



**Faculty of Cognitive Sciences and Human Development**

**THE RELATIONSHIP BETWEEN CULTURAL PERCEPTIONS AND  
ACADEMIC MOTIVATION, AND ACADEMIC ACHIEVEMENT**

**Tunku Farah Emily Binti Tunku Mohammad Shaharil**

**Bachelor of Psychology (Honours)**

**2022**

UNIVERSITI MALAYSIA SARAWAK

Grade: A-

Please tick (✓)

Final Year Project Report

Masters

PhD

DECLARATION OF ORIGINAL WORK

This declaration is made on the 11<sup>th</sup> day of July 2022.

**Student's Declaration:**

I, **Tunku Farah Emily Binti Tunku Mohammad Shaharil (71849)**, Faculty of Cognitive Sciences and Human Development hereby declare that the work entitled, "**The Relationship Between Cultural Perceptions and Academic Motivation, and Academic Achievement**" is my original work. I have not copied from any other students' work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person.



11 JULY 2022

Date submitted

\_\_\_\_\_  
Tunku Farah Emily Binti Tunku Mohammad Shaharil (71849)

**Supervisor's Declaration:**

I, **Kartini Binti Abd Ghani** hereby certifies that the work entitled, **The Relationship Between Cultural Perceptions and Academic Motivation, and Academic Achievement** was prepared by the above named student, and was submitted to the Faculty of Cognitive Sciences and Human Development as a full fulfilment for the conferment of **Bachelor of Psychology (Honours)**, and the aforementioned work, to the best of my knowledge, is the said student's work



\_\_\_\_\_  
Received for examination by:

**Kartini Binti Abd Ghani**

Date: 21/9/2022

I declare this Project/Thesis is classified as (Please tick (✓)):

- CONFIDENTIAL** (Contains confidential information under the Official Secret Act 1972)\*  
 **RESTRICTED** (Contains restricted information as specified by the organisation where research was done) \*  
 **OPEN ACCESS**

### Validation of Project/Thesis

I therefore duly affirmed with free consent and willingness declared that this said Project/Thesis shall be placed officially in the PeTARY with the abide interest and rights as follows:

- This Project/Thesis is the sole legal property of Universiti Malaysia Sarawak (UNIMAS).
- The PeTARY has the lawful right to make copies for the purpose of academic and research only and not for other purpose.
- The PeTARY has the lawful right to digitise the content to for the Local Content Database.
- The PeTARY has the lawful right to make copies of the Project/Thesis for academic exchange between Higher Learning Institute.
- No dispute or any claim shall arise from the student itself neither third party on this Project/Thesis once it becomes sole property of UNIMAS.
- This Project/Thesis or any material, data and information related to it shall not be distributed, published or disclosed to any party by the student except with UNIMAS permission.



Student's signature \_\_\_\_\_  
(11/7/2022)



Supervisor's signature: \_\_\_\_\_  
(21/9/2022)

Current Address: No. 9, Jalan Bangi Avenue 7/14, Taman Bangi Avenue 3, 43000 Kajang, Selangor.

Notes: \* If the Project/Thesis is **CONFIDENTIAL** or **RESTRICTED**, please attach together as annexure a letter from the organisation with the period and reasons of confidentiality and restriction.

[The instrument was duly prepared by the PeTARY]

**THE RELATIONSHIP BETWEEN CULTURAL PERCEPTIONS AND ACADEMIC  
MOTIVATION, AND ACADEMIC ACHIEVEMENT**

TUNKU FARAH EMILY BINTI TUNKU MOHAMMAD SHAHARIL

This project is submitted  
in partial fulfilment of the requirements for a  
Bachelor of Psychology with Honours

Faculty of Cognitive Sciences and Human Development  
UNIVERSITI MALAYSIA SARAWAK  
(2022)

The project entitled '**The Relationship Between Cultural Perceptions and Academic Motivation, and Academic Achievement**' was prepared by **Tunku Farah Emily Binti Tunku Mohammad Shaharil (71849)** and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Psychology with Honours

Received for examination by:

*Kartini*

---

(Kartini Binti Abd Ghani)

Date:

-----21/9/2022-----

<b>Grade</b>
--------------

<b>A-</b>
-----------

## ACKNOWLEDGEMENT

Alhamdulillah, with constant prayers in seeking guidance and comfort from Allah SWT, He has guided me in completing my Final Year Project 2. I am beyond grateful and relieved to be able to complete this research on time with guidance from many individuals who were willing to spend their time and effort in ensuring that my research went smoothly.

