Extrinsic and Intrinsic Motivation and Academic Performance of Pupils at Quezon District Public Elementary Schools

Valdazan E. Capuyan; Ana Marie J. Caramto; Janice S. Dionisio; Malyn S. Dionesio; Ines D. Galangey; Mary Kristine Iris C. Pasion

Graduate School, Baguio Central University, Baguio City, Philippines
2191010@bcu.edu.ph; 1200117@bcu.edu.ph; 1203001@bcu.edu.ph;
2170075@bcu.edu.ph; 2180126@bcu.edu.ph; 2170120@bcu.edu.ph

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Abstract:
The study aimed to determine the relationship of extrinsic and intrinsic motivations to the academic performance of pupils at Quezon District Elementary Schools. Descriptive-Correlation method of research was used and was conducted at Quezon District, Division of Baguio City, SY 2017-2018. The results showed that the level of effectiveness of extrinsic motivations at Quezon District Public Elementary Schools was effective. The level of effectiveness of intrinsic motivations at Quezon District Elementary Schools was slightly effective. The level of academic performance of pupils at Quezon District Public Elementary Schools is good using extrinsic and intrinsic motivations. The academic performance of pupils and extrinsic motivations indicating of strong or high relationship. While the academic performance of pupils and intrinsic motivations indicating of weak or small relationship. Implementing the extrinsic motivations are highly recommended since this is more effective specifically using reward/token to motivate the pupils, example is adding points for their exam.

Keywords: Motivation, Intrinsic, Extrinsic, Performance, relationship, effectiveness, academic.

INTRODUCTION

One of the major problems of the teachers at Quezon District Public Elementary Schools is the insufficient of teaching materials and how to motivate our pupils to participate in school classroom activities.

Pupils who are not motivated during classes could hardly retain information and are often disruptive. They lack interest listening to the lesson and easily distracted. Eventually, teachers discover that other pupils have difficulty in learning thus needing specific motivation techniques. This situation prompted me to conduct research entitled: Extrinsic and Intrinsic
Motivations used by the Teachers and Academic Performance of Pupils at Quezon District Public Elementary Schools.

The results of the study would serve as baseline data regarding the needing specific motivation techniques for pupils as to what areas are to be strengthened and processed for them to gain mastery in learning. It would also serve as an enlightenment on the complexity of extrinsic and intrinsic motivations so that better understanding would be employed to the need of the pupils with specific techniques to participate with enjoyment and as part of their learning.

LITERATURE REVIEW

Educators are beset with several challenges every single day. Certain students hardly display any enthusiasm or interest in class, refusing to pay attention and avoiding participation in class activities. The sheer size of a class also presents many difficulties to teachers, as they need to consistently sustain the attention of students. What more if many of the students are passive learners? How would teachers be able to motivate them and how should the teachers go about teaching the bored students (Nilson, 2003).

While motivating pupils can be a difficult task, the rewards are more than worth it. Motivated pupils are more excited to learn and participate. Simply put teaching a class full of motivated pupils is enjoyable for teacher and student alike. Some pupils are self-motivated, with a natural love of learning. But even with the pupils who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential (Nilson, 2003).

According to DeLong and Winter (2002), extrinsic motivation involves rewards that occur outside the learner's control. These may include token economic rewards for good performance, peer acceptance of good performance, avoidance of "punishment" by performing well, praise for good work and so on. Intrinsic motivators include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it. Learners who are intrinsically motivated might say things like the following: a) Literature interests me, b) Learning math enables me to think clearly, and confident) I feel good when I succeed in class.
Extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential of a course of study, and grades (which keep scholarships coming). Learners who are extrinsically motivated might say things like the following: a) I need a B- in statistics to get into business school, b) If I flunk chemistry, I will lose my scholarship, and c) Our instructor will bring us donuts if we do well on today’s quiz. Extrinsic motivators more readily produce behavior changes and typically involve relatively little effort or preparation. Also, efforts at applying extrinsic motivators often do not require extensive knowledge of individual learners (DeLong and Winter, 2002).

Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments (DeLong and Winter, 2002).

However, many learners demonstrate intrinsic goals in their desire to understand a topic or concept (task-related), to outperform others (ego-related), or to impress others (social-related). The last goal straddles the fence between intrinsic and extrinsic (Middleton, 2000).

