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## Motivation and Its Impact on the Academic Performance of University Students in Bangladesh: Special Reference to Bangabandhu Sheikh Mujibur Rahman Science and Technology University, Bangladesh

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### **Abstract:**

*Motivation is the process that increases an individual's efforts towards the achievement of goals. This study examines motivation and its impact on the academic performance of University students in Bangladesh in terms of Cumulative Grade Point Average (CGPA) with a special reference to Bangabandhu Sheikh Mujibur Rahman Science and Technology University. A structured questionnaire on motivation was prepared to conduct study over 100 students of this University. The students were from the Faculty of Business Studies. Data has been coded into SPSS 15.0 software where frequency and one-way ANOVA have been analyzed. Findings of the study reveal that motivation and its factors have strongly significant impacts on academic performance (CGPA) of University students in Bangladesh. The students with high level of self-efficacy, achievement motivation, students with parents' and teachers' positive attitude, students with parents having at least one university degree, enjoying favorable learning environment, students with high socio-economic status, not underestimated by teachers, getting rewards and recognition and motivated, manage to improve better academic performance (CGPA).*

**Keywords:** Motivation, frequency analysis, one-way ANOVA analysis, academic performance, Bangladesh

### **1. Introduction**

Motivation in the realm of education is concerned as one of the most important factors to support learning process and provide high-quality learning since it enhances personal growth and adjustment (Genc and Kaya, 2010). A strong relationship exists between motivation and students' academic performance. Similarly, students' motivation serves as a yardstick in predicting their performance (Muhammad et al., 2015). This paper aims to find out the impact of motivation on the academic performance of university students in Bangladesh.

There are 37 public Universities in Bangladesh. Bangabandhu Sheikh Mujibur Rahman Science and Technology University is one of them. The university has 20 departments (BSMRSTU, 2016). The data has been collected over the students of Management Studies, Accounting and Information Systems and Marketing department. The respondents said that many of them do not manage to improve performance because of some problems related to motivation. Many of them said that some teachers always underestimate them, some are not willing to provide instructions when they fall in problem, do not provide rewards and recognition to the excellent performers. Some of the respondents said that their family background is poor, self-efficacy level is poor and so is achievement motivation that are demotivating to make good results in exam (Field survey).

#### *1.1. Aims*

- To conduct study over motivation and HR related areas

#### *1.2. Objectives of the Study*

- To identify the factors that motivate the University students in Bangladesh.
- To investigate the impact of these motivational factors on the academic performance (CGPA) of the University students in Bangladesh.

#### *1.3. Research Questions*

- What are the motivational factors that motivate the university students?
- What level of self – efficacy and achievement motivation the respondents have?

- What are the problems and challenges to student motivation?
- How to overcome these problems?

## 2. Literature Review

### 2.1. Definition of Motivation

Motivation is an inner drive that directs a student's behaviour toward the fulfillment of a goal (i.e., academic success). Motivation is a goal-directed behaviour and indicates the willingness of the students to exert high levels of effort toward achieving goals. Motivation influences how and why people learn as well as their performance (Pintrich&Schunk, 1996). As it can be understood from the definition, motivation is a temporal and dynamic state which involves desire and willingness to do something. A similar definition was stated that to be motivated means to be moved to do something (Deci and Ryan, 2000).

### 2.2. Models and Theory

There are different motivational theories found. But among them, the intrinsic and extrinsic theories of motivation are described below:

#### 2.2.1. Intrinsic Theory

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

#### 2.2.2. Extrinsic Theory

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self (Genc and Kaya, 2010). intrinsic Motivation is clearly superior to extrinsic (Maslow, 1970).

### 2.3. Compare and Contrast

The comparison and contrast of student motivation among UK, Europe, Asia and Bangladesh are described below:

#### 2.3.1. Practice of Motivation in UK

In the context of a worldwide paradigm shift towards student-centered outcomes-based approaches, and at a time when many UK departments are developing learning, teaching and assessment strategies, this article reviews what the research literature says about the impact of assessment on students' learning. It then proceeds to translate that into practical suggestions for practice with the specific intention that this should help to inform departments in the development of appropriate assessment strategies and learner-centered assessment practices which meet the Quality Assurance Agency (QAA) general principles on assessment (Rust, 2002).

