

# What is the Relationship between Extrinsic and Intrinsic Motivation in a Group Role-Play Assessment?

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DOI: <https://dx.doi.org/10.47772/IJRISS.2026.10200358>

Received: 19 February 2026; Accepted: 24 February 2026; Published: 10 March 2026

## ABSTRACT

In many studies of foreign language learning, motivation was clearly found to be an essential factor in shaping learners' engagement, persistence, and achievement. According to Self-Determination Theory (SDT), motivation is typically categorised as intrinsic, which is driven by personal interest and enjoyment, or extrinsic, which is driven by external rewards and outcomes. Although both intrinsic and extrinsic motivation are commonly observed in language classrooms, previous research has primarily investigated them as separate constructs, paying little attention to their involvement in communicative and cooperative tasks such as group role-play. Hence, this quantitative study examined the relationship between extrinsic and intrinsic motivation in a group role-play assessment. An adaptation of a 5-point Likert scale survey from Studnicka (2023) and Bateman et al. (2002), which comprised 35 items that measured both intrinsic and extrinsic motivation, was used to collect data. The survey was administered to 147 undergraduate students studying French in Malaysia. The findings indicated that learners had consistent positive perceptions towards both extrinsic and intrinsic motivation, with all items recording mean scores above 4.0. While the consistently high mean scores suggest strong motivational perceptions, this pattern may also indicate a potential ceiling effect within the measurement scale. The findings also revealed a significant positive relationship between intrinsic and extrinsic motivation, with no significant differences across clusters. Overall, these results highlight the supportive relationship of intrinsic and extrinsic motivation in collaborative language-learning tasks and highlight the importance of role-play activities in fostering sustained learner involvement in foreign language classrooms. by shaping learners' engagement, persistence, and achievement in classroom activities. According to Self-Determination Theory, motivation is typically categorised as intrinsic, which is driven by personal interest and enjoyment, or extrinsic, which is driven by external rewards and outcomes. Although both intrinsic and extrinsic motivation are commonly observed in language classrooms, previous research has primarily investigated them as separate constructs, paying little attention to their involvement in communicative and cooperative tasks such as group role-play. Hence, this quantitative study examined the relationship between extrinsic and intrinsic motivation in a group role-play assessment. An adaptation of a 5-point Likert scale survey from Studnicka (2023) and Bateman et al. (2002), which comprised 35 items that measured both intrinsic and extrinsic motivation, was used to collect data. The survey was administered to 147 undergraduate students studying French in Malaysia. The findings indicated that learners had consistent positive perceptions towards both extrinsic and intrinsic motivation, with all items recording mean scores above 4.0. While the consistently high mean scores suggest strong motivational perceptions, this pattern may also indicate a potential ceiling effect within the measurement scale. The findings also revealed a significant positive relationship between intrinsic and extrinsic motivation, with no significant differences across clusters. Overall, these results highlight the supportive relationship of intrinsic and extrinsic motivation in collaborative language-learning tasks and highlight the importance of role-play activities in fostering sustained learner involvement in foreign language classrooms.

**Keywords:** Intrinsic motivation, extrinsic motivation, group role-play assessment, language learning

## INTRODUCTION

### Background of Study

Since motivation affects learners' involvement, perseverance, and success in class activities, it is widely acknowledged as a crucial component of learning a foreign language (Akhmadjonova & Gaybullayeva, 2025). Extrinsic motivation, which propels learning through outside incentives like grades, tests, or future job aspirations, and intrinsic motivation, which involves learning for personal interest and enjoyment, are frequently used to define motivation in second language environments (Ryan & Deci, 2000).

A commonly recognised framework for comprehending these motivational orientations is provided by Self-Determination Theory (SDT). While extrinsic incentive can help start effort and sustain participation, particularly in structured learning situations, SDT contends that intrinsic motivation results in profound engagement and persistent learning (Ryan & Deci, 2000).

Studies in foreign language classrooms reveal that students frequently experience both intrinsic and extrinsic motivation. According to Akhmadjonova and Gaybullayeva (2025), students may enjoy communicative functions (intrinsic) while simultaneously aiming for excellent exam results or employment opportunities (extrinsic).

Despite the extensive research on motivation, this topic remains relevant because communicative and task-based instructional approaches such as role play and teamwork are increasingly central in language pedagogy. In contrast to regular individual learning tasks, these activities necessitate social interaction, meaning negotiation and peer collaboration contexts where incentive dynamics may alter (Thohir, 2025).

To design effective language training that fosters both student engagement and achievement, it is essential to comprehend the interaction between intrinsic and extrinsic motivation within these collaborative learning activities.

### Statement of Problem

Given that both intrinsic and extrinsic motivation have been extensively researched, many of the studies that have previously been done primarily look at them as independent predictors of language achievement rather than examining how they interact during interactive classroom activities. The dynamics of motivation in cooperative contexts like role play and collaboration are less well known because the majority of research concentrates on motivational levels or results like test scores.

Furthermore, there is conflicting evidence about the impacts of extrinsic motivation. While some research suggests that external incentives might boost engagement when properly incorporated into learning activities, other studies argue that extrinsic rewards can diminish intrinsic motivation (Self-Determination Theory).

Recent research emphasises the significance of comprehending motivation as a dynamic process influenced by task kinds and social contact. This realisation has led researchers to advocate for studies that look at the interactions between various motivational types in communicative and task-based activities. However, there is still an abundance of empirical data about the connection between intrinsic and extrinsic motivation, particularly in cooperative language learning activities.

