TO IDENTIFY THE MOTIVATIONAL FACTORS THAT IMPACT THE ACADEMIC PERFORMANCE OF THE INDIAN STUDENTS PURSUING MBA WITH PROFESSIONAL PLACEMENT IN UCLAN, UNITED KINGDOM

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---------------------------------**ABSTRACT**---------------------------------
Education assumes an imperative part in the development of any nation. Therefore, knowing what motivates the student pursuing higher education is the need of the hour. Researchers are very interested in finding out the role of motivation in the field of education. The aim of this study which has been conducted in the UK is to find out the motivating factors that affect the academic performance of Indian students pursuing MBA with professional placement in the University of Central Lancashire (UcLan). The study follows a qualitative approach including interviews and questionnaires collected from the participants who are the Indian students pursuing MBA in UcLan. The findings show that most of the students are extrinsically motivated by rewards, reinforcement, teaching and learning methods and competition among the peers to perform better in academics to get good scores, to avoid failure, and to make a good career in the UK. A very few of the respondents believe in self-satisfaction or intrinsic motivation to learn something new because of the impact of the culture of Indian students. However, this study can be taken to the next level by involving more number of Indian students as participants and comparing their motivation with the UK students in UcLan.
Key Words and their definitions-
Academic performance- The degree with which the student has achieved the desired educational goals.
Student motivation- The will of the student to be the part of the learning process.

CHAPTER-1

INTRODUCTION

Human is a resource in essence that he has got the ability to transform the world(Oskamp,2000). Now, this transformation can either be positive or negative depends on what drives the person to enact. This brings education in picture when it comes to positive transformation (Currie & Moretti, 2003). It is because education provides a human being the ability of taking correct decisions and hence it is important for human beings(Hart,2001). Therefore, it is the need of an hour to know about the motivating factors that make students to perform well in their studies. There is a growing body of literature with many theories describing in this research that recognises the importance of academic motivation in students in terms of getting good grades, placement and money (Bui, 2002; Vallerand et al., 1992). However, scholars have long debated the impact of motivation on the academic performance of students as according to them, rewards and competition which are the part of motivation reduces the academic performance of students (Urdan & Schoenfelder, 2006). Most studies in the field of academic motivation have only focused on either the most developed economy nations or the least developed. But this study investigates the impact of academic motivation on the Indian students doing MBA in UcLan as India is a growing economy and after Brexit, there are a large number of Indian students among international students who are coming to study in the UK and there are not that much data available on

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the study of academic motivation focussing Indian MBA students (Chue & Nie, 2016; Conlon & Ladher, 2017). This research critically examines the view that motivation increases the academic performance of the Indian MBA students in UcLan and helps them to achieve high grades and placement. This dissertation follows a case-study design, with a comprehensive analysis of the qualitative data collected and interpreted by interviewing the Indian MBA students of September 2017 cohort. It is hoped that this research will contribute to a deeper understanding of the mindsets of Indian students pursuing MBA in UcLan regarding their selection criteria of Universities, their self-study patterns and their attraction towards study environment which will provide the deep insights to other researchers to work further on it and it will also help the University to market the MBA course in the world's most developing economy India(Yergin &Stanislaw, 2002). However, this study engages a small sample of students which is one of the limitations of this study but still, it is of great significance for the students as well as UK universities. The following section will provide an overview of the research.

CHAPTER-2
AIMS AND OBJECTIVES
Aim- What are the motivational factors that impact the academic performance of the Indian students pursuing MBA with professional placement in UcLan?
Objectives- 1. To identify the relationship between motivation and academic performance.
2. To interpret the motivational factors that affect their academic performance.
3. To find out the key factors that can improve the academic performance of the students.
In order to achieve the objectives of the research, it is important to know about the foundation of setting up above mentioned objectives. For identifying whether there is any motivation existed for the students relating with academic performance to perform well in the class and to achieve higher grades, interviewees were invited for the interviews keeping in mind that they should be from three different categories-some of them were high-grade achievers, some of them were average performers in academics and some were low-grade scorers. This gave an insight of comparison on the ground of academic motivation to the researcher and as expected every category of students had different motivational factors which were driving them all which brings the second objective of the research into the picture. Additionally, the interpretation of the factors mentioned by the interviewees when asked about what drives them to pursue MBA and do good in it helped in achieving the third objective of the research.

