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Exploring Learners' Motivation Through The Pygmalion Effect

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Abstract

This study discusses the motivation of students when studying at home. This situation is due to the learning sessions taking place virtually at home. It is different when students follow the learning session with the lecturer face to face. Formerly, the objective of this study is also to try to see how to do beliefs, expectations, behavior, and results in influence learners' motivation to learn. This study is a quantitative study in which a questionnaire will be distributed to respondents. A total of 550 respondents were involved in this study. Through the questionnaire, there are three main sections along with questions related to the study conducted. In general, the results of the study found that the process of student excellence starts from the motivation of a lecturer to his students, in addition to self-confidence with independence in understanding each lesson also makes a person more resilient and resilient. This situation will make the student more mature and make the student more excellent in the future. Thus, the impact of this study is that the researcher will know how to ensure that the student is always motivated and will ensure that the student is always enthusiastic in seeking knowledge after each student's needs are known through such studies.

Keywords: Motivation, Teachers, Students, Learning, Pygmalion Effect

Introduction

Background of Study

The rapid development of technology today has had a huge impact on almost all systems worldwide. These technological advances simplify the process of a system and improve the quality and quantity of production and speed up the workflow. In addition, the use of technology is also seen as more attractive and efficient. Through this healthy development, various parties began to take serious note of technology and linked it to various fields. Among the areas of focus in the field of education, where educators are beginning to emphasize the use of technology in the teaching and learning process at various levels of education. With the number of COVID-19 positive cases increasing every day and not showing a trend it will decrease, this method has become a vehicle for educational continuity in Malaysia that fills the void of traditional learning methods that focus more on face-to-face teaching and learning (Nguyen, 2015). Teaching and learning methods in the country's institutions of higher learning (IPT) have changed from traditional teaching in the form of

lectures to virtual learning (Harian, 2022). According to Luthans (2012), motivation is a process that starts with a physiological or psychological deficiency or need that activates a behavior or drive which is aimed at a goal or incentives. Besides, motivation to learn is defined as “the attribute that moves us to do or not to do something” (Gredler, 2009). In contrast, Ryan & Deci (2000) say that motivation is a critical component of teaching and learning. For teachers, a lack of motivation has long been one of the most frustrating obstacles to students’ learning. For the student, to ensure that something for himself is always motivated. This is because usually when online learning is implemented, some students are not at their best motivated. This is not the case, students have to face some constraints such as unsatisfactory internet access, in addition to having to be in front of a computer for long periods as well as a less conducive environment when off-campus. For that, students need to be guided, encouraged, and continuous advice by teachers who teach to ensure that the momentum of learning sessions throughout online learning is always at a satisfactory level (Makokha and Ongwae, 1997).

According to Rahmat (2019), concerning figure 1, the learning process of learners involves more than just their desire to learn. Learning begins with the learners’ perception of the learning process. The learners’ motivation influences this. In addition to that, learners are also influenced by their environment for learning. Is the learning environment conducive or otherwise? The perception and the surrounding environment would then influence the learner’s ability to use their cognitive strategies to make the most of the learning.

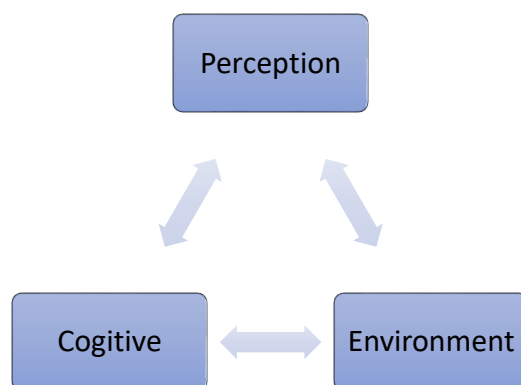


Figure 1- How learners learn (Source: Rahmat, 2019)

Statement of Problem

Motivation to learn is a skill developed via general experience primarily stimulated by modeling, communication of expectations, and direct instruction or socialization by significant persons (Koca, 2016). Motivation to study serves as a driving force in increasing employability through establishing learning objectives, achieving expected results, and assessing learning outcomes (Fry et al., 2015). Individuals will not necessarily have employability if there is no available social support to help them be more employable. Social support is knowledge from others (e.g., family, friends, or coworkers) that the individual is loved, cared for, respected, valued, and seen as part of a communication network with shared needs (Taylor, 2009). When students skip classes or do not participate in activities, their motivation decreases. De Barba et al (2016) highlighted how an online learning environment should adapt for motivation and engagement because situational interest is contextual and is dependent on how many activities and content can maintain students' attention. The course

materials and tasks were then questioned in terms of motivation. According to Hartnett et al. (2011), recognized regulation (recognizing the worth of activity) is equally important in online contexts as intrinsic motivation. As a result, it is critical to provide relevant assignments to learners while also establishing a foundation for open communication between instructors and students.