First and foremost, I would like to thank my supervisor, Dr. Kartini Abd Ghani for patiently helping me through the "tricky" parts of my research. Second, special thanks to my evaluator Sir Azhari Abu Bakar for his patience and constructive criticisms. To my 237 respondents, thank you very much for taking the time to answer my questionnaire. Without your participation, I would be unable to conduct out my research in the manner that I proposed.

To my beloved parents, Aniza Binti Adnan and Mohammad Sufian Mohd Shah, I thank you for your tremendous support, whether financial or emotional; both of you have always been the catalyst for my previous achievements in life, and Insyallah, there will be many more in the future. To my classmates, especially Nurul Asyiqin, and Nur Puteri Sabrina, I truly appreciate our friendship and teamwork in ensuring that we all excel academically together. Last but not least, Muhammad Anwar Razin, thank you for your endless love and support.

## Table of Contents

ACKNOWLEDGEMENT .....	1
LIST OF TABLES .....	i
LIST OF FIGURES .....	ii
ABSTRACT.....	iii
ABSTRAK.....	iv
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.0 Introduction .....	1
1.1 Background of Study.....	1
1.2 Problem Statement .....	2
1.3 Research Objectives .....	4
1.4 Research Questions .....	4
1.5 Research Hypotheses.....	4
1.6 Conceptual Framework .....	4
1.7 Significance of Study .....	5
1.8 Definition of Terms.....	5
1.9 Summary .....	6
CHAPTER TWO .....	7
LITERATURE REVIEW .....	7
2.0 Introduction .....	7
2.1 Cultural Perceptions .....	7

2.2 Academic Motivation.....	10
2.2.1 Discussion of Related Theory: Self-Determination Theory (SDT).....	13
2.3 Academic Achievement .....	15
2.4 Relationship Between Cultural Perceptions and Academic Motivation, and Academic Achievement .....	17
2.5 Summary .....	19
CHAPTER THREE .....	20
METHODOLOGY .....	20
3.0 Introduction .....	20
3.1 Research Design.....	20
3.2 Population and Sample.....	20
3.3 Instruments.....	22
3.3.1 Cultural Worldview Scale (CW scale) .....	22
3.3.2 Academic Motivation Scale (AMS) .....	23
3.3.3 Cumulative Grade Point Average (CGPA) .....	24
3.4 Divisions of the Survey .....	24
3.5 Validity and Reliability .....	25
3.6 Ethics of the Study .....	28
3.8 Summary .....	29
CHAPTER FOUR.....	30
FINDINGS AND DISCUSSION.....	30
4.0 Introduction .....	30



4.1 Descriptive Data Analysis .....	30
4.1.1 Demography of Respondents .....	30
4.2 Inferential Data (Main Findings).....	32
4.2.1 Cultural Perceptions .....	32
4.2.2 Academic Motivation.....	33
4.2.3 Academic Achievement .....	35
4.2.4 The Relationship Between Cultural Perceptions and Academic Motivation..	36
4.2.5 The Relationship Between Cultural Perceptions and Academic Achievement .....	38
4.3 Discussion .....	39
4.4 Conclusion.....	42
LIMITATION, IMPLICATION, RECOMMENDATION AND CONCLUSION .....	43
5.0 Introduction .....	43
5.1 Limitations of Study.....	43
5.2 Implications of Study .....	44
5.3 Recommendations .....	44
5.4 Conclusion.....	45
REFERENCES .....	46
APPENDIX A.....	58
APPENDIX B .....	78