The lack of a clear understanding of the relationship between intrinsic and extrinsic motivation in dynamic, communicative learning environments like role play and cooperation is the issue this study attempts to solve. Examining this connection is vitally important for developing pedagogical approaches that encourage long-term participation and purposeful language use.

### Objective of the Study and Research Questions

This study was conducted to investigate the extrinsic and intrinsic motivation in a group role-play assessment. Specifically, this study is done to answer the following questions:

- How do learners perceive their extrinsic motivation in a group role-play assessment?
- How do learners perceive their intrinsic motivation in a group role-play assessment?
- Is there a relationship between extrinsic and intrinsic motivation in a group role-play assessment?  
(H1-There is no relationship between extrinsic and intrinsic motivation in a group role-play assessment.)
- Is there a significant difference between extrinsic and intrinsic motivation across clusters?  
(H2-There is no significant difference for extrinsic and intrinsic motivation across clusters.)

## LITERATURE REVIEW

### Theoretical Framework of the Study

A framework is provided by Ryan & Deci's (2020) Self-Determination Theory (SDT) to aid researchers in comprehending the complexity of the interaction between intrinsic and extrinsic motivation through a group role-play assessment. According to SDT, the spectrum of motivation being investigated consists of amotivation, extrinsic motivation, and intrinsic motivation.

#### **Amotivation:**

Amotivation is characterised by demotivation or intention to act. Individuals experiencing amotivation often feel helpless, apathetic, or disinterested, and may lack a sense of purpose or direction. Amotivation can result from repeated failures, lack of autonomy, or unmet psychological needs (Ryan & Deci, 2000).

#### **Intrinsic Motivation:**

Initially, research in Self-Determination Theory (SDT) primarily focused on intrinsic motivation, defined as the inherent enjoyment and interest in engaging with an activity. Individuals are motivated by the satisfaction and pleasure derived from the activity itself, not by outside factors like pressure or rewards. According to Self-Determination Theory (SDT), intrinsic motivation is linked to self-directed and self-initiated behaviour. This association is underpinned by the fulfilment of three core psychological needs, which are autonomy, competence, and relatedness. Consequently, intrinsic motivation likely underpins the majority of human learning throughout life, as opposed to learning and instruction that are externally imposed.

#### **Extrinsic Motivation:**

Extrinsic motivation encompasses a diverse range of behaviours influenced by external factors, such as rewards, acknowledgement, or social expectations. However, from the standpoint of Self-Determination Theory (SDT), this distinction is not straightforward, as instrumental motivations exhibit considerable variation in their nature and character. Therefore, SDT has consistently identified four primary subcategories of extrinsic motivation.

##### **1. External regulation:**

A motivation that is governed by external factors, such as punishment or rewards. This form of motivation is frequently perceived as non-autonomous and subject to external regulation.

##### **2. Introjected regulation:**

Motivation that is extrinsic in nature, yet partly internalised, still fundamentally stems from external pressures like feelings of guilt or shame. In this case, behaviour is guided by internal rewards related to self-esteem when someone succeeds and by the desire to avoid anxiety, shame, and guilt when they fail. Ego-involvement is

often exhibited as introjected regulation within academic settings (Deci & Ryan, 1985). In this framework, regulation is deemed "internally controlled" because a person's self-esteem depends on external results or outcomes.

### **3. Identified regulation:**

Behaviour is partially internalised and happens with some degree of autonomy and identification with the activity. As a result, they have a higher degree of personal choice and willingness to participate.

### **4. Integrated regulation:**

Behaviour is fully internalised and autonomous, with a sense of self-endorsement. Integrated regulation happens when someone understands and agrees with the worth of an activity and also sees it as consistent with their interests and beliefs.

## **Social Cognitive Theory (SCT) (Bandura, 1977) and Group Work**

Social Cognitive Theory (SCT), developed by Albert Bandura (1977), states that learning takes place within a social setting through personal interaction factors, behaviours, and environment. This theory places importance on the fact that learners acquire knowledge through modelling (observation, imitation, and feedback), especially in group work. According to SCT, there are three components:

### **1. Personal/Cognitive Factors**

This component includes motivation, beliefs, self-efficacy, and cognitive skills. It is also closely related to Skills and Learning (SL) in the survey, where learners consider perceptions of mistakes and learners' confidence as learning opportunities.

### **2. Behavioural Factors**

This factor focuses on learners' actions and responses, learned through practice and reinforcement. A learner can develop a new behaviour by observing and imitating others. This is relevant to engagement in collaborative tasks such as group discussions, which is known as behavioural learning.

### **3. Environmental Factors**

This social factor refers to external influences such as peers, instructors, feedback, and social context. It is very much connected to the Extrinsic Motivation (EM) and Intergroup Relations (IR). Having supportive group members and constructive peer feedback can notably influence motivation and learning outcomes.

In summary, SCT emphasises that group work plays a big part in learning, especially when one's personal beliefs, observed behaviours, and an encouraging social setting dynamically interact. These three factors are interdependent as they form a continuous feedback loop that will shape learning outcomes. This theory aligns directly with the survey factors: Skills and Learning (SL), Extrinsic Motivation (EM), and Intergroup Relations (IR).