Furthermore, one of the obstacles to online education is the absence of online teaching expertise among teachers. Instructor presence refers to instructional approaches that learners can observe, usually in a live situation (Richardson et al., 2015). The lack of motivation among students has a significant impact on the motivation of lecturers. According to Şener et al. (2020), the second most commonly mentioned concern influencing lecturers' experiences is a lack of student motivation, interaction, and autonomy. As a result, it is possible to conclude a dynamic interplay between student motivation and pleasant classroom experiences in online environments. According to Meşe and Sevilen (2021), both interviews and creative writing tasks revealed that students believe online education negatively impacts their motivation due to a lack of social interaction, a mismatch between expectations and content, and organizational problems, and the organization of learning environments. Hence, this study is done to investigate the motivations of learning. This study has 4 research questions as below:

1. How do beliefs influence learners' motivation to learn?
2. How do expectations influence learners' motivation to learn?
3. How does behavior influence learners' motivation to learn?
4. How do results influence learners' motivation to learn?

Literature Review

Demotivating Factors for Learning

Previous research found that factors that contributed to learning demotivation among students are, teachers lecturing too much, students having difficulties in accomplishing classwork, and learning activities not stimulating enough to hold their attention in learning (Crizjale, 2021). This can be strengthened by other findings, which identify that teachers always speak English and have difficulty understanding materials during online learning, which also adds to motivation factors for learning (Maemunah et al., 2021). Furthermore, online learning was also one of the demotivation factors among the students as they feel deprived of real-life interaction and burdened with a lack of stable internet connection and suitable gadgets for online learning (Adara & Najmudin, 2020).

1.1 Motivating Factors for Learning

Much of our motivation act is fuelled by emotional state, interest, exploration, play, and learning, while anger motivates aggressive actions of defense or protection. According to Bandura (1997), the socio-cognitive theory explained that student motivation is a construct built out of individual activities and experiences. It varies from one situation or context to another. Then, in a study by Pintrich (2003), two of the four basic theories of social cognitive constructs regarding student motivation have been identified, achievement, goal orientation, and personal interest in the task. The availability of educational resources is very important because of their role in achieving educational objectives and goals. Giwa (2005) emphasized that educational resources' availability, relevance, and adequacy contribute to academic achievement. The unattractive school building, crowded classrooms, nonavailability of a

playing ground, and surroundings with no aesthetic beauty can contribute to poor academic performance.

Another important determinant of students' academic achievement is the learning environment. According to Bosque and Dare (1998), the learning and teaching environment should serve six functions, informative, communication, collaboration, produce, scaffold, and manage. They added that conceptually speaking, the learning environment refers to the whole range of components and activities within which learning happens. Meanwhile, according to Dang & Ha (2021), extrinsic motivation helps students become driven and competitive, while intrinsic motivation supports seeking knowledge for its own sake. Ultimately, fostering both types of motivation help students develop good study habits and an investment in learning. Campbell and Sarac (2018) proposed that the technology is integrated into language learning at an increasing rate to boost students' motivation and maximize their understanding of the content. Okoye (1983) opines that motivation is key to understanding human behaviour. According to him, motivation explains why an individual dodges work, another works normally and satisfactorily enough to reach the heights, and others resort to illegal and unconventional methods of achieving social, academic, and political recognition.

1.2 Past Studies

1.2.1 Past Studies on What Demotivates Learners

Demotivational factors in learning have been investigated in studies. In contrast, there were no significant differences between male and female participants regarding demotivating factors. However, the considerable differences between learners at different levels of education in terms of other demotivating factors, according to (Vakilifard et al., 2020). They looked at the frequency and order of significance of the demotivating factors to see which ones were the most powerful and their relationships with the learners' gender and educational level. To achieve the study's goals, about a hundred students were asked to complete a questionnaire that included background questions about sex, age, study level, and the participants' nationalities, based on which five demotivating factors were identified. Then, in a study by Han et al (2019), they recognize the main demotivating factors affecting Turkish EFL university students' English language learning process and the coping strategies they employ from their perspectives. The participants were 469 Turkish EFL university students in their first and second years. The study collected data using both quantitative and qualitative methods. Quantitative findings revealed significant differences between female and male students in terms of factors such as class characteristics and failure experiences. According to qualitative results, negative attitudes of classmates, teacher-related factors, personal issues, class characteristics, test anxiety, failure experiences, and the educational system are all major factors that demotivate students. In addition, self-studying, asking for help, changing perspectives, thinking positively, ignoring what others think, and being goal-oriented were also identified as strategies for overcoming demotivation. Ahmad (2021) identified demotivating elements in the learning of Criminology students. The descriptive study approach was used to determine the demotivating aspects of the learning of Criminology students. The study was done at Notre Dame of Tacurong College (NDTC) with 90 participants, 72 males, and 18 females. The study made use of both purposive sampling and statistical methods. Ahmad (2021) concluded that the top three demotivating causes in learning include (1) teachers who lecture too much, (2) students who struggle to complete

classwork, and (3) learning activities that are not interesting enough to keep their attention, all of which moderately demotivated them in their learning.

