

ROYAL UNIVERSITY OF PHNOM PENH

Institute of Foreign Language

Department of English

MA in TESOL

**Factors Influencing Academic Performance of Undergraduates
Majoring in English Language at the Department of English
(DoE) IFL, RUPP**

A Research Paper

In Partial Fulfilment of the Requirement for the Degree of
Master of Arts (MA in TESOL)

Student: HENG SEREY RATHANA

Supervisor: CHAN SOPHAL

November, 2019

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It is a great pleasure to express my deep sense of thanks and gratitude to my parents who always support me not only financial but also mental, physical, and spiritual encouragement from the first semester until the end. Without millions of great advice from them, I will not have a great chance to pursue MA-TESOL at the Institute of Foreign Languages (IFL), Royal University of Phnom Penh (RUPP).

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Declaration

I declare that this thesis entitled “Factors Influencing Academic Performance of Undergraduates Majoring in English Language at the Department of English (DoE) IFL, RUPP” has not been previously submitted for a degree at any other institution.

I also certify that I myself have written this thesis report with all primary and secondary sources carefully and accurately documented in the reference list.

Finally, I affirm that this original report has not been published by any person or in any journals.

Signature:

Mr. HENG SEREY RATHANA

Date:

Letter of Approval

This is to certify that this research which was undertaken by **Mr. HENG SEREY RATHANA** has been read and approved fulfilling the requirement of the Department of English, Institute of Foreign Languages, Royal University of Phnom Penh, for the award of the Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL).

.....
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Research Supervisor

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Date

Abstract

The present study aims to learn about the level of achievement and goal setting skill of the third-year students majoring in the English language at one leading foreign language institute in Phnom Penh, Cambodia. The second objective of this thesis is to create a predictive model for student academic performance as measured by semester two results of the third-year students. To achieve the objectives above, this study employed a quantitative approach, specifically survey design with multiple regression analyses. One hundred seventy-two juniors took part in this study by filling in the questionnaire, which was adapted from Muthee & Thomas (2009) for achievement motivation consists of 32 items and Sherer et al. (1982) for goal setting skills consists of 23 items. In addition, the Cronbach's alpha for achievement motivation is .68 and .83 for goal setting. The finding result reveals that the achievement motivation of third-year students and academic goal-setting skills is in the range of neutral scores 3.09 and 3.27 respectively. In addition, there is a significance relationship between academic performance and goal-setting in a negative direction, while the positively correlated between goal-setting and achievement motivation. Also, the combination of variables to predict academic achievement from achievement motivation, goal setting, and family income was not statistically significant, $F(3, 88) = 1.15, p = .33$. This means that this model or equation does not predict student academic achievement. Therefore, there will be some independent variables impact academic performance besides these study variables.

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List of Abbreviations and Acronyms

DV	Dependent Variable
DoE	Department of English
ELT	English Language Teaching
GPA	Grade Point Average
IV	Independent Variable
IFL	Institute of Foreign Language
MRA	Multiple Regression Analysis
PISA	Program for International Student Assessment
RUPP	Royal University of Phnom Penh
SAC	Self-Assess Center
SD	Standard Deviation

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Chapter 1: Introduction

This Research paper concentrated on two main aims. The first aim is to explore the level of achievement motivation and academic goal setting skill of third-year students at the leading institute in Phnom Penh. The second aim is to create a predictive model for student academic performance. This chapter covers the background of the study, statement of the problem, research purpose, research questions, and significance of the study.

1.1. Background of Study

Many universities in the world thrive to achieve the standard quality of education. Program for International Student Assessment (PISA) is an indicator to measure the quality of education in the world in terms of the age of 15 years old students for preparing themselves for real-life adults, and every country is implementing PISA. Also, for higher education levels, the measurement likely to use Grade Point Average (GPA). Student academic performance is also a part of GPA measurement, and it is an interesting theme for a scholar to conduct research. Also, student academic performance plays an important role to determine the first step of student success in their future career and living life. In Cambodia, student academic achievement in university is a vital topic to discover to determine student success and career journey. Moreover, there are multi factors such as internal and external which is impacted student academic performance. Therefore, this paper is to investigate the relationship between family income, goal setting skill, and achievement motivation with student academic performance.

1.2. Statement of Problem

University students' ability and capacity of learning are varied according to their background in the Cambodia context. Students are staying with their family, so their family background, occupation, and income affect children's characteristics and personality. Besides, some students are good at goal-setting skills and have high motivation to achieve satisfactory

academic performance. Several authors have been conducting a research paper that is related to academic performance with many variables. For instance, Olatunji, Aghimien, and Olushola (2016) conducted research on factors affecting performance of undergraduate students in construction-related disciplines, Eze and Ingelbedion (2015) researched on key factors influencing academic performance of international student's in UK universities, and Yousef (2017) conducted research on factor influencing academic performance in quantitative course among under-graduate business student of a public higher education institution.

In contrast, some research paper has focused on factors that influence student's academic performance, especially the effect of achievement motivation, goal-setting skills, and family income in the university based on Cambodia context. For example, the study by Lim (2018) looked at the impact of student personality traits on the student's grade point average (GPA) only, and the result revealed that there was a significant impact of student personality traits on student's GPA. This current study aims to fill in this gap and extend the variables for the study. Therefore, this research is going to explore the influence of three main factors such as family income, goal setting skill, and achievement motivation to student academic success by using multiple regression analysis.

1.3. Research Purpose and Research Questions

The purpose of this research is to identify the level of achievement motivation, level of goal setting skill of Department of English (DoE), and to create the predicting model of achievement motivation, goal-setting skills, and family income with student academic performance by using the second-semester score from the administration office.

There are three research questions for this research papers define below:

1. What is the level of achievement motivation of Department of English (DoE) Year 3 students?
2. What is the level of goal setting skills of DoE year 3 students?

3. Do motivation achievement, goal setting skill, and family income predict the participants' academic performance, as measured by their GPAs? If so, what variables contribute to such predictions?

1.4 Significance of Study

This study aims to contribute information to participants in year three students and teachers about the level of goal-setting skills, achievement motivation, the background of student family income, and student GPA in descriptive statistic data, so students' themselves can improve goal-setting skills and enhance self-motivation for the academic journey. Also, calculation of the high mean of each variable could provide information for student, parent, and teacher for current and future use of the result. Last but not least, this research is to fill in the gap and comparative for investigating the possible impact of the three variables to student academic achievement in high education context in the Cambodia context, and create a predicting model in multiple regression to analyze influencing factors. Therefore, the curriculum designer can include goal setting skill and motivation theory in some courses. Also, without this research study, we cannot identify the level of student performance according to their grade point average, the level of goal setting, and achievement motivation of the student.

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Chapter 02: Literature Review

This chapter covers the literature review done for this research thesis. Several resources were assessed in hard and soft documents such as google scholar, Eric, and Self-Assess Center (SAC) at the Institute of Foreign Languages (IFL). These sources provided great knowledge of theories and previous research journals related to the research topic. This chapter presents the operational definition, academic performance indicator, theoretical framework, conceptual-framework, previous research related to academic performance and for the study.

2.1 Operational Definition

The academic performance of the student is the main topic for different scholars when conducting the research. Good academic performance is the first step for predicting the career journey and future leader of the human capital. Moreover, different authors used different terms for academic achievement, including academic performance, academic success, or educational outcome in an academic context.

Masrom and Usat (2015) defined academic performance as the past semester reporting of student CGPA/GPA and current semester GPA expectation. The grade point average (GPA) is used for a summary measurement of academic performance of the tertiary institution. Moreover, GPA is a good measurement indicator because it provides the relative level of student individual performance and different groups of students. In addition, Muthee and Murungi (2019) defined academic performance is the percentage of the score which gain by the student each of the five compulsory courses after two terms of study in standard eight class.

2.2 Academic Performance Indicators

According to previous researchers, there are different types of academic performance indicators. Singh and Malik (2016, as cited in Dalin, 2005; Galiher, 2006; Stephan & Schanban, 2002; Naser & Peel, 1998; Hijaz & Naqvi, 2006; Torki, 1998; Al-Rofo, 2010; Hedjazi & Omid, 2008; Applegate & Daly, 2006, and Ramadan & Quraan, 2006) used grade point average (GPA)

to evaluate the academic performance of the students. Similarly, Mushtan and Khan (2012) employed GPA and test result as dependent variable to measure student's academic performance. Moreover, the independent variables were communication, learning facilities, proper guidance, and family stress.

Gawthrop (2014) provided the definition for standardized testing is, "A test administered and scored in a consistent or standard manner... administered under standardized or controlled conditions that specify where, when, how and for how long children respond to the questions. In standardized tests, the questions, conditions for administering, scoring procedures, and interpretations are consistent. A well designed standardized test provides an assessment of an individual's mastery of a domain of knowledge or skill" (p. 5). Its purpose of standardized test in academic domain is to assess student's knowledge base in math or science, the content of the test and administering must be the same all test takers, and the validity and reliability is critical component is design the test stated by Gawthrop (2014).

Kyoshaba (2009) conducted research on factor affecting academic performance of undergraduate students at Uganda Cristian University, the researcher stated three main factors to evaluated academic performance. There was performance in tests, in course works, and in examination of undergraduates. The measurement of academic achievement is using standard test, and the most often use summative than formative assessment. That is why testing information were always use for first screening tool for evaluate students who can move to the next level of education. Beside that the authors used performance in national examination in Embakasi Secondary School as dependent variables and school environment (physical facilities, teaching and learning materials, assessment of achievement, completion of syllabi, and teacher-student ratio), teacher related factors (Teacher's qualification, teacher's working condition, inspection and supervision, and teacher's attitude towards students' performance), home environments (parents' attitude towards education, parents' level of education, parent's

economic status), and students' characteristic (student's attitude towards learning, and student's discipline) as independent variables stated by Eunice (2012).