According to Barry et. al, (1992) the causal role of students’ self-efficacy beliefs and academic goals in self-motivated academic attainment was studied using path analysis procedures. Parental goal setting and students’ self-efficacy and personal goals at the beginning of the semester served as predictors of students’ final course grades in social studies. In addition, their grades in a prior course in social studies were included in the analyses. A path model of four self-motivation variables and prior grades predicted students ‘final grades in social studies. Students’ beliefs in their efficacy for self-regulated learning affected their perceived self-efficacy for academic achievement, which in turn influenced the academic goals they set for themselves and their final academic achievement. Students’ prior grades were predictive of their parents’ grade goals for them, which in turn were linked to the grade goals students set for themselves. These findings were interpreted in terms of the social cognitive theory of academic self-motivation.
RESEARCH QUESTIONS

This study aimed to determine the relationship of academic performance of pupils on the effectiveness of extrinsic and intrinsic motivations used by the teachers at Quezon District Elementary Schools. Specifically, it is attempted to answer the following questions:

(1) What is the level of effectiveness of extrinsic motivation used by the teachers?
(2) What is the level of effectiveness of intrinsic motivation used by the teachers?
(3) What is the level of academic performance of the pupils using extrinsic and intrinsic motivations?
(4) What is the significant relationship among the level of effectiveness of extrinsic motivation and level of effectiveness of intrinsic motivation and level of academic performance of the pupils?

Scope and Limitation

The study was conducted in the public schools of Quezon District of Baguio City in the Division of Baguio City this school year 2017 – 2018. This study is covering the elementary teachers in Quezon District of Baguio city. The coverage of questions was answered are the level of effectiveness of extrinsic motivation used by the level of academic performance of the pupils using extrinsic and intrinsic motivations according to the teachers’ perception.

RESEARCH METHODOLOGY

The study used the descriptive-correlation method of research to determine the relationship of extrinsic and intrinsic motivations used by the teachers to the academic performance of the pupils at Quezon District Elementary Schools. The study also determined the level of effectiveness extrinsic and intrinsic motivations used by the teachers and level of academic performance of the pupils.

Sampling

The respondents were the teachers in Quezon District of Baguio City with a total population of one hundred forty-nine (149). Simple random sampling method was used in this study for both teachers and pupils’ participants that drawn sixty (60) teachers and sixty (60) pupils based on the Slovin formula at 10% marginal error.

Data Collection

The researcher made use of the questionnaire -checklists to survey the level of extrinsic and intrinsic motivations used by the teachers and level of academic performance of
the pupils. The level of academic performance of pupils was taken from their first grading MPS to correlate the findings on the degree of extrinsic and intrinsic motivations.

Two letters were prepared to be able to gather the needed data. First, the researcher wrote the Schools Division Superintendent (SDS) to seek permission to float questionnaires to the identified respondents. After he got the permission, the researcher personally administered the questionnaire during faculty meetings and gathering so he could have explained well how the respondents should answer the questionnaire and at the same time he also got the pupils academic performance.

Prior to the administration of questionnaire-checklists, it was subjected to content validity. Coefficient correlation were used to measure how strong a relationship of two variables. Two (2) Teachers Two (2) School Principals was selected as the validators of this study. To determine the reliability of the instrument, the coefficient of Cronbach’s Alpha was initiated. As a result, the Cronbach’s Alpha is 0.963 which means the tool is highly reliable.

Data Analysis

The level of extrinsic and intrinsic motivations was described, evaluated and analyzed. The descriptive equivalents used were the following; 4 - (3.25-4.00) Highly Effective, 3 - (2.50-3.24) Effective, 2 - (1.75-2.49) Slightly Effective, and 1 - (1.00-1.74) Not Effective.

For the level of academic performance of the pupils, the following descriptions were used; Excellent (90-100%), Very Good (85-89%), Good (80-85%), Fair (75-79%), and Poor (Below 75%).

Pearson correlation was used to determine the relationship of extrinsic and intrinsic motivations and level of academic performance of the pupils. Statistical analysis was calculated using statistical software.

Ethical Issues

To make certain with the ethics in conducting this research, the researcher made sure that interpretation of data of the involved respondents was not mentioned to protect their identity. The names of the respondents as well as the pupils were not mentioned in any part of this research. The researcher also asked permission to the persons involved in this study. All scores and data collected are true from the record. The documents and the result of the study will be kept safe and confidential.
RESULTS AND DISCUSSIONS

This section presents the data gathered on the level of effectiveness extrinsic and intrinsic motivation and academic performance of pupils at Quezon District Public Elementary Schools.

