

# RE-ESTABLISHING THE CORRELATION OF INTRINSIC MOTIVATION WITH ITS COMPONENTS

- A study of educators in technical education industry

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## Abstract

Motivation is an essential factor in most aspects of human life. It can be categorized into intrinsic (integral or in built) and extrinsic (casual or situational) motivation. When a person is motivated from within he or she indulges in an activity because of the individual satisfaction one receive from it. The study focuses on re-establishing the correlation of Intrinsic Motivation with its different components which are Interest or Enjoyment, Perceived Competence, Perceived Choice and Pressure or Tension using Spearman's Rank Correlation in the technical education industry considering 102 educators through non probability convenience sampling technique where the responses were collected through survey technique. The conclusion of the study states that Interest or Enjoyment (1<sup>st</sup> Component), Perceived Competence (2<sup>nd</sup> Component) and Perceived Choice (3<sup>rd</sup> Component) is in positive relation with IM stating the value of 0.79, 0.69, 0.48 respectively whereas Pressure or Tension (4<sup>th</sup> Component) is in negative relation with IM stating the value -0.208.

Keywords: Educators, Technical, Industry, Intrinsic Motivation, IM, Components

## Introduction

Motivation is considered as an important aspect of human life. When a person decides to accomplish a work, face competition or tries to achieve a standard of excellence, motivation affects the result (Nikolaos, 2003). Based on the incentive theory motivation can further be divided into intrinsic (internal or inherent) and extrinsic (external) motivation. The extrinsic motivation is the keenness to attain the outcome in the form of honor and acknowledgement whereas the intrinsic motivation is the keenness to perform because of one's own curiosity and enthusiasm in the work (Shin, 2019). When a person is intrinsically motivated from within he or she indulges in an activity because of the personal satisfaction they receive from it.

Among the different scales of Intrinsic Motivation such as Global Motivation Scale (GMS), Task Reaction Questionnaire (TRQ), Self Motivation Inventory (SMI), Work Extrinsic and Intrinsic Motivation Scale (WEIMS), Intrinsic Motivation Inventory (IMI), Situational Motivation Scale (SIMS) etc. IMI is the most frequently used set of questionnaire. The development of the IMI is associated with Ryan and his colleagues.

The IMI is a multi-dimensional tool which assesses participants interest/enjoyment, perceived competence, effort, value/usefulness, felt pressure or tension and perceived choice resulting in six components of IMI. Recently, a seventh component has been added to tap the experiences of relatedness, although the validity of this subscale is yet to be established.

The interest/enjoyment component is considered to be the self-report measure of intrinsic motivation which results in more questions based on this component. The perceived competence and perceived choice are positive predictors of self-report and behavioral measures of intrinsic motivation whereas the component pressure/tension is a negative predictor of both. The standard inventory of 22 items is used in the study.

When Intrinsic Motivation and its components are considered together, it is seen that most of the study are either focused on the undergraduate students or on the students from sports background. The study on people from education industry for Intrinsic Motivation and its components is yet to be studied and explored. This study involves the 22 item IMI using interest or enjoyment as 1<sup>st</sup> component which is the one subscale that assesses intrinsic motivation followed by perceived competence and perceived choice as 2<sup>nd</sup> and 3<sup>rd</sup> component respectively which is theorized to be positive predictors of both self-report and behavioral measures of intrinsic motivation and lastly pressure or tension as 4<sup>th</sup> component which is

theorized to be a negative predictor of intrinsic motivation.

### Objectives

1. To re-establish the correlation of Intrinsic Motivation with its different components using the IMI inventory.
2. To determine the worth of the relation using Spearman's Rank Correlation.

### Review of Literature

The study of Nikolas Tsigili and Argiris Theodosiou (2003) found that the Intraclass correlation coefficient is 0.86 for interest or enjoyment, 0.61 for perceived competence and 0.60 for the effort or importance for undergraduate students.

The study of Edward McAuley and et.al (2013) found that the coefficient alpha value for interest or enjoyment is 0.78, perceived competence is 0.80, effort is 0.84 and pressure or tension is 0.68 for undergraduate students.

The study of David Markland and Lew Hardy (2014) found that the cronbach's alpha value for interest or enjoyment is 0.906, for perceived choice is 0.805, for effort or importance is 0.721 and for pressure or tension is 0.817.

### Research Problem

Different studies focusing on the students either from sports background or from educators has shown different results based on the components of Intrinsic Motivation Inventory but the domain of study for educators in the education industry is still untouched.

This exploratory study aims at re-establishing the relation between Intrinsic Motivation & its components in the education industry.

### Research Methodology

The study involves the collection of data from 102 educators from the technical education industry using survey method. The 102 convenient samples are selected through non-probability convenience sampling technique using Intrinsic Motivation Inventory (IMI, 22 scales). Spearman's formula for rank correlation coefficient is used.

### Data Analysis

The responses collected through the questionnaire using IMI is recorded on the excel sheet where the first part deals with the demographic profile of the educators which includes Age,

Qualification, Type of employment, Type of organization and Organization's chart. The other part of the questionnaire is based upon the Intrinsic Motivation Inventory (IMI) of 22 items. As per the instructions of IMI the calculation is started by reversing the 102 responses of the Questions 2, 9,11,14,19 & 21 collected on a Likert Scale. For each educator the SUM and RANK is derived using excel and at last Spearman's Rank Correlation R(s) is calculated. The value of R(s) for IM with its different components are 0.79, 0.69, 0.48 and -0.208 for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> component respectively.

### Conclusion

It can be concluded that Intrinsic Motivation is positively correlated with Interest or Enjoyment (C1), Perceived Competence (C2) and Perceived Choice (C3) but negatively correlated with Pressure or Tension (C4)

The conclusion is:

1. The R(s) value of Intrinsic Motivation and Interest (C1) is 0.78 followed by Perceived Competence (C2) and Perceived Choice (C3) which is 0.69 and 0.485 respectively.
2. The R(s) value for Intrinsic Motivation and Pressure or Tension (C4) is -0.208.

### Limitations

The study is based on 102 samples of educators from technical education industry. Hence, further investigation in this domain is available.

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