



## ANALYZING EXTRANEOUS MOTIVATION AS AN ENRICHING ANDRAGOGICAL APPROACH FOR COLLEGE TEACHERS

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### Abstract

*It is believed that at tertiary level a majority teachers keep on code switching because of less exposure to English language. The article highlights the importance of extrinsic motivation as a rewarding andragogical intervention for newly inducted college teachers to improve their communication performance. The experimental study was conducted on two groups of teachers consisting of thirty each simultaneously. The controlled group was taught about giving subject based presentation in light of the presentation techniques norms such as matter, method and manner based talk without any focus on the role of extrinsic motivation. Whereas the experimental group received same tips with importance and use of extrinsic motivation. When the subjects were engaged in demonstration it was found that the experimental group, though not perfect in language competence, produced better results than the controlled group which fumbled, got confused and used first language when stuck. The study suggests that during all types of in-service training programs special sessions must be arranged on the role and benefits of extrinsic motivation to be realized as an andragogical approach.*

**Keywords:** Extraneous motivation, andragogical approach, college teachers, academic presentation

### Introduction

Human beings need to be motivated in walks of life but motivation plays a significant role in education where learning approach is highly important based on the technique of teaching especially at higher education where instructors and his/her andragogical approach means a lot in today's education setup. Much has been said about the use, role and significance of intrinsic or extrinsic motivation to achieve education objectives. Education practitioners have brought forward researches, ideas, theories, etc., for the need and use of motivation in foreign language learning efficiency and many were successful. As we know that motivation is always considered as praise which ensures the learner that he/she is away from punishment. For example, when taught without emphasizing on failure the students strive to work hard to achieve better results but when threatened it's possible they lose their self-confidence and out of fear they start many language mistakes. As (Karki, 2009) says that it's miles presumed that motivation is the favored necessity of human existence. It is likewise a system of human enlightenment and empowerment for the success of higher and higher extremely good of lifestyles. It permits to make a person

mentally alert, socially sound, politically aware, emotionally solid, physical sturdy and economically viable.

The classroom environment is becoming more and more important when referred to tertiary education because there were less efforts in the past to focus on andragogical interventions rather pedagogy remained in focus for the training of college teachers for years. Our experience enables us to understand that varied class activities provide more opportunities to learn foreign language and giving presentation in the foreign language is one of the assessments at tertiary level. Many factors, internal and external, pave way for appropriate learning but if the instructor is himself/herself is suspicious about his/her performance then it would be a far cry so far as the adult learners are concerned. As we know that the inducement hygiene principle thought by means of Fredrick Herzberg has extended the notion of Maslow and evolved motivating factors into additives named intrinsic and extrinsic factors. (Middlewood & Lumby, 1998), and we recognise that consistent with Maslow's hierarchy of desires idea, desires are diagnosed into five vital classes in each person– physiological, safety, social, shallowness and self-actualization goals in sequential order.

This study is an effort to see that what part external motivation, popularly known as extrinsic motivation, can play in enhancing communication performance of the teachers of higher education who are generally found reluctant to use foreign language, e.g., English, in their classroom proceedings to suggest, if required, that extrinsic motivation can bring change not only in teacher's own communication performance but benefit students of higher education who are to face English in their future professional life.

### **Objective of the study**

The main objectives of the study are to find out that to what extent:

1. Extraneous motivation can influence tertiary level teachers' communication performance.
2. The presentation skills of the teachers, when trained with a focus on the role of extraneous motivation, are better than those who are trained without giving training in the use and importance of extraneous motivation.

### **Research question**

Can the college teachers, irrespective of their primary educational discipline, give better results in while performing in English for giving presentation when trained with a focus on the significance of external motivation as an andragogical approach?

### **Study problem statement**

The study intends to find out that to what extent external or extrinsic motivation can influence college teachers' communication performance when given training on the tips of presentation skills blended with the extrinsic motivation as an andragogical approach.