CHAPTER-3
LITERATURE REVIEW
3.1 Literature Selection Criteria
There is a large volume of published studies describing the role of motivation in students. But previous research findings into motivation have been focusing on either on the generalisation of motivation or motivation related to the academic performance of Chinese, Australian, American and African students (Dennis, Phinney & Chuateco, 2005). However, the impact of motivational factors on the academic performance of the Indian students doing MBA in particular institution like UcLan has not been investigated yet and this research is trying to fill this gap in the literature.
3.2 Introduction to motivation
3.2.1 Definition of motivation
Motivation is a driving force that helps individuals in satisfying their goals (Okumbe, 1998). In other words, it is induced by the needs which are supposed to fulfil by bringing up the motives of the individuals that direct the achievement of their goals. Furthermore, motivation is required for individuals to perform better in any activity (Marques, 2012). Educating the students is the need of the hour for getting the bright future of the nations (Noe et al., 2006). This is the reason why motivation to study is the topic of concern to prepare the students for the challenges and demands of the coming century.

Motivation plays an important role in educating the students because it helps students in their learning process (Wigfield & Eccles, 2002). Not only students but it is important for parents to follow up on the academic performance of their children, teachers to improve the quality of learning process and university administrators as well to get the great commercial advantage from the education of the students (Thomas & Strunk, 2017; Sit et al., 2013). This shows the significance of the existence of motivation in education context and hence motivation must be rewarded, increased and sustained at all levels. Nowadays, students are amid barriers and distractions, this brings the need for motivating them towards their study into the picture (Sit et al., 2013). Further, the next section will discuss the relationship between motivation and academic performance of the students.

3.2.2   Motivation and academic performance

Academic performance is the result of the work which students do to achieve their educational goals and is measured by assigning the knowledgeable tasks or by taking examinations of the students (Moreira et al., 2013). The variation in the differences in the academic performance is because of the differences in intelligence, interests, personality and motivation level of different students (Dishon-Berkovits, 2014). Although, intelligence is an important factor of determining academic success, but recent research has shown that persistence and hard work also influence the academic performance which a student does because of motivation (O' conner & Paunonen,2007). In support of this statement, Braver (2015) argues that personality traits like persistence and hard work are responsible for the academic performance four times more than intelligence.

There is a large number of studies which explains the motivation and its types in humans. To better understand the concept of motivation, it is important to consider different views about motivation which are divided into four wide categories. The first one is the behavioural view, according to which the academic performance of students is influenced by their desired behaviour through the use of extrinsic rewards (Furrer & Skinner, 2003). The behavioural view of learning helps in explaining the cause of favour and dislike of certain subjects by the students (Showman & Biehler, 2003). However, it is argued by Covington (2000) that overuse of extrinsic motivation like praise and rewards may result into the dependency of students thoroughly on teachers which will lead to the end of the intrinsic form of motivation and creative learning. According to Amabile and Fisher (2000), students can be most creative when they feel motivated by their inner interest and satisfaction rather than by external pressures. It can also be observed in the scenario that students perform well in those subjects better than others where they can learn new things and skills through interesting practical activities.

The second view about motivation is the cognitive view which creates arousal of intrinsic motivation in the student by which he or she wants to recognise and fill the gap between what is already known and what is something new in the process of learning, this is termed as cognitive disequilibrium, (Schunk & Zimmerman, 1997). However, the limitation of the cognitive view is that it is not easy for students to motivate themselves to experience cognitive disequilibrium (Showman & Biehler, 2003).

The next category of motivation comprises of the humanist view, according to which, individuals are motivated to fulfil their physiological needs which have a hierarchical order in terms of their importance in the lives of individuals (Huitt, 2001). The term 'need' refers to the desirability of something which an individual does not have (Poston, 2009). There are two categories of needs in Maslow's hierarchy of needs- the deficiency needs and growth needs. It is important to fulfil the deficiency needs first for the attainment of satisfaction level (Maslow, 2013). This also works for motivating the students to study. For instance, the students who feel embarrassment in asking questions to teachers so as not to let others know that they do not understand the concept are less motivated to learn than those who feel secure in a relaxed environment (Tella, 2007). Moreover, there is another need for competence in students which energises them to master tasks and skills (Brophy, 2013). Furthermore, the goals which are set by the students are fulfilled by the need for achievement. This can be well illustrated by achievement motivation theory, most students want to achieve and live the levels of aspiration (Eppler & Harju, 1997). It is because the need for achievement motivates students to challenge the circumstances and tasks. In contrast, those students who have a need to avoid failure experience anxiety by avoiding challenging tasks in the testing situation (Burchard, 2014). This argument supports the fact that, if needs of the students can be evaluated by the students themselves or by the teachers then it is possible to motivate them and get the desired results (Schunk, Pintrich & Meece, 2008). However, it is not always possible for teachers to know about the unsatisfied students' needs, but they can enhance the self-esteem of students by creating favourable learning conditions for them (Brophy, 2013).

