

NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

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Faculty of Arts, Humanities, and Languages



**CAMBODIAN UNIVERSITY STUDENTS' PERCEPTIONS
OF INTRINSIC AND EXTRINSIC MOTIVATION
ON ACADEMIC PERFORMANCE**

PHAL CHENDA

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of

Arts in Teaching English to Speakers of Other Languages

Kampong Cham, Cambodia, 2025



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2025

DEDICATION

This thesis is devoted to my special and cherished parents. Their unwavering dedication and support, as essential people in my life, have given me the confidence and enabled me to compose and finish this work.

I adore and respect them.

STATEMENT OF ORIGINAL AUTHORSHIP

I certify that, except for a few specific instances where it is stated otherwise, the undersigned is the only author of this thesis. Additionally, the results were presented impartially and truthfully. In addition, I declare that this thesis has not been submitted to another university to receive credit toward another degree. I hereby declare that should this turn out to be untrue, I am not either not granted a degree or, should it turn out to be untrue at any point in the future, this degree is revoked and withdrawn.

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Topic: **Cambodian University Students' Perceptions of Intrinsic and Extrinsic
Motivation on Academic Performance**

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I am a second-year student, Batch 1 of the Faculty of Arts, Humanities, and Languages, specializing in Teaching English to Speakers of Other Languages (TESOL) at the National University of Cheasim Kamchaymear, Kampong Cham Campus. I would like to sacrifice physical strength and spiritual strength to study and conduct research to get knowledge regarding **“Cambodian university students’ perception of intrinsic and extrinsic motivation on academic performance”** to round up knowledge and use it for our interest and develop ourselves as human resources.

First of all, I would like to express my most thanks to my parents, who have done me a lot of favors and have brought me up to be a full man. They have always offered everything as physical strength, spiritual strength, and things to me, and they have tried to do everything without thinking about tiredness or difficulty.

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ABSTRACT

English is the language that become a worldwide language to use and many individuals from other countries utilize it for communication. Motivation to study English has been identified as the most essential factor influencing students' learning outcomes. The current study used a quantitative methodology and aimed to determine the motivation levels of students studying English as a foreign language at a university in Kampong Cham province. Following permission from school principals and English teachers, 152 students completed the questionnaire. The findings indicate that students in the study situation were driven to learn English more intrinsically than extrinsically. There are significant differences in perception between male and female students. The combination of intrinsic and extrinsic motives suggested that students are somewhat motivated to study English. Because the survey study was conducted on a small scale, a larger sample size and other educational institutions around Cambodia should be used in future studies. Qualitative and mixed-method designs are also strongly encouraged.

Keywords: Motivation, Intrinsic, Extrinsic, Academic, Performance

មូលន័យសង្ខេប

ភាសាអង់គ្លេសបានក្លាយជាភាសារបស់ពិភពលោក ហើយបុគ្គលជាច្រើនមកពីប្រទេសផ្សេងទៀតប្រើប្រាស់វាសម្រាប់ការទំនាក់ទំនងទូទាំងពិភពលោក។ ការលើកទឹកចិត្តក្នុងការសិក្សាភាសាអង់គ្លេសត្រូវបានគេកំណត់ថាជាកត្តាចាំបាច់បំផុតដែលជះឥទ្ធិពលដល់លទ្ធផលសិក្សារបស់សិស្ស។ ការសិក្សាបច្ចុប្បន្នបានប្រើវិធីសាស្ត្របរិមាណ និងក្នុងគោលបំណងកំណត់កម្រិតលើកទឹកចិត្តរបស់និស្សិតដែលកំពុងសិក្សាភាសាអង់គ្លេសជាភាសាបរទេសនៅសាកលវិទ្យាល័យមួយក្នុងខេត្តកំពង់ចាម។ បន្ទាប់ពីការអនុញ្ញាតពីនាយកសាលា និងគ្រូភាសាអង់គ្លេស សិស្សចំនួន 152 នាក់បានបញ្ចប់កម្រងសំណួរ។ ការរកឃើញនេះបង្ហាញថា សិស្សក្នុងស្ថានភាពសិក្សាត្រូវបានជំរុញលើកទឹកចិត្តខាងក្នុងខ្លួនឱ្យរៀនភាសាអង់គ្លេសច្រើនជាងផ្នែកខាងក្រៅខ្លួន ។ មានភាពខុសប្លែកគ្នាយ៉ាងខ្លាំងក្នុងការយល់ឃើញរវាងសិស្សប្រុស និងសិស្សស្រី។ ការរួមបញ្ចូលគ្នានៃការជម្រុញខាងក្នុង និងខាងក្រៅបានណែនាំថា សិស្សមានការលើកទឹកចិត្តខ្លះក្នុងការសិក្សាភាសាអង់គ្លេស។ ដោយសារការសិក្សាស្ទង់មតិត្រូវបានធ្វើឡើងក្នុងទ្រង់ទ្រាយតូច ទំហំគំរូធំជាង និងស្ថាប័នអប់រំផ្សេងទៀតនៅជុំវិញប្រទេសកម្ពុជាគួរតែត្រូវបានប្រើប្រាស់ក្នុងការសិក្សានាពេលអនាគត។ ការចនាប្រកបដោយគុណភាព និងវិធីសាស្ត្រចម្រុះក៏ត្រូវបានលើកទឹកចិត្តយ៉ាងខ្លាំងផងដែរ។

ពាក្យគន្លឹះ ៖ ការលើកទឹកចិត្ត ការលើកទឹកចិត្តក្នុងខ្លួន ការលើកទឹកចិត្តក្រៅខ្លួន ការសិក្សា ការសម្តែងចេញ

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LIST OF ABBREVIATIONS

AEC	= Association of Southeast Asian Nations Economic Community
ASEAN	= Association of Southeast Asian Nations
CGPA	= Cumulative Grade Point Average
E.G	= For Example (Exempli Gratia in Latin)
EFL	= English as Foreign Language
EM	= Extrinsic Motivation
ESL	= English as a Second Language
FL	= Foreign Language
GPA	= Grade Point Average
IM	= Intrinsic Motivation
MOEYS	= Ministry of Education Youth and Sport
L2	= Second Language
M	= Mean
Max	= Maximum
MIN	= Minimum
NUCK	= National University of Cheasim Kamchaymear
SD	= Standard Deviation
SES	= Socioeconomic Status
SLA	= Service Level Agreement
SPSS	= Statistical Package for the Social Sciences

CHAPTER ONE

INTRODUCTION

The introduction to this research discusses the short information in English related to motivation and the problem of motivation in learning English. Motivation is an extremely significant aspect that influences pupils' reading comprehension. Chapter one contains the following topics: research background, problem statement, research purpose, research objectives, research questions, the significance of the study, the definition of key terms, and the limitations of the study.

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. 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). 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 (Kathleen, 2018). Furthermore, 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). Around 400 million people worldwide speak English natively, with another billion speaking it as a second language. English is widely spoken throughout the world. Furthermore, there are an estimated 800 million individuals who use ESL or as the official language in around 20 different nations worldwide and English is a universal language (Zheng & Liu, 2018).

Cambodian English language educators feel that the ASEAN Economic Community (AEC) opening will have an impact on English language use and instruction in Cambodia. 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 Teaching, Youth, and Sport (MoEYS) is launching programs to improve English language teaching in Cambodian public schools (Stroupe & Kimura, 2015). One of the most important factors in the learning process is motivation. It is difficult to accomplish the goals of learning without motivation. When it is included in the learning process, students will comprehend the materials especially the English language more fully. This study aims to determine how students are motivated to learn English (Purmama et al., 2019).

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. 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). 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 country. The impact of initial motivation and attitudes on language acquisition performance is well understood. 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. Research Problems

Cambodian students are anxious. 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). There were various difficulties that teachers and students had while teaching and learning English. 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. 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).

Students were asked to rate their agreement with a statement regarding the issues they experienced in class on a Likert scale. The results 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." Students' anxiety levels may contribute to their "fear" of studying English in school (Mat & Yunus, 2014).

Students may feel obligated to learn, which lowers their motivation levels. People study English without making a significant commitment as a result. The availability of facilities for instruction and learning could be the other 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. 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).

Some students lack the motivation to learn English. They thought English was tough and did not enjoy the class. 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).

Motivation is one of the most important factors in learning a second language successfully. The acquisition of a language requires motivation, as learning a language is impossible without

it. 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 following objectives of this research to support the research questions and research topic such as:

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.

1.4. Research Questions

This research was processed by following the two research questions as follow:

1. What is the effect of intrinsic motivation on students' academic performance?
2. What is the effect of extrinsic motivation on students' academic performance?
3. What is the significant difference in perception between male and female students?

1.5. Significant of the Study

This research has a wide range of implications for the numerous people involved. For starters, it is critical for the English language proficiency of students and teachers who teach and learn English. By questioning participants about the motivational teaching strategies they prefer in their speaking classroom context, The goal of this study is to examine the function of motivation and offer suggestions for maintaining teacher-student motivation.

Firstly, this research will help teachers understand how to initiate and sustain student-teacher motivation in learning English as a foreign language. Motivation at the individual teacher level is crucial since it directly affects their effectiveness and impact in the classroom. Motivated teachers have higher levels of excitement and dedication, which improves student engagement and learning results. Furthermore, motivated teachers act as role models for their students,

highlighting the value of lifelong learning and commitment to personal development. Finally, teacher motivation improves educational outcomes while also contributing to the overall well-being and success of both educators and students.

Secondly, this research is important for revealing how students deal with the challenges of learning English. Motivation is critical for student success, as it influences academic achievement, engagement, and general well-being. Motivated students make goals, show perseverance, and actively participate in class discussions. They take responsibility for their learning, actively seek knowledge, and experiment with new ideas. Motivation influences students' attitudes toward education by fostering curiosity and critical thinking. Beyond academic success, motivated students learn life skills such as time management, organization, and self-discipline. Fostering motivation not only improves their school experience but also enables students to become lifelong learners.

Thirdly, this study also provides significance for students' parents. Parents play an important role in their children's English language learning journey, as it prepares them for scholastic and professional success in a globalized society. Active encouragement fosters a positive attitude towards language acquisition, making learning more enjoyable. English proficiency is essential for access to higher education and foreign careers, as well as cultural understanding and communication with global society. Therefore, parental motivation is crucial in developing children's language skills and preparing them for a future where English competence is increasingly valued.

The last, the Ministry of Education, Youth, and Sports (MoEYS) must define how various components of the English classification system are used by English teachers in order to urge students to learn English. Finally, this research can help the community understand the significance of motivation, which is to raise awareness among teachers, parents, and curriculum

professionals in order to encourage students to learn English and to make some recommendations to future researchers looking into this topic further.

1.6. Definition of Key Terms

There are some definitions. You will get to read the different definitions of “motivation and academic performance” by different authors.

Motivation is defined as a strong desire to learn as well as satisfaction with the learning process and consequences (Kitjaroonchai, 2013). Motivation is derived from the word 'motive ', which means needs, desires, or drives within the individual. It is the reason for people's actions, willingness, and goals. It is the process of stimulating people to action to accomplish the goals. Motivation can be termed as the driver of human behavior that stimulates desire and energy in people to attain their objectives.

Intrinsic motivation is the drive or desire a person has within them to accomplish a task or reach a goal. A major contributing factor to teachers' success in the classroom and their ability to find both personal and professional fulfillment may be intrinsic drive. It means doing anything that is motivated primarily by self-satisfaction and is motivated by personal fulfillment. When you take on a task that makes you feel good, personally challenged, and accomplished without anticipating anything in return, you are acting with intrinsic motivation (Aquilina, 2023).

Extrinsic motivation is the motivation to participate in an activity as a means to an end. Extrinsic motivation refers to obtaining an external reward, whereas intrinsic motivation refers to receiving sufficient rewards from the action itself (Ardeo & Miguel, 2016).

Academic performance is the knowledge learned that is judged by a teacher through marks and/or educational goals set by students and teachers to be achieved during a particular time period (Narad & Abdullah, 2016).

1.7. Summary of the Chapter

Motivation is an extensive notion that is essential to English language acquisition and development. To summarize, the goal of this study was to determine the elements that influence motivation and academic achievement. This chapter contains a number of key concepts regarding the subject that might help readers comprehend the background of the English language and motivation. It also helps us learn about the problem statement, research purpose, research questions, study significance, key term definitions, thesis structure, scope, and constraints.

CHAPTER TWO

LITERATURE REVIEW

Chapter Two talks about the literature review. There are many points to present in this chapter, such as definitions of the word motivation, types of motivation by different authors; and definitions of intrinsic and extrinsic motivation. In this chapter also talks about the intrinsic and extrinsic factor that affect the students' academic performance; empirical studies; a research gap; a conceptual framework; and the last point is the summary of the chapter.