Bacon (2011) said academic achievement focused on standardized test scores, grades, and overall academic ability and performance outcomes. The research used Iowa Test of Basic Skills (ITBS) and grade point average (GPA) to measure academic achievement for research study. In addition, the term academic achievement was the same with academic performance, and educational outcome. Nisar and Dogar (2017) conducted research on the determinants of student's academic achievement at secondary school level had chosen three independent variables such as school climate, study skill, and socio-economic status impact on dependent variable was academic performance, and the measurement of academic performance refer to achievement scores of students from the annual result from the secondary school examination.

Machebe, Exegbe, and Onuoha (2017) research on the impact of parental level of income on student's academic performance in high school in Japan. The researcher choosed the socio-economic status factor such as parent's income and family relationship impact on the student's academic performance. Moreover, the students' academic performance was focused on grade points average (GPA) in an examination. Hanse (2009) conducted study on exploration of socioeconomic status and student achievement by selected the Ohio Achievement tests was the quality of school based on the score, and the Ohio Achievement test represented for student achievement.

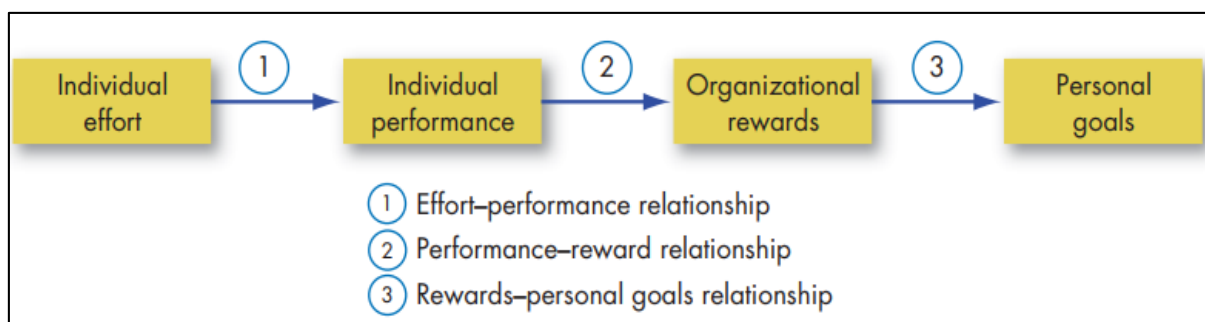
Parveen (2017) studied about the effect of home environment on personality and academic achievement of student of grade 12 in Rawalpindi division. The author took family relations, socio economic status, size of the family, birth order, and family types as independent variables and personality and achievement were dependent variable. Moreover, the information about academic achievement was the collection result of examination of the board of Intermediate and Secondary education Rawalpindi.

2.3 Theoretical Framework

2.3.1 Expectancy Theory

Robbins and Judge (2017) explained Victor Vroom's expectancy theory that the expectancy theory is potency of our inclination to performance a certain activity depends on the strength of our expectation of a given outcome and its attractiveness. There are three relationships such as effort–performance relationship, performance–reward relationship, and rewards–personal goals relationship.

Figure 2.1: Expectancy Theory



Source: Robbins and Judge (2017, p.258)

2.3.2 Attribution Theory

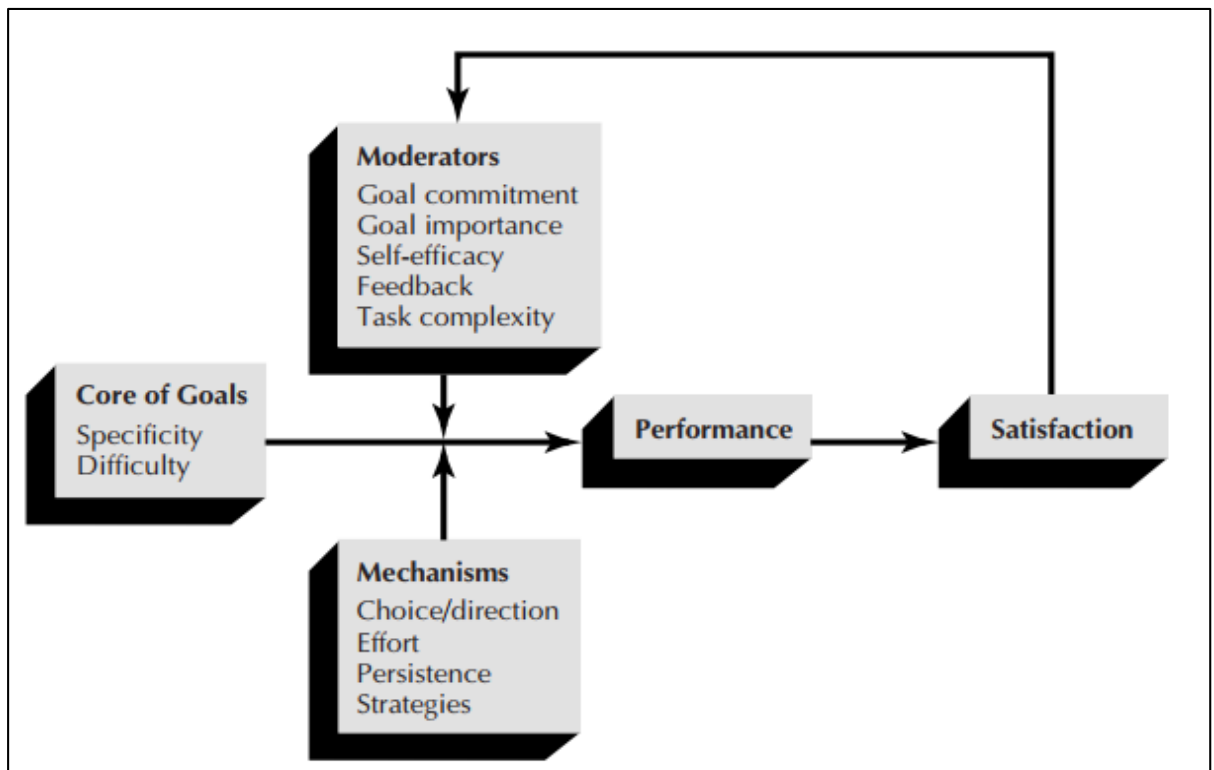
Attribution refers simply to how people explain the cause of another's or their own behavior. There are two general types of attributions that people make: dispositional attributions, which ascribe a person's behavior to internal factors such as personality traits, motivation, or ability, and situational attributions, which attribute a person's behavior to external factors such as equipment or social influence from others by Luthans (2011, p.174). Fritz Heider is the founding father of attribution theory early-20th-century. Attribution theory is the relationship between interpersonal behavior and personal social perception stated by Luthans (2011).

2.3.3 Goal Setting Theory

Edwin A. Locke was born in 1938. He is an American psychologist and the founder of goal-setting theory. Robbins and Judge (2017) stated goal setting theory leads to higher performance when specific, and difficult goals are set with feedback, and goal-setting theory

suppose an individual is committed to the goal and firm not to lower or abandon it with two conditions such individual believes he or she can achieve the goal, and wants to achieve it.

Figure 2.2: Goal Setting Theory



Source: Adapted from Edwin A. Locke and Gary P. Latham (2002, p. 714)

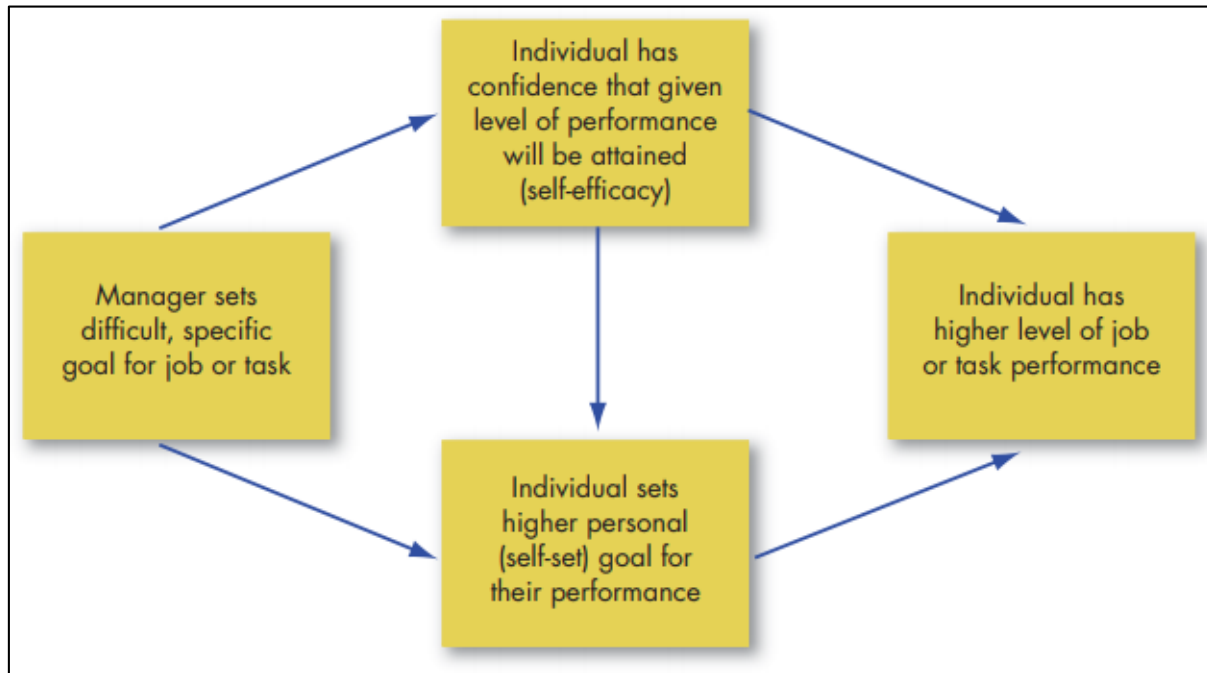
2.3.4 Self-Control Theory

Baumeister and Tice (2007) stated self-control is the individual capacity to change own responses normally in the purpose bring he, or she with standards like value, moral, social expectation to achieve long-term goals.

