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**THE IMPACT OF MOTIVATION ON
ACADEMIC ACHIEVEMENTS THROUGH
LEARNING STRATEGIES AND ACADEMIC
BURNOUT**

SUMMARY OF DOCTORAL THESIS

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Summary

An important aspect and inevitable part of students' academic achievement is academic motivation (Manganelli et al., 2019; Tella, 2017). In general, motivation refers to the factors that guide individuals to do or not to do something (Broussard & Garrison, 2004). These factors, which motivate human behaviors can be externally and internally oriented and are known as intrinsic motivation and extrinsic motivation (Nushi, 2002). Intrinsic motivation refers to individual behavior driven by internal factors such as: desire, interest or pleasure, while extrinsic motivation refers to individual behavior driven by external factors such as: material rewards, verbal praise, etc. (Deci, 1971). Consistently, researchers have found that raising the level of academic motivation is a fundamental and important contributing factor to academic achievement (Tella, 2007; Trevino & DeFreitas, 2014; Uguroglu & Walbert, 1979), therefore raising the level of academic motivation is associated with higher academic achievement (Amrai et al., 2011).

Numerous studies examined the impact of types of motivation such as: intrinsic and extrinsic motivation on students' academic achievement by significantly predicting students' university grades (Ryan & Deci, 2000a; Vecchione et al., 2014).

On the other hand, learning strategies are also an important factor influencing academic achievement. Students occasionally use deep or surface learning strategy (Biggs et al., 2001). Viewed from the context of self-determining theory, when students are intrinsically motivated, they are more energetic to learn new material and therefore use deep learning strategy, going deep into the material to fully understand it and this will offer them the feeling of satisfaction. On the other hand, externally motivated students will act in this way only if any reward is included, that in the case of students, the grade obtained would be a reward for them (Baard et al., 2004).

Another important concept in the field of education which is recently being studied in relation to the academic achievements of students is academic burnout, a term which according to the multidimensional theory of Maslach (1981) represents a psychological syndrome consisting of three parts: exhaustion due to the academic requirements of the faculty; cynicism regarding cynical and detached attitudes towards the academic obligations of the faculty; and professional efficiency that presents the individual sense of efficiency in fulfilling academic obligations (Maslach & Jackson, 1981; Schaufeli et al., 2002). Shedding light on the meaning of the link between student motivation and academic achievement and the factors influencing this relationship is quite complex and multi-dimensional, so choosing such a complexity continues to be a challenge, not

only for young researchers, but also for the whole scientific corpus in general. As a result, new theories and ideas related to motivation and academic achievement are constantly promoted, in which case researchers try to provide knowledge on the role of motivation in academic achievement through their scientific findings in order to improve the learning process and student academic achievement.

The study is quantitative and was intended to examine the impact of intrinsic motivation, extrinsic motivation on academic achievement through learning strategies, academic burnout. The Self-Determination Theory is the main theory in this study. The theory is based in the fulfilment of three basic psychological needs: competence, relatedness, autonomy and it does qualitative and quantitative differentiations between intrinsic motivation deriving from within the individual and extrinsic motivations deriving from external sources. The Participants in this study were students from preschool education and primary education programs in four faculties of education in the Republic of Kosovo. Regression analysis were used to test the hypotheses of the study, where the intrinsic motivation and extrinsic motivation were predictors whereas academic achievement was a dependent variable. Mediation analysis were used as well in the study. To implement this analysis, intrinsic and extrinsic motivation were presented as predictors, academic achievement as a dependent variable, deep learning strategy and surface learning strategy, three constructs of academic burnout: exhaustion, cynicism, professional efficacy as mediating variables. The results of this study have shown that intrinsic motivation and extrinsic motivation have positive impact in the academic achievement, and the impact of intrinsic motivation and extrinsic motivation on academic achievement is mediated by deep learning strategy, surface learning strategy and constructs of academic burnout. In theoretical aspect, the study will contribute to literature, providing scientific evidence about the relationship between intrinsic motivation, extrinsic motivation on academic achievement through mediators mentioned above. Also in the practical field, based on study outcomes, various intervention strategies have been proposed aiming to improve the academic achievement of education students. The strategies are related to intrinsic motivation and extrinsic motivation in relation to students' academic achievements through learning strategies, academic burnout.