Investigating The Motivators and Hindrance for Learning

Nor Suziwana Hj. Tahir, Nor Ezatie Mukminah Muhammad Zamri, Yarina Ahmad, Siti Nur Fathanah Abd Hamid, Abdul Razak Arsat, Noor Hanim Rahmat

In-Text Citation: (Tahir et al., 2022)
To Cite this Article: Tahir, N. S. H., Zamri, N. E. M. M., Ahmad, Y., Hamid, S. N. F. A., Arsat, A. R., & Rahmat, N. H. (2022). Investigating The Motivators and Hindrance for Learning. *International Journal of Academic Research in Business and Social Sciences*, *12*(11), 1828 – 1843.

Investigating The Motivators and Hindrance for Learning

[1]Nor Suziwana Hj. Tahir, [2]Nor Ezatie Mukminah Muhammad Zamri, [3]Yarina Ahmad, [4]Siti Nur Fathanah Abd Hamid, [5]Abdul Razak Arsat, [6]Noor Hanim Rahmat

[1,2,3]Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA Shah Alam, Malaysia, [4]Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA Negeri Sembilan, Malaysia, [5]Quba Engineering Sdn Bhd, [6]Akademi Pengajian Bahasa, Universiti Teknologi MARA Cawangan Johor, Kampus Pasir Gudang
Email: suziwana@uitm.edu.my, 2021801636@student.uitm.edu.my, yarina@uitm.edu.my, fathanah@uitm.edu.my, ir.arazak@gmail.com, noorh763@uitm.edu.my

Abstract
Motivation is regarded as one of the significant variables to be examined in the process of learning. Exploring motivation is vital to arouse learners' enthusiasm for learning to ensure learning activities run smoothly. This study is conducted to investigate the motivators and hindrance for learning by embedding motivational factors which consist of affective components, expectancy components and value components. This study utilises quantitative methodology and 148 respondents responded to the survey. The survey utilised 5 Likert scale and it comprises four sections: demographic; value component; expectancy component; and affective component. The major findings postulate that all three components influence the learners' motivation. To summarise, value components which are fuelled by intrinsic and extrinsic goal orientation, as well as task value beliefs influence the learners' motivation. Next, expectancy components encompasses learners' perception of self- efficacy, and control beliefs for learning also influence learners' motivation. On the other hand, affective component which derives from test anxiety significantly influences the learners' motivation. Meanwhile, there is an association found between affective components and value components and a significant association is demonstrated between expectancy components and value components. Nevertheless, the findings predicate that there is no association between affective components and expectancy components. The findings of this study are imperative to understand underlying factors that influence learner's motivation in learning process as it assists the instructors to choose appropriate approach to be delivered in the class. Considering the limitation of this study, future researchers are proposed to add moderating variable such as gender because the learners' achievement motivation and educational experience could be related to the differences between male and female learners' motivation.
Keywords: Motivation, Affective, Expectancy, Value, Learning

Introduction

Background of Study

Abdul Kadir et al (2020) presume that motivation is part of the learning process. This is because motivation influences how, when and what a learner learns. To illustrate this, a motivated learner will engage himself with the class activities, participate in the learning process by following the instructions given, completing the assigned tasks and take part in any learning discussion. Motivating the learners is crucial as it drives learners in reaching learning goals and motivating learning is significant for a good teaching (Filgona et.al., 2020). Therefore, this study is rooted from motivational factors by Pintrich and DeGroot (1990) which consisted of value, expectancy, and affective components. This study explores the influence of these three components on learners' motivation.

Looking at value components, it encompasses the intrinsic goal orientation, extrinsic goal orientation and task value beliefs. Intrinsic motivation is the inner force of the learners that drives them to engage in academic activities as they are interested in learning and enjoy the learning process (Adamma et al., 2018). It is undeniable that intrinsic motivation is the true driver in human nature as it steers individuals to search for and face new challenges. Highly intrinsically motivated learners can learn independently and are always ready to do challenging tasks even if there are no external rewards to be won. According to Adamma et al. (2018), some learners are extrinsically motivated by parental expectations and receive good grades. They expect a reward in return for their effort and performance to reinforce their learning motivation to score for higher grades.

The expectancy components influence learning motivation as it is demonstrated by the learners' perception of self-efficacy and control beliefs for learning. Cooper et al (2017) suggest that learners perceive that their self-efficacy and personal beliefs influence their level of participation in active learning. For example, a learner chooses to participate in active learning because he recognises, he will learn more. Expectancy components are useful to explore learners' motivation in learning because increasing the perception of the value of active learning among learners and reducing learners' resistance to participation inculcates the learning motivation (Pintrich & DeGroot, 1990). The learners' perception of their ability to learn information better because of active learning and their enjoyment of engaging with active learning positively influence their enjoyment of participating in active learning (Rudhumbu & Plessis, 2021).