2.1. Motivation

Motivation is a personality trait that drives people to perform specific tasks to attain their goals. Motivation is the urge to persuade or inspire others or oneself to do something. Motivation is the driving force that causes a person or organization to move the ability in the form of expertise or skills, energy, and time to carry out various activities that are responsible for fulfilling their obligations in order to achieve predetermined goals and objectives (Hendri et al., 2020). Furthermore, motivation is inspiring people to achieve high performance levels and breaking down barriers to change. Motivation is the driving force behind human behavior's guidance, control, and persistence (Tohidi & Jabbari, 2012). Motivation is recognized as a key component in ensuring students' success in their English studies. According to Purmama et al., (2019) defined that motivation may also be described as a person's intention to repeat an activity or vice versa. Motivation and educational accomplishment, as measured by grade point average, are strongly connected across all levels of education, from elementary to college. Motivation is widely regarded as an essential component of achieving any objective. It is a crucial aspect that positively influences any educational learning process, particularly while learning a second language. Motivation is an internal state that elicits, guides and sustains activity. Furthermore, motivation is an internal process that initiates, directs, and sustains behavior across time (Rehman et al., 2014). Student motivation may have a major impact on crucial academic

achievements. Students' motivation may wane as they age (Yeung et al., 2011). It is impossible to exaggerate the significance of motivation in learning a second or foreign language. It is a well-known fact that students who possess a strong sense of motivation are more likely to succeed in learning a language. Even while it's well acknowledged that motivation is important, not all students have a strong desire to study foreign languages. For instance, many students in Indonesian junior and senior high schools still think that learning English is a challenging subject, and they don't seem to be motivated to do so in the classroom (Riyanti, 2019). Motivation can be defined as the mental and interior states that drive employees to undertake tasks or activities to meet their requirements, wants, expectations, and desires. It is the most recent development in the field of modern management and business administration (Islam, 1999). Motivation is an important characteristic that inspires people to perform at their best and contributes to the achievement of organizational goals. A high positive motivation allows employees to produce more, whereas a negative motivation reduces their performance. Motivation refers to an organism's readiness to pursue a specific objective and entails the identification of the type and locus of the forces, including the degree of readiness. Motivation is regarded as one of the most crucial factors that encourage people to strive forward. Motivation stems from the combination of conscious and unconscious influences. Mastering motivation to allow for sustained and intentional practice is essential for high levels of accomplishment in fields such as elite sport, medicine, and music (Vincent & Kumar, 2019). The learner's aim can be short-term, like completing a classroom activity, or long-term, like gaining native-like performance in the language classroom. Motivation to learn a foreign language encompasses all of the emotions and thoughts that initiate language learning, determine language choice, and stimulate the language learning process (Pathan et al., 2010). With the motivation of high learning, students will be able to do learning activities and always pay attention to the lesson so that learning achievements will be easy to achieve (Lestari, 2020).

2.2. Intrinsic Motivation

Intrinsic motivation is the drive or desire a person has within them to accomplish a task or reach a goal. It's possible that a major contributing factor to teachers' success in the classroom and their ability to find both personal and professional fulfillment is intrinsic drive. It means doing anything that is motivated primarily by self-satisfaction and is motivated by personal fulfillment. When you take on a task that makes you feel good, personally challenged, and accomplished without anticipating anything in return, you are acting with intrinsic motivation (Aquilina, 2023). For example, a learner who learns English because he or she needs English skills to communicate in his or her social life, and a learner who needs mathematical knowledge to avoid being cheated when purchasing goods from the store, may both demonstrate a high level of motivation in learning English and Mathematics. Enjoyment or contentment plays a vital role in enhancing student motivation if pupils do not enjoy learning a subject in class, the material provided will be difficult to digest. As previously said, intrinsic motivation is formed by an individual's self-influenced personal elements of wants, interests, and enjoyment. This demonstrates that learners may build motivation on their own (Filgona et al., 2020). According to Tohidi & Jabbari (2012) defined that IM is the motivation that derives from a person's interest in or enjoyment of the activity at hand rather than from any outside pressure. The joy of learning, the desire to change the world, and a feeling of purpose are a few instances of intrinsic motivation in the teaching profession. Genuinely interested in learning, teachers are eager to try out new ideas and pick up new skills (Aquilina, 2023). Intrinsic motivation occurs when you act for the sake of making yourself happy. You feel internally rewarded for completing the task. This can be accomplished at work by achieving personal goals, having fun with your coworkers, or doing work that makes you feel purposeful (Ryan & Deci, 2000). Intrinsic motivation is an inner energy that drives pupils to participate in academic activities because they are interested in learning and love the process. Their abilities are tested, and they

are motivated to learn even when there are no tangible rewards to be gained. Intrinsically motivated students strive for understanding and mastery of science information and abilities. The needs of pupils might motivate them to achieve their learning objectives (Filgona et al., 2020). Intrinsic motivation seeks pleasure and happiness from an action or event. In certain ways, the action makes you feel nice, relaxed, pleased, content, and cheerful. Activities that have a goal other than simply having fun are not totally intrinsic. We feel it is a mistake to presume that just because people enjoy doing something, they will automatically develop a high level of ability in it. Pure intrinsic motivation entails doing things for the sake of having fun, rather than improving (Locke & Schattke, 2019). Intrinsic motivation is a motivation to engage in an activity for its own purpose or because the individual wants to complete a specific task in the target language, due to the perceived intrinsic worth and satisfaction obtained from the activity (Ardeo, 2016).

2.3. Extrinsic Motivation

Extrinsic motivation is defined as motivation that stems from incentives, praise, or punishment from outside sources. Extrinsic motivation in the classroom can take many forms, including pay hikes, incentives, acknowledgments, and public recognition. Extrinsic drive can influence conduct, although its impact on long-term engagement and work satisfaction may be limited. Teachers may be motivated to improve their performance when faced with external pressures from parents, administrators, and other stakeholders (Aquilina, 2023). It could be in the form of a prize, social acceptance, or recognition. Extrinsic drive can be induced by a variety of outside causes, such as the prospect of financial gain, the necessity to pass a test, or the chance of advancement to the next level. Moreover, motivation is an outside stimulus that happens in reaction to a certain action. Any external stimulation that helps a student advance through the learning process is referred to as EM. In contrast to the learning process itself, learners are externally driven to execute an action in expectation of a different outcome. Students are

encouraged to engage in academic pursuits by extrinsic incentive for outside factors (Filgona et al., 2020). Money has also been considered as controlling, extending the idea of environmental determinism that characterizes behaviorism. As a result, people are motivated by the value significance of money rather than the money itself, because nothing can inspire an empty organism. Furthermore, because people have the ability to pick their values, money can have a variety of meanings for them, which can be good or destructive to their psychological health (Locke & Schattke, 2019). Extrinsic motivation is the motivation to participate in an activity as a means to an end. Extrinsic motivation refers to obtaining an external reward, whereas intrinsic motivation refers to receiving sufficient rewards from the action itself (Ardeo, 2016). To summarize, extrinsic motivation is the drive that pushes people to do things because they need to meet external demands. Extrinsic motivation originates from sources other than the person. Rewards like money and grades, compulsion, and the prospect of punishment are typical extrinsic motivators. Competition is typically extrinsic since it motivates participants to succeed and surpass their rivals rather than to take pleasure in the activity's intrinsic benefits. Trophies and crowd support are two other examples of extrinsic rewards (Tohidi & Jabbari, 2012).

2.4. Motivation Measurement

2.4.1. Questionnaire Measures of Motivation

Motivation measurement this goal is to assess motivation, dynamically on a daily basis, and for each subject task that the student faces. Questionnaires, which are traditionally employed as instruments for motivation measurement, are not ideal in our scenario; questionnaires involve interrupting a class's learning flow, therefore providing offline evaluation, and they are biased because they are based on rational responses to questions (Banet et al., 2019). Another study aimed to develop a questionnaire that would assess students' motivation to learn. Six measures were developed: self-efficacy, active learning approaches, the value of science

learning, performance objectives, accomplishment goals, and learning environment stimulation. Students' motivation for learning science is influenced by their self-efficacy, active learning techniques, value of studying science, performance objective, accomplishment goal, and learning environment stimulation, according to a questionnaire survey used to evaluate motivation variables. Both the concept validity and criterion-related validity of the questionnaire are strong. The questionnaire also significantly correlates with results on the science achievement and attitude scales (Tuan et al., 2005).

2.4.2. Behavioral Measures of Motivation

In the end, motivation is demonstrated by conduct and allows for goal-directed behavior. But conduct is more than just the product of motivation; behavior is frequently used by researchers to deduce motivation and measure motivational intensity based on how well an individual's behaviors align with a central objective. Yes, when characterizing a person's level of motivation. Metrics like choice, speed, performance, or perseverance used to pursue a goal capture the goal congruence of behavior and can therefore be used to gauge how motivated someone is to pursue the goal (Touré-Tillery & Fishbach, 2014). Behavioral measurements of speed include how quickly a person completes a task or transitions from one task to the next (Kivetz et al., 2006).

2.5. Measuring Academic Achievement

Academic achievement can be measured in a variety of ways because it is characterized by several measures of educational progress. The most essential indices of academic achievement are listed below. One of the most commonly studied variables in educational psychology and education is grade point average (GPA) (Steinmayr et al., 2015). Academic achievement was measured by examination. Exams have long been used to evaluate students' performance in a formal educational setting. Examinations are defined as planned activities aimed at determining a student's cumulative or comprehensive knowledge throughout their educational growth

(Tobih, 2014). Examination questions or tests set by course lecturers that are too easy below the students' requirements or too difficult above their standards are invalid and unreliable for gauging student academic performance (Adeyele & Yusuff, 2012). Academic performance, also known as academic achievement/academic attainment, is the result of education; it represents the extent to which a student, instructor, or institution has met their educational objectives. Academic performance is usually assessed through tests or continuous assessment, but there is no widespread consensus on how it should be examined or whether components of procedural knowledge, such as skills, or declarative information, such as facts, are most significant (Oka, 2014).

Academic performance is assessed by examining a student's abilities in a range of academic disciplines. Classroom performance, graduation rates, standardized test results, and students' previous semesters Teachers and educational administrators routinely utilize CGPA/GPA to assess student achievement. Most postsecondary schools now use the grade point average (GPA) to assess their students' academic progress. The GPA is thought to provide a more accurate picture of an individual's or a group of students' relative level of performance (Binti Wan Abdul Razak et al., 2021).

2.6. Intrinsic Factors Effect on Performance

2.6.1. Positive Attitudes

Attitude is one of the most important components in learning a new language. It significantly increases pupils' interest and drive to learn. Though many investigators exerted their efforts to research difficulties related to an EFL setting, landmark work offered the actual platform for many researchers to conduct studies that fall under the area of motivation and attitude (Khan, 2016b). Classroom engagement allows students to participate passionately in a variety of activities, which eventually helps them improve their material knowledge and learn new skills. Furthermore, those who participate actively have improved communication skills. It also

encourages kids to ponder and reflect on concerns and challenges. Active learning is an interactive forum in which questions, involvement, and critical thinking are encouraged (Rai, 2022). Student attitude is seen as a fundamental component of learning; hence, it becomes an important component in second language learning. Attitudes toward learning the English language influence behaviors such as book selection and reading, listening to English radio, viewing English channels, and so on. A student who has a positive attitude toward studying English will be able to achieve a lot in that area, especially academically (Ahmed et al., 2021). English has become one of the most important subjects for every student to become competent. Learning a language is related to the students' attitudes toward languages. Positive language attitudes help pupils create a positive attitude toward learning English. If the student develops a negative attitude about learning English, teachers' efforts to simplify the language will be ineffective in helping the learner grasp or master the language. Students have different attitudes towards their first language and the subject they learn as a second language (Ganapathy & Ying, 2016). Having a favorable attitude toward the language is a fantastic starting point for learning it. The entire learning process would be significantly easier. We would not be afraid to make mistakes since we recognize that it is part of the learning process. We would also be prepared to accept being laughed at, corrected by others, and other negative reactions from those around us as a result of adopting the language. The most crucial aspect here is the desire to learn the language. Once we have this desire, we are willing to go through with it. This urge may first arise as a result of being pushed to learn the language (Syukur, 2016). We understand that learners with a good attitude are (very) motivated in language acquisition, which influences their performance in mastering the target language. The current study was done to further our understanding of language instruction in the Basque Country, where English shares academic aims with Basque, a minority language, and Spanish, another international language. Attitudes are important aspects that determine language performance accomplishment in a target

language, not only because of intellectual capacity but also because of the learner's attitudes toward language learning. One of the motivations for studying English as a foreign language is the obvious benefit of being able to converse across cultures with people who speak that language (Mouili et al., 2014). Attitudes toward language acquisition can be both negative and favorable. A positive attitude improves learning because the desire to communicate with native speakers of the language being learned stimulates learners to learn more, increasing the likelihood of success. On the contrary, negative attitudes can inhibit or slow down language acquisition since they occur when learners are not motivated, interested, or have difficulties with the teacher (Delić, 2020).

For example, say that assessing students' attitudes is critical in allowing teachers to better understand their students. The student's behavior is also linked to their classroom participation. Participation refers to students' interactions in the classroom with both their peers and their teachers. For example, several pupils did not actively participate in class. A lack of student participation in learning might hurt student performance. These problems may be caused by a lack of motivation (Zulfikar et al., 2019). Learners' attitudes are recognized as one of the most essential aspects influencing language learning. We value attitudes because they are inextricably linked to learning. One of the most important factors influencing pupils' achievement is their attitudes. It is linked to a person's values and beliefs, and it influences or discourages decisions made in both academic and social settings. The goal of this study was to look into how gender and field of study affected students' attitudes toward learning English. Attitude is also an important aspect in determining language performance. Achievement in a target language is dependent not just on intellectual ability, but also on the learner's attitude toward language acquisition (Malekmahmudi & Malekmahmudi, 2018). Learners were both instrumentally and interactively motivated, as the majority of replies stated that they wanted to study English to acquire excellent employment, pass the Ethiopian National Examinations

(instrumental), live abroad, and have a good English profession (integrative). Kids have favorable attitudes toward studying English; they understand the significance and value of English, and they are eager to acquire school topics in English (Getie, 2020).

2.6.2. The Enjoyment of Learning

The students who expressed the greatest satisfaction with this class were also more likely to believe that they had a better learning experience in this type of interaction style and learning environment, as well as that their team worked more swiftly and efficiently. Information sharing served as a mediator between students' reported pleasure, team performance, and perceived individual learning, which was another important finding in this study (Yu Lin et al., 2020). Enjoying a foreign language is undoubtedly a complex and nuanced emotion. It stands for a brand-new, unexplored, yet extremely promising field of SLA research (Em & Khampirat, 2024). This kind of approach is the only one that will enable us to view the process of acquiring a second language from a different perspective and, ultimately, provide an explanation for why some students find language learning to be successful while others find it to be tiresome, stressful, and nerve-wracking (Ewelina, 2019). Additionally, engaging in fun activities like singing in class is encouraged, which raises students' interest in the FL and motivation to study. Every learner can identify with the theme song because of its lyrics and rhythms, which evoke a range of emotions and contain several real-life circumstances. One strategy that educators can use in the classroom to make learning engaging for both students and teachers is the use of songs. These have the potential to improve student competency and break up boring class environments (Passiatore et al., 2019).

