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# The Goals, Structures, and Student Motivation: An Active Learning Approach

Srinivas Iyer[1] and Pawan Kumbley[2]
[1]*Student, Department of Management, SRM University, Chengalpattu, Tamil Nadu, India*
[2]*Research Scholars, Department of Management, SRM University, Chengalpattu, Tamil Nadu, India*

[2]*Corresponding Author: pawankumb224@gmail.com*

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***ABSTRACT***
*Since India gained its independence, the necessity for management education has become increasingly apparent, and the number of educational institutions offering management education has skyrocketed. In fact, the knowledge substance of the curriculum becomes less significant in the postmodern model of higher education, where knowledge is frequently out of date before it can be employed (Kinman et al., 2007), compared to the significance of motivation to study management and the capacity to always stay current. Due to the modern business environment, internationalization of management education is another alternative that has been taken into consideration. A lot of work is now being done in relation to the depth, scope, and delivery of modules.*

***Keywords:*** *learning, management, scope, structures, modules, institutions*

## I. INTRODUCTION

### 1.1 Indian Management Education

By the end of the XI Five Year Plan, the Indian Government has set a goal to raise the Gross Enrollment Ratio (GER) in higher education from its current level of roughly 12% to 15%, and to further raise it to 30% by the year 2020 (MHRD Report, 2011). According to the AICTE statistics from 2011, the nation has roughly 3,556 management colleges and 2,30,660 students that are enrolled in management programs. In India, management education makes up a significant portion of higher education, and in recent years, an unprecedented number of management institutes have been established, largely with private funding. There is an increasing need to adapt the curriculum and structure of management education to meet the needs of the nation and to take into account changes in the industrial and services sectors within the nation because the industry primarily absorbs the management graduates and post-graduates produced by these institutions. Since a number of years ago, severe standards have been implemented by governing agencies like AICTE, NBA, and NAAC in an effort to examine the quality of management education provided to students at various institutions.

While all of the aforementioned endeavors are commendable ones on the part of educational institutions, there remains a gap in the study process from the perspective of the students. This may involve a number of factors, but one that is crucial is student motivation for management education because it ultimately determines whether or not the students will take advantage of the opportunity offered to them.

### 1.2 Learning-related Motivation in Students

The promotion of excellence and assurance to stakeholders that business schools are continuously reviewed and held to a high standard of scrutiny is done by internationally recognized organizations like Accreditation to Advance Collegiate Schools of Business (AACSB), which is regarded as the mark of "excellence in management education" (Dahl and Smimou, 2011). In terms of a university education, excellent teaching is a requirement for success. In addition to being a crucial part of the university brand, it also sets expectations for student achievement and encourages a culture of research. In fact, this increased awareness has caused innovative and successful teaching techniques to be acknowledged and supported across nations (Covington and Mueller, 2001; Gatfield et al., 1999; Guolla, 1999; Kember and McKay, 1996; Bensimon, 1995). Through their comprehensive research, Dahl and Smimou (2011) hypothesize that the relationship between students' perceived teaching quality and their intrinsic and extrinsic motivational orientations has not been completely explored. Therefore, linking student motivation to teaching effectiveness is a promising research topic.

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According to Elton (1988) and Boud (1990), meaningful learning is more likely to take place when students are interested in the subject topic for its own purpose rather than to fulfill an external requirement. Intuitive motivation, according to Kroll (1988) and Boggiano et al. (1992), will encourage learners to seek out or accept ambiguous and difficult learning experiences. These students are more likely to use less rigid and more flexible analytical thinking, which will help them solve complex problems. Simply put, pupils that are intrinsically motivated are ready to tackle challenging tasks. However, extrinsic motivations, such as monetary gain, social prestige, and the perception of external demands, may hinder academic achievement and are more likely to result in subpar performance (Dweck and Leggett, 1988; Amabile et al., 1990). According to Condry (1977), although people who are motivated by external factors may appear to work harder, their performance is likely to be of worse quality than that of pupils who are motivated by internal factors.