Affecting learning process describes the learners' experiences and expressions in learning. According to Pintrich and DeGroot (1990), test anxiety has been found negatively related to expectancies and academic performance. This is because test anxiety forms two components which are cognitive component and emotional component. The cognitive component refers to negative thoughts that interrupt students' performance while the emotional component associates with affective and psychological arousal aspects of anxiety. The importance of emotions in learners' learning has been increasingly recognised as important because it is particularly relevant to influence learners' motivation, perceptions, cognition, and memory. Emotions of the learners can be helpful or unhelpful during learning activities. A common understanding of emotion's impact on learning has been categorised into negative emotions such as anxiety which hinder learning and positive emotions such as interest which motivate learning (Madsgaard et al., 2022).

Creating learning environments that positively inculcate learners' beliefs about themselves through recognising their uniqueness, empowered them to be motivated to learn (Reash & Lawin, 2021). Almaki (2019) indicated that highly motivated and self-regulated learners are portrayed to be more capable of planning and mastering their learning process independently. Not only that, learners with high levels of motivation have a superior learning outcome compared to learners with lower levels of motivation. The author further examines the influence of motivation on academic performance among undergraduate learners in Saudi Arabia. The questionnaire is developed from Motivated Strategies for Learning Questionnaire (MSLQ) to evaluate learners' motivational; orientation towards intrinsic and extrinsic goal orientation, value beliefs, learners' beliefs about their skills to succeed, and their anxiety to succeed. This instrument is designed to assess learners' motivational orientations and learning strategies in college. Besides that, Khosim and Awang (2020) prove that this instrument demonstrates a high reliability and validity as well as good internal consistency in the Malaysian context. The researcher recommends future researchers to utilize this instrument to measure the motivation level of learners. Due to the scarcity of study in Malaysia utilizing this instrument, this study is executed to investigate the motivators and hindrance for learning by embedding motivational factors adapted from Motivated Strategies for Learning Questionnaire (MSLQ).

Life Without Motivation
Motivation should be considered in the learning process because of its interdependent relationship with new learning, skills, strategies, and behaviors. Motivation affects learner academic performance in various ways such as motivation affects cognitive process and psychological states, learners' achievement level to their learning environment perception, determination and energy, and behaviors of the learners (Mehndrro & Vandan, 2020). Another literature demonstrates that with high learning motivation, learners can accomplish the standard competence and the learning outcomes of the curriculum for each lesson (Affuso et al., 2022; Wabiser et al., 2022). Moreover, learners with learning motivation engage actively in the learning activities. Hence, it improves their learning performance. This signifies that motivation is essential to arouse learners' enthusiasm for learning so that learning activities run smoothly.

Sutter-Brandenberger et al (2019) argues that the decline in learning motivation among the learners is one of the top challenges nowadays and is relevant for research. It is essential to assess learners' motivation orientations as it gives significant information on learners' learning development and ensures the continuity of long-term learning process. According to Mauliya et. al (2020), students in the current era face challenging situations in learning such as inside and outside the classroom which initiates several problems such as lack of focus and concentration. The researchers further highlight that external disturbance (i.e., family problems, social and emotions problem, financial situation) and internal disturbance (i.e., class size, class environment, textbooks and exams, learning facilities and technology) originated from students' disintegration. These factors might become hindrance for students' motivation in learning because the student does not want to learn because of the difficulty in engaging the lesson. Not only that, the researchers also affirm that a deficient level of students' confidence, the unrealized expectations in the classroom, unappreciated or unsupported by family and high expectations from family cause students to have low motivation in learning which results in poor academic performance.

Past studies widely utilized Motivated Strategies for Learning Questionnaire (MSLQ) Likert-scale to assess students' motivational orientations and learning strategies. There are very few studies which involve the exploration of Motivated Strategies for Learning Questionnaire (MSLQ) especially involving Malaysia learners. Study was done by Curione et al. (2022) among Argentina and Uruguay university students to explore motivational orientation of students in their self-regulated learning. The researchers highlight their findings cannot be generalised nationwide due to limited sample size and students were only from the Human and Social Sciences area. Considering such limitations, it is relevant to conduct the similar study in different regional contexts as the motivational orientation might be differ because the patterns of course taking are different.

