

Nepalese Students' Motivation Factors Going to the University

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Abstract

God-gifted talents, best teachers, and best schooling augment the academic performance and students' motivation is prerequisite for students' accomplishment. This study attempts to identify the influence of students' motivation on their academic performance. Three hundred students from various Nepali universities made up the sample. Three-part questionnaires were distributed straight to the intended audience. Personal information is asked in the first few questions; thirty questions from "The University Student Motivation and Satisfaction Questionnaire Version 2," which was used to gauge students' intrinsic and extrinsic motivation of going to the university. According to the study, students are positively impacted by both intrinsic and extrinsic incentive characteristics. Due to both intrinsic and extrinsic incentive factors they are motivated for giving their effort in study. When comparing variables on an individual basis, students who adjust the self-exploratory, altruistic, and rejection of alternative options variables typically they shows better than those who adjust the career and qualifications, social enjoyment, and social pressure variables. The study emphasizes how important student motivation is to get admitted in the universities.

Keywords: Students' motivation, Intrinsic motivation, Extrinsic motivation

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Introduction

Given the significance of academic achievement in their future careers, student motivation is a significant concern in higher education. The goal of this study is to determine the elements that will enable educational theorists to understand students' attitudes toward learning, as well as what supports and impedes learning. A digital version is accessible at: <https://ssrn.com/abstract=2899> the educational process. This can help the education community identify students before their grades start to decline and forecast their academic success (Kamauru, 2000). According to research by Lumsden (1994), children's enthusiasm for learning appears to wane as they get older. Many students drop out of school before they graduate because learning can occasionally become more of a chore than a pleasure. Only a small percentage of pupils are truly mentally present in the classroom because of their negative attitudes toward learning. The factor that drives students' attitudes toward the learning process is their motivation. Numerous studies have been carried out to investigate the relationship between student motivation

and academic achievement, and different researchers have employed different definitions of student motivation. Lumsden (1994), for example, examined students' motivational factors and involvement in their education.

According to Marshal (1987), student motivation is a force that is advantageous to the learner. According to Ames (1990), a commitment to the learning process and a long-term, high-quality attachment to learning are prerequisites for motivation to learn. The majority of motivation theorists hold that all learnt responses require motivation to be performed and that until energized, taught action will not occur.

According to Bomia et al. (1997), student motivation is defined as the willingness, need, desire, and obligation of students to participate in and thrive in the learning process. Extrinsic and intrinsic motivation is the two categories into which student motivation is frequently divided. When a pupil is driven from inside, they are said to be intrinsically motivated. Students that are intrinsically driven actively participate in their education for a variety of reasons, such as curiosity, enjoyment, or to fulfill their own academic and personal objectives.

According to Dev (1997), a student who is intrinsically motivated won't require any kind of incentive or reward to start or finish a task. This kind of learner is more likely to do the assigned work and is motivated by an activity's level of difficulty. According to Lepper (1988), intrinsic motivation exists for its own reason since it can lead to enjoyment, learning, or a sense of success. Extrinsic motivation: According to Dev (1997), students who are motivated solely by the prospect of receiving a reward or avoiding a punishment are engaged in learning. Extrinsic motivation, according to Lepper (1988), is the desire to receive a reward or stay away from a punishment that is not related to the action itself, such as grades, stickers, or teacher approval.

As a result, students who are intrinsically motivated are more eager, self-motivated, ambitious, and enjoy their studies, whereas students who are extrinsically motivated attempt to drag themselves through schoolwork, feel pressured to learn, and always put forth the least amount of effort to receive the greatest amount of praise. Students that are intrinsically motivated ultimately choose tactics that demand greater effort and enable them to assimilate knowledge more thoroughly.

Condry and Chambers (1978) discovered that students with intrinsic motivation employed more rational information-gathering and decision-making techniques than students with extrinsic motivation when faced with a variety of intellectual tasks. While students who are extrinsically driven tend to favor assignments that are low in degree of difficulty, students who are intrinsically oriented also tend to favor tasks that are highly tough.

Students that are extrinsically motivated are more likely to do the least amount of effort required to obtain the greatest benefit (Lepper, 1988). According to Brooks et al. (1998), in order to extrinsically motivate students, they should be publicly acknowledged for their academic accomplishments. This can be accomplished by awarding stickers, candy, and other rewards, as well as by denying them privileges like recess if they perform poorly academically.

In intrinsic and extrinsic motivation, we have found the following sources of motivation which has also been confirmed by the students during data collection. Motivation is state of mind that stimulates activities and human body actions. The figure 1 provides a brief overview of the different sources of student motivation that are under consideration. The distinctive source intrinsic or extrinsic motivated can be traced from observation of individual in classroom or in other work environments.