Raush (2004) offers two forms of solutions to the questions about the foundations needed for managers' and future managers' education to transform them into leaders, based on the questions that appeared in the AACSB's magazines Business Education. The first form of solution addresses the "hard domain," which is essentially the technical domain, and the second form of solution addresses the "soft domain," which refers to motivation and leadership issues. Thus, even if the concept of motivation for learning is a general one that dates back centuries, there seems to be growing concern about the motivation of learning in management students, a topic that is now becoming a subject of research.

## II. LITERATURE REVIEW

### 2.1 Present-day Research

There is a wealth of very well-focused research in the literature on various facets of management education. The focus of Longenecker & Ariss (2002) is on gaining a competitive edge through efficient management training. In order to gain a competitive advantage, they have suggested changes to be made to the management education system and practices. In order for management education in India to be of the highest quality and to be more competitive, Jagadeesh (2000) advocated a more global perspective. According to Agarwala's (2008) research, Indian management students' job decisions were most significantly influenced by their father and their skills, competencies, and talents.

Nguyen and Nguyen (2010) studied the factors affecting business students' learning outcomes in a transitional market and discovered that instructor effectiveness has a favorable impact on learner motivation. Roth et al. (2007), Dahl & Smimou (2011), Pintrich (2003), Covington and Mueller (2001), and Pintrich (2003) all link intrinsic and extrinsic motivation to greater perceptions of instruction quality.

Learning' is the primary and fundamental goal of teaching, according to Novack (1982), while Brown and Atkins (1988) discovered that teaching and learning are two connected processes. According to Ruiz-Molina and Cuadrado-Garcia (2008), this process calls for the use of didactic methods (instructional processes) and resources that enable the teaching-learning process to proceed smoothly. The development of specific instructional strategies and tools will help students develop the skills they need for a professional career, including problem-solving, communication, and analytical, logical, and rational thinking abilities. As a result, these lectures need to be built by student engagement and "active participation." Or, to put it another way, the student must be sufficiently motivated to assimilate the information presented in written, spoken, or audio-visual form for the teaching-learning process to be successful.

The problem of teaching and learning described in the preceding section has been thoroughly studied by researchers using a variety of different research streams. According to Fernandez et al. (1984), it is best to use all of the content at once because doing so makes it easier for people to understand one another and strengthens the teaching-learning process. According to Slavin (1990), effective active and cooperative learning can be achieved through a variety of teaching styles that rely on students helping one another learn. Pedagogical resources are a key component of every educational program, as they determine the other elements (objectives, contents, and methodologies), and are orientated, created, and generated in accordance with these elements, according to Cebrian (1994). According to Loranger (1994), taking ownership of one's education necessitates both the learners' active participation in starting and managing their learning process as well as the use of encouraging learning techniques. According to research (Garcia and Pontrich, 1996; Stipek et al., 1998), creating an active learning environment as opposed to a typical classroom can increase student motivation.

The technologies that are accessible to support teaching-learning have been the focus of one set of researchers. Web-based peer-to-peer learning activities have been shown by Rada (1998) to be more successful, efficient, and satisfying for students than other activities and/or alternative scenarios. In order to facilitate teaching-learning, Garcia (2002), Mir et al. (2003) have adopted the strategy of utilizing technology. They concentrate on significant advancements in multimedia programs and the growth of telecommunications and propose the creation of new pedagogical alternatives that are focused on facilitating the teaching-learning process. Chiu et al.'s (2007) study on e-learning indicated that learners' intentions to keep utilizing web-based learning had a stronger impact, demonstrating the significance of intrinsic value and interactional fairness in the learning process.

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Traditional learning methods, in which the teacher sets the rules and the pupils follow them, do not facilitate self-regulated learning, and may even work against it, claims Boekaerts (1997). As an alternative, establishing learning settings in the classroom that actively engage students both intellectually and experimentally has the potential to promote the growth of self-regulated learning (Young, 2005).