2.3.2 Past Studies on What Motivate Learners

There have been many past studies on the motivate learners. The study by Mese & Sevilen (2021) is done to investigate a qualitative case study to explore students' perceptions of online teaching and how it affects their motivation throughout a seven-week course. The data was collected through semi-structured interviews and creative writing samples of 12 students from an intact classroom. Both interviews and creative writing tasks demonstrated that students overall believe online education hurts their motivation due to lack of social interaction, a mismatch between expectations and content, organizational problems, and the organization of learning environments. Next, the study by Yahaya et al. (2010) aimed to find the differences between extrinsic motivational factors, including teacher, peer-group, family, environment, and language according to gender, and to find the relationship between these extrinsic motivations factors with the academic performances in mathematics. A total of 203 forms four students from all three students in secondary schools in Negeri Sembilan were chosen to participate in this study by using a random sampling method. The extrinsic motivational factors in learning mathematics were measured using a self-designed questionnaire that includes seven motivational factors. Results of the study show all five extrinsic motivational factors have a significant relationship with the academic achievement of mathematics.

Then, a study by Ekiz & Kulmetov (2016) investigated the role of motivation and factors affecting students' motivation in teaching/learning English as a foreign language. Parental, environmental, and teacher attitude-related factors were examined. Participants were 40 first-grade students studying in the English Language Teaching department. The participants were given a survey that consisted of several statements related to the mentioned factors. The current study showed that motivate some strategies and behaviors motivate students but suppress positive attitudes toward English learning. The findings showed that learners were more motivated when their parents supported and encouraged them to learn English. Dang & Ha (2021) investigated factors affecting motivation in learning English for freshmen at Tay Do University. The participants were 84 freshmen studying in the Faculty of Linguistics and Literature. These participants were given questionnaires which consisted of several statements related to the mentioned factors and the interview to get information. The current study showed that some elements that motivate first-year students towards English learning: parental, environmental, teacher, and intrinsic (personal) factors were examined.

2.4 Conceptual Framework

This study is rooted in the classic Pygmalion effect by (Rosenthal and Jacobson, 1968; Pintrich & De Groot, 1990).

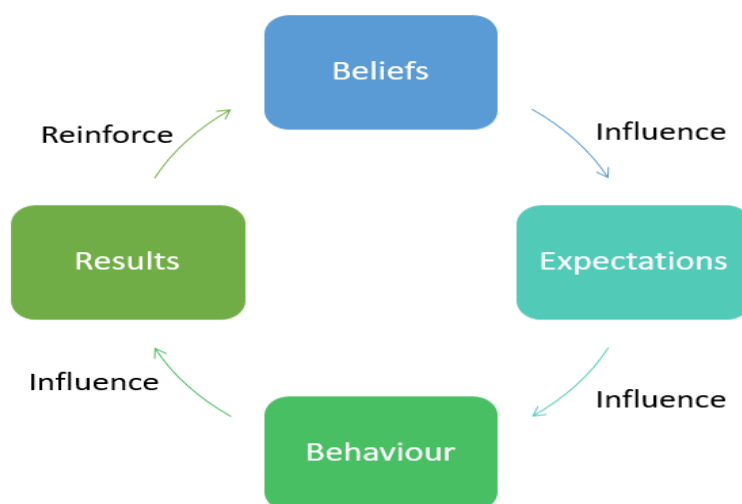


Figure 2-The Pygmalion Effect (Source: Rosenthal and Jacobson, 1968)

Concerning Figure 2, one person’s beliefs influence his/her expectations. This then affects his/her behaviour. The behaviour then influences the results of the learning.