The study provides a detailed explanation of the motivational sources. Understanding what influences student motivation and how to encourage intrinsic motivation in them is crucial. Numerous investigations have been carried out to determine the elements that impact the growth of student motivation. According to Brophy (1986), learning motivation is a skill that is learned via general experience, but it is most immediately inspired by modeling, expectations communication, and direct instruction or socialization from others, such as parents and teachers. Therefore, the primary mediators who have a significant impact on children's motivation growth are instructors and parents. comprehend and construct an image of the outside world by responding to their inquiries, acquainting them with various circumstances, and narrating various customs and tales; thus, children cultivate their life and learning.

Children will undoubtedly be prepared to take on challenges and succeed if they have grown in confidence, self-worth, and competence. However, if kids don't think they're good enough, they'll start to fear failing or losing the reward or recognition they deserve. Therefore, how they begin their first altercation is crucial. Sometimes parents

are so interested in their child's education and future that they constantly remind and instill in their minds that education is the only way to end their problems. When their child performs poorly, they even threaten to discipline them. Under such conditions, the child feels that education is essential to their survival and must be pursued. Many students were unable to overcome their anxieties and often to fail continue.

A few more elements that affect the growth of student motivation are academic goals and school policies. Last but not least, Brooks et al. (1998) indicate that needless external rewards may also encourage pupils to reach a particular performance level. Teachers play a critical role in academic institutions by assisting students in cultivating a positive attitude toward learning.

Raffini (1993) found that teacher's self-perceptions, their methods of instruction, and their explanations for students have a significant impact on how students behave when they are learning. According to Deborah et al. (1999), many pupils try to learn if their teacher expects them to. Teachers should therefore see themselves as "active socialization agents" who may inspire children to learn (Brophy, 1986). Both Proctor (1984) and Stipek (1988) highlighted the importance of teacher efficacy as a potent factor influencing student motivation.

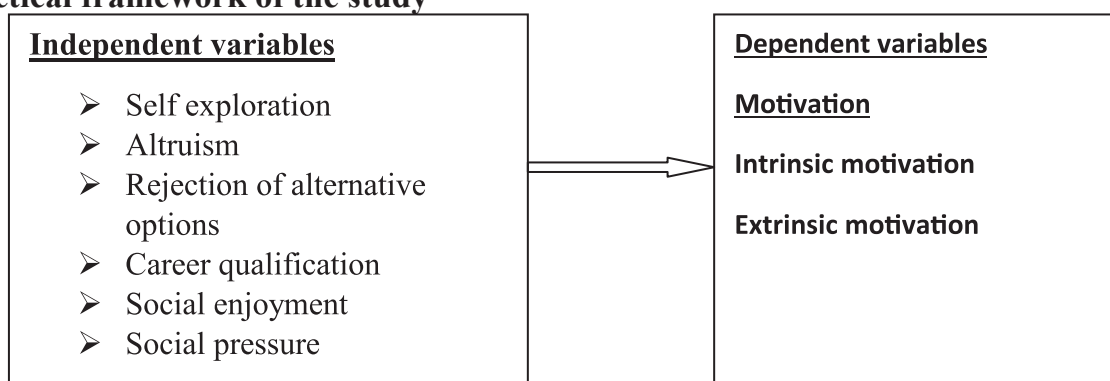
In a nutshell, academic achievement is predicted by motivating factors. The impact of both internal and external motivators on academic achievement will be examined in this study. It is commonly believed that students with strong levels of intrinsic drive will perform consistently and get better Grade Point Averages (GPAs). On the other hand, extrinsically motivated pupils will perform inconsistently and have a low GPA.

Research methods

This study aims to investigate college students' motivational factors and how they affect Nepalese students' academic achievement. College students' motivating variables have been investigated using an exploratory and causal comparative design. Regression analysis and correlation are utilized to ascertain the relationship between the research variables and the influence of the motivating factor on performance. The variability is shown by the mean and standard deviation. To make inferences, the t-test and p-value are used as inferential statistics.

The students pursuing bachelors and master's degrees have been given the five-point Likert scale questionnaire. In this study, the 250 sample was selected using a non-probability convenience sampling technique. The university students pursuing masters and bachelor's degrees make up the study's population. The first section of the questionnaire incorporates the demographic information and second part includes the questionnaire related to the variables under the study.

Theoretical framework of the study



Intrinsic motivation

Social exploration

A fully motivated student, who genuinely enjoys learning and experimenting with concepts for their own sake thought to do well, exhibit favorable outcomes, and enroll in college since they genuinely care about the material they are learning.

Altruism

They want to learn in order to satisfy themselves, contribute to society, assist others, and find solutions to their issues. They think they are more driven and produce better outcomes. They go to college in order to contribute more to society.