The learning task should be changed by teachers to include interesting and fun techniques. Educators might investigate creative and inventive teaching methods to tackle learning challenges faced by students, such as their lack of enthusiasm and concentration on the subject. All that matters, though, is that students enjoy every educational pursuit as a means of

entertainment. It could make students feel more at ease during the learning process (Ghafar, 2024).

An instructor is a key participant in classroom activities. He or she is responsible for selecting the activities, learning resources, and teaching methods that the pupils will use. He or she should be able to guide his or her students in a way that would encourage them to learn English. A teacher of English should be able to make the process of teaching and learning entertaining (Gunarto P, 2015).

Learning should be joyful, entertaining, goal-oriented, and provide "enjoyable work imbued with creativity." As a result, fun and learning are interwoven and tightly related. Many elements that are discussed in the literature can lead to positive learning experiences, such as having a teacher who is good at what they do, feeling like they have a connection to the material, taking part in active learning, and pursuing learning goals (Seemiller et al., 2021).

2.6.3. Self-Confidence

Numerous studies have been conducted on evaluating students' self-efficacy in learning. Pupils who are confident in themselves have a positive attitude, are goal-oriented, and believe they can achieve their goals. Not all facets of life demand the same degree of self-assurance from an individual. In certain aspects of life, a person may exude confidence while lacking it in other others (Akbari & Sahibzada, 2020).

Self-confidence can be interpreted in a variety of ways and is difficult to explain semantically. A low sense of self-worth can hinder learning a foreign language in addition to a host of other potential issues. Certain psychological disorders like feelings of uncertainty, dread, anxiety, and antisocial behavior can be brought on by low self-confidence. A person with low self-esteem is likely to have a bad attitude about the subject and the classroom. Throughout class, a student will experience persistently unpleasant emotions such as concern about the teacher

and the subject matter, fear of making mistakes, feeling unworthy, and embarrassment. They will also avoid speaking up and taking part in class activities (Tuncel, 2015).

Self-confidence is the ability to meet every challenge in life and the readiness to stand by oneself, feel liberated, and recognize one's own strength. Moreover, self-worth is the belief that is required to produce the desired outcomes. To be confident is to be able to work hard, responsibly, and with future planning in mind. Therefore, those who possess a high degree of self-confidence are typically free to focus their energies, consider a range of alternative viewpoints, actively pursue their goals, be able to discern between knowledge and feelings, make decisions influenced by their intellectual prowess, independently analyze and control their minds in the appropriate context, be accountable for their decisions, brave, and capable of owning up to their mistakes (Sihotang et al., 2017).

The fundamental resource needed for people to perform daily tasks is self-confidence. A person's level of self-confidence can grow and change over time, but it can also diminish and make it difficult for the person to even decide not to do anything. Self-confidence is the attitude or sense of assurance in one's skills that allows one to perform without excessive anxiety. Possess the freedom to do what one wants, take responsibility for one's actions, and interact with people in a kind and courteous manner. Self-assured students dare to be themselves, are independent of others, and have faith in their skills and abilities. Growing and developing self-confidence can begin in childhood if raised in a supportive family (Oktafiani, 2021). Students who naturally experience the process of accomplishing learning objectives and absorbing the material gain self-confidence. Since the learning objectives serve as the first step in orienting pupils to do all tasks with ease, they are crucial to take into account. Realizing this objective typically makes it easier to understand the learning process, particularly the lecturer's suggested technique (Anwar, 2016).

2.6.4. Anxiety

There are two types of anxiety: (1) anxiety as a personality trait, which is viewed as a fairly stable personality characteristic; and (2) anxiety as a transient state, which is identified as a reaction to a specific anxiety-inducing stimulus, like an important test. Lack of command of the target language might have two possible causes: anxiety and linguistic anxiety. That is to say, inadequate instruction during the target language learning process might cause language anxiety issues for students who are learning a foreign language (Sari & Ningsih, 2023).

Anxiety is a psychological condition that develops when a person worries excessively. Anybody who feels threatened or fears danger in the future can experience it. We all have anxiety in our lives. When presented with a challenge, such as finishing an assignment or a challenging course, students may feel anxious. Nearly all kids face this problem. There's just a difference in anxiety levels (Sulastri & Ratnawati, 2018). Anxiety related to language can hinder learning and have an impact on academic achievement. This concept has been reinforced inside the L2 research framework. Anxiety is a tense, uneasy emotion associated with learning a second language. But anxiety is a state of undefined fear and trepidation. The subjective sensation of tension, uncertainty, nervousness, and worry is known as anxiety (Gopang et al., 2015). However, learning English might be intimidating for Indonesian students, as it is not their mother tongue. Anxiety and negative feelings evoked by learning or utilizing a second language are known as language anxiety. Moreover, anxiety is the personal experience of stress, unease, trepidation, and concern linked to autonomic nerve system activation. The idea that worry hinders language acquisition is not only intuitive to many but also rational given that anxiety has been shown to obstruct several forms of learning and is one of the factors that psychology and education have studied the most (Sari & Ningsih, 2022). One common characteristic shared by all people is anxiety. One can never completely eradicate anxious people. Nonetheless, worry can be reduced, particularly when it comes to English

communication abilities at work, particularly while working with foreign colleagues. From elementary school to college, students have been learning English courses; yet, as a result, only a small percentage of students are proficient in communication, may not find English to be attractive, and do not engage in independent study (Naibaho, 2022). Students who are struggling with language acquisition tend to become anxious. The teachers' teaching-learning process also takes the pupils' anxiousness into account. Students' success in learning English is impacted by anxiety, particularly when it comes to speaking. The EFL students exhibit elevated levels of anxiousness. When speaking with their professors in English, they get anxious. When their teachers want them to talk in English, they feel as though they are in danger (Amiruddin & Suparti, 2018). In general, linguistic anxiety is the sensation of unease, tenseness, anxiety, and nervousness associated with activating the autonomic nervous system. One of the major obstacles that can cause language learners to experience a variety of problems is language anxiety. Prior research has demonstrated that one of the main obstacles preventing language learners from speaking the target language accurately and fluently is language anxiety (Tran, 2022). It has frequently been noted that language learners suffer from linguistic anxiety. The impact of language anxiety may impede students' ability to acquire critical language skills, which may lower their enthusiasm to attend class. Students' performance tended to decline when they had significant levels of linguistic anxiety (Hidayati, 2018). In the study of second or foreign languages, anxiety among students is a fascinating phenomenon. Researchers investigate this phenomenon to create engaging teaching-learning experiences. Anxiety among students can manifest in both answering and posing questions to the teacher during class. The purpose of this study is to investigate the elements that have a significant impact on students' anxiety in English as a foreign language classes (Weda & Sakti, 2018)

2.7. Extrinsic Factor's Effect on Performance

2.7.1. External Factors

The main things that need to be developed are the effects of external influences on students' learning challenges. External variables have a big impact on how kids learn on their own. The setting where the educational process takes place is an educational setting known as a school. The accomplishments and personal histories of the pupils vary. The teaching and learning process's problems are typically found in the classroom. In this instance, everything that a teacher and students do in a classroom is part of the teaching and learning process. These activities include teacher-student interactions, curriculum implementation and evaluation, and teaching and learning methodologies and procedures (Wulandari, et al., 2020). In order to effectively motivate kids to learn, external variables are also crucial considerations. Resource management is one example of how outside influences affect learning. It includes effort management, environment management, and help-seeking (Safian et al., 2023). The acquisition of SL in children has also been found to be strongly influenced by external influences, or environmental factors, especially in educational contexts. The home English environment, the parents' L2 proficiency, the socioeconomic status (SES), and the usage of English at home. These are external elements that affect the individual. Although each individual's experience with external influences will differ, they are all predicated exclusively on situations beyond the learner's control and influence (Mirhadizadeh, 2016). For learners to achieve their objectives, external incentives were more beneficial. The motivation of teachers also has an impact on students learning second languages (Ahmad et al., 2023).

2.7.2. Parental

One of the things that affects student accomplishment is the role that parents play in their children's education. One of the external elements that affects a student's motivation to study is their parents' role. The role of parents affects pupils' ability to have high or low learning

motivation (Purwanto et al., 2023) One way to understand parental attentiveness is as a way of keeping an eye on each child's growth. Parents need to understand that it plays a significant part in their children's education. Children benefit from their parents' attention in that it uplifts their spirits and increases their desire to learn (Lestari, 2020). Additionally, in a different study, a number of variables including gender, ethnicity, parents' linguistic background, social class, and financial level also had an impact on the aspects of parents' language attitudes and involvement. There has been a lot of research on parents' views and motivations in the area of second language learning, but not as much in the situation of foreign language learning. While there appears to be a greater benefit to children's development from parental involvement (Hosseinpour et al., 2015).

Next, parental involvement appears to be tightly associated in both kinds. Active parents are typically also more active in the area of parental participation and have a tendency to be more interested in community activities (Menheere & Hooze, 2010). The most important factor influencing a child's success in school and in life is their family environment. A student's success is dependent on parental involvement. Effective parent engagement strategies are essential for schools to guarantee children's academic success. For kids to succeed academically, parental involvement in the classroom is crucial (S. Wangdi & Jigyel, 2021). In addition to helping to provide education for their children, parents also play a role in the educational process, which takes place in the home as well as in schools. As such, parents must also provide their children with instruction or education. Being the parent who is closest to her child, a mother has the greatest influence over the educational path that her child will take in the home. Parents and other family members might encourage students to engage in additional activities to gain (Dini et al., 2018)

Language use outside of the classroom, such as selecting a movie, watching children, and conversing Parents can actively participate in their children's at-home language and non-

linguistic learning processes since they play significant roles in their child's supervision. For instance, young toddlers become habituated to utilizing the language through engagement and discussion (Sumanti & Muljani, 2021). This stimulation can take many various forms. For example, offering rewards for good work, asking about students' progress, providing educational necessities and facilities right away, using compassionate language, and acting with passion can all inspire youngsters to learn and boost their self-esteem. Children look up to their parents as the center of attention and as a source of inspiration, and they copy them. It all comes down to the parents and the environment they create for their kids to learn and form attitudes at home (Arshad et al., 2012).

High-achieving parents used their educational backgrounds to help their kids with their schoolwork and to have productive conversations with teachers. Children's expectations for their schooling were also influenced by the educational attainment of their parents. Parents with greater education levels would like to see greater achievement from their kids and would so focus more on it (Lee & Chou, 2014). Because the family, and particularly the parents, are the first people that children perceive as their surroundings and role models, the family plays a crucial role in their education. As such, parents are primarily responsible for their children's basic education. A child is in dire need of his parents' care. A child's educational level is significantly influenced by the level of parental attention they receive (Haditama et al., 2018). One of the most important factors in predicting adolescents' academic success is parental participation. Considering how important parental involvement in education is. Parental engagement can be defined as the at-home activities that parents do to support their children's academic success, such as homework; alternatively, it can be seen as the parents' technique for participating in the educational decision-making process (Kalaycı & Öz, 2018). Parental participation is one of the key indicators of student accomplishment and has a favorable impact on their children's learning. The reason for this is that families are thought to be the most

efficient structure for encouraging and maintaining long-term progress (Rintaningrum et al., 2022). Learners tended to acquire a new language in a motivated atmosphere the more favorable their parents were about them learning a new language. According to earlier research, children who have parents who speak English fluently are more driven and enthusiastic to study the language than other kids. Regarding the teacher's attitude component, we observed a noteworthy relationship between students' motivation and teachers' tactics (Seda & Kulmetov, 2016).

Parenting strategies were linked to higher levels of academic achievement among teenagers. The mindset and parenting style have an impact on kids' academic achievement. It was shown that parents' attitudes and parenting styles have a big impact on their kids. Therefore, the attitudes and behaviors of their parents may have an impact on their children's accomplishments (Kordi & Baharudin, 2010).

It has been discovered that parental involvement and students' academic progress are positively correlated. The strongest correlation found between parental expectations and aspirations for their children's academic success and academic achievement was seen in the parental home monitoring component. Additionally, the link was stronger when academic achievement was presented as a global indicator (e.g., GPA) as opposed to a subject-specific indicator (e.g., math grade) (Fan & Chen, 2001).

2.7.3. Teacher's Attitudes

Teachers play an important role in improving learning outcomes, particularly in English classes. A supportive setting is vital for optimal learning because it fosters a sense of safety, acceptance, and authenticity. This fosters a sense of warmth, safety, and acceptance, resulting in more self-motivated, confident, self-directed, and less apprehensive students (Hsu, 2010).

Student academic progress is greatly impacted by teacher motivation because it fosters a love of learning and motivates students to engage in both solo and group projects. Students are

motivated to express themselves and to learn concepts, ideas, and abilities to evolve as a whole. A teacher who is driven puts out greater effort to provide students with relevant information, which favorably influences their conduct. Additionally, this drive encourages the urge to learn, express oneself, and take part in both solo and group projects. Students who are motivated have higher grades, stronger adjustment potentials, and a more positive self-image (Oko, 2014). Motivation is important for student learning in group settings. Two small groups of people with distinct reasons for attending and participating in workshop sessions displayed significantly different patterns of interaction, resulting in significant discrepancies in group productivity. The latter was strongly associated with conceptual learning persistence, with people of the more prolific group demonstrating learning for at least five months longer than their less productive peers (Sainsbury & Walker, 2009).

In addition to the attitude of the teacher, parental issues had an important role in the learner's language learning. All of the learners have had some expectations from their parents while they are learning new information; therefore enough support should be given to them by their families to help them to become motivated learners (Seda & Kulmetov, 2016).

