

## THE EFFECT OF EXTRINSIC MOTIVATIONAL FACTORS TOWARDS IBA STUDENT ACHIEVEMENT

by :

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### ABSTRACT

The reason students can facing the world of competition because they have a motivation. A thing that help students to get their motivation when they are not get a motivation by themself is through extrinsic motivational factors. There are two objectives of this research are to analyze the effect of extrinsic motivational factors towards student achievement and to identify the most influential factors on student achievement. The method is multiple linear regression analysis to examine the effect of independent variable (Environment, Lecturer, Family, Study Group) on the dependent variable (student achievement). IBA students in Economics and Business Faculty, Sam Ratulangi University as the population with 100 respondents. The result of this analysis which extrinsic motivational factors have positive effects on student achievement and lecturer is the most influencing variable that significantly influence student achievement. Moreover, based on F-test and T-test, all independent variable influence student achievement simultaneously but not partially because family factor has no significant affect to student achievement. This study suggest that the IBA system better to keep and maintain enthusiastic lecturer and family factor better to be increased to make students can keep to be motivated more.

**Keyword:** *student achievement, environment, lecturer, family, study group.*

### INTRODUCTION

#### Research Background

The requirements for students facing era of globalization are required to have knowledge (cognitive), attitude and values (affective), and skills (psychomotor) in their respective fields of study and the important thing for student itself is have a motivation. a country's power of competition with other countries is determined by producing good quality of human resources for a knowledge worker or intrapreneurs and entrepreneurs according to the requirements and demands of global market competition to prepare a good quality of human resources by strong motivation when they are in school or college. One of the reason the researcher do the research in Sam Ratulangi University because every year many of students motivated to enter this university and for the last year 2014, there are 2.568 students (T2), 1.506 students (SMBPTN), 695 students (Sumikola), and total 4.769 students (source : [www.unsrat.ac.id](http://www.unsrat.ac.id),2014). The survey found that in every year many of students choose Economic and Business Faculty, and for 2014 there are 481 students (source : [www.unsrat.ac.id](http://www.unsrat.ac.id),2014). And more specific researcher choose International Business Administration Economics and Business Faculty, Sam Ratulangi University as the main object because not to see from the quantity but the quality of students in IBA that have a great potential and the opportunity for students study about Business as global or international. Since the International Business Administration or for short "the IBA Program" is different from other regular undergraduate program in Indonesia, the curriculum of IBA program has some modification especially to meet the demand of the global workplace. All subject except for Pancasila and

religion are taught in English. The curriculum comprises the core and local curriculum. Before graduation all students are required to undergo an internship at multinational for global companies. The internship intends to bring students to the real world of the management and business field. The International Business Administration (IBA) program grows with a vision to prepare the excellent human resources to be a good player. The mission is to become a study program, which provides a good quality of human resources whether as a knowledge worker or an entrepreneur that fits to the demand of the competition in the global marketplaces. In 1993, the IBA program has graduated a lot of students and they now work widespread whether as entrepreneurs, employee at the global or local companies, lecturer or even to continue their study to get a master degree at universities abroad.

Unfortunately, now the researcher pays attention to International Business Administration systems and especially the motivation of students is getting low not like as the past and needed to more increase the motivation and also need more supporters. High motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success, Kushman, et al. (2000). Scientific research regarding the topic of academic motivation shows, nonetheless, a worrying trend as well: according to research results (Martin, 2009, Pajares, 2008:4), motivation seems to decline gradually along the academic career, especially when passing from one level of education to another (for example, from high school to college). The extrinsic motivational factors is very needed to increase student motivation and to help IBA student motivation to be more excited to study and directly affect to their achievement. This background covering the overview of education as general and the motivation especially extrinsic motivational factors (environment, lecture, family, and study group) that will be effect to IBA student achievement. Research in this area helps to increase the awareness to concentrate on student motivation in an effort to increase effective school functioning in the later years and eventually improve our educational stature.

### **Research Objective**

This research has several objectives as follows :

1. To analyze the effect of extrinsic motivational factors to IBA student achievement simultaneously
2. To analyze the effect of environment factor to IBA Student achievement partially
3. To analyze the effect of teacher or lecturer factor to IBA Student achievement partially
4. To analyze the effect of family factor to IBA Student achievement partially
5. To analyze the effect of group study factor to IBA Student achievement partially

## **THEORETICAL FRAMEWORK**

### **Human Resource Management**

Hellriegel, et al. (2009:12), Human Resources Management is the process of analysing and managing an organization's human resource needs of its strategic objectives. Boxall and Purcell (2011:1), they conceptualise workforce performance as a function of capabilities (the knowledge, skills and aptitudes which employees need to carry out their work).

