

An overview of the impacts of intrinsic and extrinsic motivation on students' self-study

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Abstract

The impacts of motivation on students' self-study capacity have been proved to be the highest involvement of both extrinsic and intrinsic motivation in the academic process, especially in the credit-based training. Certain research results have also revealed that teaching and learning reforms should be conducted to enhance students' self-study capacity for the purpose of obtaining expected learning outcomes, in which motivation is totally considered under internal and external factors or the key aspects relating to teaching and learning process, including schools (mainly training program, academic resources, academic facility and supports), teachers (teachers' encouragement under teaching approaches), students (learners' awareness of learning objectives, learners' fundamental knowledge). This must be acknowledged that students are motivated to study in different ways to grasp the extensive knowledge by themselves. In other words, students are able to go beyond what are included in the textbooks and teacher's instruction in class by practicing self-study thanks to the motivation from which they are encouraged to further explore the lesson in order to achieve learning goal.

Key words: *self-study, self-study capacity, intrinsic motivation, extrinsic motivation.*

1. Introduction:

Self-study is considered as one of the key factors to the enhancement of quality and effectiveness of the teaching and learning process when the credit-based training requires students to promote their self-study ability under the ratio of one theory period and 3 self-study periods, in which self-study is a regular and necessary activity as a

compulsory requirement described under mentioned duration ratio of a subject structure. This is described in the syllabi of all subjects through teaching activities and assessment divided into two main phases: In-class activities and homework activities.

With the reference of previous information, a question has been arisen as: How to stimulate students' interest in learning and improve the motivation of students to learn independently so that they can obtain more knowledge and skills guided at school? In order to further understand the students' self-study capacity, the impacts of extrinsic and intrinsic motivation on the autonomous learning ability of students should be discussed to provide reference for teaching reforms and learning outcomes assessment.

2. Review of literature

2.1 Overview of self-study and self-study capacity

There exists various concepts of self-study among the educators all over the world, and many researches on this issue have been conducted under different objectives.

According to Doan, V. K (2017), self-study is an independent, autonomous, active, and creative activity in the academic chain of self-reflection, discovery and research in order to cultivate knowledge and skills from various sources, and then transformed them into learners' property. Along with completing formal education, the educational benefits gained from home study or self-study activity are visible through developing students' confidence as well as improving their knowledge and mastering new skills. Cavallo et. al. (2003) confirmed that attributed side of self-study is self-

confidence since students are willing to take their own responsibility in learning, which is closely linked with the expected learning outcomes as planning, decision making, monitoring and evaluation.

Besides that, in their research, Hadriana et.al. (2013) considered self-study under an effective way of student-centered learning of which “the teachers mostly play the roles as motivators, facilitators and mediators”, and “the learning activities are explored and developed by the students through effective materials provided by the teacher”. This is to say that students do personal learning activities with the teachers’ guide so that they can find the best way to self-control and adjust their learning activity in valuable way. Or it may be understood that self-study is the process of memorizing, understanding, and applying knowledge by self-controlling, self-occupying knowledge (Pham, Q. D., & Bui, L. H. T., 2020).

However, many research reports on students’ self-study capacity reveal that self-studying activities have not been paid enough attention, so they have not met the requirements of training under credit system (Đoan, V. K., 2017). Similarly, Hang D.T. (2019) has also shown that students have not formed self-studying skills voluntarily and regularly, the implementation process has not been effective, mainly depends on teacher’s plan. For these results, students need to be motivated and equipped with necessary skills, suitable teaching methods and assessment. This view was illustrated by findings of the study of Adamma et.al. (2018) that motivation improves academic performance of the students.

2.2 Impacts of Extrinsic and Intrinsic motivation

Among the motivation conceptualized by Deci and Ryan (1985), extrinsic and intrinsic motivation are discussed for their main contributions on self-study activities as intrinsic is considered as learners’ satisfaction or pleasure and extrinsic as external or instrumental factors.

In addition, Deci & Ryan (2002) affirmed the impacts of extrinsic and intrinsic motivation on students as follows:

“Intrinsically motivated students find academic activities meaningful, and actively seek learning opportunities beyond mandatory learning and assessments. Conversely, extrinsically

motivated individuals are prompted to complete tasks based on external factors, and satisfaction comes from extrinsic consequences (i.e., receiving rewards or to avoid punishment), rather than the task itself”.

Contributed to make clear the roles as well as the impacts of these two types of motivation, intrinsic motivation was described under activities for enjoyment, challenge, interest or natural fulfilment of curiosity (Barry & King, 2000) while extrinsic one was illustrated as incentives for successful task performance (Sternberg & Williams, 2002). Also, Pham, Q. D., & Bui, L. H. T. (2020) came to the conclusion that learners will develop a passion for learning and flourish in their learning if they are trained with self-study techniques and skills that allow them to apply the knowledge they have gained in a flexible manner.