Despite good classroom management and instructional tactics, English teachers frequently struggle to get their students motivated to learn the language, even though student motivation is crucial for the effectiveness of English teaching (Hsu, 2010). Additionally, instructors' methods of instruction have an impact on students' motivation. Factors including teachers, instructors, school conditions, and classmates have an impact on students' interest in and desire to learn in school. However, in comparison, teachers are regarded as the most significant component because of their significant impact on students' learning. Students' learning motivation is influenced by their teachers' feedback when they see that the teacher is interested in their personal growth (Tuan, 2012).

Children's development is greatly impacted by the attitudes of their teachers, which may cause successful attempts to have the unintentional effect of teaching helplessness. A lack of effort is seen in the poor accomplishment ratings of certain children. The attitudes of teachers directly affect children's achievement more than anything else. (Bertha Garrett, 1985). Teachers who have a high sense of their abilities are more driven than those who have a medium sense of their abilities. Furthermore, academic achievement is higher for pupils of teachers who support a high degree of distributed leadership in the classroom, with medium-level motivation being greater than low-level motivation (Engin, 2020).

Teachers typically think that motivation is important in the classroom since it is necessary for good learning. Educators are responsible for identifying classroom activities that promote motivation (Mirhadizadeh, 2016). There is no denying that teacher behavior influences all aspects of learning, particularly language acquisition. Instructors can fire students' passions by modeling behavior beyond the classroom (Mahmoud & Mahmoudi, 2015). Teachers' ongoing participation in professional learning activities is crucial for improving their knowledge, instruction, and student outcomes. Previous conceptual research and case studies on teachers' professional learning activities have revealed that teachers engage in numerous forms of learning processes beyond formal activities such as professional development programs and university courses (Akiba & Liang, 2016). Teacher affirmation is the process by which instructors communicate to pupils that they are valued and acknowledged as important individuals. Teacher confirmation research examines student communication behaviors resulting from affirming teacher behaviors using an experimental examination (Goodboy & Myers, 2008). Teachers' expectations for their students might become a self-fulfilling prophecy. Pupils who are anticipated to do well tend to perform better, whilst students who are expected to perform poorly tend to meet their teachers' expectations. School effectiveness research has devoted a lot of attention to this component, which is consistently significant, but

with generally low to moderate effect sizes (Muijs et al., 2014). A significant and vital role is played by teachers in the educational process. Each teacher has unique demands and requirements in terms of psychology, society, and finances. In addition, the instructor bears accountability for his pupils and their guardians, who anticipate their male children to obtain top-notch education (Al Said et al., 2022).

2.7.4. Students' Friends

Friendship influences students' attitudes toward language learning since having partner makes them more inclined to enjoy studying. Prior learning experiences have an impact on students' current learning results, with success indicating improved learning outcomes (L. T. Tuan, 2012). A relational aspect that is hardly mentioned in the literature on stative learning but is undoubtedly relevant is that of personal relationships or friendship (Barron, 2003). Friend support is a learning independence approach in which students who are very invested in their group become tutors for their peers. These tutors provide learning materials and tasks to people who do not understand the content creating a cooperative learning environment rather than a competitive one (Wulanningtyas & Fauzan, 2022).

Peer pressure from friends can have a good impact on language acquisition if they encourage and urge one another to improve their skills. Peer help can result in considerable changes. Language exposure from friends who speak English fluently is also important for language learning results (Al-dalawi et al., 2023).

The support of friends is essential for academic success since it enables pupils to overcome obstacles and increase productivity. Additionally, it strengthens students' motivational beliefs and fosters their self-belief in their ability to do tasks, including learning. This idea encourages students to focus and absorb course content, which eventually improves their academic achievement (Shanti et al., 2021). A critical friend is characterized as a reliable individual who poses thought-provoking queries, offers information for analysis from a different perspective,

and provides criticism in a supportive manner. A critical friend actively promotes the work and acts as an advocate for it by taking the time to carefully consider the surrounding circumstances, comprehend the task at hand, and comprehend the intended results (Baskerville & Goldblatt, 2009). The core components of reflection in the Critical Friends group are critical description, critical listening, and probing feedback. Three categories exist for feedback: "Cool" feedback, which is detached and poses questions; "Hard" feedback, which pushes the boundaries of the presenter's ideas and expresses worries; and "Warm" feedback, which is encouraging and complimentary (Ahmadpour & Ahmadpour, 2017).

2.7.5. Environmental Factors

The motivation of students is also influenced by the environment. The atmosphere, including things like classroom management, stops students from being motivated even when they attempt to. For instance, if there isn't enough light in the classroom or it's too packed, it demotivates pupils since it makes it difficult for them to learn. On the other hand, favorable physical circumstances including enough lighting, a pleasant environment, organized workstations, various types of visual aids, and practical materials greatly enhance learning. In conclusion, much like their friends or peers, children can be impacted by their classroom's physical surroundings and learning environment (Tuan, 2012).

Classrooms can be diverse, with some being lively and encouraging and others being silent and sad. Teachers can be active or exhausted, while pupils can be motivated or unchallenged. The classroom is a social space in which students spend 20,000 hours in 12 years, influencing their attitudes about peers, teachers, subjects, and the educational system. It also has an impact on competitiveness, cooperation, rule adherence, disagreements, and power struggles that students may encounter in their future lives (Hugerat, 2016).

2.7.8. GPA Factors

GPA is the result of student learning during lectures at a higher education institution, expressed as numbers and ranks. GPA is one sign of a student's success in taking lectures. GPA is determined by two things: internal and external variables. Internal influences arise from within the student itself, whilst external factors originate from outside the student himself. (Hendri et al., 2020).

To determine if the GPA rise was motivated students to improved learning, we looked at whether GPA increases predicted changes in standardized test scores, university admission exam-taking rates, or performance. None of these achievement metrics had a significant link with the GPA rise, implying that the GPA increase is caused by grade inflation rather than greater learning. As a result, these findings indicate that schools have intentionally modified grading in response to the new university admission criteria (Fajnzyblber et al., 2019).

Grade point average (GPA), which is the weighted average of all course grades, is the most often used indicator of academic accomplishment. Furthermore, overall GPA is an essential variable utilized in educational research to explain academic achievement because of its high reliability and good predictability of academic performance (Meepradit et al., 2022).

The GPA is a primary instrument used by universities and colleges to assess students' academic success, but it is not the only statistic that can accurately represent a student's performance. An interesting study investigated the effect of communication, facilities, and family stress on student's performance shown by GPA. Test results of specific subjects suggested that factors like communication skills and using school facilities were positively affected student's performance, but family stress was negatively affected this performance (Sarmita, 2018)

Academic success is critical in developing competent graduates who are well-prepared with knowledge and skills. The Cumulative Grade Point Average (CGPA) measures students' academic success. The CGPA determines the total average of students' academic performance

for all examination grades across all semesters during their college or university tenure. However, some studies have utilized Grade Point Average (GPA) as a measure of academic ability (Abu Hasan et al., 2017).

2.8. Empirical Studies

The purpose of this study is to look at the connection between tenth-grade pupils at a senior high school's motivation and their achievement in studying English. There were 172 first-year Senior High School students in all that made up the study's population. In order to assess and ascertain the students' motivation and level of English learning achievement, a random sample was selected from the community. Utilizing SPSS version 22.0, data analysis techniques included descriptive analysis and Pearson correlation. The results indicate a strong correlation between students' motivation and their proficiency in learning English. Researchers and educators may find the findings helpful in raising student accomplishment through the implementation of efficient teaching and learning techniques that foster motivation in learners (Dwinalida & Setiaji, 2022).

Finding the variables influencing Universitas Teknokrat Indonesia students' enthusiasm to learn is the aim of this study. It also seeks to identify the sub-factors related to motivation that influence how well students learn. The 30 items on the questionnaire 2 for internal motivation variables and 3 for extrinsic motivation components are part of the qualitative research methodology employed in this study. a five-point Likert scale questionnaire. Thirty students majoring in English education, mathematics education, and sports education made up the sample. The questionnaire's data were statistically examined and given a descriptive description. The findings demonstrated that students' learning motivation was more influenced by extrinsic motivation (Pranawengtias, 2022).

The goal of the current study was to develop the Intrinsic / Extrinsic Motivation Scale of English Learning, a measure of motivation for learning the language in a specific Chinese

context, and investigate the connection between extrinsic and intrinsic motivation and English accomplishment. The findings were examined from the perspective of self-determination theory, with particular attention paid to how applicable they are to EFL classrooms. The survey included two samples. Sample 1 consisted of 140 students from various non-English majors (such as educational technology, journalism, and education) at a Chinese comprehensive university. Males accounted for approximately 45.6% of the sample, with a total mean age of around 20. Sample 2 included 329 students from the same university who were randomly chosen from a variety of non-English majors, including mathematics, physics, education, computer science, Chinese literature, and art (Wang, 2008).

The goal of communicative language instruction is to help students communicate in the target language. The purpose of this study was to look into a particular motivational style that is common among English language learners in Grade 12 in one of Bhutan's eastern regions. In the second semester of the 2019 academic year, data from 238 respondents from two higher secondary schools were collected using the explanatory mixed method methodology. The micro and macro components of each generated speech are performed by a learner (Ruteng, 2018).

The purpose of the current study was to investigate how academic performance is impacted by intrinsic and extrinsic motivation. The following theories were developed in light of the literature review. 1) Academic success would be positively correlated with both internal and extrinsic motivation. 2. Academic achievement would be impacted differently by gender in terms of internal and extrinsic motivation. 200 students, 100 of whom were female and 100 of whom were male, were chosen at random from various colleges in Karachi. The participants' ages ranged from 18 to 21 years old, with an average age of 18.56. Their socioeconomic class was middle-class to upper-class, and they had at least an intermediate degree of education (Ayub, 2010).

This study examines the relationship between students' extrinsic and intrinsic motivational orientations and their perceptions of their teachers' communicative style, specifically how much they believe their teachers support their autonomy and offer insightful feedback about their learning progress. 78 Anglophone students enrolled in a 6-week summer French immersion program in Ottawa, Canada, made up the participants. Stronger sentiments of intrinsic motivation were linked to better language learning outcomes, such as increased motivational intensity, increased self-evaluations of competence, and decreased fear, according to correlational analyses (Noels et al., 1999).

By examining the impacts of perceived autonomy support, incentives, consumer perceived value, and natural content belief on phases of product consumption for herbal medicines, this research study addressed the gaps in the literature and practical applications. A cross-sectional survey questionnaire and experiment were used in a multi-method quantitative study. Information was gathered from Universiti Teknologi Malaysia and Universiti Malaysia Sabah. A total of 363 useable samples were gathered; 184 of them were assigned to the experiment group, and the other samples were assigned to the control group (Yinling & Tam, 2020).

This study aims to explore the internal motivation and anxiety that English as a Foreign Language (EFL) learners experience in relation to different majors, gender disparities, and language competency. It focuses on EFL students at a Taiwanese technological university. In this study, 857 first-year students from a technical university in Taiwan were polled and examined. The results can assist students in understanding the psychological aspects of English learning motivation and anxiety (Tsai, 2013).

The purpose of this study is to investigate how Pakistani students' motivation plays a part in their English language acquisition. Any activity's ability to succeed is thought to be significantly influenced by motivation. It is essential to reaching the intended objectives. The nature of the investigation was quantitative. A Likert scale questionnaire was created to gather

information from fifty Pakistani intermediate students attending a private institution. The group was split into 25 males and 25 females based on gender. Ultimately, a number of generalizations about the significance of motivation in English language acquisition for Pakistani learners were drawn from the findings (Rehman et al., 2014)

The purpose of this study piece is to investigate student motivation. Important academic outcomes may be significantly influenced by student motivation. However, as kids become older, their motivation could decrease. This study looked at six incentive factors for learning English in kids from 78 schools in Singapore (N = 4214): self-efficacy, interest, mastery goal orientation, engagement, avoidance coping, and effort withdrawal. Gender and grade differences in these categories were investigated using a large and diverse sample of students from primary 5 (5th grade) and secondary 3 (9th grade). The routes from grade and gender as well as the grade gender interaction variable were shown to be significant using a MIMIC approach to structural equation modeling (Yeung et al., 2011).

2.9. Research Gap

Numerous studies have already looked at why authors, both foreign and Cambodian, choose to study English, as the literature review section explains. Unfortunately, there are still surprisingly few research on motivation in Cambodia, particularly in the context of a university nowadays. Furthermore, no research has been done on what motivates students in Cambodian universities to learn English. As a result, this is a relatively new study that uses a survey questionnaire to fill in certain gaps by determining the factors that influence students' academic performance in relation to intrinsic and extrinsic motivation to boost English topic learning.

