

The relation between types of extrinsic motivation, learning strategies and academic achievement among educational students

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ABSTRACT

The aim of the study was to test the relation between extrinsic motivation – identified (EMID), extrinsic motivation – introjected (EMIN), extrinsic motivation – external regulation (EMER), deep strategy of learning, surface strategy of learning and academic achievement. Participants were 310 randomly sampled university students ($M_{age} = 20.23$, $SD = 1.85$) from the Faculty of education in pre-school program. We applied descriptive, Pearson correlational and regression analysis. Multiple regression analysis showed that Academic achievement was positively related to extrinsic motivation – external regulation (EMER) and deep learning strategy, but negatively related to surface learning strategy. Academic achievement was not related to extrinsic motivation – introjected (EMIN) and extrinsic motivation – identified (EMID). Results show that the higher is extrinsic motivation – external regulation (EMER) and deep learning strategy, the higher is academic achievement, and the higher is surface learning strategy the lower is academic achievement. The findings of this study reinforce the need to implement intervention plans in raising awareness in the academic community about the effects that types of extrinsic motivation, learning strategies and academic achievements may have during the studies of educational students.

Key words: academic achievement, extrinsic motivation, educational students, learning strategies