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# A STUDY ON IMPACT OF MOTIVATION COMPONENTS ON STUDENT'S ACHIEVEMENT; A CASE STUDY OF DADU

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**Keywords**
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**Abstract**

***Purpose-*** *The main aim to pursue this study is to explore the impact of motivation components on student's achievement; A case study of Dadu Sindh.*

***Methodology/Approach/Design-*** *The study investigate the quantitative nature of research. The targeted population for this study is the students & individuals of Sindh University Campus Dadu Sindh. In this Study the Hypotheses were formulated on the basis of literature review suggestions. In this study a survey questionnaire adopted (five point Likert scale) is used to collect the data and analyzed through SPSS Software.*

***Findings-*** *The major investigations of this study argues that the components of motivation are statistically significant & associated with student's achievement. It may cause a positive change on students' performance.*

***Research Limitations/Implications-*** *This study has practical implications in the students' life. Components of motivation help their academic life or may their personal life as well due to academic achievement.*

***Originality/Value-*** *This study is first to be conducted in Higher Educational Institutes of University of Sindh Dadu Campus.*

## INTRODUCTION

Motivational and effective dimensions are necessary in educational process because its influence on student's educational activities. Motivation affects the decisions that how to begin, preserve in or end a specific behaviour.

Appropriately, in education research motivation place a key factor, a lot of theories are related to the influence of motivation and according to it's nature in the process of learning. Most relevant theories related to motivation are given as under;

### 1. The theory of need to achieve.

McClelland and Atkinson presented a theory about need to achieve which is much concerned and appropriate also based on need in psychology field arisen (Murray, 1938). Research suggests individual with greater requirements of achieving suggest medium risk involvement, learning about results also response, and probable for engross their inner ability at work place. Motivational achieving further categories in three forms:

Motivational attainment – placement advance learning process, response and feedback ability of completing the task properly.
Authority – requirement for focus, to form an image and be attentive by someone else.
Affiliation – requirement for precious mannered interaction with social environment and want to similarity with others.

**2. The expectancy value theory;**
In the years of 1960 and 1950 John William Atkinson exposed the theory of value of expectancy for the purpose for realization of motivational achievement by persons (Eccles, 1983). Jacquelynne Eccles exposed his research in 1980s in education field. The theory of value of expectancy stated that achieving of goals and achieving of students are two elements determined by approximately relevant chosen by students (Eccles, 1983). indirect from values and expectations. Expectancy value structure mostly utilized in the field of educational research.

**1. Attribution theory;**
Persons are aggravated with allot reasons with their behaviour and actions (Moskowitz, 2005). A person is explained the reasons of events and attitude by attribution process this is the definition of attribution theory in social psychology, a model which defines these essentials of behaviour and attitude is called attribution theory (Kassin, Fein, & (, 2010). In the early 20th century emotional study into acknowledge began with the study

**2. The goal theory in motivation.**
The goal theory in research has recognized as shadowing contrast:

**Duty/self-participation.**
A pupil is known as duty-oriented when students want to be participated on its own capabilities. Study is concerned to greater intrinsic motivation. duty-oriented by failure less students are loomed due to their self-ethics isn't smart for completion of their goals. (Nicholls, Cobb, Wood, Yackel, & Patashnick, 1991).

**3. The social cognitive theory.**
Theory about Social cognitively, apply at emotional, education, learning, and communique, stated that specific relatively of a pupil's knowledge and seeking acquiring can be specifically concerned with examining others with the interactions with social context, performance, and outdoor social interactions. The socially reasoning theory improved via Albert Bandura in addition to theory of socially interaction. The socially reasoning defines that performing model is examined by individuals an attitude & significances of specific attitude, individuals learn series of utilize the material and events to lead the students ensuing attitude
Dornyei gives approximately over then 100 strategies of motivation in his case studies, strategies of motivation in class linguistics. Strategies of motivations further divide in four branches: formulating the fundamental situations of motivation, creating new incentives, monitoring or securing incentives also circulating the seeking knowledge (enhancing better self-determination).

