships between variables whose exploration can reveal if the relationship between them is causal or not.

Results: Results reveals there is no significant correlation between social satisfaction factor and academic performance ($r= .073$; $p> .05$) and no significant correlation between social pressure factor and academic performance ($r=.291$; $p> .05$). There is a positive correlation between external motivation and performance academic ($r= .594$; $p> .05$), there is no significant correlation between the missing alternatives factor and academic performance ($r=.065$; $p> .05$), there is no significant correlation between the qualifications & career factor and academic performance ($r= 179$; $p> .05$) and there is no significant correlation between social satisfaction factor and academic performance ($r=.073$; $p> .05$). ANOVA indices of mean differences confirm the study findings.

Conclusions: The process of European association has led to a paradigm shift that leads on the one hand to new methods of training research (Baelo& Arias, 2011), being also necessary, a profound change in the culture of the organization, and also recommended the incorporation of self-regulated learning programs within the university studies of Health Sciences degree.

Keywords: Motivation, incentive factors, academic achievement, career, European progress.

INTRODUCTION

Motivation can be conceived as energy and incitement to learn, work effectively, and achieve the right potential in academic outcomes, while engagement is the behavior that follows from this energy and motivation. Motivation is referred as multidimensional: it measures impulsive and intentional action, deals with internal and external factors, and observes the causes of behavior. Motivation is one of the most important psychological concepts in education. Many researchers have shown that motivation is related to different academic outcomes, such as curiosity, perseverance, learning, and performance.

Therefore, the issue of why some students is motivated to achieve high results, while others are unmotivated is significant. It is necessary for academics to determine the factors that result in achieving high motivation, so that they will be better equipped to facilitate students 'academic success and avoid the factors that lead to low motivation. While there are a number of factors that affect academic performance, one of the

most influential is motivation. Motivation, also referred to as academic engagement, is also referred to as "Cognitive, emotional and behavioral indicator of student investment and commitment to university".

Research have suggested that only motivation has a direct impact on academic achievement, all other factors affect achievement only through their effect on motivation. Many research papers claim that students who have an internally motivated orientation use cognitive strategies and self-regulatory processes more than those who have an external motivational orientation. Authors also suggest that an in-depth approach to learning is associated with a high degree of involvement and intrinsic interest in learning, in those cases where results consistently emerge as a result of internal causes (ability and effort), while assuming that the results are due to external causes (such as positive impacts towards superficial learning acquisition). Psychologists, especially those in the field of education, have long addressed the role of motivation in student achievement and learning in their research and studies. It is already recognized that students need cognitive and motivational skills to succeed in their studies (Bichler & Snowman, 2004). Student motivation is a significant issue in higher education, especially because of the importance of academic achievement in their professional life (Afzal, Ali, Khan & Hamid, 2010). Academic achievement is therefore defined as the result of education and the degree to which a student has achieved his educational goals (Pekrun et al.,2009). Various studies have evaluated the role of student motivation in their impact of academic performance and achievement. To understand the characteristics that drive high levels of academic performance and expectations among university students, researchers have examined students' personal factors that affect their performance (Linnenbrink & Pintrich 2002; Pintrich et al.,2002). Common factors most frequently cited in the literature and recognized as important determinants influencing academic achievement in university students, include personal factors (self-esteem, motivation, and personal effectiveness) personal cognitive variables (high school grade average), university admission exams, demographic variables (gender, race, ethnicity), family income level, and institutional variables (the interaction of the faculty with students, the availability of financial aid, the climate of the institution and the environment, as well as special programs such as academic workshops) (Higgins & Kruglanski, 2000; Perry et al. 2001).

Covington (1992) in his bipolar model of achievement motivation, argued that the relationship of the two motives, the motive for success and the failure avoidance motive, is orthogonal and not independent. Pintrich & Schunk (2006) designed four types of students depending on their high or low motivation for success or their high or low avoidance of failure such as:

a. Students resigned to failure (Low failure avoidance/Low achievement motive). These students are characterized by being completely indifferent to achievement and sometimes markedly resistant or reluctant to this motivation.

b. -Students who avoid failure (High failure avoidance/Low achievement motive). This type of student was defined in Atkinson's theory (1964), who developed a mathematical theory of achievement motivation, in which the achievement tendency is the result of the resolution of the conflict that occurs between approach tendencies and avoidance tendencies.