2.3.5 Self-Efficacy Theory

Robbins and Judge (2017) pointed self-efficacy is sometime call social cognitive theory or social learning theory is an individual's belief that they are capable to perform a task, and more confidence they have in their ability to succeed because they have higher self-efficacy.

Figure 2.3: Self-Efficacy Theory



Source: Based on E. A. Locke and G. P. Latham, (2002 p. 705).

2.3.6 Achievement Motivation Theory

David Clarence McClelland created achievement motivation theory or “need for achievement”. Achievement behavior is concentrated on its purpose to achieve specific things which is the development of competence and demonstration. The achievement motivation is different between one to other. There are three state of achievement theories such as task involvement, ego-involvement, and extrinsic involvement stated by Nicholls (2017).

2.3.7 Self-Regulation Theory

Zimmerman and Schunk (2012) stated that self-regulation is about how students activate, adjust, and sustain student’s learning practice in isolation or social context, in formal or informal instructional environment, and learning is happened by student not to students.

2.4 Previous Research Related to Academic Performance

There were many researchers conducted research on academic performance with other independent variables. Awan, Noureen, and Naz (2011) found out that the achievement motivation was significantly related to academic achievement. The research propose teachers has to use motivation strategy to attract students to engage in academic activities to improve

their grade. In addition, Dhall (2014) revealed the study that, there was a significant relationship between academic achievement and achievement motivation from the research sample 200 students and the coefficient of correlation was 0.305. Moreover, Bakhiarvand et al. (2011) concluded that there was the significant effect of achievement motivation to student academic achievement from the sample size 200 students. Finally, Tella (2007) found the same result of some researcher mentioned above. There was a significant relationship between academic achievement and student achievement motivation.

Idowu, Chibuzoh, and Madueke (2014) presented the result that goal setting skill was impact the student's academic performance of English students. Goal setting skill could enhance student academic achievement. Mayse (2016) indicated that goal setting impact the student learning outcome. In addition, Moeller, Theiler, and Wu (2012) used the correlation studied, the result revealed that there was significant relationship between the goal setting and language academic achievement. Finally, Rowe et al. (2017) shown the result of research that goal setting had function relationship with student's academic engagement.

Adzido, et al. (2016) studied the assessment of family income and student academic performance shown that the family financial status impacted academic performance of student. In contrast, Tao & Han (2017) revealed that the amount of family income had no significant influence of student academic achievement, and increasing of level of income did not improve student learning outcome. Moreover, Tomul & Çelik (2009) indicated that the independent variable such as level of parent education and average annual income affected student academic achievement. Finally, Machebe, Ezegbe & Onuoha (2017) demonstrated that the academic achievement of the students was impacted by the income level of parents.

Olatunji, Aghimien, and Olushola (2016) conducted research on factors affecting performance of undergraduate students in construction related disciplines. The problem statement was the sources of concerning of poor academic performance of students has involved many stakeholders for delivering the quality of education. Moreover, the public are concerning

about the low standard of education in Negeria. Therefore, the purpose of this research to identify the affecting factors on student performance in undergraduate students in construction and related field. There are three research questions such as what are the impact of students' performance? What is the good means of measurement of student's success? And what are the main factor affect students' performance? They employed quantitative method for this research, and the population was 1095 and 558 students were the sample size. The finding stated that parents and lecture have much impact on student's performance, but school board have least influencing, CGPA is good means of identify students' success, and the top factor affecting students' performance is concentration and following by reading habits, reading plan, class size, fear and influence of peer group.

Eze and Ingelbedion (2015) researched on key factors influencing academic performance of international student's in UK universities with the research problem that the international students contribute to the UK economy in amount of 8.5 billion Euro per year. From 2010 to 2011 the percentage of international student increase 6 percent. However, to compete with the rivalry universities, they need to provide the exceptional educational experience for those students. Therefore, UK University need to understand the issue of international students which are confronting and underscore according to their academic performance. Finally, the fast growth of number of international student study in higher education in UK has raised interested in explore factor impact on academic performance. There was one research question, what are the key critical factor influencing the academic performance of international students' in UK university? This research was used qualitative because the objectives to seek deeper and insight critical factors influencing from the participants. The population and sample of research was international student in UK University, they used purposive sampling with 15 international students. Semi structure interview are used and recorded for response answer. Research finding that four main factors affect academic performance of international students at UK universities: Language barriers- language use in

university/ communication, Adjustment barriers- individual's inability to adjust with stresses and interpersonal daily life- new environment, Academic issues- academic preparation, foreign teaching methodology, pressure from performance expectation, work load issue, and Cultural barriers.

Yousef (2017) conducted research on factor influencing academic performance in quantitative course among under-graduate business student of a public higher education institution with a problem the requirement of accreditation standard of business school must include quantitative course such as decision science, management science, and statistic. However, these course are still the difficult and challenging for students, educator, and administrator. Therefore, this research is going to investigate factor influencing of academic performance through teaching style, English language communication, and assessment method. There was one research question, is there any influencing of academic performance by teaching style, English language and communication, assessment method? The research setting was at United Arab Emirate University, college of business and economic, and the population was 1000 while the sample size was only 750 business students. Research finding reveal that teaching style and English and communication influence UAEU undergraduate business students' academic performance, and assessment method doesn't influence UAEU undergraduate business students' academic performance.

Kolo,Jaafar, and Ahmad (2017) researched on the relationship between academic self-efficacy Believed of College student and academic performance. There were two research questions, what are the levels of students' academic self-efficacy belief of Potiskum College of education students'? Is there any relationship between academic self-efficacy believed with academic performance in Potiskum College of education? The researcher used quantitative method there were 339 students who participant in this research. The research finding reveal that 274 student had high level of academic self-efficacy, 41 students had moderate, and 24

student had lower. Moreover, there is a significant positive relationship between self-efficacy and academic performance because ($r=0.342$, and $p<0.01$).

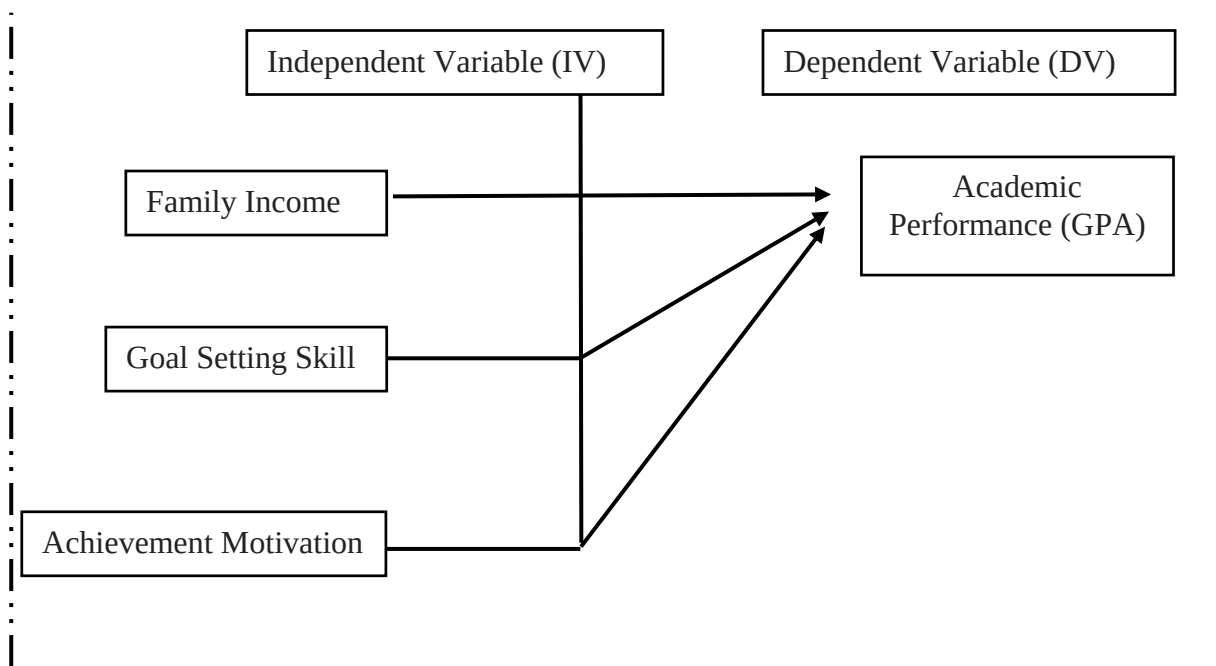
Idown, Chibuzoh, and Madueke (2014) research on effects of goal setting skills on students' academic performance in English language in Enugu Nigeria with the problem statement many students fail in English language so it is a concern for Nigeria nation. There are many factor involve, however, the research concentrate on student performance to achieve their own academic success through their effort and deposit. There were two research questions is there any difference in the post-test scores on English Language among participants exposed to goal-setting skills and control group? And is there any gender difference in the post-test scores on English Language among participants exposed to goal setting skills? The research setting was at secondary school in Enugu State of Nigeria, multistage sampling technique was employed, and there were 80 students as respondent. The finding shown that goal-setting training has effect on students' performance in English language, and there is significant gender difference among participants.

Nick (2015) research on attributions of academic performance among third year and fourth year biology major students. There were two research question to what do students attribute their academic performances as measured by test, projects, workbooks, laboratory experiments, class participation and attendance when classified by year level and when taken as an entire group? And is there a significant difference in the attribution when the students were taken according to their year level? The research setting was at college of education West Visaya state university. There were 43 respondents. The research finding shown that there is significant difference of academic distribution in term of test and there is no significant difference in the attribution when the students were taken according to their year level in terms of test, class participation, and attendance was accepted.

2.5 Conceptual Framework

Based on the literature review above, it can be concluded that little research has been conducted in Cambodia English Language Teaching (ELT) context. Therefore, this study aims to investigate the impact of family income, goal setting skill, and achievement motivation on academic performance of ELT undergraduates in one leading institute in Phnom Penh, Cambodia.