#### 2.3.2. Practice of Motivation in Europe

PISA-2006 results showed that interest in science in Europe appears to be influenced by student background. Students with a more advantaged socio-economic background or those who had a parent in a science-related career were more likely to show a general interest in science and to identify how science may be useful to them in the future (OECD, 2007a).

#### 2.3.3. Practice of Motivation in Asia

Abu Bakar et al. (2010) examine the relationships between university students' achievement motivation, attitude and academic performance in Malaysia. A structured questionnaire was administered on 1484 from five faculties of the University students that were selected using a cluster sampling. The study revealed that students' attitude and academic achievement were correlated positively.

#### 2.3.4. Practice of Motivation in Bangladesh

Chowdhury and Shahabuddin (2007) conducted study on "Self-efficacy, motivation and their relationship to academic performance of Bangladesh College Students". Empirical results reveal that consistent with our expectations, students high in self-efficacy and motivation performed better than those low in self-efficacy and motivation.

### 2.4. Conclusion

Now it can be finalized that in UK, continuous assessment of students' performance has significant impact on academic performance. In Europe, students' background has significant impact on academic performance. In Asia, students' achievement motivation and attitude have significant impact on academic performance and in Bangladesh, students high in self-efficacy and motivation perform better than those low in self-efficacy and motivation (Rust, 2002; OECD, 2007a; Abu Bakar et al., 2010; Chowdhury and Shahabuddin, 2007). But there are many other factors that motivate the students to perform better in exam. So, to fill up this research gap this study has been conducted. This paper will be helpful to the stakeholders related to this arena.

### 3. Data and Methodology

#### 3.1. Define Methodology

Research methodology is a way to systematically solve the research problems. It may be understood as a science of studying how research is done scientifically. In this study, mean, standard deviation, test of significance has been applied.

#### 3.2. Data and Data Sources

The research design adopted for this study is descriptive in nature. Descriptive research includes surveys and fact finding enquires of different kinds (Kotahri, 2006). The survey was conducted over 100 individual level students under MBA and BBA program within Bangabandhu Sheikh Mujibur Rahman Science and Technology University, Gopalganj-8100, Bangladesh from March-April, 2016. Several secondary sources were used for enhancing insights of this paper, such as articles published in different journals, working papers and websites.

#### 3.3. Qualitative and Quantitative

Qualitative and quantitative data has been collected from the respondents through structured questionnaire.

#### 3.4. Sample Size: 100

#### 3.5. Sample Area

Students of MBA and BBA program under department of Management Studies, Accounting and Information Systems and Marketing within Bangabandhu Sheikh Mujibur Rahman Science and Technology University.

#### 3.6. Sampling Unit: Individual level students.

#### 3.7. Variables Used

Dependent variable is academic performance (CGPA) and the related independent variables are self – efficacy, achievement motivation, parents' and teachers' attitude, favorable learning environment, parents' socio-economic status, parents with one university degree, underestimation, rewards and recognition and motivation.

#### 3.8. Data Analysis Tool

The collected data have been coded into SPSS 15.0 software where descriptive statistics, frequency distribution and one-way ANOVA analysis have been performed to find out the level of impact and significant of motivational factors on academic performance (CGPA) of university students in Bangladesh.

### 4. Findings and Discussion

Variables	Frequency	Percentage
<b>Age:</b>		
15-20 years	50	50%
20-25 years	50	50%
Total	100	100
<b>Sex:</b>		
Male	67	67%
Female	33	33%
Total	100	100%
<b>Program:</b>		
MBA	50	50%
BBA	50	50%
Total	100	100
<b>Department:</b>		
Management Studies	76	76%
Accounting and Information Systems	14	14%
Marketing	10	10%
Total	100	100%

Table 1: Frequency distribution of the study population, (N=100)

Table 1 shows that the frequency of the respondents whose age ranges from 15-20 years is 50 which is 50% of the total respondents and the frequency of the respondents whose age ranges from 20-25 years is 50 which is 50% of the total respondents. The number of male and female respondents is 67 and 33 respectively which is 67% and 33% of the total respondents respectively. The frequency of

the respondents who are studying under MBA and BBA programs is 50 and 50 respectively. 76% of the respondents are from department of Management Studies, 14% from Accounting and Information Systems and 10% from department of Marketing.