Hence, this study aims to answer five research questions proposed in this study, which are:
- How do value components influence learning motivation?
- How do expectancy components influence learning motivation?
- How do affective components influence learning motivation?
- Is there a relationship between affective components with value components and expectancy components?
- Is there a relationship between expectancy components and value components?

Literature Review
Demotivating Factors for Learning
Learning is a process that results in a change of knowledge or behavior as an outcome of the experience. Hence, the learners are either motivated or demotivated in learning. Demotivation can be referred to as the specific external forces that bring down or lower the motivational basis of the individual's behavior or actions (Takase et al., 2019). It also refers to having a deficient level of passion and enthusiasm in doing a job. Other than that, Xu et al. (2021) elucidates demotivation as a kind of negative emotion encountered by the learners during the learning process. It might lead to loss of interest in learning activities. According to Mahmud (2019), students who do not understand what they are learning in the class, they end up feeling unmotivated. A study was conducted by Mauliya et. al (2020) to investigate the influence of lack of motivation factors towards poor academic performance among graduate students. The researchers posit that lack of motivation factors such as not having family support, continuous pressure put by the family, boring and old-fashioned teaching methods and lack of good relationship with teachers cause poor academic performance among the students. Summarising from these findings, these factors actually affect students' academic performance, especially those related to motivation. This is because it starts from the students themselves, their family environment and lecturers which greatly affect student motivation.

Motivating Factors for Learning
Motivation in learning acts as the driving force in individuals, influencing the direction, strength, and persistence of their actions to achieve learning goals. Motivation plays a significant role to determine the learners' learning behaviors and outcomes. A study undertaken by Takese et al (2019) stated that when learners are motivated to learn, it establishes their satisfaction with the learning journey, increases the learning quality, makes their learning strategies efficient and influences their academic performance. The authors further argued that the learners' motivation to learn may be influenced by both internal

(curiosity and willingness to help others) and external factors (teacher's enthusiasm, teaching approaches and achieving qualification). The presence of motivators prompts a driving force for the individuals to achieve the goal.

Past Studies
Past Studies on What Demotivates Learners
Past studies widely investigate the factors that demotivate the learners. Ahmad (2021) conducted a study at Notrer Dame of Tacurog College (NDTC) to investigate the reasons why learners feel demotivated in Criminology learning. A total number of 90 respondents participate in his study. The researcher concludes three top demotivating factors perceived by the learners which are instructors lecture too much, learners have difficulty in accomplishing learning tasks and learning activities are not stimulating to hold their attention (Ahmad, 2021). Normally, learners who do not prefer a lecture method of teaching tend to choose a teaching strategy that demands them to engage actively and work with their classmates. Learners should be given chances to give the answers rather than being told an answer or being provided an answer.

On the other hand, a study executed by Han et al. (2019) demonstrates that several other demotivating factors perceived by university learners are the negative attitudes of the classmates, teacher-related factors, personal issues, test anxiety, failure experiences, class characteristics and education system. From this evidence, it can be perceived that effective management of learning resources, environment and activities are essential to avoid the learners becoming demotivated.

Past Studies on What Motivate Learners
There are several factors that motivate the learners. Reamen (2015) investigates the motivational factors that drive learners towards achieving learning achievements. The researcher analyzed the findings from 150 respondents and the motivational factors of the learners are measured by interest, environment, and educational institution facilities. A learner will be motivated to learn when he has interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem. Not only that, the availability of positive motivation also establishes positive effects on the academic performance of the learners. The findings also posit that schools endowed with more facilities arouse learners' motivation because of the availability and adequacy of learning resources contribute to meaningful learning environment.

Learners' self-efficacy also found to be the important factors influencing students' motivational orientation. Self-efficacy refers to the learners' beliefs and attitudes towards their capabilities to achieve better academic performance and belief with their abilities to complete learning tasks and understand the learning material. Hayat et al (2020) in their study examining underlying factors of students' academic success discovered that academic self-efficacy and learning-related emotions arouse their motivation to perform better in their academics. Positive academic emotions such as enjoyment, pride and hope have complex associations with motivational processes especially in the educational setting.

When it comes to learning, there are some motivators and also hindrances faced by the learners. Time has changed the way learners view learning because learners' reasons for

learning has changed as much as their motivation to succeed (Rahmat, 2022). In addition to that, studies have also found that learners are highly motivated by extrinsic reward compared to intrinsic reward in their learning. Good grades are still the main attraction in the motivation to learn (Lokman et. al., 2021). Nevertheless, there are some factors that can affect learners' motivation in a negative way.

