

**A SURVEY ON MOTIVATION AND PSYCHOLOGICAL
WELL-BEING OF IUM KOED POSTGRADUATE
STUDENTS**

BY

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**A dissertation submitted in fulfilment of the requirement for
the degree of Master of Education**

**Kulliyyah of Education
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ABSTRACT

This study sought to address the motivational aspects and psychological well-being of students. Specifically, the objectives of this study are: (1) to explore the extent of the effects of intrinsic motivation on postgraduate students' psychological well-being; (2) to discover the extent of the effects of extrinsic motivation on postgraduate students' psychological well-being; (3) to examine the extent of the effects of amotivation on postgraduate students' psychological well-being; and (4) to identify the relationship between motivation and psychological well-being among postgraduate students. This research applied the quantitative method research approach. Data were collected from a total of 320 postgraduate students at Kulliyah of Education (KOED, International Islamic University Malaysia (IIUM) using non-random sampling. The researcher used Descriptive static, Simple regression, Pearson correlation, Independent Sample T-Test and ANOVA to analyse the main research question. The results show that; Intrinsic and Extrinsic motivation is a statistically significant predictor of psychological well-being while Amotivation was a negative significant predictor of psychological well-being. Also, it was found that there is a statistical relationship between Motivation and Psychological well-being of students. This study recommended students to engage with students' activities to have a sense of value and have positive relationships with others; and lastly, to find their goals of life and plan to achieve them to have better motivation.

Keywords: *Extrinsic motivation, Intrinsic motivation, Amotivation, Postgraduate Students and Psychological Well-Being.*

خلاصة البحث

تتناول الباحثة في هذه الدراسة الجوانب التحفيزية والرفاهية النفسية لطلاب الدراسات العليا في كلية التربية، بالجامعة الإسلامية العالمية بماليزيا. وتهدف هذه الدراسة تحديداً إلى: (1) استكشاف مدى تأثير الدافعية الذاتية الداخلية على الرفاهية النفسية لطلاب الدراسات العليا. (2) استكشاف مدى تأثير الدافعية الخارجية على الرفاهية النفسية لطلاب الدراسات العليا. (3) فحص مدى تأثير عدم التحفيز على الرفاهية النفسية لطلاب الدراسات العليا. (4). التعرف على العلاقة بين كلٍّ من التحفيز، والرفاهية النفسية لدى طلاب الدراسات العليا. تتبني هذه الدراسة مناهج البحث الكمي، وقد بلغ إجمالي عدد أفراد العينة (320) طالباً، تم اختيارهم بتقنية العينات غير العشوائية. وقد استخدمت الباحثة الإحصاء الوصفي، والانحدار البسيط، وارتباط بيرسون، واختبار "تي" للعينة المستقلة، واختبار "أنوفا"، لتحليل سؤال البحث الرئيسي. وقد أظهرت النتائج أن الدافعية الداخلية والخارجية كانت بمثابة مؤشر ذي دلالة إحصائية على الرفاهية النفسية، بينما كان عدم التحفيز مؤشراً سلبياً مهماً على الرفاهية النفسية. أظهرت النتائج كذلك أن هناك علاقة إحصائية بين التحفيز والرفاهية النفسية للطلاب. وقد أوصت هذه الدراسة الطلاب بضرورة الانخراط في الأنشطة الطلابية، وذلك ليؤكّد لديهم شعور بالقيمة، ولإقامة علاقات إيجابية مع الآخرين؛ وأخيراً، لتحديد أهدافهم في الحياة، والتخطيط لتحقيقها بعد الحصول على مستوى أفضل من الدافعية.

الكلمات المفتاحية: الدافعية الخارجية، الدافعية الداخلية، عدم التحفيز، طلاب الدراسات العليا، الرفاهية النفسية.

APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of Education.