### **Extrinsic Motivational Factors**

Habley (2003), States "Advising is the only opportunity on campus in which students have the opportunity for on-going, one on one interaction with a concerned representative of the institution". In this research extrinsic motivational factors can help student which they can't enjoy their learning. So these are the extrinsic motivational factors that offered will be effect to student achievement and will be help students to get their motivation. Those are Environment / facility, Teacher or lecturer, Family, and Study Group.

### **Environment**

Murphy and Alexander (2000), Situational interest being defined as a type of short-lived interest which pertains to the specific features of an event or object in a specific situation or context. The conformance of the learning environment will in turn motivate student learning because they can easily focus on the teaching and learning process without distractions (Yahya, et, al. 2010:130).

### Lecturer

Students were motivated by teachers who cared about student learning and showed enthusiasm. These teachers introduced topics in an interesting and challenging way, used varied teaching strategies, and promoted student involvement by allowing participation in the selection of learning activities (Cothran and Ennis 2000). Students are motivated to learn as to keep closed touch with the teachers on the topics discussed. Tucker et al. (2002:17) think teachers need to be encouraged to show concern for and take an active interest in disaffected students.

### Family

The formative effect of parents on the learning motivation of their children has an impact at every stage of development. Hammer (2003), the home environment is as important as what goes on in the school. Because parent has a lot of time to spend it with their child.

### Study Group

A student who closed with a gang of peer-group those who like to study will eventually join into the discussion groups formed. On the other hand, a student who closed with peer-group those skip classes often will eventually follow their peer-group' foot step in skipping class, Yahaya, et al. (2010:129). Ryan (2001:15), further investigated the importance of relatedness, specifically looking at the impact of one's peer group on motivation. Relationships with peers become much more important in early adolescence as children start to spend more time with peers and form relationships that are closer and more intense than before Ryan (2001:15).

### Achievement

Achievement is the fact of achieving or succeeding at things in general, by being determined or working hard. Further, those individuals with a high need for achievement will pursue goals that they can reasonably expect to achieve and that will be rewarded or recognized as important (reinforced) in Dyck and Neubert (2009:450).

### Previous Research

Yahaya, et al. (2010) found that Results of the study shows all five extrinsic motivational factors have significant relationship with academic achievement of mathematic. Halawah and Ibtesam (2006) found The highest correlation value was observed between family environment and students' characteristics. Adedeji, (2007), found that the results reveal that highly motivated students perform better academically than the lowly motivated students.

### Hypothesis

- H<sub>1</sub> : Extrinsic motivational factors influences student achievement simultaneously
- H<sub>2</sub> : Environment factor influences student achievement partially
- H<sub>3</sub> : Teacher or lecturer factor influences student achievement partially
- H<sub>4</sub> : Family factor influences student achievement partially
- H<sub>5</sub> : Study Group factor influences student achievement partially

### Conceptual Framework

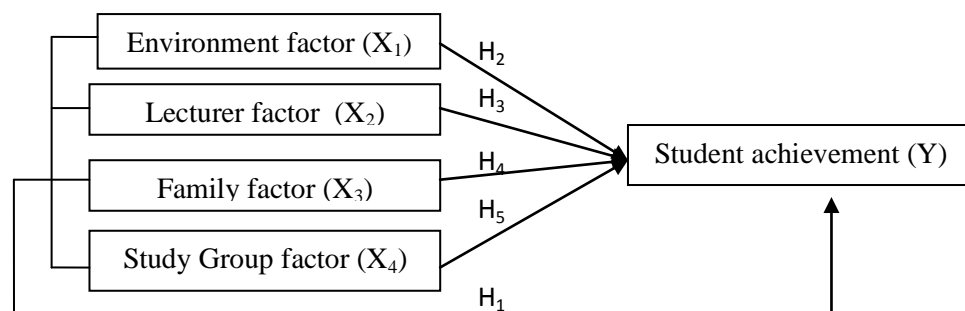


Figure 1. Conceptual Framework

## RESEARCH METHOD

### Type of Research

This research uses causal type of research where it will investigate the influence of extrinsic motivational factors on student achievement. There are four extrinsic motivational factors that relate each other to determines one variable of extrinsic motivational factors can influence with another variable.