The approach tendency (T_e) to a success-related goal is equal to the success motivation (M_e), multiplied by the probability of success (P_e), multiplied by the value of the incentive (I_e): $T_e = M_e \times P_e \times I_e$.

Students sometimes tend to avoid situations that produce failure and do not always approach success. Therefore, the Tendency to fail, (Tf) is defined as the motivation to avoid failure (Mf), multiplied by the subjective probability of failure (Pf) and multiplied in turn by the value of the incentive (If): $Tf = Mf \times Pf \times If$. If both formulas are combined, we can know if a student is going to approach a situation of achievement or, on the contrary, to avoid it. The result would be the following:

Achievement motivation = $(M_e - Mf) \times (P_e (1 - P_e)$. To these formulas, Atkinson added one last trend that is explained by external factors in the probability of success (Grzib, 2002).

c. -Success-oriented students (High achievement motivation/Low failure

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avoidance). They were also defined in Atkinson's theory.

d. - Over Efforted Students (High Achievement Motivation/High Failure Avoidance). This group of students is made up of those who on the one hand work hard towards success, but on the other show great anxiety in situations where they may fail. Some authors have related these students to "defensive pessimists" (García & Pintrich, 1994; Norem & Cantor, 1986).

Achieving one result or another entails different emotions or affective consequences, in such a way that, if the student achieves success, he will experience feelings of satisfaction and pride, and on the contrary, if he fails, he will experience shame and frustration.

Students have high achievement motivation when they establish a balance between the objective that emerges from the task to be carried out and the probability of success, with the evaluation of the objective and the probability of success being inversely related (Suárez & Fernández, 2004).

METHOD

The focus of the present study is the motivation for achievement of the first-year students in the Master of Science in Psychology, Faculty of Social Sciences of the University of Tirana. The mixed method of the current study aims to describe in a quantitative and qualitative way the relation between students' motivation, academic achievement and success. The present study is descriptive and explorative in its nature. It seeks to describe the different characteristics related to the demographic variables of participants, the general degree of motivation and satisfaction of the participants, the relationship of motivation with demographic elements such as gender, grade average, type of master field, etc. It is also correlative research as it aims to assess the relationship between several study variables as motivation and demographic factors and motivation and academic achievement. The statistical analysis can identify relationships between variables whose exploration can reveal if the relationship between them is causal or not.

Sample

The sample contains 39 students from the 3 masters fields with a total sample 74 undergraduate students at the first year Master of Science in Psychology. The mean age of the sample is 18.36 years, its standard deviation is 4.47 and the age range is from 18 to 20 years. Regarding gender, 78.3% of the sample are female and 21.7% are male. The selection of the sample was done randomly from the list available by the three master groups of clinical, organizational and school psychology.

Aims and objectives of the study

The main objectives of the present study are:

1-To describe and identify in an analytical way the manifestations of motivation in the first-year students of scientific master.

2-To investigate the correlation between the motivation of psychology first year master students and their academic achievement.

3-Describe in an analytical way the internal and external motivation of students to explore which of the elements of internal or external motivation are most significant.

Hypothesis

These study hypotheses are based on those theories that see the relationship of the two motivations and their alternating impact on performance according to the knowledge, self-determination, expectations and perceptions of the students.

H1= There is a positive correlation between students' intrinsic motivation and their academic performance (grade score mean).

H2= There is no positive correlation between students' intrinsic motivation and their academic performance.

H3= There is a positive correlation between students' overall motivation and their academic achievement (grade score mean).