**Intrinsic motivation;**
Behaviour which is observed by inner plunders is called intrinsic motivation, we can also say that, to involve in motivational strategies in behaviour arisen by a person due to its fulfil your requirements, by introducing phycology'; gateway for logical behaviour along conceptual paths, author offers its introduction; occurrence of intrinsic motivation take place when any person accomplish its task without extrinsic compensation conclusion recommended learning affect essential shortfall in which students holding extrinsic motivational suffering in campus (Katz., 1991).
In early 1970s Intrinsic motivation has been studied. For exploring latest challenges and latest adventures for seeking purpose intrinsic motivation plays an important role it is a self-desire of someone to analysing capability to acquire knowledge and observation (Ryan & Deci, 2000) by attention it ambitious in goal as involvement for enjoying itself and survive with

an unusual depending upon extrinsic pressure either a wish for respect.

**Self-efficacy;**

Self-efficacy is a person's beliefs self-innate capability of achieving tasks. It influence every field of humanity endear. For focusing the attitudes, an individual's command about self-innate strength to influence scenario, self-efficacy deep influence twice the strength of an individual for handle complexities competently and individual select their own choices. A ground-breaking feature was presented by cols and Glynn which is the formulation of scale of classic term extrinsic motivational strategies into two categories for example motivation of grade refers for shorter period of time while motivation toward career tend to longer time period tasks, it is ultimately target that students gain more and more clear about achievement of their objective in this phase of academic career (Tinto, 1975).

As a personal experience Albert bandura defined it of "how well one can execute courses of action required to deal with prospective situations (Bandura, 1982).Expectations of self-efficacy verify whether an individual will be able to show coping behaviour and how long term effort will be sustained in the face of problems (agency", 1998). With high self-efficacy individuals apply that completely efforts toward goals, if good performed, tends to successful results, while individuals with less self-efficacy are as such to stop effort initially and get failed (Stajkovic, 1998). The study conducted by phycologist and prefer self-efficacy from various point of view, notify in different ways in the path of prosperity of relatively concern with self-efficacy. An undercurrent of self-efficacy and therefore lake of, various several setup; contrast among self-concept & self-efficacy; also behaviour ascription that involve too, or may be deduct, Self-efficacy. It is stated by Kathy Kolb that, "confidence our inner capabilities mean considering individual's specific set of contrive incentives.

**Self-determination;**

This is an individual's right toward self-determining of a fundamental rule in international modern law (usually known as the rule of jus Cogen), jointing, such as, as on the united nations commanding implementation norms of the charter (Mcwhinney, 2007).self-determination defines that a person, just because of the principle of equal rights and it's honour and a chance of fair occasion, to choose the exact for self hardly and with no interference to international political concerns (Mcwhinney, 2007).

In 1860s the concept was first introduced, and extended vastly after that (Fisch, 9 dec 2009).During & later first world war, Vladimir Lenin and the president of united states Woodrow Wilson both stated this principle. On 18 January 1918 both announced fourteen points in which Wilson explained: "must be respected national ambition; person may be overlooked by their own consent and governed (congress, 11 feb 1998).

Throughout second world war, in the Atlantic charter the principal was comprised, on 14 august 1941 it was signed by president of united states whose name is FRANKLIN D. Roosevelt, and prime minister of United Kingdom [UK] whose name is Wilson Churchill. Promise made by him about 8 points of principal of charter (charter, 1941).After it's explicitly it is known as UN charter of international legal rights (charter, self determination, 1941).

It is not stated by rule that in what way the decision can take place, nor how result happened, either it would independently, protect, federation, various kinds of independence either fully integration (self determination, 1960). Nor this defines about demarcation among individual and why a people comprises. Here some disagreed statements and standards of legitimation for determination tend to self-determination criteria (miller, 2002).

**1.2 Problem statement;**

The aim of this case study evaluating effects of motivational strategies on student's performance to achievement of their goals because the students which are completed their education from this campus are less productive as compare to most leading institutions and also found lack

of motivational strategies. by using these motivational strategies, we can increase their performance toward their goals.

**1.3 Research objectives;**

1. To find out relationship between intrinsic motivation and student's performance.
2. To evaluate the relation-ship between self-efficacy and student's achievement.
3. To measure the relationship between self-determination and student's performance.

