

THE ROLE OF EXTRINSIC MOTIVATION TOWARDS STUDENTS' LEARNING

By

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A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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Ethics Statement

For my research, I adhered to the ethical principles, guidelines of my thesis supervisor, and codes of conduct established by BRAC IED. I began by designing my research proposal, following the required ethical procedures. I carefully drafted a thesis application form and received approval from my supervisor. For the primary data collection, I prepared a semi-structured interview questionnaire for teachers and a focus group discussion (FGD) guide for students. I ensured that all ethical concerns were addressed, obtaining informed consent from parents (in the case of FGDs with students) to conduct the interviews.

As per BRAC IED's ethical guidelines, I maintained confidentiality by keeping all collected data secured. I did not mention any participants' names or specific details to ensure their privacy. Additionally, I took precautions to prevent bias in the interpretation and analysis of the data. I ensured to approach my research with respect, especially when working with young students. I created a child-friendly environment and used clear, supportive communication during the data collection process to make them feel comfortable.

When analyzing and interpreting the data, I prioritized honesty and transparency. I was mindful of my own biases and worked hard to ensure my conclusions were objective. To demonstrate my adherence to ethical standards, I also included documentation of all the instruments and procedures I employed in the ethics final report. Lastly, I sent the committee the ethics final form for approval, confirming that I followed BRAC IED's ethical requirements.

Abstract

This study examines the role of extrinsic motivation in enhancing students' learning. Due to a lack of extrinsic motivation, students in primary school struggle with low engagement and academic achievement. The lack of parental and teacher support during the COVID-19 pandemic made this problem worse. This emphasizes the necessity of investigating how extrinsic motivators can improve the learning of fourth-grade students. Based on teacher interviews and student focus group discussions, the study finds that effective use of extrinsic motivators can significantly increase participation and effort. Teachers identified strategies like reward systems, verbal praise, and personalized feedback as impactful, while students noted that peer recognition and tangible rewards encouraged their efforts. However, challenges such as ensuring fair distribution of rewards and avoiding over-reliance on external incentives were highlighted. The findings emphasize balancing extrinsic and intrinsic motivators to sustain long-term engagement and guide educators and policymakers in creating supportive learning atmosphere.

Keywords: Extrinsic motivation; Student engagement; Academic performance; Rewards and recognition; Peer influence; Teacher feedback

Dedication

This thesis is dedicated to my mother, Late Gulshan Ara Begum, who passed away in 2012 after a courageous battle with cancer. She always dreamt of seeing me earn my M.Ed degree, but unfortunately, she left too soon. I also dedicate this work to my husband and sons, whose love and support have been my pillars of strength during this journey.

Acknowledgement

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List of Acronyms

FGD: Focus Group Discussion

SDT: Self-Determination Theory

Chapter 1

Introduction and Background

1.1 Introduction

Motivation is a critical component that affects academic learning and performance from early childhood to adolescence, stated by Elliot and Dweck (2005). It discusses the internal and external factors that motivate people to participate in educational activities. Brophy (2004) has also defined motivation involved in directing behavior. Students' learning process is aided by their passion and determination, which boosts their effort and affects their overall academic success.

Intrinsic and extrinsic motivation plays a crucial role in learning activity. But extrinsic motivation holds significance in learning by providing external incentives that drive individuals to engage in educational activities. To change behavior and boost effort on academic assignments, it entails using external rewards or consequences, including material rewards or praise (Ryan & Deci, 2000). Extrinsic motivation provides clear goals for students and offers a structured framework for learning. This type of motivation is particularly effective in initiating and maintaining engagement, especially when the tasks may not inherently captivate the learner's interest. Extrinsic motivation remains a valuable tool in shaping and encouraging learning behaviors (Deci, Vallerand, Pelletier, & Ryan, 1991).

In classrooms, some students often struggle to engage and understand, highlighting a common occurrence related to their lack of motivation and interest. This study will enable us to comprehend the difficulties that students encounter. It aims to explore the nuanced experiences of unmotivated learners, uncovering specific factors contributing to their demotivation, and boredom. Additionally, it will shed light on the intricacies of student motivation in primary education, examining external factors like the influence of teacher encouragement, academic rewards etc.

1.2 Research Topic

Research Topic: The role of Extrinsic motivation towards Students' Learning.

Research Title: The Role of Extrinsic Motivation in Primary Students' Learning in English-Medium Schools.

This research explores the impact of extrinsic motivation-such as rewards, recognition, teachers' feedback affects students' academic performance in English-medium schools, focusing on the perspectives of key stakeholders: teachers and students. The study aims to determine how external motivators influence students to improve their overall academic outcomes.

This research aims to analyze the role of extrinsic motivation to identify effective strategies for enhancing students' learning and improving educational outcomes in English-medium classrooms.

1.3 Statement of the Problem

Motivation is essential for learning to be successful (Filgona et al., 2020). The link between motivation and students' learning outcomes is a global research priority, as highlighted by Gilakjani, Leong, and Sabouri (2012), who stress that student motivation is the pulse that gives life to the class. They emphasize its' role, stating that without student motivation, there is no life

in the classroom. Compared to intrinsic motivation, extrinsic motivation affects students' academic performance more quickly (Adamma et al., 2018). Being a teacher, I have noticed that learners' engagement in activity, learning and academic performance is greatly affected by lack of extrinsic motivation. Based on my 21 years of teaching experience, I have observed that primary-level students often face challenges in their learning experiences and struggle to reach their academic potential due to insufficient extrinsic motivation. This lack of motivation negatively impacts their academic performance and overall educational outcomes.

In addition, distance learning during COVID-19 pandemic, primary-level students continue to encounter obstacles in fully engaging with their education and achieving academic success activities due to insufficient support from teachers and parents (Suarsi et al., 2021). This is often attributed to insufficient extrinsic motivation, which slows down students' willingness to participate in online classes and complete their assignments. My experience has shown me that the learning gap has grown because of parents' and teachers' lack of support, which has had a negative effect on learners' academic achievement and engagement in the learning process. Therefore, there is a pressing need to explore the role of extrinsic motivation in overcoming all these challenges and fostering students' engagement in learning.

1.4 Research Questions

Research Topic: The role of Extrinsic motivation towards Students' Learning.

Key Question 1: What are the perceptions of stakeholders regarding extrinsic motivation?

Key Question 2: How does extrinsic motivation influence students' willingness to engage in learning tasks?

Key Question 3: Does teaching learning strategies have any relation with extrinsic motivation?

1.5 Purpose of the Study

In education, a persistent challenge involves students consistently losing motivation to engage in learning (Gorica & Kuzmanovska, 2020). By identifying the specific extrinsic motivational factors effecting Grade 4 students, we can generate focused strategies and techniques to enhance academic performance and boost student engagement (Ryan & Deci, 2000). The purpose of this study is to explore the perceptions of key stakeholders, particularly teachers and students, regarding the role of extrinsic motivation in primary education. It seeks to understand how extrinsic motivation shapes students' engagement in learning activities, influences their academic performance, and sparks their interest in learning. Additionally, the study examines how various teaching and learning strategies impact students' extrinsic motivation in the classroom. By investigating these factors, the research aims to provide meaningful insights to refine teaching practices and promote the academic success of primary-level students.

1.6 Significance of the Study

This study is essential as it addresses the critical issue of students' motivation, which has become particularly significant in the current context. Many students have shown signs of demotivation following the incident that took place in Bangladesh on 5 August 2024. This has made it even more important to investigate the elements that contribute to their motivation. Understanding these factors is crucial for improving educational practices and developing a welcoming and encouraging learning atmosphere.

By identifying the underlying factors behind students' motivation, this research will try to provide practical recommendations for educators and stakeholders to effectively re-engage students in the classroom. Additionally, the study has the potential to inform educational policies by offering evidence-based insights. These insights can help improve the standard of education

and inclusivity, especially when it comes to handling the issues students face after recent events. The findings will help bridge a knowledge gap by providing in-depth understanding of the elements affecting these learners. These insights will guide practitioners, policymakers, and researchers in developing more efficient methods to address students' varied learning demands. The results of this study will ultimately have a significant and long-lasting impact in the educational field by adding to the continuing discussion on student motivation.