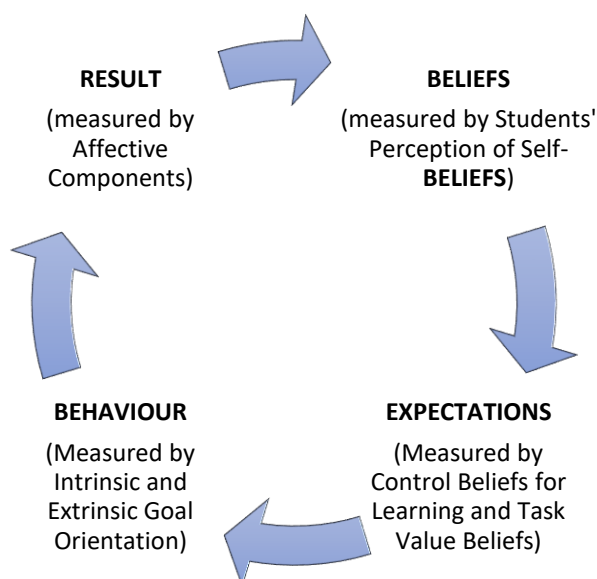


Figure 3- Learners’ Motivation (Source: Authors)

Similarly, in this study on learners’ motivation (refer to figure 3), in the context of this study, beliefs are measured by students’ perception of self-efficacy. Next, expectations are measured by control beliefs and task value beliefs. Behaviour is measured by intrinsic and extrinsic goal orientations. Finally, the result is measured by affective components.

Methodology

This quantitative research investigates how learners use cognitive and metacognitive strategies when learning French as a foreign language. The instrument used is a survey adapted from (Pintrich & De Groot, 1990). 550 respondents were purposively chosen to answer the survey. The survey has 3 main sections. Regarding Table 1, section A has items on the demographic profile. Section B has 22 items on motivational beliefs and section C has 22 items on self-regulated strategies.

Part 2-Motivational Scale (24 Items)

SECT	CONSTRUCT	VARIABLE	NO OF ITEMS
B	BELIEFS	Students' Perception of Self-Efficacy	5
C	EXPECTATIONS	Control Beliefs for Learning	2
		Task Value Beliefs	5
D	BEHAVIOUR	Intrinsic Goal Orientation	4
		Extrinsic Goal Orientation	3
E	RESULT	Affective Components	5
	TOTAL NO OF ITEMS		24

Table 2: Result of Reliability Statistics

Cronbach's Alpha	N of Items
.900	24

Source: Author's calculation

Table 2 presents the reliability statistics for the instrument. SPSS analysis revealed a Cronbach alpha of .900, thus showing high internal reliability of the instrument used. Data is collected online via the google form. Data is then analyzed using SPSS version 26. Finally, the analyzed data is presented in percentages and mean scores to answer the 2 research questions.

Findings

Findings for Demographic Profile

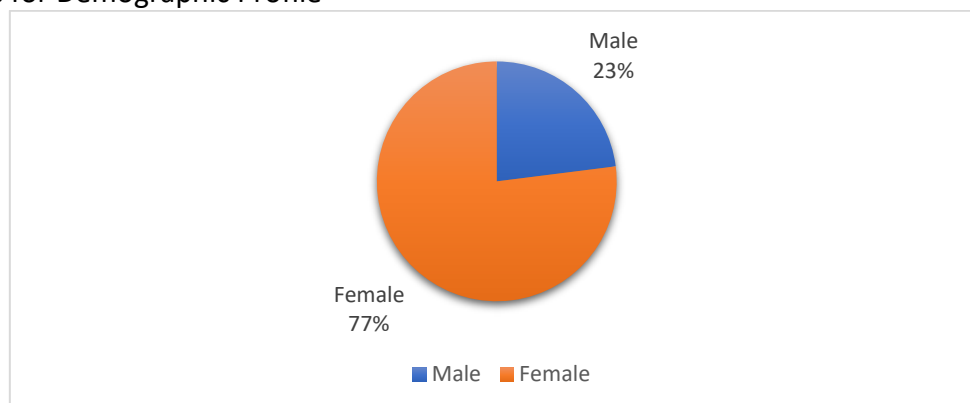


Figure 4-Percentage for Gender

Concerning Figure 4, it shows that of 550 respondents of the survey, 77% are female and 23% are male.

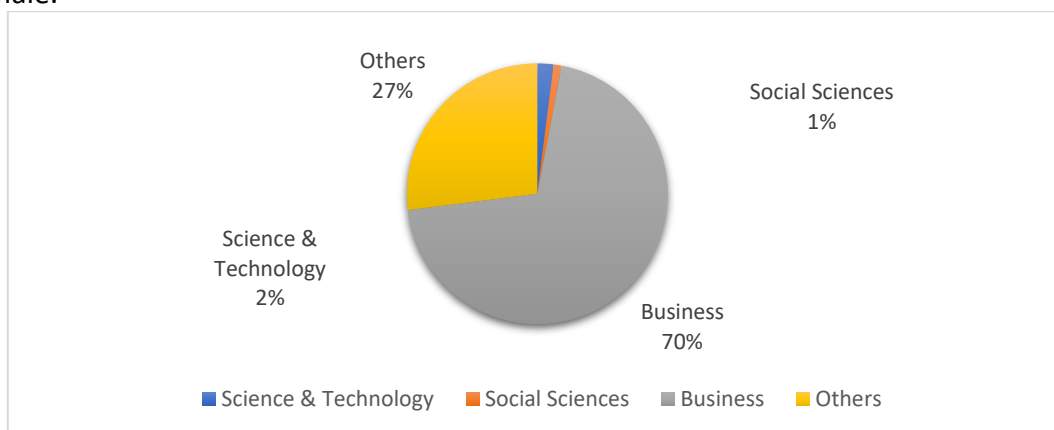


Figure 5-Percentage of Discipline

As for the discipline of studies, Figure 5 indicates that most of the respondents, representing 70%, are from Business, 2% from Science & Technology, 1% from Social Sciences, and 27% are from others, respectively.

