SELF EFFICACY, SELF ESTEEM AND INTRINSIC MOTIVATION TO LEARN:A PERSPECTIVE OF MALAYSIAN BUSINESS STUDENTS

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Abstract

Intrinsic motivation is driven by internal rewards that are satisfying to the individuals. In the context of learning, intrinsic motivation is imperative as the outcome of the learning process was found to be more sustainable and high quality. Since intrinsic motivation comes from within individual, thus it is interesting to explore self-concept variables that lead to intrinsic motivation. Thus, the aims of the study are firstly, to determine the relationship between self- efficacy and instrinsic motivation to learn; secondly, to determine the relationship between self-efficacy and instrinsic motivation to learn. Data were collected using questionnaire survey to 200 bachelor degree program students in a public university in Malaysia. Data were then analyzed using SPSS Statistics. Findings of the study indicate that out of the two independent variables, only self-efficacy was found to influence intrinsic motivation to learn among students. This study is imperative to the educators and higher learning institutions in identifying self-concepts variables that are significant in motivating students intrinsically. This study also provides insights in designing relevant policies, programs and workshops for the students in increasing self-efficacy among students.

Keywords: Intrinsic motivation to learn, self efficacy, self esteem

1. Introduction

Motivation has been considered as one of the factors that best explains human behaviour in different life contexts (Vallerand, 2000). Individuals not only have different amounts of motivation, but also different kinds of motivation (Ryan & Deci, 2000). Indeed, the whole idea of motivation is about actions or activities that people are inspired to engage in (Ryan & Deci, 2000). In fact, Ryan and Deci (2000) describe high motivation as 'to be moved to do something'. They further elaborate that individual who gets going towards an end is characterized as motivated while those who has no momentum is considered as unmotivated. Motivation involves fundamental goals and attitudes that drive an action, which also concern the why of actions (Ryan & Deci, 2000). For example, a student can be motivated to complete his or her homework out of interest or because he or she wants to impress the parents or teacher. In this example, the amount of motivation is not the central focus but the nature and focus of the motivation being evidenced does matter.

Educational practice has been heavily linked to students' motivational orientations for learning. Indeed, motivation is one of the most vital psychological concepts in an educational setting (Vallerand, Pelletier, Blais, Briere, Senecal & Vallieres, 1992) and an important factor that leads to student achievement (Uguroglu & Walbert, 1979). Previous

studies have shown that motivation is related to various outcomes such as persistence, curiosity, learning and performance (Ryan & Deci, 2000). Motivation to learn specifically refers to the way students think about themselves with regard to learning activities and process (Togia, Korobili & Malliari, 2012). According to Boud (1990), meaningful learning is more likely to occur when students engage with the subject matter for their own sake and not only to satisfy extrinsic demands. Extrinsic type of motivation arises from outside the individual as opposed to intrinsic motivation, which originates inside of the individual. Thus, instructors and researchers in business education always strive to understand different aspects of teaching quality by examining factors and classroom activities that may contribute to better education quality.

Student's motivation naturally has to do with students' desire to participate in the learning process. It also concerns of the reasons or goals that underlie their involvement or non-involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ (Ryan & Deci, 2000). In today's complex and rapidly changing environment, it is important for students to have continuous motivation to learn intrinsically whereby the source of motivation comes from within the individual (Ryan & Deci, 2000). In fact some studies highlighted that internally motivated students are more successful compared to externally motivated students (e.g., Henderson- King & Smith, 2006).

Since intrinsic motivation comes from within the individual, it is therefore interesting to explore self-concepts such as self-efficacy and self-esteem as the antecedents of intrinsic motivation. In fact examining self-concepts variable such as self-efficacy and self-esteem on intrinsic motivation is crucial due to several reasons. Firstly, there is an emerging interest on personal variables such as self-efficacy on human motivation and related outcomes (Cetin & Askun, 2018). Secondly, intrinsic motivation produces in high-quality learning and creativity (Ryan & Deci, 2000), thus it is imperative to explore variables that influence intrinsic motivation in the context of learning. Thus, the aims of the study are as follow: 1) To determine the relationship between self-efficacy and intrinsic motivation to learn; and 2) To determine the relationship between self-esteem and intrinsic motivation to learn

