



## Investigating the Intrinsic Factors Affecting Students' Motivation to Complete Their Doctoral Degree in Southern Punjab

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### ABSTRACT

Motivation describes the process of encouraging and influencing someone to perform in a particular way. The process that starts, directs, and sustains goal-oriented behaviors is known as motivation. There are two types of motivation the first one is intrinsic motivation and the second is extrinsic motivation. The main focus of the current study was intrinsic motivation. The purpose of the study was to find out the intrinsic motivational factors's affect doctoral students' performance and to identify how these intrinsic motivational factors have an impact on doctoral degree completion. In the current study, a descriptive method of research was used. So for data collection, a questionnaire was used to take the required information from PhD research scholars. The sample of the study was 100 PhD research scholars from the universities of Southern Punjab such as The Islamia University of Bahawalpur, Bahudin Zikriya University Multan, Government Sadiq College Women University Bahawalpur, and Women University Multan. Based on the analysis of the study majority of students agree that the thesis writing process is interesting. Students, on average, express a high level of interest in learning new things about research. The study further explains that students agreed to some extent that they face problematic situations in conducting research. Moreover, students somewhat agree that the literature in doctoral studies is demanding and extensive.

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## 1. Introduction

Motivation is a potential power that exists inside humans that they can develop themselves or be created by a variety of outside influences, the essence of which revolves around monetary and non-monetary rewards, which can affect their performance to produce positive or negative results. Motivation can be defined as a person's strength that causes a level of enthusiasm in acting, both internally (intrinsic motivation) and externally (extrinsic motivation). The study of motivation has long held a special interest in educational, management, and research circles, particularly regarding the significance of meeting one's performance goals (Pranitasari & Maulana, 2022).

Motivation is considered to be a very significant aspect of a doctoral research scholar's degree completion. The completion of a degree confined to research scholar of doctorate studies is motivated. PhD students' success completion goals were influenced by their desire, interest, and encouragement. Motivation is commonly defined as a set of inherent and external elements that impact decisions or behaviors. For the completion of a doctoral degree motivation comes from internal and external factors. A foundational factor in internal motivation was a young

person's perception of what completing a Ph.D. degree means to a successful future. The purpose of motivation is to develop passion in the student to attain the highest levels of achievement. A crucial motivating aspect became starting and maintaining a family tradition of education. Last but not least, the goals and objectives for career progress were another significant motivational factor (Holmes et al., 2019).

Motivation influences students' education and behavior in a variety of ways. Motivation leads the behavior toward certain goals. Motivation sets distinct goals for which people attempt, and it influences their decision-making process. Motivation also increases the volume of work and energy that is required to decide whether or not a student will be interested in finishing a difficult task. By affecting the start and continuation of actions as well as the amount of time that students are responsible for, motivation has a significant role in how effectively students learn and achieve. As motivation speeds up cognitive processing, it affects how information is ordered and organized. (Yilmaz, Sahin, & Turgut, 2017). Motivation is considered to be very important and required in all aspects of life for doing any activity. Our level of motivation determines the level of our success and achievement in life. It is always present in different forms in human behaviors. Motivation is considered to be the "heart of learning," the "golden path to learning," and a "strong component in learning" since all learning is motivated. A desire to learn motivates learning. Motivational support in learning is very helpful in increasing students' thinking, attention, interest, and work. Motivation is required in all aspects of life and at all levels of any activity (Borah, 2021).

Intrinsic motivation is driven by an internal interest, whereas extrinsic motivation is increased by an outward effect. Intrinsic motivation arises from the experience of self-satisfaction that they bring by doing any activity, for example, PhD students, seek to complete their degree because they enjoy performing their research work and they also want to be recognized in society as a doctor. They are determined by the individual's enjoyment of the activity, not by society. Doctoral students who are intrinsically motivated are more likely to do well and improve their skills in a certain task. Intrinsic motivation emphasizes a person's real work performance. Intrinsic motivators include curiosity, invention, and difficulty. The goals of intrinsic motivation are desire and pleasure that come from an action or understanding (Locke & Schattke, 2019). The belief that one is capable and can do something is referred to as efficacy or self-confidence. Self-assurance, adaptability, cognitive capacity, intelligence, and the ability to behave in stressful situations are all examples of confidence in all of these talents. Self-efficacy varies widely across multiple dimensions and has ramifications for student activities during learning. In this study, self-efficacy is defined as students' belief in their ability to directly participate in learning activities. There are three dimensions of self-efficacy: greatness, strength, and dimensions of generality.