Findings for Beliefs

This section presents data to answer the first research question: How do beliefs influence learners’ motivation to learn? Beliefs are measured by 5 items in students’ perception of self-efficacy.

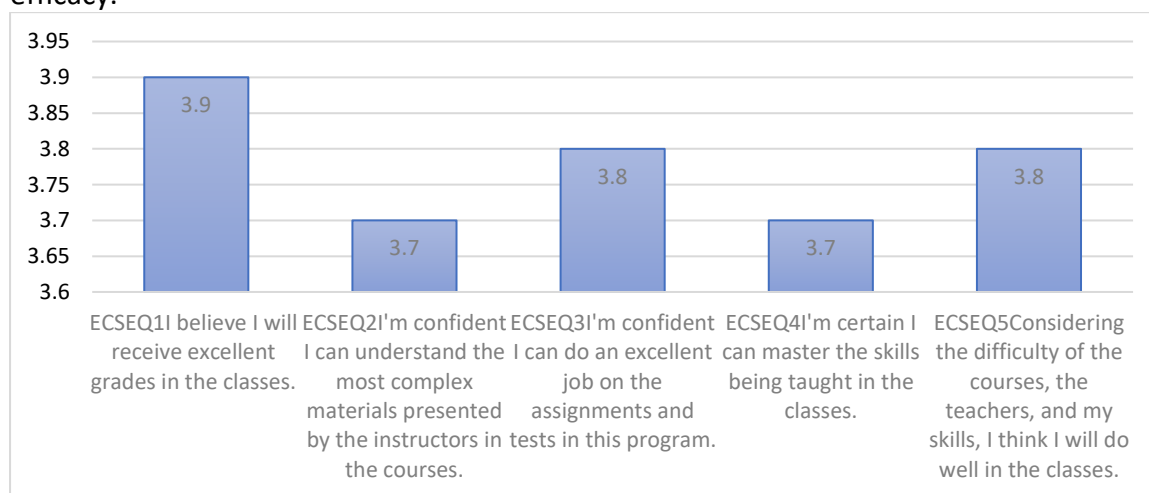


Figure 6- Mean for Beliefs

Figure 6 shows the mean for beliefs. The highest mean from 5 items in students’ perception of self-efficacy is 3.9, ECSEQ1 “I believe I will receive excellent grades in the classes”. When the students believe they will receive excellent grades in the classes, they will have high motivation to learn. Apart from that, the lowest mean of 3.7 are (1) ECSEQ2 “I'm confident I can understand the most complex materials presented by the instructors in the courses”; and (2) ECSEQ4 “I'm certain I can master the skills being taught in the classes”.

Findings for Expectations

This section presents data to answer the first research question: How do expectations influence learners' motivation to learn? Expectations are measured by (a) 2 items of control beliefs and (b) 5 items in task value beliefs.