Instruments and procedures

The University Student Motivation and Satisfaction Questionnaire Version 2" (TUSMSQ-2). The motivation questionnaire has been widely used in various studies related to student motivation. Depending on the aims of

the studies it is usually used combined with other instruments. It is known as a valuable questionnaire to obtain data on the level of motivation (low, moderate or high) on the emergence of student motivational orientations related to the two main types of learning motivation, external motivation and internal motivation as well as on the manifestations of factors for each type of motivation. The satisfaction questionnaire is less applied although it expresses its research importance to measure the level of satisfaction and its constituent elements in the expression of student's satisfaction. Collected data serve to see its connection to student motivation. The questionnaire contains 30 items related to students' motivation, internal motivation and their external motivation. The assertions are concluding of the kind as: "I attend university, ...". They are listed from 1-30 and next to each of them are presented the answers that students can give regarding the statements presented. Their answer can be given by selecting by marking one of the eight numbers next to each statement. The selection of the answer for each statement should be made after it has been read and after it has been considered or evaluated as representative for it by the student. Their ranking ranges from 1-8 expressed with 1 a 2 as untrue answer for the student, 3 or 4 as more untrue than true for them, 5 or 6 as more true than untrue for the student and for 7 or 8 as a completely true for the student.

It should be noted that the correct fill is performed if participants select only one of the 8 numbers presented next to the statements. This is how information about student motivation, internal motivation and external motivation is obtained. The latter two are represented by 6 factors; two representative factors for internal motivation and 4 representative factors for external motivation. Internal motivation is represented by factors as "altruism" and "self-exploration", while the representative factors for external motivation are "missing alternatives", "qualifications & career", "social satisfaction" and "social pressure". Validity and internal consistency of the TUSMSQ measuring instrument regards the data obtained on the level of motivation and satisfaction of students. The current study used items which were constructed with a Likert scale from 1-8, where 1 (completely untrue) to 8 (completely true). The Cronbach's Alpha reliability of the instrument

was performed with 5 students who were surveyed in the pilot stage with an index of 0.854, enough to proceed with other analysis.

Data collection

After completing the questionnaire, the collection and the validity of the questionnaires filled by the students was verified. All completed questionnaires were valid for further study. Out of 49 questionnaires distributed to 49 students,all were valid. Questionnaire scores were averaged according to the Likert scale from 1 to 8. Through recoding the values near 7 and 8 indicate high motivation, the values near 4 and 5 indicate moderate motivation and the values near 1 and 2 indicate low motivation. This recoding was valid for both total motivation, intrinsic motivation, external motivation and factors of motivation types. After the recodin,there were three levels of motivation:

- Low motivation (values close to 1-2);

- Moderate motivation (values close to 4-5);

- High motivation (values close to 7-8)

The second index to be recorded was the average grade of the students. Grading was expressed from 4 (failure) to 10 (maximum grade). Students had the opportunity to express their own grade point average that were recoded.

Thus, the average student grade was divided into three levels:

1. low (5 - 6.6)

2. moderate (6.7 - 8.3)

3. high (8.4 - 10)

Data analysis

Quantitative data collected in this study were analyzed through SPSS, version 23. Descriptive statistics were used for the profile of students participating in the study and study variables using frequencies, percentages, motivation values, motivational factors, grade averages, their averages and standard deviations.

Depending on the hypotheses and research questions of the study, descriptive statistics such as e.g., arithmetic means, standard deviation, frequencies, percentages, etc., but also other

statistics such as Pearson correlation test and ANOVA univariate analysis.

To examine the relationship of statistical significance between motivations and grade average, motivations and elements such as gender, field of study or university were used. Pearson test for correlation between internal and external motivation, between internal motivation and motivating factors of external motivation, between the internal motivating factor "self-exploration" and the average grade of students by gender and the correlation between the external motivating factor "missing alternatives" and the average grade of students by gender.

To examine differences between the field of study and different motivation degree, we used the univariate analysis of ANOVA.

Ethical issues

Consent was initially obtained by Department of Psychology and Pedagogy and Board of Ethics in Research in the University of Tirana. Before the subjects were included in the study, relevant explanations of Approved Consent, were given regarding the aims of the study and a request was submitted to invite students to participate in the study, ensuring their anonymity. Upon obtaining their consent to be included in the study, the procedure of distributing the questionnaire started, which did not present any demand of identification related to the person's name or any personal information outside the context of the Approved Consent.

