

Students' perceptions of intrinsic and extrinsic motivation on academic performance: A survey study at a Cambodian provincial university

Chenda Phal¹, Sreylet On², Thavy Kheang³, Sreyroth Srim⁴

^{1, 2, 3, 4} National University of Cheasim Kamchaymear, Kampong Cham Campus, Cambodia

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Abstract

One of the languages that has become widely used all over the world is English, and a great number of people from different countries use it as their primary language of communication. Further, it has been determined that the most important component that determines the outcomes of students' learning is the degree to which they are motivated to study English. Taking this into consideration, the current research conducted at a university in the province of Kampong Cham utilized a quantitative technique to determine the levels of motivation exhibited by students who were studying English as a foreign language. Twenty-two pupils filled out the questionnaire after receiving permission to do so from their respective school principals and English professors. As a consequence of this, the data suggest that the students who participated in the study were motivated to learn English more by their internal motivations than by external motivations. In addition, there are notable distinctions in the way male and female students perceive the same thing. To be more specific, the fact that students were driven to learn English by both intrinsic and extrinsic factors revealed that they are relatively motivated to perform so. On the other hand, because the survey study was carried out on a limited scale, it is recommended that future research make use of a bigger sample size as well as additional educational institutions located throughout Cambodia. In addition, qualitative and mixed-method designs are actively supported as alternative research approaches.

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Corresponding author

Chenda Phal

National University of Cheasim Kamchaymear, Kampong Cham Campus, Cambodia

Email: palchanda000@gmail.com

1. Introduction

At the beginning of this study, a brief collection of facts in English is presented, which focuses on the topic of motivation and, more specifically, the challenge of maintaining motivation while learning English. Moreover, the level of motivation that students have is a very important factor that affects their ability to comprehend what they read.

1.1. Research background

English is a global lingua franca, and many countries, including Canada, Australia, the United States of America, and the United Kingdom, use it as their official language. Moreover, it is also known as the language of worldwide communication, commerce, media, information, and

entertainment; therefore, learning English gives people opportunities in the global job market, access to information and entertainment, and exposure to a wide range of cultural variety (Wangdi, 2020). Furthermore, knowledge is power, and foreign language skills and cultural knowledge enable foreign language learners and speakers to respect and understand other cultures while also examining global challenges from multiple viewpoints. In addition, the English language is extremely important in today's society since it serves as a tool that facilitates exchanges and/or contacts in the contemporary world as a result of the openness in the commercial, cultural, scientific, political, and even tourism sectors (Moraes & Barros, 2020). Consequently, around 400 million people worldwide speak English natively, with another billion speaking it as a second language. Moreover, English is widely spoken throughout the world. Similarly, there are an estimated 800 million individuals who use English as a second language (ESL) or as the official language in around 20 different nations worldwide, and English is also a universal language (Zheng & Liu, 2018).

Meanwhile, Cambodian English language educators feel that the ASEAN Economic Community (AEC) opening has had an impact on English language use and instruction in Cambodia. As a result, English is quickly becoming a crucial ability for those in local and regional labor markets, as well as for Cambodian university students. Recognizing the significance of English in the AEC, the Ministry of Education, Youth and Sport (MoEYS) is launching programs to improve English language teaching in Cambodian public schools (Stroupe & Kimura, 2015). More importantly, one of the most important factors in the learning process is motivation. Without motivation, it is difficult to accomplish the goals of learning. Therefore, when it is included in the learning process, students will comprehend the materials, especially the English language, more fully. Consequently, this study aims to determine how students are motivated to learn English (Purmama et al., 2019).

Moreover, language learning attitude and motivation are important abstract emotional variables in language acquisition. Considerable research has shown that attitude and motivation to learn another language are connected. Specifically, learners who are motivated to learn a second or third language and have a positive attitude toward it are more likely to succeed (Ardeo, 2016). For instance, students may want to study a foreign language for practical reasons, such as finding work, or they may want to become more like native speakers, or at the very least, communicate with them or visit their countries. Furthermore, the impact of initial motivation and attitudes on language acquisition performance is well understood. That is, if people have a favorable attitude about persons who use the language, they will be more successful and driven to learn it (Syukur, 2016).

1.2. Statement of the problems

Cambodian students are anxious. Consequently, this shyness may be one of the reasons why teachers believe they do not understand their students and that they require professional development (Igawa, 2008). Moreover, there were various difficulties that teachers and students had while teaching and learning English. Specifically, the main barriers were found to be the characteristics of the teachers, study plans, learning and teaching materials, classroom activities, class size, and students' attitude toward independent learning. In addition, the absence of textbooks, a language lab, and buildings at the school, according to school principals, hinders the process of teaching and studying English (Em, 2022).

Furthermore, students were asked to rate their agreement with a statement regarding the issues they experienced in class on a Likert scale. As a result, the findings suggest that many pupils were frightened when asked to speak in English class. When asked why they get nervous in

English classes, students reported: “I run out of words when the teacher asks me to answer in English,” “I don't know how to pronounce English words correctly,” “I'm afraid other students will laugh at me,” and “I don't understand the lesson.” Consequently, students’ anxiety levels may contribute to their “fear” of studying English in school (Mat & Yunus, 2014).