Additionally, according to Hadriana et.al. (2013), the students who are intrinsically motivated will be interested in studying harder and have the drive to complete their assignments. Students would be also easily stimulated with a simple praise, incentives, prizes, grades and conducive environment and climate which drive them to learn. Based on these characteristics, a teacher will become well-motivated for his improvement in teaching process to take advantage of both intrinsic and extrinsic motivation through directing his students to work towards successful learning, for example, students may take interest in self-studying the following tasks for different purposes

- Various activities organized by teachers in class (depends on methods used)
- Homework assigned by teachers
- Test/exam revision required by teachers
- Problems related to the subject that students wish to discover or solve
- Resources for self-improvement of knowledge and skills

3. Discussion

As mentioned in the previous part, to enhance knowledge and skills, self-studying is a great method to engage students with what they are learning in class as the ability of studying activities may happen anywhere, anytime outside the classroom. And this process is mainly occurred on the basis of motivation. Valerio & Krystle (2012) stated that “Motivation plays a significant role in a student’s learning and development”, especially

intrinsic motivation is observed upon teachers' pedagogy development for new knowledge and understandings, while influence on students' participation and self-expression has been considered through implementing a variety of motivational techniques.

Doan, V.K. (2017) classified motivation in detail under academic effects into two major factors as:

Internal factors (from learners themselves):

- Awareness of learning objectives and motivation
- Learners' fundamental knowledge
- Learners' intellectual capacity and critical thinking
- Learning methods

External factors:

- Training program
- Teaching methods
- Textbooks, learning materials
- Learning facilities and equipment
- Activities and policies related to self-study
- Learners' family and friends

Additionally, Liu Ziyu and Xiao Jing (2019) suggested some effective strategies to enhance college students' self-learning ability under following topics:

1. Schools aspects: including good learning environment (such as library, lab, ...), professional curriculum with students' hands-on ability improvement, favorite elective subjects, evaluation system with multiple ways and in many aspects to encourage students to participate in learning actively.

2. Teachers aspects: teachers are expected to adopt different teaching approaches and methods of which should be then innovated in accordance with students' aptitude to stimulate their interest in learning. The following tasks are suggested to call for to both teacher and students: previewing the lesson before class, searching for the necessary and related information, peer-discussion, group discussion, and teachers' feedback.

3. Students aspects: students should have motivation in studying, and set their own goal to enhance their self-study ability.

To illustrate, an observation has been done upon the Training Program Specification of English

Linguistics and Literature Training Program 2022 of the Faculty of Foreign Languages, AGU, in which various teaching and assessment methods have been paid attention for the descriptions under their alignment to prove that students are motivated to acquire knowledge by different ways in which self-study is embedded in many methods.

| Teaching Methods | Assessment methods |
|----------------------------|--------------------------------|
| Lectures | Essay questions |
| Discussions | Individual / group assignments |
| Presentations | Projects |
| Group assignments | Presentations |
| Seminars | Critical Reflections |
| Demonstrations | Oral presentations |
| Concept- mapping | Role-play skits |
| Task- based teaching | Essays |
| Video-based teaching | Online self-practice (MyELT). |
| Role-plays | Group Projects |
| Debates | Self-reports |
| Learning centres/ stations | Panel Discussion |
| Collaborative learning | Mini research project |
| Reflective approach | Graduation thesis |
| Research-based approach | Student conference |
| Problem-based approach | Graphic organizers |
| Field trips | Reflective essays |
| Case study | Self-study practice |
| Lifelong learning approach | Diary reports |
| Collaborative learning | Portfolios |

From the above list of teaching and assessment methods, it is obvious that self-study has been mainly focused and called for in order to acquire the most favorable academic environment of active learning for which many methods have been counted such as learning-center, research-based, task- based, problem – based, lifelong learning, and so on. As the alignment with these teaching methods, assessment methods have also been designed to maximize students' self-study, including Online self-practice, Group Projects, Self-study practice, Presentations, Graduation thesis, and so forth.

Described in the Training Program Specification, certain methods have been explained on the aspects of self-study as follows:

- Discovery: students are encouraged to look for solutions by themselves.
- Presentation: students are employed in groups to do some self-studying activities for demonstrations, introduction, etc.
- Lecture, or speech meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea/product to students.
- Task-based language teaching, also known as task-based instruction: focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.
- Problem-Based Learning (PBL): is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles.
- Problem-based Teaching: students are given opportunities to learn about a subject through the experience of solving an open-ended problem found in trigger material by being asked and guided by their lecturers to define and analyze the problem, generate ideas and identify learning issues to help solve the problem.
- Discussions: A variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation.
- Projects: students “exhibit” what they have learned, usually as a way of demonstrating whether and to what degree they have achieved expected learning standards or learning objectives.

4. Conclusions

Self – study capacity is an essential subject of attention to educators in the new era of higher education reforms. Improving teaching methods is a periodic requirement in the evaluation of training programs, in which students' self-study ability advancement is a necessary task, contributing to improving the way of teaching, learning and meeting the learning outcomes of the course.

Many publications based on studies on students' self-study ability have laid out various scientific research tasks in various situations, exploring the elements impacting students' self-study ability in particular. When the problem of

students' self-study outside of class time can be considered as a prerequisite for determining the quality and effectiveness of the university's training process, the university aims to propose appropriate solutions in terms of credit-based training to improve self-study skills necessary for university students.

Besides, for the reason that self-studying activities have a part in students' active studying throughout their life and adapting to societal changes and advancements, they should be widely and officially integrated into classroom courses under the direct supervision of teachers.

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