Chapter 2

Literature Review and Conceptual Framework

I reviewed multiple resources like articles, journals, documents to understand my research topic: “The Role of Extrinsic Motivation Towards Students' Learning”. The study explores the perceptions of stakeholders regarding the role of extrinsic motivation in primary-grade students within the context of English-medium schools. To organize this literature review, I categorized the information as motivation, importance of motivation in learning, types of motivation, use of extrinsic motivation in local and global classroom context.

2.1 Motivation

Motivation is vital for success, serving as a driving force for learners to acquire knowledge, skills, attitudes, or values. Motivation is important for any success. It drives learners to concentrate, think and learn efficiently (Filgona et al., 2020). The article explores both intrinsic and extrinsic motivation, focusing on how motivation is impacted by numerous factors, such as needs, interests, enjoyment, relations with others, teachers, methods of instruction, and the educational setting. Teachers are essential in enhancing students' motivation and learning by establishing clear objectives, highlighting the significance of the lessons, maintaining attention, offering chances for success and improving the quality and effectiveness of teaching (Ryan & Deci, 2000).

2.2 Importance of motivation in learning

Motivation in education is important for students as it stimulates learners' cognitive skills to learn efficiently (Filgona et al., 2020). Active participation is required for the interactive process of learning. The rate of learning, the ability to retain knowledge, and the desire to study are all influenced by motivation. Based on our experience, students and society were negatively

impacted by the COVID-19 epidemic because of a number of issues. They did not participate in learning activities properly and as a result academic performance was affected (Natalya & Halim, 2021). As noted by Dörnyei (1998, as cited in Qizi, 2022, and discussed by Lawalata, 2023), even with effective teaching methods and strategies, the absence of strong motivation can hinder individuals from achieving successful outcomes. To address these challenges, parents and teachers must implement effective motivational strategies to help bridge learning gaps. These factors demonstrate how important motivation is to the process of learning.

2.3 Types of Motivation

“According to Self-determination theory (Ryan & Deci, 2000) there are two types of motivation i.e. extrinsic motivation and intrinsic motivation” (Adamma et al., 2018, p.53).

2.3.1 Intrinsic Motivation

The term "intrinsic motivation" refers to engaging in an activity for its own interest, independent of any external rewards or results. (Ryan & Deci, 2000). Classroom engagement serves as a prime example of intrinsic motivation. Froiland and Worrell (2016) assert that intrinsic motivation is closely linked to engagement, which in turn has an indirect impact on academic success. Enjoyable activities that align with students' interests bring them pleasure and help in skill development. Intrinsically motivated students participate in class activities because they genuinely enjoy the learning process and have a deep interest in it (Schiefele, 1991, as cited in Chow et al., 2013; Schunk, 2012).

2.3.2 Extrinsic Motivation and Its Importance in Education

Extrinsic motivation is driven by external factors which are essential to promote student engagement in learning and academic success (Lawalata, 2023). It is often contrasted with intrinsic motivation. Benabou and Tirole (2003) assert that extrinsic incentives increase performance and effort, and rewards serve as constructive reinforcements for desired behaviors.

Deci et al. (1999) also confirm its positive impact on academic achievement. Research has identified several key sources of extrinsic motivation, including peer influence, teacher support, rewards, and the learning environment. According to Lawalata (2023), peer influence fosters competitiveness and enthusiasm among students, while teachers' qualifications, interactions, and teaching methods significantly impact students' drive to learn. Filgona et al. (2020) emphasized that rewards play a crucial role in enhancing student motivation. Rewards, such as scholarships provide not only financial assistance but also encouragement for academic achievement. Furthermore, a supportive learning environment enhances access to resources and sustains motivation (Lawalata, 2023).

Extrinsic motivation can be effective for achieving short-term goals, as it often produces immediate results with minimal effort (Ryan & Deci, 2000, as cited in Adamma et al., 2018). Students motivated by external factors prefer to concentrate on getting better grades and incentives. However, this type of motivation poses challenges for long-term sustainability and can increase the risk of academic struggles compared to intrinsically motivated students (Filgona et al., 2020). While extrinsic rewards may initially boost motivation, they can hinder the development of deeper learning and consistent motivation for learning.

2.4 Use of Extrinsic Motivation in Local and Global Classroom Context

Extrinsic motivation strategies play a crucial role in primary classrooms globally, where educators employ diverse methods to reinforce positive behaviors and academic achievements. Rewards such as stickers, certificates, and verbal praise are commonly used to incentivize students and promote engagement (Deci et al., 1999; Hattie & Timperley, 2007). Classroom competitions and goal-setting activities are also applied to provide a nurturing atmosphere that inspires students to pursue success in their studies (Locke & Latham, 1990). These strategies collectively encourage learners to take charge of their education, leading to improved academic outcomes and overall student success.

In Bangladeshi classrooms, extrinsic motivation strategies are tailored to the local context, encompassing a range of practices. Teachers commonly utilize verbal praise, certificates, and tangible rewards to acknowledge students' accomplishments, emphasizing the importance of recognition in motivating learners (Rhea Mae Anthony et al., 2023). Additionally, parental involvement is encouraged, with active engagement from parents contributing to students' motivation and academic success (Kabir & Akter, 2014). Group activities and competitions promote collaboration and healthy competition among students, cultivating a spirit of companionship and mutual support. (Tarid Wongvorachan, 2023). Overall, these strategies collectively contribute to fostering a supportive and engaging learning environment in Bangladeshi classrooms.

2.5 Conceptual Framework

Intrinsic and extrinsic motivation are distinguished by self-determination theory (SDT) (Deci & Ryan, 2000). Inspiration for internal motivation comes from curiosity, personal interest, or the enjoyment of the action itself, whereas extrinsic motivation is impacted by things like prizes, grades, or social approbation. Deci and Ryan (2000) assert that intrinsic motivation results from a positive feeling toward the activity, making it inherently enjoyable. The theory emphasizes the significance of establishing situations that foster relatedness, competence, and autonomy to enhance student engagement. Building on SDT, it is understood that extrinsic motivation can influence student engagement indirectly by satisfying these basic psychological needs (Ryan & Deci, 2000).

Ryan and Deci (2000) categorize extrinsic motivation into four primary categories according to their interpretation of the self-determination theory: integration, identification, introjection, and external regulation. By linking learning tasks to desired outcomes or rewards, students may

develop greater awareness of direction and purpose, leading to increased motivation and engagement (Ryan & Deci, 2000). Prior studies emphasize the significant impacts of extrinsic motivation on learners' academic performance and engagement (Deci et al., 1999). Additionally, studies underline the importance of student engagement as a mediator between extrinsic motivation and Students' Learning Outcomes (Fredricks et al., 2004). This implies that the effect of extrinsic motivation on student engagement is influenced by the extent to which learners feel autonomous, competent, and connected to others in the learning environment. Overall, extrinsic motivation significantly enhances students' learning experiences and academic success.

Additionally, teaching strategies play a crucial role in moderating how extrinsic motivation influences student engagement. Hattie (2009) underscores the importance of these strategies in fostering the motivational process, which enhances learning outcomes. Through the implementation of Self-Determination Theory (Deci & Ryan, 2000), effective teaching approaches can promote students' sense of autonomy, foster feelings of competence, and encourage positive social interactions within the classroom, thereby directly influencing student motivation and academic success.