Moreover, students may feel obligated to learn, which lowers their motivation levels. As a result, people study English without making a significant commitment. Additionally, the availability of facilities for instruction and learning could be another factor. For instance, students may lose interest in learning if they want to improve their listening comprehension in English but are unable to access study resources. Likewise, a lack of resources, including qualified English teachers, is another reason. In this environment, students could get disinterested in the methods English professors use to instruct them or in the tiresome materials the lecturers provide (Riyanti, 2019).

Similarly, some students lack the motivation to learn English. They thought English was tough and did not enjoy the class. Consequently, they exhibited bad attitudes toward learning English. Furthermore, several students were dissatisfied with their English since, despite years of study, they were still unable to communicate effectively. Even though several university students claimed to have learned English since elementary school, they nevertheless struggled to communicate in English (Jefiza, 2017).

Ultimately, motivation is one of the most important factors in learning a second language successfully. Indeed, the acquisition of a language requires motivation, as learning a language is impossible without it. Therefore, learners who lack desire may not achieve their goals in comparison to motivated students (Noreen et al., 2015).

1.3. Research objectives

There are three objectives of this study as follows.

1. To examine the levels of intrinsic motivation on students’ academic performance.
2. To investigate the levels of extrinsic motivation on students’ academic performance.
3. To investigate if there is a significant difference in perception between male and female students.

2. Literature review

This section provides a comprehensive review of the related literature concerning motivation and English language learning and teaching in various contexts.

2.1. Motivation

Motivation is a key personality trait that drives individuals to perform specific tasks to achieve their goals. It acts as an internal force that persuades or inspires both oneself and others to take action (Hendri et al., 2020). Moreover, motivation plays a crucial role in breaking barriers to change and fostering high performance (Tohidi & Jabbari, 2012). In the field of education, motivation significantly influences student success, particularly in learning a second language (Purmama et al., 2019). Furthermore, research indicates a strong correlation between motivation and academic achievement across all education levels (Rehman et al., 2014). However, motivation tends to decline with age, impacting students’ willingness to teach

(Yeung et al., 2011). Despite this, not all students are equally motivated, as seen in Indonesian schools where many students find English challenging and lack enthusiasm (Riyanti, 2019).

In addition to education, motivation is also crucial in the workplace, influencing employee performance and organizational success. Specifically, positive motivation enhances productivity, whereas negative motivation hinders it (Islam, 1999). It is shaped by both conscious and unconscious influences and is vital in fields requiring sustained effort, such as sports, medicine, and music (Vincent & Kumar, 2019). Similarly, in language learning, motivation determines engagement, choice, and persistence in mastering a foreign language (Pathan et al., 2010). Ultimately, a high level of motivation helps students remain focused and achieve better learning outcomes (Lestari, 2020).

2.1.1. Intrinsic motivation

Intrinsic motivation is the internal drive that compels individuals to engage in activities for personal satisfaction rather than external rewards. In the educational context, teachers and students who are intrinsically motivated find fulfillment in learning and teaching due to personal interests, enjoyment, or the desire to achieve self-set goals (Aquilina, 2023). For instance, a student learning English to communicate socially or studying mathematics to avoid being deceived in transactions exhibits intrinsic motivation (Filgona et al., 2020). Moreover, enjoyment plays a crucial role in learning, as students who do not find pleasure in a subject may struggle to absorb information. Likewise, intrinsically motivated teachers are passionate about learning and experimenting with new ideas, finding joy in their profession (Aquilina, 2023). This form of motivation arises from an individual's interests rather than external pressures (Tohidi & Jabbari, 2012). As a result, it fosters engagement in academic activities for the love of learning, mastery, and intellectual growth rather than for tangible rewards (Ryan & Deci, 2000). Nevertheless, while intrinsic motivation enhances learning experiences, it does not necessarily guarantee expertise in a subject; rather, it is driven by enjoyment and personal satisfaction (Locke & Schattke, 2019). Ultimately, individuals motivated intrinsically engage in activities due to their perceived worth and satisfaction gained from the process (Ardeo, 2016).

2.1.2. Extrinsic motivation

Extrinsic motivation refers to the drive to engage in activities due to external incentives such as rewards, recognition, or pressure rather than personal enjoyment. In educational settings, it typically manifests through pay raises, social acknowledgment, and academic rewards. However, while extrinsic motivation can influence behavior, its long-term effects on engagement and satisfaction may be limited (Aquilina, 2023). It is often driven by factors like financial gain, passing exams, or career advancement. In contrast to intrinsic motivation, which arises from personal fulfillment, extrinsic motivation is triggered by external stimuli (Filgona et al., 2020). Moreover, money, as a motivator, is valued for its significance rather than its material presence, and its meaning varies among individuals, affecting their psychological well-being (Locke & Schattke, 2019). In addition, competition, rewards, and external pressures serve as common extrinsic motivators, encouraging individuals to meet external expectations rather than engaging in activities for their inherent satisfaction (Ardeo, 2016). Typical examples include grades, trophies, social approval, and the fear of punishment (Tohidi & Jabbari, 2012).

2.2. Intrinsic factors affect performance

Intrinsic variables significantly influence students' academic achievement, especially in the realm of learning English as a second language. Internal factors, including attitudes, enjoyment, self-confidence, and anxiety, affect learners' engagement with the topic, participation in classroom activities, and reactions to instructional tactics. Comprehending these psychological and emotional aspects is crucial for educators seeking to provide effective, helpful, and motivating learning environments.