(a) CONTROL BELIEFS FOR LEARNING

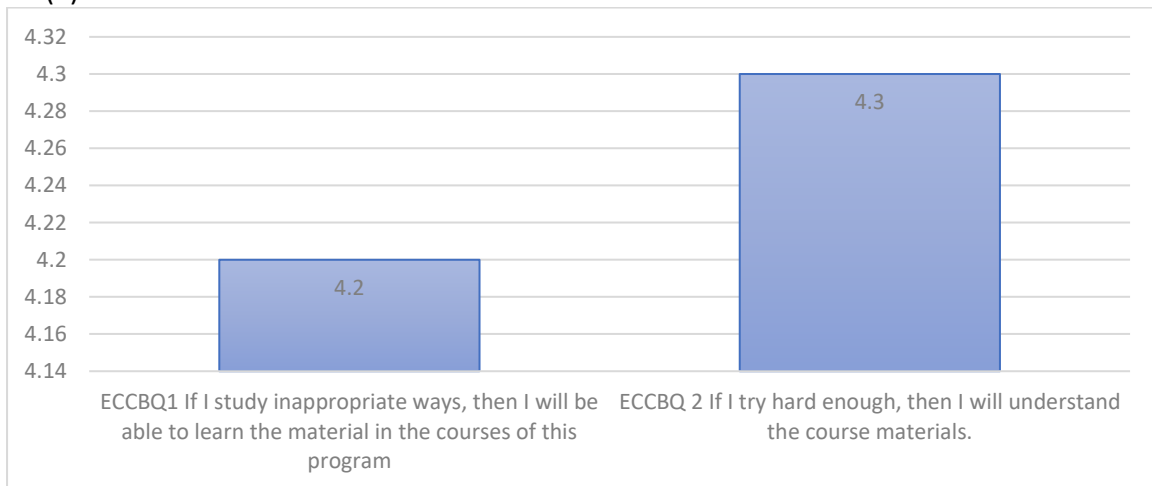


Figure 7: Mean for Control Beliefs

In figure 7, the respondents posed two questions about control beliefs for learning. The first question relates to inappropriate ways towards students. The results show a mean of 4.2, which explains that students will be able to learn the material in the courses of this program. In addition, the second question is related to the seriousness of the student. The results show a 4.3, which explains that when a student is diligent in his studies, the student will understand the course materials.

(b) TASK VALUE BELIEFS

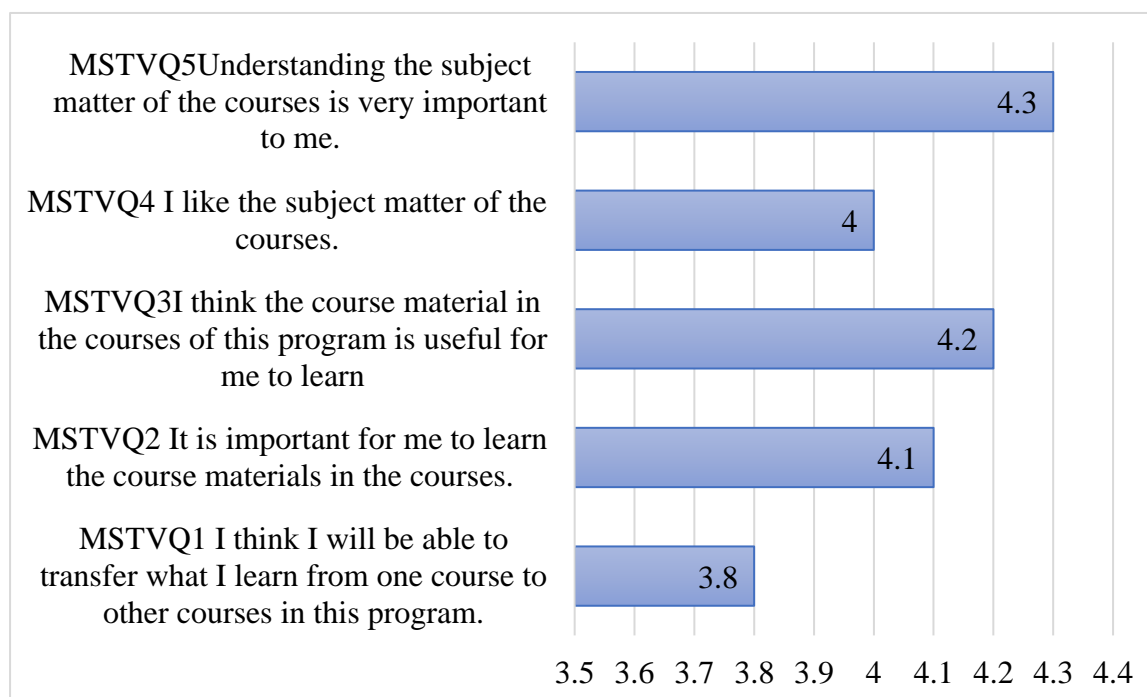


Figure 8: Mean for Task Value Beliefs

Next is a question related to task value beliefs. In this figure 8, there are five questions posed to the students. The first question is related to the ability of students to master a course offered in the Islamic studies program. The results show a mean value of 3.8, which indicates how students can master the various courses offered. The second question relates to the importance of students learning the course materials. The mean result shows a total of 4.1. This situation explains that the frequency is as much as 4.1 related to the need for learning-related course materials in the courses. The third question is related to material courses that are very useful for learning. As a result, the mean shows a total of 4.2, which shows the frequency that students feel that these course materials provide very useful for them to learn something from it. Then the fourth question refers to the question related to the subject matter of the courses where the results show a mean of 4, which indicates the frequency that students like the subject matter of the courses. Finally, the last question in this section relates to the importance of understanding the subject matter of the courses. The results show a mean of 4.3, which indicates the frequency of students who understand the subject matter of the courses.