## **Past Studies**

### **Past Studies on language learning motivation**

Numerous studies have been extensively conducted to investigate the influence of group work or role-play on learners' motivation, emphasising how active participation, collaboration, and interactive scenarios can enhance engagement for language development.

The first study by Burenkova et al. (2015) was conducted to investigate issues related to students' motivation and educational activity through group role-play in foreign language learning. This research focused on

examining how motivation embedded in role-playing activities increased students' engagement and learning quality. 75 non-linguistic students from the economics department took part in this research, and the researchers employed a pedagogical experiment, observations, analysing students' activities, and comparing experimental and control groups as their main instruments. The data demonstrated that in the experimental group, students who participated in group role-play activities displayed greater levels of educational and achievement motivation when compared with the group instructed via traditional dialogue methods. The study implies that incorporating group work assessment significantly enhances learners' motivation, communicative competence and overall learning effectiveness, making it a valuable pedagogical strategy in education.

Next, Khasturi Ramalingam and Yeo Kee Jiar (2022) conducted a study with the aim of exploring how intrinsic and extrinsic motivations influenced primary school students' learning and whether they affect students' motivation and learning outcomes. The research methodology is library-based, involving collecting and reviewing previous studies. The findings indicate that both intrinsic and extrinsic motivation are essential to improve students' language acquisition. While both types of motivation contributed to better student learning performance, intrinsic motivation appears to be more dominant in sustaining long-term learning interest and commitment. The study also highlights that students' motivation is closely related to their attitudes, interests, and self-determination. The study implies that educators should adopt a balanced application of intrinsic and extrinsic motivational strategies to enhance language learning outcomes and maintain consistent learning motivation among students.

Overall, past research highlights that students' motivation is a crucial factor for successful language acquisition, whether through interactive teaching approaches such as group role-play or through intrinsic and extrinsic motivational factors. Active participation in group role-play significantly enhances students' engagement and communicative competence, and both intrinsic and extrinsic motivation are essential in supporting students' learning. However, limited research can be found that integrates group work or role-play as a motivational strategy influencing both intrinsic and extrinsic motivation, especially in a language learning context. Thus, this study seeks to address the gap by investigating how role-playing activities influence students' motivation and language learning outcomes.

### **Past Studies on group work in a group role-play assessment**

Numerous research has been carried out to examine how collaborative learning and group work can improve language growth, student interaction, and motivation in foreign language courses.

The objective of Storch's (2002) study was to examine how pair and group work affected language production and accuracy. This study, which included 23 participants, concentrated on adult ESL students enrolled at an Australian institution. Data were collected through assignments administered in the classroom and students' written examinations, paying close attention to patterns of interaction. The findings demonstrated that students who worked together generated more accurate language and had more in-depth conversations on language structure. Additionally, the study demonstrated that cooperative interaction encouraged shared responsibility for learning and reciprocal support, indicating that group work can boost both language development and learner engagement.

Next, Swain's (2000) study focused on collaborative discussion as a mechanism for second language growth and also looked at collaborative learning. Discourse analysis and classroom observations were employed in the study, which included French immersion kids. The results showed that group work enabled students to co-create knowledge, negotiate meaning, and reflect on language use. Swain concluded that group contact is essential for encouraging students to analyse language more thoroughly, which promotes long-term language acquisition.

Storch and Wigglesworth's (2007) study analysed student motivation and collaboration in ESL classroom pair and group assignments. Task outcomes, questionnaires, and audio recordings were used to gather data from the 48 adult ESL learners who participated in the study. The results indicated that when students worked in groups as opposed to alone, they were more motivated and engaged. Additionally, the study showed that positive interdependence fostered by group work boosted both intrinsic motivation and language acquisition results.

Similarly, using information from several classroom settings, Dörnyei and Murphey (2003) investigated group dynamics and motivation in language schools. Instruments for their study included learner reflections, teacher reports, and classroom observations. The results underlined how productive group work improves motivation, boosts learner willingness to interact, and creates a supportive learning environment. They contended that cooperative activities and group cohesion are crucial for maintaining learner motivation in foreign language acquisition.

Overall, prior research has repeatedly shown that group work stimulates interaction, meaning negotiation, and learner engagement, all of which assist language development. Although this research emphasises the linguistic and motivational advantages of collaborative learning, the majority of them do not specifically examine the relationship between intrinsic and extrinsic motivation within group-based activities; instead, they primarily focus on language outcomes or group dynamics. These results imply that group work establishes a meaningful framework in which various motivational orientations may interact, which is relevant to the current investigation. However, more research is required to fully comprehend how intrinsic and extrinsic motivation interact, particularly in role-playing and cooperation exercises, which are directly related to this study's topic.