Extrinsic Motivation**Rejection of Alternative Options**

They care about their careers and are more likely to finish their degree in order to obtain desirable employment in the future. pursuing education merely to avoid employment or because they are at a loss for what to do. They are thought to lack motivation and be unable to maintain a steady academic performance. They don't know what else they would do, so they go to university.

Career and Qualifications

Their careers were a concern, and they were motivated to finish their degree in order to land decent positions later on. Additionally, they are focused on receiving the degree rather than learning for its own purpose. They think it's important to do well, but not in the long run or when the incentive is no longer available. They go to college in order to improve their employment chances.

Social Enjoyment

They see university as a place to meet people, have fun, and form friendships. Those who attend university because they like the social life are considered to be demotivated students who perform poorly academically.

Social Influence

Peers, parents, and other social forces surround them, and they strive to meet their expectations. They don't genuinely care about inconsistent studies. Others want them to earn a degree, so they enroll in college.

Reliability of the study

Table 1

Overall reliability

Reliability Statistics

Cronbach's Alpha		N of Items
.887		30

Cronbach alpha was found to be 0.887, and total 1 indicates the questionnaire's overall dependability. About 90 percent dependability is explained by the questionnaire, and the results show that 88.7 percent reliability.

Table 2

Reliability of all variable

RA		SE		QC		SEn		SP		AL	
Cronbach	N	Cronbach	N	Cronbach	N	Cronbach	N	Cronbach	N	Cronbach	N
Alpha		Alpha		Alpha		Alpha		Alpha		Alpha	
.000	5	.862	5	.877	5	.810	5	.629	5	.919	5

Table 2 shows that the RA variable was found to be unreliable (0.00), but all other variables had alpha values more

than 60% and were deemed reliable.

Table 3

Association of variables under study

Correlations		Total RA	Total SE	Total QC	Total SO	Total SP	Total AL
Total RA	R	1					
	Two tailed						
	N	270					
Self Exploration	R	.474**	1				
	Two tailed	.000					
	N	270	270				
Career and qualification	R	.262**	.356**	1			
	Two tailed	.000	.000				
	N	270	270	270			
Self enjoyment	R	.743**	.808**	.218**	1		
	Two tailed	.000	.000	.000			
	N	270	270	270	270		
Social Pressure	R	.329**	.608**	.583**	.546**	1	
	Two tailed	.000	.000	.000	.000		
	N	270	270	270	270	270	
Altruism	R	.394**	.574**	.095	.601**	.327**	
	Two tailed	.000	.000	.121	.000	.000	
	N	270	270	270	270	270	1

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

With a 0.000 level of significance, Table 3 shows that every variable has a positive correlation with every other variable. All components are positively connected, as indicated by the correlation value, which ranges from .029 to .808.

Table 4

Mean values of variable

Report			
Particular	Mean	N	Std
Self-exploration	2.99	270	.543
Altruism	3.44	270	.955
Rejection of Alternative Options	3.27	270	.488
Career and Qualifications	2.89	270	.543
Social Enjoyment	4.00	270	.890
Social Pressure	4.42	270	.788

Table 4 showed that whereas all other categories have mean values more than 3, self-exploration, career, and qualification have mean values of 2.99 and 2.89, respectively. The outcome demonstrates that every student has a common understanding of why they are attending college.

Table 5

Mean values with standard deviation of all variables moderated by gender

Report

Particular	Male			Female			Total		
	Mean	N	Std	Mean	N	Std	Mean	N	Std
Rejection of Alternative Options	3.25	169	.449	3.31	101	.547	3.27	270	.488
Self-exploration	3.05	169	.878	2.91	101	.831	2.99	270	.862
Career and Qualifications	2.87	169	.533	2.92	101	.562	2.89	270	.543
Social Enjoyment	4.09	169	.911	3.84	101	.832	4.00	270	.890
Social Pressure	4.42	169	.784	4.41	101	.800	4.42	270	.788
Altruism	3.43	169	1.072	3.46	101	.722	3.44	270	.955

As indicated in Table 5, the mean values of the male respondents showed that, with the exception of career and qualification, all components had mean values more than 3. The mean values of the female respondents' responses indicate that, respectively, self-exploration and career and qualification have mean values of 2.91 and 2.92. While female respondents disagree with job and qualifications as well as self-exploration, male respondents cited all other reasons for attending university, with the exception of these two categories.