1.3 Findings for Behaviour

This section presents data to answer the first research question: How does behavior influence learners' motivation to learn? Behavior is measured by (a) 4 items in intrinsic and (b) 3 items in extrinsic goal orientations.

(a) INTRINSIC GOAL ORIENTATION

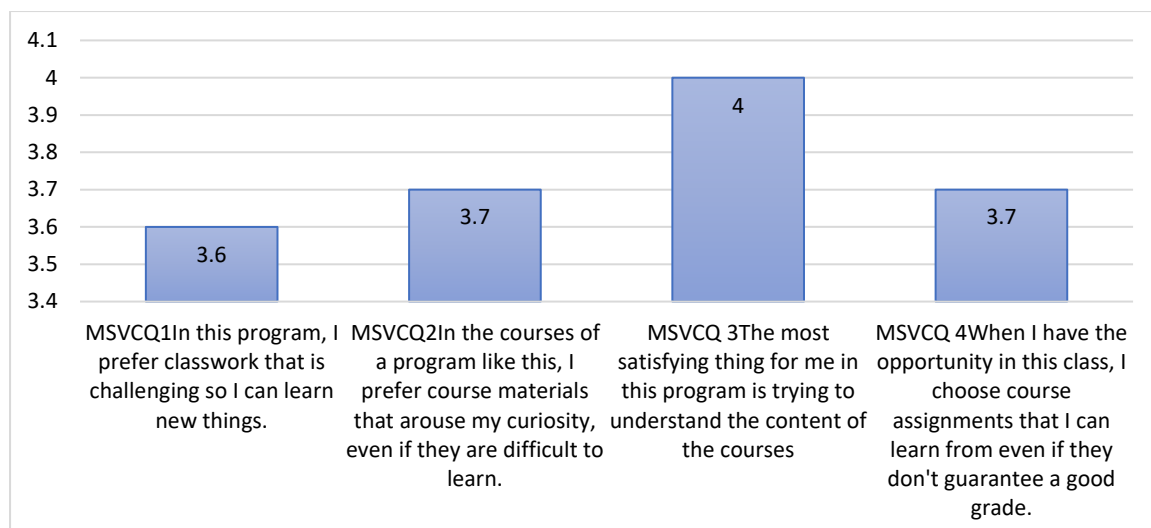


Figure 9- Mean for Intrinsic Goal Orientation

Figure 9 shows the mean for Intrinsic Goal Orientation. The highest mean from 4 items is 4, MSVCQ 3 “The most satisfying thing for me in this program is trying to understand the content of the courses”. Apart from that, the lowest mean of 3.6 is MSVCQ1 “In this program, I prefer challenging classwork so I can learn new things”.

(b) EXTRINSIC GOAL ORIENTATION

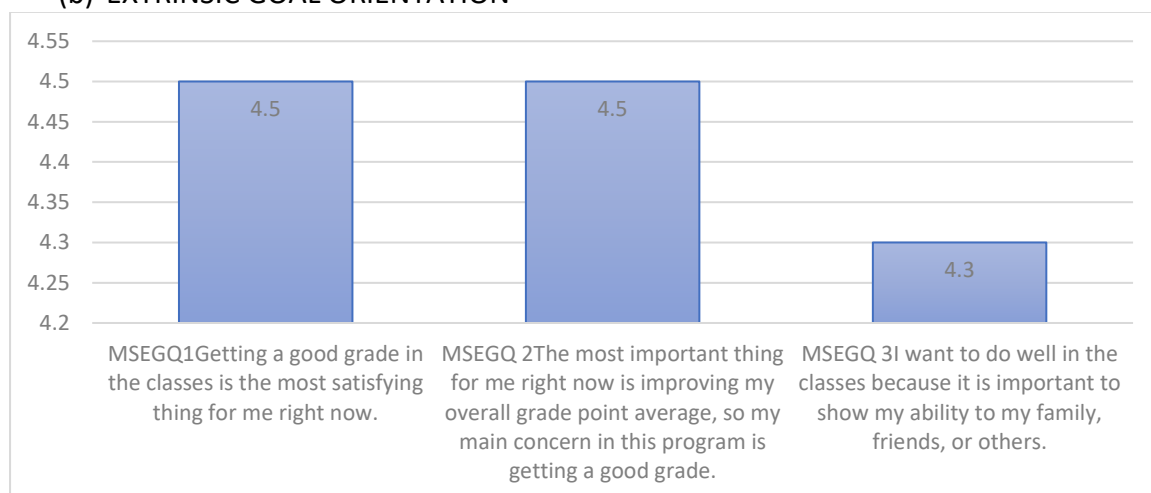


Figure 10- Mean for Extrinsic Goal Orientation

Figure 10 identifies that three items under extrinsic goal orientation which achieved 4.5 and 4.3 mean respectively, are getting a good grade in class, improving overall grade points average, and not ignoring the fact that they wanted to show their ability to family and friends.