Table 2 shows that the mean values of CGPA (out of 4) for the respondents having both high and low level of self-efficacy are 3.66 and 3.17 respectively and the level of self-efficacy has statistical significant impact on academic performance (CGPA) of the students. So, Self-efficacy may be a good predictor of performance (Marie, 2006; Lent, Brown & Larkin, 1987). Self-efficacy refers to the abilities of the students for success in a given task (Bandura, 1997). Although self-efficacy has been found to be a significant factor in predicting academic achievement by enhancing motivation to achieve (e.g., Pietsch et al., 2003, Bandura, 1997; Schunk, 1991; Schunk & Zimmerman, 1994), still students' self-efficacy and motivation have been of great practical concern to the academic institutions and of great theoretical concern to researchers, educators, and practitioners.

Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 1985). The mean values of CGPA for the respondents having both high and low level of achievement motivation are 3.66 and 3.17 respectively and the level of achievement motivation has statistical significant impact on academic performance (CGPA) of the students. So, all students are influenced by a need to achieve to a certain degree. Those students, who hold a high desire of success, work hard to achieve (Zenzen, 2002).

Variables	N	Mean	Standard deviation	Sig.
<b>Self-efficacy:</b>				.000
High	50	3.66	.14597	
Low	50	3.17	.28744	
Total	100	3.41	.33595	
<b>Achievement motivation:</b>				.000
High	50	3.66	.14597	
Low	50	3.17	.28744	
Total	100	3.41	.33595	
<b>Attitude</b>				.000
Positive	50	3.66	.14597	
Negative	50	3.17	.28744	
Total	100	3.41	.33595	
<b>Learning environment:</b>				.000
Yes	50	3.66	.14597	
No	50	3.17	.28744	
Total	100	3.41	.33595	
<b>Socio-economic status</b>				.000
Poor	50	3.17	.28744	
High	50	3.66	.14597	
Total	100	3.41	.33595	
<b>Parents with one university degree:</b>				.000
Yes	50	3.66	.14597	
No	50	3.17	.28744	
Total	100	3.41	.33595	
<b>Underestimation</b>				.000
Yes	50	3.17	.28744	
No	50	3.66	.14597	
Total	100	3.41	.33595	
<b>Rewards and recognition</b>				.000
Yes	50	3.66	.14597	
No	50	3.17	.28744	
Total	100	3.41	.33595	
<b>Motivated:</b>				.000
Yes	50	3.66	.14597	
No	50	3.17	.28744	
Total	100	3.41	.33595	

Table 2: Mean value of CGPA for the students of Bangabandhu Sheikh MujiburRahman Science and Technology University, Bangladesh, (N=100)

The mean values of CGPA for the respondents having parents' and teachers' positive and negative attitude are 3.66 and 3.17 respectively and parents' and teachers' attitude has also statistical significant impact on academic performance (CGPA) of the university students. The attitude of parents, peers and teachers is a big deterrent of their positive self- concept and vice versa for the low achievers. This finding makes the importance of this critical fact clear that self-concept is very vital for improving the achievement level of low achiever students (Wang & Lin, 2008; Chowdhury&Pati, 1997). The mean values of CGPA for the respondents who enjoy and do not enjoy favorable learning environment are 3.66 and 3.17 respectively and favorable learning environment has statistical significant impact on academic performance (CGPA) of the students. The mean values of CGPA for the

respondents whose parents' socio-economic status is poor and high are 3.17 and 3.66 respectively and it has statistical significant impact on academic performance (CGPA) of the students.

The mean values of CGPA for the respondents whose parents have and do not have at least one university degree are 3.66 and 3.17 respectively and it has statistical significant impact on academic performance (CGPA) of the students. The mean values of CGPA for the respondents who are and are not underestimated by their teachers, are 3.17 and 3.66 respectively and underestimation by teachers has statistical significant impact on academic performance (CGPA) of the students. The mean values of CGPA for the respondents who get and do not get rewards and recognition for excellent performance, are 3.66 and 3.17 respectively and rewards and recognition has statistical significant impact on academic performance (CGPA) of the students. Finally, the mean values of CGPA for the respondents who are and are not motivated, are 3.66 and 3.17 respectively and motivation has statistical significant impact on academic performance (CGPA) of the students.

## 5. Conclusions

This study indicates that the mean value of CGPA for the students with high level of self-efficacy and achievement motivation is 3.66. Moreover, the students who are rewarded for excellent performance, not underestimated by the teachers, having high socio-economic status, are achieving better CGPA (Cumulative Grade Point Average). So, motivation, high self-efficacy, high achievement motivation, positive attitude of parents and teachers, favorable learning environment, high socio-economic status of the parents, not underestimation by teachers, rewards and recognition, should be used as the predictors to University students' academic success.

