

## Effect of Motivational Enhancement Therapy on Motivation Level Related to Academic Performance among Nursing Students in Selected Nursing Colleges of Pune City

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### Abstract

Motives play important roles in man's life for reaching his/her Goal. This study on "Effect of motivational enhancement therapy on motivation level related to academic performance among nursing students in selected nursing colleges of Pune city" was conducted in purview of understanding the role of motivation in academic performance in student's life. A semi-structured intervention i.e. motivational enhancement therapy was employed in one group, with pretest post test research design and its effect was observed among 10 nursing students in selected nursing colleges. Investigator had started this study with assumption that intelligence is not the only determinant of academic achievement but students have the capacity and responsibility for change and the motivational counseling plays role in it. In order to test the hypothesis, Self Determinate theory and Organismic Integration theory were use as conceptual framework. The result tested on four components of motivation i.e. external regulation, introjection, identification, and intrinsic motivation related to motivational level. The study concluded that motivational counseling (MET) could be used as strategy for betterment of academic performance among nursing students.

**Keywords:** Motivational enhancement therapy (MET); Motivational level; Academic performance; Nursing student.

### Introduction

One of the most important factors that leads one to his/her goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, no matter what avenue of their life; be it – personal or professional. The drive may come from an internal or external source. The individual determines this. For every individual there is a variable driving force. In fact, it is not just a single factor, but a combination of factors that lead people to achieve their goals.[1,2] There are various motivations. One of it is biological motivations as hunger, thirst, sexual in nature. Other is social motives which include achievement motivation or need for achievement, need for affiliation and need for power. Achievement motivation was one of the first social motives to be studied in detail (McClelland *et al*, 1953) and research into this motive continues today (Spence, 1983). People in whom the need for achievement is strong seek to become accomplished and improve their task performance. They are task oriented and prefer to work on tasks that are challenging and on which their performance can be evaluated in some way, either by comparing it with other people's performance or in terms of some other standard.[3]

College students face a myriad of pressures and challenges in the academic environment

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as they seek to maintain optimal performance or even to remain in the academic program. In 2002, it was reported that more than 30% of first-year students did not return for their second year of college (Smith), and only 40% are reported to actually complete their degree and graduate (Newby, 2002). This information suggests that either due to problems with integration or other difficulties encountered in the social or academic culture of the institution, a significant proportion of college students fail to attain an acceptable level of academic achievement and ultimately withdraw.[4,5]

Self-Determination Theory (SDT) represents a broad framework for the study of human motivation and personality. SDT is an organismic dialectical approach. It begins with the assumption that people are active organisms, with evolved tendencies toward growing, mastering ambient challenges, and integrating new experiences into a coherent sense of self. Organismic Integration Theory (OIT) addresses the topic of extrinsic motivation in its various forms, with their properties, determinants, and consequences. Broadly speaking extrinsic motivation is behavior that is instrumental—that aims toward outcomes extrinsic to the behavior itself. Yet, there are distinct forms of instrumentality, which include external regulation, introjection, identification, and integration.[6-8] With this knowledge in the background, a study was conducted to assess the effect of motivational enhancement therapy on motivation level related to academic performance of nursing students in selected nursing colleges of Pune city before and after administration of motivational enhancement therapy (MET).

## Material and Methods

A quantitative approach, one group pretest posttest research design was used for the study to test the hypothesis. The sample was limited to only nursing students in ongoing recognized nursing programme at graduate level. Ethical consideration were observed by taking written informed consent from the participants and study

permission from the authority for study setting. A total of 10 sample size was considered as mini-scale study using random assignment technique.

The tool consisted of three sections. First section focused on demographic variables like age, grade, types of family, parents' education etc. The second section employed modified standard version of Academic Learning Self Regulation questionnaire using four subscales (external regulation, introjection regulation, identified regulation and intrinsic motivation) with 10 questions. The related answer for each question had four-eight options which was rated by a four point Likert Scale. The third section assessed general motivation with 24 items on topics like student performance, parent influences on student academic performance etc.