Results

The study involved 39 students who attend clinical psychology in 43.6% , 28.2% in organizational psychology and 28.2% in school psychology. 94.9% of participants were females and 5.1% males. Referring to academic performance, it was found that 2.6% of students received a grade of 10, 5.1% received a grade of 9.5, 12.8% received a grade of 9, 30.8% received a grade of 8.5, 20.5% received a grade of 8, 17.9% received a grade of 7.5 and 10.3 % have received a grade of 7.

Table 1: *Descriptive statistics of academic performance*

	N	Minimum	Maksimum	Mean	SD
Academic performance	39	7.00	10.00	8.21	.732

The minimum grade obtained is 7, the maximum grade obtained is 10 with an average of M = 8.21 and the standard deviation Sd = .732 with a normal dispersion and stable enough to proceed further analysis.

Table 2: *Descriptive statistics of internal motivation*

	N	Minimum	Maksimum	Mean	SD
Altruism	39	7.00	39.00	28.76	6.51
Self-exploration	39	23.00	40.00	31.48	4.47

Intrinsic motivation is represented by the factors "altruism" and "self-exploration". Items 6, 12, 18, 24 and 30 are representative of the "altruism" factor; items 2, 8, 14, 20, 26 are representative of the "self-exploration" factor. The minimum points that a factor can take are 5 points and the maximum 40 points. Referring to the average of the score obtained, it was found that altruism has an average (M = 28.76, Sd = 6.51) and the exploration itself has a higher average (M = 31.48, Sd = 4.47)

Table 3: *Descriptive statistics of external motivation*

|	N	Minimum	Maksimum	Mean	SD
Missed alternatives	39	5.00	40.00	19.02	6.153
Qualifications and careers	39	26.00	40.00	36.84	3.543
Social pleasure	39	10.00	40.00	25.84	7.527
Social pressure	39	5.00	38.00	19.20	8.962

Representative factors for external motivation are "missing alternatives", "qualifications & career", "social satisfaction" and "social pressure". Items 1, 7, 13, 19 and 25 are representative of the "missing alternatives"

factor; items 3, 9, 15, 21 and 27 are representative of the "qualifications & career" factor; questions 4, 10, 16, 22 and 28 are representative of the "social satisfaction" factor; items 5, 11, 17, 23 and 29 are representative of the "social pressure" factor.

The minimum score that a factor can take are 5 points and the maximum 40 points. Referring to the average of the scores obtained, it was found that the qualification and career has a higher mean (M = 36.84, Sd = 3.543), then social satisfaction with a mean (M = 25.84, Sd = 7.527), social pressure (M = 19.20, Sd = 8.962) and at last missing alternatives with a mean (M = 19.02, Sd = 6.153).

Figure 1: *Motivation degree in 1st undergraduate psychology students*
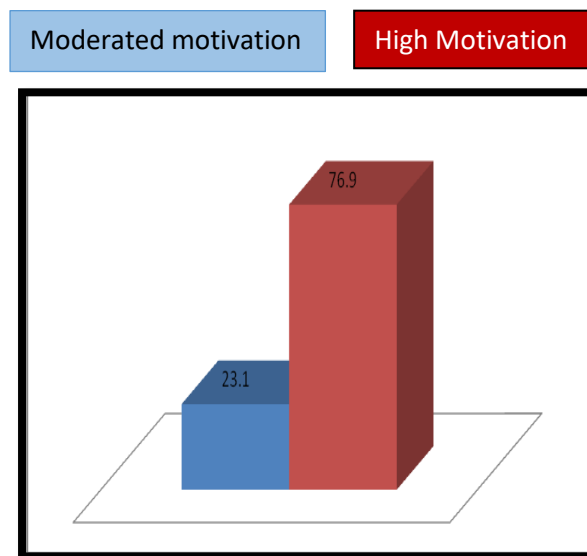
The motivation questionnaire consists of 30 questions according to this scoring system: Low Motivation 30-60 points, Moderate Motivation 61-150 points, High Motivation 151-240 points. Based on this score it results that 23.1% of students have moderate motivation and 76.9% of them have high motivation.

Of the 9 students who have moderate motivation 55.6% of them or 5 study clinical psychology, 22.2% or 2 students study organizational psychology and 22.2% or 2 study school psychology.

Out of 30 students who have high motivation 40% of them or 12 study clinical psychology, 30% or 9 students study organizational psychology and 30% or 9 study school psychology.

