

The background of the entire cover is an abstract, high-energy image. It features a blurred figure of a person, likely a runner, in motion. The figure is overlaid with vibrant, streaky light trails in shades of teal, blue, and orange, creating a sense of speed and dynamic movement. The overall composition is energetic and modern.

INTERNATIONAL GRADUATE COLLOQUIUM

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SPORTS AND PHYSICAL EXERCISE ASSEMBLY OF KNOWLEDGE SHARING

COLLOQUIUM PROCEEDINGS

EXTENDED ABSTRACT

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INTRINSIC AND EXTRINSIC MOTIVATIONAL FACTORS AS PREDICTORS OF ACADEMIC SUCCESS IN HIGHER EDUCATION

Norsyazwani Aina Abd Sukor, & Umami Kalthum Mohd Mokhtar*

Faculty of Sports Science and Recreation, Universiti Teknologi MARA, Negeri Sembilan Branch, Seremban Campus, Negeri Sembilan, MALAYSIA

*Corresponding author: ummikalthum@uitm.edu.my

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I. INTRODUCTION

Motivation plays a pivotal role in enhancing academic performance, influencing effort, persistence, and resilience among students [1]. This study examines factors driving motivation and academic success among FSR UiTM Seremban 3 students. Additionally, it investigates the relationship between motivation and performance, alongside household income disparities. By addressing motivational barriers, this research aims to provide actionable insights to improve student outcomes in diverse socio-economic contexts.

II. METHODS

This study employs a non-experimental, quantitative design to explore motivation and academic performance among 344 FSR UiTM Seremban 3 students, selected via simple random sampling. Data were collected using a structured questionnaire, including demographic profiles, the Academic Motivation Scale (28 items), and the Academic Success Inventory for College Students (48 items). Descriptive, correlational, and ANOVA analyses were conducted to examine relationships and differences across variables.

III. RESULTS AND DISCUSSION

A. Motivation Factors

Table 1 shows that intrinsic motivation ranked highest (3.80 ± 0.76), followed by extrinsic motivation (3.78 ± 0.80), and Amotivation (3.64 ± 0.98). These findings highlight students' strong internal drive for learning, supplemented by external incentives.

TABLE I
DESCRIPTIVE STATISTICS FOR MOTIVATION FACTORS

	Mean	SD	Rank
Intrinsic	3.80	0.76	1
Extrinsic	3.78	0.80	2
Amotivation	3.64	0.98	3

B. Academic Performance Factors

External motivation for the future (3.83 ± 0.83) ranked highest, with skills (3.78 ± 0.79) and confidence ($3.77 \pm$

0.83) following closely. Socializing ranked lowest (3.67 ± 0.92), reflecting minimal academic influence.

TABLE II
DESCRIPTIVE STATISTICS FOR ACADEMIC PERFORMANCE FACTORS

	Mean	SD	Rank
Skills	3.78	0.79	2
Instructor	3.71	0.84	8
Career decidedness	3.74	0.98	6
External motivation future	3.83	0.83	1
Confidence in abilities	3.77	0.83	3
Personal adjustment	3.77	0.86	4
Self-regulation	3.70	0.85	9
Socializing	3.67	0.92	10
Internal motivation interest	3.76	0.82	5
Lack of anxiety	3.73	0.89	7

C. Motivation and Academic Performance Relationship

A significant, strong positive correlation ($r = 0.944$, $p < 0.01$) was found between motivation and academic performance (Table 3), confirming that motivated students achieve higher academic success.

TABLE III
RELATIONSHIP BETWEEN MOTIVATION AND ACADEMIC PERFORMANCE

Motivation	Academic Performance	
	Pearson Chi-Square	0.67
	Sig (2-tailed)	0.29
	N	191

D. Motivation Differences by Household Income

Low-income students exhibited higher motivation (4.07 ± 0.72) than medium- (3.49 ± 0.67) and high-income students (3.40 ± 0.70). However, ANOVA revealed no significant differences ($F = 1.08$, $p = 0.339$), except in low- vs. medium-/high-income comparisons ($p < 0.001$; Table 4).

TABLE IV
ONE-WAY ANOVA (FISHER'S) OF DIFFERENCES BY HOUSEHOLD INCOME

	<i>F</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
Household Income	1.08	2	332	0.339

IV. CONCLUSIONS

Motivation significantly influences academic performance among FSR UiTM Seremban 3 students, with intrinsic motivation and external future-oriented factors ranking highest. A strong positive correlation exists between motivation and performance, and low-income students exhibit higher motivation levels. These findings underscore the need to foster motivational strategies to enhance academic outcomes.

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