The intervention used was Motivational Enhancement Therapy which is a structured two-session counselor approach of the motivation enhancement therapy. It is designed to help student work through their ambivalence about change, primarily through the use of active listening and gentle feedback techniques and assist the student in changing, adopting or maintaining behavior or motives which affect the motivation level of academic performance.

The therapeutic technique used by investigator cum counselor were simple reflection, double sided reflection, amplified reflection, clarification, shifting focus, emphasis on choice and control, refraining, agreement etc. Counselor had approached as facilitator.

The data were analysed in terms of frequency, mean, standard deviation, chi-square and related inferential statistics.

## Results

Most of the samples were from nuclear family. 100% of the total samples agreed that parental motivation influenced their academic performance. 60% responded and agreed on role of physical environment in their academic

performance. The data in table indicate that there is significant relationship between MET and motivation level related to academic performance among undergraduate nursing students at 0.05 level of significance.

### Conclusion/Discussion

Motivational counseling is the need of the time for the nursing students. Due to constant pressure and parental demand or personal factors of the student, student may get demotivated leading to less or inadequate academic performance. Motivational enhancement therapy or motivational counseling can effectively deal with the student motivational problem and enhance their motivational level. Motivation is needed for better performance in life in all spheres. The study has indicated that motivation level related to academic performance could be elevated with the help of structured motivational counseling by trained teacher cum counselor.

The finding of this study can be discussed in light of a study report on Motivational interviewing (MI), a client-centered, directive therapeutic style to enhance readiness for change by helping clients explore and resolve ambivalence. An evolution of Rogers’s person-centered counseling approach, MI elicits the client’s own motivations for change. The rapidly growing evidence base for MI is summarized in a new meta-analysis of 72

clinical trials spanning a range of target problems. The average short-term between-group effect size of MI was 0.77, decreasing to 0.30 at follow-ups to one year.[9,10]

A Korean longitudinal study (2005) showed that environmental pressure influenced students’ autonomy and competence. Perceived competence had direct impact on achievement. The basic psychological need for relatedness was highly associated with preference in cooperative learning, and competence was highly associated with competitive learning.[11]

Many more studies have been conducted on students to know factors which play role in improvement in academic performance. Now the question is whether such types of findings are being utilized in schools or colleges in reality?

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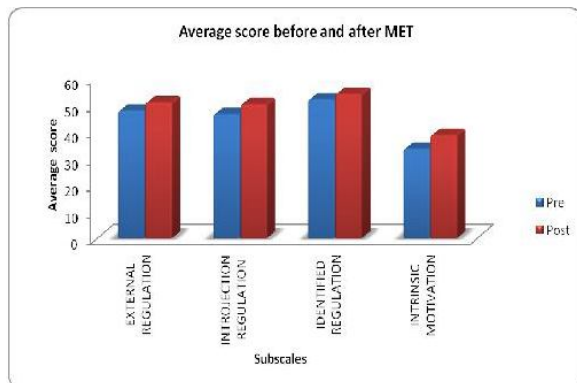
**Table I: Pretest Post Test Analysis of Effect of MET on Motivation Level Related to Academic Performance among Nursing Students.**

**n= 10**

Subscale	t statistic	DF	Table Value	p-Value	Conclusion
External Regulation	-2.6747	9	1.8331	0.0127	Reject H <sub>0</sub> (A t 0.01 l.o.s.)
Introjection Regulation	-2.9869	9	1.8331	0.0076	Reject H <sub>0</sub> (A t 0.01 l.o.s.)
Identified Regulation	-3.9925	9	1.8331	0.0016	Reject H <sub>0</sub> (A t 0.01 l.o.s.)
Intrinsic Motivation	-2.9191	9	1.8331	0.0085	Reject H <sub>0</sub> (A t 0.01 l.o.s.)

The data in table I indicate motivational level in four subscales with p-value greater than 0.05.

**Figure I: Histogram showing the Pretest and Posttest Data on Effect of MET among Nursing Student**



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