Findings for Result

This section presents data to answer the fourth research question: How do results influence learners’ motivation to learn? Affective components measure the result.

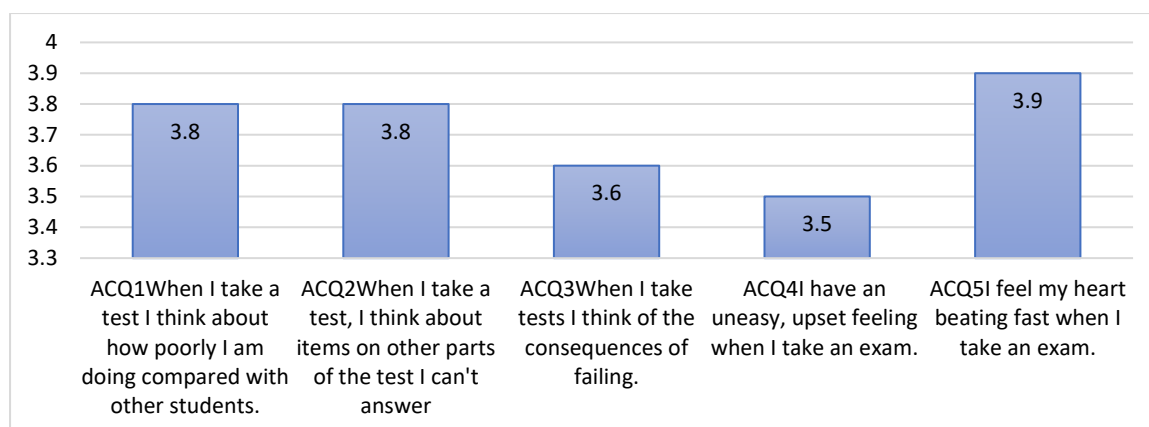


Figure 11- Mean for Results

Figure 11 indicates the mean for results. The highest mean is 3.9, recorded by ACQ5 “I feel my heart beating fast when I take an exam”. Many students agree that the results are important because they feel their hearts beating fast when taking an exam. Then, the lowest mean is 3.5, as reported by ACQ4 “I have an uneasy, upset feeling when I take an exam”.

Conclusion

Summary of Findings and Discussion

According to Rosenthal and Jacobson (1968); Pintrich & De Groot (1990), there are rooted in the classic Pygmalion effect where there are four basic things that are closely related to each other. Such things as beliefs, expectations, behavior, and even result. Thus, to ensure that students are at their best, two-way relationships and interactions between lecturers and students are needed regardless of face-to-face or virtual learning. For students who follow virtual learning sessions, the reality is not easy to deal with. Support and encouragement from the lecturers themselves are needed throughout the learning session as learning from home is not as easy as one might think. Internet access is the main thing. However, students can usually operate whatever the lecturer gives the application in the teaching and learning session. Through this application, lecturers can provide online guidance based on the syllabus despite having difficulties with internet access. For example, students using mobile phones are forced to purchase data while accessing the internet. Therefore, they had to spend a lot to facilitate communication. In this situation, too, if the student fails to attend class due to problems for him to access the internet, the student can learn independently by asking a friend or re-watching the recording of a learning session that they missed. This is because they feel that learning a subject is very useful for them in the future. So, of course, this study is significant to the existing knowledge where self-belief, very strong determination, and the attitude of not giving up on oneself are very important in producing one's success.

Pedagogical Implications

Judging from this situation, pedagogical mastery of students is very necessary when students follow online lessons. If also seen, this pedagogical emphasis will open new spaces for students in institutions of higher learning today to use advanced technological facilities for the development of their knowledge and personality of students better. With good IT facilities and skills, students and lecturers can meet the syllabus's requirements according to the course and improve their knowledge of communicating work from home. However, judging from this situation, setting hours for face-to-face communication with the instructor, not only

an e-mail or *WhatsApp*, is necessary for the future so that students are always motivated. This situation is also because a few students stated that sometimes they could not follow the learning sessions well and even could not use the daily applications of students due to internet access is not encouraging. Therefore, it is hoped that the face-to-face communication approach and the need to use IT during teaching and learning sessions can improve the quality of teaching in all universities and colleges in Malaysia.

Suggestions for Future Research

In the current study, the students are seen to be able to show excellent results in a single lesson in the class as the students are always motivated by the lecturers. Yet judging from this situation, students fail to maintain their excellence when they move on to other subjects. This may be due to several factors such as personal problems that contribute to the deterioration of the decision. As a result, future research should focus on why students are unable to maintain their excellence consistently. Is this situation closely related to the level of motivation frequency that needs to be implemented continuously by the lecturers.

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