This study is rooted (Figure 1) from motivational factors by (Pintrich and DeGroot, 1990). According to Pintrich and DeGroot (1990), learners are motivated by (a) value components and (b) expectancy components. Value components are fuelled by (i) intrinsic and (ii) extrinsic goal orientation as well as (iii) task value beliefs. Next, expectancy components are influenced by factors like (i) learners' perception of self- efficacy and (ii) control beliefs for learning. On the other hand, some (c) affective components can be a hindrance to learners, especially if they lead to learners' anxiety over the learning.
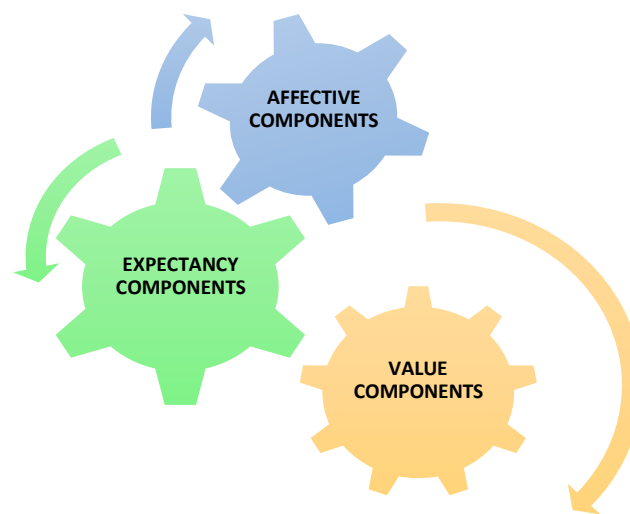
Figure 1- Conceptual Framework of the Study- Motivators and Hindrance for Learning

Methodology

This quantitative study is done to investigate learners' motivation towards learning. A total of 148 respondents participated in this study. The 5-likert scale instrument is replicated from s study conducted by (Pintrich and DeGroot, 1990). Table 1 shows the distribution of items in the survey: (1) Section A is the demographic profile; (2) Section B has 12 items on value components; (3) Section C has 7 items on expectancy components; and Section D has 5 items on affective components.

Table 1
Distribution of Items in Survey

Sect	Construct		Variable	No of Items	Total Items
A	Value Components	(a)	Intrinsic Goal Orientation	4	12
		(b)	Extrinsic Goal Orientation	3	
		(c)	Task Value Beliefs	5	
B	Expectancy Components	(a)	Learners' Perception of Self-Efficacy	5	7
		(b)	Control Beliefs for Learning	2	
C	Affective Components	(a)	Test Anxiety		5
	Total No of Items				24

Table 2
Reliability Statistics

Construct	Cronbach's Alpha	N of Items
Value Components	0.887	12
Expectancy Components	0.898	7
Affective Components	0.866	5

Table 2 presents the reliability statistics for each construct in the survey. Nunnally (1978) recommends the rule of thumb for Cronbach's Alpha should be above 0.7. According to the Table 2, SPSS analysis revealed a Cronbach alpha for value components construct is 0.887, expectancy components is 0.898 and affective components is 0.866. The Cronbach's Alpha values reveal a high reliability of the instrument used as the values are above 0.7. Data is then analysed to reveal mean scores to answer all the research questions for this study.

Findings
Findings for Demographic Profile (148 respondents)
Table 3
Percentage for Demographic Profile

Characteristics		Frequency	Percentage
Gender	Male	50	34%
	Female	98	66%
Age	20 to 29 years old	101	68%
	30 to 39 years old	33	22%
	40 to 49 years old	10	7%
	50 to 59 years old	4	3%
Discipline	Science & Technology	30	20%
	Social Sciences	93	63%
	Business	25	17%

A total of 148 respondents responded to this online survey. Out of 148 respondents, close to 50 respondents, 34% of them are male and 98 respondents, 66% are female. Since the majority of the respondents answered this survey are learners, the majority of them are

young generation as they aged below 40 years old. 101 respondents, 68% fall under the 20 to 29 age group while 33 respondents, 22% aged 30 to 39 years old. The rest 10 respondents, 7% and 4 respondents, 3% aged 40 to 49 years old and 50 to 59 years old respectively. A total of 93 respondents come from Social Science disciplines which accumulated to 63%. 20% of them, 30 respondents from Science and Technology discipline and a small percentage, 17% with 25 respondents. are from Business discipline.

Findings for Value Components
This section presents data to answer research question 1: How do value components influence learning motivation? In the context of this study, value components are measured by (i) 4 items in intrinsic goal orientation, (ii) 3 items on extrinsic goal orientation, and (iii) 5 items on task value beliefs.

The mean score was explored using the Mean Score Interpretation designed by Nunally and Berstein (1994) as demonstrated in Table 1. Results were analysed and presented according to the research questions of this study.