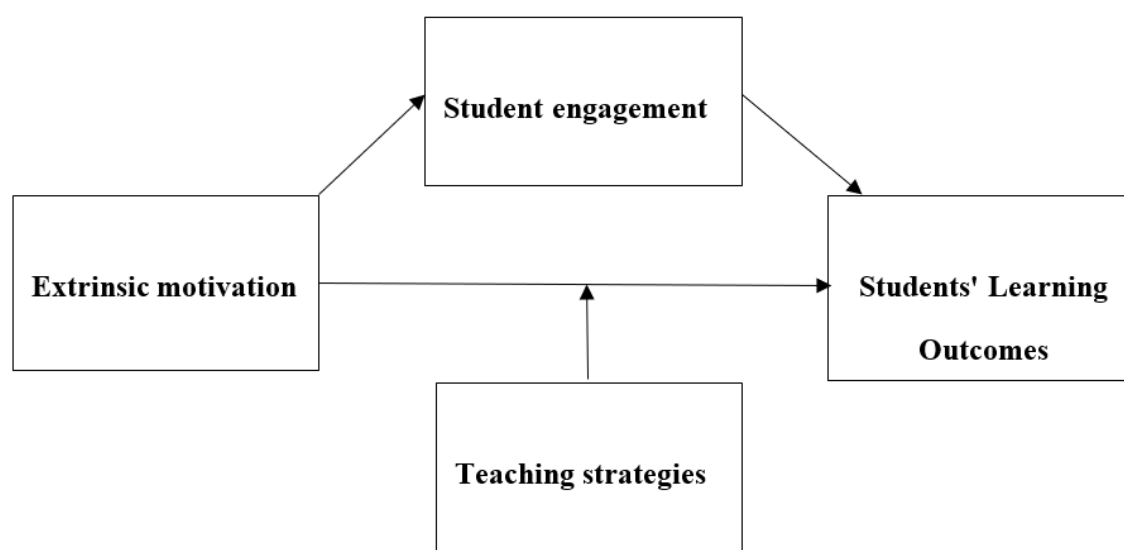


Figure: The Role of Extrinsic Motivation towards Students' Learning

The diagram illustrates how extrinsic motivation, teaching strategies, student engagement, and learning outcomes are interconnected. It shows that extrinsic motivation plays a key role in driving student engagement, which affects their learning outcomes. The diagram also highlights the importance of teaching strategies in fostering extrinsic motivation. Teachers can increase students' motivation by employing successful tactics, which will raise engagement levels and improve learning outcomes.

The connection between teaching strategies and extrinsic motivation is crucial. Effective teaching strategies can stimulate extrinsic motivation in students. For example, recognizing students for their efforts or accomplishments can increase their engagement, which in turn improves their learning result. These strategies can help sustain student motivation, especially when intrinsic motivation is low, by providing external incentives that encourage continued effort and participation in the learning process.

This diagram has played a key role in helping me understand how several factors are connected in the learning process. It provided a clear visual framework for exploring how extrinsic motivation can be used to boost student engagement. By mapping out the relationships between teaching strategies, motivation, and learning outcomes, it guided me in identifying specific teaching methods that can support and enhance motivation.

Chapter 3

Methodology

3.1 Research Approach

A qualitative research approach was utilized for this study, as it aligned with the research objectives and provided an effective means of exploring participants' perspectives in depth. Creswell and Poth (2018) linked qualitative research to an umbrella approach because it offers a rich source of information and generates descriptive data that captures the complexity of participants' experiences. The choice of a qualitative research approach was closely aligned with the research questions, which required an in-depth understanding of how extrinsic motivation impacts students' participation in learning activities and how stakeholders perceive its role.

Qualitative research allows participants to openly express their thoughts and supports flexible data collection methods (Creswell, 2013). It also ensures that their voices play an integral role in the findings. This approach empowered stakeholders, including teachers and students, to share detailed insights into how extrinsic motivation influenced students' eagerness to learn.

The research employed a design that included interviews and focus group discussions (FGDs). These methods were instrumental in gathering comprehensive data and provided a holistic understanding of how extrinsic motivation influence students' learning and engagement in classroom tasks. Additionally, they captured the diverse perspectives of stakeholders, offering valuable insights into the role of extrinsic motivation in the educational setting.

3.2 Research Site

Two research sites were selected for the study using convenient sampling.

School A, established on January 1, 2008, is situated in a serene area of Dhaka. The school is committed to promoting academic success and offers high-quality education. It serves over 1,100 students and employs 25 dedicated teachers. As an English medium school, it follows the Cambridge curriculum, emphasizing a globally recognized standard of education. School B was founded on January 31, 2000, and is in Dhaka. This institution employs 45 dedicated teachers and caters to students through the Edexcel curriculum. As an English medium school, it strives to deliver a well-rounded education, aligning with international academic benchmarks.

Both schools were selected based on their relevance to the study, including their adherence to English medium curricula and their focus on structured academic practices. These characteristics made them suitable settings for exploring the role of extrinsic motivation in primary education.

3.3 Research Participants

Participants in the study were chosen according to their relevance to the study's focus on extrinsic motivation in primary education. Six students from grade 4, three boys and three girls, were chosen from each school, as they represent the primary demographic of interest for understanding how extrinsic motivation affects students' learning and performance at this developmental stage. A male and a female teacher (Two teachers) were chosen from each school to provide insights from the educators' perspective on how extrinsic motivation strategies are implemented in the classroom and their perceived effectiveness.

3.4 Sampling Procedure

Convenient sampling was employed to choose individuals who were easily accessible and related to the research objectives (Etikan, Musa, & Alkassim, 2016). The targeted population for this qualitative study consisted of Grade 4 students (ages 10-11) and teachers from two English-medium schools. Since qualitative research aims to explore the social context and human behaviors (Creswell & Poth, 2018), participants were chosen based on their direct involvement in the educational process. Grade 4 students were selected because this stage is crucial in primary education, where extrinsic motivation can significantly impact students' academic engagement and behavior. To ensure diversity in perspectives, a balance of gender (three boys and three girls) was maintained.

From each school, one female and one male teacher were chosen. The teachers were selected for their experience in motivating students and implementing extrinsic rewards, feedback, and other external incentives to engage students in learning activities. This sampling strategy aligns with the study's qualitative design. It aims to gather comprehensive insights on the role of extrinsic motivation from those directly involved in the educational experience.

3.5 Data Collection Methods

For this study, two methods were employed to gather data: Interviews and Focus Group Discussions (FGDs). Both approaches were chosen to gain a comprehensive understanding and capture diverse perspectives from the participants. According to Johnson and Christensen (2004), both FGDs and interviews are effective for exploring participants' views in qualitative research, as they allow the researcher to delve deeper into responses and understand the nuances of participants' experiences and perceptions.

3.5.1 Interview method

One important approach to gather data for this study was the interview method. It facilitated in-depth, one-on-one discussions between the interviewer and participants. I interviewed four educators, two from each of the selected schools, to gather their perceptions of extrinsic motivation and the primary external factors influencing students' academic motivation. The interviews also allowed me to understand how teachers used external rewards, feedback, and other extrinsic motivators to engage students and enhance their learning experience.

Interviews were guided by open-ended questions and probing prompts to capture detailed responses from the participants. These discussions were recorded using a tape recorder to ensure accuracy, and the conversations were transcribed promptly. This process allowed for a thorough analysis of the teachers' perspectives on the impact of extrinsic motivation in the classroom, offering valuable insights into how effective teaching strategies may enhance student motivation. Through these interviews, I was able to explore how extrinsic motivation influences students' learning and contribute to a broader understanding of its role in academic performance.

3.5.2 Focus group discussion

Focus Group Discussion (FGD) was a key method in qualitative research for gaining in-depth insights into participants' perspectives. For this study, FGDs were conducted to explore Grade 4 students' perceptions of the role and impact of extrinsic motivation on their learning journey. This approach helped uncover how external factors like rewards, praise, and teacher feedback influenced students' engagement and academic motivation. Participants were able to share their individual experiences through FGDs and discussed how extrinsic motivators affected their approach to learning. The group interaction allowed for diverse viewpoints to emerge, enabling

a better understanding of the effect of external incentive on learners' academic achievement and overall classroom participation.

3.6 Role of the Researcher

In this qualitative study, I played a variety of roles as a researcher. I acted as the primary observer and facilitator, carefully observing and documenting the behaviors, interactions, and experiences of the study participants. With a background as both a supervisor and a teacher, I approached the study with the aim of maintaining impartiality. Throughout the process, I focused on maintaining neutrality to ensure an objective exploration of the qualitative data.

As part of my reflective practice, I regularly engaged in reflexivity to address the challenges of balancing my dual roles. I made conscious efforts to ensure that my experience as a supervisor did not influence the research process. There were moments when I found it difficult to separate my role as a teacher from that of a researcher. However, I remained committed to the principles of transparency, objectivity, and ethical research practices, continually reflecting on how my role might have impacted the collection of data. This approach helped to ensure that my work remained unbiased and rigorous, while also maintaining a clear focus on the research objectives.