The motivation questionnaire consists of 30 items in total according to this scoring system; Low Motivation 30-60 points, Moderate Motivation 61-150 points, High Motivation 151-240 points. Based on this score it results that 23.1% of students have moderate motivation and 76.9% of them have high motivation. Out of the 9 students who have moderate motivation 55.6% of them or 5 study clinical psychology, 22.2% or 2 students study organizational psychology and 22.2% or 2 study school psychology.

Out of 30 students who have high motivation 40% of them or 12 study clinical psychology, 30% or 9 students are of organizational psychology and 30% or 9 are of school psychology

To confirm our Hypothesis (H1, H2 and H3), we used the Pearson correlation indices.

H1: There is a significant positive relationship between students' intrinsic motivation and their academic performance (grade average).

Table 7: *Pearson correlation between internal motivation and academic performance*

		Academic Performance
Altruism	Pearson Correlation	.066
	Sig. (2-tailed)	.090
	N	39
Self-exploration	Pearson Correlation	.192
	Sig. (2-tailed)	.242
	N	39
Internal exploration	Pearson Correlation	.129
	Sig. (2-tailed)	.435
	N	39
Intrinsic Motivation	Pearson Correlation	.045
Academic Performance	Pearson Correlation	1
	Sig. (2-tailed)	
	N	39

As it can be revealed from the table above, the relationship between the variables in the study, intrinsic motivation and academic performance, there is no significant correlation between altruism factor and academic performance (r=.242; p> .05), there is no significant correlation between the factor of self-

exploration and academic performance (r= .192; p> .05) as well as with intrinsic motivation in the whole (r=.45; p> .05).

H2: There is a positive correlation between students' overall motivation and their academic achievement (grade average score).

Table 8: *Pearson correlation between extenral motivation and academic motivation*

		Academic Performance
Missed alternatives	Pearson Correlation	-.072
	Sig. (2-tailed)	.065
	N	39
Qualifications and career	Pearson Correlation	.220
	Sig. (2-tailed)	.779
	N	39
Social pleasure	Pearson Correlation	.006
	Sig. (2-tailed)	.073
	N	39
Social pressure	Pearson Correlation	.173
	Sig. (2-tailed)	.291
	N	39
External motivation	Pearson Correlation	.112
	Sig. (2-tailed)	.595
	N	39
Academic performance	Pearson Correlation	1
	Sig. (2-tailed)	
	N	39

The table above shows the relationship between the variables in the study as external motivation and academic performance. Referring to the results, it is seen that there is no significant correlation between the missing alternatives factor and academic performance (r=.065; p> .05). There is a significant correlation between

the qualifications & career factor and academic performance (r=.779; p> .05). There is no significant correlation between social satisfaction factor and academic performance (r= .073; p> .05) There is no significant correlation between social pressure factor and academic performance (r=.291; p> .05). There is a positive correlation between external motivation and performance academic (r= .594; p> .05)

H3= There is a positive correlation between students' overall motivation and their academic achievement (grade score mean).

Table 9: *Pearson correlation between motivation and academic performance*

		Academic Performance	Motivation
Average grade	Pearson Correlation	1	.026
	Sig. (2-tailed)		.873
	N	39	39
Motivation	Pearson Correlation	.026	1
	Sig. (2-tailed)	.873	
	N	39	39

From the table above it can revealed the relationship between total motivation and academic performance. There is a strong and significant correlation between total motivation and academic performance (r=873; p> .05). To answer research questions 2 and 3 and to understand if there are statistically significant differences between the three independent and higher groups (clinical psychology, organizational psychology, school psychology) versus the motivation ,we used the univariate ANOVA test .