2.2.1. Positive attitudes

The article discusses the critical role of attitude in learning English as a foreign language (EFL). A positive attitude significantly enhances students' motivation, engagement, and overall success in language acquisition (Khan, 2016). Furthermore, active classroom participation fosters material comprehension, communication skills, and critical thinking (Rai, 2022). In addition, attitude influences behaviors such as reading English books, watching English media, and listening to English radio, directly affecting academic success (Ahmed et al., 2021). A student's attitude towards English also impacts their willingness to learn. Specifically, a negative attitude can hinder comprehension despite teachers' efforts, whereas a positive attitude facilitates easier language acquisition (Ganapathy & Ying, 2016). Moreover, a strong desire to learn encourages persistence despite challenges (Syukur, 2016). Motivation—both instrumental (career-related) and integrative (cross-cultural communication)—drives language teaching (Mouili et al., 2014). Attitudes, whether positive or negative, influence participation and engagement in the classroom (Delić, 2020). Consequently, low participation due to a lack of motivation can affect academic performance (Zulfikar et al., 2019). Since attitudes shape learning outcomes, they play a crucial role in determining language proficiency alongside intellectual ability (Kazemi Malekmahmudi & Kazemi Malekmahmudi, 2018). Ultimately, students generally recognize the value of English for academic and professional success, influencing their motivation to learn (Getie, 2020).

2.2.2. The enjoyment of learning

Students who reported the highest satisfaction with their learning experience were also more likely to believe that their team worked efficiently and that the learning environment suited them well. Moreover, information sharing played a crucial role in mediating students' satisfaction, team performance, and perceived individual learning (Yu Lin et al., 2020). Enjoying a foreign language is a complex emotion that represents an emerging area of SLA research (Em & Khampirat, 2024). From this perspective, viewing language acquisition through the lens of enjoyment may explain why some students find learning enjoyable and successful, while others experience it as stressful. In particular, engaging classroom activities, such as singing, can enhance students' interest and motivation by making learning more relatable and emotionally engaging (Passiatore et al., 2019). Therefore, teachers should implement creative and interactive teaching strategies to address students' lack of enthusiasm and concentration, ensuring that learning remains enjoyable (Ghafar, 2024). Since instructors play a central role in selecting activities and resources, they should ensure that learning is both engaging and effective. Ultimately, a positive learning experience is built on key factors such as skilled educators, student engagement with the material, active participation, and goal-oriented learning. Thus, fun and education are deeply interconnected, making creativity an essential component of the learning process (Seemiller et al., 2021).

2.2.3. Self-confidence

Self-confidence plays a crucial role in students' learning and overall personal development. It enables individuals to maintain a positive attitude, set and achieve goals, and effectively navigate challenges (Akbari & Sahibzada, 2020). However, confidence levels can vary across different aspects of life. In particular, a lack of self-confidence can hinder foreign language learning and contribute to psychological issues such as anxiety, fear, and antisocial behavior. Students with low self-esteem often develop negative attitudes toward learning, experience persistent anxiety, and hesitate to participate in class activities (Tuncel, 2015). Self-confidence is the ability to trust in one's skills, take responsibility, and work towards future goals. Moreover, it allows individuals to approach challenges with courage, think independently, and acknowledge mistakes (Sihotang et al., 2017). Although this essential quality can evolve, it may also decline, affecting a person's ability to take action. Nevertheless, confidence enables individuals to engage with others positively, take initiative, and perform tasks without excessive anxiety. A supportive family environment in childhood fosters self-confidence, which, in turn, enhances students' ability to achieve learning objectives. Finally, setting clear learning goals helps students process and absorb material effectively, making the learning process smoother (Oktafiani, 2021; Anwar, 2016).

2.2.4. Anxiety

Language anxiety is a psychological condition that arises when individuals experience excessive worry, fear, or unease, particularly in language learning contexts. Specifically, anxiety can be categorized into two types: trait anxiety, which is a stable personality characteristic, and state anxiety, which is a temporary reaction to specific stressors (Sari & Ningsih, 2023). Language anxiety is a significant challenge for students learning a foreign language, such as English, and it can negatively impact their learning and academic performance. It often manifests as feelings of nervousness, tension, and uncertainty when using or learning a second language (Gopang et al., 2015). In many cases, students—especially in Indonesia—struggle with English proficiency despite years of instruction. This ongoing struggle can be attributed to language anxiety, which hinders effective communication and reduces motivation to engage in learning (Naibaho, 2022). Therefore, teachers play a crucial role in addressing students' anxiety, as it significantly affects their speaking abilities and overall language acquisition (Amiruddin & Suparti, 2018). When students feel anxious about speaking English, particularly with their teachers, they may perceive it as a threat, further reinforcing their reluctance to communicate (Tran, 2022). Furthermore, language anxiety activates the autonomic nervous system, leading to stress and nervousness that obstruct learning (Sari & Ningsih, 2022). It is one of the primary psychological barriers to fluency, affecting students' confidence and willingness to participate in class (Hidayati, 2018). As a result, high levels of linguistic anxiety can lower students' enthusiasm for learning, negatively influencing their academic performance and engagement in class activities (Weda & Sakti, 2018). Therefore, understanding the factors contributing to language anxiety is essential for improving teaching strategies and creating a more supportive learning environment.

