

## ACADEMIC MOTIVATION OF FIRST-YEAR STUDENTS AND THE INFLUENCE ON THE EVALUATION OF UNIVERSITY STUDIES

Flora LAMÇJA ZEQAJ<sup>1\*</sup>, Entela DRIZAJ<sup>1\*</sup>

<sup>1</sup>"A. Xhuvani University", Faculty of Medical and Technical Sciences  
\*Corresponding Author: email: [flora.lamcja@yahoo.com](mailto:flora.lamcja@yahoo.com), [enteladrizaj20@gmail.com](mailto:enteladrizaj20@gmail.com)

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### Abstract

The study aims to highlight the impact of academic motivation on the increase of university studies' evaluation, assess how the motivation of students affects the evaluation and accomplishment of the academic process.

The used methodology is based on the collection and processing of data through the Academic Motivation Scale questionnaire. It made possible the testing and gathering of data and information about the evaluation of university based on motivation as an important factor for the realization of university education. Students reflected the situation and expressed their opinions about the academic process and its importance through the questionnaires.

The results of this study demonstrate that students' motivation increases their evaluation for the university and academic process. Students accentuated that university education is an important factor for the improvement of their life. They assessed the opportunities that are provided to them after the completion of university studies in regard to professional development and career.

Students' motivation is an important factor in the assessment of university education. Students value the university education considerably. University education is considered as an opportunity for a better life. It is seen as a chance to become more competent people. Students evaluate university education as a process that affects their personal development.

*Keywords:* Academic motivation, Influence, Student, University studies.

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### Introduction

Motivation is the readiness of an individual who tries hard to achieve the objectives of himself, the organization or the institution by putting to use a large amount of energy and efforts, provided that these efforts lead to the fulfillment of one or several needs of the individual. Pettyjohn, T (1996). Psychology - a concise introduction, pp. 320-328.

How a person acts at a certain moment depends on many factors: on the situation he is in, on the degree of determination and evaluation of the situation, on the abilities he has to react to the event or situation. Motivation is seen as an important factor in university education, in evaluating this process, seeing it as an important factor in personal formation, as well as in improving the quality of life. The students appreciated that university education is an important factor for improving their lives. They appreciated the opportunities that are created for you, after finishing the university, in relation to professional development and career.

The purpose of the study is to highlight the impact of personal motivation of students and its impact on increasing the evaluation of university education. To evaluate how student motivation affects the evaluation of the academic process.

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To argue the role and importance of motivation, in increasing the evaluation of the academic process.

## **Theoretical concepts**

### **Motives and motivation**

Motives and motivation constitute one of the most fundamental problems of the science of psychology. (Jung, C. Gustav, 2014). Psychological types. In the development of motivational knowledge, it is noticeable that concepts and notions such as instinct, drive, need, gradually began to lose their animal character. Likewise, the term will, little by little, began to lose its reputation as a scientific concept, and in its place, motivation began to be seen as a more appropriate explanatory term, not only for psychic processes such as perception, remembering, thinking, imagined and others, but also many other phenomena related to the internal dynamics of the personality (Engler, B. 1995), Personality theories. In addition to these, human action will always depend on the internal factors characteristic of the individual, which encourage him for activity, direct and regulate this activity (Dornyei, Z. 2001).

Teaching and researching motivation. The term motivation sums up the internal forces that put the individual into action, that direct the activity towards the specific objective and regulate this activity. Motivation includes the entire system of regulating the individual's activity, including conscious and unconscious motives (Baron, A. R. 1997, Psychology, 4th Edition). Motivation is defined as the degree to which a person wants and chooses to engage in a certain behavior. Motives, needs and goals are closely related to each other.

The need is the experience of a lack by the organism, the motive is the internal drive that sets the organism into action to satisfy the needs, the goal represents the ways, objects, situations with which we hope to satisfy the experienced need (Orhani, Mr. 2000 Motivation- Maslow, A. 1943). Motives and motivation constitute one of the fundamental problems of human personality. These problems are dealt with by the branch called the psychology of motivation, which constitutes an important moment of many currents and psychological theories that deal with the study of personality. The psychology of motivation also deals with the problems of the variety of motives and their classification (Maslow, 1970, Motivation and Personality). Based on the importance they represent for the organism, motives can be classified as primary (hunger, thirst, sex, etc.) and secondary ( the choice of foods, liquids, etc., learned through individual experience) (Maslow, A. 2008). Towards the psychology of being. (Seamon, G. J., & Kenrick, T. D. 1992). "Psychology".

### **The structure of motives**

Regarding the structure of the motifs, it should be noted that the motifs have an invisible inner part and an outer part. For example, the motive of hunger, as a homeostatic motive, is related to the initiation of internal energy, from the lack of something in the organism such as chemical substances, or from vitamins that the organism needs. Externally, these motives find their expression through movements and certain behaviors and in many cases, their birth and appearance can be triggered and conditioned by other factors that serve as an impetus for the individual's motivation, for specific behaviors and for reacted appropriately to them (Seamon & Kenrick, 1992, p.140). Motifs have a protective, regulatory, self-regulating, or homeostatic function. They come as impulses from inside or outside the organism, whenever the latter enters into a relationship with the environment, with things and objects that surround it (Seamon & Kenrick, 1992, p.140).