The Level of Effectiveness of Extrinsic Motivations Used by the Teachers at Quezon District Public Elementary Schools

<table>
<thead>
<tr>
<th>Extrinsic Motivation</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward/token</td>
<td>3.38</td>
</tr>
<tr>
<td>Use recreational activities</td>
<td>3.00</td>
</tr>
<tr>
<td>Appreciation</td>
<td>3.10</td>
</tr>
<tr>
<td>Punishment</td>
<td>2.14</td>
</tr>
<tr>
<td>Use of models (persons, materials, situations, etc.)</td>
<td>2.18</td>
</tr>
<tr>
<td>Tell a Pertinent Story</td>
<td>2.12</td>
</tr>
<tr>
<td>Weighted Mean (WM)</td>
<td>2.65</td>
</tr>
</tbody>
</table>

Legend: Descriptive Rating

- 3.25-4.00: Highly Effective
- 2.50-3.24: Moderately Effective
- 1.75-2.49: Slightly Effective
- 1.00-1.74: Not Effective

Table 1 shows the level of effectiveness of extrinsic motivations used by the teachers at Quezon District Public Elementary Schools. The results indicated that the level of effectiveness of extrinsic motivations used by the teachers at Quezon District Public Elementary Schools fall under moderately effective motivation as justified with its weighted mean (WM). Further analysis was made that using reward/token to motivate the pupils is highly effective among other extrinsic motivation with highest mean score and interpreted as highly effective. This means that using extrinsic motivation really affects the learning of pupils. Specifically, using reward/token to motivate the pupils, Quezon District Public Elementary School teachers used reward/token in an attempt to change pupil’s attitudes and behaviors. Reward/token gets pupils want to learn without having to coerce them. Like adding points to their exam scores is the most influential factor to encourage pupils to do

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their learning activities as the result revealed that this kind of reward is often used by the public elementary teachers of Quezon District.

On the statement of DeCharms (1972), rewards, should be replaced with teaching that is focused on the intrinsic motivation of the student. A common goal should have the student’s interest be at the center of their learning, not a reward. Students who are taught to perceive themselves as causal agents in the classroom are likely engage in more risk-taking behavior, and increase to have their academic achievement. In addition, students who perceive themselves as more in control of learning have better self-esteem (Ryan and Grolnick, 1986). According to Summer (1996) these are poor student achievement is often attributed to lack of motivation and rewards. These are given in an attempt to increase that vital student motivation. Students with learning difficulties are very often unmotivated because they considered school as one failure after another to them. The statement, "If they would only try harder, then they would do better on tests, take more risks, or earn better grades" is often heard regarding these students. When rewards are given, they often have the opposite effect of what was intended. High student achievement comes from students who are motivated from inside. Therefore, instead of giving rewards, teachers need to consistently teach students to become intrinsically motivated.

This implies that the teachers in the public elementary school at Quezon District who used the reward/token system are always using an extrinsic motivation for their pupils and mostly the reward given was giving an additional point for their grade. Rewards as additional points or credit to the grade should not always be used because additional scores must be given based on their achievement and not just to compliment. However, using recreational activities, and appreciation are also effective in the motivation of pupils that can be an alternative which cannot be replaced the learning process and gaining knowledge of the pupils.
Level of Effectiveness of Intrinsic Motivation Used by the Teachers at Quezon District Public Elementary Schools

TABLE 2
The Level of Effectiveness of Intrinsic Motivations Used by the Teachers at Quezon District Public Elementary Schools

<table>
<thead>
<tr>
<th>Intrinsic Motivation</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire/Interest topic or concept (task-related)</td>
<td>2.51</td>
</tr>
<tr>
<td>Outperform others (ego-related)</td>
<td>2.32</td>
</tr>
<tr>
<td>Impress others (social-related)</td>
<td>2.28</td>
</tr>
<tr>
<td>Talents/Skills related topics</td>
<td>2.86</td>
</tr>
<tr>
<td>Weighted Mean (WM)</td>
<td>2.49</td>
</tr>
</tbody>
</table>

Legend:  
- **Descriptive Rating**  
  - 3.25-4.00: Highly Effective  
  - 2.50-3.24: Moderately Effective  
  - 1.75-2.49: Slightly Effective  
  - 1.00-1.74: Not Effective

Table 2 shows the level of effectiveness of the intrinsic motivations used by the teachers at Quezon District Public Elementary Schools. The results indicated that the level of effectiveness of intrinsic motivations used by the teachers at Quezon District Public Elementary Schools fall under slightly effective motivation as justified with its Weighted Mean (WM). On the other hand, using talents/skills related topics is effective among other intrinsic motivation with highest mean score and interpreted as moderately effective. This means that using intrinsic motivation affect the interest of pupils and let them be more excited to learn and to participate. (Yolanda Bestoton Chan, 2016) also stated that if a pupil is interested and at the same time demonstrated positive attitude, he/she will have good note reading skills holding other factors constant. Specifically, using talents/skills related topics are things like literature interests, learning math enables them to think clearly, and confident that they feel good when they succeed in class.