### Place and Time of Research

The study was conducted in Manado, International Business Administration in the Faculty of Economics and Business, Sam Ratulangi University between June to July 2014.

### Population and Sample

For this current research, there are two main parts of respondent sources that are used to make an appropriate result of data, which first, The population refers to the entire group of people, events, or things of interest that researches wishes to investigate, Sekaran and Bougie (2009:272). In this research is for all IBA students in the faculty of Economics and Business, Sam Ratulangi University. Second, Sekaran and Bougie (2009:276) purposive sampling is "obtain information from specific target groups. The sampling here is confined to specific types of people who can provide the desired information, either because they are the only ones who have it, or conform to some criteria set by the researcher. The sample of this research is IBA students in the Faculty of Economics and Business, Sam Ratulangi University, As many as 100 respondents (source: Sujarweni W, 2014)

### Data Collection Method

Primary Data means data gathered for research from the actual site of occurrence of events, Sekaran and Bougie (2009:37). Research collect the primary data, this reasearch browsed the information through internet, marketing books and marketing journal. To collect primary data, this research does survey by spreading questionnaires to gather information.

### Data Analysis Method

#### Validity And Reliability Tests

To analyze the validity of questionnaire, Pearson Product Moment is used. Validity is how well an instrument that is developed measure the particular concept it is intended to measure (Sekaran and Bougie, 2009:157). An instrumen measure is valid if the instrument measure what is supposed to be measured. Sekaran and Bougie (2009:157), Alpha Cronbach is reliable coefficient that can indicate how good items in asset have possitive correlation one anothe.

### Multiple Linear Regressions

Linear Regression is a statistical method used to form a model of the relationship between the dependent variable (the dependent; responses, Y) with one or more independent variables (independent, predictor, x). The formula of multiple linear regressions as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where :

Y = Student achievement	$\beta$ = Regression coefficient
$X_1$ = Environment	$\alpha$ = The Constant
$X_2$ = Lecturer	e = error
$X_3$ = Family	
$X_4$ = Study Group	

## RESULT AND DISCUSSION

### Validity and Reliability Test

By comparing correlation index in Pearson Product Moment with significance level of 1%, it can be seen valid or not a research instrument. If probability of correlation is less than 0.01 (1%) then the research instrument is stated as valid. If the correlation index is greater than 0.3 and below the significance level of 1%, therefore, the data is considered as valid. All of the Item-to-total correlation (Column Y) value is >0.01, which indicates that the data for variable Y is valid. Reliability test is done by determining the value of Cronbach Alpha. The minimum value of Cronbach Alpha must be 0.6 or it is better if the value is above 0.6. The table shows the value of Cronbach Alpha is 0,807 it means the instruments used in this research is reliable or accurate and can be trusted.

### Multiple Linear Regression

**Table 1. Multiple Linear Regression**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	6,973	2,976		4,999	,000
Environment	,276	,135	,145	1,880	,998
1 Lecturer	,417	,154	,240	2,703	,008
Family	,140	,136	,192	1,550	,045
Study Group	,150	,144	,050	1,770	,000

Dependent Variable: Student Achievement

Source: Data processed 2014

Multiple Linear Regression model is used to determine the effect of several independent variables on dependent variable and the calculation process of correlating the analysis and multiple regressions was done using SPSS 20 Program. The computerized calculation ensures the accuracy of the analysis. The analysis output is described in multiple regression equation:

$$Y = 6,973 + 0,276 X_1 + 0,417 X_2 + 0,140 X_3 + 0,150 X_4 + e$$

The interpretation of the equation as follow:

1. Constant ( $\alpha$ ) 6,973 shows the influence to the effects between Environment ( $X_1$ ), Lecturer ( $X_2$ ), Family ( $X_3$ ), Study Group ( $X_4$ ) and Student Achievement ( $Y$ ). It means that if all independent variable are equal to Zero than the student achievement ( $Y$ ) is predicted to be 6,973.
2. All else being equal, an increase of one unit in environment ( $X_1$ ) leads to expected increase of 0,276 units in change in student achievement decision ( $Y$ ).
3. An increase of one unit in change in lecturer ( $X_2$ ) leads to expected increase of 0,417 units in change in student achievement ( $Y$ ).
4. An increase of one unit in change in family ( $X_3$ ) leads to expected increase 0,140 units in change in student achievement
5. all else being equal, an increase of one in change in study group ( $X_4$ ) leads to expected increase 0,150 units in change in student achievement