According to the theory of self-determination, internal motivation has always been a typical indicator of the active integrative tendencies in human nature. Deci and Ryan (2020) assert that when people act "for their own sake," they are expressing the interest and pleasure that their intrinsic motivations elicit. Activities like play, exploration, and curiosity-sparked activities are excellent examples of actions that are intrinsically motivated because they don't require rewards or external pressure but instead bring happiness and fulfillment. Such intrinsic propensities towards motivated engagement and mastery, despite their potential to appear "fun," are equally important for the organism. Intrinsic drive is likely to be responsible for learning's overwhelming predominance. (Ryan & Deci, 2020). Intrinsic motivation refers to a person's inherent propensity to act, whereby they will gladly strive to complete tasks that they find fascinating or enjoyable. The social environment must support social circumstances for the development of intrinsic motivation and exert influence over the sense of intrinsic motivation by influencing perceived autonomy and competence. When the social environment supports autonomy by strengthening the perception of an internal locus of causality (i.e., that the behavior is the product of the person's own decision and internal action rather than external pressure), intrinsic motivation is typically boosted. (Legault, 2020). Perceived competence has an impact on intrinsic motivation as well. When the social context lowers perceived competence, intrinsic motivation decreases; nevertheless, when the social environment raises perceived competence in a particular activity, intrinsic motivation increases. Verbal praise and other forms of positive feedback can boost self-confidence and intrinsic motivation. It's interesting to note, however, that in addition to competence, positive feedback must also make a person feel autonomous to increase intrinsic motivation.

The proposed study aimed to explore the intrinsic factors of motivation that influenced the PhD research scholars in their doctoral degree completion. In this study, we investigate how intrinsic motivational factors influence the doctoral student's degree completion.

### 1.1. Significance of the Study

The result of this research will be helpful to Policymakers in making policies to enhance the motivation of doctoral students. For PhD scholars how do they achieve their desired outcomes by getting intrinsic motivation in a better way.

### 1.2. Objective of the study

1. To find out the intrinsic motivational factor's effected on doctoral student's performance.
2. To identify how these intrinsic motivational factors have an impact on doctoral degree completion.

## 2. Research Methodology

The present research examined the intrinsic motivation factor that influenced the degree completion of a PhD research scholars in southern Punjab. Considering the nature of the problem the descriptive research design was found suitable for the present research. The population of the study was comprised of all doctoral students (male and female) in universities of Southern Punjab. The population of the present study was delimited to public sector universities of Southern Punjab. All faculties of the universities were taken as a population of the study. All students of these selected universities were contained as a population.

### 2.1. Sample and Sampling

In the sampling process, the sample was selected as convenient sampling. In the present study, 100 PhD research students were selected from public sector universities of Southern Punjab. A total of 25 students were selected from The Islamia University of Bahawalpur, 25 from Sadiq College Women University Bahawalpur, 25 from Bahauddin Zikriya University Multan, and 25 were selected from Women University Multan. So in this way through convenient sampling total of 100 research students were selected from the whole population in the universities of southern Punjab for the collection of data.

### 2.2. Tool Development

To fulfill the requirements of the research objectives the current study required quantitative data from the PhD research scholars. A questionnaire was self-developed by the researcher and was divided into two parts. The first part was about the demographic information of respondents, for example, gender, age, area of residence, source of income, family background, semester, etc. Whereas, the second part was about the factors that affect the intrinsic motivation of doctoral students' success like interest (11 items) and fear of failure (8 items). The questionnaire was based on a 5-point Likert Scale ranging from Never = 1 to Always = 5.

### 2.3. Validity and Reliability of the Questionnaire

All statements were added to the questionnaire after an extensive review of the literature. Four specialists from public universities observed the questionnaire's face validity. Concerning the reliability of the instrument, the researchers researched a small scale to establish its reliability. Therefore, a pilot study was carried out in which a small sample consisting of 25 students was selected. After the completion of the pilot testing, the questionnaire was refined in light of the results of pilot testing and finally used for this research. A total of 100 questionnaires were distributed among the PhD scholars and out of the 100 questionnaires, 91 filled questionnaires were found suitable and were included in this study with a response rate of 91%.