According to Skoskiewicz, Mark,(2016), on the study of Dr. Kaufman's podcast, a description between the relationship between effort and talent offered up by Angela Duckworth, who holds a PhD in Psychology and whose research focuses on a concept called “grit” as a driver of success in life. Grit is very much wrapped up in the more simplistic notion that effort is way more important than people might realize when it comes to explaining how and why people succeed.
While, research into talent development pointed out the importance of three major factors—motivation, creativity, and support. With regard to motivation, both internal and external sources of motivation have been found to contribute to the development of talent in young people (Greenspan, Solomon, & Gardner, 2004), including internal drive and passion (Winner, 2000) and financial and status rewards (Csikzentmihalyi, Rathunde, & Whalen, 1993). While talent competitions such as the Davidson Fellows Scholarship offer obvious external rewards, such as scholarship money and publicity, it is unclear how these factors influence the award winners. It is also unclear how this type of talent recognition impacts the internal motivation of these students.

This implies that the teachers in the Public Elementary School of Quezon District hardly implement the use of intrinsic motivations because most of the pupil’s talents/skills are somewhat not related to the topics of the learning activities. For example, a brilliant athlete may be good on his/her event but fails on his scholastic status. The minimal implementation of intrinsic motivation appears to have widened substantially low capable to assess their interest, and they must be difficult to developed skills and talents. This factor such as interest of the pupils has a strong relationship with talents and skills to motivate them and improve their education. Low motivation of the children will significantly affect the academic performance and their status on education as a whole.

**Level of Academic Performance of the Pupils**

**TABLE 3**

The Level of Academic Performance of the Pupils at Quezon District Public Elementary Schools Using *Extrinsic and Intrinsic Motivations*

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>Average (n=42)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camp 7 ES</td>
<td>85.91</td>
</tr>
<tr>
<td>Manuel L. Quezon ES</td>
<td>86.53</td>
</tr>
<tr>
<td>Laurel ES</td>
<td>81.75</td>
</tr>
<tr>
<td>San Vicente ES</td>
<td>80.83</td>
</tr>
<tr>
<td>Loakan ES</td>
<td>84.50</td>
</tr>
<tr>
<td>DAHBES</td>
<td>85.11</td>
</tr>
<tr>
<td>SPED</td>
<td>88.33</td>
</tr>
<tr>
<td><strong>Overall Average</strong></td>
<td><strong>84.71</strong></td>
</tr>
</tbody>
</table>
Table 3 presents the academic performance of pupils at Quezon District Public Elementary Schools. Results indicated that the level of academic performance of pupils at Quezon District Public Elementary Schools is good as justified with its overall average of 84.71. Furthermore, SPED School has the highest level academic performance and described as very good, while San Vicente has the lowest level of academic performance which is good.

This implies that majority of the pupils at Quezon District Public Elementary Schools incurred a passing grade which is at good level. However, the low level of academic performance of the pupils, suggests that extrinsic and intrinsic motivations which are said to be influential and considerable factors are great conjecturers. It is also probable that some of the motivations are not advantageous because of the different topics and learning capabilities of the pupils that must be in line their talents and skills. The motivation given whether extrinsically or intrinsically must suit the interest of the pupils to improve their academic performance and to ensure higher learning. Student motivation affects every aspect of school life, from attendance, to academic performance, to extra-curricular activities. Promoting the greatest student motivation possible is extremely important for every teacher in grades K-12, especially in today's educational climate, where schools are continuously under pressure to improve test scores, responsibility, and accountability. Students with learning disabilities face even greater challenges every day as they walk into classrooms. Because these students can struggle with the easiest of tasks presented by teachers, students with learning disabilities can seem like the most unmotivated of all, going to extremes not to show their weaknesses. As a result of these pressures, teachers bombard students with the promise of rewards; stickers for good behavior, treats for completing assignments, lunches for turning in homework. Of all the rewards given, grades are the most common reward (Seoane and Smink, 1991) as cited by Baranek, (Summer,1996). With this, this could be a major factor in the result of the study.
Significant Relationship among Academic Performance of Pupils, Extrinsic and Intrinsic Motivations Using the Pearson Product Moment Correlation

TABLE 4

<table>
<thead>
<tr>
<th>Correlational Analysis</th>
<th>Academic Performance</th>
<th>Extrinsic</th>
<th>Intrinsic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Performance</td>
<td>1</td>
<td>.679</td>
<td>.323</td>
</tr>
<tr>
<td>Extrinsic Motivations</td>
<td>.679</td>
<td>1</td>
<td>.412</td>
</tr>
<tr>
<td>Intrinsic Motivations</td>
<td>.323</td>
<td>.412</td>
<td>1</td>
</tr>
</tbody>
</table>

* Significant at 0.05 level (2-tailed).