### Conceptual Framework of the Study

Figure 1 below presents the conceptual framework of the study. This study explores the relationship between extrinsic and intrinsic motivation in a group role-play assessment. According to Ryan & Deci (2020), motivation is seen to exist on a spectrum ranging from amotivation to intrinsic motivation. Extrinsic motivation originates from external contingencies such as grades, evaluation, task structure, or social expectations, but may become self-endorsed through processes of internalisation. However, Self-Determination Theory further distinguishes between externally regulated behaviour and more internalised forms of extrinsic motivation (identified and integrated regulation). Within collaborative group role-play assessments, external elements such as clearly defined roles, shared goals, peer accountability, and assessment requirements may initially function as external motivators. As learners experience competence, relatedness, and autonomy through group interaction, these external regulations may become internalised, thereby supporting intrinsic engagement rather than undermining it. In the context of this study, the variable of extrinsic motivation is supported by group work constructs by Bateman et al. (2002) such as (i) purpose and goals (PG), (ii) roles (R), (iii) team processes (TP), (iv) team relationships (TR), (v) intergroup relations (IR), (vi) passion and commitments (PC) and (vii) skills and learning (SL). In addition to that, within the context of this study, Studnicka's (2023) construct of (i) satisfaction with current learning and (ii) self-confidence in learning supports intrinsic motivation. Are the two types of motivation related to each other? This study is also done to see if there is a relationship between extrinsic and intrinsic motivation in a group role-play assessment.

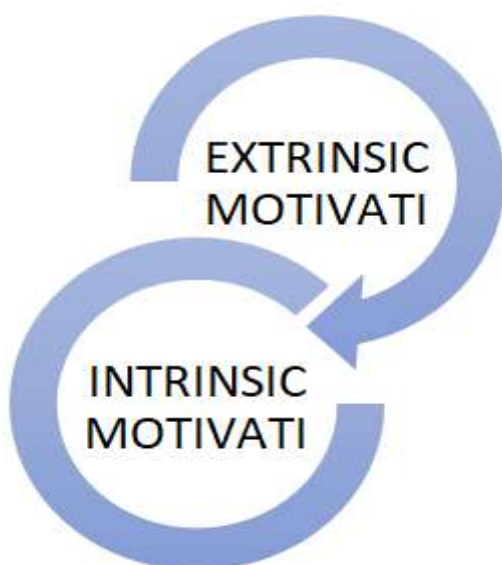


Figure 1- Conceptual Framework of the Study

What is the relationship between intrinsic and extrinsic motivation in a group role-play assessment?

## METHODOLOGY

The purpose of this quantitative study is to investigate extrinsic and intrinsic motivation in a group role-play assessment. The survey employed a convenience sampling technique and gathered responses from 147 participants. The convenience sampling technique may limit the findings’ generalisability beyond this specific institutional and disciplinary context. The instrument used is a 5-point Likert-scale survey to reveal the variables in Table 2 below and stems from Studnicka (2023) and Bateman et al. (2002). Table 1 below presents the categories used for the Likert scale: 1 is for Strongly Disagree, 2 is for Disagree, 3 is for Neutral, 4 is for Agree, and 5 is for Strongly Agree.

Table 1 - Likert Scale Use

1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Table 2 - Distribution of Items in the Survey

SECTION	TYPE OF MOTIVATION	CONSTRUCT	ITEM	TOTAL ITEM	CRONBACH ALPHA
B	EXTRINSIC	Purpose and Goals (PG)	3	19	.981
		Roles (R)	3		
		Team Processes (TP)	3		
		Team Relationships (TR)	4		
		Intergroup Relations (IR)	3		
		Passion and Commitment (PC)	3		
C	INTRINSIC	Satisfaction with Current Learning (CL)	5	16	.969
		Self-Confidence in Learning (L)	8		
		Skills and Learning (SL)	3		
				35	.986

Table 2 shows the distribution of items in a 5-point Likert-scale survey used, adapted from Studnicka (2023) and Bateman et al. (2002), consisting of 35 items rated from 1 (Strongly Disagree) to 5 (Strongly Agree).

The questionnaire consists of 35 items, organised into two main sections. Section B (Extrinsic Motivation) includes 19 items distributed across six constructs: Purpose and Goals (3 items), Roles (3 items), Team Processes (3 items), Team Relationships (4 items), Intergroup Relations (3 items), and Passion and Commitment (3 items). These constructs capture extrinsic motivation factors related to task structure, group organisation, and social expectations within the role-play assessment. Reliability analysis indicates excellent internal consistency for this section (Cronbach’s  $\alpha=.981$ ).

Section C (Intrinsic Motivation) comprises 16 items across three constructs: Satisfaction with Current Learning (5 items), Self-Confidence in Learning (8 items), and Skills and Learning (3 items). These constructs assess participants’ internal engagement, perceived competence, and enjoyment during the group role-play activity. The reliability coefficient for this section is also high (Cronbach’s  $\alpha=.969$ ).

Overall, the instrument demonstrates excellent reliability (Cronbach’s  $\alpha=.986$ ), supporting its suitability for quantitative analysis of the relationship between extrinsic and intrinsic motivation in a collaborative role-play assessment context.

Table 3 - Reliability Levels, Cronbach’s Alpha Ranges, and Their Interpretations

Reliability Level	Cronbach’s Alpha range	Interpretation
Excellent	0.9 and above	Indicates very high internal consistency
Good	0.80-0.89	Reflects strong internal consistency
Acceptable	0.70-0.79	Indicates acceptable internal consistency
Questionable	0.60-0.69	Reflects questionable internal consistency
Poor	Below 0.6	Indicates poor internal consistency

Reliability analysis is conducted to determine the instrument's internal reliability. Table 3 illustrates the distribution and interpretation of the Cronbach's Alpha range. As per Ahmad et al. (2024), Cronbach's Alpha scores that fall between 0.7 and 0.9 are deemed to be acceptable or excellent.