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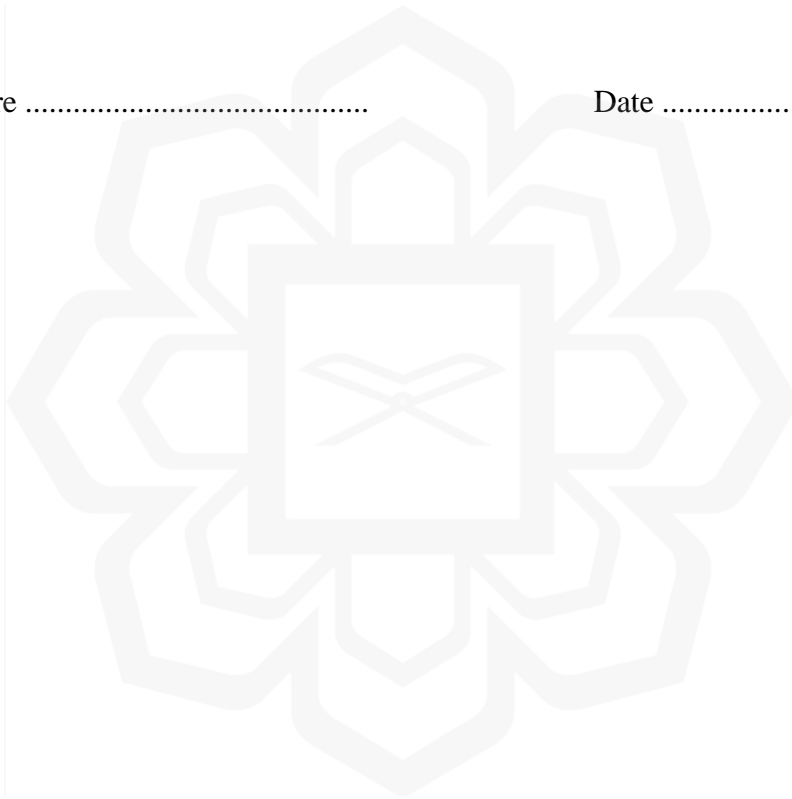
DECLARATION

I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

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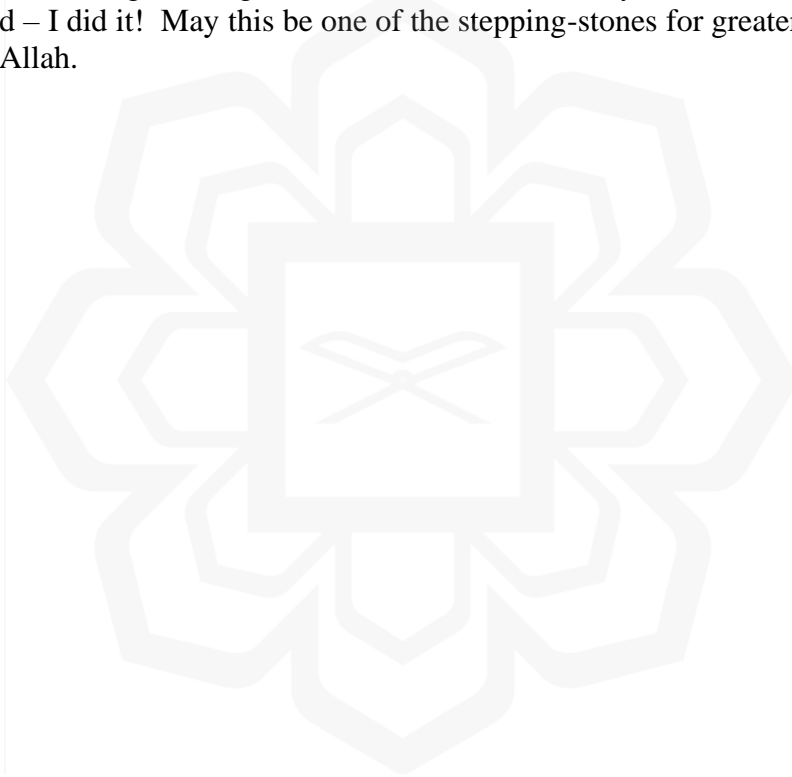