Table 10: *ANOVA test of mean differences between master branches over the motivation level.*

		N	Mean	SD	F	p
Altruism	Clinical Psychology	17	27.71	7.87	.725	.491
	Organizational Psychology	11	30.73	4.56		
	School Psychology	11	28.45	5.92		
	Total	39	28.77	6.52		
Self -exploration	Clinical Psychology	17	31.47	4.09	.954	.395
	Organizational Psychology	11	32.82	5.56		
	School Psychology	11	30.18	3.79		
	Total	39	31.49	4.47		
Missed alternatives	Clinical Psychology	17	19.35	7.50	.046	.955
	Organizational Psychology	11	18.91	4.99		
	School Psychology	11	18.64	5.35		
	Total	39	19.03	6.15		
Qualifications and career	Clinical Psychology	17	36.29	3.53	.533	.591
	Organizational Psychology	11	37.73	2.94		
	School Psychology	11	36.82	4.21		
	Total	39	36.85	3.54		
Social pleasure	Clinical Psychology	17	24.59	7.74	1.066	.355
	Organizational Psychology	11	25.00	8.01		
	School Psychology	11	28.64	6.58		
	Total	39	25.85	7.53		
Social pressure	Clinical Psychology	17	16.65	8.34	1.523	.232
	Organizational Psychology	11	22.55	7.19		
	School Psychology	11	19.82	10.89		
	Total	39	19.21	8.96		

Referring to the table above, it results that the significance for all levels and factors, both internal and external, is greater than 0.05, which shows that there are no significant differences between psychological, organizational and school master students in terms of level of motivation. All motivation factors are almost at the same degree.

Table 11: *ANOVA test of mean differences between motivation factors over motivation degree.*

	N	Mean	SD	F	Sig.
Altruism	39	28.76	6.51	45.615	.000
Self-exsploration	39	31.48	4.47		
Missed alternatives	39	19.02	6.15		
Qualifications and career	39	36.84	3.54		

	N		
Social pleasure	39	25.85	7.53
Social pressure	39	19.20	8.96
Total	234	26.86	9.05

Referring to the result in the table,it can be revealed that there are statistically significant differences between vairables. Referring to the mean, it results that qualifications and career have the greatest impact on students with an average (M = 36.84, Sd = 3.54; p = .000 <.05) followed by self-exploration with mean equal to (M = 31.48, Sd = 4.47; p = .000 <.05), altruism with a mean equal to (M = 28.76, Sd = 6.51; p = .000 <.05), followed by social satisfaction with a mean equal to (M = 25.84, Sd = 7.53), social pressure (M = 19.20, Sd = 8.96; p = .000 <.05) and the last missing alternatives (M = 19.02, Sd = 6.15; p = .000 <.05).

Table 12: *Pearson correlation between external motivation and academic performance*

		Academic performance
Missed alternatives	Pearson Correlation	-.072
	Sig. (2-tailed)	.065
	N	39
Qualifications and career	Pearson Correlation	.220
	Sig. (2-tailed)	.179
	N	39
Social pleasure	Pearson Correlation	.006
	Sig. (2-tailed)	.073
	N	39
Social pressure	Pearson Correlation	.173
	Sig. (2-tailed)	.291
	N	39
External motivation	Pearson Correlation	.112
	Sig. (2-tailed)	.497
	N	39
Academic performance	Pearson Correlation	1
	Sig. (2-tailed)	
	N	39

The table above shows the relationship between the variables of external motivation and academic performance. Referring to the result, it can be revealed that there is no significant correlation between the missing alternatives factor and academic performance (r=.065; p> .05), there is no significant correlation between the qualifications & career factor and academic performance (r= 179; p> .05) and there is no significant correlation between social satisfaction factor and academic performance (r=.073; p> .05).

To understand whether there are differences in the level of motivation between students who have chosen the master Clinical, Organizational and School Psychology we used the univariate test ANOVA. As it can be revealed by the following table, there is no stastistically significant difference between motivation according to the respective master from the results we can see:

Table 13: *ANOVA test of mean differences between master fields over the motivation degree*

		N	Mean	SD	F	p
Altruism	Clinical Psychology	17	27.71	7.87	.725	.491
	Organizational Psychology	11	30.73	4.56		
	School Psychology	11	28.45	5.92		
	Total	39	28.77	6.52		
Self-exploration	Clinical Psychology	17	31.47	4.09	.954	.395
	Organizational Psychology	11	32.82	5.56		