2.3. Extrinsic factors' effect on performance

Intrinsic drive and personal attributes strongly impact student learning, whereas extrinsic factors also critically influence academic performance. Factors include the classroom environment, parental involvement, instructor attitudes, and peer interactions that influence children's engagement with their studies and the development of language competency. External forces frequently interact with internal characteristics, either bolstering or diminishing

pupils' efforts and motivation. Comprehending these elements is crucial for establishing conducive learning environments that promote academic achievement and comprehensive student growth.

2.3.1. External factors

External influences significantly impact students' learning challenges, particularly in school settings where various factors shape their educational experiences. Classroom dynamics, including teacher-student interactions, curriculum implementation, and teaching methodologies, play a crucial role (Wulandari et al., 2020). Additionally, resource management, such as effort, environment, and help-seeking, affects learning outcomes (Safian et al., 2023). Environmental factors like home language exposure, parental proficiency, and socioeconomic status also influence second language acquisition (Mirhadizadeh, 2016). Moreover, external incentives and teacher motivation contribute to students' success in learning a second language (Ahmad et al., 2023).

2.3.2. Parental

Parental involvement plays a crucial role in students' academic success and motivation to learn. Parents' attentiveness and engagement positively influence children's educational progress by fostering motivation, providing necessary resources, and creating a supportive learning environment (Purwanto et al., 2023; Lestari, 2020). Various factors, including social class, financial status, and linguistic background, also impact parental attitudes and involvement in education (Hosseinpour et al., 2015). Active parental participation in both school and home settings significantly contributes to children's learning and overall development (Menheere & Hooge, 2010; Wangdi & Jigyel, 2021). Parental influence extends to language learning, as children benefit from language exposure and interaction at home, shaping their motivation and proficiency (Sumanti & Muljani, 2021; Arshad et al., 2012). Parents with higher education levels tend to have greater expectations for their children's academic achievements, using their background to assist in schoolwork and communicate with teachers (Lee & Chou, 2014; Haditama et al., 2018). Additionally, effective parenting styles and positive attitudes are linked to students' academic success (Kordi & Baharudin, 2010). Parental involvement, particularly through home monitoring and academic expectations, has a strong positive correlation with student performance, with overall academic achievement being more influenced than subject-specific performance (Fan & Chen, 2001). Encouraging parental engagement remains a key factor in fostering long-term educational success (Rintaningrum et al., 2022).

2.3.3. Teacher's attitudes

Teachers play a crucial role in enhancing student motivation and learning outcomes, especially in English classes. A supportive environment fosters student confidence, engagement, and self-direction (Hsu, 2010). Teacher motivation influences student academic progress by encouraging participation in solo and group projects, leading to better performance and self-image (Oko, 2014). Motivation significantly impacts group learning and conceptual retention. Parental support also plays a key role in language learning (Seda & Kulmetov, 2016). Despite effective teaching strategies, maintaining student motivation remains a challenge (Hsu, 2010). Teachers' instructional methods, feedback, and expectations greatly influence student interest and success (Tuan, 2012; Bertha Garrett, 1985). Highly motivated teachers enhance academic achievement (Engin, 2020). Identifying engaging classroom activities is essential for fostering motivation (Mirhadizadeh, 2016). Teacher behavior extends beyond the classroom, inspiring students (Mahmoud & Mahmoudi, 2015). Continuous professional development improves

instruction and student outcomes (Akiba & Liang, 2016). Teacher affirmation strengthens student engagement (Goodboy & Myers, 2008). Expectations influence student performance, often becoming self-fulfilling prophecies (Muijs et al., 2014). Teachers also face psychological, social, and financial challenges while being accountable to students and parents (Al Said et al., 2022).

2.3.4. Students' peers

Friendship plays a crucial role in shaping students' attitudes toward language learning, making them more engaged and motivated to study (Tuan, 2012). Prior learning experiences also influence current academic outcomes, with past success leading to improved performance (Barron, 2003). A key but often overlooked relational aspect in learning is personal relationships, particularly friendships, which foster collaborative rather than competitive learning environments (Wulanningtyas & Fauzan, 2022). Peer support can significantly enhance language acquisition, as friends who encourage one another and provide language exposure contribute to skill improvement (Al-dalawi et al., 2023). Additionally, friendships strengthen students' motivation, self-belief, and ability to overcome academic challenges, ultimately improving their performance (Shanti et al., 2021). The concept of a “critical friend” refers to a trusted individual who offers constructive feedback, poses insightful questions, and provides a fresh perspective to enhance learning. This role involves critical description, active listening, and thoughtful feedback, categorized as “Cool” (detached and inquisitive), “Hard” (challenging and analytical), and “Warm” (supportive and encouraging) (Baskerville & Goldblatt, 2009; Ahmadpour & Ahmadpour, 2017).

2.4. Environmental factors

The classroom environment significantly impacts student motivation and learning. Poor physical conditions, such as inadequate lighting or overcrowding, can hinder motivation, while well-organized, well-lit, and resourceful classrooms enhance learning (Tuan, 2012). Additionally, the social atmosphere of the classroom influences students' attitudes toward peers, teachers, and education. Since students spend a significant amount of time in this space, it shapes their experiences with cooperation, competition, and social interactions, preparing them for future challenges (Hugerat, 2016).