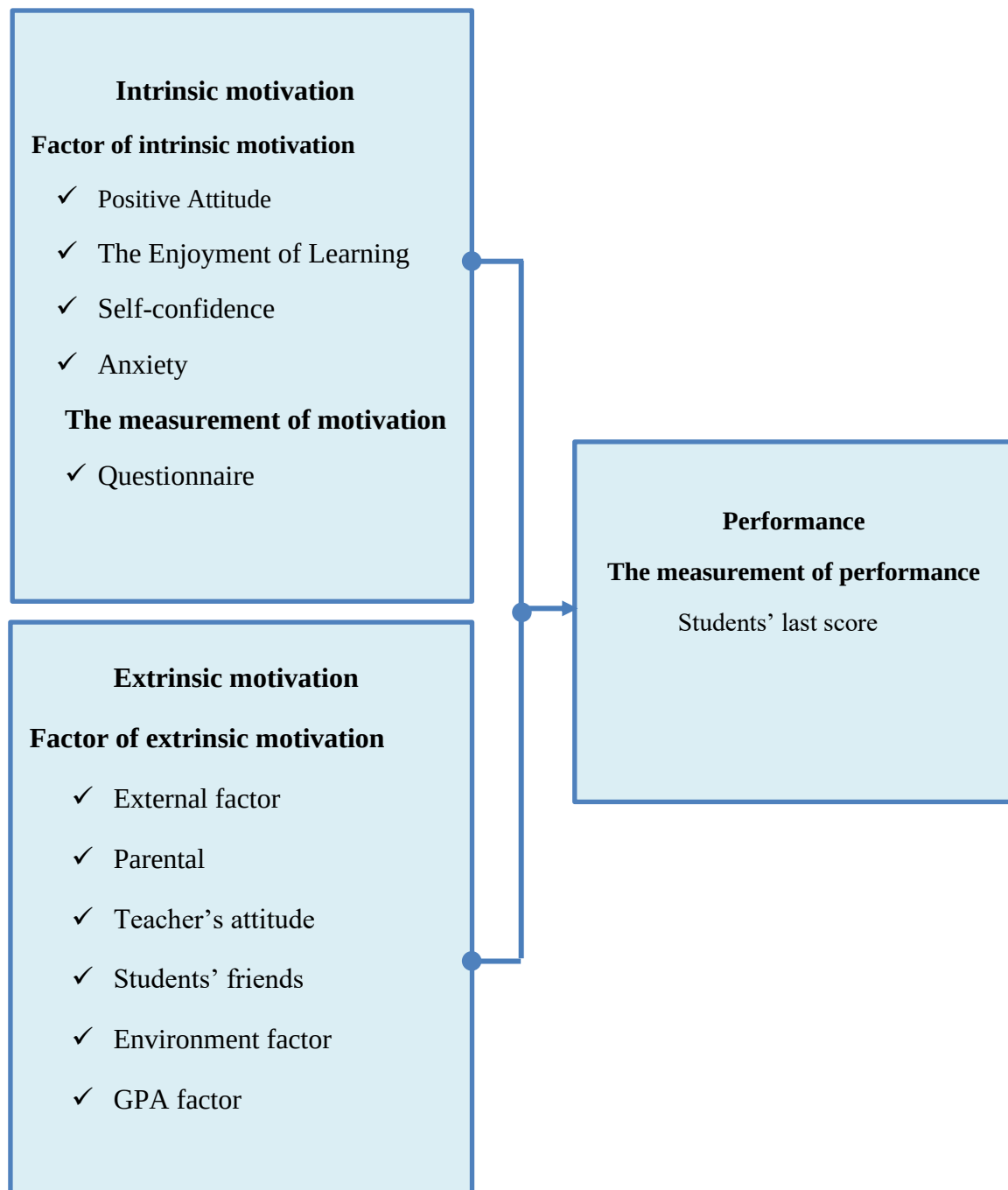


Figure 2.1. Conceptual Framework

2.10. Summary of the Chapter

Teachers need to be aware that every student is driven differently, even if motivation is one of the most significant factors that directly affects students' academic performance, according to the literature review conducted for this study. They should provide an enjoyable learning environment where students can develop their confidence, spontaneity, independence, and self-

stimulation. Instructors need to be aware of the needs and interests of their students. Pupils are especially drawn to instructional materials that provide humor, fun, pleasure, and enjoyment. This suggests that they would rather learn. A key element in improving English learning is motivation. Instructors should create the best conditions possible for students to become motivated. Motivation is a vital quality that pushes people to achieve their goals, especially in education, where it has a substantial impact on academic success. While intrinsic motivation emerges from internal fulfillment and enjoyment of learning, extrinsic motivation is derived from external rewards and recognition. Although both types can impact behavior, intrinsic motivation is more effective for sustained engagement and mastery. Students in some circumstances, such as Indonesian schools, frequently struggle with motivation to learn difficult topics such as English, emphasizing the significance of developing both internal and extrinsic motivational components.

CHAPTER THREE

RESEARCH METHODOLOGY

The third chapter is devoted to research methodology. The current study will examine the motivational elements that support students' reading comprehension through the use of a quantitative approach to survey design. Research design, population and sampling, data collection methods, researcher tools, validity and reliability, data analysis, ethical considerations, and a summary of the chapter are all covered in this chapter. Data analysis is accomplished by a variety of techniques, such as data gathering methods, research tools, and data analysis itself.

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 probably random. The technique to conduct this research is simple random sampling. The 152 students from the National University of Cheasim Kamchaymear were randomly 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 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.

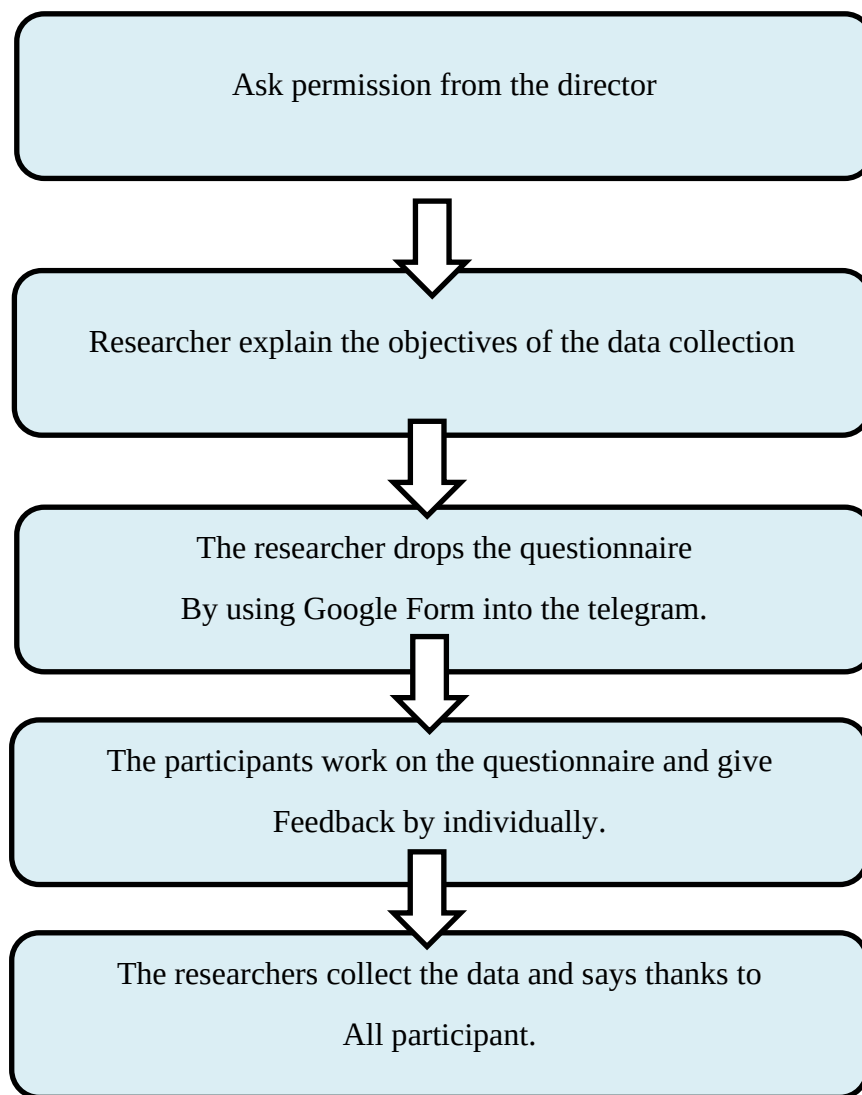


Figure 3.1. Data Collection Procedures

In order to obtain data from the National University of Cheasim Kamchaymear located in Cambodia, the researcher requests permission from the principal. Prior to beginning data collection, invitations to participate in the study were extended to the chosen participants through 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 the 200 students completed the questionnaires. 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 to the useful analysis. An instrument's ability to calculate what it 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 3.1. Reliability of the Indicators According to Cronbach's alpha's Analysis

Constructs	Number of Statements	Cronbach's alpha
Intrinsic	8	0.81
Extrinsic	8	0.80
Academic performance	8	0.84

Table 3.1 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 are 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 3.2. 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) 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 answer 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 of ethics and academic honesty, ethical considerations in research may appear like a pipe dream (Khan, 2016a). 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, 2016a). According to Gajjar (2013) ensuring the confidentiality and privacy of persons is a fundamental aspect of psychology 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.

3.8. Summary of the Chapter

To summarize, the purpose of this research is to identify the motivational elements that increase students' reading comprehension. This analysis included two variables. Students' motivation is an independent variable, whereas academic success is the dependent variable. This study utilized a survey methodology. The population for this study is drawn from years 2, 3, and 4, using simple random sampling approaches. The research group comprises of 152 students. A questionnaire serves as the data collection instrument. The questionnaire was designed to collect information about students' intrinsic and extrinsic motivation and academic achievement. This study employed content validity to create an instrument validity questionnaire, and it used two approaches to examine instrument reliability. The researcher analyzed the data using the SPSS program.

CHAPTER FOUR

FINDINGS

This chapter presents the findings of the research conducted to find out the factors of motivation. Following the methodology outlined in Chapter 3, data was collected through surveys, interviews, 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 4.1. Demographic Information of the Samples (n = 152)

Variables	Values	No. of Participants	Percentages
Sex	Male	51	33.55
	Female	101	66.44
Age	19-25	118	77.63
	26-30	34	22.37
Years	Year 1	21	13.81
	Year 2	51	33.55
	Year 3	41	26.97
	Year 4	39	25.67

Table 4.1. Provided demographic data 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 4.2. Descriptive Statistics of Intrinsic Motivation

Table 4.2. Presents the descriptive statistics of English motivation among the 152 participants, focusing on the mean, standard deviation (SD), and the range of responses (minimum and maximum) for each statement related to English motivation.

Statements	N	Minimum	Maximum	Mean	SD
Q1	152	1.00	2.00	1.3947	.49041
Q2	152	1.00	4.00	1.6645	.61916
Q3	152	1.00	5.00	1.7303	.60866
Q4	152	1.00	5.00	1.9145	.78008
Q5	152	1.00	5.00	1.7697	.94533
Q6	152	1.00	5.00	3.0855	1.53952
Q7	152	1.00	4.00	1.6250	.58471
Q8	152	1.00	5.00	2.6316	1.45886
Intrinsic motivation	152	1.00	3.50	1.9770	.63190

Note: See the questionnaire in appendix for the detailed statement of Q1 to Q8

Q1: Responses indicate a low level of agreement, with a mean of 1.39, suggesting limited positive sentiment.

Q2: With a mean of 1.66, participants show slightly more agreement, though still leaning toward lower scores.

Q3: A mean of 1.73 indicates mild agreement, reflecting a slightly more favorable view.

Q4: The mean score of 1.91 suggests moderate agreement, indicating a stronger positive response than previous questions.

Q5: Participants express a mean score of 1.77, indicating a generally low level of positivity.

Q6: This question stands out with a higher mean of 3.09, indicating stronger agreement or positive sentiment among participants.

Q7: A mean of 1.63 reflects low agreement, similar to earlier responses.

Q8: With a mean of 2.63, this question shows a moderate level of agreement, higher than many preceding questions.

Intrinsic motivation: The mean score of 1.98 indicates a low level of intrinsic motivation among participants. The relatively low SD (0.63) suggests that responses were somewhat consistent, with most participants reflecting similar feelings about their internal drive to engage in academic activities. The maximum score of 3.50 indicates that while some participants experience a moderate level of intrinsic motivation, the overall trend is toward lower motivation.

4.3. Extrinsic Motivation

Table 4.3. Descriptive Statistics of extrinsic Motivation

Table 4.3 presents the descriptive statistics of English motivation among the 152 participants, focusing on the mean, standard deviation (SD), and the range of responses (minimum and maximum) for each statement related to English motivation.

Statements	N	Minimum	Maximum	Mean	SD
Q9	152	1.00	4.00	1.3684	.52341
Q10	152	1.00	5.00	2.1842	1.26293
Q11	152	1.00	4.00	1.7434	.48140
Q12	152	1.00	5.00	1.6513	.68339
Q13	152	1.00	5.00	2.0592	1.12311

Q14	152	1.00	5.00	1.7237	.95735
Q15	152	1.00	2.00	1.5987	.49179
Q16	152	1.00	5.00	2.1513	1.00831
Extrinsic motivation	152	1.00	3.13	1.8100	.56692

Note: See the questionnaire in appendix for the detailed statement of Q9 to Q16

Q9: A mean of 1.37 indicates very low positive sentiment, one of the lowest scores.

Q10: The mean score of 2.18 shows a moderate level of agreement, indicating some positivity.

Q11: A mean of 1.74 suggests low to moderate agreement among participants.

Q12: With a mean of 1.65, responses indicate low agreement.

Q13: A mean of 2.06 reflects a moderate level of agreement, indicating a more favorable view.

Q14: Participants show a mean score of 1.72, suggesting low to moderate positivity.

Q15: The mean of 1.60 indicates limited positive sentiment, similar to earlier low scores.

Q16: A mean of 2.15 reflects a moderate level of agreement, indicating some positive sentiment.

Extrinsic motivation: The mean score of 1.81 is lower than that of intrinsic motivation, indicating even less reliance on external factors to motivate participants. The SD of 0.57 shows that there is a strong consensus among participants regarding low extrinsic motivation. The maximum score of 3.13 suggests a few participants do find some degree of motivation from external sources, but the overall trend is low.

4.4. Descriptive Statistics of Academic Performance

Table 4.4 presents the descriptive statistics of English motivation among the 152 participants, focusing on the mean, standard deviation (SD), and the range of responses (minimum and maximum) for each statement related to English motivation.

Statements	N	Minimum	Maximum	Mean	SD
Q17	152	1.00	5.00	2.0855	.96936
Q18	152	1.00	3.00	1.8224	.50300
Q19	152	1.00	5.00	2.3421	1.33771
Q20	152	1.00	5.00	1.9013	.69777
Q21	152	1.00	5.00	2.3026	1.14533
Q22	152	1.00	5.00	1.9671	.96576
Q23	152	1.00	3.00	1.7829	.59710
Q24	152	1.00	5.00	2.1316	.90389
Academic performance	152	1.00	3.00	2.0419	.64093

Note: See the questionnaire in appendix for the detailed statement of Q17 to Q24

Q17: With a mean score of 2.09, this question shows a slight inclination toward agreement.