Figure 2.4: Conceptual Framework



In this framework diagram, there is one dependent variable is academic performance which mainly concentrates on student's GPA at year three. In addition, there are three independent variables such as family income, goal setting skill, and achievement motivation of student. These independent variables are going to predict the dependent variables in multiple linear regression analysis.

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Chapter 3: Research Methodology

After reviewing the literature, this chapter plays very important role lead to the result finding. This chapter explains the research design, sampling and research participants, research instrument, data analysis plan, and ethical consideration when collecting the data.

3.1 Research Design

This research conducted in quantitative research design by using correlation and multiple regression analysis for investigate the relationship and create predictive modeling between dependent variable (outcome) and independent variables (predictive). Muijs (2004) defined quantitative research is “The explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistic” (p. 1). Moreover, the reason for using quantitative method because the researcher wants to find out the state of something, investigation, explain phenomena, and testing hypothesis (Muijs, 2004). In addition, this study used cross sectional survey design for instrument to collect the primarily data.

3.2 Sampling and Research Participants

To draw the inference of research sample to the population, this research used cluster sampling by selecting the sample from the population of third year students from one leading ELT institute in Phnom Penh, Cambodia.

According to the data management plan of third year student classroom form administration office, there were four classes of third year students who were studying in the morning (M 3.1, M 3.2, M 3.3, and M 3.4), there were five classes of third year students who were studying in the afternoon (A 3.1, A 3.2, A 3.3, A 3.4, and A 3.5), and there were eight classes of third year students who were studying in the evening (E 3.1, E 3.2, E 3.3, E 3.4, E 3.5, E 3.6, E 3.7, and E 3.8). In addition, in average there were twenty students in one class, so the total number of students in year 3 equals to 340 students in the average, and they made up the study population.

The population randomly selected by using cluster sampling technique. The participants randomly selected by two classes in the morning, two classes in the afternoon, and five classes in the evening. There were nine classes such as M 3.3, M 3.4, A 3.1, A 3.2, A3.4, E 3.1, E 3.2, E 3.4, E 3.5, and E 3.6 had been selected for participant.

The population size as can be seen was 340 students, so the required sample size was 181 students which a margin of error of 5% and the confident level of 95%. Moreover, according to the estimated response rate is 80 percent. Therefore, 227 questionnaires sent to the participants (CheckMarket, 2019). However, due to the amount of students was absent in the class and some respondent paper didn't work so, the final amount of respondents was only 172 of the total population.

The researcher visited the department of English and build G and E for data collection. First the researcher asked the permission from the classroom teacher for collaboration. Then the researcher introduced the purpose of data collection, significance of their contribution, and instruction of questionnaire. Finally, the researcher monitored the participants and collected the survey instrument from the respondent.

3.3 Research Instruments

Questionnaire employed as a research instrument. There were four sections in this survey questionnaire such as respondents' background, goal setting skills, family income, and achievement motivation. All of the questionnaire items were adapted from previous researchers to ensure validity and reliability. Finally, the research checked the internal consistency from the SPSS program after the data collection.

First in the achievement motivation section was adopted from Muthee and Thomas (2009) which had 32 items in the Likert Scale from strongly disagree, disagree, neutral, agree, and strongly agree. Second, in goal setting skills sections was adopted from Sherer et al. (1982) which contained 23 items in the same Likert Scale. In addition, family income also the main

question for this study. Last but not least, section four was the personal data of participants aimed to ask for age of student, number of university attend, and gender.

In addition, to check internal consistency reliability of 32 items that measured achievement motivation and 23 items that measure goal setting skills, research compute the Cronbach's alpha. According to Morgan et al. (2012), "[Cronbach's alpha] usually is used to assess the internal consistency reliability of several items or scores that the researcher wants to add together to get a summary or summated scale score. Alpha is based on a correlation matrix and is interpreted similarly to other measures of reliability; alpha should be positive and usually greater than 0.70 in order to provide good support for internal consistency reliability" (p. 135).

Table 3.1

List of measurement instruments

Variables	Number of items	Source	Scales	Cronbach's alpha
Achievement	32	Muthee & Thomas (2009)	5- point	0.68
Motivation			Likert	
Goal Setting	23	Sherer et al. (1982)	Scale	0.83
Skills				

3.4 Data Analysis Plan

After data collection had completed, researcher used SPSS software for descriptive analysis (mean and standard deviation) and inferential statistic (correlation and multiple regression) to find out the level of achievement motivation, goal setting skills, and predicting model of multiple regression.

Table 3.2

List of research question

Q.	Research Questions	Data Source	Data Analysis Tool
1.	What is the level of achievement motivation of Department of English (DoE) Year 3 students?	Questionnaire Section I: Achievement Motivation	Descriptive Statistics (Mean, SD)

2	What is the level of goal setting skills of DoE year 3 students?	Questionnaire Section II: Goal Setting Skill	Descriptive Statistics (Mean, SD)
3	Do motivation achievement, goal setting skill, and family income predict the participants' academic performance, as measured by their GPAs? If so, what variables contribute to such predictions?	Questionnaire Section I, II and III.	Inferential Statistics by using Multiple Regression Analysis (MRA)

3.5 Ethical Consideration

Ethical consideration was very important for conduction research. To maintain the ethic and morality of research profession, the researcher was always having letter of permission for conduction research. All of the permission letters were signed from the head of department and MA coordinator. In addition, questionnaire anonymous was used as the research instrument. Moreover, all data which collected from sample of participant in third year students were kept in confidential, and student's GPA was used for the purpose of study only.

Chapter 4: Finding

Follow by research methodology, this chapter presents the data analysis procedure, and data interpretation. The step by step of scientific analysis is explain below, and the quantitative and qualitative data analysis and interpretation is described in detail.

4.1 Data Analysis Procedure

There were some steps to conduct accurate data analysis and produce the accurate result. The researcher used three steps such as data preparation, data entry, and data analysis.

First step started with hard data preparation. There were 172 sets of raw data from participants, and all data was recorded in number from 1 to 172. This coding allowed the researcher to control and check all the information from the participants. There were some items were missed and skipped from the participants, so the researcher used coding number 88 and 99. In addition, the data entry was very important step, and it was carefully to concentrate.

Second step, to create data entry effectively and efficiency, researcher used excel program and SPSS Statistic 23. Researcher typed the raw data in excel files first because it saves time. After that the data was imported to SPSS program. Moreover, reverse coded was important because some items in research instrument had negative meaning. All negative items were marked in star symbol (*).

Last but not least, there were two kinds of data analysis such as descriptive analysis and inferential analysis. In descriptive analysis, there were two sections such as achievement motivation and goal setting skills. This data analysis aimed to answer the research question number (1) and (2) as shown in table 3.1. For the answer of research question number (3), the researcher used multiple regression analysis in SPSS for analysis. The dependent variable (outcome) was academic achievement (GPA), and independent variable (predictive) were family income, achievement motivation, and goal setting skill.

In conclusion, the data analysis followed the procedure of data preparation, data entry, and data analysis. This was a very critical part in chapter 4, and it lead to the accurate result. The wrong input could produce the wrong result. Therefore, it was very important to double check and control all data analysis procedure before interpreting the finding result.

4.2 Data Interpretation

4.2.1 Descriptive Data Interpretation

There were two types of descriptive data which researcher presented in table below. There were achievement motivation and goal setting skill table. The table of result was shown in the range of high mean to lower mean, so the number of items were randomly. These table were presented level of achievement motivation and goal setting skills.

Table 4.1

Mean and Standard Deviation for Each Item on Achievement Motivation

N		n	M	SD	Response Distribution (%)				
					SD	D	N	A	SA
13.	I dislike failing in my school examinations due to unpreparedness.	169	4.024	0.747	0	4.1	14.2	56.8	24.9
26.	I get restless and annoyed when I feel I am wasting time.	171	3.813	1.000	3.5	7.0	18.7	46.2	24.6
5.	When I come to know that somebody like me has achieved something great, I am motivated to do the same thing in a better way.	171	3.789	0.855	1.2	7	21.1	53.2	17.5
11.	I never leave a task/assignment I start unfinished.	172	3.640	1.075	2.3	16.9	17.4	41.3	22.1
29.	I enjoy finishing my school assignments even when they are difficult and time consuming.	170	3.576	0.959	4.1	11.2	17.6	57.1	10.0

N		<i>n</i>	<i>M</i>	<i>SD</i>	Response Distribution (%)				
					<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
8.	I take a lot of time to get started to the task of study.	172	3.523	0.970	1.7	16.3	22.7	46.5	12.8
22.	I prefer to use my time for doing something else rather than trying to perfect something that I have already completed.	172	3.488	0.914	3.5	9.3	21.4	46.5	9.3
19.	I believe that success in life has less to do with hard work and more to do with luck and being in the right place at the right time. *	169	3.473	1.102	4.7	14.8	27.8	33.7	18.9
17.	When I grow up, I want to do something which others have not done.	171	3.456	0.983	2.3	14.0	33.9	35.1	14.6
23.	I enjoy spending most of my time alone concentrating on my school work.	172	3.448	0.962	1.2	18.0	27.9	40.7	12.2
21.	I shall be satisfied with an above average performance, even though it may not be my best.	171	3.310	1.058	5.8	17.5	26.3	40.4	9.9
28.	I like to be the best student in my class.	169	3.30	0.953	5.3	22.5	41.4	25.4	5.3
4.	I plan ahead what subjects to study during my free time.	171	3.292	0.998	3.5	21.1	25.7	42.1	7.6
14.	I always work very hard to be among the best students in my school.	172	3.285	0.901	1.7	16.3	42.4	30.8	8.7
31.	I feel good when people say in front of others that I am doing well in school.	169	3.266	0.935	3.6	16.6	36.1	37.3	6.5