Legend:

<table>
<thead>
<tr>
<th>Statistical Limit</th>
<th>Descriptive Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.91 to 1.00/(-0.91 to -1.00)</td>
<td>Perfect Relationship</td>
</tr>
<tr>
<td>0.81 to 0.90/(-0.80 to -0.99)</td>
<td>Very strong/Very High Relationship</td>
</tr>
<tr>
<td>0.61 to 0.80/(-0.61 to -0.80)</td>
<td>Strong/High Relationship</td>
</tr>
<tr>
<td>0.41 to 0.60/(-0.40 to -0.60)</td>
<td>Moderate/Substantial Relationship</td>
</tr>
<tr>
<td>0.21 to 0.40/(-0.10 to -0.40)</td>
<td>Weak/Small Relationship</td>
</tr>
<tr>
<td>0.11 to 0.20/(-0.11 to -0.20)</td>
<td>Almost Negligible to Slight Relationship</td>
</tr>
<tr>
<td>0.0 to 0.10/(-0.0 to -0.10)</td>
<td>No Relationship</td>
</tr>
</tbody>
</table>

Table 5 presents the significant relationship among academic performance of pupils, extrinsic and intrinsic motivations using the Pearson Correlation. Results indicated that the level of academic performance and level of extrinsic motivations have a strong or high relationship with a Pearson r is 0.679. However, the level of academic performance and intrinsic motivations revealed of weak or small relationship with Pearson r of .323.

This implies that the academic performance of pupils is most likely dependent on the extrinsic motivations as their exhibited with the high relationship but smaller relationship on the intrinsic motivations. Therefore, as the motivation opportunities between extrinsic and intrinsic has widened, the academic performance between children in extrinsic and intrinsic motivations also widened.

As reflection, the academic achievement between children who were given extrinsic and intrinsic motivations have high difference among different schools in the District of
Quezon. In fact, it appears that the academic performance and motivations gap appears to have widened substantially based on the types of motivation.

**CONCLUSIONS AND RECOMMENDATIONS**

*Conclusions*

The motivations either extrinsic or intrinsic effectiveness is the factor in the level of academic performance of the pupils. Extrinsic motivation is more effective to improve the academic performance of pupils, specifically the reward/token. Although intrinsic is less effective but it may also use to improve the academic performance of pupils specifically the talents/skills related topics. Although using extrinsic motivations may play a role in the development and better achievement gap, it does not appear to be the dominant factor on improving the learning of the pupils.

Based on the results gathered the level of effectiveness of extrinsic motivations used by the teachers at Quezon District Public Elementary Schools was effective. The level of effectiveness of intrinsic motivations used by the teachers at Quezon District Public Elementary Schools was slightly effective. The level of academic performance of pupils at Quezon District Public Elementary Schools is good. The academic performance of pupils and extrinsic motivations indicating of strong or high relationship While, the academic performance of pupils and intrinsic motivations had a weak or small relationship.

*Recommendations*

Pupils to be motivated to work hard or harder inside or outside the classroom the following recommendations can be applied like announcement of pupils activity results and commending of pupils for passing or topping the activity, giving rewards regularly in the classroom for example using star stickers or stamps to pupils for behaving, reciting, or topping the class can also be given to them, posting achievements and best works of pupils on class bulletin board to encourage them more and others to work well every time they see their work posted in the bulletin board, and giving honor cards every end of the quarter to best performing pupils during flag ceremony for recognition.

Teachers can spark their learners’ intrinsic motivation by knowing your learners, a teacher that understood their strengths, weaknesses, and interests would be better able to help them to be successful academically, give them ownership of their environment or the level of
investment a learner has in learning, teaching and leadership, this can also be a significant factor in school improvement, practice setting goals, and as much as possible, allow students choice in their work.

Plants for Dissemination and Advocacy

The results of this study will be distributed to the public schools of Quezon District as well as in other districts of Baguio City in the Division of Baguio City. The researcher will make an effective program regarding the effectiveness of extrinsic and intrinsic motivation used by the teachers to improve the academic performance of pupils. Making a program using extrinsic and intrinsic motivations for the teachers and should trained for the implementation to the pupils needing specific motivation techniques.

The results of the study shall be shared through LAC, INSET or other district related activities.

REFERENCES

10. Summer (1996), The Effect of Rewards and Motivation on Student Achievement. Lori Kay Baranek, Grand Valley State University. https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1292&context=theses