Q18: A mean of 1.82 suggests low to moderate agreement, with responses leaning toward neutrality.

Q19: The mean score of 2.34 indicates a higher level of agreement, showing more positivity.

Q20: A mean of 1.90 reflects moderate agreement, indicating some positive sentiment.

Q21: With a mean of 2.30, responses indicate a moderate level of agreement.

Q22: The mean score of 1.97 suggests low to moderate agreement, indicating some positivity.

Q23: A mean of 1.78 reflects low to moderate sentiment.

Q24: The mean of 2.13 indicates moderate agreement, showing some level of positivity.

Academic performance: The mean score of 2.04 for academic performance indicates a moderate perception of success in academic pursuits. The SD of 0.64 suggests variability in responses, indicating that while some participants feel adequately performing, others may feel

less confident. The maximum score of 3.00 suggests that perceptions of academic success are not overwhelmingly positive but do reflect some level of achievement.

Table 4.5. Group Statistics

Variables	Sex	N	Mean	Std. Deviation	Std. Error Mean
Intrinsic motivation	Male	51	2.1275	.56871	.07964
	Female	101	1.9010	.65104	.06478
Extrinsic motivation	Male	51	1.9828	.45209	.06331
	Female	101	1.7228	.60016	.05972

The statistical data comparing male and female participants' extrinsic and intrinsic drive is displayed in the table. In terms of intrinsic motivation, men (N=51) have a mean score of 2.1275, which is higher than females (N=101), whose mean is 1.9010. This suggests that men have a stronger internal drive. Male standard deviation is 0.56871, which indicates moderate variability; female standard deviation is 0.65104, which indicates slightly higher variability. Males again score higher than females in terms of extrinsic motivation, with a mean of 1.9828 versus 1.7228, indicating a stronger dependence on outside stimuli. Males have a smaller extrinsic motivation standard deviation (0.45209) than females do (0.60016), 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 4.6. Independent Samples Test

Variables		Levene's Test for Equality of Variances t-test for Equality of Means								
									95% Confidence Interval	
									of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Intrinsic motivation	Equal variances assumed	1.312	.254	2.110	150	.037	.22646	.10733	.01439	.43853
	Equal variances not assumed			2.206	113.268	.029	.22646	.10266	.02309	.42984
Extrinsic motivation	Equal variances assumed	7.437	.007	2.727	150	.007	.26007	.09537	.07162	.44852
	Equal variances not assumed			2.988	127.929	.003	.26007	.08703	.08787	.43227

The findings of an independent samples t-test examining extrinsic and intrinsic motivation in two groups are shown in Table 4.6. Levene's Test for intrinsic motivation shows equal variances ($F = 1.312$, $\text{Sig.} = 0.254$), supporting the t-test's premise of equal variances. A statistically significant difference in means, with a mean difference of 0.22646 and a 95% confidence interval ranging from 0.01439 to 0.43853, is shown by the t-test findings, which reveal a t-value of 2.110 with 150 degrees of freedom and a significance level of 0.037. This result is supported by the t-value of 2.206 ($\text{Sig.} = 0.029$) when equal variances are not assumed. Levene's Test for extrinsic motivation shows unequal variances ($F = 7.437$, $\text{Sig.} =$

0.007), which affect the t-test results. The t-value is 2.727 (Sig. = 0.007) with a mean difference of 0.26007 and a confidence range ranging from 0.07162 to 0.44852, assuming equal variances. The t-value rises to 2.988 (Sig. = 0.003) when variances are not assumed, further demonstrating the existence of significant differences. Overall, the findings show significant differences between the groups in both categories of motivation.

Table 4.7. Independent Samples Effect Sizes

Variables		Standardize	Point Estimate	95% Confidence Interval	
				Lower	Upper
Intrinsic motivation	Cohen's d	.62480	.362	.023	.701
	Hedges' correction	.62795	.361	.023	.698
	Glass's delta	.65104	.348	.007	.687
Extrinsic motivation	Cohen's d	.55521	.468	.127	.808
	Hedges' correction	.55800	.466	.126	.804
	Glass's delta	.60016	.433	.090	.774

The effect sizes for intrinsic and extrinsic motivation, which measure the size of the variations between the two groups examined in the independent samples t-test, are shown in Table 4.7. A dependable difference is suggested by Cohen's d for intrinsic motivation, which is 0.62480 and indicates a medium to large effect size with a 95% confidence interval spanning from 0.362 to 0.701. Glass's delta, which reflects a strong impact with a confidence interval ranging from 0.348 to 0.687, is marginally larger at 0.65104 than Hedges' adjustment, which provides an effect size of 0.62795 that is comparable. Cohen's d for extrinsic motivation is 0.55521, indicating a medium effect size with a confidence interval ranging from 0.468 to 0.808. A similar effect size of 0.55800 is provided by Hedges' correction, and Glass's delta has a confidence band of 0.433 to 0.774 and is 0.60016. Overall, the findings suggest that there are notable and statistically significant differences between the two motivational styles, with intrinsic motivation having a marginally larger impact.

4.5. Summary of the Chapter

The study involved 152 participants, mainly females aged 19-25, showing that males had significantly higher intrinsic and extrinsic motivation than females, while both genders had different significant. This study found that motivation affects students' academic performance.

CHAPTER FIVE

DISCUSSION

This chapter summarizes the findings on the impact of intrinsic and extrinsic motivation on academic achievement among university students learning English in Cambodia. It emphasizes the importance of intrinsic and external motivational variables. The chapter also compares current findings to prior studies, addressing research gaps in understanding motivation in Cambodian higher education.

5.1. Summary of the Findings

Since it promotes a sincere interest in learning, intrinsic motivation has a favorable impact on academic performance. Intrinsically driven students connect with the subject matter more profoundly and are more tenacious when faced with obstacles. Their enthusiasm for learning improves their capacity to remember knowledge and apply it imaginatively, leading to higher-caliber output. Furthermore, as they place more emphasis on personal development than on rewards from outside sources, intrinsically motivated learners frequently report feeling less anxious. All things considered, this innate motivation fosters an optimistic outlook on learning, encouraging not only scholastic achievement but also a lifetime love of learning.

When compared to intrinsic motivation, extrinsic incentive typically has less of an effect on academic success in English. While grades and recognition from outside sources can motivate students to finish homework and score well on exams, they frequently don't develop a thorough comprehension or a sincere love in the subject. Instead of connecting deeply with the content, students would prioritize meeting short-term objectives, which could stifle their critical thinking and inventiveness. Furthermore, students who are motivated largely by external factors may feel anxious about performing well, which can have a detrimental effect on their entire educational experience. Thus, extrinsic motivators are less successful than intrinsic motivators in fostering long-term engagement and a love of learning in English studies, even

though they can drive some degree of achievement. Student has low intrinsic and extrinsic motivation that is effect on their academic performance.

To sum up, the significant disparities between male and female participants' extrinsic and intrinsic motivation are revealed by the analysis. In terms of intrinsic motivation, males outscored women, suggesting that men typically possess a higher internal drive. Men's reactions are moderately variable, whereas women's responses are marginally more variable. Men outscored women in extrinsic motivation as well, indicating that they are more impacted by outside forces. The statistical results demonstrate a substantial difference between the two motivational categories, with variations in intrinsic motivation being noticeably greater than those in extrinsic drive. This suggests a medium-to-large effect and highlights the influence of gender on motivational drives. These understandings can guide workplace and educational initiatives meant to improve motivation across all genders.

5.2. Comparison of Current Findings with the Previous Studies

The purpose of this research paper is to look into the relationship between students' motivation and English learning achievement in tenth grade at a senior high school. The study found that there was a substantial association between students' motivation and their English learning achievement (Dwinalida & Setiaji, 2022).

Finding the variables influencing Universitas Teknokrat Indonesia students' enthusiasm to learn is the aim of this study. It also seeks to identify the sub-factors related to motivation that influence how well students learn. The findings demonstrated that students' learning motivation was more influenced by extrinsic motivation (Pranawengtias, 2022).

The goal of the current study was to develop the Intrinsic / Extrinsic Motivation Scale of English Learning, a measure of motivation for learning the language in a specific Chinese context, and investigate the connection between extrinsic and intrinsic motivation and English accomplishment. Previous research revealed that students are more pushed by extrinsic factors

than by internal ones, and it also showed how highly motivated they were to learn English as a foreign language. Extrinsic motivation can be impacted by external factors. These incentives could come from outside sources, such as parental or guardian expectations, learning how to obtain rewards from other sources, getting the best grade in the class, or preparing for tests (Wang, 2008).

The purpose of the current study was to investigate how academic performance is impacted by intrinsic and extrinsic motivation. Academic achievement would fluctuate depending on gender in terms of intrinsic and extrinsic motivation (Ayub, 2010).

This study examines the relationship between students' extrinsic and intrinsic motivational orientations and their perceptions of their teachers' communicative style, specifically how much they believe their teachers support their autonomy and offer insightful feedback about their learning progress. Stronger sentiments of intrinsic motivation were linked to better language learning outcomes, such as increased motivational intensity, increased self-evaluations of competence, and decreased fear, according to correlational analyses (Noels et al., 1999).

The purpose of this study is to investigate how Pakistani students' motivation plays a part in their English language acquisition. Any activity's ability to succeed is thought to be significantly influenced by motivation. It is essential to reaching the intended objectives. Ultimately, a number of generalizations about the significance of motivation in English language acquisition for Pakistani learners were drawn from the findings (Rehman et al., 2014). The purpose of this study piece is to investigate student motivation. Important academic outcomes may be significantly influenced by student motivation. However, as kids become older, their motivation could decrease. Significant relationships were identified between the routes from grade and gender and the grade gender interaction variable (Yeung et al., 2011).

Moreover, the results of this study show that students have low intrinsic motivation and low extrinsic motivation that is effect on their academic performance. And the current study demonstrate that intrinsic motivation is stronger than extrinsic drive. Respondents that have a strong intrinsic motivation orientation may have different perspectives on the value of education for their own development. This suggests that students still enjoy learning, want to participate in academic activities for the sake of participating in them, and strive for a higher level of knowledge to demonstrate their own competence, despite their socioeconomic status or other circumstances that the researcher is unaware of. Teachers can also gain insight into their students' motivation in the classroom by using their self-assessment. In this current study there is a significance different in perception between male and female student. There is an intrinsic motivation of male student stronger than female student.

5.3. Detailed Explanation of the Current Findings

The results show the varying degrees of agreement and attitudes of participants about the stated questions. The majority of responses indicate a low to moderate optimism trend. Many of the questions show a limited spectrum of positive feelings, suggesting that people might not be totally satisfied or engaged. Conversely, certain questions indicate a little increase in agreement, indicating higher levels of approval during those periods. Particularly, one question stands out for having a notably higher level of positive emotion, suggesting a strong degree of acceptance or agreement. On the other hand, a small percentage of the questions exhibit very little emotion, which may indicate concerns or dissatisfaction. This version highlights both participants' areas of strength and those that need attention, offering insights into their overall perspectives and experiences.

5.4. Gaps in Knowledge Completion

The current study highlights a huge research gap in the study of motivation among Cambodian university students learning English. While current literature has addressed different elements

of English language learning, particularly in foreign environments, there is a noticeable lack of concentrated research on the unique motives that drive Cambodian students in this field. Furthermore, previous research has mainly ignored the distinct socio-cultural and educational aspects that may influence motivation in Cambodian university settings. This gap emphasizes the need for targeted research that investigates not just internal and extrinsic motivating variables, but also the environmental impacts that shape students' academic achievement in English language learning. The current study intends to fill this gap, give valuable insights to the area, and inform educational methods in Cambodia.

5.5. Summary of the Chapter

This current study found that student have low intrinsic and extrinsic motivation. The findings also indicate that intrinsic motivation significantly enhances academic performance by fostering deeper engagement, resilience, and reduced anxiety, while extrinsic motivation, although helpful for short-term achievements, often fails to inspire genuine interest and can lead to anxiety. Gender differences were observed, with males showing higher levels of both intrinsic and extrinsic motivation. Unlike previous studies that primarily highlighted extrinsic motivation among students learning English, this study found that intrinsic motivation is stronger, suggesting students' value education for personal growth. Additionally, the research highlights a gap in understanding the unique motivations of Cambodian university students, emphasizing the need for targeted studies to inform educational practices in that context.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

This chapter highlights the study's findings regarding motivation and academic achievement among Cambodian students. It emphasizes the impact of motivation on academic success and investigates the inherent and extrinsic elements that motivate pupils. Furthermore, the chapter examines difficulties related to participant diversity and proposes future study topics. Finally, it provides practical ideas for educational authorities and institutions that will improve motivation and academic accomplishment.