Conducting this study has been a truly transformative experience for me as a researcher. Designing the study, gathering qualitative data, and analyzing diverse perspectives have deepened my understanding of how motivation and teaching strategies intersect. This process has not only helped me refine my research skills but also improved my ability to critically assess real-world educational challenges.

3.7 Data Analysis

A crucial phase in qualitative research is data analysis (Flick, 2014). Investigating participants' perspectives, experiences, and interactions through qualitative methods was the main goal of this study's analysis. The data collected, including transcriptions of focus group discussions

(FGDs), interviews, and detailed notes, was analyzed using thematic analysis. Common themes and patterns related to external influences and extrinsic motivation in the primary education context were identified using this method.

As part of the data analysis procedure for this study, recurrent themes were found and categorized in order to organize the qualitative data. First, the transcriptions from the focus group discussions (FGDs) and interviews were carefully reviewed to become familiar with the content. After thoroughly reading through the data, I began the coding process, where I highlighted key phrases and ideas that seemed relevant to the research questions. These codes were then grouped into broader themes, such as extrinsic motivation, student engagement, and external influences on learning. Once the themes were identified, I examined how they related to each other and to the overall research objectives.

For example, within the theme of **extrinsic motivation**, I categorized responses that discussed rewards, praise, or external encouragement. To ensure that all relevant data was included and accurately represented, I cross-checked the codes and themes throughout the process.

I also used peer debriefing to confirm the accuracy of my interpretations, allowing participants to review the findings and offer feedback. This gave a more realistic representation of the participants' perspectives and experiences. It also helped to ensure the authenticity of the themes. I was able to arrange and display the facts in a clear and insightful way using this method, providing a deeper understanding of factors influencing extrinsic motivation in primary education.

3.8 Ethical Issues and Concerns

Throughout the study, ethical issues were given top priority to safeguard the participants' rights, welfare, and dignity. Parents or guardians gave their informed consent prior to data collection.

Participants received thorough and accurate information about the study's objectives, procedures, and penalty-free withdrawal policy.

Confidentiality was strictly maintained by assigning pseudonyms in place of real names. All data was securely stored to prevent unauthorized access or misuse. Participation was fully voluntary. No participant was pressured into taking part in the study.

To mitigate bias, I engaged in regular reflexivity, critically reflecting on my own role as a researcher and acknowledging how my beliefs and values might influence the interpretation of data. Additionally, peer debriefing was conducted, allowing for external review and validation of findings. This process not only reduced the impact of personal biases but also enhanced the credibility and rigor of the research.

3.9 Credibility and Rigor

My 21 years of experience in the field of education combined with participation in professional development programs such as Cambridge's specialized training on teaching methodologies, established my credibility to conduct this study. Working closely with students, teachers, and parents has given me valuable insights into factors influencing student motivation and engagement. My expertise in addressing classroom challenges strengthens my ability to explore the dynamics of motivation among primary-level students.

In addition to my practical experience, I have completed research courses such as **EDU 504: Research Methods 1: Reading Research and Writing Reports**, and **EDU 602: Research Methods 2**. These courses equipped me with a solid understanding of research design, data collection methods, and analysis, which played a key role in ensuring the reliability and integrity of my study.

I adopted a structured process, including developing a research outline and drafting a detailed proposal, to ensure alignment between research objectives and data collection methods. To

reduce bias, I reflected on my beliefs and experiences and remained objective during data analysis. My extensive experience in education and commitment to ethical practices enhanced the validity and dependability of this study.

3.10 Limitations of the study

There were several restrictions that affected the data collection procedure during this investigation. Some participants in the focus group discussion (FGD) were hesitant to share more detailed thoughts, possibly due to privacy concerns, which also reduced the richness of the data collected. Additionally, one significant challenge arose during an interview with a teacher who provided only one-word responses to open-ended questions and was unwilling to elaborate further, limiting the depth of insights from that participant.

Another major obstacle was Bangladesh's political turmoil, which disrupted with a number of scheduled research projects. This led to delays in engaging with participants and, at times, restricted access to certain groups. Although efforts were made to adjust the schedule and maintain open communication, this situation impacted on the diversity of participants and the range of perspectives that could have been included. Overall, while these limitations impacted on the scope and depth of the findings, the measures taken helped maintain the research's integrity.

Chapter 4

Results

4.1 Introduction

The results of four interviews and two focus group discussions (FGDs) are presented in this chapter. The data were analyzed to identify themes and patterns which were organized to address the research questions. The findings focus on perceptions, types, strategies, and challenges associated with extrinsic motivation. Pseudonyms have been used to ensure the confidentiality of participants.

The data used in this study was gathered from two focus groups discussions with primary school students and four semi-structured interviews with teachers. These results address the three main objectives of the study: understanding stakeholders' perceptions of extrinsic motivation, investigating the relationship between teaching methods and extrinsic motivation, as well as how extrinsic incentive affects students' desire to participate in learning tasks.

The data were analyzed thematically, identifying key patterns and insights that emerged during the study. Teachers shared their experiences in interviews, provided detailed insights into how they motivate students. They shared the strategies they used and the challenges they faced while inspiring students to learn. Students' reflections were collected through focus group discussions (FGD), offering valuable perspectives on how they react to external motivators. The findings are displayed in line with the research questions of the study, organized under thematic headings to address the objectives comprehensively. The following sections outline the details of the key themes identified during the analysis.

Perceptions of Extrinsic Motivation

Teachers and students identified extrinsic motivation as an influential factor in shaping behavior, engagement and effort in academic settings. The findings highlighted that tangible rewards, teacher feedback and parental expectations played significant roles in fostering motivation. Teachers and students both highlighted the importance of tangible rewards, such as stickers, grades and certificates, in boosting engagement and participation. Teachers viewed these rewards as effective, especially for younger students. Ms. Zara, a teacher with 25 years of experience, emphasized, "*Extrinsic motivators like grades, certificates, competitions and public recognition are vital for boosting student confidence and participation.*" (Personal communication: Interview #1, 19-10-24). Students echoed this sentiment, sharing how tangible rewards motivated them to maintain consistent effort. One student stated, "*When I get a sticker for doing well, it makes me feel proud and motivates me to keep improving in studies.*" (Focus group #1, 16-10-24).

For younger students, tangible rewards like stickers, certificates, and small prizes were widely regarded as highly effective. Ms. Rimsha, a teacher noted, "*Younger students respond well to tangible rewards, like stickers or medals. These rewards encourage active participation and foster healthy competition.*" (Personal communication: Interview# 4, 20-10-24). Similarly, students reflected on how tangible rewards increased their engagement and productivity. A student also shared, "*I remember our teacher gave us extra recess time for finishing assignments on time. That motivated everyone to work faster and more efficiently.*" (Focus group #2, 20-10-24)

In addition to tangible rewards, positive reinforcement and teacher feedback also emerged as significant factors. Teachers noted that verbal praise and simple gestures of acknowledgment encouraged students to perform better. Mr. Sadiq shared, "Positive reinforcement, like a simple thumbs-up, clap or verbal praise, makes students feel appreciated and encourages them to work harder" (Personal communication: Interview #2, 20-10-24). Similarly, students shared that teacher feedback increased their confidence and motivated them to put in more effort. One student said, " When my teacher says, “great job,” it feels rewarding, and it motivates me to put in more effort." (Focus group #2, 20-10-24).

Furthermore, parental encouragement and expectations were consistently identified as powerful extrinsic motivators. Students acknowledged the importance of meeting parental expectations. One student shared, "*My parents' encouragement motivates me to study harder because I want to make them proud.*" (Focus group #2, 20-10-24)

Both teachers and students acknowledged how important verbal praise and peer recognition are in boosting motivation. Teachers highlighted how simple gestures and words of encouragement could significantly boost students' confidence. Mr. Nafi explained: "*A simple 'well done' from a teacher can boost a student's confidence and motivate them to try even harder.*" (Personal communication: Interview# 3, 17-10-24). Students also highlighted the value of peer recognition in fostering motivation. One student remarked, "*When my friends recognize my efforts, it feels rewarding and makes me want to do better.*" (Focus group #1, 16-10-24).