2.5. GPA factors

GPA is a key indicator of student success in higher education, influenced by both internal factors (within the student) and external factors (environmental influences) (Hendri et al., 2020). Despite being widely used to assess academic achievement, GPA alone does not fully represent a student's performance. Other factors, such as communication skills, use of school facilities, and family stress, also impact student success (Sarmita, 2018). The Cumulative GPA (CGPA) is often used to evaluate overall academic performance, though some studies rely on GPA as a measure of ability (Abu Hasan et al., 2017). GPA remains a highly reliable metric in educational research for predicting academic performance (Meepradit et al., 2022).

3. Methodology

This section delineates the research design and methodology utilized in the study to investigate the influence of intrinsic and extrinsic motivational factors on students' academic success in English language learning. The research employs a quantitative methodology utilizing a survey design to gather and analyze data from students at the National University of Cheasim

Kamchaymear (NUCK). Comprehensive accounts of the population, sampling methodologies, data acquisition processes, research tools, and ethical considerations are presented. The article further delineates the measures implemented to guarantee the validity and reliability of the instruments and outlines the methodologies employed for data analysis.

3.1. Research design

The study used a quantitative approach. Different kinds of quantitative designs exist. Survey design, informal comparative design, correlational design, and experimental design are some of these types. A survey design was used in this investigation.

3.2. Population and sampling techniques

The survey was completed by using random probability. The technique to conduct this research is simple random sampling. The 152 students from the National University of Cheasim Kamchaymear were randomly assigned to complete the questionnaire. These students were between the ages of 17 and 25. It was determined to approve this research. Each intended participant consented to our research. Then the data collection process was completed.

3.3. Data collection procedure

Students from the National University of Cheasim Kamchaymear were given the questionnaire. A sample of 152 students was selected to partake in the research. They offered to take part after hearing about the goals of the study and research ethics from the first author. The study's ethical concerns, to put it briefly, followed the four standards of ethics: (1) protecting participants from injury, (2) getting their consent, (3) maintaining participant privacy, and (4) avoiding disappointment.

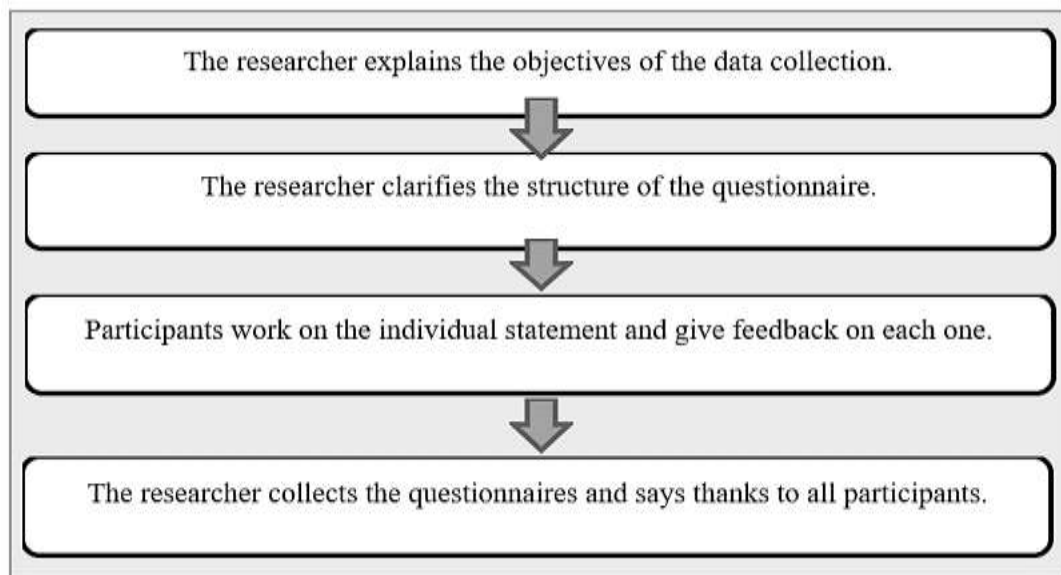


Figure 3.1. Data collection procedures

To obtain data from the National University of Cheasim Kamchaymear located in Cambodia, the researcher requests permission from the principal. Before beginning data collection, invitations to participate in the study were extended to the chosen participants through a letter to the principals of the NUCK. Before completing the questionnaires to obtain accurate and

trustworthy data, the respondents were provided pertinent instructions and given the assurance of anonymity. The contributors were ethically told that the surveys were only a survey and not a test or quiz.

3.4. Research instruments

The questionnaire used in this study contained three sections. The first section was about demographic information such as students' names, gender, and age range. The second section aimed to examine the levels of intrinsic motivation on students' academic performance. It consisted of 8 items. The third section contained an optional comment space in which students could write their suggestions on how to investigate the levels of extrinsic motivation on students' academic performance. It consisted of 8 items (Em et al., 2022). The fourth section aimed to investigate if there is a significant difference in perception between male and female students. It consisted of 8 items. Participants were asked to circle or tick one of the five supplied options for each sentence (1 = strongly agree, 2 = agree, 3 = neutral, 4 = strongly disagree, and 5 = disagree) on a Likert scale with five possible responses. Thus, reliability was confirmed by utilizing the five-point Likert scale. It took about 30 minutes to complete the questionnaire, and all 200 students completed the questionnaire. There were only 200 students who responded to the four sections and offered their suggestions in the comment space.