## LIST OF TABLES

- Table 1** Sample Size Determination from A Given Population by Krejcie and Morgan (1970).
- Table 2** Results from a Factor Analysis of the Cultural Worldview Scale (CW scale)
- Table 3** Cronbach's Alpha Scores for Cultural Worldview Scale (CW scale)
- Table 4** Demography Data of Respondents
- Table 5** Self-Determination Index (SDI)
- Table 6** Descriptive Statistics for Academic Motivation Variable Based on Subscales
- Table 7** Descriptive Statistics for Cultural Perceptions Variable Based on Factors
- Table 8** Descriptive Statistics for Academic Achievement Variable
- Table 9** Pearson Correlation Coefficient Test Between Cultural Perceptions and Academic Motivations Variables
- Table 10** Pearson Correlation Coefficient Test for Cultural Perceptions and Academic Motivation Variables by Factors and Subscales
- Table 11** Pearson Correlation Coefficient Test Between Cultural Perceptions Subscales and Total, and Academic Achievement Variables

## LIST OF FIGURES

<b>Figure 1</b>	Conceptual Framework of the Study	<b>4</b>
-----------------	-----------------------------------	----------

## **ABSTRACT**

This study aimed to assess the relationship between cultural perceptions and academic motivation, and academic achievement. This is because culture plays a significant role in influencing an individual's beliefs and behaviors, which in turn influences motivation and achievement. However, past literatures found that some cultures, specifically collectivistic cultures are shifting towards individualism as a result of technological advancement, modernization and globalization. Therefore, a quantitative research on the relationship between cultural perceptions and academic motivation, and between cultural perceptions and academic achievement was conducted. The instruments used was Cultural Worldview Scale (CW scale) and Academic Motivation Scale (AMS) alongside with the respondents' CGPA. Results showed that there is no significant relationship between cultural perceptions and academic motivations, and there is no significant relationship between cultural perceptions and academic achievement. These results contradict past literatures on culture and motivation and accomplishment; thus, future related studies are necessary to examine the relation between culture and education.

*Keywords:* Cultural Perceptions, Academic Motivation, Academic Achievement

## **ABSTRAK**

Kajian ini bertujuan untuk menilai hubungan antara persepsi budaya dan motivasi akademik, dan pencapaian akademik. Ini kerana budaya memainkan peranan yang besar dalam mempengaruhi kepercayaan dan tingkah laku seseorang individu seterusnya mempengaruhi motivasi dan pencapaian. Walau bagaimanapun, kajian lepas mendapati bahawa sesetengah budaya, khususnya budaya kolektivistik sedang beralih ke arah individualisme hasil daripada kemajuan teknologi, pemodenan dan globalisasi. Oleh itu, kajian kuantitatif tentang hubungan antara persepsi budaya dan motivasi akademik, dan antara persepsi budaya dan pencapaian akademik telah dijalankan. Instrumen yang digunakan ialah Cultural Worldview Scale (CW scale) dan Academic Motivation Scale (AMS) berserta PNGK responden. Keputusan menunjukkan bahawa tidak terdapat hubungan yang signifikan antara persepsi budaya dan motivasi akademik, dan tidak terdapat hubungan yang signifikan antara persepsi budaya dengan pencapaian akademik. Keputusan ini bercanggah dengan kesusasteraan lalu mengenai budaya dan motivasi serta pencapaian; justeru, kajian berkaitan masa hadapan adalah perlu untuk mengkaji hubungan antara budaya dan pendidikan.

*Kata kunci:* Persepsi Budaya, Motivasi Akademik, Pencapaian Akademik

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter discussed the brief context of the research, statement of the problem, the research questions, and objectives of conducting this research. A conceptual framework was also constructed to provide a clearer picture of the connection between the independent variable (IV) and the dependent variables (DV). Lastly, the significance of the study and the definition of terms were included below.

#### **1.1 Background of Study**

According to Quinn & Holland (1987), culture is defined as “acquired knowledge, including beliefs, concepts, and standards, organized by cognitive structures that people use to function properly in a cultural context”. Culture influences individuals in the same group by unconsciously behaving the same way due to learning the “common language, dressing, food, religion, beliefs aspirations and challenges” (Asma, 2006; as cited in Ahmad & Majid, 2010). It is a crucial element in many lives as it serves as a tool for a harmonious society. According to the Department of Statistics Malaysia (2021), Malaysia’s current population is approximately 32.7 million, comprising 69.8% of Bumiputera, 22.4% of Chinese, 6.8% of Indians and 1.0% of Others.