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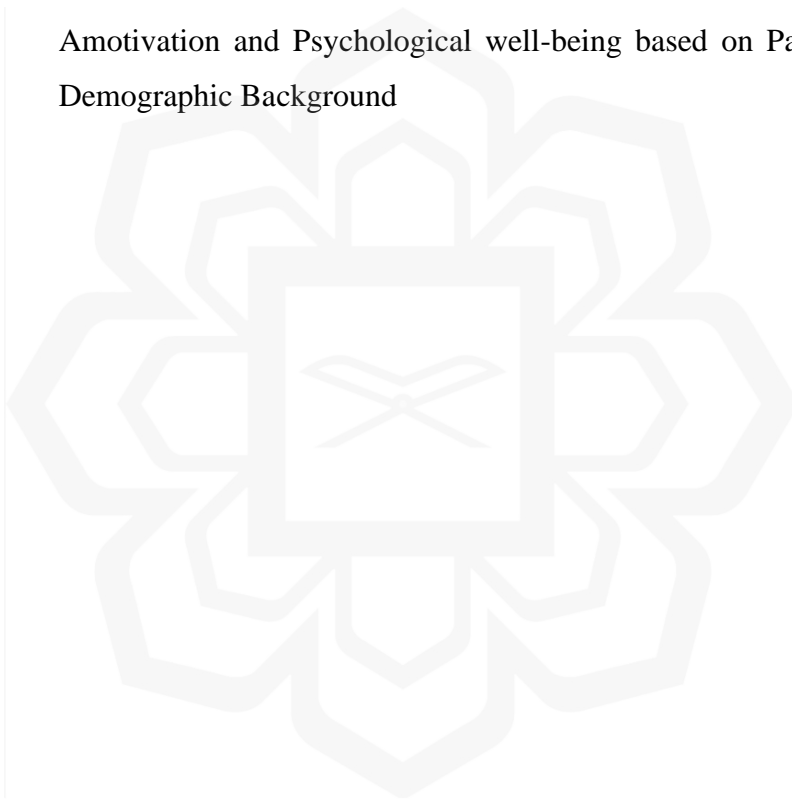
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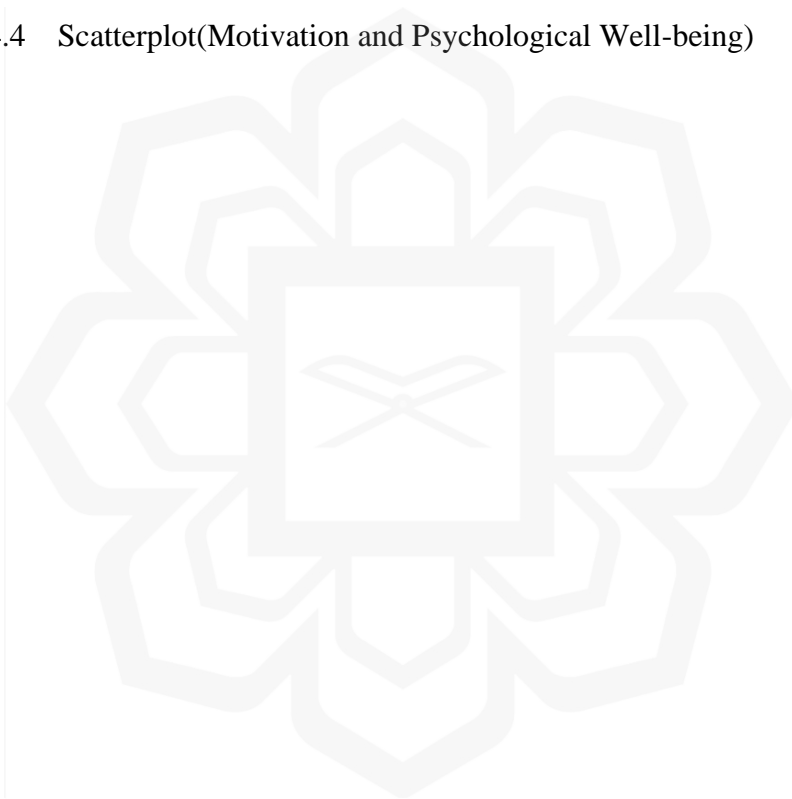
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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF STUDY

Motivation and psychological well-being of students are two important aspects of life. These phenomena are also common in any education system, especially in understanding students' livelihood. Students are not to be excluded from this general phenomenon. Today, university students face many stressors in their educational experiences such as pressures from the university environment, high volume of courses and internships, economic and family problems and lack of job opportunities that will affect their motivation and psychological well-being.