According to a group of researchers who concentrated their research on the particular context of marketing education, student management groups (Lilly and Tippins, 2002), documented course participation (Peterson, 2001), experiential learning activities (Gremler et al., 2000), student-operated internet businesses (Daly, 2001), and web-based projects (Siegel, 2000) could all be extremely helpful in promoting teaching-learning.

There have also been initiatives to research motivational theories in relation to higher education. According to research, the cognitive theory approach supports the idea that the desire to achieve "specific academic objectives," which may be learning- or goal-oriented, has an impact on performance (Ames and Archer, 1988; Elliott and Dweck, 1988; Ames, 1992; Dupeyrat and Marine, 2005). It can be challenging to fit a single paradigm for student motivation in management education. For instance, Schein (1980) believes that human nature is multifaceted and that people's demands and motives fluctuate depending on the situations they find themselves in as well as their age, life experience, expectations, and other factors. Since management students enter B-schools with a wide range of experiences, backgrounds, objectives, etc., this is particularly pertinent to them.

The achievement of academic goals has also been linked to student social incentives (Wentzel, 1989, 1993; Urdan and Maehr, 1995; Covington, 2000; Humphrey, 2004). As a result, students' engagement in their learning process can be greatly influenced by factors such as peer acceptance, academic self-esteem, classroom dynamics, and teacher evaluation (Cuestas et al., 2006). Martin (2007) has linked student engagement and motivation. However, Davies and Graff (2005) come to the opposite conclusion, claiming that the students who participated more frequently online were not significantly given higher grades.

Another area of study in motivation for management education has been the interaction of internal and extrinsic motivation (Deci, 1972; Wiersma, 1992). When people feel their behavior is self-directed and they engage in an activity for no obvious benefit other than the action itself, they are said to be intrinsically motivated. Like any attitude, intrinsic motivation is believed to include both cognitive and affective components. According to Deci and Ryan (1985), the cognitive aspect is linked to self-determination, the desire for mastery, and competence, hence it has a reward or goal tied to it. Extensive study of the intrinsic and extrinsic factors influencing motivation has also been supported by the literature, particularly in the context of higher education. Although there are many ways to look at it, the research converges around a shared idea. Generally speaking, those who are motivated internally or intrinsically seek out and overcome ideal obstacles (Deci and Ryan, 1985) and frequently exhibit high levels of curiosity, excitement, and confidence (Ryan and Deci, 2000). According to Amabile et al. (1994), self-determination (preference for choice and autonomy), task involvement (task absorption and flow), competence (mastery orientation and preference for challenge), curiosity (preference for complexity), and interest (enjoyment and fun) are the main elements of intrinsic motivation. The extrinsic components, on the other hand, typically involve a cognitive assessment of some behavior as a means to an anticipated end; in other words, behavior that is conducted for its effects rather than its own sake and has a strong foundation in the operant tradition (Lepper and Greene, 1978; Skinner, 1953). Thus, drive to work that comes from sources other than the work itself is called extrinsic motivation. It is focused on incentives that are material, social, or symbolic, such as competition, approval, status, money, or another type of tangible incentive, avoiding punishment, or following other people's rules (Amabile et al., 1994).
To catch up with younger degree-qualified managers, promotion prospects, fear of layoffs, managerial pressure, peer competition, worries about diminished authority and credibility as a result of poor results or failure to complete, fear of diminished self-image and of letting oneself down, a desire to continue education, and interest in the curriculum are nine factors that motivated people to enroll in the degree program, according to Kinman and Kinman (2001). They discovered through their research that, despite the fact that intrinsic motivational orientation is a requirement for the creation and maintenance of an organizational culture of generative learning, learner motivation in management education is extrinsic in nature and adheres to Amabile et al.'s (1994) point of view. Furthermore, the research literature is mostly dependent on context rather than being stable and fixed to a particular viewpoint when it comes to the type of motivation of students in management education (France and Beaty, 1998). The majority of empirical research, however, has been on how external rewards affect intrinsic motivation in work and educational settings (Wiersma, 1992; Deci et al., 2001; Haines et al.). Self-determination theory is still very much in the developmental stages.