**Table 1: Reliability Statistics**

Factors	Number of items	Cronbach's Alpha
Interest	11	0.74
Fear of Failure	8	0.80

According to Table 1, the calculated reliability of the items of the first-factor "interest" was 0.74 and the reliability of items of the second factor "Fear of Failure" was 0.80. So the tool

was overall reliable and valid because 0.70 and above values are reliable (Feldmann, List, John, & Bondemark, 2007).

### 2.4. Data Analysis

The study was survey-type and descriptive. The quantitative technique was used for data collection. The collected data was analyzed through SPSS 23 using relevant statistical formulas as, Frequency, Percentage, Mean score, and Standard deviation. In response to intrinsic motivational factors affecting doctoral students' degree completion in Pakistan, the respondents were of the opinions/views as follows.

### 3. Results

The bellow table shows the demographic information about the doctoral students. The table includes information about the marital status, gender, area of residence, age, occupation, and main source of income or financial support. The majority of students are married and some of them are unmarried, there is also a very few percentage of divorced students. The acquired information is valuable for considering the marital status distribution between the student populations. In the comparison of the data, there is a high representation of female students as compared to the representation of male students. Information about the distribution of gender is important for analyses of gender-related concerns. Most of the students fall within the age group of 26-30 years. There is a comparatively few number of ph.d students below 26 years or above 35 years, showing a focus on students in the 26-35 age range. A noteworthy proportion of doctoral students come from urban areas, and a small percentage come from rural areas. The acquired information can be useful for considering the geographic diversity of the population of doctoral students.

**Table 2: Demographic Variables Analysis of Students**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
Marital Status		
Married	47	51.6
Unmarried	42	46.2
Divorced	2	2.2
Gender		
Male	34	37.4
Female	57	62.6
Age		
25-30 years	3	3.3
31-35 years	54	59.3
36-40 years	29	31.9
41-45 years	5	5.5
Location		
Urban	67	73.6
Rural	24	26.4
Nature of Job		
Employed	29	31.9
Unemployed	48	52.7
Other	14	15.4
Main Source of Financial Support		
Job	27	29.7
Family Support	50	54.9
Scholarship	4	4.4
Other	10	11.0

In the whole population of doctoral students, the majority is unemployed or either employed. Moreover, a small percentage of doctoral students falls into another category that may include doctoral students who are doing part-time jobs or others who are involved in different occupations. Family support is the main source of financial support for the majority of students, or doctoral students followed by income from a job. Scholarships provided by the government and other funding sources are less common but still contribute to the financial support of some students. This demographic analysis provides visions into the configuration of the doctoral student population in the form of several demographic variables. This information/awareness can be valuable for educational institutions in modifying their services and support to meet the different needs of their doctoral student. Furthermore, researchers may use this data for further studies or analyses related to education and demographics.

**Table 3: Students' Opinions about "Interest"**

	<b>N</b>	<b>Mean</b>	<b>SD</b>
1. I enjoyed doing my research	91	3.37	1.050
2. Doctoral study stimulated my personal development	91	3.44	1.035
3. The research holds my attention at all.	91	3.64	1.080
4. I believe that the thesis writing process is interesting	91	3.69	1.061
5. Research is a boring activity for me	91	3.18	1.403
6. I enjoy the process of inquiry and curiosity	91	3.43	1.097
7. I like to do research because of the sense of achievement through publication	91	3.51	1.129
8. I am interested in learning new things about research	91	3.71	1.118
9. I experience pleasure while learning new things by doing research	91	3.47	1.068
10. I experience satisfaction while doing research	91	3.41	1.064
11. Research is an activity which I could not do very well	91	3.14	1.207

The table appears to represent the results of a survey or questionnaire in which students were asked to provide their opinions about various aspects related to "Interest" in the context of research and doctoral study. The mean value of 3.37 suggests that, on average, students have a moderate level of enjoyment when it comes to doing their research. The SD of 1.050 indicates some variability in responses, with some students having a higher level of enjoyment and others having a lower level. Students perceive that doctoral study stimulates their personal development, with a mean score of 3.44. The SD of 1.035 suggests moderate variability in responses. Students, on average, indicate that research holds their attention quite well, as reflected in the mean score of 3.64. The SD of 1.080 suggests some variability in how much attention research holds for different students.