6.1. Conclusion

Motivation is essential in attaining any goal, especially learning a second language. It is an internal condition that motivates, directs, and maintains effort, and it is strongly linked to all levels of schooling. Motivation is critical to students' performance in English studies and is considered as a fundamental component in assuring academic achievement. However, not all pupils are extremely motivated to learn foreign languages, as some still regard English as a challenging subject (Pathan et al., 2010). Motivation comes from both conscious and unconscious sources, and it is required for high levels of achievement in professions such as elite athletics, medicine, and music. The learner's goal can be short-term, such as completing a classroom exercise, or long-term, such as achieving native-level performance in the language classroom (Lestari, 2020). There are two kinds of motivation intrinsic motivation and extrinsic motivation. Intrinsic motivation is a person's drive to complete a task or achieve a goal, and it can play an important role in teachers' classroom effectiveness as well as their personal and professional fulfillment. It is primarily motivated by self-satisfaction and personal fulfillment, which can be attained through personal challenges, enjoyment, and participation in the activity (Aquilina, 2023). Intrinsic motivation can be present in a variety of areas of life, including learning English or mathematics, because it promotes happiness, purpose, and the desire to influence the world. Teachers who sincerely want to learn are keen to test new ideas and

develop new skills. Intrinsic motivation can be created by setting personal goals, having fun with coworkers, or doing work that makes the individual feel fulfilled. Furthermore, extrinsic motivation is a type of motivation that stems from outside sources, such as rewards, praise, or punishment. It can have an impact on classroom conduct, such as teachers striving to improve performance in response to external pressures from parents, administrators, and stakeholders (Aquilina, 2023). This drive can take several forms, including income raises, recognition, and social approval. It can be influenced by money gain, test requirements, or career progression prospects. Money can be viewed as dominating since it might represent different things to different people, potentially influencing their psychological health. Extrinsic motivation is driven by external benefits such as money, grades, coercion, and the threat of punishment, whereas intrinsic motivation is driven by intrinsic rewards. To sum up this current study was carried at National University of Cheasim Kamchaymear at Kampong Cham province and there were 152 students participated in the study. The results show that students have low intrinsic and extrinsic motivation that effect on students' academic performance.

6.2. Limitation of the Current Study

One major weakness of the current study is the small number of participants, which may have an impact on the findings' generalizability. The sample size was small, which limited the diversity and representativeness of the population under study. This constraint may have an impact on the strength of the conclusions reached and the results' application to other situations. Future studies should attempt to involve a broader and more diverse set of individuals in order to improve the validity and reliability of the findings. Moreover, a university's ban on surveying students made it difficult to get primary data directly from them, which is a major shortcoming of the current study. This restriction limited the amount of data that could be analyzed and made it impossible to thoroughly examine the viewpoints of the participants.

6.3. Future Studies

Future studies could try using qualitative or mixed methodologies approaches to gain a more detailed view of the subject topic. Qualitative methods, like as interviews or focus groups, can better capture people' 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.

6.4. Recommendation

All efforts should be made to support recent graduates from universities by giving English departments access to facilities for teaching the language and by planning events that will contribute to the development of future English teachers' deeper understanding. MoEYS should create a culture of encouraging students to learn English. They will pay more attention and spend more time learning or practicing what they have been learning. MoEYS must recognize students for their accomplishments. The students need MoEYS to praise them, like giving some study materials or awards when they get a high score in an examination. MoEYS must encourage students to set their own long-term goals for learning the English language. The MoEYS should enhance the curriculum in every topic and modify the English scoring system by awarding English subjects with greater scores. Reducing the challenging subjects and writing styles in the textbook will update it and make it more student-level appropriate. Additionally, the university needs to inspire its lecturers and students to teach and study. Enhancing classroom discipline for both teachers and students while looking into the issues and obstacles that stand in the way of raising educational standards. The maximum overload on instructors' weekly schedules should be lowered by the school. In-class instruction and

specialized training are requirements for teachers. Teachers must have a strong commitment to their students' education and be adaptable when it comes to the syllabus or the units they study from the course book, taking into account their students' abilities. When it becomes necessary to replace some sections of a unit, they should select and/or prepare materials that are more appropriate. Instructors ought to make a concerted effort to cultivate students' curiosity, motivation, and drive to learn the FL. Teachers should take part in fostering a positive learning atmosphere in the classroom by utilizing a variety of strategies, including games, competitions, discussions, and the use of all available resources. Parents are a child's primary source of inspiration, support, and encouragement. By keeping their kids informed and providing them with learning opportunities, they should be actively involved in their education. It is the responsibility of educators, parents, and school administrators to help students become self-motivated language learners of English.

6.5. Summary of the Chapter

Motivation is vital for learning a second language, significantly impacting students' academic performance, especially in English studies. It can be intrinsic, driven by personal satisfaction and fulfillment, or extrinsic, influenced by external rewards and pressures. The study's limitations include a small participant sample and restricted access to direct data, suggesting future research should employ broader and mixed-methods approaches for deeper insights. Recommendations include enhancing support for graduates, improving curricula and teacher training, creating engaging learning environments, fostering parental involvement, and encouraging students to recognize the importance of learning English. Collaboration among teachers, parents, and school administrations is crucial to fostering a culture of motivation and success.

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APPENDIX
កម្រងសំណួររបស់ថ្នាក់អនុបណ្ឌិតសម្រាប់ការប្រមូលទិន្នន័យ

A Master Degree's Questionnaires for Data Collection

នេះជាការសិក្សាលើការយល់ឃើញរបស់និស្សិតសាកលវិទ្យាល័យកម្ពុជាអំពីការលើកទឹកចិត្តខាងក្នុង និងខាងក្រៅលើការអនុវត្តការសិក្សា។ ការសិក្សានេះមានគោលបំណងពិនិត្យមើលកម្រិតនៃការលើកទឹកចិត្តខាងក្នុង និងស៊ីបអង្កេតកម្រិតនៃការលើកទឹកចិត្តខាងក្រៅលើការអនុវត្តការសិក្សារបស់សិស្ស។ អ្នកស្រាវជ្រាវឱ្យតម្លៃលើការបញ្ចូលទៅក្នុងការសិក្សា។ កម្រងសំណួរមានបួនផ្នែក៖ I, II, III និង IV ហើយវានឹងចំណាយពេលប្រហែល ៣០ នាទីនៃពេលវេលារបស់អ្នកដើម្បីចូលរួមក្នុងការស្ទង់មតិ។ ដូចគ្នានេះផងដែរ សូមប្រាកដថាការឆ្លើយតបរបស់អ្នកគឺជាទំនុកចិត្តដ៏តឹងរ៉ឹងបំផុតនិងមិនបញ្ចេញឈ្មោះ។

This is a study on Cambodian university students' perceptions of intrinsic and extrinsic motivation on academic performance. This study aimed to examine the levels of intrinsic motivation and investigate the level of extrinsic motivation on students' academic performance. The researcher values your input to the study. The questionnaire contains four parts: I, II, III, and IV and it will take only about 30 minutes of your time to take part in the survey. Also, please be assured that your responses are the strictest confidence and anonymity.

Part I. ព័ត៌មានទូទៅ/Demographic Information

1. សូមជ្រើសរើសភេទរបស់អ្នក/Please choose your gender

1. ☐ ប្រុស/Male

2. ☐ ស្រី/ Female

2. សូមជ្រើសរើសចន្លោះអាយុរបស់អ្នក/Please choose your age range

1. ☐ 18-20

2. ☐ 21-23

3. ☐ 24 ឬលើស/Over

3. សូមជ្រើសរើសឆ្នាំរបស់អ្នក/Please choose your year

1. ☐ Year1/ឆ្នាំទី១

2. ☐ Year2/ឆ្នាំទី២

3. ☐ Year3/ឆ្នាំទី៣

4. ☐ Year4/ឆ្នាំទី៤

4. សូមជ្រើសរើសទម្លាប់ការសិក្សារបស់អ្នក Please choose your self-learning habits

1. ☐ Day Time/ពេលថ្ងៃ

2. ☐ Night Time/ពេលល្ងៃ

3. ☐ Weekend/ចុងសប្តាហ៍

សូមចំណាំថាផ្នែកទី II អ្នកត្រូវជ្រើសរើសលេខដែលសមស្របបំផុតដោយគូសនៅក្រោមជម្រើសតែមួយគត់៖

1 2,3,4, ឬ 5. មាត្រដ្ឋានវាយតម្លៃគឺ 1 យល់ស្របយ៉ាងខ្លាំង, 2. យល់ស្រប, 3. មិនប្រាកដ ៤.មិនយល់ស្របខ្លាំង, ៥.មិនយល់ស្រប

Please note that in part II, you are required to choose the most appropriate numbers by ticking under only one choice: 1 2,3,4, or 5. The rating scales are 1.Strongly agree, 2. Agree, 3. Neutral , 4.Strongly disagree , 5. Disagree

Part II. Intrinsic Motivation ការលើកទឹកចិត្តខាងក្នុងខ្លួន	1	2	3	4	5
1. English is essential for my personal development. អង់គ្លេសគឺមានសារៈសំខាន់សម្រាប់អភិវឌ្ឍខ្លួនរបស់ខ្ញុំ។					
2. I watch films, listen to songs or read in English. ខ្ញុំមើលរឿង ស្តាប់ចម្រៀង និង អានភាសាអង់គ្លេស					
3. Knowing English gives me a feeling of success. ការចេះភាសាអង់គ្លេសធ្វើឱ្យខ្ញុំជោគជ័យ។					
4. I usually learn English by myself at home ជាធម្មតាខ្ញុំរៀនភាសាអង់គ្លេសខ្លួនឯងនៅឯផ្ទះ។					
5. I study English because I like it ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចូលចិត្តវា។					
6. Learning English is easy ការរៀនភាសាអង់គ្លេសគឺងាយស្រួល។					
7. I want to learn English. ខ្ញុំចង់រៀនភាសាអង់គ្លេស។					

8. I usually use English outside the class. ជាធម្មតាខ្ញុំប្រើភាសាអង់គ្លេសនៅខាងក្រៅថ្នាក់រៀន។					
Part III. Extrinsic Motivation ការលើកទឹកចិត្តខាងក្រៅខ្លួន	1	2	3	4	5
1. Knowing English will be helpful for my career. ការចេះភាសាអង់គ្លេសនឹងមានប្រយោជន៍សម្រាប់ការងាររបស់ខ្ញុំ។					
2. I need to know English to enter university. ខ្ញុំត្រូវចេះភាសាអង់គ្លេសដើម្បីចូលរៀនក្នុងសកលវិទ្យាល័យ។					
3. English will broaden my future options. ភាសាអង់គ្លេសនឹងធ្វើឱ្យអនាគតរបស់ខ្ញុំមានជម្រើស។					
4. English will help when I travel overseas. ភាសាអង់គ្លេសជួយនឹងជួយខ្ញុំនៅពេលខ្ញុំធ្វើដំណើរទៅក្រៅប្រទេស។					
5. I learn English to communicate with others. ខ្ញុំរៀនភាសាអង់គ្លេសដើម្បីទំនាក់ទំនងជាមួយមនុស្សផ្សេងទៀត។					
6. English will help me when I meet foreigners. ភាសាអង់គ្លេសនឹងជួយខ្ញុំនៅពេលខ្ញុំជួបជនបរទេស។					
7. My Parents allows me to study English. ឪពុកម្តាយរបស់ខ្ញុំអនុញ្ញាតឱ្យខ្ញុំរៀនភាសាអង់គ្លេស។					
8. My friend encourage me to learn English. មិត្តភក្តិរបស់ខ្ញុំលើកទឹកចិត្តខ្ញុំឱ្យរៀនភាសាអង់គ្លេស។					
Part IV. Academic performance	1	2	3	4	5
1. I made myself ready in all my subjects. ខ្ញុំបានត្រៀមខ្លួនរួចរាល់គ្រប់មុខវិជ្ជារបស់ខ្ញុំ។					
2. I pay attention and listen during every discussion. ខ្ញុំយកចិត្តទុកដាក់ និងស្តាប់រាល់ការពិភាក្សា។					
3. I want to get good grades in every subject. ខ្ញុំចង់ទទួលបានពិន្ទុល្អគ្រប់មុខវិជ្ជា។					
4. I actively participate in every discussion.					

ខ្ញុំចូលរួមយ៉ាងសកម្មរាល់ការពិភាក្សា។					
5. I start do papers and projects as soon as they are assigned. ខ្ញុំចាប់ផ្តើមធ្វើឯកសារ និងគម្រោងភ្លាមៗ នៅពេលដែលពួកគេត្រូវបានចាត់តាំង ខ្ញុំ។					
6. I enjoy homework and activities because they help me improve my skills in every subject. ខ្ញុំចូលចិត្តធ្វើកិច្ចការផ្ទះ និងសកម្មភាពផ្សេងៗដោយសារតែ ពួកគេជួយខ្ញុំបង្កើន ជំនាញរបស់ខ្ញុំនៅគ្រប់មុខវិជ្ជា។					
7. I exert more effort when I do difficult assignments. ខ្ញុំខំប្រឹងបន្ថែមទៀតពេលខ្ញុំធ្វើកិច្ចការលំបាក។					
8. Solving problems is a useful hobby for me. ការដោះស្រាយបញ្ហាគឺជាចំណង់ចំណូលចិត្តដ៏មានប្រយោជន៍សម្រាប់ខ្ញុំ។					

Thank you for your cooperation!

សូមអរគុណដល់ការសហការណ៍របស់អ្នក!