### **Methodological framework**

The study is primarily experimental in nature and was conducted on two groups of newly inducted college teachers consisting thirty each. For the study the same expert, with the assistance of evaluators, was engaged in teaching, both the groups, the art of giving presentation by focusing tips on the significance of matter, method and manner required while giving presentation. The controlled group was taught in normal condition, words, andragogical approach and in a very dry manner like a pedagogue whereas the experimental group was time and again given importance, role and benefits of motivation which pay at step of presentation; the group was engaged in fun leaning ways or activities. The participants of both the groups received three hours' training on how to give an academic presentation and then were asked to give ten minutes' presentation based on the relevant subject/discipline. The performance of the

presenters, based on five indicators ranging from 1-2, 3-4, 5-6, 7-8, and 9-10 achieved scores, of both the groups was matched by the evaluator/s for discussion and recommendations.

### **Review of Literature**

An instructor's motivation is the foundation for all the learners and effects tremendously on their learning; If all the learners are happy to be in the learning room, they've a common intention and might work collectively to ensure educational fulfillment. Motivated educator can create conducive study room environments that use situational motivation to immediately impact student getting to know. This is essential due to the fact a motivated trainer goes hand in hand with learner's achievement, that's the ultimate intention of every student. Motivation is defined because the willingness of a person to do something, however, considering the fact that all people are specific, not everyone might be stimulated in the identical (Scott, 2017).

way or to the identical diploma. Therefore, it's imperative to untangle the internet of human behavior to apprehend how quality to motivate each trainer, and this is what this research study will try to expose.

An action of someone which comes from the individual desire, preference, personal interest and usual overall performance is taken into consideration as an intrinsic motivation (Deci & Ryan, 2008) but extrinsic motivation we may want to someone to studying in bypass again of rewards or to avoid punishment (Cho, 2013). We must keep in mind that extraneous motivation is also compulsory to beautify the activity with an interest with the intention to increase interest. The tangible rewards and other form of incentives inspire a man or woman extrinsically (Jang, Reeve & Deci, 2010). Professionally, teachers want to educate in a focus and university surroundings (Olowoselu, Nyako, Bello and Joda, 2016).

Maslow (1943) remarked that human beings are inspired to accumulate certain desires and that a few wishes take priority over others. The only need is for bodily survival, and this could be the primary aspect that motivates behaviors. Once that degree is fulfilled, the subsequent diploma up is what motivates, and so on. Cole and Harris (2017) stated that motivation is a term used to explain the ones strategies, each initiative and rational via which people are looking for to meet the primary drives, perceived desires and private desires, which cause off human conduct. Motivate is a transitive verb, which means to provide any person an incentive, to provide any individual a purpose or incentive to do something. The outstanding leader realizes it's miles his/her obligation to offer a fairly motivating environment for personnel.

We must acknowledge that both internal and external types of motivations work significantly on the learning of all age group learners, however, the application of the both varies according to the academic requirement. The notion that extrinsic and intrinsic motivation are opposed has been conventional thinking about the reality that those motivational phrases started out for use. For example, a number of research (e.G., Deci, 1971,1972; Lepper, Greene, & Nisbett, 1973) indicated that supplying people extrinsic rewards for performing an intrinsically advocated pastime reduced their intrinsic motivation for the hobby. Deci (1971) interpreted those findings as follows: Intrinsically influenced conduct changed into the prototype of self-decided or self-reliant activity, and the introduction of extrinsic motivators tended to undermine humans' enjoy of self-dedication and taken approximately a shift inside the perceived locus of causality from inner to external.

Other research examining this undermining effect advised, however, that extrinsic rewards can supplement or growth intrinsic motivation instead of lower it (e.G., Harackiewicz, 1979; Ryan, 1982). That is, humans may be self-decided even supposing they may be offered extrinsic motivators. This finding signified that extrinsic motivation enables as opposed to inhibits

intrinsic motivation. This view presumes that those motivation assets are not opposed, but have interaction and coexist with every different. The question then arises, are we able to honestly classify motivations into either intrinsic or extrinsic resources?