Strategies for Implementing Extrinsic Motivation

Teachers employed a range of strategies to implement extrinsic motivation in their classrooms. They also highlighted how it enhances student engagement and participation. Common approaches included reward systems, verbal reinforcement, and personalized feedback. Ms.

Zara described her approach, which involved clear grading rubrics and timely feedback, along with celebrating student achievements through certificates and points systems. She explained:

I incorporate extrinsic motivators by using clear grading rubrics, providing timely feedback, and publicly celebrating student achievements. I implement reward systems where students earn points for completing assignments or positive behavior, which can be exchanged for privileges. (Personal communication: Interview #1, 19-10-24)

Similarly, Mr. Sadiq highlighted the effectiveness of both social reinforcers and tangible rewards in keeping students motivated. He noted, "*Both tangible reinforcers, such as gold stars, candies, and awards, and social reinforcers, such as smiles and thumbs-ups, are highly successful at maintaining student motivation.*" (Personal communication: Interview #2, 19-10-24). Students confirmed the impact of these strategies, particularly reward-based systems, in increasing their engagement and effort. Verbal reinforcement also emerged as a crucial element in motivating students. Another student emphasized, "*When my teacher says, 'good job' or gives me a thumbs-up, it makes me feel proud and want to work harder.*" (Focus group notes #1, 16-10-24).

These results show how the techniques complement one another to produce a more encouraging and stimulating learning environment.

Impact of Extrinsic Motivation on Students

Extrinsic motivation significantly influenced students' engagement and performance, providing both immediate incentives and long-term benefits. Participants noted that rewards and recognition helped boost confidence and encouraged active participation. Ms. Rimsha explained how extrinsic motivation improved engagement. However, she warned about relying too much on rewards. "*Extrinsic motivation can be great for increasing engagement. It helps students stay*

focused on tasks, especially when they feel rewarded for their effort. However, too much reliance on rewards might make them focus only on the reward, not the learning itself."(Personal communication: Interview #4, 17-10-24). This view was echoed by Ms. Zara, who emphasized the need for balance: *"Extrinsic motivation can enrich the learning experience, but it should be balanced with efforts to foster intrinsic motivation for sustained engagement and a lifelong love of learning."*(Personal communication: Interview #1, 19-10-24)

Students also shared how extrinsic motivators such as grades, certificates, and teacher feedback helped boost their morale and encouraged consistent effort. One student stated:

"High grades make me feel proud of my efforts and encourage me to keep studying hard."

(Focus group notes #1, 16-10-24)

Another student added: *"When I get a sticker for doing well, it makes me feel proud and motivates me to keep improving."*(Focus group notes #2, 20-10-24). The findings show that extrinsic motivation helps boost student participation. However, for long-term success, it's important to balance it with internal motivators. Ms. Zara also highlighted, *"While rewards like grades and certificates provide immediate gratification, it's essential to balance them with intrinsic motivation strategies, as over-reliance on external incentives can diminish students' natural curiosity."*(Personal communication: Interview #1, 19-10-24)

Teaching Methods as Extrinsic Motivation

The effectiveness of extrinsic motivation was closely tied to the teaching methods employed. Teachers highlighted the importance of interactive and engaging teaching strategies such as games, group activities, and real-life applications to enhance motivation. Ms. Rimsha pointed out that younger students respond well to hands-on activities and rewards, noting,

"Younger students often respond well to hands-on activities and rewards. Strategies that involve movement, games, or tangible rewards tend to work better with them."(Personal

communication: Interview #4, 17-10-24). Mr. Nafi agreed, adding that gamification and reward-based methods were especially effective: *"Using games and rewards like stickers keeps them engaged and motivated to learn."* (Personal communication: Interview #3, 17-10-24)

Students also reflected on how these teaching methods made learning more engaging. One student shared: *"Gamified lessons with quizzes and challenges keep me interested and motivated."* (Focus group notes #1, 16-10-24). Another student added, *"Relating lessons to real-life applications makes learning more meaningful and motivating for me."* (Focus group notes #2, 20-10-24). These results show that extrinsic motivation is closely linked to interactive and engaging teaching methods.

Challenges of Extrinsic Motivation

While extrinsic motivation is seen as beneficial, teachers highlighted several challenges, including over-reliance on rewards and maintaining long-term student engagement. Mr. Sadiq pointed out:

A key challenge is students who either give incorrect answers or feel too shy to respond, often believing that intrinsic motivation works better for them. These students may fear being judged, so it's important for teachers to create an inclusive classroom where everyone feels motivated to try their best and reflect on their progress. (Personal communication: Interview #2, 19-10-24)

Ms. Zara also raised concerns about the downside of excessive reliance on rewards, noting, *"If students become overly reliant on external rewards, it may diminish their intrinsic motivation."* (Personal communication: Interview #1, 19-10-24). Ms. Rimsha echoed this, stating, *"Balancing the use of rewards is tricky. If I rely too much on rewards, students might start expecting them all the time, which can take away from their internal motivation."* (Personal communication: Interview #4, 17-10-24). Students also expressed concerns about

fairness in distributing rewards. One student stated, *"I didn't receive any reward. Sometimes, it feels like only certain students get the prizes, and that makes me feel left out."* (Focus group notes #1, 16-10-24). Another added, *"I have noticed that some classmates receive rewards often while others don't. This makes them feel discouraged and less excited to try."* (Focus group notes #2, 20-10-24)

These concerns highlight the challenges of extrinsic motivation, particularly the risks of overusing rewards.

Bridging Extrinsic and Intrinsic Motivation

Participants emphasized the importance of aligning extrinsic and intrinsic motivations to create a balanced approach that sustains long-term engagement. Ms. Rimsha shared her strategy for balancing both types of motivation: *"To avoid students focusing only on rewards, I try to use rewards thoughtfully, alongside recognizing their effort and progress."* (Personal communication: Interview #4, 17-10-24). Ms. Zara also highlighted the need for balance, noting, *"Extrinsic motivators can enrich the learning experience but should be balanced with efforts to foster intrinsic motivation for sustained engagement."* (Personal communication: Interview #1, 19-10-24). Mr. Nafi further emphasized the potential of extrinsic motivation to spark curiosity, *"An essential component of learning is extrinsic motivation. It can help spark curiosity and gradually build intrinsic interest when paired with the right activities. Over time, students may start to enjoy the process itself."* (Personal communication: Interview #3, 17-10-24)

The results show that aligning extrinsic and intrinsic motivation creates a balanced approach that fosters long-term engagement.

Role of Teacher for Executing Extrinsic Motivation

By creating interesting tasks, providing prompt feedback, and creating a supportive learning atmosphere, teachers play a vital role in creating and implementing extrinsic motivation techniques. Praising learners is a very powerful motivator, Mr. Sadiq emphasized, *"Praising is the most effective way to motivate students, as it always works to boost their confidence."* (Personal communication: Interview #2, 19-10-24). Ms. Zara added: *"Strategies like reward systems, goal setting, and peer recognition are essential for creating an encouraging setting that fosters curiosity and a passion for education"*

(Personal communication: Interview #1, 19-10-24). Students also appreciated it when teachers recognized their efforts. One student shared, *"Teacher praise is the best motivator for me. I feel happy when my teacher says something positive about my work. It makes me want to work harder next time."* (Focus group notes #2, 20-10-24)

These insights show that praise and recognition from teachers are key to motivating students. They help create an environment where learning is valued, and students feel encouraged to do their best.

Support and Resources for Extrinsic Motivation

Teachers identified the need for adequate resources, training, and administrative support to effectively implement extrinsic motivators in the classroom. Ms. Rimsha emphasized the importance of resources: *"Teachers need access to a variety of reward materials and ideas for engaging activities, like certificates, stickers, or online tools."* (Personal communication: Interview #4, 17-10-24)

Ms. Zara added, *"Teachers need access to reward materials, training on motivation strategies, and support from administration to implement these effectively. Professional development*

workshops can help teachers share ideas and learn new techniques."