Table 4
Mean Score Interpretation Table (Nunally and Berstein, 1994)

Mean Scale	Level
1.00 – 2.00	Low
2.01 – 3.00	Medium Low
3.01 – 4.00	Medium High
4.01 – 5.00	High

Table 5
Mean Score of Intrinsic Goal Orientation (4 items)

Item	Statement	Mean
MSVCQ1	In this program, I prefer class work that is challenging so I can learn new things.	3.9
MSVCQ2	In the courses of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn.	4.0
MSVCQ3	The most satisfying thing for me in this program is trying to understand the content of the courses.	4.2
MSVCQ4	When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.	3.8
	Average Mean	**4.0**

The findings postulate that first measurement of value components, intrinsic goal orientation has a medium high level of influence towards learning motivation. As demonstrated in Table 5, items in intrinsic goal orientation have a medium high average mean score of 4.0. Among 4 items for value components, Item 3 "The most satisfying thing for me in this program is trying to understand the content of the courses" ranked the highest mean score with 4.2. Meanwhile, Item 4 "When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade." ranked the lowest mean score with 3.8.

Table 6
Mean Score of Extrinsic Goal Orientation (3 items)

Item	Statement	Mean
MSEGQ1	Getting a good grade in the classes is the most satisfying thing for me right now.	4.3
MSEGQ2	The most important thing for me right now is improving my overall grade point average, so my main concern in this program is getting a good grade.	4.4
MSEGQ3	I want to do well in the classes because it is important to show my ability to my family, friends, or others.	4.2
	Average Mean	
		4.3

On the other hand, the second measurement of value components, extrinsic goal orientation has a high level of influence towards learning motivation. This is portrayed in Table 6 which items in extrinsic goal orientation demonstrate a high average mean score of 4.3. As evident in Table 6, among three items for extrinsic goal orientation, Item 2 "The most important thing for me right now is improving my overall grade point average, so my main concern in this program is getting a good grade." ranked the highest mean score with 4.4. Item 3 "I want to do well in the classes because it is important to show my ability to my family, friends, or others." ranked the lowest mean score with 4.2.

Table 7
Mean Score of Task Value Beliefs (5 items)

Item	Statement	Mean
MSTVQ1	I think I will be able to transfer what I learn from one course to other courses in this program.	3.9
MSTVQ2	It is important for me to learn the course materials in the courses.	4.3
MSTVQ3	I think the course material in the courses of this program is useful for me to learn	4.3
MSTVQ4	I like the subject matter of the courses.	4.2
MSTVQ5	Understanding the subject matter of the courses is very important to me.	4.4
	Average Mean	
		4.2

In addition, the third measurement of value components, task value beliefs have a high level of influence towards learning motivation. The results in Table 7 posit items in task value beliefs show a high average mean score of 4.2. As presented in Table 7, Item 5, "Understanding the subject matter of the courses is very important to me." ranked the highest mean score with 4.4. Meanwhile, Item 1, "I think I will be able to transfer what I learn from one course to other courses in this program." ranked the lowest mean score with 3.9.

Findings for Expectancy Components
This section presents data to answer research question 2: How do expectancy components influence learning motivation? In the context of this study, expectancy components are

measured by (i) 5 items on learners' perception of self-efficacy and (ii) 2 items on control beliefs for learning.

Table 8
Mean Score of Learners' Perception of Self-Efficacy (5 items)

Item	Statement	Mean
ECSEQ1	I believe I will receive excellent grades in the classes.	4
ECSEQ2	I'm confident I can understand the most complex materials presented by the instructors in the courses.	3.7
ECSEQ3	I'm confident I can do an excellent job on the assignments and tests in this program.	3.9
ECSEQ4	I'm certain I can master the skills being taught in the classes.	3.9
ECSEQ5	Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes.	4
	Average Mean	**3.9**

The findings predicate that the first measurement of expectancy components, learners' perception of self-efficacy has a medium high level of influence towards learning motivation. The results in Table 8 highlight items in learners' perception of self-efficacy assert a medium high average mean score of 3.9. As shown in Table 8, Item 1 and Item 5, "I believe I will receive excellent grades in the classes." and "Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes." ranked the highest mean score with 4. Item 2, "I'm confident I can understand the most complex materials presented by the instructors in the courses" ranked the lowest mean score with 3.7.