**2.2 Motivation Theory**

In the 20th century, Hilgard, Atkinson, and Atkinson1 made the word "motivation" ubiquitous. Motivation is a difficult term to comprehend, according to Harlen and Deakin-Crick2. It is strongly related to the desire to learn and includes self-esteem, self-efficacy, effort, self-regulation, locus of control, and goals orientation. As a result, motivation is a multifaceted concept. The mechanisms that explain why and how human behavior is activated are the focus of motivation

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theory. The forces working on or inside a person that elicit and sustain goal-directed, voluntary effort are known as motivating factors, and persistent behavior can be produced by certain psychological processes3. According to Ormrod4, motivation is an internal state that spurs us on to action, pushes us in specific directions, and keeps us interested in particular activities. Over the past 20 years, motivation in the context of management education has been thoroughly explored. The authors Longenecker & Ariss5 have concentrated on gaining a competitive edge through efficient management training. In order to gain a competitive advantage, they have suggested changes to be made to the management education system and practices. In order to increase management education's competitiveness, Jagadeesh6 has placed a strong emphasis on ensuring quality in the Indian setting. According to Agarwala7, the father of Indian management students had the most influence on their career decision, and talents, competencies, and abilities were the most crucial factors. Consequently, a team of experts has found a connection between motivation and management education.

Nguyen and Nguyen8 investigated the factors affecting business students' learning outcomes in a transitional market and discovered that instructor effectiveness has a favorable impact on learner motivation. Higher perceptions of teaching quality are linked by Covington and Mueller 9, Pintrich 10, Roth 11, and Dahl & Simou 12, who also link intrinsic and extrinsic motivation.

Novack13 noted that the primary goal of instruction is "learning," and Brown and Atkins14 discovered that instruction and learning are two interconnected processes. According to Ruiz-Molina and Cuadrado-Garcia15, this process calls for the use of didactic methods (instructional processes) and resources that enable the teaching-learning process to proceed smoothly. The development of specific instructional strategies and tools will help students develop the skills they need for a professional career, including problem-solving, communication, and analytical, logical, and rational thinking abilities. As a result, these lectures need to be built by student engagement and "active participation." Or, to put it another way, the student must be sufficiently motivated to assimilate the information presented in written, spoken, or audio-visual form for the teaching-learning process to be successful.

The problem of teaching and learning described in the preceding section has been thoroughly studied by researchers using a variety of different research streams. Fernandez16 advises using all of the information concurrently since doing so enhances the teaching-learning process and makes it easier for people to perceive what is being spoken. Slavin17 thought about the less formal or informal methods, where active and cooperative learning with a variety of instructional methodologies that rely on students assisting one another in their learning can be successful. Researchers have also concentrated on pedagogical resources, which are crucial components of every educational program since they direct, develop, and produce the other aspects (objectives, contents, and procedures) based on them. According to Loranger18, having ownership of one's education necessitates both supporting learning methodologies and active participation from the learner in order to initiate and manage the learning process. There is proof that fostering an active learning environment can increase student motivation more so than a regular classroom14, 19.

The technologies that are accessible to support teaching-learning have been the focus of one set of researchers. Web-based peer-to-peer learning activities have been shown by Rada20 to be more successful, efficient, and satisfying for students than other activities and/or alternative scenarios. In order to facilitate teaching-learning, Ruiz-Molina and Cuadrado-Garcia14 have adopted the strategy of utilizing technology. They concentrate on significant developments in multimedia programs and the growth of telecommunications and propose the creation of new pedagogical alternatives that are designed to facilitate the teaching-learning process. Chiu et al.'s study on e-learning indicated that learners' intentions to keep utilizing web-based learning have a stronger impact, demonstrating the significance of intrinsic value and interactional fairness in the learning process.