**1.4 Research questions;**

1. what is the relationship between intrinsic motivation and student's performance?
2. What is the relationship between self-efficacy and student's achievements?
3. What is the relationship between self-determination and student's performance?

**LITRATURE REVEIW**

**2.1 MOTIVATION;**

An individual's direction toward attitude is called motivation, either the reasons of an individual as wish to recall an attitude, a bundle of power that influences the person affected by motivation. A motivation of a person may be influenced by one's events of Motivation, so on affected motivational occasions by someone else (Ryan & Deci, 2000).

Motivation may also have occurred from intrinsic motivation within the specific purpose (intrinsic motivation (Ryan & Deci, 2000). Thinking about motivation is the most essential aim that influence an individual to come in front (Jodai, Zafarghandi, & Tous, 2013). Motivation mastering to permit deliberate and sustain rehearsal in central to greater gaining scale in whole universe's best sports, music and medicine (Ericsson, 1947).

After phycological requirements are satisfied, next concern of employees focus on requirements if safety, which include "protection related to threat, danger, and safety needs' (McGregor, 1960).

However, according to McGregor if management makes biased and arbitrary decision of employment, so requirements of a workers for their safety needs become un accomplished.

Further package if requirements related to socialism, describes the wish for recognition, reciprocal, association, friendship or loving desires. Procedure of usual managing states that join group are most efficient. Therefore, a social requirement of a worker is uncompleted, in result individual will act as dis obediently (McGregor, 1960).

Series of thinking which affect attitude is said to be as motivation, functioning occurred influences attitude, driven thinking starts again series. Phase of each series comprised up in various directions comprising beliefs, behaviours, exertion, purpose, also retraction could influence to a person's experience by motivation. Mostly theories of psychology states about motivational strategies influence typically to a specific person, however theories related to socio-cultures states as a result motivational involvement suit culture functioning situation depends upon groups of social involvement (Rueda & Moll, 1994).

Rastogi and Garg recognised the important subjects about design of job practice and research to encourage workers by motivation their functioning and involvement an active learn about managerial practices are necessary to boast workers functioning to face future challenges in the world (Garg, 2006).

Duchon and Ashmos identified about workers together a spirit and mind to pursue finding toward their gaol and exact meaning of their working conditions, ambition toward social involvement, make their task more meaningful and motivated to reach at greater stage with considering aggressive and society's welfare (Ashmos, 2000).

**2.2_Self-determination;**

Theory about self-determination referred worldwide motivation of human concerns and natural phenomenon of their heredity development tendencies and their inner psychology requirement. This theory related with involvement of motivational components that influences people's selection made with no interference of extrinsic affection. Theory of self-

determination concentrates about gradation by which a person's attitude is self-determination and self-motivated considered (Ryan & Deci, 2000).

Richard Ryan and Edward L after that enlarged their initial work by focusing on deference among extrinsic and intrinsic motivational strategies and suggested three major needs of intrinsic features in Self-determination theory (Deci, 1991). It is stated by Deci and Ryan that three main psychology requirements are necessary for self-motivation instruct attitude and specific instruments which are necessary for psychology needs of healthy and prosperity of an individual. Universal requirements of competency, related autonomous which are inner and psychology are important for sustainability (Ryan & Deci, 2000).

Confidence of human equality is based upon self-determination which refers a determined positive feature, it is frequently want to display commitment and organization in their everyday life and theory argued that 'inherent development propensities'. Individuals have also inner requirements about psychology which are essential about addition in personality and self-motivation.

**2.3 Intrinsic motivation;**

The element about motivational strategies fall in all factors including innate driven leading thinking of a instant (Rabby, 2001).

Exactly relatedness of motivation toward person's functioning which increase in organizational functioning if replica movement affect for all workers during working in organization for enhancing their functioning at work place for completing goals as best manners then often done by them. An orderliness run smoothly due to workers work for their organization, for the achievement of ultimate task in an organization every worker contributes its efficiency. Panagiotakopoulos (Panagiotakopoulos, 2013) suggested about motivation of staff is in involved and affect at that time when compensation is applied to keep the less leading for enhancing workers capability.