Table 9
Mean Score of Control Beliefs for Learning (2 items)

Item	Statement	Mean
ECCBQ1	If I study in appropriate ways, then I will be able to learn the material in the courses of this program.	4.3
ECCBQ2	If I try hard enough, then I will understand the course materials.	4.3
	Average Mean	**4.3**

This study found that the second measurement for expectancy components, control beliefs for learning has a high level of influence towards learning motivation. The results in Table 9 summarize that, items in control beliefs for learning have a high average mean score with 4.3. It can be perceived that Item 1, "If I study in appropriate ways, then I will be able to learn the material in the courses of this program" and Item 2, "If I try hard enough, then I will understand the course materials." ranked the same mean score with 4.3.

Findings for Affective Components
This section presents data to answer research question 3: How do affective components influence learning motivation? Affective components are measured by 5 items.

Table 10
Mean Score of Test Anxiety

Item	Statement	Mean
ACQ1	When I take a test, I think about how poorly I am doing compared with other learners.	3.6
ACQ2	When I take a test, I think about items on other parts of the test I can't answer.	3.7
ACQ3	When I take a test, I think of the consequences of failing.	3.6
ACQ4	I have an uneasy, upset feeling when I take an exam.	3.4
ACQ5	I feel my heart beating fast when I take an exam.	3.6
	Average Mean	**3.6**

On the other hand, findings for affective components discovered that affective components have a medium high level of influence towards learning motivation. The results in Table 10 demonstrate that items under affective components have a medium high average mean score with 3.6. As evident in Table 10, among the items under affective components, Item 2, "When I take a test, I think about items on other parts of the test I can't answer." ranked the highest mean score with 3.7 and Item 4, "I have an uneasy, upset feeling when I take an exam." ranked the lowest mean score with 3.4.

Findings for Relationship between Affective Components with Value Components and Expectancy Components.
This section presents data to answer research question 4: Is there a relationship between affective components with value components and expectancy components?

To determine if there is a significant association in the mean scores between affective components with value and expectancy components, data is analysed using SPSS for correlations. Table 11 shows there is an association between affective and value components, but there is no association between affective and expectancy components as presented in Table 12.

Table 11
Correlation between Affective Components and Value Components

Variable	Affective Components	Value Components
Affective Components		r = 0.220**, p-value = 0.007
Value Components	r = 0.220**, p-value = 0.007	

N = 148

With reference to Table 11 above, there is a low positive significant association between affective and value components (r = 0.220**) and (p = 0.007). According to Jackson (2005), to be significant, the coefficient needs to be less than 0.05 level. Positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means there is a weak positive relationship between affective components and value components and this relationship is significant.

Table 12
Correlation between Affective Components and Expectancy Components

Variable	Affective Components	Expectancy Components
Affective Components		r = 0.009, p-value = 0.912
Expectancy Components	r = 0.009, p-value = 0.912	

N = 148

Next, Table 12 shows the correlation between affective components and expectancy components. It shows that there is no association between affective components and expectancy components (r = 0.009) and (p = 0.912).

Findings for Relationship between Expectancy Components and Value Components
This section presents data to answer research question 5: Is there a relationship between expectancy components and value components?
To determine if there is a significant association in the mean scores between affective components with expectancy components and value components, data is analysed using SPSS for correlations. Table 13 shows there is an association between expectancy components and value components.

Table 13
Correlation between Expectancy Components and Value Components

Variable	Expectancy Components	Value Components
Expectancy Components		r = 0.720**, p-value = 0.000
Value Components	r = 0.720**, p-value = 0.000	

N = 148

Corelations analysis shows that there is a high positive significant association between expectancy components and value components (r = 0.720**) and (p = 0.000). The coefficient is significant at the 0.05 level. According to Jackson (2015), positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is a strong positive relationship between expectancy components and value components.

Conclusion
Summary of Findings and Discussion
Results gathered from this study revealed that two components under value components which are (i) extrinsic goal orientation and (ii) task value beliefs have high influence towards learning motivation while the other factors have medium high influence on the learners' motivation. Not only that, but this study also found that the second measurement for expectancy components, (i) control beliefs for learning has a high level of influence towards learning motivation. Furthermore, there is an association found between affective components and value components and a significant association is demonstrated between expectancy components and value components. The findings of this study corroborated with findings from Almaki (2019); Curione et al (2022) which posit that the motivational factors of learners including self-efficacy for learning performance, control of learning belief tasks, task

value and test anxiety arouse the learners' motivation to have better academic performance. Also, this study confirms that the learners also perceived that affective components might negatively affect their motivation. Perhaps, when they experience the test anxiety, their motivational level might reduce.