ព្រះរាជាណាចក្រកម្ពុជា
KINGDOM OF CAMBODIA
ជាតិ សាសនា ព្រះមហាក្សត្រ
NATION RELIGION KING

សាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ
NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

លេខ.....១៤១.....សជជក

ថ្ងៃសុក្រ ១៣ រោច ខែ អាសាឍ ឆ្នាំរោង ឆស័ក ព.ស. ២៥៦៨

កំចាយមារ ថ្ងៃទី០២ ខែសីហា ឆ្នាំ ២០២៤

សាកលវិទ្យាធិការសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ

ជម្រាបជូន

លោកនាយកប្រតិបត្តិសាខាសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ខេត្តកំពង់ចាម

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ **ផល ចិន្ដា** ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ជំនាញ **អក្សរសាស្ត្រអង់គ្លេស** បានចុះសរសេររបាយការណ៍បញ្ចប់ការសិក្សានៅ សាខាសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ខេត្តកំពង់ចាម ចាប់ពីថ្ងៃទី១៩ ខែសីហា ឆ្នាំ ២០២៤ ដល់ ថ្ងៃទី ២៣ ខែកញ្ញា ឆ្នាំ ២០២៤។

សេចក្តីដូចបានចែងក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូនលោកនាយកមេត្តាជ្រាបថា៖ និស្សិតដូចមានឈ្មោះខាងលើ បានសិក្សាចប់ផ្នែកទ្រឹស្តីលើកម្មវិធីសិក្សា របស់សាលាថ្នាក់ក្រោយបរិញ្ញាបត្រ នៃសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ប្រកបដោយជោគជ័យ។ ប៉ុន្តែកម្មវិធីសិក្សាតម្រូវឱ្យនិស្សិតរូបនេះធ្វើកម្មសិក្សាប្រតិបត្តិដើម្បីសិក្សាស្រាវជ្រាវ និងសរសេររបាយការណ៍លើប្រធានបទស្តីអំពី "CAMBODIAN UNIVERSITY STUDENTS' PERCEPTIONS OF INTRINSIC AND EXTRINSIC MOTIVATION ON ACADEMIC PERFORMANCE" សម្រាប់បញ្ចប់ការសិក្សាមេត្របរិញ្ញាបត្រជាន់ខ្ពស់ជំនាញ **អក្សរសាស្ត្រអង់គ្លេស**។

ខ្ញុំសូមបញ្ជាក់ថានិស្សិតដូចមានឈ្មោះខាងលើមាន :

- អត្តចរិក : ល្អ
- ការគោរពវិន័យរៀនសូត្រ : ល្អ
- កិរិយាមារយាទ : ល្អ
- ការសិក្សា : ល្អ

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលឱ្យនិស្សិតរូបនេះបានចុះធ្វើកម្មសិក្សាប្រតិបត្តិ និងសរសេររបាយការណ៍ តាមសំណើសុំខាងលើដោយក្តីអនុគ្រោះ ។

សូមលោកនាយកមេត្តាទទួលនូវការរាប់អានអំពីខ្ញុំ ។

សាកលវិទ្យាធិការ
សាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ
មាស ធឿន

**ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ**

**សូមគោរពជូន
សាស្ត្រាចារ្យជំនួយបេក្ខបណ្ឌិត ប៉ែន ឌីណា**

កម្មវត្ថុ ៖ សំណើសុំជាអ្នកជំនាញដើម្បីពិនិត្យ កែសម្រួល និងផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរ
សិក្សាស្រាវជ្រាវនិក្ខេបបទថ្នាក់អនុបណ្ឌិត ។

យោងតាមកម្មវត្ថុខាងលើ ខ្ញុំមានកិត្តិយសសូមជម្រាបលោកសាស្ត្រាចារ្យជំនាញថា និស្សិតឈ្មោះ **ផល
ចិន្តា** ជាបេក្ខជនអនុបណ្ឌិតជំនាញបង្រៀនភាសាអង់គ្លេស (MA in TESOL) នៅសាកលវិទ្យាល័យជាតិ ជាស៊ីម កំបាយមារ សាលាខេត្តកំពង់ចាម បាននឹងកំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធាន
បទ “ការយល់ឃើញរបស់និស្សិតសាកលវិទ្យាល័យនៅកម្ពុជាទៅលើការលើកទឹកចិត្ត ខាងក្នុងខ្លួន និង
ខាងក្រៅខ្លួនលើលទ្ធផលការសិក្សា” ។

ការសិក្សាស្រាវជ្រាវនេះ និស្សិតបានរៀបចំជាកម្រងសំណួរក្នុងគោលបំណងដើម្បីប្រមូល
ទិន្នន័យពាក់ព័ន្ធជាមួយសំណាកគោលដៅដែលជានិស្សិតនៅសាកលវិទ្យាល័យជាតិស៊ីមកំបាយមារ
ខេត្តកំពង់ចាម និងសាកលវិទ្យាល័យហេងសំរិនត្បូងឃ្មុំ ។ ប្រការនេះ ដើម្បីធានាបាននូវសង្គតិភាព
ភាពប្រទាក់ក្រឡា និងភាពគ្រប់ជ្រុងជ្រោយនៃឧបករណ៍ស្រាវជ្រាវនេះ ខ្ញុំសូមគោរពស្នើសុំលោក
សាស្ត្រាចារ្យជាអ្នកជំនាញក្នុងការផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរនេះ ។

អាស្រ័យដូចបានជម្រាបជូនខាងលើសូមលោកសាស្ត្រាចារ្យទទួលពិនិត្យ កែសម្រួល និងផ្តល់
ភាពត្រឹមត្រូវលើកម្រងសំណួរសិក្សាស្រាវជ្រាវនេះដោយក្តីអនុគ្រោះ ។

សូមលោកសាស្ត្រាចារ្យមេត្តាទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ ។

ថ្ងៃចន្ទ ៨កើត ខែស្រាពណ៍ ឆ្នាំរោង ឆស័ក ព.ស.២៥៦៨
រាជធានីភ្នំពេញ ថ្ងៃទី១២ ខែសីហា ឆ្នាំ២០២៤

ហត្ថលេខា

បណ្ឌិត អ៊ឹម សិរីរដ្ឋ
(សាស្ត្រាចារ្យជំនាញនិក្ខេបបទ)

ជូនភ្ជាប់៖ កម្រងសំណួរស្រាវជ្រាវ
លេខទំនាក់ទំនង៖ ០៩២៥៧១៩០២

**ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ**

**សូមគោរពជូន
បេក្ខបណ្ឌិត ខាន់ សំគាស់**

កម្មវត្ថុ ៖ សំណើសុំជាអ្នកជំនាញ ដើម្បីពិនិត្យ កែសម្រួល និងផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរ
សិក្សាស្រាវជ្រាវនៃក្លឹបបទប្បញ្ញត្តិអនុបណ្ឌិត ។

យោងតាមកម្មវត្ថុខាងលើ ខ្ញុំមានកិត្តិយសសូមជម្រាបលោកគ្រូជានិស្សិតឈ្មោះ **ផល ចិន្តា**
ជាបេក្ខជនអនុបណ្ឌិតជំនាញបង្រៀនភាសាអង់គ្លេស (MA in TESOL) នៃសាកលវិទ្យាល័យជាតិ
ជាស៊ីម កំចាយមារ សាលាខេត្តកំពង់ចាម បាននឹងកំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទ “ការ
យល់ឃើញរបស់និស្សិតសាកលវិទ្យាល័យនៅកម្ពុជាទៅលើការលើកទឹកចិត្ត ខាងក្នុងខ្លួន និងខាងក្រៅ
ខ្លួនលើលទ្ធផលការសិក្សា” ។

ការសិក្សាស្រាវជ្រាវនេះ និស្សិតបានរៀបចំជាកម្រងសំណួរក្នុងគោលបំណងដើម្បីប្រមូល
ទិន្នន័យពាក់ព័ន្ធជាមួយសំណាកគោលដៅដែលជាសិស្សនៅសាកលជាតិជាស៊ីមកំចាយមារ សាខា
ខេត្តកំពង់ចាម និងសាកលវិទ្យាល័យហេងសំរិនត្បូងឃ្មុំ ។ ប្រការនេះ ដើម្បីធានានូវសង្គតិភាព ភាព
ប្រទាក់ក្រឡា និងភាពគ្រប់ជ្រុងជ្រោយនៃឧបករណ៍ស្រាវជ្រាវនេះ ខ្ញុំសូមគោរពស្នើសុំលោកគ្រូជា
អ្នកជំនាញក្នុងការផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរនេះ ។

អាស្រ័យដូចបានជម្រាបជូនខាងលើសូមលោកគ្រូទទួលពិនិត្យ កែសម្រួល និងផ្តល់ ភាពត្រឹម
ត្រូវលើកម្រងសំណួរសិក្សាស្រាវជ្រាវនេះដោយក្តីអនុគ្រោះ ។

សូមលោកគ្រូមេត្តាទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ ។

ថ្ងៃចន្ទ ៨កើត ខែស្រាពណ៍ ឆ្នាំរោង ឆស័ក ព.ស.២៥៦៨
រាជធានីភ្នំពេញ ថ្ងៃទី១២ ខែសីហា ឆ្នាំ២០២៤

ហត្ថលេខា

បណ្ឌិត ហ៊ុម សិរីរដ្ឋ

(សាស្ត្រាចារ្យជីកនាំនិក្ខេបបទ)

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

សូមគោរពជូន
លោកគ្រូឧទ្ទេស នន់ នែល

កម្មវត្ថុ ៖ សំណើសុំជាអ្នកជំនាញ ដើម្បីពិនិត្យ កែសម្រួល និងផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរ
សិក្សាស្រាវជ្រាវនិក្ខេបបទថ្នាក់អនុបណ្ឌិត ។

យោងតាមកម្មវត្ថុខាងលើ ខ្ញុំមានកិត្តិយសសូមជម្រាបលោកគ្រូថានិស្សិតឈ្មោះ **ផល ចិន្តា**
ជាបេក្ខជនអនុបណ្ឌិតជំនាញបង្រៀនភាសាអង់គ្លេស (MA in TESOL) នៃសាកលវិទ្យាល័យជាតិ
ជាស៊ីម កំបាយមារ សាលាខេត្តកំពង់ចាម បាននឹងកំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទ “ការ
យល់ឃើញរបស់និស្សិតសាកលវិទ្យាល័យនៅកម្ពុជាទៅលើការលើកទឹកចិត្ត ខាងក្នុងខ្លួន និងខាងក្រៅ
ខ្លួនលើលទ្ធផលការសិក្សា” ។

ការសិក្សាស្រាវជ្រាវនេះ បេក្ខជនបានរៀបចំជាកម្រងសំណួរក្នុងគោលបំណងដើម្បីប្រមូល
ទិន្នន័យពាក់ព័ន្ធជាមួយសំណាកគោលដៅដែលជាសិស្សនៅសាកលវិទ្យាល័យជាស៊ីមកំបាយមារ សាលាខេត្ត
កំពង់ចាម និងសាកលវិទ្យាល័យហេងសំរិនត្បូងឃ្មុំ ។ ប្រការនេះ ដើម្បីធានាបាននូវសង្គតិភាព ភាព
ប្រទាក់ក្រឡា និងភាពគ្រប់ជ្រុងជ្រោយនៃឧបករណ៍ស្រាវជ្រាវជ្រាវនេះ ខ្ញុំសូមគោរពស្នើសុំលោកគ្រូ ជា
អ្នកជំនាញក្នុងការផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរនេះ ។

អាស្រ័យដូចបានជម្រាបជូនខាងលើសូមលោកគ្រូទទួលពិនិត្យ កែសម្រួល និងផ្តល់ភាពត្រឹម
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ហត្ថលេខា

បណ្ឌិត អ៊ឹម សិរីជ្ជ
(សាស្ត្រាចារ្យជីកនាំនិក្ខេបបទ)

Index of Item-Objective Congruence (IOC) Form

Research Entitled:
Cambodian university students' perceptions of intrinsic and extrinsic motivation on academic performance

Instruction: This IOC form seeks the expert's feedback on the degree of congruence between the research instrument questions, the research objectives of the study, and the definitions of the terms. The scoring system for IOC is as follows:

+1 = congruent with objectives and definition

0 = not clear at all

-1 = incongruent with objectives and definition

NOTE: For each item of the questionnaire, the study adopts a 5-point Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree) to measure the effects of intrinsic and extrinsic motivation on students' academic performance.

Objectives of the Study

- 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.

Research Questions

- 1 What is the effect of intrinsic motivation on students' academic performance?
- 2 What is the effect of extrinsic motivation on students' academic performance?
- 3 What is the significant difference in perception between male and female students?

		Expert IOC Rating			
No.	Survey Statements	+1	0	-1	Remarks
Intrinsic motivation					
1	English is essential for my personal development.	√			
2	I watch films, listen to songs, or read in English.	√			
3	Knowing English gives me a feeling of success.	√			
4	I usually learn English by myself at home	√			
5	I study English because I like it	√			
6	Learning English is easy	√			
7	I want to learn English.	√			
8	I usually use English outside the class.	√			
Extrinsic motivation					
9	Knowing English will be helpful for my career.	√			

10	I need to know English to enter university.	√			
11	English will broaden my future options.	√			
12	English will help when I travel overseas.	√			
13	I learn English to communicate with others.	√			
14	English will help me when I meet foreigners.	√			
15	My parents allow me to study English.	√			
16	My friend encourages me to learn English.	√			
Academic performance					
17	I made myself ready in all my subjects.	√			
18	I pay attention and listen during every discussion.	√			
19	I want to get good grades in every subject.	√			
20	I actively participate in every discussion.	√			
21	I start doing papers or projects as soon as they are assigned.	√			
22	I enjoy homework and activities because they help me improve my skills in every subject.	√			
23	I exert more effort when I do difficult assignments.	√			
24	Solving problems is a useful hobby for me.	√			

Expert's Name: **Asst. Prof. Dina Pen**

Signature: 

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1	English is essential for my personal development.	√			
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22	I enjoy homework and activities because they help me improve my skills in every subject.	√			
23	I exert more effort when I do difficult assignments.	√			
24	Solving problems is a useful hobby for me.	√			

Expert's Name: **Somphors Khan**

Signature: 

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23	I exert more effort when I do difficult assignments.	√			
24	Solving problems is a useful hobby for me.	√			

Expert's Name: **Nel Nun**

Signature: 



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CHAPTER ONE INTRODUCTION

The introduction to this research discusses the short information in English related to motivation and the problem of motivation in learning English. Motivation is an extremely significant aspect that influences people's reading comprehension. Chapter one contains the following topics: research background, problem statement, research purpose, research objectives, research questions, the significance of the study, the definition of key terms, and the limitations of the study.

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. It is also known as the language of worldwide communication, commerce, media, information, and entertainment. Besides, 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). 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 (Kathleen, 2018). Furthermore, 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 (Munira & Barnes, 2020). Around 400 million people worldwide speak English natively, with another billion speaking it as a second language. English is widely spoken throughout the world. Furthermore, there are an estimated 800 million individuals who use ESL or as the official language in around 20 different nations worldwide and English is a universal language (Zheng & Liu, 2018).

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