Although, person related to managerial concern responsibility for motivation of their workers to perform as they expected for enhancing the organizational functioning. Likewise, Kuvaas and Dysvik (2010) (Dysvik, 2010) suggested about intrinsic motivation that heavy prediction of change point also correlation among approach of mastery task and change over point seemed as positively for workers, fewer in intrinsic motivation.

In considering the organization purpose front runners should know about motivational ups and downs, it can assist them to understand the working conditions of workers to do always in best manners. Steven Elias and Barney (Barney, 2010) investigated about extrinsic motivation that it's occurrence related with a signifying correlation among stress of task, flexibility of duration, and residential country.

**Self-report inventories;**

Intrinsic motivation existence was reinforced with the calculation of inventory of self-reporting by calculating individual's stage of fun and involvement activities. Intrinsic motivational inventories are the proved device of measurement an exactly ability of an individual (Ryan & Deci, 2000) it is a formulation of seven subscales that tends to contributor's individual knowledge related with a focused experiment in laboratory. While total questions are known as intrinsic motivation; by formulating it only for measurement of intrinsic motivation.

Empirical case study about intrinsic motivation it is stated, an ultimately goal is given to person to perform it (Harackiewicz, 1979),they would have acknowledged about what their gals and after that (a) they got compensating (b) free from results. Excitedly, individual concern to one's group functioning the attitude, nevertheless thought of receiving compensation. As much focusing outcome, although, various contestants once again disrespected about reward in group should continuing with the aim of their self-respect and duration when test is done.

Regular way of extrinsic to execute of attitude next duration around, after that it is approved that intrinsic motivation affect a person's attitude (Ryan & Deci, 2000). As output revealed it is

found that research is essential, as it is proved as self-governing occurrence.

**2.4 Self-efficacy;**

Various articles and case study are published on self-efficacy and its fields has been argued by Robert Zimmerman and Albert Bandura. Research presented by Bandura defined that how self-efficacy affect the behaviour to choose their opinion while they make their educational decisions (Bandura A. , 1982).

Theory of self-efficacy comprised through managerial by management officers and researcher due to their acknowledgement about their field. In result, self-efficacy is strong and positive correlation with functioning in organization (Stajkovic, "Self-efficacy and work-related performance: A meta-analysis"., 1998).

The correlation relies on task complications, this relationship, though, depends on goal complexity. As task are more complicated, the correlation among work functioning and self-efficacy become weaker (Stajkovic, . "Self-efficacy and work-related performance: , 1998).

**2.5 student's performance;**

Personal changes in academic functioning related to changes in intellect and characters (von Stumm, Hell, & Chamorro-Premuzic, 2011). Pupils along greater rational capabilities which are proven by intelligent quotient test and individuals with greater thoroughness connected with capabilities and motivational achievements ultimately greater in educational stage. An early testing suggested that thinking and interest has an essential affect toward educational achievement as much as conscientiousness and logical (von Stumm, Hell, & Chamorro-Premuzic, 2011).

Educational social interaction could affect by parent's economic condition. Greater qualified parents tend to more similarly seeking surrounding (Magnuson, 2007) Further, recent research suggest that the relationship quality with parents will affect the development of academic self-efficacy among adolescent-aged children, which will in turn influence their academic performance (Fam, et al., 2016).