Some individuals make efforts to achieve certain goals, some do not. According to psychologists, contradictory impulses can develop in the individual. For example, need for success and fear of failure. So people can be divided into two groups: those who increase their care not to fail, and to avoid this they avoid the task, and the second group those who need success. These latter choose medium tasks in terms of

difficulty. The second develop better opinion of themselves and even provide the same to others, i.e. a good opinion of them. If this is achieved, then the motivation for success is achieved Richmond, V. P. (1990). (Communication in the classroom: Power and motivation). What we must emphasize is that depending on the type or nature of the motive, the orientation of the individual's behavior takes priority. Stimulating motives The uniqueness of stimulating motives is related to the fact that in order to successfully interact with the surrounding environment, the individual necessarily needs a special stimulation, a level of motivation, which ensures the normal functioning of the organism and its motivation. Excitement is related to: sensory stimulation, curiosity and competence (Orhani, Z. 2006).

Psychology of motivation and motivation during learning. Sensory stimulation. It includes incentives which can be external or internal and are an extremely important element for motivation. Thanks to them, the organism experiences an internal dynamic which has our sensations that keep us alive and moving. If our organism does not experience sufficient stimulation, it will try to make up for it, performing all kinds of conscious or unconscious movements and actions (Lawson, Banks & Logvin, 2007).

### **Motivation and performance**

Motivation and performance depend on the individual's power to achieve, to succeed. Individuals who want to achieve success exhibit three common characteristics: a strong desire for approval and security in others, a tendency to conform to the wishes and norms of others especially when pressured, and a sincere interest in the feelings of others (McClelland, 1965, pp. 321-333). People with a high degree of need for achievement (the desire to have a job with challenging elements and to achieve excellent results at work) desire economic incentives but their real satisfaction comes from rewards of a different nature, from achieving which is the product of their individual efforts (McClelland, D. C. 1965). Individuals with weak need for achievement tend to take on low risk while individuals with strong need for achievement seek information necessary to know whether they are successful or not and salary and bonuses are one of those elements that provide them with a such feedback (McClelland, D. C. 1965).

Individuals with a high need for autonomy want to act alone, prefer to control their personal environment, do not want to be hindered by excessive rules, norms or procedures. Studies have shown that individuals with a high need for independence tend not to join the goals and objectives of the social groups they belong to. The goals that fulfill the wishes, preferences and demands of the individual are achieved through his behavior and actions. So, intentions are an important factor in determining the behavior of the individual (Locke, 1976)E .Work redesign. Reading, MA: Addison-Wesley, based on Locke's contribution, dealt with the internal motivation of the individual while performing a job. For this reason, they tried to determine how a job can be structured in such a way that its performer feels internally rewarded. They pointed out that intrinsic reward occurs when the performer of a job prefers to do that job again because of the positive feelings that arose from doing it well the first time and not because of external factors (such as incentive pay, compliments ) that tend to motivate him to work effectively. Internal motivation to work is determined by the existence of three psychological states (meaning of work, responsibility and meaning of results) which in turn are created by the existence of five basic characteristics of work (variety of skills, identity of the task, meaning of the task), independence and feedback. (Hancock, G. R., & Mueller, R. O. Eds.2010). (The Reviewer's Guide to Quantitative Methods in the Social Sciences).

## **The role of motivation in student performance**

Common factors most frequently cited in the literature and recognized as important determinants influencing academic achievement in university students are personal, e.g. self-esteem, motivation, and personal efficacy (Walker et al., 2006), personal cognitive variables such as average high school grades, and entrance exams (Dante, Valoppi, Saiani, & Palese, 2011, p. 61), demographic variables e.g. gender, race, ethnicity, and income level of parents (Hijazi, S., & Naqvi, R. 2006)

Numerous studies have evaluated the role of student motivation in terms of academic performance, and different definitions of student motivation have been used by different researchers. Various studies have been done to evaluate the effect of motivation on academic achievement. Their findings revealed that motivation was a significant predictor of academic achievement in university students. (Afzal, H., Ali, I., Khan, M., & Hamid, K. 2010). , saw the students' motivation as a useful force for them. Motivation is proven to positively affect academic performance in students in the fields of general education and medical education. A study was done to investigate the effect of student motivation on academic performance in students studying in different universities of Pakistan. The study highlights that student motivation is a vital part of student success. The findings show a significant positive relationship between student motivation and student academic performance, this relationship is reciprocal, meaning that students who are more motivated perform better and students who perform better become more motivated. Student motivation is an important issue in higher education, especially because of the importance of academic achievement in their professional life. Academic achievement is defined as the outcome of education, the degree to which a student has achieved his/her goals educational (Tavani, C., & Losh, S. 2003). (Pekrun, R. 2009). defines academic achievement as excellence in all academic disciplines, in the classroom as well as extracurricular activities, it includes excellence in sports, behavior, confidence, communication skills, accuracy, perseverance, art and culture. To understand the characteristics that promote high levels of academic performance and expectations among university students, researchers examine the personal factors of students that influence their performance. (Tavani, C., & Losh, S. 2003). Motivation, self-confidence, and expectations as predictors of the academic performances among our high school students. Child Study Journal.