	School Psychology	11	30.18	3.79		
	Total	39	31.49	4.47		
Missed alternatives	Clinical Psychology	17	19.35	7.50	.046	.955
	Organizational Psychology	11	18.91	4.99		
	School Psychology	11	18.64	5.35		
	Total	39	19.03	6.15		
Qualifications and career	Clinical Psychology	17	36.29	3.53	.533	.591
	Organizational Psychology	11	37.73	2.94		
	School Psychology	11	36.82	4.21		
	Total	39	36.85	3.54		
Social pleasure	Clinical Psychology	17	24.59	7.74	1.066	.355
	Organizational Psychology	11	25.00	8.01		
	School Psychology	11	28.64	6.58		
	Total	39	25.85	7.53		
Social pressure	Clinical Psychology	17	16.65	8.34	1.523	.232
	Organizational Psychology	11	22.55	7.19		
	School Psychology	11	19.82	10.89		
	Total	39	19.21	8.96		

Referring to the table above, the significance for all degree of factors, both internal and external, is greater than 0.05, which mean that there are no significant differences between psychological, organizational and school master students in terms of degree of motivation. All motivation factors, both internal and external ones, are almost at the same degree.

Discussion

Referring to the results and hypotheses of the study we come up with some reflections. From the first hypothesis which supposed that there was a positive relationship between intrinsic motivation and academic performance it was seen that there is no significant correlation between altruism factor and academic performance (r=.242; p> .05), there is no significant correlation between the factor of self-exploration and academic performance (r= .192; p> .05) as well as with intrinsic motivation in the whole (r=.45; p> .05). Since there is no positive relationship between intrinsic motivation and academic performance, we can argue that internally motivated students do not have a good academic performance as it happens that intrinsic motivation is not necessarily positively related to academic achievement.In the internal motives we can distinguish the needs, desires, readiness of the individual, physiological stimuli,bodily energies, interests, tendencies, personal abilities, pleasures, emotional experiences, etc. This is what A. Maslow meant when he said that: "the initial criterion of motivation is the subjective one." I am motivated when I desire, demand, miss, compassion, or feel absent " (Maslow, 2008). Iinner motivation represents an impetus (force) to engage in a behavior that arises from within the individual, because it is fundamentally beneficial to him. Behavior is driven by internal rewards. The individual feels internally rewarded because the action or work he is doing, or the activity he is performing, gives him impetus (strength) that stems from personal inner elements of himself. It is from the person himself that functional elements are activated

that reward him for what he is doing or accomplishing (Stipek, 1996).

A student with intrinsic motivation is a person who strongly engages himself in learning because he is interested, or happy, to achieve his scientific and personal goals. Dev (1997) observed that an internally motivated student will not need any kind of reward or external encouragement to complete a task. This type of student is more likely to complete the assigned task eager from the challenging nature of an activity (Rowell & Hong,2012). An activity that is pursued simply for pleasure, is performed because the individual is internally motivated. Students participants of the current study are more externally motivated which means they are interested in simply having a good grade average so that they can achieve their further goals because they want to look good with others, they feel more acceptable to receive appraisals and need to get along well with themselves as it happened in the Balkans in the last 3 decades. There is no significant correlation between the qualifications and career factor and academic performance (r= .123; p> .05). There is no significant correlation between social satisfaction factor and academic performance (r= .073; p> .05). There is no significant correlation between social pressure factor and academic performance (r=.291; p> .05). There is a positive correlation between external motivation and performance academic (r= .594; p> .05). Results reveal there is no significant correlation between the missing alternatives factor and academic performance (r=.065; p> .05), there is no significant correlation between the qualifications & career factor and academic performance (r= 179; p> .05) and there is no significant correlation between social satisfaction factor and academic performance (r=.073; p> .05).