Table 2 also shows the survey reliability. The analysis shows a Cronbach alpha of .981 for Extrinsic, .969 for intrinsic. The overall Cronbach alpha for all 35 items is .986; thus, the instrument demonstrated satisfactory reliability. Consequently, further analysis was executed utilising SPSS to present the findings pertinent to the research questions of this study.

## FINDINGS

### Demographic Analysis

According to Zienefuss et al. (2021), reporting demographic data in percentages is essential for researchers. This practice establishes the representativeness of the sample, which in turn supports the generalisability of findings to the wider population. Furthermore, percentages offer a clear and easily digestible overview of the participants' characteristics and the overall sample composition.

Table 4 - Percentage for Demographic Profile

Question	Demographic Profile	Categories	Percentage (%)
1	Gender	Male	32%

		Female	68%
2	Cluster	Science & Technology	40%
		Social Sciences & Humanities	60%

According to Table 4, for demographic statistics, women made up the largest percentage of respondents (68%), while men made up the smallest percentage (32%). Respondents from the Social Sciences and Humanities cluster made up the largest percentage (60%) of the academic cluster, while those from the Science and Technology cluster made up the smallest number (40%).

### Descriptive Statistics

The mean (M) and standard deviation (SD) are reported because they serve distinct purposes: the mean indicates the central tendency of responses, and the standard deviation shows the dispersion of responses around that mean (Vetter, 2017). Greater variability is indicated by a higher Standard Deviation (SD), while a lower SD suggests more consistent responses. High variability is not inherently desirable; rather, it depends on the research purpose and the distribution of responses.

### Findings for Extrinsic Motivation

This section presents data to answer research question 1: How do learners perceive their extrinsic motivation in a group role-play assessment? In the context of this study, this construct is measured by i) Purpose and Goals (PG), (ii) Roles (R), (iii) Team Processes (TP), (iv) Team Relationships (TR), (v) Intergroup Relations (IR), and (vi) Passion and Commitments (PC).

Table 5 - Mean for Purpose and Goals (PG)

ITEM	Mean	SD
PGQ1 Our team has a meaningful, shared purpose.	4.32	0.69
PGQ2 We are strongly committed to a shared mission.	4.37	0.67
PGQ3 We set and meet challenging goals.	4.39	0.69

\*1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

The mean scores for items in the Purpose and Goals (PG) construct are presented in Table 5, and varied narrowly from 4.32 to 4.39. The highest mean score (M=4.39, SD=0.69) for item PGQ3 indicates an agreement among respondents that their team had successfully established and attained challenging goals. The lowest mean score (M=4.32, SD=0.69) was for item PGQ1, but still indicates that respondents agreed that their team possessed a meaningful, shared purpose.

Table 6 - Mean for Roles (R)

ITEM	Mean	SD
RQ1 Team members clearly understand their roles.	4.38	0.69
RQ2 When an individual's role changes, an intentional effort is made to clarify it for everyone on the team.	4.37	0.69

RQ3 Everyone values what each member contributes to the team	4.43	0.69
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\*1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

The mean scores for the items in the Roles (R) construct are tightly clustered, ranging from 4.37 to 4.43 (Table 6). The highest mean score was recorded for item RQ3 (M=4.43, SD=0.69), suggesting an agreement among respondents that every group member's contribution is valued by the team. Conversely, item RQ2 had the lowest mean score (M=4.37, SD=0.69). This lower score still indicates agreement, showing that respondents concur that intentional effort is made to clarify an individual's role whenever that role changes within the team.

Table 7 - Mean for Team Processes (TP)

ITEM	Mean	SD
TPQ1 We address and resolve issues quickly.	4.23	0.68
TPQ2 Our team works with a great deal of flexibility so that we can adapt to changing needs.	4.29	0.73
TPQ3 When we choose consensus decision-making, we do it effectively.	4.31	0.72

\*1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

The mean scores for the Team Processes (TP) construct, as presented in Table 7, ranged from 4.23 to 4.31, indicating a general agreement among respondents. The highest mean score was recorded for item TPQ3 (M=4.31, SD=0.72), which suggests that respondents agreed that their team effectively chooses consensus decision-making. Conversely, item TPQ1 registered the lowest mean score (M=4.23, SD=0.68), yet the data still showed that respondents agreed their team is quick to address and resolve issues.

Table 8 - Mean for Team Relationships (TR)

ITEM	Mean	SD
TRQ1 Team members appreciate one another's unique capabilities.	4.33	0.72
TRQ2 Team members are effective listeners.	4.36	0.68
TRQ3 Communication in our group is open and honest.	4.33	0.69
TRQ4 Members of our team trust each other.	4.38	0.69

\*1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

The mean scores for the items within the Team Relationships (TR) construct ranged from 4.33 to 4.38, as shown in Table 8. The highest mean (M=4.38, SD=0.69) was recorded for item TRQ4, indicating agreement among respondents that their team members trust each other. Conversely, items TRQ1 and TRQ3 recorded the lowest mean scores (M=4.33). For both TRQ1 and TRQ3, respondents generally agreed that their team members appreciate one another's unique capabilities (TRQ1) and that communication within the group is open and honest (TRQ3). However, item TRQ3 (SD=0.69) displayed more consistent results compared to item TRQ1 (SD=0.72), which showed a slightly higher dispersion around the mean.