## **Methodology**

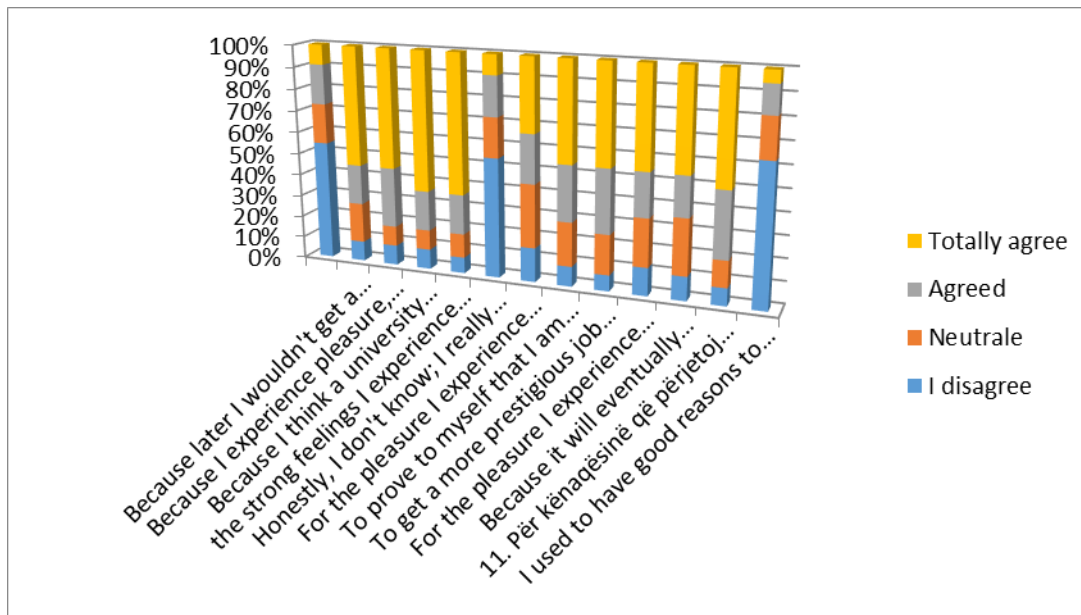
The methodology used is based on data collection and processing. by means of questionnaires; Measuring the Academic Motivation Scale - Academic Motivation Scale questionnaire. Using the questionnaire, 55 first-year students were tested. Data and information were collected about the evaluation of university studies, based on academic motivation, as an important factor in the successful completion of university studies. The students reflected the situation, expressed their opinions, through the applied questionnaire. The collected data were processed by extracting the results of the study, regarding the impact that the academic motivation of students has on the evaluation of university studies.

## **Results**

According to the data, it turns out that a significant number of students are motivated to continue their university studies, 60% of the students completely agree that the university helps them in their professional career. 50% of them completely agree for an exchange and development of new ideas, 30% completely agree and 20% agree, for a good job. 50% of students completely agree, for new information. 60% of them completely agree, for the importance as a student, 40% completely agree, for the expansion of knowledge. 40% of students completely agree, for evaluating their own intelligence. 5% of the students do not agree,

with the possibilities that university studies give you, not appreciating the importance of these studies. 60% completely agree, for the improvement of professional competences and 60% completely agree, for professional achievements.

Based on the calculated data, the results are presented in the graph below;



**Graphic 1.** Academic Motivation Scale questionnaire

According to the data, it turns out that a significant number of students are motivated to continue their university studies, 70% of the students fully agree that the university helps them in their professional career. 60% of them fully agree for exchange and development of new ideas, 30% completely agree and 20% agree, for a good job. 50% of students completely agree, for new information. 60% of them completely agree, for importance as a student, 40% fully agree, for the expansion of knowledge. 60% of students fully agree, for evaluating their own intelligence. 5% of students do not agree with the opportunities that university studies give you, not appreciating the importance of these studies. 60% for the improvement of professional competences and 70% completely agree for professional achievements.

## Conclusions

Student motivation is an important factor in evaluating university education. Students value university education to a significant extent. They see university education as an opportunity for a better life. They see it as an opportunity to be more capable people in life. Students value university education as a process that affects the development of their thoughts, their personal development and growth. Cases are not excluded when students have a low evaluation of university studies, not considering it as an important factor for their human and professional development. The claims are that they do not see safe employment opportunities in the chosen profession, as well as the appropriate evaluation. of their work. Based on this situation, we should suggest the change and evaluation of young professionals in every field. Motivate students to successfully continue their studies and their professional training.

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