(Personal communication: Interview #1, 19-10-24). Students shared that having engaging materials, like games or fun tasks, made learning more exciting. One student mentioned:

" When we have fun tools, like games or quizzes, it feels more interesting to learn."

(Focus group notes #1, 16-10-24) These findings emphasize that having the right resources and support is crucial for teachers to effectively use extrinsic motivation and make learning more engaging for students.

Chapter 5

Discussion and Conclusion

5.1 Discussion

The purpose of the study is to explore stakeholders' perceptions of extrinsic motivation, its effect on learners' readiness to participate in educational activities and the relationship between teaching strategies and extrinsic motivation. Information was gathered through focus groups discussions and semi-structured interviews. Through the analysis of the qualitative data, several important insights emerged that can assist us in understanding how extrinsic motivation works in learning environments.

Perceptions of Extrinsic Motivation

The findings reveal a common understanding among teachers and students that external factors including peer pressure, parental expectations, reward and recognition have an important effect on extrinsic motivation. This highlights the role of extrinsic motivators in encouraging immediate engagement and fostering motivation in the classroom. According to Turda et al. (2021), feedback is essential for students' growth, as engaging with it boosts learning. Teachers also emphasized the importance of rewards and feedback in boosting confidence and participation. Interestingly, students' reflections reinforced this notion, as they often associated external rewards with feelings of pride and accomplishment.

The study revealed a range of extrinsic motivators, from tangible rewards like stickers and certificates to intangible forms such as verbal praise and peer recognition. Teachers identified age and individual preferences as critical factors influencing the effectiveness of these motivators. For students, tangible rewards were particularly impactful, as noted in prior studies on behavior reinforcement (Cherry, 2024). Meanwhile students' narratives highlighted how

verbal praise and peer recognition served as powerful drivers of motivation. For instance, a simple “good job” from a teacher or acknowledgment from peers enhanced their self-esteem and sustained effort. According to the research (Filgona et al., 2020), recognizing and appreciating students’ achievements fulfills their need for social approval and encourages continued success.

However, the data also suggests that while extrinsic motivation plays a significant role, they must be employed thoughtfully to avoid dependency, a concern echoed by several teachers. Filgona et al. (2020) also stated, extrinsic motivation can sometimes divert students' attention from the subject or impede their ability to learn independently.

Strategies for Implementing Extrinsic Motivation

Teachers employed diverse strategies to incorporate extrinsic motivation, including reward systems, personalized feedback, and gamified learning. The study underscores the importance of designing strategies that are engaging and meaningful, such as integrating rewards into activities that align with students' interests. These strategies reflect the principles of active learning, where students’ participation and motivation increase when learning feels purposeful (Bonwell & Eison, 1991). Active learning engages students in the learning process through activities such as higher-order thinking, discussions, role-play, games, problem-solving tasks, and collaborative projects. All designed to make learning more interactive and relevant. By aligning rewards and feedback with activities that align with students' interests, teachers can foster a dynamic and motivating learning environment.

However, the teachers also noted challenges in maintaining a balance between extrinsic and intrinsic motivation. For example, while reward systems proved effective in the short term, excessive reliance could shift students’ focus from the joy of learning to merely obtaining rewards. Bain (2004) also pointed out that extrinsic rewards can negatively affect intrinsic

motivation. This supports the argument that extrinsic motivation should complement, rather than replace, intrinsic motivation to ensure sustained engagement.

Impact of Extrinsic Motivation on Students

The results show that students' engagement and performance are significantly influenced by extrinsic motivation. Rewards, recognition, and feedback were particularly effective in fostering immediate participation and boosting confidence. Students expressed pride in their accomplishments when receiving external recognition, which contributed to a sense of achievement.

To provide a comprehensive learning experience, teachers and students both stressed the significance of balancing extrinsic and intrinsic motivators. Teachers highlighted the potential risk of students focusing solely on rewards, underscoring the need for strategies that transition students from extrinsic to intrinsic motivation. This observation is consistent with research advocating for a gradual shift toward fostering intrinsic motivation for long-term educational success (Ryan & Deci, 2000).

Challenges of Extrinsic Motivation

A recurring theme was the challenges associated with extrinsic motivation, particularly relying too much on rewards and issues of fairness. Chen (2023) highlighted the negative impact of reward systems, noting that repeated exposure to rewards can lead students to become dependent on them, which may result in poor performance if the rewards are removed. Students mentioned that some of their friends felt excluded or demotivated. A few experienced the same, especially when rewards were perceived as biased. According to the research (X. Chen, 2023), rewards and punishments are often used by teachers as a means of establishing their authority.

These concerns highlight the need for equitable and inclusive practices in implementing reward systems.

Moreover, teachers observed that shy or less confident students might struggle to engage with reward-based systems. Addressing this challenge requires thoughtful design of extrinsic motivators to ensure all students feel included and encouraged, a practice supported by inclusive pedagogy principles (Florian, 2015).

Bridging Extrinsic and Intrinsic Motivation

A critical insight from the study is the potential for extrinsic motivators to serve as a gateway to intrinsic motivation. Teachers emphasized the importance of gradually transitioning students from external rewards to internal satisfaction by designing activities that spark curiosity and interest. For instance, combining extrinsic rewards with inquiry-based learning can help students discover the joy of learning for its own sake.

This strategy supports the self-determination theory, which states that extrinsic motivators can evolve into intrinsic motivators when students internalize the value of the task (Deci & Ryan, 1985). By fostering this transition, educators can create a balanced motivational framework that supports both short-term engagement and long-term growth.

Role of Teachers and Support for Implementation

The findings highlight the pivotal role of teachers in implementing extrinsic motivation strategies effectively. Teachers' use of timely feedback, personalized praise, and creative reward systems contributed significantly to students' motivation. However, they also emphasized the need for adequate resources, training, and administrative support to sustain these efforts.

Access to materials such as certificates, stickers, and digital tools, coupled with professional development opportunities, can enhance teachers' capacity to design engaging and inclusive motivational strategies. This reflects the broader need for systemic support to empower teachers in fostering positive learning environments.

5.2 Conclusion

Reflecting on this research, the study offers insightful information about how extrinsic motivation is perceived and how it affects student involvement and the relationship between teaching strategies and motivational outcomes. The findings demonstrate that extrinsic motivators, such as rewards, feedback, peer influence and verbal praise, can significantly boost students' willingness to engage in learning tasks, particularly among younger learners. At the same time, the research highlights the potential risks of over-relying on such motivation, which can undermine the development of intrinsic motivation over time. This balance between extrinsic and intrinsic motivation emerged as a critical consideration for educators.

The research achieved its purpose by exploring stakeholder perspectives and uncovering practical strategies to enhance motivation in classrooms. Teachers emphasized the importance of aligning extrinsic motivators with broader educational goals, while students shared how tangible rewards, and encouragement positively impacted their confidence and participation. These findings not only validate existing theories, such as Bandura's self-efficacy framework and cognitive dissonance theory, but also offer practical recommendations for balancing motivational strategies in education.

In conclusion, this study highlights the importance of extrinsic motivation in education and emphasizes the need for a more thoughtful approach that also includes intrinsic motivators to maintain long-term engagement. By fostering a supportive learning environment, educators can inspire students to achieve their potential, both in the short and long term. The insights gained

from this research provide a foundation for future studies and contribute to ongoing conversations about effective and balanced motivational strategies in educational practice.

5.3 Recommendations

Considering the study's findings, the following suggestions are set forth:

- Educators should integrate extrinsic motivations, such as rewards and feedback, with strategies that nurture intrinsic motivation to ensure a balanced approach that fosters long-term learning engagement.
- Schools need to offer professional development opportunities for teachers, focusing on effective motivational strategies that combine extrinsic and intrinsic approaches.
- Policymakers should develop and implement policies that encourage the use of diverse motivational techniques in classrooms, aligning with evidence-based practices to enhance student engagement and performance.
- Future researchers must look at the long-term consequences of mixing extrinsic and intrinsic motivators on student achievement and well-being, especially across different age groups and cultural contexts.
- Curriculum designers should incorporate motivational elements, like goal setting and recognition systems, into the curriculum. They should also adopt diverse teaching methods, such as play-based learning and educational games, to create engaging and supportive learning environments.