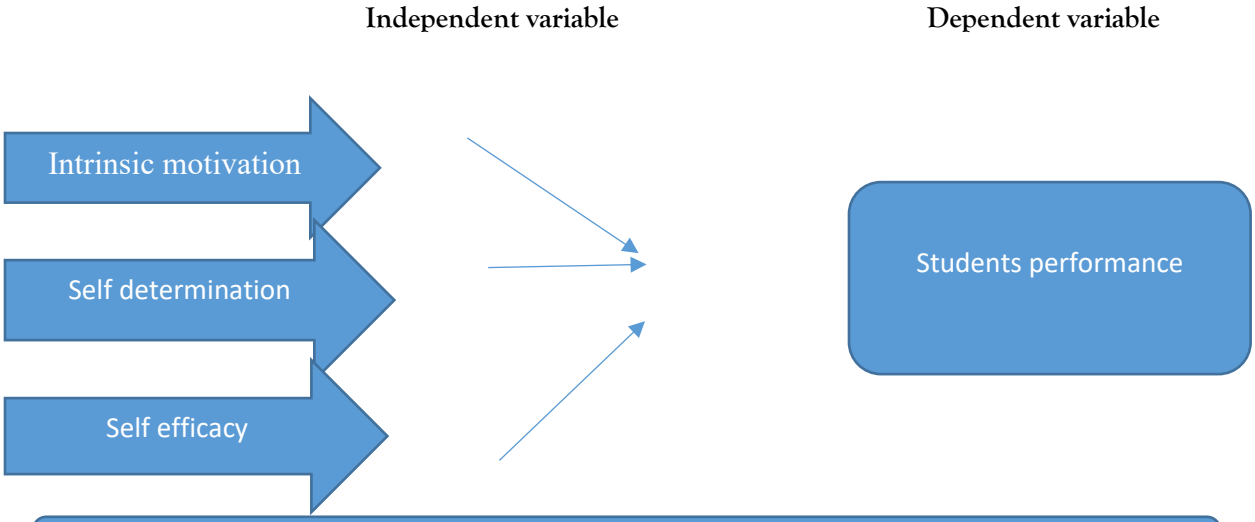
Children's first few years of life are necessary to the development of language and social ability. School preparedness in these areas help students adjust to academic expectancies (Lassiter, 1995).

**2.4 motivation and student's performance;**

Motivation is the reasoning behind an individual's activities. Research has investigated that students with higher academic performance, motivation and persistence use intrinsic tasks rather than extrinsic ones (Gutman & Schoon, 2013).

Admission points and the various entry qualifications, which are the results of prior or previous academic functioning likely to affect the students' future academic performance, have been reflected in this study, as this research relates the academic performance of students admitted with various entry certificates. Thus, Bratti and Staffolani (Bratti, 2006) investigate that the measurement of the students' prior educational results or performance is the most important indicator or determinant of the students' future academic performance toward goal.

THEORETICAL FRAME WORK




3.2 Conceptual frame work of components of motivation

In this research, we take these variables from an article which name is 'motivational components profile in university students learning histology' (Madrid, 10 march 2014) we take the following variables.

**3.2 Dependent variable.**

1. Students performance.

**3.3 Independent variable.**

1. Intrinsic motivation.
2. Self-determination.
3. Self-efficacy.

**3.4 Explanation of relationship between dependent variable and independent variable;**

Above developed model assumes that variance in the dependent variable is student performance can be explained by three independent variables include intrinsic motivation, self-efficacy, and self-determination.

**3.5 Hypothesis;**

H1; There is significant positive relationship between intrinsic motivation and student's performance.

H2; There is significant positive relationship between self-determination and student's performance.

H3; There is significant positive relationship between self-efficacy and student's performance.

RESEARCH METHODOLOGY

**4.1 Research Method (Quantitative);**

In this study questionnaire survey method was adopted to investigate student's motivation toward their achievement, Likert five-point scale is used to measure the results of respondents (Likert, 1932). Declaration made by Likert in which respondents are discovered by examining them quantitively figure with value agreement/disagreement is the dimension which is mostly used.

The format commonly used for Likert five-point items are;

1. Strongly disagree.
2. Disagree.
3. Neither agree nor disagree.
4. Agree.
5. Strongly agree.

Likert scaling is a bipolar scaling method which is used to examine either negative or positive response to statement (Likert, 1932).

**4.2 Independent and Dependent Variables.**

Independent variable is one 'that influences the dependent variable either in positive way or in

negative way' (Cavana, 2001). Dependent variables are the ones that measured and observed in response to independent variable. The dependent and independent variable are listed below as under;

**Independent variables;**

1. Intrinsic motivation.
2. Self-efficacy
3. Self-determination.

**Dependent variable;**

1. Student's performance.

**4.3 Population.**

The intended population for this study consists of the students of university of Sindh campus Dadu. In this study total no of population consist of 1060 students. The students belong to various departments including, English department, business department and information technology department.

**4.4 Sample.**

The study was done at university of Sindh campus Dadu. The sample consisted of 290 students belongs to various departments including business department, information technology department and English department. The student's participation was voluntarily and consistent, they were informed that their participation would help to measure students' performance toward their achievement.