Motivation is an essential part of the human psyche that stimulates an individual to act towards a desired goal and it is also a driving force that fosters appropriate actions towards a goal. Hence, we can simply imply that the mechanism for the psychological trigger of action is motivation. Therefore, in education, the basis of motivation is to stimulate as much as possible proper actions towards the facilitation of one's learning. Within the classroom context, the concept of students' motivation is used to provide an explanation in which students put in attention and effort in various activities. Students' motivation is rooted in students' subjective experiences, particularly those related to their willingness to engage in learning activities and their reasons for doing so. Meanwhile, the importance of motivation should be clearly understood by teachers and they should focus more on encouraging students to interact in activities with the motivation to learn better and guide them to find their purpose in life.

Although the factor of heredity and environment or intelligence and enrichment of the educational environment and the improvement of teaching methods could have a great effect on improving the educational situation, the heart of education is motivation; And no one will learn as much unless there is motivation. Knowing students' motivation is crucial in the education system as it helps teachers to design classroom content accordingly. Significant motivational differences exist among individuals in which awareness has important implications, especially for students because it results in how

teachers interact and communicate with students or how teachers deliberately adjust teaching strategies to students who are perceived as having lower academic motivation.

At the initial stage, motivation can be cultivated extrinsically and in the learning process as it goes deeper it can transform into intrinsic motivation. To sustain motivation in education, lots of willpower and a positive attitude are required. Either intrinsic motivation or extrinsic motivation, both have their own special attributes to motivate students. For teaching and learning, both intrinsic and extrinsic motivation is required, whilst amotivation is a state where there is a lack of both intrinsic and extrinsic motivation. Students must be highly motivated to deal with challenges, comprehend the procedure and apply their learning in an actual situation. Intrinsic motivation contributes to self-motivation to pursue learning while extrinsic motivation sets a goal to pursue the learning. Deep in intrinsic motivation, the accomplishment of goals is so important, especially as students face long obstacles to achieve the advantage of needs. Any activities are undertaken not for the consequences but the intrinsic pleasure of the individual. The person is more interested to act for pleasure or challenges than social incentives or constraints. Intrinsic motivation will improve and be involved in the performance of any task derived from the fulfilment of certain psychological needs.

Zahra, Mansoor and Abdullah (2010) stated in their study that students are associated with many changes in social and human relations in which most changes are accompanied by stress and anxiety. Students' performance at school, relationships with family and friends, eating and sleeping habits and loneliness also have an adverse effect on some students. Thus, students probably face emerging obstacles in all years of their studies. Although some students encounter psychological disturbance during their university time, many are successful in confronting the pressures and are able to cope with them. Meanwhile, self-acceptance and self-love of becoming a person are also important in one's livelihood. The nature of self-acceptance and self-love is a general view of a person's psychological well-being. A person who is physically and mentally healthy, emotionally and socially balanced, politically aware, economically productive and culturally responsible are all signs of healthy psychological well-being (Zahra Shirbim, 2010).