Students should do sustainable task management to improve academic skills and hence academic performance (Elias et al.,2003). There are two functional views of motivation- cognitive and behavioural view which have been discussed earlier in this section. The cognitivists divide motivation into intrinsic and extrinsic based on its origin (Svavarsdottir, 1999). If there is a self-determined driving force of action originates from inside of the individual, then it is considered as intrinsic and if it is shaped by the external consequences then termed as extrinsic motivation (Ryan &Deci,2000). In contrast, behaviourists link the motivation with the behaviour (Nagowah & Nagowah, 2009). If the performance of a behaviour is associated with the nature of the behaviour itself then it is said to be intrinsic motivation but if it is linked with the consequences of the behaviour then extrinsic(Mawhinney,1990). Intrinsic motivation is better than extrinsic because it makes students able to do their work by themselves without any interdependency on the external conditions (Wang& Guthrie, 2004). Further, this paper will critically discuss the role of different factors in student motivation.

3.2.3   Influence of rewards and feedback on student motivation

According to Skinner's behavioural model, extrinsic rewards like grades, praise and prizes can increase task engagement even for reluctant learners (Covington, 1999). However, Deci, Koestner, & Ryan (1999a, 1999b, 2001; Kohn, 1993, 1996) claimed that extrinsic motivation like giving rewards to the students for their work is like bribery which reduces the competence and self-determination of students to be intrinsically

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motivated to perform the task. Deci and Ryan (2000) have classified rewards into two broad categories of task-contingent rewards and quality-dependent rewards which influence the motivation to study in students. Task-contingent rewards are provided to the students for participating in the task or solving a problem whereas quality-dependent rewards are given when a student is being judged based on the quality standards of the task. It is argued that both of these rewards decrease the self-determination of students and hence decrease the intrinsic motivation, but quality-dependent rewards increase the competency of the students to prove themselves better than others (Akin- Little et al.,2004). Cameron (2001) pointed out that intrinsic and extrinsic motivation are interdependent on each other. In other words, if a person is performing a task without being extrinsically motivated with the rewards then after the course of time his or her intrinsic motivation will also decrease, and it will reduce the performance of the individual. Furthermore, Kohn (1996) claimed that students should be provided informational feedback rather than providing them rewards because feedback will make them realise about their strengths and weaknesses which will enhance the academic performance of the individuals.

3.2.4   Influence of reinforcement on student motivation

Reinforcement of academic behaviour includes many supportive ways in which a teacher communicates to the student to encourage the student to keep his or her desirable behaviour up (Skinner, Williams& Neddenriep, 2004). A reinforcer provides stimulus to the student to strengthen the response of meeting the criteria of performance and hence increases their motivation to perform better (Rahal & Zainuba, 2016; Kelley & McCain, 1995; Weiner, 2001). In other words, reinforcement increases the academic achievement of students by enhancing their ability of learning. However, on the other side, many researchers have argued that reinforcement decrease the inherent estimation of what is found out and lessen the likelihood of engagement of students in academic behaviours when reinforcement is not provided for other academic behaviours (Deci, Koestner, & Ryan, 2001; Kohn, 1993; Akin-Little, et al., 2004). For instance, in India, students are more dependent on their teachers and mentors to learn new things rather than finding out the solution by themselves which make them struggle to adjust with the new learning system of the UK where students need to analyse the situation by themselves (Manikutty, Anuradha & Hansen, 2007).

3.2.5   Influence of teaching, learning methods, and study environment on student motivation

Many students find it interesting to study and focus on the class of some teachers while not in others. It is because of the teaching methods used by the teachers which can relate to the enthusiasm of the students (Wenglinsky, 2002). Teacher quality includes three aspects which influence the academic performance of the students. These aspects are the teacher's classroom practices and the professional development in support of these practices, and also features of the teacher external to the classroom environment (Chacon, 2005; Muijis& Rejnolds, 2001). In other words, the interaction of the teacher with students in the classroom and teacher's self-efficacy beliefs strongly affect their understanding and hence the outcomes of their study. Many researchers point out that teacher's self-efficacy beliefs and the unique teaching methods which they adopt enhance students' motivation by providing them self-direction of putting efforts to the learning of the concepts (Caprara et al.,2006). In contrast, Zimmerman (2002) argued that students should have the ability of self-learning in which they can transform their mental abilities into academic skills to perform academically better rather than depending on teacher and teaching methods. Furthermore, for self-efficacy and academic achievement, the study environment also plays an important role. A Study shows that students' participation and involvement in academics depend on the perceptions of autonomy and relatedness of a student within the university environment (Lizzio, Wilson & Simons, 2002). The transition of students in different environment involves a change in evaluation standards and expanded social reference which also leads to affect academic achievement (Cameron & Pierce, 1994).