The majority of students agree that the thesis writing process is interesting, with a mean score of 3.69. The SD of 1.061 indicates moderate variability in responses. Students do not find research to be a boring activity, as indicated by the mean score of 3.18. However, the high SD of 1.403 suggests that there is significant variability in students' opinions on this matter. Students, on average, enjoy the process of inquiry and curiosity, as reflected in the mean score of 3.43. The SD of 1.097 suggests moderate variability in responses. The majority of students agree that they like to do research because of the sense of achievement through publication, with a mean score of 3.51. The SD of 1.129 indicates some variability in responses. Students, on average, express a high level of interest in learning new things about research, with a mean score of 3.71. The SD of 1.118 suggests some variability in responses. Students, on average, experience pleasure while learning new things through research, as indicated by the mean score of 3.47.

The SD of 1.068 suggests moderate variability in responses. Students experience satisfaction while doing research, with a mean score of 3.41. The SD of 1.064 indicates some variability in satisfaction levels. The mean score of 3.14 suggests that, on average, students do not feel that they cannot do research very well. However, the high SD of 1.207 indicates significant variability in students' self-perceived research abilities.

**Table 4: Students' Opinions about "Fear of Failure's"**

	<b>N</b>	<b>Mean</b>	<b>SD</b>
1. I face many problematic situations in conducting research	91	3.16	1.232
2. I worry that I might not qualify for the doctoral degree	91	2.92	1.258
3. I feel isolated due to doctoral study	91	3.09	1.271
4. I feel doctoral study does not help make my career	91	3.10	1.375
5. The literature in doctoral studies is too demanding and extensive	91	3.15	1.229
6. I feel my research productivity is not high because I do not have enough experience and skills	91	3.05	1.177
7. I feel I am not confident in having research published, this affects my productivity	91	2.98	1.174
8. I feel fear of negative evaluation of my research work	91	2.98	1.192

These results provide insights into students' perceptions and attitudes towards various aspects of research and doctoral study, including enjoyment, interest, attention, satisfaction, and self-perceived research abilities. The SD recommends that there is some variety in responses, with different doctoral students having changing views and understandings in these

areas. The table presents data related to students' fear of failure in the context of their doctoral studies and research. Students agreed to some extent that they face problematic situations in conducting research, with a mean score of 3.16. The SD of 1.232 indicates some variability in the extent of these challenges. Students, on average, express some level of worry about not qualifying for the doctoral degree, as indicated by the mean score of 2.92. The SD of 1.258 suggests variability in the degree of concern among students. Students agree to some extent that they feel isolated due to their doctoral study, with a mean score of 3.09. The SD of 1.271 indicates variability in how students experience this isolation. Students somewhat agree that doctoral study does not help make their career, with a mean score of 3.10. The SD of 1.375 suggests variability in students' perceptions about the usefulness of their doctoral studies for their future careers. Students somewhat agree that the literature in doctoral studies is demanding and extensive, with a mean score of 3.15.

The SD of 1.229 indicates variability in how students perceive the academic literature in their field. Students, on average, agree to some extent that their research productivity is affected by a lack of experience and skills, with a mean score of 3.05. The SD of 1.177 suggests variability in self-perceived research productivity. Students agree to some extent that a lack of confidence in getting their research published affects their productivity, with a mean score of 2.98. The SD of 1.174 indicates variability in confidence levels. Students, on average, agree to some extent that they fear negative evaluations of their research work, with a mean score of 2.98. The standard deviation of 1.192 suggests variability in the degree of this fear among students. These results reflect students' concerns and anxieties related to their doctoral studies and research. While there is some agreement on various fear factors, the SD indicates that students' experiences and worries in these areas can vary significantly. Educational institutions need to consider and address these concerns to support the well-being and success of doctoral students.