Table 9 - Mean for Intergroup Relations (IR)

ITEM	Mean	SD
IRQ1 We can resolve conflicts with other teams collaboratively.	4.30	0.69
IRQ2 We communicate effectively with other groups.	4.24	0.72
IRQ3 Our collaborations with other teams are productive, worthwhile, and yield good results.	4.27	0.71

\*1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

Table 9 presents the mean scores for items in the Intergroup Relations (IR) construct, with mean scores ranging from 4.24 to 4.30. The highest mean (M=4.30, SD=0.69) was recorded for Item IRQ1, signifying the respondents' agreement that their team can collaboratively resolve conflicts with other teams. Conversely, item IRQ2 had the lowest mean (M=4.24, SD=0.72), indicating the respondents' agreement that their team effectively communicates with other groups.

Table 10 - Mean for Passion and Commitment (PC)

ITEM	Mean	SD
PCQ1 Working on our team inspires people to do their best.	4.32	0.70
PCQ2 People are proud to be part of our team.	4.34	0.74
PCQ3 My team is proud of our accomplishments and optimistic about our work.	4.36	0.70

\*1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

Table 10 reports the mean scores for items in the Passion and Commitment (PC) construct. Mean scores ranged from 4.32 to 4.36. The highest mean score is item PCQ3 (M=4.36, SD=0.70). The data showed that respondents agreed that their team is proud of their accomplishments and optimistic about their work. The lowest mean score is item PCQ1 (M=4.32, SD=0.70), which showed that the respondents agreed that working on their team inspires people to do their best.

### Findings for Intrinsic Motivation

This section presents data to answer research question 2: How do learners perceive their intrinsic motivation in a group role-play assessment? In the context of this study, this is measured by (i) Satisfaction with Current Learning, (ii) Self-Confidence in Learning and (vii) Skills and Learning (SL).

Table 11 - Mean for Satisfaction with Current Learning (CL)

ITEM	Mean	SD
CLQ1 The methods used in the role-play assessment were supportive and effective.	4.31	0.70
CLQ2 The role-play assessment provided me with a variety of educational materials and activities to promote my learning.	4.36	0.66

CLQ3 I liked the way my instructor taught me the role-play assessment.	4.54	0.62
CLQ4 The teaching materials used in this role-play assessment were motivating and helped me learn.	4.52	0.60
CLQ5 The way my instructor conducted the role-play assessment was appropriate to my way of learning.	4.52	0.64

\*1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

The mean scores for the Satisfaction with Current Learning (CL) construct items, as shown in Table 12, varied from 4.31 to 4.54. The lowest mean score was recorded for item CLQ1 (M=4.31, SD=0.70), indicating that respondents agreed the methods used in the role-play assessment were supportive and effective. Conversely, item CLQ3 registered the highest mean score (M=4.54, SD=0.62), signifying that respondents strongly agreed that they liked the way their instructor taught them the role-play assessment.

Table 12 - Mean for Self-Confidence in Learning (L)

ITEM	Mean	SD
LQ1 I am confident that I understand the role-play assessment presented to me by my instructors.	4.22	0.71
LQ2 I am confident that the role-play assessment covered the essential content necessary to master the material covered in the curriculum.	4.30	0.70
LQ3 I am confident that I am developing the skills and gaining the required knowledge from the role play assessment to perform the necessary tasks in my course.	4.27	0.73
LQ4 My instructors used a variety of helpful resources to explain the role-play assessment.	4.45	0.70
LQ5 It is my responsibility as a student to learn what I need for the role-play assessment.	4.46	0.65
LQ6 I know how to get help when I do not understand the concepts in the role-play assessment.	4.28	0.78
LQ7 I know how to use role play assessment to learn the critical/key aspects of this course.	4.19	0.75
LQ8 It is the instructor’s responsibility to show me what I need to learn during the role-play assessment.	4.34	0.68

\*1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

The mean scores for the items within the Self-Confidence in Learning (L) construct, as presented in Table 12, varied from 4.19 to 4.46. The data indicate a strong agreement among respondents regarding their responsibility to acquire the necessary knowledge for the role-play assessment, as evidenced by the highest mean score recorded for item LQ5 (M=4.46, SD=0.65). Conversely, respondents merely agreed with item LQ7 (M=4.19, SD=0.75), suggesting a lower level of confidence in knowing how to effectively utilise the role-play assessment to grasp the critical or key aspects of the course.

Table 13 - Mean for Skills and Learning (SL)

ITEM	Mean	SD
SLQ1 We have the skills we need to do our jobs effectively.	4.30	0.69
SLQ2 We view everything, even mistakes, as opportunities for learning and growth	4.35	0.69
SLQ3 Team members embrace continuous improvement as a way of life.	4.34	0.73

\*1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

The Skills and Learning (SL) construct's items, as detailed in Table 13, showed mean scores ranging narrowly from 4.30 to 4.35. The item with the highest agreement (M=4.35, SD=0.69) was SLQ2, indicating that respondents agreed their team perceives all experiences, including mistakes, as chances for learning and development. Conversely, SLQ1 recorded the lowest mean score (M=4.30, SD=0.69), yet still showed agreement among respondents that their team possesses the necessary skills for effective job performance.

### Exploratory Statistics

Correlation is a statistical technique used to measure the strength and degree of association between two variables, as defined by He (2024). It is a frequently used tool for describing straightforward relationships without implying a cause-and-effect link. This part of the research will present data to address the research questions concerning correlation.