Pedagogical Implications and Suggestion for Future Research
This study used Motivated Strategies for Learning Questionnaire (MSLQ) to evaluate learners' motivational; orientation towards intrinsic and extrinsic goal orientation, value beliefs, learners' beliefs about their skills to succeed, and their anxiety to succeed. The findings illustrate that the combination of these three components influence the learners' motivation. Considering the findings of this research, it seems helpful to give more attention to the enhancement of motivation in educational settings and incorporate elements that stimulate motivation among the learners. Also, the findings are hope can be useful to instructors who are struggling with learner resistance to active learning. It provides a new insight into the specific strategies instructors can utilize to boost learners' motivation and benefit the learning process. There are several limitations of this study. First, this study is limited to analysing the influences of motivational factors towards learners' motivation. Future researchers may conduct in-depth analysis by analysing the gender difference, which compares the motivational factors between male and female learners as it might have potential implications in education strategies. This is because this variation could be related to the differences between both sexes in several factors such as achievement motivation and educational experience.

References
Abdul Kadir, Z. B., Abdullah, R. A., Palpanadan, S. T., Zainal Abidin, S. S., Muhammad, S. S., & Mohamed, A. A. (2020). Investigating Students' Attitude and Motivation in Learning English as a Second Language among Four Higher Institutions in Malaysia. *PAROLE: Journal of Linguistics and Education,* 10(1), 72-79. Retrieved from http://ejournal.undip.ac.id/index.php/parole.

Adamma, O. N., Ekwutosim, O. P., & Unamba, E. P. (2018). Influence of Extrinsic and Intrinsic Motivation on Pupils Academic Performance in Mathematics. *Supremum Journal of Mathematics Education,* 2(2), 52-59. Retrieved from https://doi.org/10.5281/zenodo.1405857.

Affuso, G., Zannone, A., Espocito, C. (2022). The Effects of Teacher Support, Parental Monitoring, Motivation and Self – Efficacy on Academic Performance Over Time. *European Journal of Psychology of Education*. Retrieved from https://doi-org.ezaccess.library.uitm.edu.my/10.1007/s10212-021-00594-6

Almaki, S. A. (2019). Influence of Motivation on Academic Performance among Dental College Students. *Open Access Macedonian Journal of Medical Sciences,* 7(8), 1374 - 1381. Retrieved from https://doi.org/10.3889/oamjms.2019.319.

Ahmad, C. V. (2021). What Makes Our Learners Demotivated in Learning? *Indonesian Journal of Educational Research and Technology,* 1(2), 51-596. Retrieved from https://doi.org/10.17509/ijert.v1i2.33409.

Cooper, K. M., Ashley, M., & Brownell, S. E. (2017). Using Expectancy Value Theory as a Framework to Reduce Student Resistance to Active Learning: A Proof of Concept. *Journal of Microbiology and Biology Education,* 18(2), 1-8. Retrieved from https://doi.org/10.1128%2Fjmbe.v18i2.1289.

Curione, K., Uriel, F., Grundler, V., Freiberg-Hoffman, A. (2022). Assessment of Learning Strategies in College Students: A Brief Version of the MSLQ, *Electronic Journal of Research in Educational Psychology,* 20 (1), 201 – 224. Retrieved from https://ri.conicet.gov.ar/bitstream/handle/11336/161314/CONICET_Digital_Nro.5782 c16a-a02e-4fdb-af93-99b4fb3a8826_A.pdf?sequence=2&isAllowed=yFilgona, J., Sakiyo, J., Gwany, D. M. & Okoonka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 10(4), 16-37. Retrieved from http://dx.doi.org/10.9734/AJESS/2020/v10i430273.

Han, T., Tulgar, A. T., & Aybirdi, N. (2019). Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Students to Overcome their Demotivation. *Advances in Language and Literary Studies,* 56 - 65. Retrieved from http://dx.doi.org/10.7575/aiac.alls.v.10n.2p.56.

Hayat, A. A., Shateri, K., Amini, M., & Shokrpour, N. (2020). Relationships Between Academic Self-Efficacy, Learning-Related Emotions, and Metacognitive Learning Strategies with Academic Performance in Medical Students: A Structural Equation Model. *BMC Medical Education.* 20 (76). 1 – 11. Retrieved from https://doi.org/10.1186/s12909-020-01995-9.

Jackson, S. L. (2015). Research Methods and Statistics-A Critical Thinking Approach (5TH Edition). Boston, USA: Cengage Learning.