Deci, Ryan, and their colleagues (Deci & Ryan, 1985; Ryan & Connell, 1989) have proposed that specific sorts of extrinsic motivation exist, some of that are in part self-determined. That is, no matter the fact that intrinsically inspired behaviors are with the aid of definition self-determined, extrinsically encouraged behaviors can vary of their degree of self-dedication. Deci, Ryan, and their colleagues (Deci & Ryan, 1985; Ryan & Connell, 1989) have proposed that fantastic styles of extrinsic motivation exist, some of which might be in component self-decided. That is, despite the truth that intrinsically prompted behaviors are with the aid of definition self-decided, extrinsically inspired behaviors can range in their diploma of self-self-discipline. With authorities together with instructors and parents. For instance, students may additionally moreover participate in sports because of the fact they fell advised to obtain this by way of their teachers. Or they'll take a look at hard at university that allows you to receive a reward promised with the resource of their mother and father. Thus, they may be no longer endorsed through the studying. Besides, their motivation is not self-determined. External reason for an act may be categorized as extrinsic motivation based on the earlier definitions. Turning subsequent to coping behaviors, it is assumed that there are active and passive means of dealing with failure. Students who've lots much less self-determined motivation do no longer triumph over failure without outdoor assist. Thus, they display passive coping behaviors. In evaluation, the students having more self-determined motivation will resist their failure with active coping behaviors.

Intrinsic or extrinsic motivation is stated as one of the most wonderful intellectual requirements in education (Regan, 2003), and might respectively, be indicated with the aid of the achievement of personal aim putting and developing an hobby inside the difficulty region; and reliance on external rewards and pressures. When college students are successful, it consequences in a non-stop motivating cycle of reflection, connection, self-assurance and outstanding self-esteem (Dearnley & Matthew, 2007). Therefore, it's miles imperative for an educator in a tertiary setting to create a super environment that enhances encouragement and propagates a cozy environment for gaining knowledge of and private fulfilment. When there is a experience of victory, college college students will “sacrifice to be successful, search for processes to win, come to be energized, examine the game plan and help different group contributors” (Maxwell,2013) which all significantly contributes to developing attributes that can great enhance the graduate’s destiny professional fame (D’Aloisio, 2006).

**Table. No. 1: Results: Controlled group**

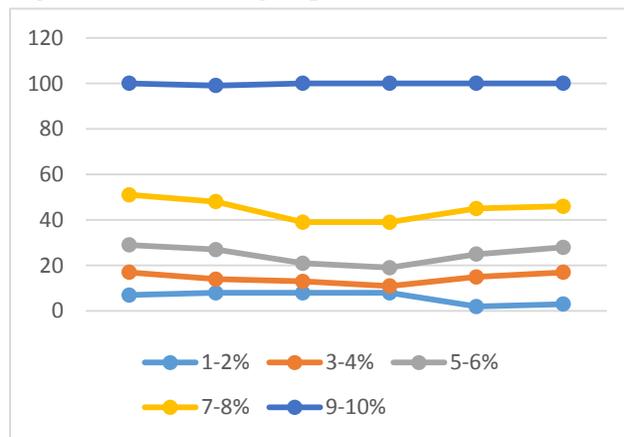
Performance item	1-2%	3-4%	5-6%	7-8%	9-10%
The subject demonstrates English language skills during presentation through creativity bases activities.	47	19	10	8	16
The subject generates cordial relationship with peers during presentation by using simple but complete sentences in English language.	43	21	14	12	10
The subject is found confident and focused while giving presentation.	41	23	9	13	24
The subject tries to engage the peers while presenting learning point during his/her presentation.	31	27	17	11	14
There is effort on the part of the presenter to achieve learning goals of his/her presentation.	28	14	17	19	22
The subject materializes consistence of all English language skills during presentation.	53	21	7	5	14

**Table. No. 2: Results: Experiment group**

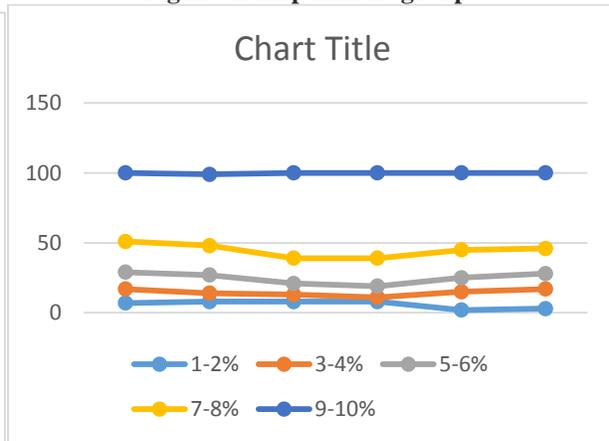
Performance item	1-2%	3-4%	5-6%	7-8%	9-10%
The subject demonstrates English language skills during presentation through creativity bases activities.	7	10	12	22	49
The subject generates cordial relationship with peers during presentation by using simple but complete sentences in English language.	8	6	13	21	51
The subject is found confident and focused while giving presentation.	8	5	8	18	61
The subject tries to engage the peers while presenting learning point during his/her presentation.	8	3	8	20	61
There is effort on the part of the presenter to achieve learning goals of his/her presentation.	2	13	10	20	55
The subject materializes consistence of all English language skills during presentation.	3	14	11	18	54