### Testing the Goodness of Fit: Coefficient of Correlation (R) and Coefficient of Determination ( $R^2$ )

**Table 2. R and R square**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,745 <sup>a</sup>	,555	,537	1,953

Predictors: (Constant), Environment\*Lecturer\*Family\*Study Group, Lecturer, Study Group, Family, Environment

Source: Data Processed 2014

The coefficient of correlation is identified by  $R = 0,745$ . It means environment, lecturer, family, and study group have strong and positive effects with student achievement. The coefficient of determinant ( $R^2$ ) is 0,555 It means student achievement (Y) is influenced by environment, lecturer, family, and study group as much as 54 % while the rest 46 % is influenced by other factors not included in the research model.

### Correlation

**Table 3. Correlation**

		Student Achievement	Environment	Lecturer	Family	Study Group
Student Achievement	Pearson Correlation	1	,645	,744**	,623*	,630
	Sig. (2-tailed)		,000	,000	,000	,000
	N	100	100	100	100	100
Environment	Pearson Correlation	,645	1	,625	,620*	,625
	Sig. (2-tailed)	,000		,000	,000	,000
	N	100	100	100	100	100
Lecturer	Pearson Correlation	,744**	,625	1	,620	,625
	Sig. (2-tailed)	,000	,000		,000	,000
	N	100	100	100	100	100
Family	Pearson Correlation	,623*	,620**	,620	1	,618**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	100	100	100	100	100
Study Group	Pearson Correlation	,630	,625	,625	,618**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	100	100	100	100	100

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

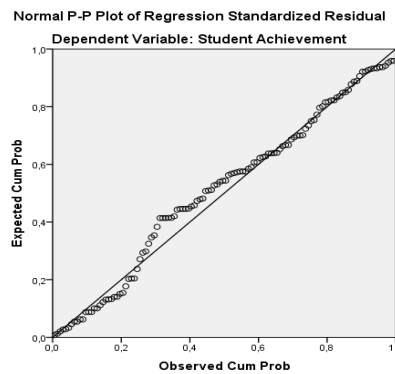
\* . Correlation is significant at the 0.05 level (2-tailed).

Source: Data processed 2014

The result of correlation between dependent variable (student achievement) with independent variables (environment, lecturer, family, study group) is shown in the Table 3. The correlation between  $X_1$  (Environment) and Y (Student Achievement) is significant. The correlation value is 0,645, meaning that the effects between variable  $X_1$  to Y has a substantial positive association. The correlation between  $X_2$  (Lecturer) and Y (Student Achievement) is the most significant as shown in the correlation value as much as 0,744. It means that the effects between variable  $X_2$  to Y has a very strong positive association. The correlation between  $X_3$  (Family) and Y (Student Achievement) is also significant as shown in the correlation value as much as 0,623. It means that the effect between variable  $X_3$  to Y has a substantial positive association. The correlation between  $X_4$  (Study Group) and Y (Student Achievement) is also significant as shown in the correlation value as much as 0,630. It means that the effect between variable  $X_4$  to Y has a substantial positive association. Lecturer factor is the most significant variable of extrinsic motivational factors to student achievement.

**Testing of Classical Assumption**

**Normality Test**



**Figure 2. Result of Normality**  
 Source: Data Processed 2014

The figure shows that the data that represented by dots are spreading near the diagonal line and the spreading following the direction of diagonal line. This proves that the model is passing the normality test.