As mentioned by Elizabeth, Lee, Christian, John, Peter and David (2015), psychological well-being (PWB) represents "the achievement of one's full psychological potential" (Carr, 2004). According to Ryff, C. (1989), there are six distinct components that have been identified which represent the six-factor model of PWB including "(1) self-acceptance (positive evaluations of oneself and one's past life), (2) personal growth (sense of development and continued growth as an individual), (3) purpose in life (the belief that one's life is meaningful), (4) positive relations with others (existence of meaningful relationships with others), (5) environmental mastery (capacity to effectively manage one's life and the surrounding world) and (6) autonomy (a sense of self-determination)" (Ryff C., 1989). In conjunction with this model, Ryff established a Psychological Well-Being Scale (SPWB), a measurement instrument to support the six components of PWB, which uses psychometric analysis as both exploratory and confirmatory factor analysis (Ryff & Keyes, 1995). (Elizabeth Stamp, 2015)

A school that promotes psychological well-being is a school in which its guiding principle has the objective of agreeing with the students' insights to recognise their desires and potentials, being aware of the vital role that phenomenology plays in the life of each student and the procedure of social development (Gray, 2011).

1.2 STATEMENT OF THE PROBLEM

Students coming from different ethnicity, social, political and economic backgrounds at the Kulliyah of Education, International Islamic University Malaysia (KOED, IIUM) experience different levels of motivation and psychological well-being in their studies. In general, one can assume that lower motivation and psychological well-being among students could lead to some undesirable outcomes. However, these hindrances may not result in failure among students. Academics could play a bigger role in motivating students for better results and significant improvement.

First of all, purpose in life is important for a student. The purpose of life is an aspect of psychological well-being which is triggered by motivation. If a student does not have motivation, a teacher would face difficulty in educating and guiding the student

of his or her purpose in life. For example, a student who is frequently unmotivated cannot make decisions independently and without help from the teacher as the motivator, he or she may not be able to acquire fun and happiness in his or her study, thus leading to a sense of helplessness and failure. Thus, a student will not be able to see his or her future and he or she is not willing to push himself or herself for new challenges of life and to achieve goals of his or her life and life seems too meaningless.

Secondly, positive self-regard, self-acceptance, self-respect, self-growth and autonomy are essential aspects of one's intrinsic motivation that could lead to positive psychological well-being. We expect a student with a positive attitude of intrinsic motivation and is aware of his or her strengths and weaknesses can accept imperfections as part of challenges in life. This feeling of imperfections and turning them into new challenges in life may result in strong psychological behaviours and redeeming oneself in accepting past difficult choices or unpleasant behaviours, in turn, could become strategies to strengthen one's self-worth and continually making steps for oneself to reach his or her full potential. For example, if a student faces any difficulties in education or life, he or she might give up or punish himself or herself with negative thoughts which might lead to the feeling of stress and anxiety. Furthermore, the situation may also lead to the feeling of helplessness, failure and discouragement for improvement. Thus, these negative attitudes affect not only the student's motivation and psychological well-being but can also impact other students in the same learning environment.

The third problem is about an unmotivated student who does not show interest in studying at all having lack both intrinsic and extrinsic motivation, and at the same time, their coldness and inattention may disturb and distract other students learning and indirectly affect other student's achievement. For example, in a teamwork activity in a class, if one of the teammates invokes unwillingness, he or she could affect the whole team which could lead to other teammates losing their motivation and hope. Furthermore, the teammate would also be anxious and stressed as they may find it very hard to cope with such an unmotivated student. Accordingly, an unmotivated student might not be able to make positive friendships with his or her classmates and this may result in feelings of loneliness, anxiety, stress and depression.

A student with good motivation and psychological well-being shows a positive response towards studying. Whilst an unmotivated student does not only show a lack of interest in studying but psychologically, his or her response towards studying might affect other students in the same environment. These phenomena of low motivation and negative psychological well-being might lead to anxiety and stress among peers working in the same classroom. Motivation and psychological well-being of students are among the indicators of students' performance in higher education which can also influence students' self-regard, self-acceptance, self-respect, self-growth, autonomy, having a positive relationship with others and finding the purpose of life. this study will focus on ... (rephrase topic)

In this study, the researcher intended to discover the extent of three types of motivation that affect the psychological well-being of postgraduate students at KOED, IIUM. In addition, the study also intended to show the relationship between motivation and the psychological well-being of the students.