### Findings for the relationship between extrinsic and intrinsic motivation

This section presents data to answer research question 3: Is there a relationship between extrinsic and intrinsic motivation in a group role-play assessment?

(H1- There is no relationship between extrinsic and intrinsic motivation in a group role-play assessment)

SPSS correlation analysis was used to determine the significance of the association between mean scores for extrinsic and intrinsic motivation in the group role-play assessment. Results are presented separately in Table 14 below.

Table 14 - Correlation between extrinsic and intrinsic motivation in a group role-play assessment

		INTRINSIC	EXTRINSIC
INTRINSIC	Pearson (Correlation)	1	.884**
	Sig (2-tailed)		<.001
	N	147	147
EXTRINSIC	Pearson (Correlation)	.884**	1
	Sig (2-tailed)	<.001	
	N	147	147

\*\*Correlation is significant at the 0.01 level (2-tailed)

A correlation analysis revealed a highly significant association between intrinsic and extrinsic motivation

within the context of a group role-play assessment ( $r=.884^{**}$ ,  $p=.000$ ). These findings, presented in Table 14, indicate a strong relationship between the two types of motivation. He (2024) indicates that a positive correlation, measured on a 0.1 to 1.0 scale, is considered significant at the .05 level. This positive correlation is categorised as weak when the coefficient is between 0.1 and 0.3, moderate between 0.3 and 0.5, and strong between 0.5 and 1.0. This means that there is also a strong positive relationship between intrinsic and extrinsic motivation in a group role-play assessment. The magnitude of the correlation ( $r=.884$ ) indicates a very strong association between intrinsic and extrinsic motivation in this context. While this supports the continuum perspective of Self-Determination Theory, the strength of the relationship also raises the possibility of conceptual overlap between constructs. It is plausible that within collaborative role-play assessments, structured external conditions such as team roles, expectations, and assessment criteria are internalised by learners and experienced as personally meaningful. However, future studies employing factor analytic techniques would be beneficial to further establish discriminant validity and address potential multicollinearity concerns. The null hypothesis is rejected.

**Inferential Statistics**

The t-test and ANOVA serve three primary functions, as noted by He (2024). Firstly, both statistical tests are utilised for comparing means. Their purpose is to determine if the average scores or values between two groups, or one group compared to a known value, are sufficiently different to be statistically significant, rather than merely the result of random chance. Secondly, t-test and ANOVA are essential tools for hypothesis testing. Researchers employ them to test hypotheses concerning means, such as assessing the significant impact of a new treatment on a variable or identifying performance differences between distinct groups. Finally, these tests are used to identify significant differences. The t-test, for instance, yields a p-value (significance value). A p-value that falls below a pre-established threshold (commonly 0.05) signals a statistically significant difference, enabling researchers to conclude the populations from which their samples were taken.

**Findings for Significant Difference for intrinsic and extrinsic motivation across Clusters**

This section presents data to answer research question 4: Is there a significant difference in extrinsic and intrinsic motivation across clusters?

(H2-There is no significant difference for extrinsic and intrinsic motivation across clusters)

Table 15 - Significant Difference for extrinsic and intrinsic motivation across clusters

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
INTRINSIC	Equal variances assumed	2.831	.095	.140	145	.444	.889	.01352	.09671	-.17762	.20467
	Equal variances not assumed			.147	139.354	.442	.884	.01352	.09216	-.16868	.19573
EXTRINSIC	Equal variances assumed	1.734	.190	-.125	145	.450	.901	-.01281	.10262	-.21562	.19001
	Equal variances not assumed			-.131	140.197	.448	.896	-.01281	.09747	-.20551	.17990

An independent samples t-test was executed to investigate the disparities in intrinsic and extrinsic motivation across academic clusters, as detailed in Table 16. Levene's test verified that the assumption of homogeneity of variances was fulfilled for both intrinsic motivation ( $p = .095$ ) and extrinsic motivation ( $p = .190$ ).

The analysis revealed that there was no statistically significant difference in intrinsic motivation between clusters,  $t(145)=0.140$ ,  $p=.889$ . Similarly, no statistically significant difference was found for extrinsic motivation,  $t(145)=-0.125$ ,  $p=.901$ .

These findings suggest that students from different academic clusters reported comparable levels of both intrinsic and extrinsic motivation in the group role-play assessment. Therefore, the null hypothesis is accepted.

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## CONCLUSION

### Summary of Findings and Discussions

The purpose of this study was to investigate the relationship between extrinsic and intrinsic motivation in a group role-play assessment. Overall, the findings revealed that when learners participated in group role-play assessment, they consistently showed positive perceptions of both intrinsic and extrinsic motivation.

Research Question 1 is: How do learners perceive their extrinsic motivation in a group role-play assessment? The findings revealed that learners demonstrated strong extrinsic motivation across all constructs, including shared purpose and goals, clearly defined roles, effective team processes, positive team relationships, constructive intergroup relations, and a high level of passion and commitment. These findings suggest that the structured and social nature of group assessment of group play creates external conditions that promote the commitment of learners. This result is aligned with previous studies highlighting that collaborative tasks promote motivation through shared responsibility, peer interaction and social support (Dörnyei & Murphey, 2003; Storch & Wigglesworth, 2007).