### 5.1. Recommendations

This study suggests the following recommendations for improving academic performance of the University students in Bangladesh as to:

- Make the students believe in their ability to do better performance.
- Provide rewards and recognition to the star performers.
- Not to make the students believe that they are unable to succeed in life.
- Provide congenial environment to learn.
- Provide financial support to the students with poor socio-economic status in the form of scholarship and
- Motivate them as much as possible.

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**Appendix:**

**Appendix-1: Questionnaire**

**A special case study on motivation and its impact on the academic performance of University students in Bangladesh**

**Part-A**

Name: ..... Age: 15-20 years  20-25 years   
 Sex: Male  Female   
 Program: BBA  MBA   
 Department: .....  
 Current CGPA (Out of 4): .....

**Part-B**

1. What level of self-efficacy you have? High  Low
2. What level of achievement motivation you have? High  Low
3. What is attitude of your parents and teachers about you? Positive  Negative
4. Do you get favorable learning environment? Yes  No
5. What is the socio-economic status of your parents? Poor  High
6. Do your parents have at least one University degree? Yes  No
7. Do you get rewards and recognition for your excellent performance? Yes  No
8. Are you underestimated by your teacher? Yes  No
9. Are you motivated? Yes  No

**Appendix-2:**

➤ Frequency tables (Summary output)

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-20 years	50	50.0	50.0	50.0
	20 --25 years	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

Table 1

Sex					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	67	67.0	67.0	67.0
	female	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

Table 2

Program					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MBA	50	50.0	50.0	50.0
	BBA	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

Table 3

		Department			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Management Studies	76	76.0	76.0	76.0
	Accounting and Information Systems	14	14.0	14.0	90.0
	Marketing	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

Table 4

**Appendix-3:**

➤ Mean value of CGPA (Summary output)

→ Numeric CGPA \* level of self-efficacy

Numeric CGPA			
level of self-efficacy	Mean	Std. Deviation	N
high	3.6602	.14597	50
low	3.1670	.28744	50
Total	3.4136	.33595	100

Table 5

→ Numeric CGPA \* level of achievement motivation

Numeric CGPA			
level of achievement motivation	Mean	Std. Deviation	N
high	3.6602	.14597	50
low	3.1670	.28744	50
Total	3.4136	.33595	100

Table 6

→ Numeric CGPA \* parents and teachers attitude

Numeric CGPA			
parents and teachers attitude	Mean	Std. Deviation	N
positive	3.6602	.14597	50
negative	3.1670	.28744	50
Total	3.4136	.33595	100

Table 7

→ Numeric CGPA \* favourable learning environment

Numeric CGPA			
favourable learning environment	Mean	Std. Deviation	N
yes	3.6602	.14597	50
no	3.1670	.28744	50
Total	3.4136	.33595	100

Table 8

→ Numeric CGPA \* parents socio-economic status

Numeric CGPA			
parents socio-economic status	Mean	Std. Deviation	N
poor	3.1670	.28744	50
high	3.6602	.14597	50
Total	3.4136	.33595	100

Table 9

→ Numeric CGPA \* parents' with at least one university degree

<b>Numeric CGPA</b>			
parents' with at least one university degree	Mean	Std. Deviation	N
yes	3.6602	.14597	50
no	3.1670	.28744	50
Total	3.4136	.33595	100

Table 10

→ Numeric CGPA \* underestimation by teachers

<b>Numeric CGPA</b>			
underestimation by teachers	Mean	Std. Deviation	N
yes	3.1670	.28744	50
no	3.6602	.14597	50
Total	3.4136	.33595	100

Table 11

→ Numeric CGPA \* rewards and recognition for excellent performance

<b>Numeric CGPA</b>			
rewards and recognition for excellent performance	Mean	Std. Deviation	N
yes	3.6602	.14597	50
no	3.1670	.28744	50
Total	3.4136	.33595	100

Table 12

→ Numeric CGPA \* are you motivated

<b>Numeric CGPA</b>			
are you motivated	Mean	Std. Deviation	N
yes	3.6602	.14597	50
no	3.1670	.28744	50
Total	3.4136	.33595	100

Table 13