ANOVA indices of mean differences , qualifications and career have the greatest impact on students with an average (M = 36.84, Sd = 3.54; p = .000 <.05) followed by self-exploration with mean equal to (M = 31.48, Sd = 4.47; p = .000 <.05), altruism with a mean equal to (M = 28.76, Sd = 6.51; p = .000 <.05), followed by social satisfaction with a mean equal to (M = 25.84, Sd = 7.53), social pressure (M = 19.20, Sd = 8.96; p = .000 <.05) and the last missing alternatives (M = 19.02, Sd = 6.15; p = .000 <.05). ANOVA indices regarding the

field of master studied and degree of motivation, there are no significant differences between these components. Study results revealed a difference through motivation factors; 6 motivation factors which include Altruism, Self-exploration, Missing alternatives, Qualification and career, Social satisfaction and Social pressure. The tendency of external motivation to negatively influence internal motivation is known as the "justifying" effect. This involves a decrease in internally motivated behaviors as the behavior is rewarded externally. Reward in such cases affects badly because people tend to analyze their motivations to engage in an activity that can be transformed by being regarded as work or obligations associated with an external reward (Phillips & Lord, 1980). External motivators are more applicable in situations where people have little initial interest in doing the activity or in cases where basic skills are lacking, but these rewards should be kept low, moderate and should be directly related to the performance of a certain behavior. Once essential skills have emerged, external rewards should be gradually cancelled (Salancik, 1975).

As a whole, participants in our study revealed that the most influential factor for them is qualifications and career with a higher degree than other factors. Having a career and having further qualifications in their profession is a factor of external motivation that motivate students to develop in their career. In second place, as the most influential motivation factor,it is self- exploration which implies that students are self-motivated to explore new knowledge and to be more deeply involved in their profession, followed by altruism which is an internal factor of motivation and qualifies the fact how influential and selective is altruism in this case for students. Least selected factors followed social satisfaction, social pressure and missing alternatives .

Conclusions

Discussions related to the first hypothesis showed us that the internal and external motivation of our sample is expressed at satisfactory levels, the values of internal motivation are slightly higher than those of external motivation and both types of motivations take average values at the level of

moderate motivation. Both motivations are not related with students' academic performance. This means that student performance is not affected by both types of motivation and their high average values are not affected by satisfactory values of internal or external motivation. There is no correlation between total motivation and academic performance. Likewise, low average values are not found to be related and influenced by low values that can receive both types of motivation.

Behavior is not completely internalized because if it were so then it would be clearly motivated internally. In our study intrinsic motivation has no correlational link with student academic performance. The non-internalization of behavior in our students is also explained by the fact of satisfactory values received by external motivation that shows that it is present with its action so, one of its factors influences the whole academic performance. Students are motivated both internally and externally, feel involved in their school performance, but do not see themselves as connected to this performance. It seems we have autonomous motivation rather than integrated motivation. Study participants show a satisfactory degree of intrinsic motivation but this is not found to be related to academic performance with a significant correlation between them. Inner motivation of students is at a satisfactory level but acts for having a student performance rather than the course of the performance. This means that student behavior due to its non-internalization does not express the need for competence so that its performance through an internal motivation is associated with the fulfillment of this need (achieving a high performance) . Through self-determination of behavior, students do not show that their intrinsic motivation is influenced in its action by the fact that they want to get a degree but not that their degree is achieved with high results. Students have gained functional autonomy and feel satisfied with the fulfillment of this need and the intrinsic motivation to meet this need. Because of the non-internalization of their student behavior intrinsic motivation does not have the power of influence to develop competence. Apparently this need is not yet met in students and therefore intrinsic motivation does not affect their performance.

Another influential factor is the fact that students do not consider their academic performance

related to their grade average. In their self-perception and self-determination of their behavior their expression is not related to the grade average. They are well-defined as students of the respective branch of study, they feel good and motivated , but they do not a high interest in the fact that their performance is equated with academic performance. Yet, another factor is related to the motivational reasons of students as the "employment opportunities". This representative alternative of external motivation is perhaps that it explains the reason that internal motivation, although at satisfactory degree, has no impact on their grade average or student academic performance.

Regarding the relationship between the degree of motivation and the average grade, there were no differences related to the whole motivation, internal motivation and external motivation.

There is no inherent and statistically significant relationship between levels of motivation and academic achievement. The values of academic achievement do not seem to be affected either by the categories of total, internal or external motivation.

Students do not see academic performance as associated with encouraging them to be as qualitative as possible. The performance is not as significant compared to the average grade and the need for competence. Their performance is rather attributed to getting a career and not academic performance. All our findings are in line with the studies of Stegers-Jager et al. (2012) and Ocak & Yamaç (2013) relating to motivation and achievement.

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