Research Question 2 is: How do learners perceive their intrinsic motivation in a group role-play assessment? The findings showed that learners also displayed high intrinsic motivation, reflected in a high degree of satisfaction with their learning experience, increased self-confidence and positive perceptions of their skills and learning development. Learners perceived role-play activities as enjoyable, meaningful and supportive of their personal learning needs, reinforcing the view that communication tasks can stimulate interest, enjoyment and engagement. These findings are consistent with Self-Determination Theory, which states that learning environments that satisfy learners' needs for autonomy, competence and relatedness support their intrinsic motivation (Ryan & Deci, 2000; Ryan & Deci, 2020). Similar results were also reported by Burenkova et al. (2015) and Swain (2000), who found that role-play and collaborative activities increase learners' engagement and confidence in their language use.

Research Question 3 examines whether there is a relationship between extrinsic and intrinsic motivation in a group role-play assessment. A statistically significant and strong positive correlation was found between extrinsic and intrinsic motivation within the group role-play assessment, as indicated by the correlation analysis. The strength of the relationship suggests that in communicative and performance-based tasks such as group role-play, extrinsic and intrinsic motivation may not operate as separate forces but as dynamically integrated processes. The structured demands of collaborative tasks, such as clear roles, shared accountability, and peer interaction, may initially function as external motivators. However, as learners experience competence and social connectedness, these external structures may become internalised, thereby enhancing intrinsic engagement. This finding extends SDT within communicative language learning contexts by illustrating how assessment-driven collaborative environments can facilitate motivational integration rather than motivational conflict. (Ryan & Deci, 2020; Thohir, 2025).

Finally, Research Question 4 explores whether there is a significant difference in extrinsic and intrinsic motivation across clusters. The findings did not indicate any significant differences between academic clusters in extrinsic motivation and intrinsic motivation. This suggests that the motivational benefits of group role-play assessments are consistent across disciplinary contexts and enhance the robustness of collaborative role-play as a learning strategy in a wide range of academic settings. The results contrast with previous research, which suggests that learner motivation may vary according to the learners' educational background and learning context (Dörnyei, 2005; Oroujlou & Vahedi, 2011; Ushioda, 2019). According to these studies, the differences in academic focus, task relevance, and institutional expectations can shape learners' motivational profiles. Despite that, the absence of significant differences across clusters in this study can be attributed to the nature of the group role-play assessment, which emphasises collaboration, shared goals and social interaction. These features can neutralise disciplinary differences by creating a common motivational experience for learners irrespective of their academic background.

The study's findings reveal that the group role-play assessments provide a learning environment in which

extrinsic and intrinsic motivation coexist in a mutually supportive relationship. This study contributes to the extension of Self-Determination Theory within communicative language learning contexts by demonstrating that externally structured collaborative assessments may facilitate, rather than suppress, intrinsic motivational processes, and addresses a gap highlighted by previous research on motivation.

## **Implications and Suggestions for Future Research**

### **Theoretical and Conceptual Implications**

The results of this study provide empirical support for Self-Determination Theory, as it shows that extrinsic and intrinsic motivation function along a continuum within collaborative learning contexts rather than as competing forces. The strong relationship between both types of motivation supports the conceptual framework of this study, where structured interaction within groups acts as an external motivator that gradually fosters learners' intrinsic motivation. Moreover, the results are consistent with Social Cognitive Theory, as learning motivation appears to be shaped by the reciprocal interactions between personal beliefs, group behaviours, and the social learning environment.

### **Pedagogical Implications**

From a pedagogical point of view, the findings suggest that language instructors and teachers should continue to integrate structured group role-play assessments in their pedagogical practice. Clear objectives, well-defined roles, and supportive peer interaction can serve as effective extrinsic motivators while simultaneously fostering intrinsic motivation. Educators are encouraged to design role-play activities that promote autonomy, collaboration, and reflective learning, as these elements contribute to a lasting commitment, self-confidence and meaningful use of language in the classroom.

### **Limitations**

This study is subject to several limitations. First, the use of convenience sampling within a single Malaysian higher education institution causes the findings' generalisability to be limited. Cultural and institutional contexts may shape how motivation is experienced in collaborative learning environments. Second, the reliance on self-reported survey data introduces a potential for social desirability bias, particularly as the role-play assessment constituted a formal academic requirement. Third, although internal reliability indices were strong, advanced validation procedures such as exploratory or confirmatory factor analysis were not conducted, which limits further evidence of discriminant validity.

### **Suggestions for Future Research**

Building on the present findings, several directions may be considered for future investigation. First, the consistently high mean scores observed in this study suggest a possible ceiling effect. Subsequent research may benefit from employing broader response formats like using a 7-point Likert scale instead, incorporating reverse-coded items, or utilising alternative measurement designs to enhance sensitivity and response differentiation.

Second, given the very strong correlation between intrinsic and extrinsic motivation ( $r=.884$ ), future studies may employ structural modelling approaches to further examine the dimensional structure of motivational constructs and strengthen evidence of discriminant validity.

Third, expanding beyond purely quantitative designs would provide richer insight into learners' motivational experiences. Mixed-method or qualitative approaches could explore how learners interpret and internalise external task demands in collaborative role-play settings. Longitudinal studies would also be valuable in examining how intrinsic and extrinsic motivation evolve across repeated communicative tasks.

Finally, future research may consider examining additional variables such as language proficiency, group dynamics, personality traits, or cross-cultural factors to further advance understanding of motivation in collaborative language learning contexts.

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