**4.4.1 Determination of Sample Size**

N = population
n = sample size
e^2= eta square (0.05)
Sample size = n = N/1+N(e)^2
n = 1060/1+1060(0.05)^2 = 290

**4.5 Research Instruments for Data Collection.**

Structured questionnaire was sued for data collection. One questionnaire for every student was granted. The items were evolved through exploratory study, Cronbach's alpha reliability was done to determine the reliability of questionnaire.

**4.6 Measurement Scale Used**

In this study Likert scale is used where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

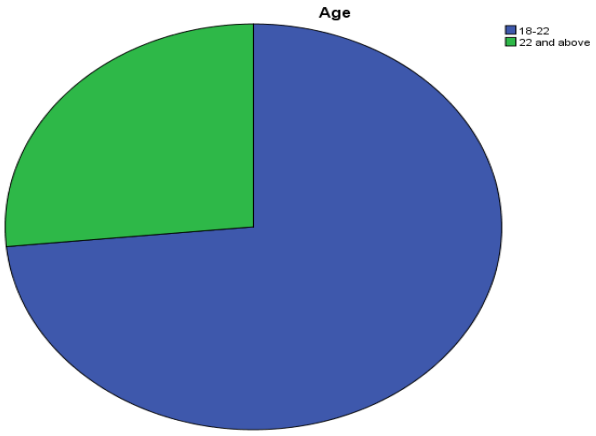
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## ANALYSIS OF DATA

**5.1 interpretation of data from given variables;**

**Age**

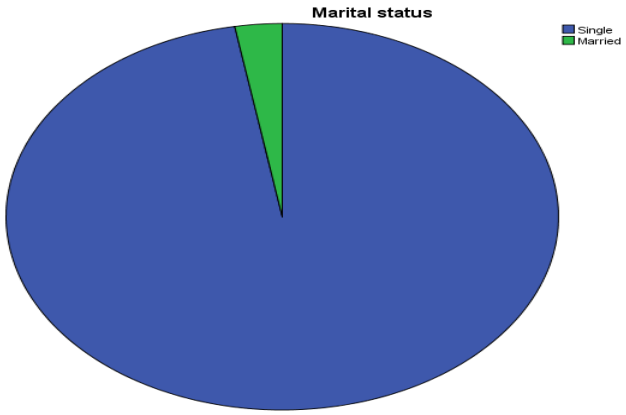
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 18-22 | 213 | 73.4 | 73.4 | 73.4 |
| | 22 and above | 77 | 26.6 | 26.6 | 100.0 |
| | Total | 290 | 100.0 | 100.0 | |




In the output presented above the information we requested for each of variable is summarized. Concerning the variable age, we know that there are 213 students (73.4 percent) are belongs to the age of 18 to 22 years of age and 77 students (26.6 percent) are belongs to above the age of 22 years in the sample, giving a total of 290 respUnder blue area of pie graph shows the age between 18 to 22 years and green area of pie graph shows above 22 years of age.

**Marital status**

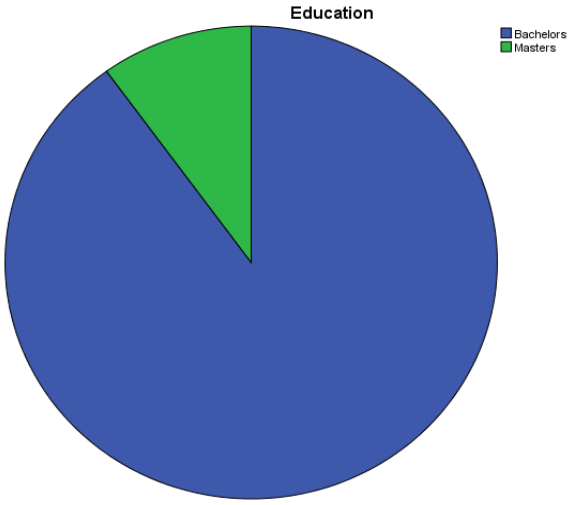
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Single | 282 | 97.2 | 97.2 | 97.2 |
| | Married | 8 | 2.8 | 2.8 | 100.0 |
| | Total | 290 | 100.0 | 100.0 | |




Concerning the variable marital status, we know that there are 282 students (97.2 percent) are belongs to single category and 8 students (2.8) belongs to married category in the sample, giving a total of 290 respondents. Under blue area of pie graph shows that these recipients belongs to single category and green area defines that these recipients belongs to married category.