Traditional learning approaches, where the teacher sets the standards and the students follow them, do not support self-regulated learning and may even work against it, claims Boekaerts22. As an alternative, developing learning settings in the classroom that actively engage students both cognitively and experimentally may promote the growth of self-regulated learning23. Researchers have discovered that student management groups24, documented course participation25, experiential learning exercises26, student-operated internet businesses27, and web-based projects28 could be of great help in promoting teaching-learning.

There have also been initiatives to research motivational theories in relation to higher education. Researchers have discovered that the cognitive theory method supports the idea that the desire to achieve "specific academic objectives," which might be learning- or goal-oriented, influences performance29, 30, 31, 32. It can be challenging to fit a single paradigm for student motivation in management education. For instance, Schein33 believes that human nature is complicated and that people's demands and motives fluctuate according on the situations they find themselves in as well as their age, life experience, expectations, and other factors. Since management students enter B-schools with a wide range of experiences, backgrounds, objectives, etc., this is particularly pertinent to them.

The achievement of academic goals has also been linked to student social motives 34, 35, 36, and 37. Social acceptance, academic self-esteem, peer pressure, and teacher evaluation can all have a big impact on how engaged kids are in their study. Martin38 has linked student engagement with motivation. Davies and Graff39, on the other hand, draw the

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conclusion that students who participated more frequently online were not substantially given higher grades. Another area of study in motivation for management education is the impact of intrinsic and extrinsic motivation40,41. When people feel their behavior is self-directed and they engage in an activity for no obvious benefit other than the action itself, they are said to be intrinsically motivated. Like any attitude, intrinsic motivation is believed to include both cognitive and affective components. Deci and Ryan 42 have linked cognitive elements to the desire for mastery and competence as well as self-determination, and as a result, it has some sort of incentive or goal tied to it.

An extensive study of the intrinsic and extrinsic factors influencing motivation has also been supported by the literature, particularly in the context of higher education. Although there are many ways to look at it, the research converges around a shared idea. In general, people who are motivated internally or intrinsically seek out and overcome ideal challenges 42 and frequently exhibit high levels of curiosity, excitement, and confidence 43. According to Amabile et al. 44, self-determination (preference for choice and autonomy), task involvement (task absorption and flow), competence (mastery orientation and preference for challenge), curiosity (preference for complexity), and interest (enjoyment and fun) are the main elements of intrinsic motivation. The extrinsic components, on the other hand, typically involve a cognitive assessment of some behavior as a means to an anticipated goal, i.e., behavior performed for its effects rather than its own sake, and have a solid foundation in the operant tradition. Thus, drive to work that comes from sources other than the work itself is called extrinsic motivation. It is focused on rewards that are material, social, or symbolic, such as, for instance, competitiveness, rating, status, money or other tangible incentives, avoiding punishment, or following other people's rules.

To catch up with younger degree-qualified managers, promotion opportunities, redundancy fears, managerial pressure, peer competition, worries about diminished authority and credibility as a result of poor results or failure to complete, worries about diminished self-image and of letting oneself down, desire to continue education, and interest in the course material are nine factors that motivated people to enroll in the degree program, according to Kinman and Kinman46. They discovered through their research that, despite the fact that intrinsic motivational orientation is a requirement for the creation and maintenance of an organizational culture of generative learning, learner motivation in management education is extrinsic in nature and adheres to Amabile et al.'s point of view. Furthermore, the study literature is mostly context-dependent47 and is not permanent and fixed to a certain viewpoint in the context of the type of motivation of students in management education. The majority of empirical research, however, has focused on how external rewards affect intrinsic motivation in work and educational settings (41, 42, 48), and self-determination theory is still very much in its infancy. In the context of this research, two separate types of motivation have been found; these are explored next.