3.5. Validity and reliability

Validity is an absolute necessity for quantitative research. Since an invalid test or instrument is useless, validity is crucial for a useful analysis. An instrument's ability to calculate is a measure of its quality. Reliability of data and results is crucial in any research process. Replicability, accuracy, stability, and trustworthiness all contribute to the analysis's dependability. This reliability suggests that the analysis would produce the same outcomes if it could witness the same thing twice or more.

Table 1. Reliability of the indicators according to Cronbach's alpha analysis

Constructs	No. of Statements	Cronbach's alpha
Intrinsic	8	0.81
Extrinsic	8	0.80
Academic performance	8	0.84

Table 1 presents the reliability of three different constructs: Intrinsic motivation, Extrinsic motivation, and Academic performance, based on their respective number of statements and Cronbach's alpha coefficient values. The reliability analysis is conducted to assess the internal consistency of the items within each construct, indicating how closely related the set of statements is as a group.

Intrinsic motivation: This construct is measured by 8 statements, and the Cronbach's alpha value is 0.81. This indicates a good level of internal consistency, suggesting that the statements are sufficiently related and can reliably measure the concept of "Opportunities."

Extrinsic motivation: This construct also consists of 8 statements, with a Cronbach's alpha of 0.80, which indicates a high level of internal consistency. A value above 0.80 is generally considered excellent, suggesting that the items measuring "Challenges" are highly reliable.

Academic performance: The third construct, "Ethics," is represented by 8 statements as well. Its Cronbach's alpha value is 0.84, indicating acceptable internal consistency. While this value is lower compared to the other two constructs, it still falls within the generally accepted threshold for reliability (0.70 or above).

In summary, all three constructs, intrinsic motivation, Extrinsic motivation, and Academic performance, demonstrate reliable internal consistency according to Cronbach's alpha, making the measurement tool valid for further statistical analysis. The values suggest that the constructs are suitable for research and can provide trustworthy data.

Table 2. Selection of the Alpha Coefficient

Cronbach's alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Adapted from Siswaningsih et al. (2017).

The table displays the ranges of Cronbach's alpha values and the corresponding degrees of internal consistency. The table classifies values between 0.8 and 0.9 as good, and an alpha of 0.9 or higher is considered outstanding. Values between 0.6 and 0.7 are considered problematic, whereas an alpha between 0.7 and 0.8 is considered acceptable. The researcher views any Cronbach's alpha value below 0.5 as unsatisfactory and considers any value between 0.5 and 0.6 as bad. This categorization system assists researchers in assessing the reliability of their measurement tools, ensuring a sufficient evaluation of the internal consistency of the items.

3.6. Data analysis

The quantitative data from the current study were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. Following that, all of the extrinsic motivation items were computed and examined with a focus on M and SD, and all of the intrinsic motivation items underwent the same procedures. To determine the degree of students' motivation to study English, the total extrinsic and intrinsic motives were also summed. At every level of the analysis, minimum (Min) and maximum (Max) values were also taken into account; however,

the results did not include them. Additionally, an overall motivation was calculated using all of the components from both motivations. Every element's frequency and percentage were calculated and statistically examined. Descriptive statistics were used to check the significant distribution of the answers for items on a 5-point Likert scale. Mean (M) and Standard Deviation (SD) were generated to identify significant differences in students' motivation.

3.7. Ethical consideration

This ethical perspective comes from the Institute of Foreign Languages at the National University of Cheasim Kamchaymear. The official letters were issued by the Institute of Foreign Languages at the NUCK. If an educational researcher is unfamiliar with ethics and academic honesty, ethical considerations in research may appear like a pipe dream (Khan, 2016). Ethical conduct in research projects builds public trust, supports research objectives, values collaboration, holds researchers accountable, and protects participants. It also promotes truth, new information, respect, trust, fairness, and accountability in research collaborations (Mcgregor, 2023). Their rights fall into four categories, and the researcher is responsible for protecting them: Consider the following factors: (a) the right to privacy; (b) the assurance of anonymity; (c) the assurance of secrecy; (d) the avoidance of injury, treachery, or deception; and (e) having in mind the rights of participants (Govil, 2013). Obtain participants' consent by informing them about the use of their data and what will happen to case materials, photos, audio, and video recordings (Gajjar, 2013). As plagiarism is rightly thought to diminish or even completely obliterate the genuine value of a scholarly work, it is considered a form of academic dishonesty (Khan, 2016). According to Gajjar (2013), ensuring the confidentiality and privacy of persons is a fundamental aspect of psychological practice. Nonetheless, a large number of privacy issues are unique to the research population. According to experts, researchers ought to devise methods that inquire about participants' willingness to discuss challenging subjects without putting them in uncomfortable circumstances. That might mean that they ask a series of more in-depth interview questions and give participants the option to end the session at any time if they feel uncomfortable. And since research participants can choose how much information about themselves to disclose and under what conditions.

4. Finding and discussion

This section presents the findings of the research conducted to find out the factors of motivation. Following the methodology outlined in previous section, data were collected through surveys, interviews, and experiments, and analyzed using a questionnaire. The results are organized into sections, providing a comprehensive overview of the key insights obtained from the data.