**Multicollinearity Test**

**Table 4. Hasil Uji Multicollinearity**

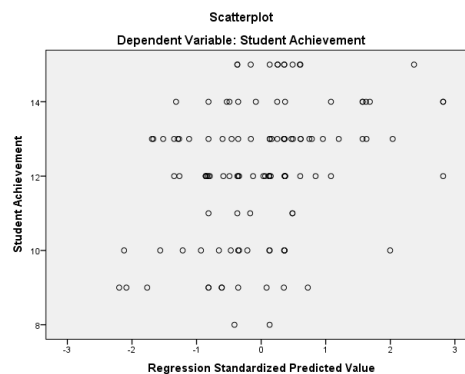
Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
1 Environment	,451	2,407
Lecturer	,445	2,542
Family	,652	2,123
Study Group	,551	2,378

Dependent Variable: Student Achievement

Source: Data processed 2014

Since all the tolerance value is more than 2,0 and the VIF value is less than 10, then the model is concluded to be free from multicollinearity. Table 4.7 shows the tolerance of Environment is 0,451 and VIF 2,407. The tolerance of Lecturer is 0,445 and VIF 2,542. The tolerance of Family is 0,652 and VIF 2,123. The tolerance of Study Group is 0,551 and VIF 2,378. All the values of tolerance in independent variables are more than 0,20 and VIF is less than 10. It proves that this model is free for multicollinearity.

**Heteroscedasticity Test**



**Figure 3. Result of Heteroscedasticity**  
 Source: Processed Data, 2014

The figure shows that the pattern of the dots is spreading and do not create a clear pattern, and dots is spreading above and below 0 (zero) in the Y-axis, and this proved that model is free from heteroscedasticity.

### Hypothesis Testing

This research is intended to determine the influence of Environment, Lecturer, Family, Study Group to student achievement simultaneously and partially. F-test is used to determine the simultaneous effect while t-test is used to determine the patial effect of each independent variable to dependent variable.

### F-test

**Table 5. F-Test**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	40,405	4	10,101	3,316	,000 <sup>a</sup>
Residual	350,262	115	3,046		
Total	390,667	119			

a. Dependent Variable: Student Achievement

b. Predictors: (Constant), Study Group, Lecturer, Environment, Family

Source: Data processed 2014

If : F-value > F table Reject  $H_0$   
 F-value < F table Accept  $H_0$

By using the level of significant of 0,05 ( $\alpha = 0,05$ ) and degree of freedom ( $df = 4$ ); found that F value is 3,316, F table 2,45. Since the F-value is greater than F-table,  $H_0$  rejected and  $H_a$  is accepted. This means environment, lecturer, family, study group influence student achievement simultaneously, therefore, hypothesis 1 is accepted.

### T-test

**Table 6. T-test**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6,973	2,976		4,999	,000
1 Environment	,276	,135	,145	1,880	,998
Lecturer	,417	,154	,240	2,703	,008
Family	,140	,136	,192	1,550	,045
Study Group	,150	,144	,050	1,770	,000

Dependent Variable: Student Achievement

Source: Data processed 2014

Table 6 shows the  $t_{\text{value}}$  for each independent variable.

1. The  $t_{\text{value}}$  of Environment ( $X_1$ ) = 1,880 and  $t_{\text{table}} = 1,660$ . therefore,  $H_0$  is rejected and  $H_a$  is accepted. Thus, Environment significantly affect with student achievement.
  2. The  $t_{\text{value}}$  of lecturer ( $X_2$ ) = 2,703 and  $t_{\text{table}} = 1,660$ , therefore,  $H_0$  is rejected and  $H_a$  is accepted. Thus, lecturer significantly affect with student achievement.
  3. The  $t_{\text{value}}$  of Family ( $X_3$ ) = 1,550 and  $t_{\text{table}} = 1,660$ , therefore,  $H_0$  is accepted and  $H_a$  is rejected. Thus, family has no significant affect with student achievement.
  4. The  $t_{\text{value}}$  of Study Group ( $X_4$ ) = 1,770 and  $t_{\text{table}} = 1,660$ , therefore,  $H_0$  is rejected and  $H_a$  is accepted. Thus, Study Group significantly affect with student achievement.
- In overall hypothesis 3 is rejected because family has no significant influences to student achievement.



## Discussion

Succeeding at things in general by working hard is an achievement. Those individuals with a high need for achievement will pursue goals that they can reasonably expect to achieve and that will be rewarded or recognized as important (reinforced), Dyck and Neubert (2009:450). The questionnaire requested demographic information, one of them using GPA as academic achievement that was measured using student GPA. The highest number of respondents are (3 – 3,49) 70 % followed by (2,5 – 2,99) 20%, (3,5 - 4) 7%, (2 – 2,49) 3 %, (0 – 1,99) 0 %. The extrinsic motivational factors that offered affect to student achievement and will be help students to get their motivation. Research result,  $3,316 > 2,45$   $H_0$  rejected and  $H_a$  is accepted. it shows that environment, lecturer, family, and study group influence student achievement simultaneously. Nowadays, environment factor influence student focus if the environment are dirty, noisy or messy, so it can break student spirit to study. students will suddenly give up if lecturer can't teach well or student can't understand with that subject. A comprehension by their family can motivate their academic achievement. And students can make a group for them to share their life, experience, or study.