**2.3 Extraneous Inspirations**

Extrinsic motivation is influenced by rewards or penalties that are dependent on completing a task successfully or unsuccessfully, respectively. It may be the students' grades or the positions they may land after completing the program in the context of management education. Extrinsic motivation, according to Hennessey and Amabile (49), is the desire to carry out an action in order to further an external goal. It consists of awards, grades, and recognition. Extrinsic motivation comes from sources that are external to the person. In their diagram of the taxonomy of human motivation, Ryan and Deci43, the source of extrinsic motivation is classified under four regulations. Both internal and exterior categories have been assigned to these four regulations. External regulation and introjection regulation go under the external category, while identification regulation and integration regulation both fall under the interior category. Due to their capacity to consider the needs and values behind their drive, people are intrinsically motivated. Extrinsic motivation comes from the same places as intrinsic motivation (identification and integration), but it differs depending on why an action is being done. Studies on extrinsic motivation in higher education have been undertaken. The study examined the factors that encourage students to play educational video games. Studies examined how they affected pupils' performance. However, no empirical research has been done, especially to examine the impact of intrinsic and extrinsic drives.

**2.4 Literature Review Summary**

According to the literature review, significant research has been done on learner motivation in the context of higher education as a whole. Few of them specifically focus on management education, despite the fact that it is expanding quickly in India. According to the literature, learner motivation can be either extrinsic or intrinsic, with the antecedents listed as personal motive (PRM), learning motive (LRM), developmental motive (DLM), satisfaction motive (SAT), career motive (CRM), achievement motive (ACM), and performance motive. However, the literature review has shown and offered proof that learning motivation can result in performance, which can then result in satisfaction. Additionally, learner motivation can result in satisfaction without performance intervention. In other words, although they may or may not be performers, learners may be happy with what they learn. Finding the various influences on the evidence for the interactions between these three dynamic variables is where this research gap exists.

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## III. NECESSITY OF THE STUDY

Since India gained its independence, the necessity for management education has become increasingly apparent, and the number of educational institutions offering management education has skyrocketed. In fact, the knowledge substance of the curriculum becomes less significant in the postmodern model of higher education where knowledge is frequently out of date before it can be employed (Kinman et al., 2007) compared to the significance of motivation to study management and the capacity to always stay current. Due to the modern business environment, internationalization of management education is another alternative that has been taken into consideration. A lot of work is now being done in relation to the depth, scope, and module delivery (Sharma and Roy, 1996). However, there is a gap in the research on the learning motivation of management students.

A structured classroom (off-site) learning experience that exposes managers and aspiring managers to new ideas, theories, models, scenarios, case studies, issues, etc. that can be implemented later in the workplace can be summed up as management education. Therefore, the management courses are jam-packed with niche material including management, customer service, decision-making, team-building, negotiation skills, financial management, strategic planning, dispute resolution, performance evaluation, etc. When these topics are closely examined, it becomes clear that none of them can be learned well unless the learner is driven to study them since they have "soft" qualities associated with them. This necessitates a study on learning motivation.

Both the business world and academics receive their management specialists from educational institutions. The paucity of teaching staff in the nation is a sign that there isn't much interest in management education (Table 1). Without filling these positions, there is little chance of meeting the nation's demand for management professionals in the industries and the expanding demand for management professionals globally. Thus, a thorough investigation is required to ascertain the causes of learners' motivation for management education and to identify potential ways for inspiring them to a higher level of performance.

Although the source (Table 1) only includes data for four randomly chosen states, a similar pattern can be seen all over the nation. This demonstrates that there aren't any management PhDs or postgraduates with the necessary qualifications. who have a preference for teaching. To put it another way, there is generally a lack of interest in pursuing a management education. Therefore, it is important to research the aspects associated to student motivation that affect their interest in management education. Second, the most significant stakeholders in management education's judgment of the quality of the training, i.e. the quality of the university's education is decided by the students. While teaching effectiveness is mostly based on student perception, which is itself heavily influenced by motivation (Dahl and Smimou 2011). In light of this, it is essential to look carefully into the causes of student motivation in management education.