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Appendices

Appendix -1: Consent Letter

Dear Ms./ Mr. _____,

I am a student of **BRAC university** and one of my course requires to conduct a small research. So, requesting you to give permission to your son /daughter to participate in that project.

I am interested to learn and explore personal experiences, motivations, and challenges related to my learning. For the purposes of the study, students will be participating in focus group discussion.

Your son / daughter will participate in a focus group discussion lasting approximately about 45 minutes to 1 hour.

I will protect the identities of participants (students) by employing pseudonyms in both current and future publications or presentations. All data will be securely stored. It is important to note that your child has the option to withdraw from the study at any time without encountering any consequences.

I appreciate your willingness to allow your child to participate in this project to help me learn about external factors that motivate students in learning. Please feel free to ask me for any question.

Thank you

Regards,

I have read the above and discussed it with researcher. I understand the study and allowing my child to participate.

Signature: _____

Date: _____

Appendix -2: FGD Guide

FGD Guide (Students)	
Topic: THE ROLE OF EXTRINSIC MOTIVATION TOWARDS STUDENTS' LEARNING Duration: (45 min-1 hour) Date: Place: Interviewer: Participants: Gender: Position of the FGD: Student (Grade-4) (Briefly describe the topic):	
Questions	Probe Questions
1. What do you understand by extrinsic motivation? Do you think extrinsic motivation have any influence on your learning? Can you mention any external factors that influence your motivation?	- Can you provide examples of extrinsic motivators that have influenced your engagement in learning tasks? - How do you feel when you receive external rewards or recognition for your academic achievements?
2. How do various extrinsic motivators, such as rewards, recognition, parental expectations, peer influence, and teacher feedback, impact your willingness to engage in learning tasks?	- Can you provide examples of rewards, recognition or other extrinsic motivators that have motivated you in the past? - How did you feel when you received these rewards or motivational support?

3. What strategies do you think teachers can use to enhance extrinsic motivation among students?	- In your opinion, what actions can teachers take to make learning tasks more engaging and rewarding? - How do different teaching methods influence your motivation to learn? - Are there specific teaching strategies that you find more motivating than others? - How important do you think it is for teachers to provide feedback and recognition to students?
4. Do you think your peers are influenced by extrinsic motivators in their learning? If yes, how?	- Have you observed instances where classmates were motivated by external rewards? - How do you think it affected their learning?
5. In what ways do grades and assessments affect your motivation to study?	- Do you find that high grades motivate you to continue performing well? How? - How do you feel when you receive lower grades than expected? Does it affect your motivation?

Appendix -3: Interview Guide

Interview Guide (Teachers)	
Interview Topic: THE ROLE OF EXTRINSIC MOTIVATION TOWARDS STUDENTS' LEARNING. Interview timing: (45 min- 1 hour) Date: Place: Interviewer: Interviewee: Gender: Position of the interviewee: Teacher (Briefly describe the topic):	
Interview Questions	Probe Questions
1. How long have you been teaching?	- Can you describe your teaching experience in terms of different educational levels or subjects?
2. From your perspective, what are your thoughts on student motivation?	- Can you provide examples of extrinsic motivators in the context of student learning? - Can you provide examples of students who have shown particularly strong motivation in your classes? What do you think contributed to their high motivation?
3. In your experience, what role do external rewards or incentives play in motivating students?	- Have you noticed any patterns in how students respond to different types of rewards? - Can you share specific instances where rewards have influenced student behavior?
4. How do you incorporate extrinsic motivators, such as grades or praise, into	- What strategies have you found to be most effective in using extrinsic motivators to

your teaching practices?	encourage student engagement? - Are there any challenges you've encountered in implementing these strategies?
5. What impact do you believe extrinsic motivation has on students' overall learning experiences?	- Do you think extrinsic motivation enhances or detracts from students' intrinsic interest in learning? - How does it influence their level of engagement in classroom activities?
6. Can you discuss any concerns or limitations associated with relying on extrinsic motivation in the classroom?	- Have you observed any negative consequences of using extrinsic motivators? - How do you balance the use of extrinsic motivators with fostering intrinsic motivation?
7. How do you handle students who seem to lack motivation?	-What strategies do you employ to encourage and motivate these students? -Is there a success story where you helped a previously unmotivated student become engaged in learning? If yes, can you please share it?
8. Why do certain teaching strategies effectively enhance extrinsic motivation in primary-level students, while others do not?	- Can you provide examples of teaching strategies that you've found particularly effective in enhancing extrinsic motivation among primary-level students? - In your experience, which particular aspects of these teaching strategies do primary-level students find most engaging in terms of extrinsic motivation?
9. What support or resources do you believe	- Do you think professional development or

teachers need to effectively leverage extrinsic motivators in the classroom?	training would be beneficial in this area? - Are there specific tools or resources that would enhance your ability to use extrinsic motivators effectively?
10. How do you think peer relationships impact students' motivation?	

Appendix -4: Interview Transcript

Interview (Teacher-1)
Interview Topic: THE ROLE OF EXTRINSIC MOTIVATION TOWARDS STUDENTS' LEARNING. Interview timing: (45 min- 1 hour) Date:19/10/24 Place: School B Interviewer: Sonia Afrin Zahan Interviewee: Ms. Zara (Pseudonym) Gender: Female Position of the interviewee: Teacher (Briefly describe the topic): Done by interviewer
1. How long have you been teaching? Probe- Can you describe your teaching experience in terms of different educational levels or subjects? Answer: -25 years. - I have taught Social Science to Kindergarten and primary school students (grades 4-5), using the International and National Curricula. I incorporated project-based learning and differentiated instruction to address diverse learning needs. My assessment strategies included formative assessments, standardized tests, and interactive activities to gauge understanding. I've also participated in professional development workshops to boost student engagement. One of my proudest achievements was leading a school-wide science fair that fostered critical thinking and creativity. I faced challenges with varying skill levels in social science but overcame them through small group interventions and peer tutoring, resulting in improved student outcomes.
2. From your perspective, what are your thoughts on student motivation?Probe - Can you provide examples of extrinsic motivators in the context of student learning?Can you provide examples of students who have shown particularly strong motivation in your classes? What do you think contributed to their high motivation? Answer: Student motivation is crucial for academic success and can be enhanced by fostering intrinsic motivation through personal interest and curiosity while effectively using extrinsic

motivators like rewards. Connecting lessons to real-world applications makes learning relevant, and allowing students to set their own goals promotes a sense of ownership. A positive classroom environment where students feel valued, along with encouragement of a growth mindset to embrace challenges, further boosts motivation. Collaborative learning fosters accountability among peers and integrating students' interests into the curriculum keeps them engaged, creating a holistic approach to motivating learners.

Extrinsic motivators like grades, certificates, competitions and public recognition are vital for boosting student confidence and participation. For example, students like "X", who excelled in writing due to teachers' positive feedback, and "Y," who consistently participated in English language competitions to win medals and public recognition, displayed high motivation. Their success was largely driven by external rewards, encouragement from teachers, and a classroom environment that celebrated achievements, which sustained their engagement and drive to perform well.

3. In your experience, what role do external rewards or incentives play in motivating students?

Probe - Have you noticed any patterns in how students respond to different types of rewards?

Can you share specific instances where rewards have influenced student behavior?

Answer: External rewards and incentives can significantly motivate students by fostering engagement and encouraging specific behaviors, such as completing assignments and striving for excellence. While rewards like grades and certificates provide immediate gratification, it's essential to balance them with intrinsic motivation strategies, as over-reliance on external incentives can diminish students' natural curiosity. Ultimately, effective motivation combines external rewards with a broader focus on fostering a love for learning and recognizing effort beyond mere outcomes.

- I have observed that students respond differently to various types of rewards, with tangible prizes often motivating younger students, while public recognition boosts self-esteem and engagement across all ages. For example, in a reading challenge where students earned points for each book read, participation surged, and many previously disinterested students became excited about reading. Similarly, a behavior reward system using "class bucks" for positive actions led to reduced disruptions and a more respectful classroom environment. In a book reading competition, the allure of medals encouraged increased practice and overall higher scores, demonstrating how well-implemented rewards can positively influence student motivation and behavior.