3.2.6   Influence of competition on student motivation

There are mainly two reasons for those students who cannot perform better academically. These two reasons are lack of ability and lack of efforts(Linnenbrink & Pintrich, 2002). The former reason is difficult to solve by external factors, but the latter can be solved by providing the competitive environment as an academic motivation factor to the students (Hidi & Harackiewicz, 2000). Student motivation is strongly influenced by the dynamics of classroom interaction. It is argued that the competitive environment sets the performance goals for the students to do better than others which enhances their academic performance (Boekarts, 2001; Thrash & Elliot, 2001). However, some researchers claim that the students who follow performance goals or ego-involvement goals consider every task as evaluation of their abilities to perform instead of taking them as opportunities to learn (Brophy, 2013). Furthermore, competitiveness as a factor of increasing motivation reduces the learning efforts because students may rely on rote-memorising or rereading just to preserve their self-perceptions and avoid failure (Thrash & Elliot, 2001). Moreover, the performance of peers also affects the performance of students. It is claimed that efficacious peers help to motivate the students in improving their academic performance (Steinber, Brown & Dornbusch, 1996). It is supported by model similarity which

suggests that observing others succeed or fail can make students believe that they can also succeed or fail in attempting the task (Pintrich, 2004). In other words, students affiliated with highly motivated groups show a positive influence on toward academic performance than a less motivated group.

3.2.7 Impact of culture (nature and nurture) in motivating students towards academic performance

There are still existing gender differences in the Indian culture which differentiate the meaning of motivation of the Indian male and female students (Moghadam, 2007). Since their childhood, males are taught that they have to be strong both physically and financially as they will have a family in which females will be dependent on them and hence they need to get a good education and earn good money through it(Mitra, 2014). In contrast, there are so many families in India where females have to struggle to get higher education as people think that education will make females dominating and demanding which will make them incompatible as housewives (Johnson & Johnson, 2001). These nurturing values have provided the different meaning of motivation for Indian males and female students. In other words, male students are motivated to study as they have to settle their career and get a good job after getting good grades in the degree programme (Jones, howe & rua, 2000). On the other hand, female students are motivated to give their best to prove their family and relatives that their decision of doing higher studies is right for them and to show that they are independent (Schultz, 2002). Moreover, culture depends on nurturing as well. Those parents who teach their children to confront difficulties through persistent efforts enhance children's self-efficacy (Bandura, 1997). For instance, some of the students do not know how to deal with the pressure of their assignments, how to balance the tasks because they are nurtured in the environment where their parents never let them use their own potential and hence they are made spoon feeders(Manikutty, Anuradha & Hansen, 2007).

CHAPTER-4

METHODOLOGY

To achieve the aim of the research both interviews and questionnaires are included with open ended questions to get an overview of the perspectives of students about academic performance and the motivation linked with it during the course.

CHAPTER-5
RESULTS, FINDINGS, AND DISCUSSION
Table:5.1 The major conclusions emerged from the interviews of the participants

Motivating factors	Description
Grades	Students are motivated to get good grades and avoid bad grades for self-satisfaction and to prove themselves among the classmates and the society.
Placement opportunity	Getting international work experience, earning money and staying in the UK for two years are primary motivational factors for Indian MBA students
Career settlement	A hope to have a settled status in the UK, to see themselves as a manager in the reputed organisation after getting MBA degree also motivates the students to perform academically well.
Assignments	Assignments which are based on practical knowledge motivate the students and so as the deadline to complete them but those assignments which are not challenging and are easy reduce the motivation of the students.
Subject interest	If students find the modules and subjects interesting, then they feel like scoring good and grasp as much knowledge as they can in those subjects.
Academic structure	Practical knowledge, critical evaluation and its implementation rather than rote learning motivates the students. Moreover, General MBA having all the subjects encourage the students to go into broader scope of career settlement.
Instructors	Some tutors are more engaging and motivating for students than others in terms of their teaching methods and criteria of grading and judgement.

Rewards and feedback	Rewards and constructive feedback increase the efforts of students to improve their academic skills and to perform better than before.
Competition among peers	Healthy competition to get more marks than others enforces students to perform academically well and increases the academic engagement. Moreover, the students get help from each other which also motivates them to work hard.
Environment	Advanced technology and supportive system motivates the students to do well in academics.
Goals	Setting up the goals either by following the ideal personality or by their own, motivates the students to achieve their goals.
Efforts	Smart and consistent efforts rather than hard work are the key to perform well in academics.
Self-efficacy	Having self-belief and confidence creates the mindset that even in difficult situation, students can perform well.
Experiential learning	Learning from the setbacks and previous experience with the assignments motivate the students to perform better than before in other assignments.
Fear to avoid failure	Some students are motivated to avoid failure and setbacks in the modules.
Culture (Nature v/s nurture)	Indian students are more used to mug up the concepts rather than understanding it because of the learning environment in which they have been brought up, but the practical learning environment of the UK study system motivate the students to adapt and put the efforts to get good grades.
Family pressure	Being international students means away from family, a huge amount of money investment in studies which create pressure of fulfilling the expectations of the family on the students to perform well to pay it off.

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