**Education**

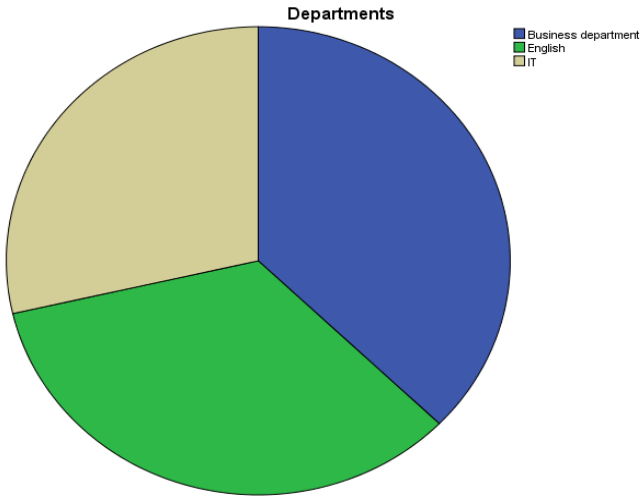
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Bachelors | 261 | 90.0 | 90.0 | 90.0 |
| | Masters | 29 | 10.0 | 10.0 | 100.0 |
| | Total | 290 | 100.0 | 100.0 | |




Concerning the variable education, there are 261 student (90 percent) belongs to bachelors education and 29 students (10 percent) belongs to masters education in sample, giving a total of 290 respondents. Under blue area of pie graph shows that these students belong to bachelor's education and green area shows that these students belongs to masters education.

**Departments**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Business department | 108 | 37.2 | 37.2 | 37.2 |
| | English | 99 | 34.1 | 34.1 | 71.4 |
| | IT | 83 | 28.6 | 28.6 | 100.0 |
| | Total | 290 | 100.0 | 100.0 | |




Concerning the variable departments, we know that there are 108 students (37 percent) belongs to business department, 99 (34.1 percent) belongs to English department and 83 students (28.6 percent) belongs to IT department, giving a total of 290 respondents. under blue area of pie graph shows that these are students of business department, green area of pie graph shows that these are students of English department and skin colour of pie graph shows that these students belong to IT department.

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 290 | 100.0 |
| | Excluded | 0 | .0 |
| | Total | 290 | 100.0 |

a. List wise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .808 | 20 |

Above case proceeding summary describe that 290-questionnaire distributed and collected also 290 questionnaires and all were filled correct and after pilot study it has been found that the study is reliable to move further.

**Correlations**

| | | Intrinsic motivation | Self-determination | Self-Efficacy | Academic Achievement |
|---|---|---|---|---|---|
| Intrinsic motivation | Pearson Correlation | 1 | .425** | .517** | .414** |
| | Sig. (2-tailed) | | .000 | .000 | .000 |

| | | | | | |
|---|---|---|---|---|---|
| | N | 290 | 290 | 290 | 290 |
| Self-determination | Pearson Correlation | .425** | 1 | .333** | .312** |
| | Sig. (2-tailed) | .000 | | .000 | .000 |
| | N | 290 | 290 | 290 | 290 |
| Self-Efficacy | Pearson Correlation | .517** | .333** | 1 | .464** |
| | Sig. (2-tailed) | .000 | .000 | | .000 |
| | N | 290 | 290 | 290 | 290 |
| Academic Achievement | Pearson Correlation | .414** | .312** | .464** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |
| | N | 290 | 290 | 290 | 290 |

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

The table above shows the correlation to express the significant positive relationship between motivation and all other components of motivation toward academic achievement. The above table shows the strong positive relationship between motivation and all the components (intrinsic motivation, self-determination, self-efficacy and academic achievement) intrinsic motivation that was represented with the value of ≥ 1. Moreover, self-efficacy shows the highest positive significant correlation with motivation where (r=.517). self-determination shows second highly positive significant correlation with motivation where (r=.425). on third no academic achievement the positive significant correlation with motivation where (r=.414).