2. Literature Review

Motivation is an imperative factor in attracting the interest of the students, encouraging them to actively participate in classes and at the same time facilitating them to be constructive, creative, and dynamic individuals (Uyulgan & Akkuzu, 2013). In other words, motivation can be described as a desire and effort of the students that drives them to achieve certain condition or achievement. Based on the Self-Determination Theory, motivation recognizes that a person can be motivated in two distinct ways when adopting a behaviour (extrinsically motivated or intrinsically motivated) (Deci & Ryan, 1985). Extrinsic motivation can be defined as, "it pertains to a wide variety of behaviors that are engaged in as a means to an end and not for their own sake" (Deci & Ryan, 1985).

2.1 Intrinsic Motivation To Learn

Intrinsic motivation refers to doing something because it is inherently enjoyable or attractive, while extrinsic motivation refers to doing something because it leads to a certain outcome. Specifically, intrinsic motivation refers to doing something for itself, in which the satisfaction and pleasure are obtained from the participation. In a working context, Amabile, Hill, Hennessey and Tighe (1994) referred intrinsic motivation as the desire to engage in the job because it is interesting, fulfilling and satisfying (Amabile et al., 1994). Meanwhile, on contrary basis, extrinsic motivation is based on the desire to obtain certain outcomes, for example, rewards or recognition (Amabile, 1993).

In the context of learning, intrinsic motivation has been defined as participation in an activity purely out of curiosity, that is, for a need to know about something, the desire to engage in an activity purely for the sake of participating in and completing a learning task and the desire to contribute (Dev, 1997). It also helps students develop their own objectives such as objective to achieve what they desire. In order for the students to be successful in their studies, they need to have the motivation to learn intrinsically. Other than that, motivation is also important for students to achieve goals and what they desire in life. It also helps students develop their own objectives such as objective to achieve what they desire. When the students have intrinsic motivation, they have the intention to succeed towards studies and achieve the objectives. Positive attitudes will come out naturally throughout the learning process and continuous effort to succeed will be achieved (Gamboa, Mauricio & Andres, 2013).

The fact that intrinsic motivation is based on 'a move to act' that occurs naturally (with the absence of reward), it is regarded as an important phenomenon to the academics in the context of learning and achievement. In fact, academic intrinsic motivation plays significant role in achievement, competency and academic learning (Ayub, 2014). This is maybe due to the fact that intrinsic motivation exists within individuals and has relation between the individuals and activities. Additionally, intrinsically motivated activities were said to be ones that provided satisfaction of innate psychological needs. People with higher levels of intrinsic motivation normally results in high quality learning and creativity (Cetin & Askun, 2018).

2.2 Self Efficacy and Intrinsic Motivation To Learn

Self-efficacy refers to "people's judgment of their capabilities to organize and execute courses of action required attaining designated types of performance" (Lent et al., 1996). Self- efficacy also refers to the estimate that people make of their ability to cope, perform and thrive. Specifically, individuals with a high sense of perceived self-efficacy in relation to a specific task or goal, think, feel and act differently from those who view themselves as inefficacious. Those with low self-efficacy are inclined to concentrate on their failures and self doubts, thus hampering their motivation, commitment and persistence in achieving their goals (Jeffreys, 1998). In the context of learning, academic achievement depends on the ability of someone to take action and achieve what they desire. Thus, those who have high self-esteem may afford to achieve what they desire with the effort they put in. Motivation to learn in the context of learning is seen in the form of student persistence, curiosity, and performance (Lei, 2010). Thus, individuals with self efficacy would lead to the completion of tasks as there is a deeper understanding and the creation of aptitude. Thus it is hypothesized that:

H_1: Self-efficacy has a positive significant relationship with intrinsic motivation

2.3 Self Esteem and Intrinsic Motivation To Learn

Self-esteem refers to a positive or negative orientation toward the self (Rosenberg, 1965) which reflects one's feelings of self-regard and self-worth (Chen et. al., 2001). This shows how an individual takes action and makes decision, whether positive or negative, based on what they understand about themselves and the way they think. High self-esteem was reported as the one of the strongest predictors of individual well-being (Cheng & Furnham, 2003). Individuals with low self-esteem on the the other hand were reported to be more likely to be depressed than those with high self-esteem (Cheng & Furnham, 2003).