**Findings**

**Figure. 1: Controlled group**



**Figure. 2: Experiment group**



**Discussion**

The study aimed to find out that to what extent extraneous motivation can influence tertiary level teachers’ communication performance as well as to see that the presentation skills of the teachers, when trained with a focus on the role of extraneous motivation, are better than those who are trained without giving training in the use and importance of extraneous motivation. In the light of the findings of the study it has been noticed that both the groups theoretically understand the importance of intrinsic and extrinsic motivation but the experiment group became conscious when things were repeated time and again during their training on ‘how to give effective subject based presentation in the foreign language, i.e., English. As the study began with the remark that there are fewer opportunities for teachers and students in the public sector to access English language and if there are that could be seen only for some minutes in their respective classroom but with a focus on code switching. It’s possible we still have not devised some kind of plan which may change the mindset of both teachers and students. It shows that English is learnt just to pass exam which is primarily writing based assessment and there’s almost no check and balance for determining listening and speaking skills of the students. This might be one of the causes of no English environment at the institutions of higher education. But on the other side we see that some marks have been allocated to presentation skills component in

the undergrad programs but without any specific direction with regard to the promotion of English.

The results also enable us to understand that when conducive environment is created for enhancing presentation skills during training programs trainees respond in an extraordinary way by showing high seriousness to the task assigned to them as reflected in the findings of the study. We see that there's academic uniformity among subjects of both groups but the controlled received training on how to give effective oral presentation in foreign language, i.e., English, by showing confidence and well connected sentences, which subjects lack majority of them gave presentation in a dry manner without engaging their peers. On the other hand, it doesn't happen in the case of experiment group which seems vibrant, energetic and quite interactive. The subjects appear to be quite conscious about how to present matter, what method they have to adopt and what manner is the most suitable during their presentation. The study finds that majority subjects materialize consistence of all English language skills during their presentation and by engaging their peers while presenting learning point during demonstration which is participative in nature. It also makes us know the ongoing state of affairs at tertiary education that in the past there was no such mechanism of training the new entrants supposed to impart knowledge and skills to adult learners. But the revolutionary managerial approach of training new teachers of public sector colleges in the province of Punjab could be very fruitful in the coming days with a guarantee that the young teachers could perform well if trained well because despite being knowledgeable it's possible that one cannot communicate the matter which must reach its destination, i.e., the ultimate beneficiary and that is student.

Hence, the research question of the study that can the college teachers, irrespective of their primary educational discipline, give better results in while performing in English for giving presentation when trained with a focus on the significance of external motivation as an andragogical approach? is answered in an appropriate manner with the remarks that the presentation skills of the teachers can be improved if they trained with a focus on extraneous motivation.

### **Conclusion**

In light of the findings of the study, the researchers are in the position to say that extrinsic motivation is a positive factor while teaching to adults who themselves want to be motivated in today's education system. It can also be called that extraneous motivation for teachers is very beneficial especially when we consider the conditions of our college where adult students want to complete their tasks they find unpleasant and if teaching is without motivation by the teacher, learning might not have far reaching effects. It is because extraneous motivation also ensures lively and active classrooms where many things ought to be done without having any fear of punishment. The study concludes by saying that extraneous motivation is an enriching andragogical approach for college teachers which paves way to them to improve their performance in English language while giving academic presentation.

### **Recommendations**

1. Special sessions on extrinsic motivation, based on its theory and practical, during all types of training programs proposed for the in-service tertiary education teachers be arranged.
2. Experts in the field should be engaged to train teachers not only during the teachers' training programs but also at the colleges.

3. There must be some efforts on the part of administration that experts in the field of andragogical motivation may be hired for colleges who could consistently arrange sessions for teachers to promote cascading model.
4. Importance and role of motivation in human life could be introduced as a subject at public sector colleges in all academic programs.

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