Lokman, A., Hassan, F., Ustadi, Y. A., Rahman, F. A. A., Zain, Z. M., & Rahmat, N. H. (2021). Investigating Motivation for Learning Via Vroom's Theory. *International Journal of Academic Research in Business Studies and Social Sciences*, 11(12), 504-530. Retrieved from http://dx.doi.org/10.6007/IJARBSS/v12-i1/11749

Mahmud, N. (2019). English Language Learning: English Language Learning: Demotivating Factors Among Undergraduates of English as a Second Language (ESL)Learners in USAS, *Al Qimah Al Mudhafah The Journal of Management And Science (ALQIMAH)*, 5(1), 1-9. Retrieved from http://alqimah.usas.edu.my/images/vol5-issue1/upd2020/ENGLISH-LANGUAGE-LEARNING--DEMOTIVATING-FACTORS-AMONG-UNDERGRADUATES-OF-ENGLISH-AS-A-SECOND-LANGUAGE-ESL-LEARNERS-IN-USAS.pdf.

Madsgaard, A., Roykenes, K., Smith-Strom, H., & Kvernenes, M. (2017). The Affective Component of Learning in Simulation-Based Education – Facilitators' Strategies to Establish Psychological Safety and Accommodate Nursing Learners' Emotions. *BMC Nursing,* 21(19), 1-10. Retrieved from https://doi.org/10.1186/s12912-022-00869-3

Mauliya, I., Relianisa, R. Z., & Rokhyati, U. (2020). Lack of Motivation Factors Creating Poor Performance in the Context of Graduate English Department Students. *Journal of Linguistics and Language Teaching,* 6(2), 73-85. Retrieved from http://dx.doi.org/10.29300/ling.v6i2.3604.

Mehndroo, M., & Vandana. (2020). Impact of Motivation on Academic Achievement. *Elementary Education Online,* 19(4), 3316 - 3320. Retrieved from https://www.ilkogretim-online.org/fulltext/218-1618602849.pdf.

Nunally, J. C. (1978). Psychometric Theory.2nd ed.; McGraw-Hill: New York.

Nunally, J. C., & Berstein, I. H. (1994). Psychometric Theory.3rd ed.; McGraw-Hill: New York.

Pintrich, P. R., & De Groot E. V. (1990). Motivational and Self-Regulated Learning Components of Classroom Academic Performance. *Journal of Educational Psychology*, 82(1), 33–40. Retrieved from https://psycnet.apa.org/doi/10.1037/0022-0663.82.1.33

Rahmat, N. H. (2022). Motives to Learn English as a Foreign language: An Analysis from Vroom's Theory. *International Journal of Academic Research in Business & Social Sciences*, 12(4), 1539-1548. Retrieved from http://dx.doi.org/10.6007/IJARBSS/v12-i4/13150

Reash, C., & Larwin, K. H. (2021). Factors of Motivation in Education: Perspectives of College Students and Their Professors, *Journal of Organizational & Educational Leadership:,* 7(1), 192 - 209. Retrieved from https://digitalcommons.gardner-webb.edu/joel/vol7/iss1/2.

Rudhumbu, N., & Plessis, E. (2021). Utilizing the Expectancy Value Theory to Predict Lecturer Motivation to Apply Culturally Responsive Pedagogies in Universities in Botswana. *International Journal of Learning, Teaching and Educational Research,* 20(7), 192 - 209. Retrieved from https://doi.org/10.26803/ijlter.20.7.11.

Sutter-Brandenberger, C. C., Hagenauer, G.. & Hascher, T. (2019). Facing Motivational Challenges in Secondary Education: A Classroom Intervention in Low-track Schools and the Role of Migration Background, *Motivation in Education at a Time of Global Change* (*Advances in Motivation and Achievement,* 20, 225 – 249. Retrieved from https://doi-org.ezaccess.library.uitm.edu.my/10.1108/S0749-742320190000020011

Takase, M., Niitani, M., Imai, T., & Okada, M. (2019). Learners' Perceptions of Teaching Factors That Demotivate Their Learning in Lectures and Laboratory-Based Skills Practice. *International Journal of Nursing Science,* 414 - 420. Retrieved from https://doi.org/10.1016/j.ijnss.2019.08.001.

Xu, R., Wang, Q., Chin, N. S., & Teo, E. W. (2021). Analysis of Learning Motivation and Burnout of Malaysian and Chinese College Learners Majoring in Sports in an Educational Psychology Perspective. *Front. Psychol.*1 -10. Retrieved from https://doi.org/10.3389/fpsyg.2021.691324.

Wabiser, Y. D., Prabawa, T. S., & Rupidara, N. S. (2022). The Exploration of Elementary School Students' Learning Motivation: A Case Study in Papua *Eurasian Journal of Educational Research,* 97 (97), 59 - 85. Retrieved from https://www.ejer.info/index.php/journal/article/view/603