In other words, self-esteem is how one feels confident about himself or herself Chentanez et al., 2004). Self-esteem may influence human behaviors in learning, being aspired and conducting wrongdoings. In the context of learning, self-esteem is one of the key factors that may determine the success and failure of students in learning. Moreover, studies revealed that the effect of high self-esteem towards positive behavioral benefits includes toleration of frustration, taking responsibilities, willingness to offer help to others, ability to handle positive and negative emotions and self- independence.

Self-esteem is the key to human motivation. Self-esteem is not only a natural sense of one's self-worth, it is also the ability to cooperate with problems in life and the right to feel deserving, worthy and be respected according to our wants and needs benefited from the effort shown in that cooperation. Besides that, self-esteem energizes, empowers, and motivates in gaining pleasure and pride towards achievements in order to experience satisfaction. In this context, it is important for students to have positive self-esteem in order to be actively engaged in learning activities and have high intrinsic motivation to learn. In fact some studies found significant relationship between self-esteem and intrinsic motivation among undergraduate students (e.g., Lyons, 2012).

H_2: *Self-esteem has a positive significant relationship with intrinsic motivation*

2.4 Research Framework

The proposed framework of this study is shown in Figure 1. The two independent variables of the study are self-efficacy and self-esteem. Meanwhile, the dependent variable used in the study is intrinsic motivation to learn. The hypothesized relationships proposed in the study are also displayed in the research framework.

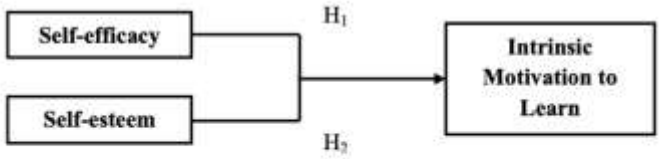

Figure 1: The proposed research framework

3. Methodology

The aims of the study are to determine the relationship between self-efficacy and self-esteem on intrinsic motivation to learn. The research design adopted in the study was quantitative in nature which is based on predetermined measurements using structured and validated data. Business students from 15 bachelor's degree programs in a public university were selected as the respondents of the study. Respondents that were chosen must have at least completed one semester in their respective bachelor's degree program. The population of the study was estimated around 4000 students. Thus, the targeted sample size was 200 respondents which are in accordance to Roscoe's Rule of Thumb, in which the sample size larger than 30 and less than 500 are appropriate for most research.

Data was collected using questionnaire survey. Self-administered survey was utilized where the questionnaire survey was given in personally to the respondents. Purposive sampling method was utilized as the sampling technique of the study. Any business students that fit the criteria were given the survey questionnaire in between classes at the faculty, at the student lounge, and the university's café. A purposive sample is a non-probability sampling that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling (Sekaran & Bougie, 2013).

Instruments used in the study were adopted from reliable and valid sources from the literature. Previous literatures also show acceptable reliability values. The instruments used in the study were sent to three academic experts in the field to ensure its validity. Brislin's (1970) back to back translation method was utilized in preparing the instruments in dual language – English and Malay. To measure intrinsic motivation, the study adopted 12 items from Vallerand's (1992) Academic Motivation Scale (AMS). The AMS instrument has been used widely to study and measure motivation levels in elementary, high school, and undergraduate university students. Meanwhile, 8 items were adopted from Chen, et. Al. (2001) known as New General Self-Efficacy Scale (NGSE) to measure self-efficacy. Finally, self-esteem was measured using Rosenberg Self-Esteem Scale (RSES). The instrument consisted of 10 items. For all variables, respondents were asked to indicate the extent to which each statement applies to them using the 5-point Likert scale (1="strongly disagree" to 5="strongly agree"). The survey questionnaires were comprised of a few sections covering all the variables and one section on demographics items. Among the demographics items used in the study were gender, age semester they were in. IBM SPSS Statistic was used for statistical analysis. Reliability analysis, descriptive analysis, correlation and regression analysis were used analyze the data in achieving the objectives of the study.