4.1. Demographic findings

Table 3. Demographic Information of the Samples (n = 152)

Variables	Values	N	Percentages
Sex	Male	51	33.55
	Female	101	66.44
Age	19-25	118	77.63

Years	26-30	34	22.37
	Year 1	21	13.81
	Year 2	51	33.55
	Year 3	41	26.97
	Year 4	39	25.67

Table 3 provides demographic data that reveals significant trends among the participants. A striking majority are female (66.44%), suggesting potential gender imbalances in the population being studied. The age distribution indicates that a substantial portion (77.63%) falls within the 19-25 age range, which may reflect the typical age of students in higher education, while the absence of participants aged 26-30 indicates a potential gap in that demographic. In terms of academic performance, the data shows a fairly even distribution across the four years, with Year 4 students making up 33.55% and Year 1 students at 13.81%. This could suggest a retention of students as they progress, though further investigation would be needed to understand the factors influencing student persistence and performance.

4.2. Intrinsic motivation

Table 4. Descriptive statistics of intrinsic motivation

Statements	Min	Max	M	SD
1. English is essential for my personal development.	1.00	2.00	1.39	0.49
2. I watch films, listen to songs, or read in English.	1.00	4.00	1.66	0.61
3. Knowing English gives me a feeling of success.	1.00	5.00	1.73	0.60
4. I usually learn English by myself at home	1.00	5.00	1.91	0.78
5. I study English because I like it	1.00	5.00	1.76	0.94
6. Learning English is easy	1.00	5.00	3.08	1.53
7. I want to learn English.	1.00	4.00	1.62	0.58
8. I usually use English outside the class.	1.00	5.00	2.63	1.45
Over intrinsic motivation	1.00	3.50	1.97	0.63

The table presents the responses of 152 participants to various statements regarding their motivation to learn English. The data show that, overall, participants exhibit a moderate level of intrinsic motivation, with a mean score of 1.97. The statement “English is essential for my personal development” had the lowest mean score of 1.39, indicating strong agreement, while “Learning English is easy” had the highest mean score of 3.08, reflecting more mixed perceptions. The participants expressed a general interest in English, as evidenced by means for statements like “I want to learn English” M = 1.62 and “I study English because I like it”

M = 1.76. However, they perceived learning English as somewhat challenging, as indicated by the relatively higher mean for the ease of learning English, M = 3.08. These findings suggest that while participants see English as important for personal development and success, there are mixed feelings regarding the ease of learning the language, with some challenges in applying English outside the classroom.

4.3. Extrinsic motivation

Table 5. Descriptive Statistics of extrinsic motivation

Statements	Min	Max	M	SD
1. Knowing English will be helpful for my career.	1.00	4.00	1.36	0.52
2. I need to know English to enter university.	1.00	5.00	2.18	1.26
3. English will broaden my future options.	1.00	4.00	1.74	0.48
4. English will help when I travel overseas.	1.00	5.00	1.65	0.68
5. I learn English to communicate with others.	1.00	5.00	2.05	1.12
6. English will help me when I meet foreigners.	1.00	5.00	1.72	0.95
7. My Parents allow me to study English.	1.00	2.00	1.59	0.49
8. My friend encourages me to learn English.	1.00	5.00	2.15	1.00
Overall extrinsic motivation	1.00	3.13	1.81	0.56

The findings reveal that extrinsic motivation strongly influences students' drive to learn English, with career prospects being the most significant factor (M = 1.36), suggesting that students view English proficiency as essential for employability in an increasingly globalized economy. Additionally, students recognize its importance for broadening future opportunities (M = 1.74) and facilitating international travel (M = 1.65), reinforcing English as a global lingua franca. While the necessity of English for university admission (M = 2.18) is acknowledged, it appears to be a less compelling motivator than career-related reasons, possibly reflecting the flexibility of English requirements in Cambodian higher education. Social influences also play a role, with parental support (M = 1.59) being more pronounced than peer encouragement (M = 2.15), suggesting that while family plays a vital role in motivating students, the impact of friends varies depending on social circles. The relatively higher mean for "I learn English to communicate with others" (M = 2.05) highlights the functional aspect of English in interpersonal and intercultural interactions. Overall, these results emphasize that students primarily perceive English as a tool for professional success

and international engagement, with social and academic motivations playing a secondary role, suggesting that language learning strategies should align with career-oriented goals while also fostering broader engagement with English in academic and social contexts.

4.4. Descriptive statistics of academic performance

Table 6. Academic performance

Statements	Min	Max	M	SD
1. I made myself ready in all my subjects.	1.00	5.00	2.08	0.96
2. I pay attention and listen during every discussion.	1.00	3.00	1.82	0.50
3. I want to get good grades in every subject.	1.00	5.00	2.34	1.33
4. I actively participate in every discussion.	1.00	5.00	1.90	0.69
5. I start doing papers and projects as soon as they are assigned.	1.00	5.00	2.30	1.14
6. I enjoy homework and activities because they help me improve my skills in every subject.	1.00	5.00	1.96	0.96
7. I exert more effort when I do difficult assignments.	1.00	3.00	1.78	0.59
8. Solving problems is a useful hobby for me.	1.00	5.00	2.13	0.90
Overall Academic Performance	1.00	3.00	2.04	0.64