N		<i>n</i>	<i>M</i>	<i>SD</i>	Response Distribution (%)				
					<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
6.	Most people who know me say that I am hard working and ambitious.	171	3.246	0.993	4.1	19.9	31.0	37.4	7.6
20.	I enjoy reading all kinds of books including those that are not part of my school syllabus.	171	3.193	1.036	6.4	18.1	33.3	33.9	8.2
27.	It is not a good idea to be always above others in achievement, because that may make them feel bad about themselves.*	171	3.150	1.000	4.1	23.4	33.3	31.6	7.6
32.	I would like to deal with difficult situation so that the blame or praise for its results come to me alone.	171	3.146	1.021	7.0	17.0	38.0	30.4	7.6
25.	I will go ahead with my plans only if I am sure that other people will approve of it.	172	3.000	0.967	4.1	30.2	31.4	30.2	4.1
3.	I like reading the biography of great people in order to learn how they overcome hurdles and achieve great things in life.	171	2.971	1.020	6.4	29.2	29.8	4.7	4.7
30.	I enjoy making friends with the most intelligent student in my class so as to keep up my standards of performance.	171	2.947	0.947	7.0	22.8	42.1	24.6	3.5
15.	I find myself just taking life as it comes without planning.*	172	2.936	0.986	4.1	36	25.6	30.8	3.5
16.	I am at reaching the highest level in education.	171	2.836	0.905	6.4	28.7	42.1	20.5	2.3

N		<i>n</i>	<i>M</i>	<i>SD</i>	Response Distribution (%)				
					<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
24.	I always try to stand out from the rest of my class in one way or the other.	171	2.795	0.969	7	33.3	37.4	17.5	4.7
18.	I am basically a competitive person, and I compete just for the sake of competing.	171	2.754	1.028	9.9	32.7	34.5	17.5	5.3
2.	Days often go by without me having done a thing.*	169	2.721	0.999	8.9	37.9	28.4	21.9	3
9.	Most evenings I kick back and relax rather than prepare for the next day school work. *	172	2.604	1.046	14.5	37.2	22.7	24.4	1.2
10.	Sometimes, I forget to do my homework.*	171	2.584	1.191	16.4	42.7	15.2	17.5	8.2
7.	I go on postponing what I should be studying today.*	172	2.552	0.956	11	43	27.3	16.9	1.7
12.	I enjoy working with people who score at my level or lower, rather than with those who are smarter and more hardworking than me.	169	2.491	0.982	14.8	39.1	31.4	11.8	3.0
1.	I feel I am a lazy person.*	170	2.447	0.979	15.3	42.9	42.9	14.7	1.8

Noted: (*) Negative items were reversed coded.

All participants were asked to respond to the questionnaire, the result of achievement motivation and goal setting skills were shown in table 4.1 and 4.2.

As shown in the table 4.1, the researcher ranged from higher to lower mean, so the number of items was not in order. There were five items had the high mean in the table. Items number 13 “I dislike failing in my school examinations due to unpreparedness.” number 26 “I get restless and annoyed when I feel I am wasting time.” number 5 “When I come to know that somebody like me has achieved something great, I am motivated to do the same thing in a better way.” number 11 “I never leave a task/assignment I start unfinished.” and number 29 “I enjoy

finishing my school assignments even when they are difficult and time consuming.” Moreover, the mean score was ranged from 4.024, 3.813, 3.789, 3.640, and 3.576.

On the other hand, the items that received lower mean score had item number 9 “Most evenings I kick back and relax rather than prepare for the next day school work. *”, number 10 “Sometimes, I forget to do my homework*”, number 7 “I go on postponing what I should be studying today*”, number 12 “I enjoy working with people who score at my level or lower, rather than with those who are smarter and more hardworking than me” and number 1 “I feel I am a lazy person*”. In addition, the mean score was ranged from 2.604, 2.584, 2.552, 2.491, and 2.447.

Table 4.2

Mean and Standard Deviation for Each Item on Goal Setting Skill

N		n	M	SD	Response Distribution (%)				
					SD	D	N	A	SA
3.	If I can't do a job the first time, I keep trying until I can.	170	3.947	0.698	0	4.1	14.7	63.5	17.6
13.	Failure just makes me try harder.	170	3.829	0.884	0.6	8.2	20.6	48.8	21.8
5.	I give up on things before completing them.*	168	3.767	0.861	2.4	3.6	26.2	50.6	17.3
16.	I give up easily.*	170	3.641	1.012	4.1	9.4	22.4	46.5	17.6
12.	I avoid trying to learn new things when they look too difficult for me.*	169	3.621	1.040	2.4	14.2	23.1	39.6	20.7
9.	When I decide to do something, I go right to work on it.	170	3.606	0.865	0.6	11.8	25.9	50	11.8
10.	When trying to learn something new, I soon give up if I am not initially successful.*	170	3.570	0.928	1.8	14.1	20.6	52.4	11.2
6.	I avoid facing difficulties.*	169	3.562	1.039	4.7	10.7	24.9	43.2	16.6

N		<i>n</i>	<i>M</i>	<i>SD</i>	Response Distribution (%)				
					<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
1.	When I make plans, I am certain I can make them work.	170	3.529	0.762	0	10.6	31.8	51.8	5.9
23.	I have acquired my friends through my personal abilities to make friends.	171	3.450	0.862	2.9	8.2	37.4	43.9	7.6
15.	I am a self-reliant person.	170	3.376	0.745	1.2	7.6	48.2	38.2	4.7
7.	If something looks too complicated, I will not even bother to try it.*	170	3.348	1.021	3.5	15.3	26.5	41.2	13.5
8.	When I have something unpleasant to do, I stick to it until I finish it.	171	3.339	0.895	1.8	17.0	33.3	41.5	6.4
19.	If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me.	170	3.235	1.039	5.9	18.2	31.2	35.9	8.8
17.	I do not seem capable of dealing with most problems that come up in life.*	170	3.217	1.029	4.7	21.8	28.8	36.5	8.2
4.	When I set important goals for myself I rarely achieve them.*	170	3.205	1.008	5.3	20.0	30.0	38.2	6.5
18.	It is difficult for me to make new friends.*	170	3.170	1.186	9.4	21.8	24.1	31.8	12.9
11.	When unexpected problems occur, I don't handle them well.*	168	3.113	0.993	3.6	25.6	34.5	28.6	7.7
20.	If I meet someone interesting who is hard to make friend with, I will soon stop trying to make friend with that person.*	170	2.864	1.031	8.8	28.8	34.7	22.4	5.3

N		<i>n</i>	<i>M</i>	<i>SD</i>	Response Distribution (%)				
					<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
21.	When I am trying to become a friend with someone who seems uninterested at first, I don't give up easily.	169	2.864	0.938	8.9	22.5	44.4	21.9	2.4
22.	I do not handle myself well in social gatherings.*	169	2.858	1.151	13.0	27.8	26.6	25.4	7.1
2.	One of my problems is that I cannot get down to work when I should.*	170	2.646	0.884	11.2	45.3	30.6	11.8	1.2
14.	I feel insecure about my ability to do things.*	170	2.552	1.014	12.4	42.9	25.3	15.9	3.5

Noted: (*) Negative items were reversed coded.

As shown in table 4.2, the result of goal setting skills of student was list from the higher mean to lower mean score. There were five items had the higher mean scores. There were items number 3 "If I can't do a job the first time, I keep trying until I can.", number 13 "Failure just makes me try harder." number 5 "I give up on things before completing them*" number 16 "I give up easily*", and number 12 "I avoid trying to learn new things when they look too difficult for me*" Furthermore, the mean score ranged from 3.947, 3.829, 3.767, 3.641, and 3.621.

In contrast, there were five items were shown in lower mean score. There was item number 20 "If I meet someone interesting who is hard to make friend with, I will soon stop trying to make friend with that person*" number 21 "When I am trying to become a friend with someone who seems uninterested at first, I don't give up easily." number 22 "I do not handle myself well in social gatherings*" number 2 "One of my problems is that I cannot get down to work when I should*" and number 14 "I feel insecure about my ability to do things*". The lower mean scores were ranged from 2.864, 2.864, 2.858, 2.646, and 2.552.

Table 4.3

General Description of Participants: Gender, Number of University, and Studying Shift

Characteristic	n	%
Gender		
Male	69	40.1
Female	103	59.9
University Enrollment		
One	42	24.4
Two	105	61.0
Three	25	14.5
Studying Shift		
Morning	38	22.1
Afternoon	28	16.3
Evening	106	61.6

As shown in table 4.3, there were three characteristics such as gender, university enrollment, and studying shift. There were 172 participants which consisted of 69 participants were male (40.1%) and 103 participants were female (59.9%). In addition, there were 42 students (24.4%) study at one university, 105 students (61%) study at two universities, and 25 students (14.5%) study at three universities. Last but not least, the majority of the respondents (61.6%, $n = 106$) came from the evening shift. Almost one-fourth of them were morning-shift students (22.1%, $n = 38$).

4.2.2 Inferential Data Interpretation

Table 4.4

Means, Standard Deviations, and Inter-correlations for Student Academic Achievement and Predictors Variables (N=92)

Variable	<i>M</i>	<i>SD</i>	Achievement Motivation	Goal Setting Skill	Family Income
Academic Achievement (GPA)	70	6.68	-.108	-.189 *	.025
Predictors Variables					
Achievement Motivation	3.09	0.33	- -	.618 **	.105

Variable	<i>M</i>	<i>SD</i>	Achievement Motivation	Goal Setting Skill	Family Income
Goal Setting Skills	3.27	0.45		- -	.099
Family Income	1047	602			- -

* $p < .05$; ** $p < .01$.

The mean of academic achievement (GPA) was 70. According to grading system of Royal University of Phnom it was located in rank 70-79. In overall it was “B” grade for RUPP system.
Table 4.5

Simultaneous Multiple Regression Analysis summary for, Achievement Motivation, Goal Setting Skills, and Family Income (N=92)

Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>
Achievement Motivation	.223	2.67	.011	.083	.93
Goal Setting Skill	-2.925	1.94	-.200	-1.506	.136
Family Income	.000	.001	.044	.417	.68
Constant	78.54	6.67		11.76	.000

Note. $R^2 = .038$; $F(3, 88) = 1.15$, $p = .33$

Simultaneous multiple regression was conducted to investigate the best predictors of student academic achievement. The means, standard deviations, and inter-correlations can be found in Table 4.4. Academic achievement and goal setting skill were negatively correlated, $r(92) = -.189$, $p < .05$. While, achievement motivation and goal setting skill were positively correlated, $r(92) = .618$, $p < .01$. Academic achievement was not correlated with achievement motivation and family income ($p > .05$). As well, goal setting skill was not correlated with family income.