4. Results and Discussion

The study managed to collect 200 survey questionnaires which were deemed acceptable. The findings revealed that majority of the respondents were female students (71.5%) with 28.5 percent of the respondents comprised of male respondents. In terms of age distribution, majority of the respondents aged 20-22 years old with 82.5 percent. Additionally, more than half of the respondents were in their fifth semester (52.5%). This is followed by 59 respondents (29.5%) in third semester and 34 respondents (17%) in fourth semester. the highest mean of 3.85 (SD=0.43), followed by self-efficacy with a mean of 3.73 (SD=0.46) and self-esteem with a mean of 3.31 (SD=0.46). The reliability values of the variables range from 0.72 (self-esteem) to 0.87 (intrinsic motivation). Therefore, all the research constructs were found to have acceptable reliability values that exceed 0.7. Correlational analysis was utilized to determine the inter-relations between the variables. Therefore, in examining the correlation between self-efficacy and self-esteem (independent variables) with intrinsic motivation (dependent variable), Pearson correlation was carried out. As shown in Table 1, both independent variables of the study namely self-efficacy and self-esteem were found to have a positive significant correlation with the dependent variable, which is intrinsic motivation. Self-efficacy was found to have the highest correlation with intrinsic motivation (r=.40, p<0.01), followed by self-esteem (r=.19, p<0.01).

Table 1 presents the summary of descriptive statistics, reliability values and inter-correlational analysis of the variables.

Table 1: Descriptive statistics, Cronbach's alpha, and zero-order correlation of all study variables

	Variables	1	2	3
1.	Intrinsic motivation	**0.87**	.40**	.19**
2.	Self-efficacy		**0.83**	.28**
3.	Self-esteem			**0.72**
	Mean	3.85	3.73	3.31
	SD	0.43	0.46	0.46
	Number of items	12	8	10

Note: (N=200) Diagonal entries indicate Cronbach's Alpha values.
**Correlation is significant at the 0.01 level (1-tailed)

Regression analysis was conducted to test the proposed hypotheses of the study. Based on Table 2, it is shown that self-efficacy is hypothesized to affect on motivation to learn with beta coefficients of 0.37 (p<0.01) thus, H_1 is supported. Meanwhile, self-esteem shows no significant relationship towards intrinsic motivation to learn thus, H_2 is not supported. The R^2 shown in the table is 0.16 while the adjusted R^2 is 0.15. Therefore the variance of the model which consists of self-efficacy and self-esteem on intrinsic motivation to learn is at 16 percent.

Table 2: Regression Analysis

	DEPENDENT VARIABLE USAGE
Independent Variables (β)	
Self-efficacy	0.37**
Self-esteem	0.08
F value	19.11
R^2	0.16
Adjusted R^2	0.15

* p<0.05, ** p < 0.01

Based on the findings, it can be summarized that if students have high level of self-efficacy, they belief that they can achieve their targets and goals, in which this would lead to intrinsic motivation. This is especially true for "people's level of motivation, affective states, and actions are based more on what they believe them on what is objectively true" (Bandura, 1977). Meanwhile, self-esteem shows no significant relationship towards intrinsic motivation to learn thus, H2 is not supported. Based on studies (e.g., Boduszek et.al., 2012; Boduszek et.al., 2013), it was

confirmed that the two-factor model of the Rosenberg Self-Esteem Scale (RSES) had better representation of the underlying structure of the scale among subjects. In this study, self-esteem was measured as uni-dimensional which was likely to show lower representation level on the underlying structure of RSES. Intrinsic motivation in this study may be influence by other variables such as self-determination, task involvement, competence, curiosity and interest in similar previous studies (Amabile et.al., 1994).

5. Conclusion

This study reveals that both self-efficacy was found to be important in determining intrinsic motivation among business students. That means, the higher the self-efficacy, the more they perceived as having intrinsic motivation to learn. The study is significant to higher learning institutions and the academics in understanding the self-concept factors that lead to intrinsic motivation to learn among business students. The findings would also be useful in providing insights in designing workshops and training programs to enhance students' self efficacy. Additionally, findings can also contribute in designing individual instrumentation to evaluate their self strength. Future research should include students from other faculties and other higher learning institutions in Malaysia in order the findings to be generalized. It is also suggested that future studies utilize a probability sampling approach. Finally, to make the study more meaningful, it is also suggested that moderating or/ and mediating variable to be added in the framework.

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