4. How do you incorporate extrinsic motivators, such as grades or praise, into your teaching practices?

Probe - What strategies have you found to be most effective in using extrinsic motivators to

encourage student engagement? Are there any challenges you've encountered in implementing these strategies?

Answer: I incorporate extrinsic motivators by using clear grading rubrics, providing timely feedback, and publicly celebrating student achievements. I implement reward systems where students earn points for completing assignments or positive behavior, which can be exchanged for privileges. Additionally, I encourage goal setting tied to rewards like certificates and create opportunities for peer recognition, fostering a supportive environment that enhances engagement and nurtures intrinsic motivation.

- To enhance student engagement, I use strategies like clear grading rubrics, timely feedback, reward systems for positive behavior, celebrating achievements, and facilitating goal setting. However, challenges include students relying too much on rewards, ensuring equitable recognition, balancing competition, and maintaining long-term motivation. By staying aware of these issues, I adjust my methods to create an engaging learning environment for all students.

5. What impact do you believe extrinsic motivation has on students' overall learning experiences?

Probe - Do you think extrinsic motivation enhances or detracts from students' intrinsic interest in learning? How does it influence their level of engagement in classroom activities?

Answer: Extrinsic motivation can enhance students' learning experiences by boosting engagement and confidence through rewards and recognition, encouraging active participation. However, if students become overly reliant on these external incentives, it may diminish their intrinsic motivation, shifting their focus from learning for its own sake to seeking external validation.

Therefore, while extrinsic motivators can enrich the learning experience, they should be balanced with efforts to foster intrinsic motivation for sustained engagement and a lifelong love of learning.

- Extrinsic motivation can enhance students' intrinsic interest in learning by serving as an initial incentive that makes engagement more accessible and enjoyable. However, if students become overly reliant on external rewards, it can detract from their intrinsic motivation by shifting their focus from the joy of learning to merely seeking grades or prizes. While extrinsic motivators often increase participation in classroom activities, this engagement may wane if rewards are perceived as insincere or are removed, underscoring the need to balance extrinsic and intrinsic motivators for sustained interest in learning.

6. Can you discuss any concerns or limitations associated with relying on extrinsic motivation in the classroom?

Probe - Have you observed any negative consequences of using extrinsic motivators?

How do you balance the use of extrinsic motivators with fostering intrinsic motivation?

Answer: Relying on extrinsic motivation in the classroom can lead to several concerns, such as students becoming dependent on rewards, which may diminish their intrinsic motivation. This reliance can result in surface-level engagement, feelings of inadequacy among those who don't

receive recognition, and a short-term focus on immediate rewards rather than meaningful learning. Additionally, extrinsic rewards can create pressure and anxiety, highlighting the need to balance them with strategies that nurture intrinsic motivation for deeper, sustained engagement in learning.

- Yes, I've observed negative consequences of extrinsic motivators, such as students focusing too much on rewards. This can diminish their intrinsic interest in learning and lead to anxiety. I believe strategies like reward systems, goal setting, and peer recognition are essential for creating a supportive environment that fosters curiosity and a love for learning. These approaches ensure that extrinsic rewards complement, rather than overshadow, intrinsic motivation.

Appendix -5: FGD Transcript

FGD-2 (Transcript)

Date: 20/10/24

Duration: (45 min-1 hour)

Place: School B

Interviewer: Sonia Afrin Zahan

Participants: Students

Gender: Boy (3) and Girl (3)

Position of the FGD: Student (Grade-4)

(Briefly describe the topic): Done by interviewer

Moderator: Welcome, everyone! Thank you for joining today's discussion. We'll explore how extrinsic motivation impacts your learning and engagement. Let's dive right in.

Question 1: What do you understand by extrinsic motivation? Do you think extrinsic motivation has any influence on your learning? Can you mention any external factors that influence your motivation? Probe Question: Can you provide examples of extrinsic motivators that have influenced your engagement in learning tasks? How do you feel when you receive external rewards or recognition for your academic achievements?

Speaker 1 (Boy 1):

Extrinsic motivation is when you're driven by external things like rewards, grades, or recognition. For me, it really works. When I know I'll get a reward or positive feedback, try even harder to do well!

Speaker 2 (Boy 2):

I agree. I remember our teacher gave us extra recess time for finishing assignments on time. That motivated everyone to work faster and more efficiently.

Speaker 3 (Boy 3):

Yes, it's like an extra push. For example, when my teacher says, "great job," it feels rewarding, and it motivates me to put in more effort.

Speaker 4 (Girl 1):

External factors that influence my motivation include my parents' expectations and their encouragement. Their support drives me to study harder because I want to make them proud.

Speaker 5 (Girl 2):

I think of it as recognition. When I get praise from my teachers or parents, I feel like my hard work is acknowledged, and it motivates me to keep going.

Speaker 6 (Girl 3):

Yes, external factors like good grades or rewards push me to work harder. It's nice to see your efforts pay off with something tangible or recognition.

Question 2: How do various extrinsic motivators, such as rewards, recognition, parental expectations, peer influence, and teacher feedback, impact your willingness to engage in learning tasks? Probe Question: Can you provide examples of rewards, recognition, or other extrinsic motivators that have motivated you in the past? How did you feel when you received these rewards or motivational support?

Speaker 2 (Boy 2):

Rewards like stickers or certificates make learning more exciting. For example, I remember finishing a project early just because the teacher promised a prize. It felt great to be recognized.

Speaker 4 (Girl 1):

Parental expectations also motivate me. When my parents expect me to excel, I feel more focused. Feedback from teachers, like saying 'Good job,' makes me feel proud and encourages me to keep working hard.

Speaker 5 (Girl 2):

I feel the same way. Seeing my friends get good grades or rewards makes me want to do the same. It's like a friendly competition, and it pushes me to put in more effort.

Speaker 6 (Girl 3):

Teacher praise is the best motivator for me. I feel happy when my teacher says something positive about my work. It makes me want to work harder next time.

Speaker 1 (Boy 1):

For me, it's parental recognition. When my parents praise my grades or effort, it feels rewarding, and I want to keep making them proud.

Speaker 3 (Boy 3):

Teacher feedback, like a thumbs-up or smile, motivates me. However, I have noticed that some classmates receive rewards often while others don't. This makes them feel discouraged and less excited to try.

Question 3: What strategies do you think teachers can use to enhance extrinsic motivation among students? Probe Questions:

- **In your opinion, what actions can teachers take to make learning tasks more engaging and rewarding? How do different teaching methods influence your motivation to learn? Are there specific teaching strategies that you find more motivating than others? How important do you think it is for teachers to provide feedback and recognition to students?**

Speaker 5 (Girl 2):

Teachers can give awards, like a "student of the week" certificate or small prizes for completing tasks. It makes us feel appreciated and motivates us to do better.

Speaker 6 (Girl 3):

I think regular positive feedback is important. Even small words of encouragement for small achievements can make us feel noticed and motivated.

Speaker 2 (Boy 2):

Setting clear goals and giving rewards when we meet them can be a good strategy. For example, earning extra playtime for completing assignments would definitely motivate me.

Speaker 1 (Boy 1):

Teachers should make lessons more interactive and fun. When we're engaged, we naturally want to participate and learn more.

Speaker 4 (Girl 1):

I agree. Group work also helps. When we collaborate with friends, it feels rewarding to achieve something together, and it's more fun than working alone.

Speaker 3 (Boy 3):

Teachers could also create challenges or competitions with small rewards. It keeps us motivated to do better.

Question 4: *Do you think your peers are influenced by extrinsic motivators in their learning?*

If yes, how? Probe Questions:

- **Have you observed instances where classmates were motivated by external rewards?**
- **How do you think it affected their learning?**

Speaker 2 (Boy 2):

Yes, I've seen my friends work harder when there's a reward. For example, a friend of mine worked extra hard for a certificate of excellence, and it made him more focused.

Speaker 4 (Girl 1):

I've noticed the same. Some students get really motivated when teachers praise them. It pushes them to keep doing better and be more involved in class.