The beta coefficients are presented in table 4.5. The combination of variables to predict academic achievement from achievement motivation, goal setting, and family income was not statistically significant, $F(3, 88) = 1.15$, $p = .33$. This means that this model or equation does not predict the student academic achievement. The adjust R^2 value was .038. This indicates that only 3.8% of the variance in student academic achievement was explained by the model. This is small effect, accordingly Morgan et al. (2011). Overall, the equation of multiple regression was not statically significant.

4.2.3 Qualitative Data Interpretation

There are two qualitative questions for complement quantitative research. They are: Do you think achievement motivation affects your academic performance? Why? And do you have a clear academic goal? Why is it important?

Question: Do you think achievement motivation affects your academic performance? Why?

Table 4.6

Qualitative Theme of achievement motivation

No	Theme	N	Respondent
1	Better Performance	2	34, 83
2	Break barrier to achieve more	3	21, 42, 150
3	Keep Trying	6	50, 72, 81, 89, 113, 110
4	Work harder	20	33, 35, 11, 41, 39, 4, 64, 78, 88, 95, 148, 147, 136, 135, 132, 163, 165, 166, 169, 168
5	Enthusiasm and concentration	2	172, 159
6	Achieve Something Great	5	32, 48, 43, 85, 115
7	Pushing to succeed what they wish	5	19, 55, 91, 117, 107
8	Keep going with driving force	3	12, 5, 22
9	Confident with journey to succeed	10	40, 6, 1, 87, 93, 112, 111, 149, 141, 134
10	Encouragement and commitment	6	66, 116, 129, 131, 128, 125
11	feeling useless without motivation	3	10, 109, 152
12	Accomplish anything effortlessly	1	102
13	No effect	5	29, 96, 92, 145, 142

There were 64 participants didn't response to this open-end question, 37 participants provided the vague answer, and only 71 participant provide the valid answer as shown in table 4.6.

The respondent 34 and 83 believed that achievement motivation impacts their academic performance. For example, participant 34 said that "Yes, if u feel motivated, your academic performance will be much better" and 83 responses that "Yes, when you get motivate from something, you tend to do it better". In addition, respondent 21, 42 and 150 believe that achievement motivation can break their barrier to achieve something more. For instant, the

participant 42 said *“Yes, since one achievement tend to boost my self-confidence in achieving something more especially harder task”*. For respondent 21 answered that *“Yes, because in order to set a good result in my academic performance, I need go through a lot of hardship and some obstacle that I need to overcome all of these thing.”*

For respondent 50, 72, 81, 89, 113, 110 believed that achievement motivation can help them to keep trying on thing. According to respondent 50 said *“I think achievement motivation affect my academic performance because it is an incentive to urge me to keep try my best to do something, especially to study with a good grade.”* Moreover, participant 110 said *“Yes, because when I want to achieve a better result in my study, I will try my best in every way to get higher score in my tasks or exams. Therefore, it improves my academic performance.”*

Further some participant such as 33, 35, 11, 41, 39, 4, 64, 78, 88, 95, 148, 147, 136, 135, 132, 163, 165, 166, 169, 168 claimed that achievement motivation allows them to work harder. In this case participant 163 said *“Yes, I do. Because it is one of the push factor that could make me work harder to achievement. For example, I always ask my mom for something if I score good or get good grade from the examination or competition.”* Respondent 88 said *“Yes, I think achievement motivation affect my academic performance because it would increase my self-esteem leading me to be a hard working person.”* Participant 95 believed that *“Yes, I do. Achievement motivation does affect my academic performance for, sometime it does motivate us to try harder to achieve the next goal.”*

Beside that participant 172, 159 claimed that achievement motivation related with enthusiasm and concentration. As result from respondent 172 *“Yes, I do, I think that without motivation, you’ll have less enthusiasm to complete or improve something”* and 159 wrote *“Yes, I do. Because without motivation, I can’t concentrate on my study well. I don’t have any motivations to go on sometime. I just make thing done with no hard afford. I just feel less interested in learning at school now.”*

Furthermore, respondent 32, 48, 43, 85, 115 said that achievement motivation helps them to achieve something great. The respondent 32 said *“Yes, I do because we cannot achieve something great when we don’t have enough motivation, just like my academic performance, I’m bad because I have no motivation.”* Participant 115 wrote *“Yes, I do because I always do something and want to achieve good result as well”*.

Participant 19, 55, 91, 117, 107 stated that achievement motivation pushes them to succeed with what they wish. Respondent 19 said *“Because when we have motivation, we will feel like there is something pushing us to achieve our goal. Everyone needs motivation to succeed what they wish”*. Participant 91 wrote *“I think achievement motivation has a great influence on my academic performance because it is what keeps me working and planning ahead. It is like a boost to push me go beyond average people.”*

Participant 12, 5, 22 said achievement motivation keep them going with driving force. Respondent 22 believed that *“Yes, I think it does. Motivation will keep you going like doing all the homework, assignment, or studying for the tests. Without motivation, I think academic performance will be low as you might just slack off.”* Participant 5 wrote *“Yes, I do. I basically think that there is a certain feeling or emotion that you have when you achieve something, and that feeling is the motivation for me to keep up with work.”*

Participants 40, 6, 1, 87, 93, 112, 111, 149, 141, 134 said achievement motivation is a journey to succeed with confident. Respondent 40 wrote *“Yes, I do because motivation gets me improve my academic performance, and it makes me feel brave to ask questions to teachers and answer questions in the class as well.”* Respondent 112 said *“Yes, it makes me feel more confident regard to my ability.”* and participant 149 believed that *“Yes, I do because when you want to reach to your goals you have to motivate yourself like you have to keep dream about your goals so one day you will success and achieve what you want.”*

Respondents 66, 116, 129, 131, 128, 125 said achievement motivation is encouragement and the commitment. Participant 116 said *“Yes, it makes me put more commitment to complete*

those tasks.” Participant 66 said *“Yes, I do. Without it, I feel like what am I studying for. Moreover, it encouraged me to finish the task before class and on time.”* Participant 129 said *“Yes, it encourages you to do better than you already are.”*

Participants 10, 109, 152 believed that they feel useless without motivation. Respondent 10 wrote *“Yes, sometime studying is the state of mind whether you want to do it or not. No motivation make people feel useless in doing something.”* Participant 152 said *“I think achievement motivation affects my academic performance because I will fail in doing something if I don’t have any motivation that come from myself or other people around me. I need to have strong motivation.”* In addition, participant 102 believed that *“When we have motivation, we are likely to accomplish anything effortlessly.”*

In contrast some participants believed that achievement motivation did not impact academic performance. For example, participant 29 said *“I don’t think so, it may sound as a boost, but I am not highly motivated person, yet I am doing quite well at school.”* participant 142 wrote *“No, I think it isn’t really because if you do not try harder, it will not change at all.”*

Table 4.7

Qualitative Theme of Goal Setting Skills

No	Theme	N	Respondent
1	Get good career	14	142, 69, 50, 81, 112, 87, 17, 126, 144, 158, 160, 51, 53, 170
2	Get scholarship and higher degree	7	48, 113, 88, 169, 49, 46, 52
3	Prepare Panning and direction	35	13, 105, 138, 78, 136, 132, 72, 83, 43, 131, 116, 150, 10, 125, 115, 110, 64, 35, 33, 168, 172, 91, 19, 40, 141, 149, 45, 9, 103, 127, 143, 157, 167, 162, 124
4	Saving Time	3	94, 146, 164
5	Motivation	5	102, 79, 76, 73, 67
6	Bright future	10	104, 41, 148, 135, 34, 147, 165, 117, 55, 161
7	Perform better	5	152, 92, 89, 2, 23
8	Work harder	9	129, 95, 39, 44, 31, 16, 154, 137, 7

No	Theme	N	Respondent
9	No academic goal	23	86, 59, 109, 5, 155, 118, 58, 3, 47, 54, 1, 107, 32, 4, 85, 42, 96, 29, 145, 159, 6, 166, 111

There were 56 participants didn't respond to this open-end question, 5 participants provided the vague answer, and only 111 participants provide the valid answer as shown in table 4.7.

Respondent 142, 69, 50, 81, 112, 87, 17, 126, 144, 158, 160, 51, 53, 170 answered that clear academic goal lead to good career. For example, participant 74 believed that *"Frankly, I have a clear academic goal, and I think it is important because I want to have a good career to do, and I want to have a bright future and improve my knowledge."* Participant 170 wrote *"Actually, I've already had a job to do. However, I want to be better in my career and the education from this school may help me to improve myself. It is very important since I may receive better job and better life."*

Respondent 48, 113, 88, 169, 49, 46, 52 believed that clear academic goal setting could help them to get scholarship and continue higher education. For instance, participant 52 said *"Yes, I do. Because my academic goal is the key to achieve international scholarship for my Master's degree."* participant 49 responses *"Yes, I want to graduate from IFL and pursue master degree abroad."* and participant 88 wrote *"Yes, I have. I want to be a professional engineer in the future that's why I want to continue higher education in Japan to make my family proud and gain high income."*

Respondents 13, 105, 138, 78, 136, 132, 72, 83, 43, 131, 116, 150, 10, 125, 115, 110, 64, 35, 33, 168, 172, 91, 19, 40, 141, 149, 45, 9, 103, 127, 143, 157, 167, 162, 124 claimed that clear academic goal help them to prepare planning and direction. Participant 124 said *"Yes, I do. It is important as it helps pave ways for me to know beforehand to know what to prepare in order to achieve it."* Respondent 162 said *"Yes, I do. It is important since it would help me to plan what I shall do in order to achieve my goal."* and respondent 64 said *"I have a clear*

academic goal. It is important because I do not like doing something that I have no clear direction. I like to think of any possible outcome before I do anything.”