There are various studies on the factors that influence students’ motivation; one of them is culture, which plays a significant role in an individual’s way of thinking and how they perceive the world. It is also crucial in influencing individuals in behaviour, decision making, and the formation of thoughts. In academics, the distinction between Western and Asian cultures, Western students regard their studies and achievement as personal. In contrast, Asian

students are more motivated to achieve academically for external validation by the individuals around them (Rynne et al., 2012). In addition, motivation is significant in educational achievement as it has been linked with “student engagement, persistence, help-seeking and performance” based on numerous studies conducted (Deci & Ryan, 2008; Meece et al., 2006, as cited in Chong & Ahmed, 2012).

Achievement is often viewed as a benchmark of an individual’s self-worth. Besides that, it serves as a tool of survival to gain satisfaction from the efforts carried out and gain power. Although the concept of achievement differs by individual, with some perceiving failure as either a negative or a positive experience, such as a learning process (Elliot, 1996; as cited in Erlinda & Dewi 2016), it is widely regarded as an important goal for all. It is a stepping stone to more significant achievements in the future. In addition, it navigates to what should be done and what should be avoided by students to make the right choices in achieving their goals, helps students to be more interested in their studies and forces them “to learn and achieve their target progressively” (Remali et al., 2013). In many counterparts of the world, education is compulsory and fundamental in shaping knowledge citizens that can contribute back to society. Academic motivation also affects emotions as it feeds the anticipation of receiving the reward, which is success.

## **1.2 Problem Statement**

Culture is one of the most fundamental aspects of our self-identity. It includes a "dynamic system of values, expectation, and associated practice" that directs an individual's decision-making and navigation through life (Trumbull & Rothstein-Fitch, 2011). Every culture has its own set of components, which makes them unique. Since every culture holds onto different beliefs and values, definitions of success may differ; hence, the motivation to achieve success may also be different (Maehr, 1974). Although Malaysia has the same

education syllabus and structure for every race, Chinese accounting students' showed more excellent academic performance than Malay and Indian accounting students, according to a study conducted by Hassan et al. (2020).

The difference in academic achievement between races has introduced a gap in the possibility of cultural differences in the perception of education and achievement. However, the races mentioned are collectivistic and located in the same geographical area. Another point worth considering is whether culture plays a role in academic motivation and academic achievement. This is because technological advancement and globalization are possible in shifting individuals' priorities to live independently from cultural barriers. Hong & Mallorie (2004) explains that it is now more complex to compare between cultures due to globalization and modernization. Because of these two factors, diversification of the cultures occurs. Thus, the specification of each culture in personality and learning styles decreases. This could also affect students' academic motivation. Besides that, Maja et al. (2012; as cited in Bakar & Connaughtan, 2019) found that economic growth has caused Asian countries to be more individualistic. Specifically, a study by Salleh (2019) revealed that Malaysia, especially the Malay race, is now more individualistic than several years ago due to globalization.

By identifying the beliefs and perceptions of respective cultures in Malaysia towards education and achievement, suitable cultural-adapted strategies can be implemented for students and other individuals. In this study, we were able to explore whether the correlation between cultural perceptions, and academic motivation and academic achievement existed. The researcher will investigate the individual difference of the relationship between cultural perceptions and academic motivation, and academic achievement.



### 1.3 Research Objectives

The research objectives are as below:

1. To identify the relationship between cultural perceptions and academic motivation.
2. To identify the relationship between cultural perceptions and academic achievement.

### 1.4 Research Questions

The research questions are as below:

1. What is the relationship between cultural perceptions and academic motivation?
2. What is the relationship between cultural perceptions and academic achievement?