The findings suggest that students demonstrate a moderate level of academic engagement, with an overall academic performance mean score of ($M = 2.04$). The highest agreement is observed in statements related to attentiveness during discussions ($M = 1.82$) and effort in completing difficult assignments ($M = 1.78$), indicating that students recognize the importance of focus and perseverance in their studies. However, while students express a desire to achieve good grades ($M = 2.34$) and complete assignments promptly ($M = 2.30$), the relatively higher mean scores suggest variability in their commitment to proactive study habits. Participation in discussions ($M = 1.90$) and enjoyment of academic tasks ($M = 1.96$) also show positive engagement, though not universally strong. The statement “Solving problems is a useful hobby for me” ($M = 2.13$) reflects a mixed perception, implying that while some students see problem-solving as valuable, others may not find it intrinsically motivating. These findings indicate that while students exhibit positive academic behaviors, their motivation and consistency in study habits vary, highlighting the need for strategies that reinforce self-discipline, engagement, and intrinsic motivation in learning.

Table 7. Group statistics

Variables	Sex	N	M	SD	SD. E
Intrinsic motivation	Male	51	2.12	0.56	0.07

Extrinsic motivation	Female	101	1.90	0.65	0.06
	Male	51	1.98	0.45	0.06
	Female	101	1.72	0.60	0.05

The statistical data comparing male and female participants' extrinsic and intrinsic motivation is displayed in the table. In terms of intrinsic motivation, men (n = 51) have a mean score of (M = 2.12), which is higher than females (n = 101), whose mean is (M = 1.90). This suggests that men have a stronger internal drive. The males' SD is 0.56, which indicates moderate

Variability: Females' SD is 0.651, which indicates slightly higher variability. Males again score higher than females in terms of extrinsic motivation, with a mean of (M = 1.98 versus M = 1.72), indicating a stronger dependence on outside stimuli. Males have a smaller extrinsic motivation (SD = 0.45) than females do (SD = 0.6), which may indicate that male responses are less variable. Overall, the data shows that there are gender disparities in the sorts of motives, with men scoring higher for both extrinsic and intrinsic incentives.

Table 8. Independent samples test

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Intrinsic motivation	Equal variances assumed	1.312	.254	2.110	150	0.03	0.22	0.10	0.01	0.43
	Equal variances not assumed			2.206	113.268	0.02	0.22	0.10	0.02	0.42
Extrinsic motivation	Equal variances assumed	7.437	.007	2.727	150	0.00	0.26	0.09	0.07	0.44
	Equal variances not assumed			2.988	127.929	0.00	0.26	0.08	0.08	0.43

The results of an independent samples t-test analyzing intrinsic and extrinsic motivation between two groups are displayed in Table 8. Levene's Test for Equality of Variances confirms that the assumption of equal variances is satisfied for intrinsic motivation (F = 1.31, Sig. = 0.25). The t-test, assuming equal variances, indicates a statistically significant difference between the groups (t = 2.11, df = 150, Sig. (2-tailed) = 0.03), with a mean difference of 0.22 and a 95% confidence interval from 0.01 to 0.43. When identical variances are not assumed,

the result remains significant ($t = 2.20$, $df = 113.268$, $Sig. = 0.02$), affirming the discovery's robustness.

Levene's Test indicates a breach of the equal variance assumption for extrinsic motivation ($F = 7.43$, $Sig. = 0.00$). Consequently, the results from the t-test that does not assume equal variances are more suitable. The test indicates a statistically significant difference ($t = 2.98$, $df = 127.929$, $Sig. = 0.00$), with a mean difference of 0.26 and a 95% confidence interval from 0.08 to 0.43. Despite the t-test assuming equal variances indicating a significant difference ($t = 2.72$, $df = 150$, $Sig. = 0.00$), the breach of variance equality necessitates prudence.

Overall, these data demonstrate statistically significant variations in intrinsic and extrinsic motivation between the two groups.

5. Conclusion and future direction

Motivation is a key factor in achieving goals, particularly in learning a second language. It influences effort and performance, especially in English studies. Motivation can be intrinsic (driven by personal satisfaction and self-fulfillment) or extrinsic (driven by external rewards or pressures like praise, money, or recognition). While intrinsic motivation fosters enjoyment and personal growth, extrinsic motivation can influence behavior through external benefits. A study conducted at the National University of Cheasim Kamchaymear found that students had low levels of both intrinsic and extrinsic motivation, negatively affecting their academic performance (Pathan et al., 2010; Lestari, 2020; Aquilina, 2023). Intrinsic motivation, driven by a personal interest in learning, leads to better academic performance and deeper understanding, especially in English studies. Extrinsic motivation, focused on external rewards like grades, is less effective in fostering long-term engagement and creativity. The analysis also shows that men tend to have higher levels of both intrinsic and extrinsic motivation than women, with more variability in men's responses. These differences highlight the influence of gender on motivation, which can inform educational strategies to enhance motivation for all students.

Future studies could try using qualitative or mixed methodologies to gain a more detailed view of the subject topic. Qualitative methods, like as interviews or focus groups, can better capture people's experiences and viewpoints, offering insights that quantitative data alone may miss. A mixed methods strategy, which mixes qualitative and quantitative techniques, would allow researchers to triangulate their findings, increasing the validity and richness of the results. This complete method would allow for a more holistic investigation of the topic matter while also accommodating varied participant viewpoints, resulting in more robust and practical results.

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