Table 6

Mean values with standard deviation moderating by education

Report

Education		Total RA	Total SE	Total QC	Total SO	Total SP	Total AL
Bachelors	Mean	3.30	2.96	2.84	3.99	4.40	3.46
	N	213	213	213	213	213	213
	Std	.525	.874	.541	.976	.842	.956
Masters	Mean	3.19	3.11	3.07	4.01	4.48	3.36
	N	57	57	57	57	57	57
	Std	.302	.812	.520	.443	.542	.954
Total	Mean	3.27	2.99	2.89	4.00	4.42	3.44
	N	270	270	270	270	270	270
	Std	.488	.862	.543	.890	.788	.955

Table 6 shows that the mean responses from bachelor's and master's level respondents were nearly identical, with mean values greater than 3. However, the mean values for bachelors' total self-exploration and their total career and qualifications were less than 3 but greater than 2. The findings show that respondents at both levels do not enroll in college for the purpose of self-discovery, professional advancement, or qualification. The average self-exploration score for bachelor's degree holders is 2.94, while the career and qualification scores are 2.84, indicating that they are attending university for other reasons.

Table 7

Regression equation R square in model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.626	.391	.382	.750

a. Predictors (Constant) SP, SO, QC, SE

According to Table 7, the coefficient of determination (R square) is 39.1%, which indicates a rather low but

manageable confidence level for decision-making.

Table 8

Impact of independent variables on Altruism

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	1.322	.316		4.188	.000
TSE	.342	.097	.309	3.532	.000
TQC	-.157	.106	-.089	-1.481	.140
TENJ	.406	.090	.379	4.516	.000
TSP	-.018	.086	-.015	-.206	.837

Dependent variable AL

Table 8 shows that the coefficients are .34424 for self-exploration and -.157 for career and qualification, and the constant is 1.332 with a t value of 4.188 and a significance level of .000. Additionally, the results show that social delight has a value of -.018 and social pressure has a coefficient of .406. The t-values for self-exploration, career and qualification, social enjoyment, and social pressure were 3.532, 1.481, 4.516, and -.206, respectively, with all but career and qualification and social pressure reaching the .000 level of significance.

Table 9

Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805 ^a	.648	.642	.292

a. Predictors: (Constant), Total SP, Total SO, Total QC, Total SE

According to Table 9, the calculated coefficient of determination (r Square) is 0.805. With a standard error calculated at .292, this result shows that 80.5 of the variables are explained by the questionnaires.

Table 10

Impact of independent variables on Rejection of Alternative Options

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	Beta	t	Sig.
	B	Std. Error				
(Constant)	1.318	.123			10.726	.000
Total SE	-.236	.038		-.416	-6.251	.000
Total QC	.250	.041		.279	6.059	.000
Total Sen	.617	.035		1.124	17.629	.000
Total SP	-.120	.033		-.194	-3.594	.000

a. Dependent Variable: Total RA

Table 10 shows that the coefficients of the variables are -.236 for social exploration, -.250 for career and qualification, -.617 for social enjoyment, and -.120 for social pressure. The constant obtained from the regression equations is 1.318. At the 0.000 level of significance, the t-values are -3.594 for social pressure, 6.059 for career and qualification, and 10.726 for the constant and -6.251 for social exploration.

Discussion

The students of Bachelor and master are motivated by societal pressure, career and qualification rejection, and other alternatives. In a same vein, self-discovery and appreciation for compassion lead to intrinsic motivation. This study looks into how student motivation affects joining to University education. Both intrinsic and extrinsic incentive factors are relevantly important for motivation, according to the T-values of the two tables. The model as a whole is important. This study's R-square is 80%, indicating a substantial correlation between students' interest of joining the university.

According to the pupils, their overall response was favorable. Only two variables had mean values below 3, whereas the mean value of other components was greater than 3. The fact that they have little disagreement with the factors of self-exploration, career, and qualification indicates that they are not enrolled in the institution for these purposes.

Due to their superior education, some students possess a wealth of skills, while others do the opposite. However, joining the university requires student motivation (Masitsa, 2008). The factors influencing a student's success during their studies determine their performance (Ericksen, 1978). Other than using extrinsic and intrinsic motivation questionnaires, there is no secret way to determine a student's true level of motivation.

Conclusion and Recommendations

The study examined the relationship between student motivation and their desire to attend college. The study found that students' motivation and interest in attending college were positively and reciprocally correlated. The reciprocity of this link is demonstrated by the fact that more motivated students enroll with interest, and more motivated students enroll in university.

With an R-square of 80%, the study shows a strong relationship between students' motivation and both internal and external influences. Additionally, the T-value shows how important students' motivation is in connection to their decision to enroll in college. Students do not believe they are enrolling for the purpose of obtaining a degree or a profession. Social enjoyment will lead to a 0.7 percent increase at Joining University, according to the results, which show that students do believe that they attend university for social pressure. Additionally, lower dropout rates and higher student present levels have been associated with high levels of interest and involvement in the learning process. (Blank, 1997; Dev, 1997; Kushman, 2000; Woods, 1995).

Intrinsically motivated students pursue shows motivation for their own enjoyment and education. These students genuinely care about learning and reaching ambitious objectives.

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