### 1.5 Research Hypotheses

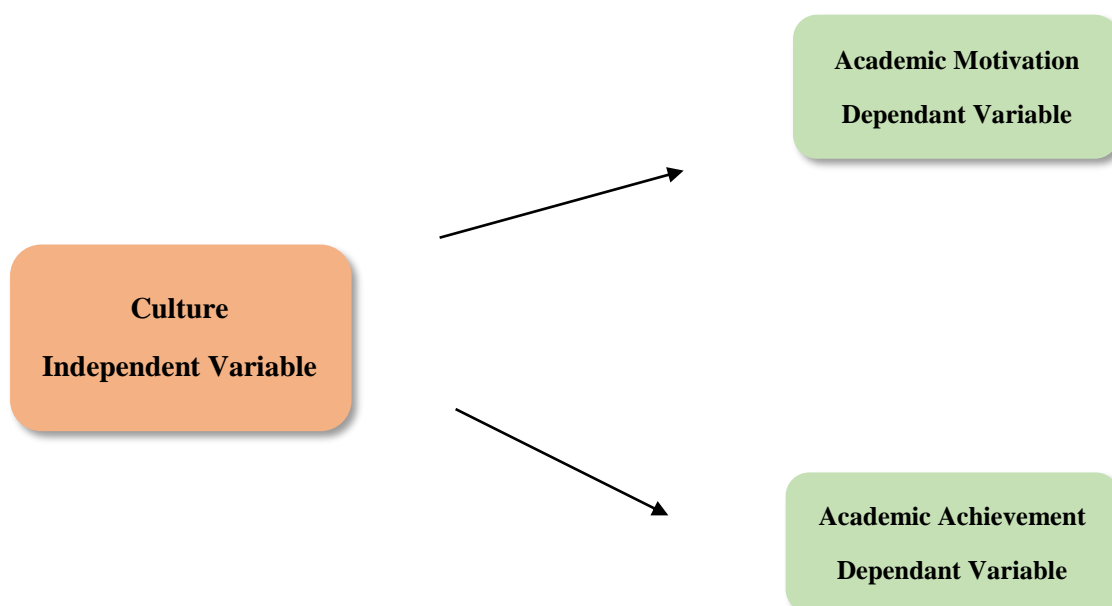
The research hypotheses are as below:

Hypothesis 1: There is significant relationship between cultural perceptions and academic motivation.

Hypothesis 2: There is significant relationship between cultural perceptions and academic achievement.

### 1.6 Conceptual Framework

Figure 1: Conceptual framework of the study



## **1.7 Significance of Study**

Firstly, this research gained more insights and data regarding the cultural perception of academic motivation and academic achievement for collectivistic cultures, particularly Southern Asian cultures such as Malaysia. This is because most past findings relating to academic motivation were conducted in Western or European nations, which are generally individualistic cultures. Secondly, the data analyzed will be utilized as supporting data for education institutions and policymakers to develop culturally-adapted strategies in helping students to thrive in academics. Educators also can benefit from this, as they will be more aware of their role in using those strategies in lectures and education syllabi.

Thirdly, this research provided better understanding and inspiration towards students regardless of cultural backgrounds, towards the relevance of culture as a valuable component in academic motivation and academic achievement. As a result, students would be able to consider their type of academic motivation and curate their learning strategies to achieve their desired academic achievement. Lastly, this research would educate the public about the cultural and individual differences in perspectives of motivation and achievement. Understanding that every individual perceives culture differently can provide tolerance towards each other.

## **1.8 Definition of Terms**

### **1.8.1 Cultural Perceptions**

**Conceptual Definition:** Cultural Perceptions can be defined as how individuals are influenced by their own cultural behaviours, beliefs, and values through their perceptions.

**Operational Definition:** For this research, cultural perceptions will be measured by the adapted version of Cultural Worldview (CW) scale, which is a 12-item scale on a 5-Point Likert Scale.

### **1.8.2 Academic Motivation**

**Conceptual Definition:** Academic Motivation refers to the impulse of behaving accordingly to academic and success related behaviour (Usher & Morris, 2012).

**Operational Definition:** For this research, Academic Motivation will be measured by Academic Motivation Scale (AMS), 28-item questionnaire on a 7-Point Likert Scale.

### **1.8.3 Academic Achievement**

**Conceptual Definition:** Academic Achievement can be defined as “the knowledge attained or skills developed in the school subjects, usually determined by test scores or marks assigned by teachers or both” (Carter, 1959, as cited in Bhat & Bhardwaj, 2014).

**Operational Definition:** For this research, Academic Achievement is measured by the respondents’ Cumulative Grade Point Average (CGPA).