Participants 94, 146, 164 said clear academic goal help them to save time. For example, participant 146 said *“Yes, it is important because it can help to motivate and save time and money.”* Participant 94 said *“Yes, I do. A clear academic goal is important because we only focus on what we want and avoid wasting time.”* and participant 164 said *“Yes, so that I will not wasting my time doing something no relevant.”*

Participants 102, 79, 76, 73, 67 believed that clear academic goal setting is the motivation. Respondent 134 said *“Yes I do, it is important because it motivates me to stick with my study and don’t dropout.”* Participant 163 said *“Yes, I do. It’s really important because one it could help me to clear my path in terms of academic performance, and two it is like a motivation for me to do my best to perform well in class.”* and participant 11 said *“Yes, I do. It’s essential as it can give us the motivation to try hard for what we want to accomplish.”*

Participants 104, 41, 148, 135, 34, 147, 165, 117, 55 161 claimed that clear academic goal setting help to get bright future. Respondent 161 said *“Yes, I do. It will make me get a bright future.”* Respondent 165 said *“Yep Because it is for my future. I always want a bright future so it is important to make a clear goal.”* and participant 55 said *“Yes, I do. It is important to me because it is my dream and I really hope that it will lead me to the better life.”*

Respondents 152, 92, 89, 2, 23 believed that clear academic goal setting help them to perform better. For example, participant 23 said *“Yes because it can help me to perform better in class. It can help me to seek my future goal due to what I like and what I don’t.”* Respondent 2 said *“Yes, I do. It’s crucial because we need to have a clear academic goal in order to achieve the better result.”* and participant 89 said *“Yes, I want to graduate with good result, not to be so good is also acceptable.”*

Participants 129, 95, 39, 44, 31, 16, 154, 137, 7 believe that clear academic goal push them to work harder. Participant 44 said *“Yes, I do. It is really important because without the*

setting goal, I won't feel motivated and put much effort but if it is the goal, I would work hard to achieve it." Participant 39 said *"Yes, I do. It serves as the blueprint for steps I can or should take, and it is the only reason why I should work hard and never give up."*

There are 23 respondents such as 86, 59, 109, 5, 155, 118, 58, 3, 47, 54, 1, 107, 32, 4, 85, 42, 96, 29, 145, 159, 6, 166, 111 said they had no clear academic goal.

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Chapter 5: Discussion

Chapter five aims to discuss key results of this study. In order to make it easy to follow for the readers, researcher decided to organize the discussion chapter according to each of the three research questions such as research question one, two, and three.

5.1 Research Question One

Question: What is the level of achievement motivation of Department of English (DoE) Year 3 students?

Table 4.4 shown that the average mean of the achievement motivation was only 3.09. It was in the neutral. Therefore, the third year student at leading institute didn't have strong achievement motivation to achieve their academic goal. The level of achievement motivation was in the limitation rang. As a result, teachers shall be inspired and motivated them to concentrate on academic motivation.

As revealed in the key items, students shown that "I feel I am a lazy person" had mean score 2.447. It means that students themselves was lazy student. They didn't concentrate on the achievement of their academic seriously. Moreover, the item "I enjoy working with people who score at my level or lower, rather than with those who are smarter and more hardworking than me", students scored only 2.49. Students were not interested in associate with the outstanding student. They might feel ashamed, so those students will not get a good grade in academic. In addition, the item "I go on postponing what I should be studying today" and "Sometime, I forget to do my homework", students scored only 2.55. Students were the procrastinator, they delayed on school assignment working and other tasks related with their academic. In short, third year students were lack of achievement motivation for their academic. So, we need to find out why student was not motivated to study. There will some reasons behind this issue for next research to find out.

5.2 Research Question Two

Question: What is the level of goal setting skills of DoE year 3 students?

In table 4.4 the mean score of total goal setting skills was 3.27. It was in the neutral score, and students themselves didn't have goal setting for their academic. They didn't have their short term and long term goal for academic purpose. They just go to school for the sake of learning only. Without goal setting, students cannot earn good grade in education journey.

In item "When I set important goals for myself I rarely achieve them" had mean score 3.205. It means that student cannot achieve their goal when they already set up. For item "When I make plans, I am certain I can make them work" had mean score only 3.52. It simply means students didn't work hard to complete their own goal.

5.3 Research Question Three

Question: Do motivation achievement, goal setting skill, and family income predict the participants' academic performance, as measured by their GPAs? If so, what variables contribute to such predictions?

According to table 4.5 the whole model didn't predict the academic performance of students. The predictive variables such as goal setting skill, achievement motivation, and family income didn't contribute to student academic performance. The result shown the contrast between Idown, Chibuzoh, and Madueke (2014) that the finding goal setting impact student academic performance. There might some key independent variables impact academic performance beside the study variable.

The table 5.1 shown the summary result of previous researcher. There were four journals for each theme such as achievement motivation, goal setting skill, and family income. The result of those finding reveal significant differently. Moreover, all the research setting came from different context. Some of them were conducted in Asian, Western country, and so on.

Table 5.1

The discussion result of correlation comparison with previous result

No	Variable	Researcher	Result
1		Awan, Noureen, & Naz (2011)	Significantly related with GPA
2	Achievement	Dhall (2014)	Significant relationship with GPA
3	Motivation	Bakhiarvand et al. (2011)	Significant affect with GPA
4		Tella (2007)	Significant relationship with GPA
5		Idowu, Chibuzoh, & Madueke (2014)	Impact GPA
6	Goal Setting	Mayse (2016)	Impact GPA
7	Skill	Wu (2012)	Significant correlate with GPA
8		Rowe et al. (2017)	Relationship with GPA
9		Adzido, et al. (2016)	Impact GPA
10	Family	Tao & Han (2017)	No influence with GPA
11	Income	Tomul & Çelik, (2009)	Affect GPA
12		Machebe, Ezegbe & Onuoha (2017)	Impact GPA

The result of Table 5.1 revealed that this study was different from Awan, Noureen, & Naz (2011), Dhall (2014), Bakhiarvand et al. (2011), Tella (2007). There was no relationship between academic performance and achievement motivation. In addition, the contrast result from this study with Idowu, Chibuzoh, & Madueke (2014), Mayse (2016), Wu (2012), and Rowe et al. (2017) as well. For the variable family income, this study shown the same result as Tao & Han (2017), but contrast from Adzido, et al (2016), Tomul & Çelik (2009), Machebe, Ezegbe & Onuoha (2017).

The finding of this research mostly contrasts from the previous finding. It might have some key factors such as the different file of study. Some authors conducted studied in math, business, or engineering file, while this study concentrated on English major. The other factor might be instrument and the process of collecting the data. The students might not carefully response the answers. That is why many data was in outlier in the analysis process.

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Chapter 6: Conclusion, Implication, Limitations, and Further Studies

This is the last chapter of this research thesis, this chapter presents the conclusion of all the research process, implication of finding result, limitation of the study, and the further study related with this research title.

6.1 Conclusion

According to this research study, it revealed that the achievement motivation and goal setting skill of third year student at leading institute in Phnom Penh was still in limitation. Students didn't have achievement motivation to complete their academic goal, so teacher and other related parties shall be taken actions to motivate student to learn. In addition, the student wasn't good to set their academic goal. Without academic goal setting, students will loss the direction of their study. Those lead to low result of academic performance.

To some extent, student thought achievement motivation was really important to them. Among 172 students, 71 believed that achievement motivation helps them to perform better, break their barrier to get success, keep them trying, work harder, feel enthusiasm and concentration, achievement something great, push them to get succeed what they wish, keep going with driving force, be confident with journey to succeed, encourage and commitment, feel motivate, and accomplish anything effortlessly.

In addition, there were only 111 student believed goal setting skill was significant for them. Academic goal setting helped students to get good career, get scholarship and higher education, prepare planning, and direction, saving time, motivation, bright future, perform better, and worker harder.

In short, this research thesis would contribute to all students themselves, lecturer, curriculum planner, director, all other relevant parties be aware of achievement motivation, and academic goal setting skill. Those are going to help student in diversity path for academic journey.

6.2 Implications

There are some key implications of the research finding. First, according to the finding result, achievement motivation of third year student at the department of English is limited. As a result, it might be an obstacle for them to perform better in the class. So, the school, parents, teachers, student themselves should be aware of achievement motivation construct. In addition, school and teachers shall provide extra counseling class to encourage, push, and motivate student to involve and spend much time on academic in order to get success in academic journey. In addition, parents shall be encouraged children and follow their academic record, so parents can motivate their children to performance well in classroom. Moreover, students themselves should observe their achievement motivation, and be aware of own studying activities and performance.

Beside that the goal setting skill of student at the department of English is scoring low. It simply means, they are not good at setting their own goal. Setting goal is extremely important not only in academic sector but also in the life journey. When students have problem with goal setting skill, it might impact their study, career, and destiny. The students in this study have problem with goal setting skill, so school or teacher should set up soft skill training, workshop, and special seminar for strategy for goal set up. It could be short term and long term goal set up strategy, so students could apply in their real life to enhance qualify of living.

Last but not least, the average of the mean score of student grade was only 70. It revealed that the performance of student wasn't quite good in their academic record. The advantages of lower grade could impact their higher education journey or scholarship opportunity, and future career. Therefore, teachers shall include learning strategy and inspire student to work hard on their education more than this present situation. In addition, students themselves should try harder to get the score over 70 in order to get success in their prospective career, continue higher educational, and bright future in order to develop their society and nation.

6.3 Limitations

This research study already completed successfully, but it also had some limitation such as the population and sample size, GPA, and research instrument. First, the population and sample size focused only third year student at leading institute in Phnom Penh. It might be in as small scale of research unit. It should be concentrated from the foundation year class until fourth year class, so the result will be more accurate and practical. Second, the GPA on this study was focused on semester two score for third year student, it wasn't the accumulation of total score from the year one to third year. Therefore, it might have some bias in the performance in the classroom. Last the instrument was adopted from the previous researcher; it should be created by the own researcher.