Even though management education is one of the most sought-after higher education programs in the current globalized environment, there is a lack of information and knowledge about learners' motivation towards it. The research literature is awash with knowledge on learners' motivation and is rich in theoretical models and frameworks. In light of this, there is a growing need to expand the body of knowledge that is currently accessible on learner motivation in management education.

The technical and functional content of the current management curriculum alone is unlikely to be of long-term use to managers, as was long ago realized (Burgoyne and Reynolds, 1997). As we have now reached the period of the learning organization (Senge, 1990), managers will not be prepared for the ongoing updating of operational competence that will become a part of their daily working experience until they possess intellectual competence. Additionally, those who can learn new things more quickly and effectively than their rivals will have an advantage in the corporate sector. However, in order to acquire academic proficiency and skills for lifetime learning, students must be extremely driven to pursue management education. The ability of students to bridge the gap between theory and practice will determine how successful management education is in the future, so it is necessary to conduct an in-depth study to uncover the antecedents of learners' motivation.

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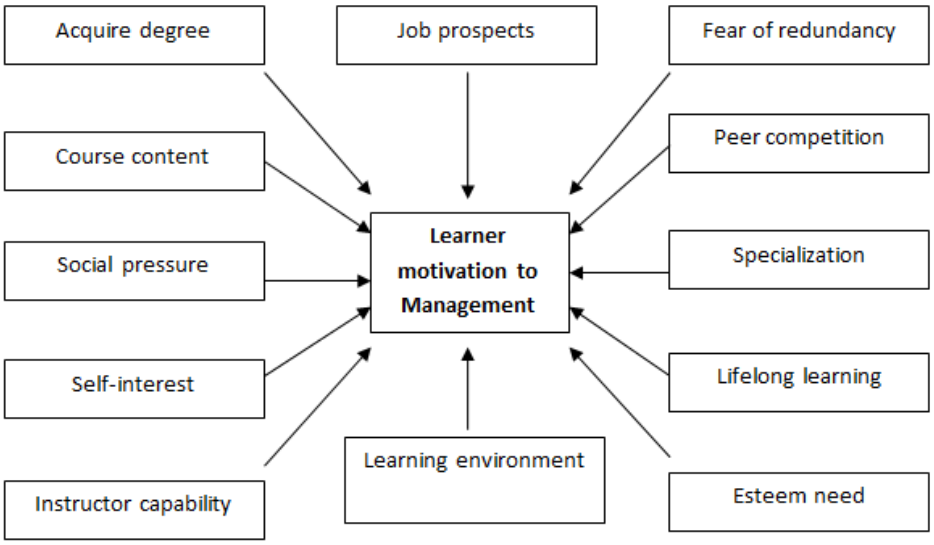
## IV. THE THEORETICAL MODEL

To have a general understanding of the interrelationship between the linked variables, a conceptual framework has been created (Figure 1).




## V. CONCLUSIONS

In order to adapt to the needs of organizations and industries worldwide, both in the service and industrial sectors, higher education must undergo a stage of radical transformation in terms of administration and the execution of policies. The nation is producing a sizable number of postgraduates and management graduates, and great attention has been paid to raising educational standards. However, nothing has been done to fully comprehend management education from the standpoint of students' needs, desires, aspirations, and expectations. After looking over the available literature, it was decided that a thorough examination of the factors influencing student motivation for management education was necessary. A preliminary survey of the literature has been done in order to develop a conceptual framework. To carry out the research and advance in steps toward the achievement of the final results, which is basically a model that describes the constituents of student motivation for management education, a clear-cut research technique has been defined. The findings of this study will undoubtedly improve management education nationwide since they will provide empirical support for the relationship between the variables of interest and student motivation. Finally, the policymakers of management education would find the recommendations that come out of this research beneficial and would consider implementing them to increase student motivation for management education.

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