## **1.9 Summary**

To summarize, this chapter focused on the justifications on why this research was conducted as its key concepts that will be elaborated to gain the findings later on. It gives a clearer picture of the scope of the research and the main objectives of the research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discussed the current standpoint of this research topic and the support of past research findings that will be helpful for the direction of this research. It also showed that the researcher was well-prepared and knowledgeable enough to pursue this research topic.

#### **2.1 Cultural Perceptions**

Culture means differently for every individual; it could be referred as a culture's language, food, artifacts, personality, behaviours, traditions, values, beliefs, and many other components. As early as in 1952, Kroeber and Kluckhohn (1952; as cited in Altugan, 2015) mentioned that the word "culture" itself, has about 160 definitions, as it is a very subjective word. One thing for certain was that "culture is a social product, which every individual develops after learning" (Altugan, 2015), and it was transmitted through generations (Napier et. al., 2014; as cited in Hamzah, 2018). In this context of research, cultural perception refers to how individuals perceive both general and specific cultural beliefs, family values, and other cultural behaviours.

Malaysia is one of the prominent examples of a collectivistic country (Hofstede, 2015). The primary races in Malaysia are only divided into three main races: Malay, Chinese, and Indian. At the same time, individuals who do not fit in either of those three categories are categorized as "Others" (Ravendran, 2021). According to Asma (2006; as cited in Ahmad & Majid, 2010), Malaysians highly value the people around them first, as they preserve others regardless of having blood ties or not the same way they treat their loved ones. This ensures that they can maintain good relationships with others and avoid conflict. Besides that,

individuals from collectivistic cultures tend to have high self-monitoring behaviours (Church et al., 2006; as cited in Chui et al., 2010), such as behaving appropriately and picking up on social cues of others as they are concerned by the perceptions of other individuals in the community (Bias et al., 2005; as cited in Chui et al., 2010). Merriam and Mohamad (2017) explained that older Malaysians are motivated to learn based on several factors, such as making new acquaintances, having a positive impact on society, and believing that it is their religious obligation (specifically Malay Muslims) to seek education.

Although Malays are generally known as collectivists, Ahmad (2001) argued that it only occurs within their Malay community and are more individualistic when it comes to Non-Malays in Malaysia, such as towards Indians and Chinese when there is competition. Besides that, Noor (2022) observed that women from the millennial generation are now more likely to be individualistic and independent towards themselves. Malaysian Indians are more inclined to individualistic characteristics as their beliefs of rebirth on earth have associations with how they operate daily (Nordin & Hussiin, 2004; as cited in Haq, 2020). In a study involving young adults in Sabah, Halik et al. (2019) found that they have individualistic characteristics in different areas of life, such as excluding their parents in decision-making and rational thinking. Nevertheless, Musa (2008; as cited in Toti et al., 2020) claimed that characteristics of the Malay race is still prominent in certain aspects such as in science, students, and faith, although beginning to diminish its values. However, Singelis et al. (1995; as cited in Ladhari et al., 2015) argued that “the distinction between individualism and collectivism (I-C) is too simplistic to account for variability within individualist and collectivist cultures”.

When it comes to elements such as self-identity, it can be very subjective and not according to specific “standards”, as Malaysia is a multicultural country and its citizens come from different life backgrounds (Ibrahim, 2010). There is a possibility that some individuals

perceive themselves as self-determined or independent from their cultural beliefs. In addition, it is highly anticipated that the Malaysian culture will be influenced by both Eastern and Western culture as “Malaysia is fast becoming a modern, post-industrial nation with multinational and global interests, we would expect cultural values of both the East and the West to be influencing Malaysian society today” (Merriam & Mohamad, 2015).