#### **4. Discussion**

The first objective of the study was to find out the intrinsic motivational factors that affected doctoral student's performance. The result of the current study shows that intrinsic motivational factor has a great impact on doctoral degree completion because when the person is more interested in doing research work then they perform better and achieve the desired result. The current study shows that students have a moderate level of enjoyment when it comes to doing their research. With some students having a higher level of enjoyment and others having a low. The majority of students agree that the thesis writing process is interesting at a lower level. Students perceive that doctoral study stimulates their personal development. The completion of a Ph.D. degree is a significant academic achievement, but it often poses substantial challenges to students. While numerous studies have explored factors influencing student motivation, this study specifically examines intrinsic factors that impact students' motivation to complete their Ph.D. degree. Any innate drive that compels someone to act in a certain way is referred to as motivation. By definition, motivation is concerned with the volume and direction of human behavior, i.e., the decision to take a particular activity, stick with it, and exert effort in it. In other words, people's motivation determines what they decide to do, how long they are willing to do it, and how hard they are willing to work to finish it (Zainuddin et al., 2021). The result of a previous study shows that Lack of interest is another factor that demotivates the researcher to complete the degree they feel finding a purpose for their Ph.D. studies has proven to be challenging for them. The subject matter of my studies does not inspire those (Pyhältö et al., 2012).

The second objective of the study was to identify how these intrinsic motivational factors have an impact on doctoral degree completion. When the stimulus is internal to the individual, intrinsic motivation develops. It could be social, spiritual, emotional, or biological. There are no further benefits in this situation. Individual fulfillment and self-satisfaction are the driving forces behind the activity. It may exhibit curiosity and a determination to overcome obstacles. An individual's enthusiasm or enjoyment for an activity serves as their source of intrinsic motivation. It is internal and independent of outside pressure. Due to their passion for learning and the educational process, students who are intrinsically motivated are compelled to engage in academic pursuits. The learner's skills are challenged, and even in the absence of rewards from outside sources, they are encouraged to keep learning and students who want to learn and become experts (González-Cutre, Sicilia, Sierra, Ferriz, & Hagger, 2016). The second factor in the study was the fear of failure that comes from inside the researcher who feels that they are

not able to complete their degree due to the load of work, responsibilities, anxiety, and stress. Students agreed to some extent that they face problematic situations in conducting research. up to some extent, students feel isolated due to their doctoral studies. The result of the previous study shows that Stress is prevalent during the doctoral study, but its presence worries both students because it negatively affects performance and well-being, as well as the institution because it has a duty of care to students and wants to foster a positive research atmosphere. Time constraints, uncertainty about doctoral processes, a sense of community in academic communities, and financial difficulties were major stressors. Contrary to prior studies, past research provided unique perspectives on student-supervisor interaction, various financial concerns, and transitional stress. (Cornwall et al., 2019)

Intrinsically fascinating and pleasurable behaviors are referred to as intrinsically motivating behaviors. An individual who is intrinsically motivated engages in behaviors for their intrinsic worth (such as happiness or enjoyment) rather than for an outside reward. According to the self-determination theory, having their needs for autonomy, competence, and relatedness met might help people develop intrinsic motivation (Tohidi & Jabbari, 2012). Intrinsic motivation plays a crucial role in academic settings, as it has been linked to higher academic performance, increased engagement, and greater satisfaction with one's work. In the background of Ph.D. thesis completion, having the intrinsic factors that affect student motivation is essential for both the supervisor and researcher. Doctoral Students who are more enthusiastic in their doctoral studies are more expected to continue their motivation over the long period of their doctoral education journey. One of the most significant intrinsic factors of motivation is autonomy, or the feeling of mechanism over one's work. Doctoral students are more expected to remain motivated if they feel they have some degree of control over their doctoral research. In the Ph.D. process, intrinsic motivation is improved when doctoral students are confident in their ability to complete their research tasks. When Students feel that they have the necessary information and skills are more motivated to complete their doctoral degree.

In doctoral education, the students are more motivated to complete their doctoral degree because they can relate it to their values and objectives. The strong intrinsic motivation from a person's intrinsic interest as well as the intellectual inspiration that comes from researchers themselves. Students stay more motivated if they perceive their research to be intellectually challenging. The success of doctoral student's Ph.D. theses is significantly influenced by their intrinsic effort. Supervisors and doctoral students can better overcome the difficulties related to Ph.D. Research and thesis writing by understanding and fostering these intrinsic factors, such as a keen interest in the research topic and feelings of autonomy, competence, configuration with personal values, and intellectual inspiration. To find out the intrinsic motivational factor's effected on doctoral student's performance. Intrinsic motivational factors can have a significant impact on the performance of doctoral students. As opposed to engaging in an activity or pursuing a goal due to external pressures or rewards, these motivational factors refer to the inner desires and interests that motivate people to do so. Several studies have explored the relationship between intrinsic motivation and doctoral student performance. Deci and Ryan's Self-Determination Theory (SDT) posits that individuals perform better when they have a sense of autonomy and self-determination in their work. According to this view, PhD students perform better when they feel more motivated for their studies and have more options for their courses.