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .811 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 2319.395 |
| | df | 190 |
| | Sig. | .000 |

KMO measures the sampling adequacy (which determines given the sample are adequate or not). values between 0.7-0.8 acceptable, from the above table KMO measure is 0.811 which is acceptable.

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .518[a] | .269 | .261 | 2.78218 | .269 | 35.010 | 3 | 286 | .000 |

a. Predictors: (Constant), Self-Efficacy, Self-determination, Intrinsic motivation
b. Dependent Variable: Academic Achievement

Coefficients

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Zero-order | Partial | Part | Tolerance | VIF |
| 1 | (Constant) | 1.825 | 1.448 | | 1.260 | .209 | | | | | |
| | Intrinsic motivation | .263 | .084 | .195 | 3.133 | .002 | .414 | .182 | .158 | .661 | 1.513 |
| | Self-Determination | .098 | .045 | .122 | 2.157 | .032 | .312 | .127 | .109 | .802 | 1.247 |
| | Self-Efficacy | .476 | .088 | .323 | 5.407 | .000 | .464 | .305 | .273 | .717 | 1.395 |

a. Dependent Variable: Academic Achievement

**Regression analysis.**

**5.2 Model summary;**

The model summary table indicates the strength of relationship between the model and dependent variable. R, the multiple correlation coefficient, is the linear, correlation between the observed and model predicted values (self-efficacy, self-determination and intrinsic motivation) of the dependent variable (academic achievement). Its large value indicates a strong relationship.

R Square, the coefficient of determination, is squared value of multiple correlation coefficient. It shows that 26.9% of the variation in time is explained by model.

**5.3 Coefficient analysis;**

Above table consist the table of coefficient through this table the hypothesis was analysed the hypothesis of this study and this test of coefficient done through the SPSS. Through this test the hypothesis of study was not supported or either supported.

Supported and non-supported hypothesis is given as under;

1. First hypothesis is supported because there is weak but significant positive correlation between intrinsic motivation and student's performance.
2. Second hypothesis is also supported because there is weak but significant positive correlation between self-determination and student's performance.
3. Third one is also supported because there is moderate significant positive correlation between self-efficacy and student's performance.

## CONCLUSION & BIBLIOGRAPHY

**6.1 Conclusion;**

Motivational and effective dimensions are necessary in educational process because its influence on student's educational activities. Motivation affects the decisions that how to begin, preserve in or end a specific behaviour.

Framework of this theory, with motivation toward academic achievement behaviour and as a multi component are the mixture which is created with other factors, self-determination, extrinsic and intrinsic motivation, self-efficacy are some related theories of motivation (gylnn, 2011).

In this research, we distributed 290 samples among the students of university of Sindh campus Dadu. In this research, we use SPSS to analyse and interpretation of data and conclusions are given as under.

Concerning the variable age, it is concluded that there are 213 students (73.4 percent) are belonged to the age of 18 to 22 years of age and 77 students (26.6 percent) are belonged to above the age of 22 years in the sample, giving a total of 290 respondents.

Concerning the variable marital status, it is concluded that there are 282 students (97.2 percent) are belonged to single category and 8 students (2.8) belonged to married category in the sample, giving a total of 290 respondents.

Concerning the variable education, it is concluded that there are 261 students (90 percent) belonged to bachelors' education and 29 students (10 percent) belonged to master's education in sample, giving a total of 290 respondents.

Concerning the variable departments, it is concluded that there are 108 students (37 percent) belonged to business department, 99 (34.1 percent) belonged to English department and 83 students (28.6 percent) belonged to IT department, giving a total of 290 respondents.

This research shows the correlation to express the significant positive relationship between motivation and all other components of motivation toward academic achievement. The above table given in this research shows the strong positive relationship between motivation and all the components (intrinsic motivation, self-determination, self-efficacy and academic achievement).

**6.2 Limitations;**

There were several limitations in this study of research.one one limitation is that all the respondents belong to university of Sindh campus Dadu. Another limitation is that all respondents belongs to same city Dadu. A third limitation is that all respondents belongs to business department. The result may be different is student from various departments had participated. It is possible that respondents from different cities may produce different result, due to different campus system.

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