Abd-El-Fattah and Patrick (2011) mentioned that each culture has different values and views about what attributes are valuable and deemed acceptable within the community. When it comes to achievements between cultures, it is dependent on whether they would associate it with their community or take it as a “win” for themselves (Abd-El-Fattah & Patrick, 2011). In addition, some cultures may be responsible for shaping individuals to be more self-determined and independent (Markus & Kiyama, 1991). Ladhari et al. (2015) argued how cross-cultural researchers often use the variable of nationality and the general concept of culture of that nationality in comparing between cultures, such as individualism or collectivism. Conversely, they failed to consider other factors influencing cultural change within a nation, such as shared cultural values and cultural adaptations. Past findings show that culture experiences changes over the years, such as cultural convergence, cultural divergence and cultural hybridizations (Ladhari et al., 2015). These can be rooted in the phenomenon of globalization and modernization. Cultural globalization can be defined as “the circulation and sharing of ideas, meanings and values across countries; with the effect of increasing social contacts (Paul, 2006; as cited in Crozet, 2017). For the process of globalization to occur, globalization advocates emphasized that culture is one of the dimensions that are needed to be affected by it (Giddens & Sutton, 2013; Kay et al., 2016). It has become one factor of cultural change gradually over the past years. Craig and Douglas (2006) explained that the global phenomena of knowledge and information sharing and the Internet connected cultures from various parts of the world.

Besides that, the media also has transformed into an influential platform in being “pervasive and omnipotent and is a shaper of opinions, attitudes and beliefs” (Embong, 2011; Kay et al., 2016). According to Pais (2006), globalization can socially impact a country or a community leaning towards individualism by competition among other individuals in the society.

## **2.2 Academic Motivation**

Bozanoglu (2004; as cited in Ozturk & MetinKirbac, 2016) refers to academic motivation as the desire required to engage in activity related to academics. The core notion of motivation may be defined in various contexts, making it a vast concept. Instead, academic motivation emphasises students’ aptitude and ability to take responsibility for their academic lives, such as their intrinsic motivation to learn, innovative thinking, and optimistic perceptions of their institution (Sivrikaya, 2019).

Past findings have shown that motivation is indeed an influential factor in students’ learning process since it has a strong association with “student engagement, persistence, help-seeking and performance” (Deci & Ryan, 2008; Meece et al., 2006, as cited in Chong & Ahmed, 2012). When students are academically motivated, they tend to engage in learning new information (Pavlou, 2006). Guay et al. (2008) highlighted that its presence could help a student excel, albeit another student competing with the latter has the same ability level. Besides that, there is a correlation between students’ mental health and academic motivation. It is negatively associated with lower suicidal tendencies (Lee et al., 2019) and lower levels of mental disorders such as anxiety disorder (Tasgin & Coskun, 2018). It was also explained that motivation is crucial for planning out their preferred learning approach (Dai & Sternberg, 2004; Wong, Chai, Chen & Chin, 2013; as cited in Triyanto, 2019).

Culture is essential in students' motivation, as Murdock (2009) illustrated that self-image and the feeling of belongingness in their cultural group are vital factors in affecting students' perceptions of self and motivation to construct action plans for academic achievement. Moreover, experiencing positive feeling associated with cultural behaviours; such as having positive relationships with other students from the same culture can promote academic motivation (Suarez-Orozco et. al., 2009; Triyanto & Hadayani, 2016). Furthermore, it is observable that there are precise cuts of motivational differences between individualistic and collectivistic cultures and how it affects the educational systems. Since Western culture highly believes in prioritising their own needs first, their educational system is designed to cater to every students' area of interest which they are flexible to sort out their syllabus of learning (Zhu & Leung, 2011). By that being said, the motivation of each individual in every counterpart of the world can emerge when their cultural values and principles are aligned (Hernandez & Iyengar, 2011). This can be explained by the striking difference between the characteristics of two cultures, collectivism and individualism, in which Asian cultures are collectivistic. Therefore, they tend to prioritise their community before themselves compared to individualistic cultures (Markus & Kitayama, 1991).

Collectivistic cultures believe that education is valuable for every individual, as Asian students have been nurtured into this mentality since they were young by their society, particularly their parents and teachers (Ng, 2003, as cited in Zhu & Leung, 2011). For Asian students, their academic motivations are more geared towards contributing back to their community, or specifically their loved ones. A study on Asian and Latin American students conducted by Fuligni (2001, as cited in Trumbull & Rothseim-Fitch, 2011) shows that both student groups scored higher in academic motivation due to being highly responsible in fulfilling family's expectations. A comparison study between Turkish university students and