1.3 OBJECTIVE OF STUDY

Consistent with the purpose of this study, the objectives were as follows:

1. To explore the extent of the effects of intrinsic motivation on postgraduate students' psychological well-being.
2. To discover the extent of the effects of extrinsic motivation on postgraduate students' psychological well-being.
3. To examine the extent of the effects of amotivation on postgraduate students' psychological well-being.
4. To identify the relationship between motivation and psychological well-being among postgraduate students.

1.4 RESEARCH QUESTIONS

The research questions below lead the study to answer the objectives:

1. What is the extent of the effects of intrinsic motivation on postgraduate students' psychological well-being?
2. What is the extent of the effects of extrinsic motivation on postgraduate students' psychological well-being?
3. What is the extent of the effects of amotivation on postgraduate students' psychological well-being?
4. What is the relation between motivation and psychological well-being among postgraduate students?

1.5 SIGNIFICANCE OF THE STUDY

The researcher expects the current study to benefit the society with the aim of determining a better knowledge of the postgraduate students' motivation and their psychological well-being and allows the university to meet the academic goals because, without motivation and low level of psychological well-being, students will face issues regarding their study and their daily and future life.

The findings of this research are expected to help lecturers to gain better knowledge about different types of motivation and level of psychological well-being and be aware of the important role of them in students' life. Meanwhile, lecturers are responsible to know their students and by considering the differences of individuals, they should provide appropriate teaching strategies in order to minimise the lack of motivation among students and help students to enhance their self-acceptance, self-growth, autonomy and their relationship. In addition, lecturers also will be aware of the advantage of increasing extrinsic motivation that can transform into intrinsic motivation, which could influence students' future careers and encourage them to continue their higher education and achieve their goals of life. The result of this study can also benefit students to promote a positive attitude toward themselves and reduce negative thoughts and be aware of the purpose and aim of life so they should plan a

healthy good programme to adapt to their lifestyle in order to be able to resist with social pressure and challenges and build a better relationship with their classmates or other people. Moreover, this study can be considered as reference for university and administrator in order to conduct counselling sessions or personal attentions for students to enhance their psychological well-being and plan programs and positive environment that help students on increasing their motivation.

1.6 DEFINITION OF TERMS

The definition of terms that are used in this study are:

IIUM:

The International Islamic University of Malaysia which is known as IIUM or UIA as well is a well-known university in Malaysia. It was established on 20th May 1983 and originated on Islamic principles with the aim to become a premier Islamic university in the world. At present, the University offers various bachelors, master's degrees and Ph.D. courses at its 14 faculties which are known as Kulliyahs. There are approximately 26,266 (2019) students from about 117 Muslim majority countries as well as non-Muslim majority countries such as Germany, China, Japan, India, etc. (IIUM, 2020)

KOED:

The Kulliyah of Education (KOED) was established as a Department of Education on 16th July 1987. The Kulliyah offers M.ED and Ph.D. Programmes in Counseling, Curriculum and Instruction, Educational Management and Leadership, Educational Psychology, Social Foundations of Education, Instructional Technology, Teaching of Arabic to Non-Arabic, Teaching of Islamic Education and Teaching Thinking. (KOED, 2020).

Motivation:

As mentioned by (Brophy, 2010) and cited by (Maehr, 1997), motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence and quality of behaviour, especially goal-directed behaviour. Motives are hypothetical constructs used to explain why human beings do what they do. Motives are distinguished from related goals (the immediate objectives of action sequences) and strategies (the methods used to obtain goals and accordingly to fulfil motives). For instance, someone responds to hunger (motive) by going to a restaurant (strategy) to get meals (goal). For our purposes, the term 'motivation' refers to the intensity directed towards a goal for learning or performance at Kulliyah of Education among KOED, IIUM postgraduate students.

Academic Motivation Scale (AMS)/ Echelle de Motivationen Education (EME):

In this study, the motivation of IIUM KOED Postgraduate students has been measured by AMS. Motivation's instrument for education named the Echelle de Motivation en Education (EME) has been developed in French and has been translated to English as an "Academic Motivation Scale". This scale assesses three types of intrinsic motivation, extrinsic motivation and amotivation among respective students.