Environment is where the students feels comfortable and a peace. The conformance of the learning environment will in turn motivate student learning because they can easily focus on the teaching and learning process without distractions (Noordin, Yahya, et, al. 2010). Research result, environment 0,645, it shows that Environment has a substantial positive association to student achievement. it means that the environment will directly affect iBA students to be extrinsically motivated. Students lose focuses when they are in the uncomfortable learning condition such as in a classroom which is too hot, dusty, messy or noisy . Environment take the second place with the significance level of 1,880 that significantly relate with student achievement partially. Lecturer is the key person delivering knowledge in college. Tucker et al. (2002) think teachers need to be encouraged to show concern for and take an active interest in disaffected students. Research result, lecturer 0,744, it shows that Lecturer has a very strong positive association to student achievement. It means that the lecturer will directly affect IBA students to be extrinsically motivated. Showed the willingness of lecturer to care and help their students and motivate students in their learning. Thus, lecturer should be more sensitive toward their students who need helps so that learning can promote motivation. Lecturer take the first place with the significance level of 2,703 that significantly affect with student achievement partially. Enthusiastic teachers care about what they teach and communicate to their students so that students understand the knowledge gained are important for further studies and job applications. Students are motivated to learn as to keep closed touch with the lecturers on the topics discussed.

The family is the primary social system for children. Parental influence has been identified as an important factor affecting student achievement. Hammer (2003) The home environment is as important as what goes on in the school. Research result, family 0,623 it shows that Family has a substantial positive association to student achievement. But Based on research hypothesis, this shows that family is in the last ranking among all extrinsic motivational factors with the significance level of 1,550 that family has not significant affect with student achievement partially. This shows that majority of the students did not recognize family as a motivational factor for them in student achievement otherwise they can hardly get motivated from their family, Yahaya, et al. (2010). Most of students can't be motivated if their family decide their study or their career, and it can be useless for student it self to be motivated. Importance of family in showing the comprehension and family is not over sue as their family wants. Family is not partially influence to student achievement.

Students will feel cool and smart by hanging out with their peer-group in a gang rather than follow the advices of elders because peers with close same interest tend to have closer mindset in thinking and point of views from the same perspectives. Peer-group who were about had a good achievement to be more motivated and would have close mindset thus easier to share their thinking especially about learning also can be interact well. Therefore, students were passion in their learning when they had good peer-group with positive learning attitude. Ryan (2001), further investigated the importance of relatedness, specifically looking at the impact of one's peer group on motivation. Research result, study group 0,630 it shows that study group has a substantial positive association to student achievement. This shows that peer-group played important roles in motivating each other to learn. It means that the Study Group will directly affect iBA students to be extrinsically motivated. Hypothesis research, study group take the third place with significance level of 1,770 that significantly affect with student achievement partially. They probably have a group study to ensure that what ever problem arise in learning, the group can easily overcome.

## CONCLUSION AND RECOMMENDATION

### Conclusion

1. There are positive association effect between extrinsic motivational factors, namely environment, lecturer, family, and study group on student achievement of IBA students.
2. Lecturer factor is the most influencing variable that significantly influence IBA student achievement.
3. F test and T test, all independent variables influence student achievement simultaneously but not partially because family factor has no significant influences to IBA student achievement.

### Recommendation

The conclusion, recommendation can be advise as folllow:

1. Family factor should be more effectived to generate student motivation especially as student in IBA that based on the research that family factor has positive effect on student achievement but it has no significant influences to IBA student achievement partially and also family factor in the last ranking. That research shows that most of them are no need over care in studying and most of students can't to be motivated if family consider their career or their motivation in studying. But family factor still has positive effect on student achievement, it means family factor will contribute a positive result on student achievement when it is conducted well.
2. The analysis result, lecturer factor is the most significant influencing extrinsic motivational factors on IBA student achievement. This suggests that the IBA system should keep and maintain enthusiastic lecturer to make students can keep to be motivated more.

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