The study shows that research students who are enthusiastic and interested in their research topics are more competent and able to complete their degree on time. The level of interest that students have in their selected research topic of study personally influences their intrinsic motivation. Intrinsic motivation can be increased when the research scholar has competency in their work. A feeling of relatedness and social support within the university community can also affect intrinsic motivation. Intrinsic motivation can be improved when doctoral students feel a sense of relatedness and competence in their work. Ph.D. students' Performance can be positively impacted by doctoral programs that offer chances for skill improvement, feedback, and a clear sense of progress. Intrinsic motivation is also affected by the feeling of relatedness and social support within the academic community. Ph.D. students remain motivated and do well having a strong sense of linking and belonging to their peers and supervisors. intrinsic motivational elements that relate, to autonomy, enthusiasm, and competency have a significant impact on how well doctorate students succeed.

In doctoral education, students need to determine what are the factors that intrinsically motivate them to complete their degree timely. The completion of PhD degrees can be significantly impacted by intrinsic motivational factors. Intrinsically motivated PhD students are more focused on their studies, overcome obstacles, and eventually finish their degrees. In this study, we discuss how intrinsic motivational factors affect doctoral students' motivation to get a doctorate timely. Intrinsic motivation frequently results from a strong passion and interest for the topic of the dissertation research. Students who are intrinsically passionate about their research are more likely to maintain a long-term commitment to their education. This continuing interest may serve as a major motivator for finishing the degree. In completing the doctoral degree persistence and capacity are intimately related to intrinsic force. To complete the doctoral degree on time can be challenging and needs a lot of persistence. The internal motivation that enables students to insist in the face of difficulties is provided by intrinsic motivation. Doctoral students are more able to finish their degrees if they experience a sense of autonomy and rights over their research actions. Students who have self-sufficiency can set their objectives and carry out their work according to their essential

One of the common sources of intrinsic motivation is the aspiration to become an expert in a particular field of proficiency. The control of doctoral students on their studies means that they are more motivated to complete their doctoral degree. A sense of achievement from completing a doctoral degree motivates them to finish their tasks on time. Intrinsic motivation can be increased in an academic setting that offers support and a sense of relatedness. Doctoral students are more expected to stay motivated and finish their degrees if they feel connected to their supervisors and research groups. Elements of intrinsic motivation like persistent interest, perseverance, and autonomy are very beneficial in the timely completion of a doctoral degree.

## 5. Conclusion and Recommendation

To conclude the whole discussion we can say that in the completion of a doctoral degree, intrinsic motivational factors play an important role in affecting the journey of doctoral students and considerably impact their performance. The study shows that doctoral students who are intrinsically motivated, and determined by self-interest, and desire, have a common sense of autonomy, and have a tendency to exhibit greater commitment, determination, and spirit throughout their research work or in completing the doctoral degree. The students who are more interested in their research activities are more able to complete their Ph.D. degree on time. In the process of doctoral degree completion the intrinsic motivation energizes their desire for competence and it also provides a sense of achievement that forces them toward doctoral degree completion. The importance of a helpful educational situation and a sense of relatedness cannot be excessive. The inherent motivation in doctoral students raises a sense of being appropriate, linking with supervisor research groups and peers, and dealing with adequate opportunities for teamwork and feedback contributing to the improvement and sustenance of intrinsic motivation. Intrinsic motivation stands out as a powerful force that drives individuals to be the best and persist in their doctoral studies. It not only improves performance but also assists as an essential factor in making sure that candidates successfully cross the challenging and lengthy doctoral journey to complete their doctoral degrees. Therefore, recognizing and nurturing intrinsic motivation among doctoral students is crucial for both their academic success and overall well-being

- Promote strong mentorship and advising relationships. Advisors should not only guide students but also support their intrinsic motivations by providing constructive feedback and creating an open, collaborative, and encouraging environment.
- Students explore and choose research topics that genuinely interest them. Facilitate opportunities for them to discover and nurture their passions within their field of study.
- Facilitate opportunities for doctoral students to connect with their peers. Peer support networks can enhance motivation through collaboration, knowledge sharing, and a sense of relatedness

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