Intrinsic Motivation:

According to (Valarmathie Gopalan, 2017), Intrinsic Motivation indicates that behaviour is performed only for one's pleasure without outward expectation. The challenges, curiosity, control and fantasy are the main motivating factors. Intrinsic motivation can distribute positive character and maintain the acquired information for a long period. In this study, intrinsic motivation refers to IIUM KOED Postgraduate students' engagement in educational activities to achieve the purpose of life, experience fun, challenge and uniqueness without external pressure or compulsion and instead of expecting external rewards, gifts or compulsions.

Extrinsic Motivation:

According to (Valarmathie Gopalan, 2017), extrinsic motivation indicates external movements, for instance, reward, pressure and punishment. If a person receives some benefits or does tasks under any reward or pressure, they are extrinsically motivated. This type of motivation delivers a high level of willpower and commitment, however, it would not be able to sustain longer than intrinsic motivation can do. If constantly students are motivated through external rewards or admirations, it could be a habit for them to do tasks only to gain bonuses but not for the sake of their own or to master skills or knowledge. In this study, extrinsic motivation is related to anything that stimulates IIUM KOED Postgraduate students to study regardless of inner motivation or for their own sake.

Amotivation:

According to (Valarmathie Gopalan, 2017) amotivation occurs if a person is not intrinsically or extrinsically motivated to perform tasks. This means amotivation is a condition where intrinsic motivation and extrinsic motivation no longer exist in a person. In this study, amotivation refers to the complete absence of both intrinsic and extrinsic types of motivation which may invoke an unwillingness or lack of motivation among IIUM KOED Postgraduate students in regards to the feeling that can be held towards their study.

Psychological Well-Being:

As mentioned by (Yair Amichai, 2009), psychological well-being is a theoretical concept that refers to an individual's state of psychological equilibrium. Furthermore, mental health, subjective well-being or self-reported happiness are also referred to as psychological well-being (Brim, 1994). Until recently, most research of well-being described mental health as not being sick, as an absence of anxiety, depression or different forms of psychological problems. The modern conception of psychological well-being emphasises positive characteristics of growth and development. In this

study, IIUM KOED Postgraduate students' psychological well-being involved six components: Self-Acceptance, Purpose in Life, Environmental Mastery, Personal Growth, Positive Relations with others and Autonomy which was measured by Ryff's scale of psychological well-being which was developed by Carol Ryff in 1995.



CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter includes a review of previous research and information regarding the two fundamental variables of the study, namely motivation and psychological well-being. At the end of each variable researcher has given her own comments to the construct developed by the scholars. In general, there are two grounded theories used in the investigation in the relationship between motivation and psychological well-being such as; 1) Self-Determination Theory (SDT) and; 2) Self-Determination Continuum (SDC). These theories are vital for the researcher to address the primary purpose of the study.

This chapter is divided into six parts. At first researcher focus on the dependant variable which is psychological well-being and second; independent variables which is motivation. The third parts is previous review of the relationship between motivation and psychological well-being. The fourth is the review of empirical studies from 2015-2021. The fifth parts is Theoretical Framework, followed by the last part which is Conceptual Framework.

2.2 PREVIOUS RESEARCH ON PSYCHOLOGICAL WELL-BEING

Psychological well-being is a multi-dimensional concept. Optimism, self-control, happiness, sense of interest, free of failures, anxiety and loneliness have been considered as special aspects of well-being (Sinha & Verma, 1992). Mc Culloch (1991) indicates that positive mood, positive emotions and social support play a basic role in constructing psychological well-being. The term “Psychological Well-Being” can be explained through two perspectives - the Hedonic and Eudemonic Perspective of Well-Being, the former indicating emotional well-being and the latter indicating social well-being (Deci and Ryan, 2008). Based on the psychological well-being theory, the psychological health of people is determined by how well they function in particular aspects of their life. Individuals should have a positive relationship with others, be