6.4 Further Studies

Our study's model does not significantly predict the dependent variable. Therefore, future researchers could replicate their study on another setting or sample in order to verify the results with this present study. Another proposed topic for future researchers would be about employing a different model that includes different predictors in order to conclude the best predictors of student academic achievement. Finally, further studies could sample respondents pursuing non-English majors such as math, science, or business and so on in order to broaden the scope to other fields since the present thesis targets only English-major respondents. Beside that further studies could choose the many universities as the population, so the finding could draw the inference to the whole university in Cambodia.

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Appendix A:

Research Instrument

June 2019

Dear Valued Year 3 Students,

My name is **Heng Serey Rathana**. I am a student from the MA in TESOL Program at the Institute of Foreign Languages of the Royal University of Phnom Penh.

I am conducting a research study for my graduate thesis. The purpose of this study is to determine the level of achievement motivation, goal setting, and the factors that predict academic achievement of the third year students at the Department of English of IFL.

I would like to cordially invite you to participate in this survey study. It will take about 10 to 15 minutes of your time to respond to all items in this questionnaire. Your participation will not present any medical or social risk to you. Please feel free to call me or my supervisor, **Mr Chan Sophal** at 089 687068, if you have any questions regarding this survey questions.

Thank you very much for your help.

Sincerely,

Mr Heng Serey Rathana
099 788 234

I understand that by signing this form, I have agreed to participate in the study on **Factors Influencing Academic Performance of Undergraduates Majoring in English Language at Department of English (DoE) IFL, RUPP**.

.....

Name

.....

Date

(Adapted from Dang, 2000)

Section I: Achievement Motivation

This section has 32 statements, please read each statement carefully and then indicate your opinion on each statement by putting a tick in the spaces/boxes provided beside it. Please give your opinion according to the following scale: 1 = (Strongly Disagree), 2 = (Disagree), 3 = (Neutral), 4 = (Agree), 5 = (Strongly Agree).

No	Description	SD	D	N	A	SA
1	I feel I am a lazy person.					
2	Days often go by without me having done a thing.					
3	I like reading the biography of great people in order to learn how they overcome hurdles and achieve great things in life.					
4	I plan ahead what subjects to study during my free time.					
5	When I come to know that somebody like me has achieved something great, I am motivated to do the same thing in a better way.					
6	Most people who know me say that I am hard working and ambitious.					
7	I go on postponing what I should be studying today.					
8	I take a lot of time to get started to the task of study.					
9	Most evenings I kick back and relax rather than prepare for the next day school work.					
10	Sometimes, I forget to do my homework.					
11	I never leave a task/assignment I start unfinished.					
12	I enjoy working with people who score at my level or lower, rather than with those who are smarter and more hardworking than me.					
13	I dislike failing in my school examinations due to unpreparedness.					

No	Description	SD	D	N	A	SA
14	I always work very hard to be among the best students in my school.					
15	I find myself just taking life as it comes without planning.					
16	I am at reaching the highest level in education.					
17	When I grow up, I want to do something which others have not done.					
18	I am basically a competitive person, and I compete just for the sake of competing.					
19	I believe that success in life has less to do with hard work and more to do with luck and being in the right place at the right time.					
20	I enjoy reading all kinds of books including those that are not part of my school syllabus.					
21	I shall be satisfied with an above average performance, even though it may not be my best.					
22	I prefer to use my time for doing something else rather than trying to perfect something that I have already completed.					
23	I enjoy spending most of my time alone concentrating on my school work.					
24	I always try to stand out from the rest of my class in one way or the other.					
25	I will go ahead with my plans only if I am sure that other people will approve of it.					
26	I get restless and annoyed when I feel I am wasting time.					
27	It is not a good idea to be always above others in achievement, because that may make them feel bad about themselves.					
28	I like to be the best student in my class.					

No	Description	SD	D	N	A	SA
29	I enjoy finishing my school assignments even when they are difficult and time consuming.					
30	I enjoy making friends with the most intelligent student in my class so as to keep up my standards of performance.					
31	I feel good when people say in front of others that I am doing well in school.					
32	I would like to deal with difficult situation so that the blame or praise for its results come to me alone.					

Open ended question:

Do you think achievement motivation affects your academic performance? Why?

Section II: Goal Setting Skill

This section has 23 statements, please read each statement carefully and then indicate your opinion on each statement by putting tick in the spaces/boxes provided beside it. Please give your opinion according to the following scale: 1 = (Strongly Disagree), 2 = (Disagree), 3 = (Neutral), 4 = (Agree), 5 = (Strongly Agree).

No	Description	SD	D	N	A	SA
1	When I make plans, I am certain I can make them work.					
2	One of my problems is that I cannot get down to work when I should.					
3	If I can't do a job the first time, I keep trying until I can.					
4	When I set important goals for myself I rarely achieve them.					
5	I give up on things before completing them.					
6	I avoid facing difficulties.					

No	Description	SD	D	N	A	SA
7	If something looks too complicated, I will not even bother to try it.					
8	When I have something unpleasant to do, I stick to it until I finish it.					
9	When I decide to do something, I go right to work on it.					
10	When trying to learn something new, I soon give up if I am not initially successful.					
11	When unexpected problems occur, I don't handle them well.					
12	I avoid trying to learn new things when they look too difficult for me.					
13	Failure just makes me try harder.					
14	I feel insecure about my ability to do things.					
15	I am a self-reliant person.					
16	I give up easily.					
17	I do not seem capable of dealing with most problems that come up in life.					
18	It is difficult for me to make new friends.					
19	If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me.					
20	If I meet someone interesting who is hard to make friend with, I will soon stop trying to make friend with that person.					
21	When I am trying to become a friend with someone who seems uninterested at first, I don't give up easily.					
22	I do not handle myself well in social gatherings.					
23	I have acquired my friends through my personal abilities to make friends.					

Open ended question:

Do you have a clear academic goal? Why is it important?

Section III. Family Income

The question below is a bit private; however, it is a very important question in this study. Please kindly answer it so that my key research question can be addressed. Thank you very much.

Question:

What is the estimated **average** monthly income of your household earned by all family members? US Dollars

Section IV. Personal Data

May I know your:

Student ID: _____

Age: _____

Gender: ☐ Male ☐ Female

Shift: ☐ Morning ☐ Afternoon ☐ Evening

Number of universities attended: ☐ 1 ☐ 2 ☐ 3

Thanks You!

Appendix B:
Permission Letter for Department of English

June 2019

Heng Serey Rathana

Mr. Tith Mab
Head of the Department
Department of English
Institute of Foreign Languages (IFL)
Royal University of Phnom Penh
Russian Federation Boulevard, Phnom Penh, Cambodia

RE: Seeking for permission to conduct a research study at the Department of English

Dear Mr. Tith Mab:

I am writing to ask for your permission to conduct research at the Department of English of the Institute of Foreign Languages (IFL), the Royal University of Phnom Penh (RUPP) for a study titled **“Factors Influencing Academic Performance of Undergraduates Majoring in English Language at Department of English (DoE) IFL, RUPP.”**

This study is being conducted as a partial fulfillment of my master’s degree in TESOL. The study is being supervised by Mr. Chan Sophal, a lecturer of the Department of English of IFL. The aim of this study is to investigate the current level of goal setting and achievement motivation of DOE’s third year students. It is also to establish factors influencing academic performance of the participants. The results will highlight several potential strategies for educators to use in enhancing soft skills (goal setting and achievement motivation) for DOE’s students in particular and Cambodian students in general.

If you have any questions or require more information about this study, please contact Mr Heng Serey Rathana by phone at 099 788 234.

I look forward to hearing positive response from you soon.

Yours Sincerely,

Mr Heng Serey Rathana

Dr Khan Bophan

Seen and Approved by:
Mr Tith Mab



MA in TESOL candidate
Department of English of
IFL/RUPP



Coordinator of MA in TESOL
Program
Department of English of
IFL/RUPP



Head, Department of English
of IFL/RUPP.

Appendix C:
Permission Letter for Administration Office
Thesis Research Project

**“Factors Influencing Academic Performance of Undergraduates
Majoring in English Language at Department of English (DoE)
IFL, RUPP”**

Data Management Plan

Dear Mr. Tith Mab:

First of all, I would like to extend my sincere gratitude to you for allowing me to conduct research at the Department of English. To address the Department’s concern regarding data management including students’ identity and Grade Point Average (GPA), I am writing to inform you of the types of data to be collected and how the collected data and the participants’ identity will be managed and protected.

Participants of the study are invited to voluntarily complete a set of questionnaires which includes their personal information and items that aim to measure their achievement motivation, goal-setting, and parental level of income. All participants are informed that if they agree to participate in the study, they will allow the researcher to request for their GPAs from the Management Team of the Department of English of IFL, RUPP.

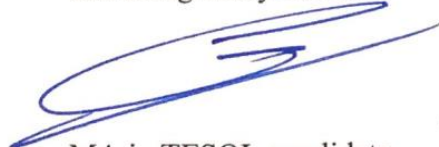
The participants’ responses will remain confidential and will be used for the purpose of this study only. Any kind of information disseminated in public through research report and presentation will not include any information which will make it possible to identify them. Only the researcher, **Mr. Heng Serey Rathana**, and the research supervisor, **Mr. Chan Sophal**, will have access to the information provided including GPAs.

Students’ GPAs will not be disclosed to the third party. The identity of the participants and their GPAs will be kept strictly confidential. If the Department decides to print out the lists of students and their GPAs, the hard-copy files will be stored in a secure place, where access is off-limits to the third party. I sincerely believe that all information provided by the Department regarding the participating students will be treated with highest security and confidentiality.

Once again, I, hereby, reassure you that the participants’ individual responses, GPAs and all the data collected will remain confidential and be used for the purpose of this study only.

Sincerely Yours,

Mr. Heng Serey Rathana



MA in TESOL candidate
Department of English (IFL-RUPP)

Approved by:



Mr Tith Mab
Head of Department of English (IFL-RUPP)

