INfluences of
Motivational Orientation
On Academic Achievement Within the
Context of Lower and Upper
Primary Year Levels

Submitted by

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Many researchers have completed a range of studies to evaluate the relationship of intrinsic, extrinsic and amotivation, particularly on how it influences on a student’s academic achievement. This study expanded on these studies by examining the relationship of intrinsic and extrinsic motivation within the context of lower and upper primary school classrooms. One issue that has received minimal attention is the relationship between intrinsic and extrinsic motivation and academic achievement in young students. In order to examine this relationship, students completed a motivation questionnaire (Academic Motivation Scale), as well as a Standardised Academic Test (State-wide Government Year 3 & 7 Tests). Correlational analysis identified the relationship between these constructs and was used to examine the connection between students’ gender and motivational orientation. It was hypothesised that students operating from the intrinsic motivation perspective, are more likely to be high achievers within their year level. It was furthermore hypothesised that students in the lower year level would show higher levels of intrinsic motivation and as students progressed through primary school intrinsic motivation levels would decline while extrinsic motivation would increase. The results of this research study concluded that high academic achievers operated with high levels of both intrinsic and extrinsic motivation. The study also discovered that there is a decline in both intrinsic and extrinsic motivation as students progress through their primary education.